

Writing Lesson Plan – Proposition/Support Outline

Standard

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

Objective

Construct a thesis statement and support it with appropriate evidence.

Strategy

Proposition/Support Outline – Students complete a graphic organizer to identify a debatable statement and the types of evidence to support their position.

Phase of Writing

Before

Skill Review

None required

Definitions

Proposition--a statement that affirms or denies something

Support--statements that work together to explain, illustrate or provide evidence for a proposition or thesis

Thesis Statement--a sentence that identifies the main idea and/or central purpose of a paper. It is sometimes called a claim or controlling idea.

Inference--conclusion reached on the basis of evidence and reasoning

Logic--a proper or reasonable way of thinking about or understanding something

Lesson Preparation

Copy the proposition/support outline organizer or provide an electronic version.

If available, locate examples related to the specific content area or project/problem under consideration. Generic examples are given below, but content-specific examples could be substituted.

Ensure that you have the scenario or task ready for the current project.

Lesson

The proposition/support outline includes a graphic organizer by which students identify the "propositions"—statements than can be argued as true, false or debatable—of a document. It can be used as a reading strategy for students to identify evidence for the author's propositions

and used as a pre-writing organizer for students to develop their thesis statements and the evidence they will use to support their propositions.

Whole Group Instruction

Introduce the exercise by reminding students of the differences in fact (provable) and opinion (belief or judgment).

Provide students with a list of statements for them to classify as facts, opinions, examples or inferences. See examples below. Provide enough examples until you are sure that students can identify and explain the differences.

| Statement | Fact | Opinion | Example | Inference |
|--|-------------|----------------|----------------|------------------|
| <i>The sun is a star.</i> | X | | | |
| <i>The sun is a great star.</i> | | X | | |
| <i>The sun is one topic in space science.</i> | | | X | |
| <i>I'm looking for my ice cream outside, but the cone is empty. It is 95 degrees. It must have melted.</i> | | | | X |

Display a short paragraph for students and model locating the thesis statement and types of evidence supporting it. An example follows.

Organ donors should be financially compensated to produce more available organs (*thesis statement*). Last year, only half of the three million adults waiting for organ donations got the necessary organs (*fact*). People who sign up for organ donation freely give their organs, but this free system limits the number of available donors and makes it difficult for recipients to access lifesaving transplants (*opinion*). When interviewed, Jane Smith said that she refused to donate because she could not afford to do so (*example*). Providing financial compensation will decrease profitable, illegal organ harvesting activities in the black market (*inference*).

Using the current project, have students generate propositions, statements that they could defend.

Guided Practice

Lead students in a discussion of what they learned in the most recent project that the class completed. Ask them to work in their teams to develop a proposition related to their findings. Use the proposition/support outline for them to identify different types of evidence they collected to support that proposition. Teams should have similar propositions and evidence if they completed the same project. Have teams share and discuss any differences.

Application

Share and discuss the scenario or writing task for the current project. Have project teams develop their propositions and begin identifying evidence to complete the proposition/support outline. Remind them that if they have additional research and experimentation to complete, they may change their position or identify different evidence. Students should use the organizer to develop their thesis statements and outlines before writing the argumentative final paper.

Extensions/Notes:

- The proposition/support outline can be used to analyze an author's argument.
- A proposition/support outline can lead into an outline or graphic organizer for an argumentative piece.
- A proposition/support outline can be used in a peer review to determine whether students have adequately supported their thesis statements.

For More Information on Strategy

Beuhl, D. (2001). *Classroom Strategies for Interactive Learning*. International Reading Association.

[Reading Educator \(n.d.\) Proposition Support Outline](#). Retrieved April 30, 2017.

| Proposition/Support Outline |
|------------------------------------|
| Proposition: |
| Thesis Statement: |
| Facts |
| Inferences |
| Examples |
| Expert Authority |
| Logic and Reasoning |