

CLAIM TESTING SNAP JUDGEMENT

Preparation

Post the following claims around the room. You can make up your own claims as well. If you choose to make up your own, try to have claims that will be supported by different types of claim testers.

- The Earth is flat.
- The Universe is 13.8 billion years old.
- We should believe the information shared with us in Big History videos.
- In the northern hemisphere, it is hotter in the summer and colder in the winter.
- The use of differing scales makes Big History different from other approaches to history.

Have two different colors of sticky notes available. Designate one color as the “agree” color and one as the “disagree” color.

Post directions so that students know that as they come into the room, they should walk around the room and put a sticky note on the chart paper to either signify that they agree or disagree with the claim. On the sticky note, they should write their names and why they agree or disagree.

Purpose

This is a quick introduction to how students assess claims that are made in their everyday lives. You’ll return to this activity later in the lesson so that once students are familiar with the four claim testers, they can categorize the “why” explanations they provided into the four Big History claim testers.

Process

As students come into the room, have them take about 5 minutes to walk around to the different claims and decide if they agree or disagree with each one. They should also write why they agree or disagree on the sticky notes.

Once everyone is done, ask students if they know what a claim is. If they don’t provide a solid definition, tell them that a claim is an assertion, made without proof, that something is true (they should know this from the vocabulary activities). People make claims all the time, and the statements they read on the chart paper are all claims. When we teach we make claims; when we tell each other stories we make claims; television commercials make claims about products; doctors make claims about medicine; the list goes on and on.

Much of what people share and advertise are claims; however, we often don’t explain or justify our claims. In addition, we don’t often question the claims that we encounter, so in this activity your students practice questioning claims.

Look around the room at the chart paper. Did large numbers of people agree or disagree with certain claims? Quickly have students share a few reasons why they agreed or disagreed with the claims.

Practices

Writing

Point out to students that as they develop their claim-testing skills, they should remember to apply their knowledge to their writing practice – this will encourage students to support their own claims in both writing and speaking.



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Purpose

This is a quick introduction to how you might assess claims that are made in your everyday lives.

Process

As you come into the room, take about 5 minutes to walk around to the different claims and decide if you agree or disagree with them. Once you've decided, get some sticky notes from your teacher (one color will be designated for agree, the other color for disagree). On the sticky note, write the reason why you either agree or disagree with the claim and place the notes on the corresponding claims.

Do you know what a claim is? People make claims all the time, and what you just responded to on the chart paper are all claims. Teachers make claims; when you tell each other stories you make claims; television commercials make claims about products; doctors make claims about medicine; the list goes on and on.

Much of what people share and advertise are claims; however, we often don't explain or justify our claims. Look around the room at the chart paper. Did large numbers of people agree or disagree with certain claims?

Practices

Writing

As you develop your claim-testing skills, remember to apply that knowledge to your writing. This will help you support your own claims in both writing and speaking.

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1

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The Universe is
13.8 billion years old.

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hotter in the summer and
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The use of differing scales makes Big History different from other approaches to history.