

Lesson #1: Selecting and Analyzing Evidence from Various Sources
Duration: 2-3 days (in order to complete the process for all 4 sources)

Learning Targets: Students will:

1. Select and analyze key evidence from 4 different sources to answer the given research question, “Should New York continue to use the ‘Stop and Frisk’ policy as a way to reduce crime in Manhattan?”

Materials Needed / Pre-Lesson Prep: (When reading this lesson, it’s helpful to have the materials in front of you for reference.)

- Copies of [Source #1](#) and [Source #2](#)
- Links to video sources: [Source #3](#) and [Source #4](#)
- [Packet titled “Intro to Research Unit: Examining the ‘Stop and Frisk’ Policy in New York”](#)
- [Teacher sample of completed “Intro to Research Unit” packet](#)

| Task and Steps | Description of Task |
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| <p>Do Now/Warm Up</p> | <p>Posted on Board: To engage your thinking about a topic we’re about to study, please answer the 5 questions on the first page of your new packet titled, “Intro to Research Unit: Examining the ‘Stop and Frisk’ Policy in New York”. The questions are listed under “Part 1: Assessing our own Biases”.</p> <p>Do Now Share Out/Review:</p> <ol style="list-style-type: none"> 1. Turn to a partner and take turns sharing your thoughts in response to this question: After thinking about these 5 questions, do you think you are biased at all when thinking about the subject of racial profiling by police officers? In other words, do you already have opinions about the subject of racial profiling that might affect your ability to think about it from an objective standpoint (unemotional, unbiased, non-personal standpoint)? Explain why or why not. 2. After students pair-share, the teacher asks for at least 5 volunteers around the room to share what he/she discussed with the partner. Teacher writes student responses on the board. |
| <p>Task #1: Chunking, reading and annotating source #1 on the language of New York’s “Stop and Frisk” law</p> <p>NOTE: Source #1 can be easily chunked into three sections for parts 1, 2, and 3 of the law.</p> | <p>Introduction to assignment: Teacher explains:</p> <ul style="list-style-type: none"> • The Do Now questions were meant to activate our thinking about the research question we’ll be focusing on for the next week, “Should New York continue to use its ‘Stop and Frisk’ policy as a way to reduce crime in Manhattan?” • The issues of racial profiling and police tactics like “stop and frisk” are examples of potential civil rights issues of today because some people argue that they unfairly target certain groups of people based on characteristics like race, ethnicity, age, and gender. • Teacher asks student volunteers to read the assignment instructions aloud while everyone follows along. The instructions are written on the first page of the “Intro to Research Unit” packet. The teacher explains that the class will first complete steps (a) and (b) for each of the 4 sources before completing steps (c), (d), and (e). <p>Teacher reviews the 2-day learning target: Students will select and analyze key evidence from 4 different sources to answer the given research question, “Should New York continue to use the ‘Stop and Frisk’ policy as a way to reduce crime in Manhattan?”</p> <p>Direct Instruction and Modeling: Teacher explains and models the following steps while students copy the teacher’s notes and annotations on their handouts for Source #1:</p> <ol style="list-style-type: none"> 1. Look at the document for source #1 and use the information provided to identify the source’s 6Ws. Write the 6Ws in the space |

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| | <p>provided on page 2 of the “Intro to Research”.</p> <ol style="list-style-type: none"> 2. Chunk the text of source #1 into smaller sections (either by one paragraph at a time or two). 3. Read the first chunk and <ol style="list-style-type: none"> a. underline key ideas that help us learn more about our research question on New York’s “stop and frisk” policy b. summarize the main idea in the left margin <p>Guided Practice: The teacher guides the class through practicing these steps with the remaining chunks of the text by:</p> <ol style="list-style-type: none"> 1. asking students to work with a partner to read and annotate each of the remaining chunks of text. 2. engaging the students in a whole class discussion of the annotations they made and the accuracy of them. The teacher, if she has time, might ask some students to come to the board to share and explain the annotations they made while working together as partners. |
| <p>Task #2: Selecting and analyzing compelling evidence from source #1 on the language of New York’s “Stop and Frisk” law</p> | <p>Direct Instruction and Modeling: Once students and teacher have read and annotated the first source, the teacher explains and models how to select and analyze key pieces of evidence from the source. As the teacher models the following steps, the students copy into their packets what the teacher writes on the board:</p> <ol style="list-style-type: none"> 1. Teacher selects one of the underlined portions of text from the first chunk of source #1 and explains why this is a compelling or important piece of information when thinking about the research question. 2. On the second page of the “Intro to Unit Packet”, in the “Evidence” column of the “Analysis of Evidence” table, the teacher can either quote the underlined text exactly as it appears or paraphrase it in her own words. 3. In the analysis column to the right, the teacher models how to use the analytical sentence frame (<i>The fact that [summarize the evidence] shows that New York should/should not continue to use its ‘Stop and Frisk’ policy as a way to reduce crime in Manhattan because...</i>) to explain the significance of the evidence she selected from the source. The teacher should model how one might take the same piece of evidence and use it to make opposing arguments. [NOTE: See teacher example in the list of materials]. <p>Guided Practice: The teacher guides the class through practicing these steps with the remaining chunks of the text by:</p> <ol style="list-style-type: none"> 1. asking students to work with a partner to select and analyze other examples of evidence from source #1 in their “Analysis of Evidence” table before sharing out with the whole class. 2. engaging the class in discussion of how to improve both the selection and analysis of evidence by keeping our focus on what the research question is asking us to consider. If the evidence or analysis does not answer the research question, then revise your selection or analysis so that it does. |
| <p>Task #3: Independently, in pairs, or in small groups, the students read, annotate, select and analyze evidence from source #2</p> <p>NOTE: Source #2 can be easily chunked into thirteen sections,</p> | <p>Direct Instruction and Modeling: The teacher explains that the students will follow the same steps we just used to examine source #1 for source #2 (teacher may need to remind students to leave the second half of the work on credibility for source #1 blank because you will come back to it later). This time, for source #2, they will do the work on their own or with partners while the teacher walks around and helps as needed. [NOTE: Since source #2 is longer, structured differently, and full of statistics, the teacher might get the class started with source #2 by modeling how to chunk the text and complete the different steps for the first chunk.]</p> <p>Guided or Independent Practice: The students follow the steps of chunking, reading, annotating, selecting and analyzing evidence in the table on their own, in partners, or in small groups.</p> <p>Checking for Understanding: The teacher roams the room to check for understanding and offer support as students are working on source #2. Once the time is up and students are done, the teacher engages the students in a whole class discussion of the text, with a focus on the main ideas and evidence selected and analyzed.</p> |

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| <p>separating the data by each year.</p> | <p>Academic Discussion: The data provided in source #2 can feel pretty compelling and shocking to readers. If time permits, it is helpful for students to have an opportunity to discuss and process this information in small groups. One structure teachers might use is the “Last Word Protocol”. It works more as a process for sharing than for discussion and goes like this:</p> <ol style="list-style-type: none"> 1. Students get into groups of 4. 2. One student begins by responding to the prompt: What did you learn from this data that is most shocking, interesting, or questionable to you and why? While this student shares, other group members listen respectfully. 3. In clockwise order, each student takes a turn sharing his or her response to the first speaker’s comments. There is no discussion, just a round for each person to share his or her thoughts. 4. When it comes back to the original speaker’s turn, that student can make one final comment after listening to the comments from the other group members. In this case, the speaker has the last word. 5. Then, the process repeats until every student in the group has the chance to be the first and last speaker of a round. |
| <p>Task #4: Students watch, take notes, select and analyze evidence from video sources #3 and #4</p> | <p>Direct Instruction: Teacher explains that the students will now complete a slightly modified version of the same steps for video sources #3 and #4. The steps they will follow are:</p> <ol style="list-style-type: none"> 1. Use the information provided at the start of each video to complete the 6Ws for each source. 2. As students watch the video, they should write down at least 3 key pieces of evidence or information that the video provides on New York’s “Stop and Frisk” law. Students will capture the evidence from the video in the “Evidence” column of the “Analysis of Evidence” table for sources 3 and 4 in their “Intro to Research Unit” packets. 3. Once students have watched and selected evidence from the video (note: teacher may need to play each video twice), they will go through the same process of completing the “Analysis” column for each piece of important information selected. <p>Academic Discussion: After students have completed the steps above for Sources 3 and 4, the teacher might ask the students to engage in another “Last Word” discussion, with a focus on the new information learned about New York’s “Stop and Frisk” Law. The discussion question could be: “At this point, do you think New York should continue to use the ‘Stop and Frisk’ policy as a way to reduce crime in Manhattan? Explain your reasoning using evidence from the 4 sources we’ve read and watched.”</p> |
| <p>Review Learning Target, Close Out, and Set up Transition to Next Steps</p> | <p>The teacher reviews the learning target from this lesson and explains how these steps have set the class up for the next lessons. In the coming lessons, students will be looking at the same 4 sources to determine how credible and reliable they are - in short, how well we can trust the information they provide and to what extent we should question it.</p> |