

Baruch COLLEGE | WRITING CENTER

EVIDENCE, ANALYSIS, AND CLAIMS WORKSHOP

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Reference Sheet: Model Evidence, Analysis, and Claims

Reference Sheet: Evidence, Analysis, and Claims Chart

LEARNING GOALS

At the close of the workshop, students will be able to:

- Distinguish between evidence, analysis, and claims in a paragraph
- Articulate the relationship between the analysis of evidence and rhetorical claims
- Write a rhetorical claim based on the analysis of evidence

OVERVIEW

In this workshop, four primary activities take place:

- Students receive definitions of evidence, analysis, and claims.
- Students close read models of E,A,C in order to identify E,A,C, and the relationship between the 3.
- Facilitator models the work of turning evidence into analysis and guides students as they analyze evidence and work as a group to generate claims.
- Students are presented with evidence to sift through, asked to independently write a claim and to support this claim with analysis.

LESSON PLAN

Introduction

Begin by asking students where they have encountered the terms ‘evidence,’ ‘analysis,’ and ‘claims’ in their coursework. When have they used these things in their writing?

Introduce these three things as the building blocks of argumentative writing. Frame this workshop as an occasion to distinguish between evidence, analysis and claims, and to better understand the relationship between the analysis of evidence and rhetorical claims.

Part One: Defining Evidence, Analysis, and Claims

1. **Use the whiteboard to reproduce the definitions below.** Define and ensure students’ understanding of each term.
 - **Evidence** is the raw data that a writer analyzes in order to draw a conclusion.
 - Evidence can be quantitative (such as measurements, calculations or statistics),
 - Or qualitative (such as passages of text, images, and descriptions of direct observation of, for example, human behavior).
 - **Analysis** is the interpretation of evidence.
 - Analysis traces patterns in evidence and asks how/why questions about these patterns,
 - draws relationships (like cause and effect),
 - explains a writer’s findings, and
 - specifies what the writer thinks is important or significant about her evidence.
 - Analysis also demonstrates that the writer can apply the methodology of a given discipline.
 - A **claim** is a debatable idea, conclusion, or point of view supported by the analysis of evidence.
 - Claims can persuade, argue, assert, or even subtly suggest something to a reader.
 - Claims appear throughout a piece of writing, and at different levels of scale: in abstracts, executive summaries, and conclusions, and in the form of thesis statements and most topic sentences.

Part Two: Identifying and Understanding the Relationship Between Evidence, Analysis, and Claims in Writing

1. **Distribute Handout 1, “Model Evidence, Analysis, and Claims.”**

For each text, ask a different student to read aloud before prompting the group to identify the E,A,C. (See **Reference Sheet: Model Evidence, Analysis, and Claims.**)

 - Pause periodically to ask students how they identified the E,A,C in each text, and to **observe, as a group, the interconnected relationship between the three.**

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- Thereby elicit the following close reading of each text:

Model Text 1:

- The writers present **evidence** on the rates at which athletes experience concussions.
- They begin **to analyze the** evidence (in the form of percentages) to notice patterns: the relationship between % of people who suffer concussions, the helmets they wear, and how soon they can return to the game.
- This **analysis** leads the writers to make a **claim about** the effects of the Revolution Helmet.

Model Text 2:

- The writer analyzes textual **evidence** (Fitzgerald’s repeated use of the word ‘time,’ and symbols of time,) to make a **claim** about the significance of this theme for the characters of the novel.
- The introductory claim helps to define the ultimate purpose of the writer’s **analysis** (to illustrate the importance of this theme to the novel) and helps him to determine what’s most appropriate to use as evidence (any reference to ‘time.’)
- His claim synthesizes his analysis into a logical conclusion.

2. Ask students to imagine what steps these writers had to take to analyze their evidence.

Sample responses:

- They had to decide what evidence would be important to include, how to explain the importance of this evidence to the reader, and what claim this analysis of evidence would lead to.
- Depending on their writing process, they may have either
 - Started with a claim and *then* looked for evidence to support it (by trying to prove that a new helmet was effective, for example).
 - Started with evidence and *then* looked for patterns to analyze, before building toward a claim. For example, the second writer probably read *The Great Gatsby* without an argument in mind. He would have had to notice how many time markers Fitzgerald uses before he knew where analysis would lead him.
- Explain to students that, if they ever have writer’s block, they might start by *describing their evidence*. In doing so, they will start to notice patterns or significant details that help develop a stronger analysis.
- Also **point out how the order of operations (EAC vs CEA) can go both ways**, and take a moment to observe how the types of evidence that a writer analyzes will change, depending on the discipline within which they are writing.
- In their own writing, they can move been E, A, C within paragraphs, within papers, and within the processes of writing and research.

Part Three: Analyzing Evidence to Make Claims

1. **Distribute Handout 2: “Stop and Frisk Data: Part 1,”** explaining to students that they are about to examine some raw data on Stop and Frisk stops in NYC.
 - Explain that *Stop and Frisk* is a policy that **allows police to stop “an individual...based on reasonable suspicion of criminal activity”** and frisk **“when the officer believes the**

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individual poses an immediate threat to the officer or people in the immediate area”—and that the policy is a highly debated one.¹

- Have students imagine that they are judges in charge of examining this Stop and Frisk data.
2. **Distribute Handout 3: “Evidence, Analysis, and Claims Chart.”** Inform students that Handout 3 will serve as a place to record the group’s findings as they sift through this data. (See **Reference Sheet: Evidence, Analysis, and Claims Chart.**)
 3. **Starting with Figure 1, ask students how they would summarize this data.** As students provide answers, record findings on board.
 - How would they summarize the data in Figure 2?
 - Work toward achieving a comprehensive list in the ‘Evidence’ column on Handout 3.
 4. **Now return to Figure 1.**
 - Ask students what they find intriguing/noticeable about the data in Figure 1?
 - Figure 2?
 - What happens when they examine these graphs together?
 - Record responses, modeling for students the work of interpreting and turning evidence into analysis.
 5. **Now ask: given our preliminary analysis of this data, what claims can we begin to make about Stop and Frisk?** Record responses.
 6. **Highlight that the claims are more persuasive if they specifically reference supporting evidence.** Without this data, many might already have believed, for example, that “the Stop and Frisk program is discriminatory,” or that “random stops don’t make the city any safer.” But when civil liberties groups petitioned the city to abandon or reform this program, they had to support these claims with evidence to persuade officials to make the change. Tell that that next, they’ll have a chance to practice drafting paragraphs that bring all of the information together persuasively.

Part Four: Writing Rhetorical Claims and Analysis based on Evidence

1. **Distribute Handout 4: “Analyzing Evidence to Write Claims.”** Explain that the printed graphic comes from a larger map that tracked the relationship between the places the NYPD stopped and frisked suspects and the places they actually found guns.
 - a. **Green** dots indicate found guns (this map is zoomed out, so the dots represent places *many* guns were found)
 - b. The **pink** “heat map” indicates concentrated areas of stops (the brighter the pink, the more stops).
 - c. Emphasize that, while they have already been analyzing data on the program, they haven’t yet considered one of its primary justifications. The NYPD defended the program on the grounds that it was meant to get guns off of NYC’s streets.

¹ “NYPD’s Stop and Frisk Practice: Unfair and Unjust.” *Center for Constitutional Rights*. n.p., n.d. 28 Oct. 2013.

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2. **Ask students to write a paragraph** in which they analyze this evidence to make a new claim. If students need help, possible responses include:
 - a. They might interpret the lack of relationship between stops and recovered guns, noticing that there is no overlap.
 - b. Some students might defend the program by noting that stops could be serving as an effective deterrent against carrying guns in highly-policed areas.
 - c. Strong claims will draw not just on this new evidence, but on the analysis from the earlier charts as well.

Sample student paragraph:

“NYPD’s Stop and Frisk policy is clearly ineffective when it comes to combating crime. The policy’s goal is to eliminate gun violence through stops and frisks. However, recent data clearly shows that stop rate is not correlated with gun recovery rate. Additionally, areas with frequent stops are more heavily populated with blacks and Hispanics; yet these are not the areas where gun recovery rates are highest. The data clearly shows that Stop and Frisk is not only an ineffective policy, but also, a racially discriminatory practice.”

3. **Be prepared for a possibly tense conversation** if there are students in the class defending the policy (especially students from backgrounds or areas less heavily policed). If necessary, step in and let the class know that this evidence was collected before the city itself came to relative agreement in condemning it. The following information could be useful in this conversation:
 - a. A 2016 study at Columbia University found the program to have no positive effects on crime reduction.
 - b. It was the subject of a number of successful racial profiling complaints and lawsuits.
 - c. Stops dramatically reduced in 2013 (by more than 60%) when a legal mandate began to require officers to *justify* the stops. 685K stops happened in 2011 (the year this data was recorded); by 2015, the annual number declined to 22K. Crime went down even as these stops decreased.
 - d. Reform of this program was a key issue in the 2013 mayoral election, where a majority of New Yorkers supported its repeal.
4. **Peer review.**
 - In pairs, have students read each other’s paragraphs, and discuss how effectively their analysis of evidence supports their claims.
 - Answer any remaining questions, as time permits. Wrap up.

MODEL EVIDENCE, ANALYSIS, AND CLAIMS

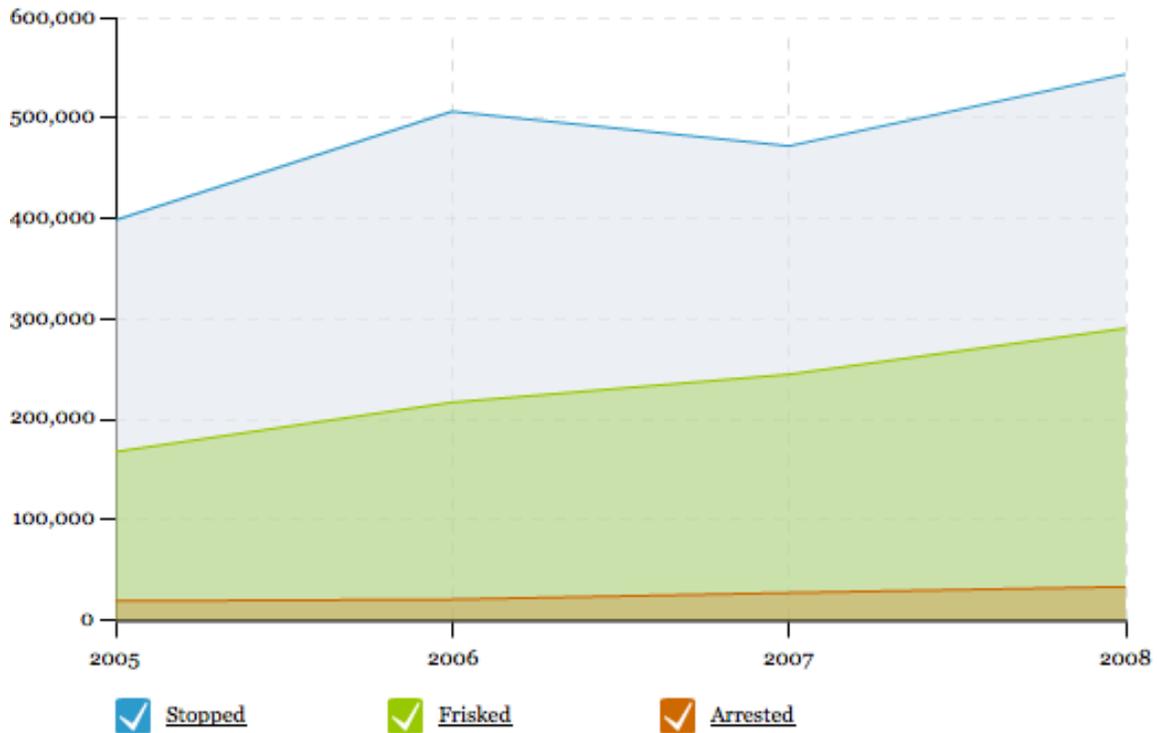
1. Only 5.3% of athletes wearing the newer helmet suffered a concussion compared to 7.3% of athletes wearing the older models . . . Overall, high school players wearing Riddell's Revolution were 31% less likely to be diagnosed with a concussion. Table (1) shows that out of athletes sustaining their first concussion, those wearing the Revolution were able to return to game sooner than those who were wearing standard head gear. The Revolution Helmet protects the player better than standard helmets.¹
2. In *The Great Gatsby*, Fitzgerald uses both repetition and symbolism to draw readers' attention to the theme of time—and in particular, the past, for which his main characters yearn. The novel begins “In my younger and more vulnerable years...” and ends “borne back ceaselessly into the past.” Fitzgerald goes on to use some 450 time-words, including 87 appearances of the actual word ‘time.’ The Buchanan lawn is described as “jumping over sundials”; Gatsby knocks over a clock during his reunion with Daisy; and Klipspringer plays “In the meantime, In between time—.” The clock, sundial and frequent use of ‘time’ all reinforce for the reader the importance of the theme of time and the inevitability of time passing. Fitzgerald seems to want to remind the reader that time will always get in the way of Gatsby and his dreams, and his desire to return to the past—there’s no turning back the clock.²

¹ Text adapted from Wolfe, Olson, and Wilder, “Knowing What We Know about Writing in the Disciplines: A New Approach to Teaching for Transfer in FYC,” *WAC Journal* 25 (2014): 50.

² Text adapted from Brucoli, Matthew J. Introduction. *The Great Gatsby*. By F. Scott Fitzgerald. 1925. 1st Scribner Paperback Fiction Edition. New York: Simon and Schuster, 1995. xiv-xv. Print.

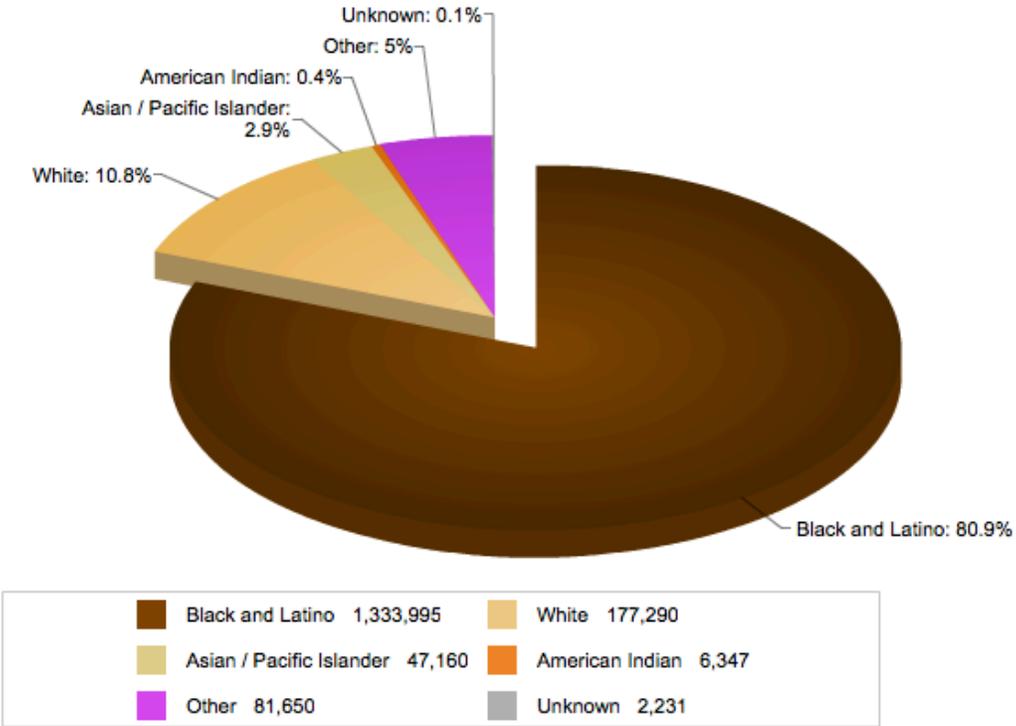
STOP AND FRISK DATA: PART 1¹

Figure 1: NYPD Number of Stops vs. Frisks vs. Arrests per year, 2005-2008



¹Figures 1 and 2 excerpted from “NYPD’s Stop and Frisk Practice: Unfair and Unjust.” *Center for Constitutional Rights*. n.p., n.d. Web. 28 Oct. 2013

Figure 2: Cumulative Stops Made by the NYPD, 2005-2008



- In 2006, 4% of stops of Whites, 5% of stops of Latinos and 4% of stops of Blacks resulted in arrests.
- As of 2006, Whites comprised 44% of the population of New York City, while Latinos and African Americans comprised 28 and 25%, respectively.

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EVIDENCE, ANALYSIS, AND CLAIMS CHART

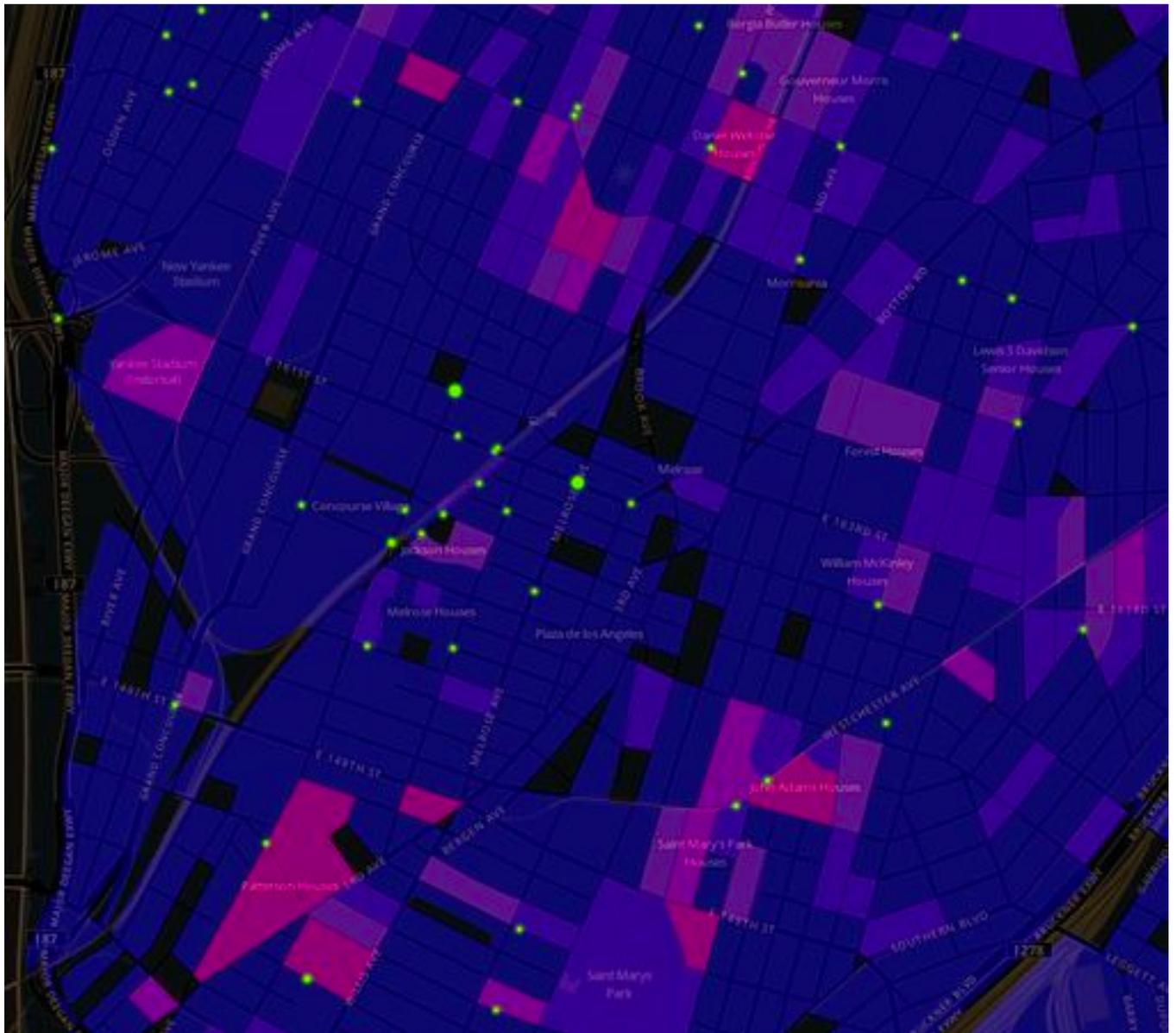
	Evidence	Analysis	Claim
Figure 1			
Figure 2			

Please use the following space for additional notes and writing.

ANALYZING EVIDENCE TO WRITE CLAIMS STOP AND FRISK DATA: PART 2¹

In this program, police are supposed to stop suspects “only when an officer reasonably suspects the person has a weapon.” In the map below, WNYC compiles two data sets designed to help **measure whether the program got guns off the street**. This map compares the location of the 770 guns recovered by the NYPD in 2011 to the locations of the 685K stops made the same year.

- **Green** dots indicate where the NYPD recovered guns (the larger the green dot, the more guns).
- **Pink/red** sections indicate where Stop and Frisks happened (the brighter the red, the more stops).



¹Figure excerpted from WNYC’s Stop & Frisk: Guns interactive map, <https://project.wnyc.org/stop-frisk-guns/> (map focused on Mott Haven / South Bronx / William McKinley Houses)

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ANALYZING EVIDENCE TO WRITE CLAIMS (CONT.)

After considering this new piece of evidence, please use the following space to write a paragraph in which you make a claim about NYPD's Stop and Frisk Policy, and then support that claim with your analysis of the evidence.

MODEL EVIDENCE, ANALYSIS, AND CLAIMS REFERENCE SHEET

Evidence

Analysis

Claim

1. Only 5.3% of athletes wearing the newer helmet suffered a concussion compared to 7.3% of athletes wearing the older models . . . Overall, high school players wearing Riddell's Revolution were 31% less likely to be diagnosed with a concussion. Table (1) shows that out of athletes sustaining their first concussion, those wearing the Revolution were able to return to game sooner than those who were wearing standard head gear. The Revolution Helmet protects the player better than standard helmets.¹
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**EVIDENCE, ANALYSIS, AND CLAIMS CHART
REFERENCE SHEET**

	Evidence	Analysis	Claim
Figure 1	<p>For 2005-2008:</p> <ul style="list-style-type: none"> • # of stops and frisks is increasing every year • # of arrests not increasing/remains low. 	<ul style="list-style-type: none"> • The # of stops and frisks is not correlated with arrest rate. 	<ul style="list-style-type: none"> • The NYPD’s use of stop and frisk is on the rise. • Though the number of stops and frisks has increased in the years 2005-2008, the arrest rate has remained extremely low, signaling that the Stop and Frisk Policy is an ineffective one.
Figure 2	<p>For 2005-2008:</p> <ul style="list-style-type: none"> • 80.9% of stops were of Blacks and Latinos (1,333,995) • 10.8% of stops were of Whites (177,290) • 2.9% of stops were of Asians/Pacific Islanders (47,160) • .4% of stops were of American Indians (6,347) <p>For 2006:</p> <ul style="list-style-type: none"> • 4% of stops of Whites, 5% of stops of Latinos, and 4% of stops of Blacks resulted in arrests. • 44% of NYC population was White, 28% was Latino, 25% was Black 	<ul style="list-style-type: none"> • Blacks and Latinos are stopped 8x more than Whites • % of stops <i>resulting in arrests</i> is about the same for Blacks, Latinos, and Whites • % of whites in NYC much higher than % of Blacks/Latinos in NYC, yet this doesn’t seem correlated with % of stops. 	<ul style="list-style-type: none"> • Stop and Frisk is a racially discriminatory and ineffective policy: police officers stop Blacks and Latinos 8 times more frequently than Whites, yet the arrest rate remains extremely low for all of these individuals. • Black and Latino individuals are more likely to get stopped by police officers than individuals of any other demographic. • The disparity in the percentages of individuals stopped by race is even more vast when compared to the relative populations of these groups in NYC. • Based on this data, relatively equal arrest rates for all racial groups fail to account for the striking disparity in stops of Blacks and Latinos versus Whites.

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