

# Claim Support Question

## CLAIM

- Make a *claim* about the topic, issue or idea being explored. A claim is an explanation or interpretation of some aspect of what is being examined.



- Identify *support* for your claim. What things do you see, feel, or know that lend evidence to your claim?



- Raise a *question* related to your claim. What may make you doubt the claim? What seems left hanging? What isn't fully explained? What further ideas or issues does your claim raise?

purpose

This routine helps learners to identify and to probe claims of fact or belief. Identification of claims calls learners to look for patterns, spot generalisations and identify assertions.

Digging  
Deeper into  
Ideas

## **PURPOSE**

### *What kind of thinking does this routine encourage?*

This routine asks learners to identify and probe claims. Identification of claims calls on students to look for patterns, spot generalisations, and identify assertions. This routine helps learners notice claims and hold them up to thoughtful scrutiny.

## **APPLICATION**

### *When and where can it be used?*

Use this routine:

- To explore Mathematical concepts
- To examine Historical or Scientific topics
- Persuasive texts

## **ASSESSMENT**

### *How can I use this routine as an assessment?*

- Do learners recognise when suggestions have been made or explanations have been given that seem too broad-stroked to go unchallenged?
- Are they looking for the generalisations and conjectures that get to the truth of an event? (Indicator of processing information analytically)
- Pay attention to strategies students are adopting for assessing the validity of claims.
- When learners offer support for a given claim, does it seem anchored in solid evidence versus opinion & personal experience?
- Do they recognise questions that need addressing in order to fully comprehend the complexity?

## **LAUNCH**

### *What are the steps needed for starting and using this routine?*

1. **Set up** → Introduce the idea of a claim to learners. Present situation to be examined. Group's goal is to figure out 'What's going on here?'
2. **Identify claims** → 'What claims, explanations or interpretations might you already have about this topic? Document claims in centre of board/ paper.'
3. **Identify Support** → 'Now that we have these claims, what can we see, notice, know or find out that might give support to them? This may need additional research. Write responses on one side of the claims.'
4. **Raise Questions** → Think beyond the support already offered & consider what might make one hesitant about the truth or accuracy of a claim.
  - Now that we've given some support for these claims, is there evidence on the other side?
  - What questions do we need to raise about these claims in order to truly examine their credibility?
  - What more might we need to examine or explain?
5. **Share the Thinking** → Document the routine as it evolves all learners to build on as well as challenge others' thinking.