

Model - Evidence - Classification Task

For this activity, you will first identify the claim or model being presented in a science news article. Then, identify evidence statements that are used to support the model and classify each evidence statement based on how well it links to the model. Finally, identify any alternative models, if any are being presented by the article and explain if any of the evidence presented supports the alternative model.

Evaluation Classification:

- 1 - Strongly Supports
- 2 - Supports
- 3 - Contradicts
- 4 - Has nothing to do with the model

Activity 1: Whole Group

Article:					
Claim or Model Presented:					
		Evaluation			
Evidence #1:		1	2	3	4
Evidence #2:		1	2	3	4
Evidence #3:		1	2	3	4
Is an Alternative Model Presented?					
Does Evidence Support the Alternative?					

Activity 2: Small Group (articles provided)

Article:					
Claim or Model Presented:					
		Evaluation			
Evidence #1:		1	2	3	4
Evidence #2:		1	2	3	4
Evidence #3:		1	2	3	4
Is an Alternative Model Presented?					
Does Evidence Support the Alternative?					

Activity 3: Small Group (your articles)

Article:					
Claim or Model Presented:					
			Evaluation		
Evidence #1:			1	2	3 4
Evidence #2:			1	2	3 4
Evidence #3:			1	2	3 4
Is an Alternative Model Presented?					
Does Evidence Support the Alternative?					

Activity 4: Small Group (final set of articles)

Article:					
Claim or Model Presented:					
			Evaluation		
Evidence #1:			1	2	3 4
Evidence #2:			1	2	3 4
Evidence #3:			1	2	3 4
Is an Alternative Model Presented?					
Does Evidence Support the Alternative?					

Review & Reflect:

- How did your evaluation classification vary among group members?
- How did your discussion help develop conceptual understanding?
- How do your students evaluate evidence when presented with alternative models?
- What are some of the challenges for getting students to evaluate evidence?