

Republic of the Philippines
 Department of Education
NATIONAL CAPITAL REGION
 Misamis Street, Bago-Bantay, Quezon City

UNIFIED SUPPLEMENTARY LEARNING MATERIALS
 (USLeM)

**JUDGING THE VALIDITY OF THE
 EVIDENCE LISTENED TO
 Second Quarter – Week 4**

*(Identifying A Point Raised in a Listening Material and Recognizing
 Pieces of Evidence that Support Such a Point)*

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Grade 9 ENGLISH

Expectation

In this lesson, you will learn how to judge the validity of the evidence listened to. Specifically, it will help you to:

- Identify a point raised in a listening material; and
- Recognize pieces of evidence that support such a point.

Pre-Test

For items 1-4

Directions: Identify the word described in each item. Choose the letter of the correct answer.

- | | |
|-------------|--------------|
| A. claim | C. main idea |
| B. evidence | D. speech |

1. This pertains to the main argument that can be proven correct using evidence.
2. This is used to make the argument strong and convincing.
3. A part of an argument that supports and strengthens the claim.
4. It is what the author wants the reader to know about the topic.

For items 5-10

Directions: Identify the type of evidence expressed in each statement.

- | | |
|------------------------|-------------------------|
| A. analogical evidence | C. statistical evidence |
| B. anecdotal evidence | D. testimonial evidence |

5. "Every year, about 42.5 million American adults (or 18.2 percent of the total adult population in the United States) suffer from some mental illness, enduring conditions such as depression, bipolar disorder or schizophrenia, statistics reveal."
6. "I have dealt with anxiety my entire life. Because I was not aware of what I had for so long and I did not have any help, I suffered and so did multiple aspects of my academic career."
7. "The answer, based on the prevalence of mental illness globally, is stunning: 8 million people die each year due to mental illness. That is, 8 million deaths could be averted if people with mental illness were to die at the same rate as the general population." (NIMH)
8. "Smoking can be very detrimental to your health and make your life uncomfortable, but it is possible to quit."
9. "According to cancer.org, 440,000 deaths a year are caused by tobacco."
10. "Even the shortest amount of time that you quit can improve your health."

UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 ENGLISH

Looking Back

Directions: Read the paragraph below. Then, answer the questions that follow.

"We may have waved the year 2020 goodbye, and many might have adjusted with the changes happened in the previous year, but the cause of these changes remains. CoVID-19 is still here. In fact, according to the DOH CoVID-19 Case Bulletin #328, last February 5, there were 1,894 new cases and 583, 587 over-all case of CoVID-19 in the Philippines and the number is still rising. A lot of cities are still in General Community Quarantine (GCQ). Social distancing and other health protocols are still being strictly implemented by the local government. People are also strongly encouraged to use Stay Safe PH app to help mainly with contact tracing."

Guide Questions:

1. What is the topic of the paragraph?

2. What is the main point conveyed by the article?

3. What pieces of textual evidence did the writer provide to support his point?

4. What types of evidence are they?

5. How do you know that these pieces of evidence are related to the topic?

UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 ENGLISH

Brief Introduction

In identifying the point or claim raised in a paragraph, one must first determine the **main idea** – the central point or thought the speaker wants to communicate.

It answers the question:

- What does the author want me to know about the topic?*

After determining the main idea, we can now identify the **point** or **claim** raised in the paragraph. It is a debatable statement (main argument) that can be proven with evidence.

To find the claim, follow these two simple steps:

1. Find the main idea, or ask, "What does the author want me to know about the topic?"
2. Summarize the content in your own words.

Example:

If a high school student begins drinking alcohol during these formative years, they become five times more likely to drop out of school (Perry, 2018, p.13). Worse, since alcohol lowers one's inhibitions, it is likely to lead to even greater disasters, including drug abuse and unsafe sexual intercourse.

(Source: ncbi.nlm.nih.gov/pmc/articles/PMC3026599)



Get the main idea

What does the author want me to know about the topic?

- While the general topic of the paragraph is alcohol, it is emphasizing *the negative effects of alcohol, specifically to high school students.*



Summarize the content in your own words

- Alcohol affects high school students' educational outcomes and may often lead to more serious problems.*

A claim cannot stand alone if there is no *evidence* to support it. It is used to support and strengthen a claim. Convincing evidence can make a strong argument

To recognize evidence, follow these steps:

1. Identify the point or claim.
2. Note inferences and quotations from the passage that support the point or claim.

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Grade 9 ENGLISH

Example:

Alcohol in many cultures plays a significant social role in many cultures. Still, most countries have laws that set the legal age to consume alcohol. However, the percentage of teenagers who drink alcohol is continuously increasing, resulting in various problems. Several studies reported that drinking alcohol during adolescence affects educational attainment by increasing the number of dropouts. This endangers the future of these children since it has been shown that underage drinking can cause alterations in the structure and function of the developing brains, which can impair learning. (Source: ncbi.nlm.nih.gov/pmc/articles/PMC3026599)



POINT/CLAIM

- Alcohol has negative effects on the educational attainment of adolescents.*



EVIDENCE

- Several studies reported that drinking alcohol during adolescence affects educational attainment by increasing the number of dropouts.*
- Underage drinking can cause alterations in the structure and function of the developing brains, which can impair learning.*

Likewise, identifying points/claims and evidence can also be used in materials listened to.

ILLUSTRATION OF PRACTICE

Listen to an excerpt from Priyanka Chopra's speech on The Full Power of Women. Then, examine how the point/claim and evidence were identified.

"My first experience of the glaring disparity between boys and girls came at a very, very young age...

...I was seven or eight years old when my parents started taking me on these visits in a traveling clinic to developing communities around and villages around the city that we lived in called Bareilly.

"..but the more I went on these expeditions, the more I began to notice the simplest things that distinguished a boy from a girl or man from a woman.

For example, girls were pulled out of school when they hit puberty because they were considered ready for marriage and babies. That's twelve and thirteen, while boys still enjoyed their childhood. Or basic human rights such as healthcare were denied just because they were women."

(Source: <https://www.youtube.com/watch?v=iCwKM6uB71I> ; starts at 2:51 and ends at 4:14)

CLAIM: *Inequality between males and females is reflected even at a young age.*

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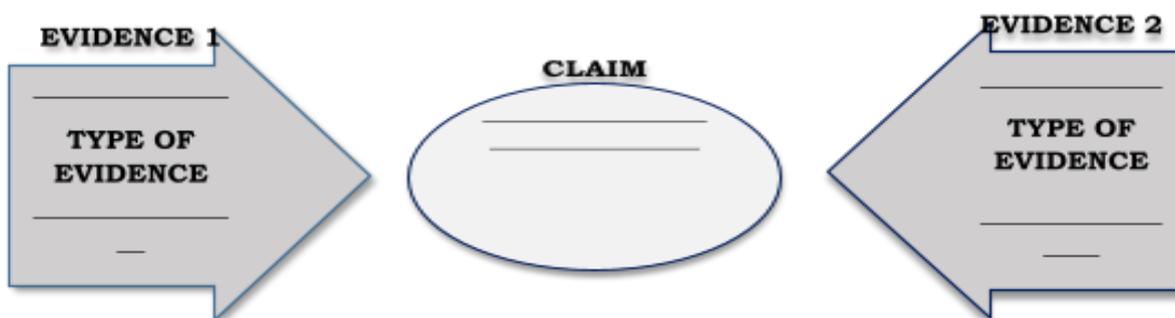
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Activity

Directions: Listen to an excerpt from the speech “Be Kind” by Glenn Close. Then, complete the graphic organizer that follows.

“Kindness. It’s a simple word, but it is essential if we are to survive as species on this planet. So, I come to another thing I’ve learned. I learned from reading the writings of the great Edward O. Wilson, that one of the core reasons we have been so successful as a species is that we evolved the capacity to empathize. That means that the tribes who espoused empathy were more successful at survival than the ones who didn’t. In order for the community, the tribe to survive and thrive, we humans had to evolve the ability to register the emotions, the plight, the fears and the needs of other members of our tribe and to respond to them with empathy.”

Source: https://www.youtube.com/watch?v=4_3qH9QZCz0 ; starts at 11:51 and ends at 12:44)



Remember

~~Before identifying the claim, it is necessary to get the main idea first. The main idea is the central point or thought the speaker wants to communicate. To get the main idea, one must answer the question, “What does the author want me to know about the topic?”~~

After determining the main idea, we can now identify the *point* or *claim*. A point or claim is a debatable statement (main argument) that can be proven with evidence. To find the claim, follow these two simple steps:

1. Find the main idea, or ask, “What does the author want me to know about the topic?”
2. Summarize the content in your own words.

Also, remember that point or claim is weak without evidence. Evidence is used to support and strengthen a claim. Convincing evidence can make a strong argument.

To recognize evidence, identify the point or claim first, then note inferences and quotations from the passage that support the point, or claim.

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Grade 9 ENGLISH

Checking Your Understanding

Directions: Listen to an excerpt of Leonardo DiCaprio’s speech on Climate Change. Then, complete the table that follows.

*“As an actor, I pretend for a living. I play fictitious characters, often solving fictitious problems. I believe that mankind has looked at climate change in that same way, as if it were fiction, as if pretending the climate change wasn’t real would somehow make it go away.
But I think we all know better than that now.
Every week we’re seeing new and undeniable climate events, evidence that accelerated climate change is here right now. Droughts are intensifying. Our oceans are acidifying with methane plumes rising up from the ocean floor.
We are seeing extreme weather events and the West Antarctic and Greenland ice sheets melting at unprecedented rates, decades ahead of scientific projections.
None of this is rhetoric and none of it is hysteria. It is fact.”*
(**Source:** https://www.youtube.com/watch?v=vTyLSr_VCcg&t=54s ; starts at 0:41 and ends at 1:34)

CLAIM <i>(What is the main argument in the excerpt?)</i>	EVIDENCE FROM THE TEXT <i>(Which is/are used to support the claim?)</i>	TYPE OF EVIDENCE <i>(What type of evidence is/are present?)</i>

Post-Test

For items 1-4

Directions: Choose the letter of the correct answer.

1. What is the central point or thought that a speaker wants to communicate?
A. claim
B. evidence
C. main idea
D. point
2. What statement is debatable and can be proven with evidence?
A. claim
B. evidence
C. main idea
D. speech
3. What is used to support and strengthen a claim?
A. claim
B. evidence
C. main idea
D. point
4. Which of the following makes the audience believe in the argument presented to them?
A. claim
C. main idea

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Grade 9 ENGLISH

B. evidence

D. speech

For items 5-10

Directions: Listen to an excerpt from the speech, “Ain’t I a Woman,” of Sojourner Truth, performed by Alayna Vernon. Then, answer the questions that follow.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helped me into carriages, or over mud-puddles, or gives me any best place. Ain't I a woman?

Look at me, look at my arms, I have plowed, and planted, and gathered in the barns, and no man can head me. And ain't I a woman? I could work as much, and eat as much as a man when I could get it, and bear the lash as well. And ain't I a woman? I have borne 13 children and seen most all sold off to slavery. And when I cried out with my mother's grief none but Jesus heard me. And ain't I a woman?

And then that man back there in the black ... That man back in the black says that women can't have as much rights as men because Christ wasn't a woman. Where did your Christ come from? Where did your Christ come from? From God and a woman. After had nothing to do with him. Now if the first woman that God ever made was strong enough to turn this world upside-down all alone, these women together ought to be able to turn it back and get it right side-up again. And now they is asking to do it and your men better let them.

(Source: https://www.youtube.com/watch?v=V006_B4uW3Y; starts at 0:29 and ends at 2:33)

5. What does the speaker want to tell about the topic?
- A. hardships of slaves
 - B. discrimination against women
 - C. human trafficking and slavery
 - D. mistreatment among female slaves
6. Which of the following does the speech want to claim?
- A. The speaker is a woman, too.
 - B. Women are strong and independent.
 - C. Women are also human and deserve to be treated as one.
 - D. Women, regardless of their backgrounds, must not be discriminated.
- 7-8. Which of the following supports the claim, “*Women are discriminated against despite the belief that women must be treated well*”?
- A. I have borne 13 children and seen most all sold off to slavery.
 - B. Nobody ever helped me into carriages or over mud-puddles or gives me any best place.
 - C. Women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere.
 - D. That man back in the black says that women can't have as much rights as men because Christ wasn't a woman.

UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 ENGLISH

9. What type of evidence is “Nobody ever helped me into carriages, or over mud-puddles, or gives me any best place. Ain’t I a woman?”
- A. analogical
B. anecdotal
C. statistical
D. testimonial
10. What type of evidence is “I have borne 13 children and seen most all sold off to slavery. And when I cried out with my mother’s grief, none but Jesus heard me. And ain’t I a woman?”
- A. analogical
B. anecdotal
C. statistical
D. testimonial

Answer Key

Pretest		Posttest	
1. A	6. B	1. C	6. D
2. B	7. C	2. A	7. B
3. B	8. B	3. B	8. D
4. C	9. D	4. B	9. A
5. C	10. B	5. B	10. B

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UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 ENGLISH

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