MCES Module - Lifestyle Choices Affect U.S. Impact on the Environment

by Chris Hoffman and Diana L. Rogers

Montgomery County Environment Services offer tours of the Montgomery County Environmental Learning Center Tours. This LDC Module is recommended as a pre-and or post-lesson before and after the tour. During the tour, students can use the information as one of their text sources. The focus in on Ohio's Learning Standards: "some of Earth's resources are limited." Some of Earth's resources become limited due to overuse and/or contamination. Reducing resource use, decreasing waste and/or pollution, recycling and reusing can help conserve these resources.

GRADES	DISCIPLINE	COURSE	PACING
6 - 7	⚗ Science	☰ Science	⏱ 4hr

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

How do U.S. lifestyle choices impact the environment? After reading articles: Greendex Americans 18th - National Geographic and What to do with all the old TVs, laptops and cell phones people throw away? , write a report in which you explain how U.S. lifestyle choices impact the environment. Support your discussion with evidence from the texts.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.7   **Focus**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9   **Focus**

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.4   **Focus**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7   **Focus**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Texts

- **EPA Article Advancing Sustainable Materials Management 2013 Facts.pdf**
- **Article Old TVS laptops cell phones.pdf**
- **Greendex-Americans_FINAL-cb1409253792.pdf**
- **Recommendations for Sustainable Lifestyle.pdf**

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Some of Earth's resources are limited due to overuse and/or contamination. Changing lifestyle choices may reduce resource use. Student will identify other ways that lifestyle choices impact the environment (i.e. goods - reuse, reduce, recycle; energy efficient; housing, transportation, food).

Extension: Collect and analyze the waste one person generates in a week. Determine if this amount is typical of the average U.S. citizen. List the type of resources that are limited and unlimited, explain why certain resources are limited and how we can conserve resources.

Extension

Extension Suggested: Conduct a waste audit in the school and write a report with recommendations for implementing a school-wide reduce, reuse and recycling program.

Section 2: What Skills?

Preparing for the Task

ACTIVATING PRIOR KNOWLEDGE:

READING OF THE RUBRIC:

Reading Process

ANNOTATION:

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ESSENTIAL VOCABULARY:

Transition to Writing

DEBATE:

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

INTRODUCTORY PARAGRAPH:

BODY PARAGRAPHS:

CONCLUDING PARAGRAPH:

PEER EDITING:

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	**ACTIVATING PRIOR KNOWLEDGE**:	**QUICK WRITE** Generate a Quick Write before, during, or after reading in response to the teacher's prompt.	Meets expectations if student: • Completes a 3-5 sentence informal Quick Write. • Addresses the teacher's prompt in the Quick Write. • Incorporates his/her prior knowledge, connections, and predictions in the Quick Write. *Note: Typically a Quick Write is graded only for completion, not for quality or accuracy.*	**Introduction:** *Explain that a Quick Write helps engage students in thinking about a content topic before, during, and after reading. As a warm-up, Quick Writes focus attention on activating prior knowledge, critical thinking (by making connections, predictions, etc.), and setting a purpose for reading. After reading, they can promote critical reflection (through summary, synthesis, explanation, and questioning).* 1. Stress that in a Quick Write, students write freely for 2-10 minutes about whatever comes to mind in response to previewing a text or a prompt without concern for conventions (e.g. organization, spelling, or grammar). 2. To model, the teacher reads a text to the class and demonstrates a Quick Write. The focus here is on the ideas generated, thus emphasizing how some of the ideas are disorganized or disjointed and that's okay. 3. Introduce the prompt or a text to be read. Give students an opportunity to skim the text, illustrations, captions, etc. to get a sense of the text's main ideas. 4. Provide a focus for the Quick Write. Below are some suggestions: • Make predictions, inferences, and hypotheses. • Connect to background information or students' lives. • Explain content concepts or vocabulary (e.g. what does "bully" mean?) • Critical thinking (e.g. respond to statement posed in the text: vending machines should not be allowed in schools). • Summarize what was learned (e.g. In your own words, summarize the article: What was the thesis, or main point? What specific details or examples did the author use for support? Did particular passages or phrases make a particular impression on you? Do you agree or disagree with the author? Why?) 5. Invite students to voluntarily share and revisit their Quick Writes. Check in periodically with students to track progress, spot difficulties, offer feedback, and follow-ups to their Quick Writes. **See below under Teacher Resources for more information about the rationale behind Quick Writes and for sample prompts.*
	Standards:			

CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.6.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.6.10 : By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

Additional Attachments:

% **Quick Writes: Heinemann**

% **Quick Writes: Scholastic**

% **Quick Writes: Literacy Support Initiative**

| 40 mins | **READING OF THE RUBRIC**: | **WHAT WILL COUNT AS A STRONG ANSWER?** Complete the "What Will Count as a Strong Answer? Handout". | Student work meets expectations if it includes a reasonable set of words for each descriptor. | • Provide students with computer access or thesauri.
 • With the handout, demonstrate how you would restate the first descriptor, and ask students for suggestions on how to restate the second one. Example: "One of the major components of the rubric is FOCUS. In order to meet this expectation, I will need to - *Address the prompt appropriately and maintain a clear, steady focus.* Another way of saying this is - I will need to answer the essay question and stay on topic throughout my paper. If there is a word that I need to paraphrase, I can use my thesaurus to find a synonym. Remember, a synonym is - a word that means exactly or nearly the same as another word. For example *shut* is a synonym of *close*.
 • Have students fill in the others individually.
 • Discuss as a class.
 • Ask students to revise their answers before turning them in.

 Source: www.dictionary.com |

Standards:

CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Additional Attachments:

📄 **What Will Count as a Strong Answer? Handout**

Reading Process

| 30 mins | **ANNOTATION**: | **ANNOTATING TEXT** Read the text and make annotations either individually or with a partner. Then, reflect with a partner to share your annotations. | • Students know the value and purpose of annotating text.
 • Students demonstrate a procedure for annotating text.
 • Students | Note. For students new to annotating text, they will benefit from an instructional sequence that gradually releases responsibility from teacher to student. Students will greatly benefit from explicit instruction that provides an instructional rationale for annotating, demonstrates a procedure for annotating, and models how to apply annotations to enhance comprehension.

 1. Tell/remind students the benefit of annotating text |

| | | apply annotations to help determine meaning and to locate information.
● Students apply annotations to resolve questions, queries, and surprises. | while reading: annotations mark important or confusing ideas in the text -they are more effective than highlighting because the symbol you choose indicates why you marked the text.

2. Handout and review an annotation guide that shows students how to mark text (there are two sample handouts below that can be adapted). You can add features such as number the paragraphs in the text and write a "gist" statement for each chunk of text.

3. Model/Guided Practice. Demonstrate to students how to move through a text and make notes. When finished, demonstrate how to resolve confusions and how to synthesize across the gist statements.

4. Student Practice. Give students an opportunity to practice making annotations with a short text. Students can either work with a partner or annotate independently and then reflect with a partner to share annotations.

5. Reflection. Bring the class back together to discuss the annotating activity: what was hard, what was easy, what were some observations?

6. Review the benefits of annotation and encourage students to continue to use this active reading strategy. |

Standards:

RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.3.2 : Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.1 : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.5.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Additional Attachments:

📄 **Annotation Bookmark**

📄 **Note catcher: A Day in the Life**

| 50 mins | **NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing. | **SPLIT PAGE NOTETAKING**
Complete the Split Page Note Taking Handout or Notebook Guide* by doing the following:

1. In the right column, write down the main ideas and key points from what you have read in the text or from | **Also see Rubric Cards in the Teacher Resources section.**

Work Meets Expectations if:

● Formatting is correct (the page is split with ideas and notes from | * Disclaimer: This strategy can be used for oral lectures or for taking notes after reading a complex text. It is to the teacher's discretion to decide what information is targeted for the notes.

If using the handouts: Distribute one handout to each student. Instruct students to write the title of the text or lecture at the top of the page.

If using notebooks: Instruct students to draw a line down the length of the page, about 3 inches from the left margin. At the top of the left column, instruct them |

what you have heard during the lecture. Watch for cues from the teacher for important points, and be sure to note anything he or she writes on the board. Write down ideas and concepts that are worthy of revisiting and that will support you in completing your writing product (or whatever task is being addressed in the classroom).

2. In the left column, write down cues and key words from what you have read or heard as well as questions pertaining to that information. These questions should make you think deeper about the information and connect it to existing ideas or topics. Additionally, if you are completing a writing task, the questions you write in the left column should connect to your writing task.

3. At the bottom section of the split page, in your own words and in complete sentences, write a 3 – 4 sentence reflection paragraph. Your reflection should summarize the main concepts of the notes, be accurate, and contain adequate details.

If you are recording notes in your notebook, draw a line 1/3 of the way through the horizontal axis.

the lecture/text on the right and questions and key words on the left)

- Two or more main ideas are noted
- Information selected for notes are of high quality and connect to the task at hand
- Left column includes questions worthy of close inspection and revisiting
- Summary reflection includes main concepts gleaned from the student's notes, is accurate, and is detailed enough to determine what the student has learned

Work Needs Improvement if:

- Formatting issues prevent the student from accurately referring to the notes
- Only one main idea is noted or main ideas noted lack accuracy
- Information selected for notes make little connection to the task at hand or is unnecessary
- Questions or words selected for the left column are of low quality and do not warrant revisiting the notes
- Summary reflection is missing or inaccurate; it is

to label that column "Key Words/Questions about the Important Ideas" and label the right column "Important Ideas from the Text/Lecture." Tell students to write the name of the text (or lecture) at the top of the page.

Model the process of taking split page notes prior to releasing the full responsibility to students.

1. Use the first two paragraphs of the text to model. Think aloud as you read, pausing to clarify why you chose to note that part of the text.
2. Model how to use the left column for keywords and or questions, making certain to state why the word was chosen or how the question connects to their current task, writing or otherwise.
3. Repeat this modeling with the next paragraph, prompting the students to identify important ideas and concepts as you mark on the handout.
4. Invite students to identify key words or questions for the left column. (If students are listening to a lecture, pause to model the note taking process after important ideas are presented.)
5. After modeling is complete, instruct students to repeat this process on their own (or in peer groups) with the remainder of the text or lecture.
6. Instruct students to complete the reflection paragraph in which they summarize what they have gleaned from the lecture or text, making connections to the notes they took.
7. Permit students to communicate with their peer groups to exchange information and talk about what notes they chose to take and what they learned from the information provided through lecture or text for approximately 5 minutes.

			difficult to ascertain what the student has learned	

Standards:

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Additional Attachments:

📄 **Split_Note_Taking_Rubric_cards.docx**

📄 **Split Page Notes.docx**

20 mins	**ESSENTIAL VOCABULARY**:	**ESSENTIAL VOCABULARY WORD SORT** Sort the provided essential vocabulary words into various categories (e.g., parts of a cycle, type of microbe). Then, write an explanation to justify your grouping of vocabulary words.	Meets expectations if: ● The student is able to justify their grouping of words with a feasible explanation.	"Word sorts" help students recognize the relationships among key concepts. Students are asked to sort vocabulary terms into different categories. A word sort may be used as a before reading assignment to activate students' background knowledge or as a review at the end module. Procedure: 1. In random order, write words on board or provide the vocabulary words on small cards. *Note: If you are doing this activity at the beginning of a module, you will need to define these words for students or make time for them to find the definitions themselves.* 2. Students copy each vocabulary word on an index card or a sticky note)or use the provided cards). 3. Individually or in pairs, students sort the words into categories. Instruct students to group words according to meanings, not according to some superficial trait such as length of word. 4. Students next create a fitting title/label for each group of words. 5. Students then write an explanation to justify their thinking process to sort the words. 6. Students finally share their explanation with the class or another group. This process enables students to review (or learn) terms and to practice classification. Be prepared to cruise the room to help students create logical word groupings (since there is not one right answer). *ALTERNATIVE:* "List—Group—Label" is similar to a word sort. However, in a List-Group-Label, students also generate the list of terms. The teacher provides the topic, and students brainstorm a list of terms. Then students categorize the terms and assign a title/label to each category. This activity can be used to activate background knowledge before starting a new unit ("What do you know about World War II?") or as

| | | | | review at the end of a unit ("List—group—label terms related to French cooking"). |

Standards:

CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCR.L.3 : Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Additional Attachments:

📄 **PowerPoint to support the Word Sort Activity**

🔗 **Strategy 10 Word Sort**

📄 **LDC Essentail Vocabulary**

Transition to Writing

| 40 mins | **DEBATE**: | **DEBATE (PARTICIPATION AND GRAPHIC ORGANIZER)** Complete the graphic organizer by (1) Describing on side of an arguable viewpoint, (2) Stating three reasons that would convince someone that your viewpoint is valid, (3) Writing 3 facts or examples to support each of your main reasons, and (4) Concluding your argument by summarizing the most important details of the argument. Finally, participate in the class debate by orally explaining your viewpoint. | - Viewpoints are clear and organized.
- Arguments are supported with facts and examples.

- All supporting arguments are relevant.

- All arguments are strong and convincing.

- Voice can always be heard.

- Student is well prepared with completed graphic organizer. | **Session 1 -**
1. Explain that the class is going to have a debate about _____ (persuasive topic).

2. Assign students to groups and stances. Groups should be no larger than four students per group, but at least three students. Half of the groups will be assigned to the *For* stance; the other half will be assigned to the *Against* stance. (For example, a class with 24 students will have six groups of four students each, and three of those groups will be for the change, three against it.) You will decide who is assigned to which stance. Discuss with students that this is simply an activity to teach a concept, and they may or may not be assigned to the group that they agree with.

3. Provide students with text. Ask them to read the text thoroughly and highlight or underline important ideas that will help them in their debate. Also, ask students to write at least three questions about this text in the margins, to be addressed at the beginning of the next session.

4. Help students answer their questions about the text.

5. Show students the Debate Graphic Organizer and explain that they will use it to formulate their arguments. For the *Goal or Thesis* step, ask students to write a sentence explaining what they hope to accomplish during the debate.

6. Each student is to come up with three reasons he or she is for or against _____ [topic] (depending on their assigned stances, regardless of students? initial opinions) along with three pieces of support (from the provided text). Encourage students to think of compromises and alternatives that will appeal to their opposition. What middle-ground might appeal to the most people? How does the text support these compromises?

Session 2 - |

1. When they have finished their Debate Graphic Organizer they should meet in their small groups (3 or 4 members) to share their goals, reasons, and support with their group members. The purpose of the smaller groups initially is to keep the logistics around planning, sharing, and debating manageable, since groups larger than four aren?t generally a good idea. Ultimately, several small groups will work together to debate.

2. Explain that each group is to elect a group representative to choose a ?group goal,? from the 3 or 4 individual goals, to present during the debate. To ensure that goals aren?t repeated, group representatives will meet for the *For* and *Against* groups to choose a ?group goal? for every group on their side. (Example: One of the ?Against? groups might use this as their goal: Our goal is to convince people _____. Our main reason for this is that _____. The support to back this up was found in the article we read. It stated that _____.)

3. Group representatives will now meet with representatives from other groups who are also arguing their stance (*For* or Against). They should take all of their group members? Debate Graphic Organizer with them. The purpose of this meeting is for all groups who are arguing the same stance to be aware of all of the proposed goals, reasons, and support for their stance and to make decisions about how to create the strongest argument. They may find that some of the goals, reasons, and support overlap or are weaker than others, so they will need to make decisions about which goals, reasons, and support will be used during the debate and by which groups.

***While representatives are making these decisions, the other group members can decide who will be the first speaker/presenter for each group during the debate. Each group will alternate with the opposing side, speaking one at a time.

4. Once the representatives make these decisions, have them return to their groups and share the debate plan. (Example: If you have a class of 24 students and there are three groups arguing for _____ and three groups against it, then the three *For* groups will need to agree on a plan for how they will try to persuade the *Against* groups to change their minds. This is what the representatives will help the groups do. All of the ?For? groups will work together during the debate, as will all of the *Against* groups, taking turns giving reasons and support to back up their stance.)

5. Once each group has decided which goals, reasons, and support to use during the debate, ask them to organize themselves in an order. Which group will give what goal, reasons, and support first, second, and third, etc.? Students should write this order down in their notebooks or a piece of paper to keep track for themselves.

6. Have students arrange their desks so that the *For* groups are facing the *Against* groups. If the room

doesn?t allow for that, it will work to put desks in a circle. Encourage groups to arrange themselves according to which group will go first, second, third, etc.

7. Flip a coin to decide who will go first.

8. Explain that students should take notes on the opposing arguments so that they can make a clear rebuttal. (Explain that a rebuttal argues against the argument that has been laid forth by the opposing side.)

9. Opening Arguments: Each side will alternate. So if the *For* side gets to go first, they will give one goal along with reasons and support for that particular goal. Then the *Against* side will do the same. Each side will alternate this way until all groups have given their goals, reasons, and support.

10. Rebuttal: Now the groups are ready for rebuttal. Ask students to look at the notes they have taken on the opposing side?s arguments. Tell them to raise their hands when they are ready to refute one of those arguments. When students make their rebuttals, they must briefly summarize what the opposing side said to remind everyone of the point they are arguing against. Call on students on each side, one at a time, to make rebuttals. Give each side at least three chances to rebut before moving on to the next step.

11. Ask students to stand up and move their desks back to their usual places. Now ask them to return to the designated place they were in on the first day of the activity, either *For*, *Against*, or *Undecided.*

12. Tell the class that they now have the opportunity to reevaluate their original position by moving to a new position.

13. Discuss why people did or didn't change their minds. What aspects of the final debate were most persuasive? What aspects made students want to stay put?

Additional Instruction

Instructional Strategies and Handout adapted from: Jamie R. Wood and NCTE

Standards:

CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Additional Attachments:

📄 **Debate - Instructional Strategies.doc**
📄 **Debate Graphic Organizer.pdf**

30 mins	**PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.	**GRAPHIC ORGANIZER - 3 - 5 PARAGRAPH ESSAY** Not Provided	Not Provided	Not Provided

Writing Process

40 mins	**ESTABLISHING THE CONTROLLING IDEA**: Ability to establish a claim and consolidate information relevant to task.	**WRITE A CATCHY OPENING LINE** Read and evaluate the different types of catchy hooks. Practice writing some catchy hooks of your own. Make revisions to your openers based on discussions with your peers. Choose your best opener as an introduction to your paper.	• Student can articulate the purpose of creating a catchy opening line. • Student can name several different types of opening lines (e.g. quote, anecdote, fact, etc.) • Student can write several different examples of an opener for a single topic. • Student revises and builds on written work based on class and peer discussion.	Introduce what it means to write a catchy opening line • Explain the purpose of writing Catchy Hooks: even non-fiction writers use a little creative writing in order to convince their audience right from the start that the article is interesting and worth reading. • Show examples of opening lines. Explain that there are several approaches to writing opening lines. Introduce the Catchy Hooks handout (you can introduce the handout in sections if you choose). As a class, read through the types of openers and their examples. • Ask students to think-pair-share to rank order the handout examples from interesting to least and explain their thinking. • Bring class together to share their thoughts. Brainstorm more examples to add to the list and write on the board. Practice writing your own catchy opening lines • Give students a chance to independently create 3-5 versions of the openers related to their own writing topic. • Give students the opportunity to voluntarily share openers with a peer. Recruit a few volunteers to share their opening line with the whole class. Write student examples on the board. • Ask students to conclude by making any changes or additions to their openers based on the class discussion.

Standards:

W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Additional Attachments:

📄 **Catchy Hooks**

2 hrs	**PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an argumentation task.	**DEVELOPING OPINIONS AND RESPONDING TO OBJECTIONS** Complete the accompanying graphic organizer, "If I Could Change One Thing." Choose a topic of personal interest and determine the target audience. Provide three **reasons** why this change	Level 3 - Students: (1) select a topic of personal importance and establish credibility (i.e. an explanation of why they are a trustworthy source) to speak about the topic, (2) list three relevant reasons to support their	**This exercise will help students learn how to develop an opinion (claim), provide supporting evidence, identify audience objections (counterarguments) and create responses to the objections, even before they have been exposed to the vocabulary of argumentation.** **Some Considerations:** • It would be helpful to discuss the context of the assignment with the students and introduce the students to the graphic organizer. This exercise will help them organize their thoughts so they can plan

is important or necessary and an **example** or **fact** that will reinforce each reason. Next, consider the perspective of your audience. List two or three **objections** the audience might make. Create a response to each objection. Finally, develop a personalized introduction and conclusion.

position, (3) supply relevant examples/facts to support each reason, (4) list relevant audience objections, and (5) use a logical or emotional appeal to connect their response to the objection.

Level 2 - Students: (1) select a topic of personal importance, (2) list three relevant reasons (i.e. reasons directly connected to the topic at hand) to support their position, (3) supply a relevant example or fact to support each reason, (4) list two or three relevant audience objections, and (5) connect their response to the objection.

Level 1 - Students: (1) select a topic, (2) list three of reasons to support their position, (3) supply an example or explanation to support each reason, (4) list two or three audience objections, and (5) respond to each objection.

a brief presentation that will be delivered to their "target audience" (the person(s) who could enact the change). As they brainstorm topics and choose their target audience, they should also consider the overall 'reasonableness' of the change they are proposing and their chance of success. This might also be a good time to provide a brief introduction to the persuasive techniques of Ethos (credibility), Pathos (emotional appeals) and logos (logical appeals).

- Many students will be familiar with the process of trying to convince family and friends. However, some students may need a refresher. As a class, you could select an important change, perhaps a school-related topic. Then using a document camera, the class could construct a sample graphic organizer together. This organizer should be available for reference to students whole they complete their own organizer. ***This type of modeling is particularly important for students who struggle to come up with and explain ideas in writing.***

- If students need additional support during the refresher-phase, you could pair students as they generate ideas for each section of the graphic organizer and save the class derived example so they can refer to it as they develop their individual plan.

Teacher Steps:

Hour 1-- Completing pages 1 and 2 of the organizer

**I strongly recommend modeling this process with the class on the document camera/ overhead BEFORE asking students to do it on their own.

1. Pass out the Graphic Organizer. Ask students to take a few minutes to make a list of two or three things that they would like to change, if they could. The magnitude of the change doesn't matter. The focus of the change should be personal. The student should also be able to express why the change is important, who their target audience will be, and evaluate their potential for success.

2. Ask the student to select one of the topics to use for the remainder of the exercise. Remind students to choose something they really care about, as they will be working on this for a while, and presenting to their target audience. Warn students that they must present this, so they should pick a topic and audience they feel comfortable talking about/ to. They should place this topic on the line just below the brainstorming list on the graphic organizer. Below that statement, they should also note why the change is important to them, identify their target audience, and think of a few ways they can establish personal credibility on the topic.

3. Next, the students will begin to create their arguments. They should list two or three compelling reasons why they would like to make this change in clear sentences that explain each reason. "Why" is the change important?.

4. Moving to the right on the graphic organizer, students should list an explanation, example (illustration) or fact that will reinforce each reason. "What" experience or observation backs up my reason?

Hour 2 - Completing pages 3 and 4 of the organizer

**I strongly recommend modeling this process with the class on the document camera/ overhead BEFORE asking students to do it on their own.

5. At this point, the students should begin to think about the topic through the eyes of the audience. "Put yourself in his, her, or their shoes." Students will then list two or three objections (counterarguments) that the target audience might raise in opposition to the proposal.

6. Then the students should take a few minutes to resume their position and formulate a valid response they can offer up to each of the objections. Will the responses provide a logical or passionate appeal to the audience?

7. Finally, ask students to develop an introduction and conclusion based on their reasons, evidence, and responses to the objections.

8. Now, ask students how favorable are their prospects for success with their target audience?

Extension:

- After the students have completed the graphic organizer, they should consider the appropriate time and circumstances to approach their target audience with their "change" proposals. For example, they might choose a quiet time that is free of distractions, or a time that has been reserved in advance. Invite students to practice asking for time with the person they want to persuade: "I have something that I'd like to talk with you about. Can we find a time that would be good for both of us?"
- Instruct students on oral presentation skills, and have them practice these skills in class.
- Student may also wish to practice their presentation with a peer in preparation for their presentations.
- Next, invite students to present their writing to their intended audience.
- It is also a good idea to involve the family member or friend in the process. After the presentation, the target audience could provide feedback in the form of a 'reaction' sheet where they comment on the proposal, the student's use of evidence and responses to counterarguments.

Standards:

W.6.1 : Write arguments to support claims with clear reasons and relevant evidence.

W.5.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Additional Attachments:

📄 **Sawyer's planning sheet.docx**

📄 **Lila's planning sheet.docx**

📄 **Josie's planning sheet.docx**

📄 **If I could change one thing - graphic organizer.docx**

| 30 mins | INTRODUCTORY PARAGRAPH: | INTRODUCTION PARAGRAPH
Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis. | Meets expectations if:

• Hook is engaging and relevant
• Explanation sucessfuly bridges hook and argument.
• Thesis is specific, well articulated, and the actual topic of the paper. | *This tool should be used with students who already know their thesis, **not** as a tool to develop one.

1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best).

2. Allow students to complete the handout independently.

3. Finish with a share, either class wide or between partners. |

Standards:

CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

📄 **Intro Handout**

| 40 mins | BODY PARAGRAPHS: | BODY PARAGRAPH OUTLINE
Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary. | • Includes a clear topic sentence that states one of your reasons.
• Includes at least 2 pieces of textual evidence with sources.
• Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what?
• Includes a min. 2 sentence summary that connects the reason back to your claim. | **WARM UP:**
1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas?

2. Ask students to turn to the person sitting next to them and share their response.

3. Ask students to share out responses as a whole class.

4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph.

MODELING:
1. Distribute handouts of the sample outline to the students OR project the sample outline.

2. Read aloud the outline.

3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? |

4. Ask students to share out responses as a whole class.

INDIVIDUAL PRACTICE:

1. Have students work individually to complete their outlines.

2. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the rubric (write the rubric on the while/chalk board or project it).

3. Ask students to read aloud sections of their outline to the class.

CLOSING:

1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively?

2. Ask students to share out responses as a whole class.

Standards:

CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

- 📄 **Body_Paragraph_Outline.doc**
- 📄 **Body_Paragraph_Outline.pdf**
- 📄 **Body Paragraph-Student Work.pdf**
- 📄 **Sample Body Paragraph Outline.pdf**

| 50 mins | **CONCLUDING PARAGRAPH**: | **FISHBOWL: PEER REVIEW** Participate in a fishbowl discussion and work at refining the ideas in your essay to prepare your conclusion. | **Meets Expectations if student:**

• Comes prepared for the discussion.
• Participates in the discussion and demonstrates respect for the ideas of others.
• Is respectful and attentive to the discussion when not in the fishbowl. | **Procedure**

1. **Preparing Students for the Fishbowl.** For the purpose of helping students write conclusions for their essays, you might have students write about one of the following questions in their journals before beginning the Fishbowl discussion:

○ How do the ideas in your paper connect to life today? What is the same? What may be different?

○ What would you like someone to learn from reading your essay?

○ What did you learn from the *Educator's Guide* unit?

○ What questions are on your mind after writing this essay? The Text-to-Text, Text-to-Self, Text-to-World strategy also can be used to prepare students to participate in a Fishbowl discussion about the |

relevance of their essays.

2. **Setting Up the Room.** A Fishbowl requires a circle of chairs (the "fishbowl") and enough room around the circle for the remaining students to observe what is happening in the "fishbowl." Sometimes teachers place enough chairs for half of the students in the class to sit in the "fishbowl," while other times teachers limit the chairs in the "fishbowl." Typically having six to twelve chairs allows for a range of perspectives while still giving each student an opportunity to speak. The observing students often stand around the "fishbowl."

3. **Discussing Norms and Rules of the Discussion.** There are many ways to structure a Fishbowl discussion. Sometimes half the class will sit in the "fishbowl" for 10– 15 minutes, and then the teacher will say, "Switch." At this point the listeners enter the "fishbowl," and the speakers become the audience. Another common Fishbowl format is the "tap" system. When students on the outside of the "fishbowl" wish to join the discussion, they gently tap a student on the inside, and the two students switch roles.

- Regardless of the particular rules you establish, you want to make sure these are explained to students beforehand. You also want to provide instructions for the students in the audience. What should they be listening for? Should they be taking notes? Before beginning the Fishbowl, you may wish to review guidelines for having a respectful conversation. Sometimes teachers ask audience members to pay attention to how these norms are followed by recording specific aspects of the discussion process, such as the number of interruptions, respectful or disrespectful language used, or speaking times. (Who is speaking the most? The least?)

- **Debriefing the Fishbowl Discussion and Journal Writing.** After the discussion, you can ask students to reflect on the ideas they heard that might be relevant for the conclusions of their essays. What ideas and questions interested them the most.

Rationale

As thinkers and writers, students need practice contributing to and listening to a discussion. The Fishbowl is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the Fishbowl circle while students on the outside of the circle listen carefully to the ideas presented and pay attention to the process. Then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, help students reflect on what a good discussion looks like, and provide a structure for discussing controversial or difficult topics.

	Standards: **WHST.11-12.1.E** : Provide a concluding statement or section that follows from or supports the argument presented. **CCR.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
	Additional Attachments: % **Facing History and Ourselves** % **Facing History & Ourselves: Common Core Writing Prompts & Strategies (Strategy #26)**			
1 hr	**PEER EDITING**:	**PEER REVISION-- WHOLE CLASS** Using a writer's workshop model. Listen to classmates as they read their papers to determine elements that support or are ineffective in the writing.	Students participate with specific feedback.	*Caution: this activity assumes students know what type of feedback to give. For students new to this process, it is essential to model giving feedback, explicating on the Do's and Donts. Sentence starters are also helpful for those new to this process, and should be posted on the room. (Example: I was confused when...You explained...well when you...) It is also helpful for students to have a rubric in hand while giving feedback, enabling them to refer to the expectations for the assignment. Some students may struggle with how auditory-focused this lesson is. Consider photocopying drafts and having them available, so students can take notes. Over two days: In a rotating order with desks in a circle so everyone can equally see each other, follow the following steps: One student read his or her essay. Other students listen and take two-column notes. One column titled "What works" and "What to Reconsider" As students listen, they need to take specific notes that quote actual text or moments for each column. Once finished, in an open group dialogue, students will share their notes about the writing. During this time, the author remains quiet to absorb the discussions. Once all aspects are discussed, the author may comment. After a few students have gone through the process, create a reflective discussion in which students are prompted to share what take-aways they gleaned about their own writing through the discussion about someone else's writing.
	Standards: **CCR.W.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCR.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

Instructional Resources

Teacher Resource

📄 **elementary_schools_mod1_recycle_lo8.pdf**

📄 **elementary_schools_mod4_green_lo3.pdf**

📄 **Appendix H - Sample Letter to Parent or Guardian.pdf**

📄 **Appendix I - Loudspeaker Announcement.pdf**

📄 **Appendix M - Facts about Recyclable Items.pdf**

📄 **Appendix J - Sample Press Release.pdf**

📄 **Appendix K - Sample Container Signs.pdf**

📄 **Appendix N - Troubleshooting.pdf**

📄 **EPA Recycle City Activity website.doc**

📄 **EPA Report Municipal Solid Waste April 2014.pdf**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

📄 **EPA Article Advancing Sustainable Materials Management 2013 Facts.pdf :** **https://s.ldc.org/u/4u74sxxf1tfosrrsxsmjkrl6h**

📄 **Article Old TVS laptops cell phones.pdf : https://s.ldc.org/u/9qr1qoimuk72rfxli7ou6eikr**

📄 **Greendex-Americans_FINAL-cb1409253792.pdf : https://s.ldc.org/u/7cc2sq12lotule8lj9d7bwzbq**

📄 **Recommendations for Sustainable Lifestyle.pdf : https://s.ldc.org/u/bfyn8xutyhmisqi83njy17nan**

📄 **elementary_schools_mod1_recycle_lo8.pdf : https://s.ldc.org/u/4peolzsjaqorj0zec4ofkwb5o**

📄 **elementary_schools_mod4_green_lo3.pdf : https://s.ldc.org/u/aolia4u5usrhfyb5gchph75zs**

📄 **Appendix H - Sample Letter to Parent or Guardian.pdf :** **https://s.ldc.org/u/ef7sdozc0k55tgselx4v4crt3**

📄 **Appendix I - Loudspeaker Announcement.pdf : https://s.ldc.org/u/9b6bgh2l3pcgmzwy6cilk51wp**

📄 **Appendix M - Facts about Recyclable Items.pdf : https://s.ldc.org/u/b5g8kim7obc4e3gurhuaxqwcq**

📄 **Appendix J - Sample Press Release.pdf : https://s.ldc.org/u/78hthimxpu8twrbgbss527p43**

📄 **Appendix K - Sample Container Signs.pdf : https://s.ldc.org/u/5g8kw84z4z1jj6n7rotvocp3v**

📄 **Appendix N - Troubleshooting.pdf : https://s.ldc.org/u/bx099iv8p3u8f77h2ltb4tczm**

📄 **EPA Recycle City Activity website.doc : https://s.ldc.org/u/9iltwqzq3zf0c0dzxwlnmuim2**

📄 **EPA Report Municipal Solid Waste April 2014.pdf : https://s.ldc.org/u/4kljfs2vj3xqbqazez9wnm256**