

Unit Plan: Researching and Preparing for a Debate Essential Question or Understanding: How do we find and organize information to support a particular point of view? Final Product: Debate		Approx dates: May, 2012	Grade: 7
Rationale: Students will practice both take notes on a topic and draw evidence from those notes to support their assigned position. These skills will be used in conjunction with social studies content in an engaging and relevant way – a class debate. These skills will be repeatedly used and built upon as their schooling continues in social studies, science, and literacy.			
Common Core Standards CC.7.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		IFC Standards (*see aligned assessments below): 7.6: Interprets information and ideas by defining, classifying, and inferring 8.3: Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information	
Key Lessons deconstructed from CCSS/IFC: <ul style="list-style-type: none"> - Using the website/Researching to take notes (librarian) - Note Taking (SS teacher/librarian) - Using evidence to support claims (librarian) - Debate Prep (SS teacher) - Debate (SS teacher) 			
Vocabulary to model, embed in conversation, encourage and notice: <i>Include meta-language for students to use to talk about their learning and thinking.</i> Headings URL Evidence Position Summary <i>“In your own words”</i>		Resources: http://sites.google.com/site/ms88firstpresidents - website with articles from databases and videos about each of the first three presidents, compiled and created for this project	
Pre- and Post-Assessment/Final Product: <i>How will you know your students have learned this?</i> Debate Modified assessment based on 6.4: Position and Supporting Evidence (attached) Note sheets (attached)			
Evaluation: <i>What worked well, changes to make , what resources were helpful?</i> - The modified assessment was very successful – especially making it large enough for all students to work at the same time. - John Adams was too difficult to defend. Use another president next time. - Next time, spend more time emphasizing how to find facts that <u>support</u> a position (as opposed to general facts)		Differentiation strategies: Technology use Resources in different genres – videos, pictures, and text Group work	
Extensions/Follow-up: Note taking lessons will be referenced during future lessons			