



Humanities and the Sunshine State

What Sustains Us?

Florida Ecosystems in an Era of Rapid Change

University of Florida 20-24 June, 2016

ACTION PLAN TEMPLATE

Teacher(s): Catekyn Cantrell

Grade(s): 9-10

Subject(s): English

Title of Lesson: Where do We Come From? UNESCO to North Florida's Springs

Learning Objectives: Students will be able to construct an argument for or against the notion that the ~~using concrete evidence~~ aligned to ~~write~~ clear claims

Standards Addressed: ~~Students will be able to~~ recognize & use all three types of argumentative appeals (logos, pathos, ethos)

LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics, using valid reasoning & relevant and sufficient evidence

~~Lesson Outline:~~ LAFS.910.R.3.3 - Delineate & evaluate the argument & specific claims in a text, assessing whether the reasoning is valid & evidence is relevant & sufficient; identify false statements

- LAFS.910.W.3.9 Draw evidence from texts to support analysis, reflection & research

Outline

- Turn & Talk - What is a heritage?

- Review UNESCO criteria

- UNESCO Conversation Stations

- Students circulate around room to discuss current UNESCO sites & why these places are important enough to receive such a distinction

- Debate - For vs. Against the motion that the FL Springs should be a UNESCO heritage site

- Focus is on compelling evidence & use of logos, ethos, pathos

- After debate - students draft a letter in favor or against the motion

- Possible extension Activity: Socratic Seminar: "Water is too precious to be treated like a commodity." Discuss

- over -

Systems thinking connection (learning habits and/or tools used):

- Focus on Human-Environment Connections
- Considering how a humanities initiative might affect an environmental system

Learning Strategies:

- Hand Theory - Considering multiple perspectives
- Student Talk-Debate, Socratic Discussion, Turn Talk
- Student-Centered Research Opportunities
- Physical Movement to Increase Engagement

Science Concept(s):

- Water Management/Conservation
- Human-Environment Interaction

Humanities Concept(s):

- Argumentative Appeals
- Persuasive Writing - Considering audience, compelling evidence
- Debate Basics - rhetoric, evidence, use of ~~evidence~~ narrative argument
- Heritage Preservation

Student Assessment Strategies:

- Debate (students can eval each other - keeps listeners accountable)
- Persuasive Letter (Use 6 traits, FSA or AICE)
- Could have kids take General Paper Rubrics about humanity's obligation to the environment

Benefit to my students:

- Incorporate local history + resources
- Includes all of the language arts
- Potential for an authentic audience
- Involves higher order thinking (constructing arguments, making decisions)

Resources and Materials (supplies needed for activities):

- Can include travel brochures, editorials, poems, science journalism about the spring
- You can find materials for students who need extra support