ACTION PLAN TEMPLATE

Teacher(s): Catelyn Cantrell

Grade(s): 9-10

Subject(s): English

Title of Lesson: Where do We Come From? UNESCO & North Florida Springs

Learning Objectives:
- Students will be able to construct an argument for or against the notion that the using concrete evidence aligned to make clear claims
- Students will be able to combine recognition to use well-three types of argumentative appeals (logos, pathos, ethos)

Standards Addressed:
- LAFS.9-10.W.1. Write arguments to support claims in an analysis of substantive topics, using valid reasoning and relevant and sufficient evidence.
- LAEL.9-10.RL.3. Search for information in multiple sources for texts to support analysis, reflection, and research.
- LAEL.9-10.RI.1.0. Reach significant, clear judgments about the validity of evidence.
- LAEL.9-10.RI.1.0. Read evidence from texts to support analysis, reflection, and research.

Outline

- Turn and Talk: What is a heritage?
- UNESCO criteria
- UNESCO Conversation Stations
  - Students circulate around room to discuss current UNESCO sites
  - Tally these places are important enough to receive such a distinction
- Debate: For vs. Against the motion that the FZ Springs should be a UNESCO Heritage Site
  - Focus on compelling evidence to 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...
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, Shared Discussion, Peer 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, narrative argument
- Debate Basics - rhetoric, evidence, use of evidence
- Heritage & Persuasion

Student Assessment Strategies:
- Debate (students can evaluate each other - keeps listeners accountable)
- Persuasive Letter (use 6 traits, FSA or AICE)
- Could have kids take a general paper/policy on their attitudes

Benefit to my students:
- Incorporate local history & resources
- Includes all of the language arts
- Potential for an authentic audience
- Involved higher order thinking (constructing arguments, making decisions)

Resources and Materials (supplies needed for activities):
- Can include travel brochures, editorials, poems, science journaling about the topic for students who need extra support

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