**“Take a Stand” Lesson**

**Unit/Topic:** Themes in Literature  **Lesson** #1, #2

**Strand(s):**  English-Language Arts **Level:** 6th Grade

**Standard(s):** Expository Critique 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

**Why it matters?** *Students learn why authors include certain quotations in their expository articles in order to strengthen their case to the reader.*

**Lesson Objectives:**

*The student will be able to identify the sources cited within a text, identify each source’s claim, and determine whether that claim supports or hinders their personal perspective on the topic in question.*

**Lesson Creator:**

*I created this lesson from strategies received in GATE training from Sharon Maeda and from the OCC GATE conference in a presentation by two teachers in the Garden Grove School District.*

##### Lesson Structure (Part 1)

**Anticipatory Set:** Students are presented with a focus question **“Uniforms have been found to have a direct correlation between students and their academic achievement. Should uniforms be required in public school?”** They pair-share their ideas about the statement. Next, I place numbers 1-5 on the front board (1 meaning they strongly disagree with uniforms, 3 being neutral or undecided, and 5 indicating they strongly agree with the topic).

Value Line Up: Students stand in front of the number that most correlates with their opinion on the subject. After this, students form a long line, in order of their place number. We walk outside and then fold the line in half. Students are now facing someone who has very similar (3’s) or very dissimilar (1’s and 5’s, 2’s and 4’s) opinions to theirs. They each have 30 seconds to share their best evidence as to why their opinion is correct. Then we return inside.

**Communicate the Objective:** Students will be able to identify sources within a nonfiction article, identify the source’s claim, and determine why the author included that claim within the article (day 1) .Students will be able to use evidence from the article to support their own opinions about uniforms in a debate-style activity (day 2).

**Instructional Input (Day 1):**

1. When we return inside from the Value Line-Up, I show students a variety of statistics on uniform policies within the U.S. and southern California (see attached slides). Students have an opportunity to discuss the statistics, respond to them, and then review their opinions of the focus question (see above).
2. Next, students are given the article “Uniform Style” by Mara Rockliff (from the Holt Literature and Language Arts textbook, photocopied for student use). As a class, we number the paragraphs together (for referencing clarity).
3. Students read the article silently to get the “gist” of the author’s viewpoint.
4. Next, students return to the article and “mark the text” using Depth & Complexity/ Content Imperatives. We share this as a class.
5. For the third read, students identify the sources used by the author in the article. We circle together their names. Then, returning to the text, we underline the source’s claim.
6. Source Chart: As a class, we complete a source chart together. We identify the sources (detail), their claim (multiple perspectives), and their contribution to the article (why the author chose to include this source). We identified four sources. We do two together.

**Independent Practice:**

1. Students complete the source chart for homework.

**Instructional Input (Day 2):**

1. Students share their source chart with their partner (review of yesterday’s activity).
2. Students are shown a frame to use to construct a paragraph using the content from their source chart. See the slides attached. We discuss how to piece it together. Students can then use their statements within “Take a Stand”.
3. Students write their statement, and ideas are shared.
4. *Transition to Take a Stand*: Students create a quick pro/con chart of uniforms on their paper, using either evidence from their article or their own opinions.
5. *Quick write*:Students are given a “Take a Stand” quick write, where they choose a side and write briefly a statement to be made during the debate. They may cite evidence from the text, use their statement made above, or create their own statement.
6. Take a Stand: Students take their quick writes and stand on opposite sides of the room, depending on their view of uniforms (for or against). On the Smart board is a list of phrases students must use to begin their statements. They MUST reference what the person before them said before they continue with their own statement.
7. The debate bounces back and forth for a few minutes. Students are then asked to congregate in the center of the room. Here they are given the option to change sides.
8. Variation: Have students pick a side, and then flip the sides on them. They must debate from the viewpoint opposite of their own.

##### Resources

1. Article from Textbook
2. Smart Notebook Software
3. Recent research regarding the topic in question
4. Guidelines for Philosophical Chairs (Take a Stand)

**Assessment**

I assessed student learning by their participation in the debate, their analysis on the source chart, and on their quick write.