**Take a Stand Lesson Reflection**

Looking back at the Take a Stand Lesson, I was very satisfied with the outcome of the lesson components. It was a lot of steps to cover within just a two-day, one period class, and so I would spread it out when I teach the lesson again. My lesson objectives were met, in that my students learned how to identify sources within a nonfiction article, and how to identify each source’s claim and to determine whether or not that claim supports or hinders their own perspective on the topic. I was impressed at how emphatic students became regarding their opinions about uniforms, and how once informed of statistics, they were able to at least see the benefits of them. I think from a developmental level, it may still be hard for them to see the good in something they feel emotionally opposed to. In the future, I would like to duplicate this lesson with a topic that is less one-sided. In fact, in the next quarter we will be delving into persuasive essays, and I think this would be a great lesson to use in an introduction to the topic. One part of the lesson that surprised me was that students were pretty willing to stand in a different viewpoint from their friends. There were some who could not, but overall they were able to decide on their own viewpoint and stick to it. I hope our continued use of this type of lesson will build students’ confidences in sticking to what it is they believe to be true.