

Stage: Research

Reading about School Issues

Day 1	Building Background Knowledge
Day 2	Building Background Knowledge

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Common Core Standards	RI.5-6.1,2,4,5,8 W.5-6.1,4,9,10 SL.5-6.1 L.5-6.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Identify evidence that supports an argument by reading an article on their topic Explain how the article does or does not align with their point of view on the topic
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Pages 23-24 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation Evidence graphic organizer Student Resources
Do Now	Think-Pair-Share: Answer the following questions about your chosen topic: <i>What is your point of view on your topic?</i> <i>What do you already know about your topic?</i> <i>What questions do you have about your topic?</i>
Lesson Introduction	<ul style="list-style-type: none"> Review class agenda Ask students to share what they do when they need to find information on a topic Share with students that they are moving into the research stage where they will be building background knowledge on their topics and finding evidence that will help them make an argument Introduce students to the Student Resources on the One World website
Direct Instruction	<ul style="list-style-type: none"> Model finding an article on the One World website (or have articles printed in advance). <ul style="list-style-type: none"> Navigating to the student resource page Filtering by issue and topic Selecting an article Model identifying the article title and source Review the different types of evidence <ul style="list-style-type: none"> Expert quote Data or statistic Personal anecdote
Guided Practice	<ul style="list-style-type: none"> Instruct students to select an article about their topic to read. Students will read their article once and take notes on Evidence Graphic Organizer: Article 1

	<p>(pg. 23):</p> <ul style="list-style-type: none"> ○ Topic ○ Title of Article ○ Claim ○ Evidence A ● Think-Pair-Share: <ul style="list-style-type: none"> ○ What evidence did you choose? ○ What type of evidence is it? ○ Why did you choose that evidence? ● Direct students to fill in the Connection to Claim for Evidence A.
Independent Practice	<ul style="list-style-type: none"> ● Give students time to read the article again and identify a second piece of evidence. Students will fill in Evidence B and the Connection to Claim.
Exit Ticket	<ul style="list-style-type: none"> ● Answer the reflection question in complete sentences: Do you agree with the argument in this article? Explain.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> ● Record the direct instruction using a screencasting app like Screencastify. Have students locate and read an article independently, then discuss during a synchronous session.
Extension	<ul style="list-style-type: none"> ● Students can read an additional source or be challenged to find an alternative type of source (podcast, video, etc.).
Student Support Tips	<ul style="list-style-type: none"> ● Pre-select articles for students and do an activity to frontload any key topic vocabulary.

Day 2	Building Background Knowledge / Reflecting on the Findings
Common Core Standards	RI.5-6.1,2,4,5,8 W.5-6.1,4,9,10 SL.5-6.1 L.5-6.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> ● Identify evidence that supports an argument by reading an article on their topic ● Explain how the article does or does not align with their point of view on the topic
Lesson Resources	Student Journal: <ul style="list-style-type: none"> ● Pages 23-24 Digital Resources (available on One World website): <ul style="list-style-type: none"> ● Google Slides presentation ● Evidence graphic organizer
Do Now	Think-Pair-Share: Something I learned about my topic yesterday was...
Lesson Introduction	<ul style="list-style-type: none"> ● Review class agenda
Direct Instruction	<ul style="list-style-type: none"> ● Go over any common problems from the previous day. Common evidence issues include:

	<ul style="list-style-type: none"> ○ Irrelevant information ○ Missing quotation marks ○ Mislabeled source
Guided Practice	<ul style="list-style-type: none"> • Working with a partner, have students review their evidence from the previous day. <ul style="list-style-type: none"> ○ <i>Does the evidence connect to the claim?</i> ○ <i>Does the evidence represent a valid type of evidence?</i> ○ <i>Why is the chosen evidence important?</i>
Independent Practice	<ul style="list-style-type: none"> • Students select a second article to read from the One World website. • Students read the article and complete the Evidence Graphic Organizer: Article 2 (pg. 24). • Turn and Talk: <ul style="list-style-type: none"> ○ <i>What did you learn from the articles you read?</i> ○ <i>What did you learn that surprised you?</i> ○ <i>Which article did you agree with more? Why?</i>
Exit Ticket	<ul style="list-style-type: none"> • Quick Write: Based on the articles you read, has your point of view on your topic changed at all? Why or why not?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record the direct instruction using a screencasting app like Screencastify. Have students locate and read an article independently, then discuss during a synchronous session. • Post the Do Now and Exit Ticket as a discussion post and encourage students to interact with each other.
Extension	<ul style="list-style-type: none"> • Students can read an additional source or be challenged to find an alternative type of source (podcast, video, etc.).
Student Support Tips	<ul style="list-style-type: none"> • Pre-select articles for students and do an activity to frontload any key topic vocabulary.