

Standards:

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

STANDARD CODE STANDARD LAFS.6.SL.1.1 (Speaking and Listening)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.SL.1.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.SL.1.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE STANDARD LAFS.6.SL.2.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS Cluster 1: Conventions of Standard English  
STANDARD CODE STANDARD LAFS.6. L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
(Language)

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

(Writing)

LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

LAFS.W.6.1.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

**Goal:** The goal of the lesson is to teach students active listening - listen, value, and address an opposing viewpoint. Also, the lesson is to teach students how to find common ground and reach consensus on difficult, divisive issues, and that it is okay to change your point of view based on additional acquired reliable information.

**Procedure:**

Generate background knowledge and address misconceptions about endangered, protected, and extinct species.

Students and teacher can share personal experiences. (Remember to include plants.)

Read the book (*The Last Panther* by Todd Mitchell)

Thoroughly discuss the characters, setting, theme, and plot of the story. Have students begin to develop rationale for the actions of the characters.

**\*\*\*Topics that may emerge from student discussion or debate:**

Prejudice

Racism

Abuse

Survival

Ecology

Preservation

Civil Rights

Revolution

Forgiveness

Communism

Hunger

Privileged vs. underprivileged

**\*NO HOGS, NO LOGS.**

**(Students like this activity and rarely come to consensus. That's okay. Mutual respect is the expectation.)**

**Step 1:**

Using Kagan Structures assign students to one position, Waller or Fugee.

Assign the topic and place the students into small Kagan groups to discuss the pros and cons of their position.

**Step 2:** (day 2)

Students come together to share their ideas, arguments and counter arguments with their team. Using this experience, they will prepare a rebuttal or closing argument for the debate.

Format:

T-chart (pros and cons); students star (\*) their three best arguments

Using their classroom laptops research credible evidence to support their arguments and counter opposing arguments. Take notes. Cite your source.

Panelist list: order students will speak/argue

Mock debate within the group

**Step 3:** (day 3 - 4)

Divide the room into two opposing sides. Students take seats with their teammates.

**Step 4:** Leave an empty section between the groups.

**Step 5:** Explain the rules of the debate to the students.

- a. Listen to the other side with an aim at understanding their point of view.
- b. Take good notes with students' names to whom you are responding.
- c. Use credible sources for evidence.
- d. Be respectful, one person speaks at a time.

**Step 6:** The first three panelists from each team shares their top reason for their position. The others listen and take notes.

**Step 7:** Panelist and opponents may ask questions for clarification or about evidence that is provided.

**Step 8:** Each team presents a rebuttal and supports it with reliable and credible evidence. (It may be necessary to provide allot more research time for the rebuttals).

**Step 9:** Each team is allowed time to advance their rebuttal and try to convince the opposing panelists to change teams. One formal closing argument is presented for each side.

**Step 10:** At this time the panelists can join the opposing team and present the evidence that convinced them to change sides.

**Step 11:** Ask both teams if there was any area of common beliefs/opinions that came to light during the debate.

#### **Day 4:**

**Step 12:** Based on the newly discovered common belief, have students present a new case. Ask the panelists if they wish to change teams.

**Step 13:** Electronically share your research and notes with the teacher.

**Step 14:** Electronic exit slip. *Which do you think was the best argument provided by the opposition and why?*

#### **Day 5:**

We live in an area that has at one time or another been ravaged by storms. In addition to making sure that you, your family, pets, and your home are safe, is there anything you would add to your to-do list? Is there anything you would do differently?

In your Kagan groups, generate a list of what you can do, how you can help, in the aftermath of the storm.

*(This activity is one part of a unit study and integrated with Life Science.)*