**Technology Integration Workshop
2016**

Unit Title: The Art of Argument: Argument Project

Grade Level: *(example: 9, 10, 11, 12 or 7-8) 7*

Subject Area: *(example: Science, Physics; English, Short Stories) English language arts*

Duration/Length/Number of class periods: *(example: 5 class periods) 20 class periods*

Description: Students choose a controversial topic to research and choose a side to argue. Students will prepare a project using their notes to try to argue/present their thesis and evidence to support one side of the issue while refuting the other. Students can choose the format they would like to use for the project, including iMovie (or iMovie trailer), Google Slides/Keynote presentation, poster, etc.

Established Goals (National, State, Local):
7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.5.8.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.7.1.1. 1. Write arguments to support claims with clear reasons and relevant evidence.
   a.   Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b.   Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   7.7.6.6.   Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
   7.7.8.8.   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

What Enduring Understandings are desired?
It is important to use effective communication, including logical reasons and relevant evidence, to express your point of view and beliefs.

What Essential Questions will be considered?
How can we compose compelling evidence-based arguments to inform and sway knowledgeable audiences on topics?
How can we research in such a way that we suspend judgment on an issue as we research, weigh, and evaluate information presented across texts, and carefully consider the strength of arguments?
How can an argument be organized most effectively?

Students will know / be able to:
Students will be able to create a project that will be presented to their group. This project will present their point of view about a

controversial topic based on research and relevant evidence that they have gathered and analyzed.

Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Introductory activity: As a class, we will read articles about the benefits and disadvantages of competitive sports. We will read the articles on iPads and mark the text using Notability.			X		X	X	
Philosophical Chairs Discussion: We will prepare for and have a philosophical chairs discussion as a class on this topic by using a note-taking sheet that has a positive, negative, and neutral column for whether the notes support kids playing competitive sports, provide evidence against kids playing competitive sports, or are neutral facts. Students can follow up with this discussion afterword by carrying on the discussion on our class Schoology discussion page.				X	X		
Formative assessment: Students write a draft of a letter to the Superintendent about the fictional situation of if the district decided to cut competitive sports due to budget deficit. They will have to use evidence from the articles we read to try to present their point of view in a persuasive argument. Students can write this argument using their iPads and Google Docs to share with teacher and other students for peer feedback..	X			X	X		2a
Students choose a topic. Examples: school sports team tryouts, green/renewable energy, recess, classroom pets, bottled water). Students will submit their topic using a Google form.				X	X		4a
Students will read articles/watch videos on iPads using links provided by the teacher about their chosen topic. Resources include information about both sides of the issue.				X	X		
Note-taking: students will take notes on both sides of this issue so that they can present evidence and also refute the opposing viewpoint. Students can take notes digitally or on paper. Students should record the source information next to each note. Students will rank their evidence from best to worst (e.g., 1-5 with 1 being the strongest piece of evidence and 5 being the weakest piece of evidence) by marking their note-taking sheet so that they can prioritize the information they will include in their project.				X	X		3b, 3c
Boxes-and-bullets outline: Students write their claim (e.g., _____ should/should not	X			X			

Activity								Standards
_____...) in the box and write their reasons below in bullet points.								
Students will choose which of their notes can best support their reasons and which will help refute the opposing viewpoint. They will add this information to their boxes-and-bullets outline.				X				
Summative assessment: Students will choose to create a project that will argue their point of view on a controversial topic. Project choices include iMovie (including iMovie trailer), Adobe Spark Video, Keynote/Google Slides presentation, or poster. If students are using iPads (preferably), they will be gathering images/photos and presenting the evidence either using their voice (e.g., for Adobe Spark) or typing their reasons and evidence (e.g. for iMovie trailers, Keynote/Google Slides presentation). Students will upload their projects to Google Drive and share with their teacher. Students will present their projects in small groups of 4-6 students in class.		X		X	X			**1a, 2b, 3c, 6b**

Materials, tools and resources
iPads
Schoology
Notability
Google Docs
Articles on competitive sports--class set
Google Form for recording topic
Note-taking sheets (available on Showbie or paper copy)
Text sets on various controversial topics (including school sports teams tryouts, green/renewable energy, recess, classroom pets, bottled water)
iMovie
Adobe Spark Video
Keynote/Google Slides
poster paper and markers

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)
Elisabeth Fontana
Ramsey Middle School
elisabeth.fontana@spps.org

Additional credit given to
Lucy Calkins and Colleagues from the TCRWP from Units of Study in Argument, Information, and Narrative Writing, Grades 6–8 (firsthand: Portsmouth, NH).

ISTE Standards

1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
a. Apply existing knowledge to generate new ideas, products, or processes
b. Create original works as a means of personal or group expression
c. Use models and simulations to explore complex systems and issues
d. Identify trends and forecast possibilities

2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. Develop cultural understanding and global awareness by engaging with learners of other cultures
d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.
a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

4. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete a project
c. Collect and analyze data to identify solutions and/or make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
a. Advocate and practice safe, legal, and responsible use of information and technology
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. Demonstrate personal responsibility for lifelong learning
d. Exhibit leadership for digital citizenship

6. Technology operations and concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems
b. Select and use applications effectively and productively
c. Troubleshoot systems and applications
d. Transfer current knowledge to learning of new technologies