

Unit Title: The Lorax Project

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

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

Duration/Length/Number of class periods: (example: 5 class periods) ~3 weeks

Description:

In this unit students will be forming an argument either for or against the reopening of the Thneed factory. Each group will be given time to research to form their claim and counterclaim. They will use this information to write an argumentative piece of writing.

Established Goals (National, State, Local):

7.7.1.1 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.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

7.7.5.5 With some guidance and support from peers and adults, **use a writing process to** develop and strengthen writing as needed by planning, **drafting**, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 73.)

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?

- There are many reasons for students to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
- Different forms of writing are appropriate for different purposes and audiences and have different features.
- To be effective, writing must be sufficiently developed, coherent unit of thought to address the needs of the intended audience.
- Going through the writing process is a helpful process that will improve writing.

What Essential Questions will be considered?

- How does conflict lead to change?
- How can people make a difference in their community?
- How can a manufacturing company still be beneficial to the economy without disrupting the environment?

Students will know / be able to:

Students will be able to defend their side of an issue while using facts to support their claim.
 Students will write to specifically target their audience.
 Students will be able to take their piece of writing through the writing process.
 Students will know the difference between a claim and counterclaim.

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Fo rm ati ve</p>	<p>Su m m ati ve</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno logy Use d</p>	<p>Teac her Tech nolo gy Used</p>	<p>ISTE Stan dard s</p>
<p>Day 1: Breaking news. The Onceler’s nephew wants to reopen the Thneed factory in Grickle Grass. Students will answer a Google form on their initial feelings about either opening or leaving the factory shut. Some students will be put into a group that aligns with their beliefs while others won’t. Students will be put into groups named after the characters in the book.</p>					<p>X</p>	<p>X</p>	<p>6a</p>
<p>Day 2: Claims and counterclaims with Peardeck</p>	<p>X</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	
<p>Day 3: Model how to research and read informative text. Use EBSCO and Britannica databases as well as possible note taking strategies. Have students explore how to navigate these resources.</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	

Days 4-6: Students will be researching using the EBSCO and Britanica databases looking at different topics to help build their claims. Groups will be taking notes together on a Google Doc. Students will make a movie poster from Big Huge Labs of one of the strongest points to their group's claim. These will be put on to a Google Slides for the next day as students walk in. https://tinyurl.com/q3owd25	X			X	X	X	2a, 3a, 3b, 3c, 3d
Day 7: Padlet with sentence stems to practice addressing counterclaims. Continue to research and gather notes with group.	X				X	X	
Day 8-12: Lorax paper- students will use the research to target their audience (classmates) to convince them to either open the Thneed factory or keep it closed. They will take the paper through the writing process.		X					1a, 4c, 4d
Day 12: Groups prepare a statement for the town hall meeting. Review how to rebuttal and address counterclaims.				X	X		
Day 13: Town Hall Meeting		X		X			
Day 14: Vote & results					X	X	6a

Materials, tools and resources <u>The Lorax</u> , computer for students and teacher, EBSCO , Britannica , Peardeck, Big Huge Labs and Padlet
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