



Technology-Connected Activity Plan

Title:	Manatee Mania 3
Grade Levels:	🖥️ 6 th Grade
Curriculum Areas:	🖥️ Reading
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW participate in a class debate by presenting a logical argument backed by evidence, including a bibliography, to clearly state their specific claim on a given topic. 🖥️ TLW use a multimedia tool to present their evidence and bibliography, or citations/sources to the class. 🖥️ TLW present their argument in an opinion paper that supports their claim with clear reasons and relevant evidence.
Common Core Standards:	<ul style="list-style-type: none"> 🖥️ <u>Writing Standards Grade 6</u>: Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim and organize the reasons and evidence clearly. B. support claim with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. E. Provide a concluding statement or section that follows from the argument presented. 🖥️ <u>Reading Standards Grade 6</u> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 🖥️ <u>Speaking and Listening Standards Grade 6</u>: 1. Engage in a range of collaborative discussions with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1.A Come to discussions prepared, having read or studied required material. 1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 1.D. review the key ideas expressed and

	<p>demonstrate understanding of multiple perspectives through reflection and paraphrasing. 2. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims distinguishing claims that are supported by reasons and evidence from claims that are not. 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, volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify information.</p>
Webb's DOK Level and Evidence that it is on that level:	<p> Students will research and discover relevant and credible supporting evidence for analyses, debate, and writing. Will dispute, argue, inquire, and develop a logical argument to support their claim.</p>
Technology Connection:	<p> Students will choose a multimedia tool to accompany their debate/present their findings claims. These could include: www.glogster.com www.prezi.com or a powerpoint presentation. Students will also publish a paper using Microsoft word and e-mail it to the teacher to score according to a general scoring rubric aligned to CCSS/PARC.</p>
Assessment:	<p> Debate participation and presentation will be scored as a group utilizing a rubric. Multimedia presentation will be scored according to a rubric. Written persuasive essay will be scored according to a rubric.</p>
Procedures:	<p> This lesson will take approximately a week with individual collaboration and research being done daily.</p> <p> Day 1 Introduction and background knowledge presented (ppt of Endangered Species Act, governing bodies for both states, Marine Mammal Protection Act, and Florida Manatee Sanctuary Act.</p> <p> Day 2 Introduce Topic. Complete Index Cards. Select Groups and provide groups with equal numbers of guiding questions for debate.</p> <p> Day 3-4 Group Work and Research</p> <p> Day 5 Debate</p> <p> Day 6 Opinion Papers completed and presented. General Notes</p> <p> Students will be randomly selected using a random generator (smartboard tools) to participate on one or the other side of</p>

a debate relating to Manatees in Louisiana.

- 🖥️ Prior to group assignment, students should write a short paragraph stating their opinion on the topic being debated. These should be completed on index cards and turned in to the teacher. (These will be used later in discussion)
- 🖥️ A group rubric with division of activities/duties of each student will be created by the group. The primary question under debate is "Should Louisiana implement more protections for manatees, similar to Florida, considering current data?"
- 🖥️ Guiding questions for each side would include: What kinds of protections are needed for manatees in Louisiana, based on available data, and to what extent do these protections need to be enforced or how should they be administered (public education, advocacy, research, laws, etc).
- 🖥️ Students must include a multimedia presentation presenting their claims and the presentation must include at least five references, to be included in a bibliography or works cited section/page.
- 🖥️ Suggested references include recent statistics on sightings www.lwf.gov , Florida and Louisiana State Resources as well as Federal Resources regarding laws protecting manatees at both the federal and state level www.usgs.gov .
- 🖥️ The debate will be conducted in class with the teacher as the moderator. Students will work on presenting or responding to specific questions, pre-determined by the class during topic presentation (Day 2).
- 🖥️ Prior to the debate, questions will be created and aligned with each group so that students debating each other will be addressing a specific claim that can be addressed by each team.
- 🖥️ References can and should include correspondence with experts in the field of marine mammals, particularly manatees in both Louisiana and Florida and should be cited appropriately (Louisiana/Florida wildlife and fisheries, local Universities)
- 🖥️ Key Points and opposing views will be evaluated by both teams at the end of the debate. The teacher will summarize discussion using chartpaper.
- 🖥️ Students will then be given one day to complete a short opinion paper stating their final position/summary.
- 🖥️ Students initial index cards will be redistributed and

	<p>students will explain their initial opinion, and how their opinion has changed or not during a presentation of their opinion paper to the class.</p> <p> SPECIAL NOTE!!!! While completing this plan I realized how many standards are covered by having students debate each other. This could be done with any subject matter, fiction text, political issues, etc.</p>
Materials:	<p> Computer</p> <p> Online Presentation Tool of Choice for Students/Groups</p> <p> Bibliography Section of Presentation</p> <p> Rubrics for debate, multimedia presentation, and opinion paper.</p> <p> Index cards</p> <p> Word Processing Program or paper for opinion paper production.</p>
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