



Technology-Connected Activity Plan

Title:	The Rain Forest Controversy
Grade Levels:	🖥️ 7 th
Curriculum Areas:	🖥️ Science
Measurable Objectives:	<p>🖥️ I will describe changes that can occur in various ecosystems and relate the changes to the ability of an organism to survive. SCI.7.LS.32</p> <p>🖥️ I will analyze the consequences of human activities on ecosystems. SCI.7.SE.39</p>
Common Core Standards:	<p>🖥️ Reading, writing and speaking grounded in evidence from text both literary and informational.</p> <p>🖥️ MP3: Construct viable arguments and critique the reasoning of others.</p>
Webb's DOK Level and Evidence that it is on that level:	<p>🖥️ Level $\frac{3}{4}$</p> <p>Student has to complete research on a new topic then has to assume the role of a character and apply what they know in a debate form.</p>
Technology Connection:	🖥️ Internet, smartboard
Assessment:	🖥️ Research worksheet and presentation rubric
Procedures:	<p>🖥️ This lesson is cumulative. Prior to this assignment the students will have been taught about biomes, the rain forest, mountain gorilla, the cities of Kigali and Kampala, and the agricultural and economical communities of Rwanda and Uganda. Students are to research both on line and in the library to gather information. Use the Research Discoveries Worksheet for students to keep track of their findings.</p> <p>Teach a lesson on debate.</p> <p>Divide students into nine groups. Tell them they will be participating in a debate, and each group will be given a position as part of an interest group. Provide each student with a copy of the Rwandan Gazette to read (allow them time to read the article). Then write on the board: Citizens will debate the</p>

	<p>building of a road from Kampala to Kigali. Tell them that during their next class period they will be given their positions on the building of the road. Assign the interest group roles - one to each group - after they have read the <i>Gazette</i>. Allow time for the groups to discuss their role and come up with supporting statements. Each student in the group should prepare to present at least one statement to the council members. Remind the students they are expected to take the stance of their assigned interest group, which may or may not coincide with their personal opinions. Also remind students to refer to their previous research to help with supporting statements. Each group should be ready to state their position on building the road and to provide three to five supporting statements for their presentation. Each group should be ready to state their position on building the road and to provide three to five supporting statements for their presentation.</p>
Materials:	 Computers, smartboard, research sheet, rubric,
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