Content Objectives:
Students will research various material, write a ½ persuasive paper about their viewpoint, and create a poster depicting their viewpoint, both pictorially and written.

Language Objectives:
The students will do research on their viewpoint (pro or con) using the articles provided. They will also write a ½ page paper describing their viewpoint and why they agree with it. They will work in small groups and work together as a group to develop their final product. Each group will create a poster depicting their viewpoint. Each student will also write a sentence or two long response to his or her role in his or her group (who helped write the paper, who helped research the material, who helped create the poster).

Key Vocabulary:
Pro, Con, persuasive speech, research

Materials:
Various articles about subject matter – both pro and con viewpoints; poster board; markers; colored pencil; paper pencils

Higher-order questions:
What facts in the article support your viewpoint?
Why are you supportive of this subject?
Why are you against this subject?

Teacher Activities:

• Building background
On the previous day, the teacher has introduced students to the pros vs. cons discussion. Students were required to pick two topics from six pre-selected topics and decide if they were for (pro) or against (con) these topics.

• Links to experience
Teacher will discuss how in any situation we are all for or against something. Teacher will use the following examples, coming to school everyday, abiding by the school rules

• Links to previous learning
The teacher will re-introduce concept by referring back to the writing assignment that they did on the previous day.

Student Activities
Modeling – The teacher will show students how to effectively read through articles to find meaningful information.

Guided – Teacher explains how the paper should be written, how the poster should be done, and how all group members should contribute.

Grouping – Whole class - Teacher explains to students the project that they will be doing. Teacher then divides class into two groups.

Small groups – After students are in two groups, teacher explains to each group what their viewpoint is (either pro or con). Teacher explains to each group that they should be researching facts that support their viewpoint.

Processes:

Reading – Students will have to read the articles in order to research their viewpoint.

Writing – Students will write a ½ page paper describing their viewpoint and why it is the right viewpoint. Students will also write 1 to 2 sentences describing their role in their group.

Listening – Students will have to listen to one another to hear the research that each other has discovered.

Strategies:

Hands-on – Students are creating a poster board to visually show their viewpoint and they are writing a paper detailing their viewpoint.

Meaningful – Students were allowed to pick the topic of debate, as a class, so that they will be interested in the topic.

Links to Objectives: This project combines the content objectives, language objectives, and TEK 7.15 B – write to influence such as to persuade, argue, and request.

Review and Assessment: Individual responses as to whether pro or con and why they have made this choice.

Written – Each group is required to write a group paper, which reinforces their understanding of pros and cons. They are also required to create a poster which depicts their viewpoint.

Oral – Each group will explain to the teacher/class what they have learned based on their research, group paper, and poster.

How will key vocabulary be reviewed?
Ongoing during project tasks.

How will key content objectives be reviewed?
Key content objectives will be reviewed as each group shows the opposing group and teacher their poster and as they describe why their viewpoint is correct.

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