

Unit 2: The Forces of Wind and Water

WEEK 7 Day 4

Text Talk Taking a Stand (discussion)

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	How can people prevent or slow erosion?
Content Objective	I can effectively write reasons for an argument I am making. (W.1.2.b, W.3)
Language Objective	I can support my argument with reasons drawn from experience, text, and discussion. (SL.4.2, 2-ESS2-1)
SEL Objectives	I can work with my classmates to analyze and explain the reasons for our argument. (Relationship Building, Decision Making)
Vocabulary	approach (n): a way of doing or dealing with something (*Week 4) debate : when people with different ideas or opinions present arguments to each other, trying to convince the other side to think differently hazard : a source of danger * intervene : to become involved in something to change what happens * recommendation : suggestion * respond : to do something as a reaction to something else
Materials and Preparation	● markers ● How should we respond to erosion? chart, from Day 3 ● chart paper, 2 pieces Create the two following Taking a Stand charts.

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	<u>Taking a Stand</u> We should try to change nature because... [children write names here] <u>Taking a Stand</u> We should change our behavior because... [children write names here] - writing tools - sticky notes, one for each child, plus several extra - all Slowing and Preventing Erosion charts, from previous lessons Children will work in two large groups, in separate spaces, each group using one of the charts (changing nature or changing behavior). On opposite sides of the room (one area for each group), provide needed resources: the Slowing and Preventing Erosion charts for the group supporting changing nature, and the chart generated by the class on Day 3 for the group supporting changing behavior. On the whiteboard, write the following prompts. I think ____ because ____. I believe ____ because ____. ----- I used to think _____. Now I think ____ because ____. I still think ____ because ____.
Opening 2 minutes	Show the chart, How should we respond to erosion? <i>Yesterday we began to discuss this question: How should we respond to erosion? We talked about some reasons why people might want to change their own behavior, rather than change nature, and we imagined what might happen in those cases.</i> <i>Today you are going to choose one side—either trying to change nature or changing people’s behavior—and take a stand. This is a</i>

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	<i>complicated question, and there is no right or wrong answer. You might not even be sure about what you think—that’s okay! Your job is to choose a side and make an argument for it, based on your thoughts and experiences and what you have learned while we’ve been studying the forces of wind and water on land.</i> <i>After you decide with your group how you will take a stand about one idea or the other, we will come together to have a debate! You may remember from Kindergarten and first grade that a debate is when people with different ideas or opinions present arguments to each other, trying to convince the other side to think differently.</i>
Writing and Charting 15 minutes	<i>Take a few minutes to think about your response. Do you think that we should respond to erosion by trying to change nature, or by changing our behavior? When you have chosen a side, come up and write your name on that chart.</i> Give children several minutes to think and then choose a side. Distribute writing tools and sticky notes. Refer to the Taking a Stand charts. <i>Think about the argument you are going to make. If you said that we should try to change nature, write one reason for that argument on your sticky note. If you think that we should change our behavior, write one reason for that argument on your sticky note.</i> Set up the pieces of chart paper on opposite sides of the room, with sufficient space for the large groups to work. <i>For about 10 minutes, our class will split into two groups, according to the argument you chose. Make sure each person in the group has a chance to say their idea out loud and put the sticky note on the chart. You might notice that more than one person has the same idea, and those sticky notes could be grouped together on your chart. If the group comes up with new ideas, be sure to write those on the paper as well. Then we will come back together and have a discussion.</i> Send the children to work in groups, according to the side they chose. Move between the two groups to help them clarify their ideas, manage sharing ideas, and organize notes on the charts.
Debate 22 minutes	Bring the children back to the meeting area, sitting with their groups and in a large circle so that everyone can see each other. Display the two charts for children to reference during the class discussion.

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	<i>Now let's debate our question: How should we respond to erosion?</i> Focusing on the question, facilitate a debate in which children take a stand for the side they chose. Refer to and encourage children to use the first set of prompts on the board: I think _____ because _____. I believe _____ because _____. Assume the role of facilitator, rather than of participant. Encourage the children to direct their comments to each other. Encourage them to build upon each other's ideas and to ask clarifying questions as needed. Prompt them to cite evidence to support their arguments. Toward the end of the debate, recap the main points of the conversation. Ask if anyone has changed their mind. Refer to and encourage children to use the second set of prompts: I used to think _____. Now I think _____ because _____. I still think _____ because _____. Do not expect to reach consensus (although this may happen).
Closing 1 minute	<i>Today we debated an important question: How should we respond to erosion? As we study the natural world, we need to think about how we interact with it. Knowing that Popham Beach is an important place, we are considering what we can do to protect it. Tomorrow we will choose an approach to erosion that we will recommend to other second graders, and even to people who work on and make decisions about Popham Beach.</i>
Standards	W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to the task, audience, and purpose SL.4.2 Produce complete sentences when appropriate to the task and situation in order to provide the requested detail or clarification. 2-ESS2-1. Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land. SEL. Relationship Building SEL. Decision Making
Ongoing	Reflect on children's practice of taking a stand.

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assessment	To what extent do children cite evidence to support their argument? How comfortable are they debating with minimal teacher intervention? How did they question each other and build upon each other's ideas? Review children's sticky notes. How clearly do children represent their reasons in writing?
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Notes
