

Lesson Author	Brianna Barbour
Date	11/27/2018
Period	Core 1
Grade Level	8th Grade
Time Allotted	75 minutes
Context/ Rationale	<p>The following lesson takes place within an 8th grade English Language Arts classroom. Students in the particular class range from high achieving and on-target students. The topic of this lesson (and overall unit) surrounds the social justice issue of refugees (both past and present refugees). Thus, the current climate and political attitude concerning refugees must be considered and taken into account.</p> <p>This lesson is appropriate based on students' previous learning about refugees. As a class, we have been building up our knowledge and understanding of refugees and refugee crises (both of the past and the present). Utilizing the philosophical chairs activity in this lesson prepares students for the upcoming summative assessment, which is creating a newspaper opinion piece that contains two editorials (one for each side of the refugee-crisis debate) and a separate summary piece (where the student states their personal stance with evidence/references).</p> <p>Students will bring their prior background knowledge on refugees to the brainstorming portion and debate portion of this lesson. Students may bring personal experiences and family backgrounds to the lesson as well (e.g. they may be a refugee, know someone who is a refugee, etc.). The presence of prior knowledge and personal experiences allows for a more meaningful experience in which students can discuss an important social justice issue and then take something away from the lesson to apply to their future knowledge/experiences/discussions.</p> <p>Students in the class will have a wide variety of their own traditions, languages, beliefs, worldviews, etc. These components make up who they are as individuals! Culture plays a large role in our discussion about refugees-- why they are fleeing their country, where they are coming from, who they are, etc. Understanding our own cultures and beliefs is essential in being able to comprehend those of refugees, as well as provides opportunities for the teacher to make relevant connections for students (e.g. helping students to see that they may not be all that different from those who are refugees).</p> <p>Just as each student is culturally unique, students may also bring common experiences/backgrounds into the classroom as well. Students may have friends in common who have personal insight into what it means to be a refugee. Students may also have connections to those in their community who discuss social justice issues such as the modern-day refugee crisis. Utilizing these common aspects that link students will enable the teacher to make the philosophical chairs activity more relevant and applicable to each student's individual life.</p>
Central Focus	The central focus of this lesson is on applying research/evidence to persuade an audience towards a specific stance on an issue. This is the central focus of the lesson due to its importance and relevance to the final summative assessment in which students will need to utilize evidence in their persuasive writing final in which they create a newspaper opinion piece. The central focus will also incorporate students learning

	how to listen to counterarguments/other positions on the same issue, as well as learning how to effectively follow up a counterargument with their own evidence-based rebuttal.		
Essential/Compelling Question(s)	<ul style="list-style-type: none"> What is the refugee crisis and how does it affect me? Does my country have an obligation to help refugees/allow them into the country? 		
Goals	<p>Objectives: SWBAT...</p> <ul style="list-style-type: none"> <i>Explain</i> both sides of the modern-day refugee crisis (i.e. explain the side that is against accepting refugees into the U.S. and the side is for accepting refugees). <i>Compose</i> an argument on their final stance on the refugee crisis. <i>Use</i> evidence from both the anchor text, <i>Refugee</i>, as well as the other credible sources we have examined thus far throughout the unit in their argument. <p>Standards</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.8.1 <ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.W.8.8 <ul style="list-style-type: none"> 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. 		
Assessments	<p>Informal</p> <ul style="list-style-type: none"> Student responses during the debate (philosophical chairs). Student questions that arise throughout the lesson. Teacher observations of student participation in debate. 	<p>Formative</p> <ul style="list-style-type: none"> Debate prep sheet Debate reflection sheet Exit ticket 	<p>Summative: N/A</p>
Language Supports	<p>Language Function</p> <ul style="list-style-type: none"> Recall and utilize key argumentative vocabulary terms that have been discussed previously throughout unit. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Vocabulary (definition and term) that can be found in student notebooks. E.g. Claim, evidence, warrant, tone, support, etc. 	<p>Syntax:</p> <ul style="list-style-type: none"> Structured graphic organizer. Student notes (sentences). <p>Discourse:</p> <ul style="list-style-type: none"> Both written and oral <i>Written:</i> Student responses on graphic organizer/reflection sheet. <i>Oral:</i> Student responses during debate.

Materials & Technology	<ul style="list-style-type: none">● Copy of Alan Gratz’s <i>Refugee</i>● Philosophical Chairs Prep-Sheet● Rules for Philosophical Chairs● Philosophical Chairs Rules for Engagement Handout● Philosophical Chairs Post-Discussion Reflection Handout● Laptop (for research/pulling up past discussed resources/sites)● Class notes (to reference past activities about the topic/what we have learned previously)● Sticky notes● Writing utensil	
INSTRUCTIONAL PLAN		
Time	Lesson Component	Teacher AND Learner Roles/Procedures (what are you doing? what are students doing?) both should be present.
15 min.	Set-up	<ul style="list-style-type: none">● Prior to students entering the classroom, the teacher has already divided up the desks in such a way that there are two clear sides of the room as well as a neutral area in the middle.● Upon entering the classroom, students will take a seat (it doesn’t matter where at this point in the lesson) so that they can listen to the teacher give instructions<ul style="list-style-type: none">○ The teacher will inform the students that today they will be discussing the modern-day refugee crisis through an activity called Philosophical Chairs.○ The teacher will write the discussion topic up on the board: “Do countries have an obligation to allowing refugees into their borders?”○ Teacher informs students that they can agree with the statement, disagree with the statement, or be undecided.● Teacher hands each student a sticky note.● Each student writes their stance on the question on their sticky note and then returns sticky note to teacher.<ul style="list-style-type: none">■ Student response must be one of the following: <i>Agree, Disagree, Neutral</i>● Teacher then places students in the part of the room that corresponds with their sticky note stance.<ul style="list-style-type: none">○ One side of the room is pro-refugee, the other side is anti-refugee, and the open space in the middle is for those who are split/undecided.
20 min.	Debate Preparation	<ul style="list-style-type: none">● Once students are seated in their corresponding area of the room based on their stance, the teacher distributes the discussion planning graphic organizer.

		<ul style="list-style-type: none"> Students are instructed to fill out the graphic organizer completely and thoughtfully. Students are instructed to use resources. <ul style="list-style-type: none"> The anchor text, <i>Refugee</i>. In-class resources such as their poems that they have previously constructed about refugees. Online resources we have used previously in past lessons about the refugee crisis. Online resources that may be new about the refugee crisis; however, students must make sure to check the credibility of such sources. After explaining the expectations and instructions for this preparation period, the teacher will display a timer (that counts upwards) letting students know how much time they have left to prepare before the start of the discussion.
20 min.	Philosophical Chairs	<p>RULE REMINDERS:</p> <ul style="list-style-type: none"> To transition into the actual discussion, the teacher will remind students of the rules that must be remembered/followed: <ul style="list-style-type: none"> Students watch the Rule for Philosophical Chairs video as a whole class. Additional rules include: <ul style="list-style-type: none"> Students must step forward when speaking. Teacher distributes a handout that outlines the rules for student reference. Teacher informs students that when they feel persuaded, they may switch sides. By the end of the debate, the goal is that the neutral side will be empty. <hr/> <p>DISCUSSION BEGINS:</p> <ul style="list-style-type: none"> Teacher asks for one side to begin. That one side will elect one person to begin speaking. Student will explain why they chose their stance, using their graphic organizer as a reference. <ul style="list-style-type: none"> Students must include facts/references to text when explaining their reasonings. The discussion must circulate appropriately. <ul style="list-style-type: none"> Cannot be one side speaking the whole time. Must be a back-forth discussion. As the discussion goes on, students in the neutral section may begin moving to either the agree/disagree section based on the arguments that they are hearing. However, they must be prepared to speak for the side they are moving to. <ul style="list-style-type: none"> The same goes for students in the agree/disagree section. Students may switch sides if they feel

		persuaded to do so; however, they must be prepared to explain why and defend their new stance.		
17 min.	Reflection	<ul style="list-style-type: none">● Teacher has students conclude the discussion by asking each side what their final statement is for the stance.● After each side respectfully delivers their final statement, students are instructed to return to their seats.● Teacher distributes the Post-Discussion Reflection sheet.● Students fill out this sheet thoughtfully and completely.● After students have completed the sheet, the teacher then engages students in a thoughtful reflection about the activity.<ul style="list-style-type: none">○ Students must raise hands and wait to be called on to speak.○ Students may use their reflection sheet to structure their responses or they may choose to speak freely as long as they remain respectful.		
3 min.	Exit Ticket	<ul style="list-style-type: none">● Teacher instructs students to take out a blank sheet of paper.● Teacher writes/displays two exit questions up on the board:<ul style="list-style-type: none">○ What is one thing you learned today about creating and defending an argument?○ What is one thing you wish could have been done differently?● Students answer the questions on their piece of paper.● Students hand in exit-ticket, discussion prep sheet, and reflection sheet to teacher on their way out.		
Accommodations				
Learning Needs	IEPs/504s <ul style="list-style-type: none">● Teacher circulates to this student routinely and consistently to check-in.● Teacher sits with student and help walk through activities.	Striving Readers/RTI/MTSS <ul style="list-style-type: none">● Discussions with peers and whole-class (comprehending instructions)	ELL Support <ul style="list-style-type: none">● Read handout and graphic organizer instructions aloud to students.● Group work; allowing students to work with peers in constructing their pre-sheets.	Gifted/AIG <ul style="list-style-type: none">● Students will be required to find one new online source in addition to those we have used previously in class