

Renewable & Non-Renewable Resources

Grade: 7th Grade Social Studies		Subject: Geography - Alternative Perspectives Lesson	
Materials: Laptops, Note-book paper, Pencil, Computers		Technology Needed: Computers	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today (Baesler).		Differentiation Below Proficiency: Students Below Proficiency will be able to collaborate in groups, so that those below proficiency with the research and debate process will be able to be supported and assisted by those who are familiar or are strong with the process. Those below proficiency will be able to have different less challenging research points based on group assignment. Above Proficiency: Students Above Proficiency will be able to collaborate in groups, so that those above proficiency with the research and debate process will be able to support and assist those who are unfamiliar or struggle with the process. Those Above proficiency will be able to have different more challenging research points based on group assignment. Approaching/Emerging Proficiency: Students Approaching Proficiency will be able to collaborate in groups, so that those approaching proficiency with the research and debate process will be able to support and assist those who are unfamiliar or struggle with the process, but also be supported by those above proficiency. Those Approaching proficiency will be able to have different medium challenging research points based on group assignment. Modalities/Learning Preferences: Technology Integration, Audio Learning, Visual Learning, Collaborative Learning	
Objective(s) 1. At the end of the lesson, students will research and analyze the causes and effects regarding energy use within the United States in group collaboration and debate their different positions in favor or against New Energy by developing a thesis and claims to support the thesis in a conversational format in response to their other classmates claims. Bloom's Taxonomy Cognitive Level: Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) The Class will be divided into two groups, each group will have a variety of students with different abilities separated by the teacher. Each group will be either for New Green Energy Options or Against New Green Energy options.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will begin the day with their normal warm up to engage students and get students activated and conversationally sharing points. This will drive group collaboration. Students will follow general procedures and be able to work in groups, while independently utilizing the time to research points for their group.	
Minutes	Procedures		
15 minutes	Set-up/Prep: Computers will be located and prepared before class. Students will then have a hand-out sheet outlining the rubric for the debate and research points that the group must cover. Additionally, students will have access to research points the other group is covering for counter arguments.		
5-10 Minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be asked to look at a picture (an oil rig) and guess what it is, where it is and what it does.		

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7-10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will explain the rubric, course evaluations and what it means to be green energy versus non-green energy including the terms renewable energy and non-renewable energy. We will also briefly cover how students should present arguments in a respectful debate style.</p>	
30-40 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will walk around the room while students research renewable and non-renewable energy sources and the causes and effects of each. We will talk about being energy efficient and any other questions that may arise. In addition to this, we will talk about wind farms and solar energy they may have witnessed to relate directly to their own lives based on questions asked throughout the research process. Students will then present their arguments and counterarguments in a debate setting.</p>	
5- 10 minutes	<p>Review (wrap up and transition to next activity):</p> <p>Students will do a brief self-assessment and lesson evaluation to reflect on how they could improve and what they might do differently during the research and debate process.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Formative assessments including probing questions throughout the research project and the research questions that students will answer along with their notes for the debate.</p> <p>Consideration for Back-up Plan:</p> <p>An alternative option includes a peer assessment.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The formal debate with all applicable points covered will be their summative assessment.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>My reflection will encompass the student's self-assessments, so that I can understand where the project may have been troublesome, confusing, or unclear to the students.</p>		

How will your lesson help students grow in social studies content while helping them develop “perspective glasses?”

Students will have the opportunity to understand different perspectives such as Native Americans on projects such as the pipeline, Big Oil perspectives on benefitting the economy, environmental activists demonstrating the negative effects of pollution and the average citizen’s ability to access renewable versus non-renewable energy. Ultimately, I would help them develop “perspective glasses” through understanding “these dimensions might include issues related to economics, geography, environment, health policy, and legislation” (Beal & Bolick, 2013, p. 53). This ultimately relates to introducing a holistic learning and avoiding pitfalls which includes focusing on a single perspective or story.