



Title	Take An Informed Stand: Understanding Diverse Perspectives on the Building of the Quabbin Reservoir
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Subject Areas	History, English Language Arts, Foreign Language, Economics
Grade Level	9-PG
Content Curriculum Frameworks addressed in this lesson	SS.8-12.4 - Explain how people or communities examine and weigh the benefits when making a choice and that opportunity costs are those benefits that are given once alternative is chosen. E.5.3 - Analyze the impact of events in US History such as wars, and technological developments on business cycles From AP Curriculum Framework-Three modes of communication (Interpersonal, Interpretive, and Presentational)
Specific Technology Standards addressed in this lesson	ITSE (teachers) - Standard 3 – Model Digital Age work and learning b. Collaborates with students, using digital tools and resources to support student success and innovation. ITSE (students) - 1. Empowered Learner 1c. Student use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Learning Targets and Assessments	
<p>I can stand and defend my position on the Quabbin using clear evidence.</p> <p>I can consider perspective</p> <p>I can be flexible to change my opinion when learning new evidence.</p> <p>I can consider and reflect upon the idea of identity within a specific community.</p>	<p><u>Assessments FOR Learning (formative)</u></p> <p>Small group discussion</p> <p>Interpret primary source Information</p> <p>Note Catcher</p> <p>Pair and share</p> <p>Observe</p> <p>Present opinion</p> <p>Reflective writing</p> <p><u>Assessments OF Learning (summative)</u></p> <p>Take a Stand activity</p> <p>Debrief</p> <p>Exit ticket/ Note Catcher</p>

There are three phases to this lesson:

1. INTRODUCTION of the lesson: Building engagement/setting purpose/activating prior knowledge....	
Instructional Steps	Differentiation
<p>**This lesson plan assumes that students have been introduced to a cursory history of the Quabbin Reservoir.</p> <p>Note – teacher instruction are in regular font; student actions, in italics.</p> <p>Preset tables with packets of information and markers. Prehang AGREE/ DISAGREE signs in the front of the classroom and tape a line in between signs.</p> <p><u>“Welcome”</u> Instruct class to ‘Take 3’ (deep breaths). (1 min) <i>Students are led in Mindfulness breathing exercise.</i> Google Slides (Teacher presents lesson title and learning targets.) (1 min) Google Form question – Who or what do you think of when you consider the Quabbin Reservoir? (3 mins) <i>During poll, students will receive color-coded blank name tags.</i> Display and discuss results of poll. (1 min)</p>	<p>Good for visual learners (Option for those without technology: write down answers to question)</p>

2. Scaffolding plans for the BODY of the instruction	
Instructional Steps	Differentiation
<p>Break students into community groups, according to name tag colors. Packet on table contains primary source readings, photos, and Note Catcher. (4 min) <i>Students sit at tables preset with color and packet of documents to do individual reading.</i> Instruct students to quietly read sampling of documents in a five-minute window. (5 min) (Instructions posted in Google Slides, as well as spoken aloud.) Pass out Note Catchers while students are reading. Introduce idea that each table is a specific Quabbin-related community. Based on their community and specific evidence in documents, instruct students to create an identity. Give students time to discuss their identity within their community table. (5 min) <i>Students discuss at tables.</i> Describe Note Catcher with these questions:</p> <ol style="list-style-type: none"> 1. Explain your character’s identity within his/her community? Who are you today? 2. What is your character’s opinion of the building of the reservoir? 	<p>Auditory and visual learners accommodated Kinesthetic movement</p>

3. Does your opinion change during or after the Take a Stand activity? Why or why not?
 Tell students to fill out the questions on the Note Catcher (3 mins)
 Instruct students to invent a name for their identity, write it on the name tag, and put on the name tag.
 Have students turn and share.
Introduce yourself as your character to the table community. (2 min)
 Introduce Take a Stand exercise.
 Explain that students will take a position along continuum in their character’s identity.
 Explain that students’ opinions may change or be influenced by the stance of others and that they are free to move when motivated to do so.
 Clarify any questions that arise.
 Perform Take a Stand. (8-10 min)
 Show students the AGREE ----- DISAGREE continuum, and tell them that they will be asked “Should the Quabbin be built?”
 Ask students to stand along continuum, according to the opinion of their character’s identity.
Students get up and move along line.
 Ask students to volunteer who they are and why they selected their stance.
 Ask students if they want to move and if they want to say why.
 Remind students about their learning targets.
 If there is time, ask more questions, which might include the following (students can move as their opinions shift):
 Now, consider the number of people affected? In the Swift River valley? Those in Boston?
 Was this the least expensive option?
 Did they adequately see the effects of the people displaced?
 Did the residents of the four towns receive adequate compensation for their houses and farms?
 Again, ask for students to volunteer their opinions or thoughts as they consider their answers.

3. END Synthesis: How will students synthesize their understanding?

Instructional Steps	Differentiation
<p>If there is little time for a “circle debrief” the students can do a “pair and share” back at their community tables. (2 mins)</p> <p>Alternatively, Debrief the exercise: Ask students to make a circle around the room. <i>Students make one big circle, so students can see one another.</i></p>	<p>Writing exercise Kinesthetic movement Verbal processing Homework Reflection</p>

Ask them to consider:

*What did you learn?

*How did you form your identity today?

*How did you form your opinion?

*Did you change your position?

Ask them to offer one answer to the group. Model by having teacher begin. If a student wants to pass, s/he can say "Pass."
(4 mins)

Ask students to finish the Note Catcher and hand it in as an exit ticket.

Explain to students that their homework will be to write:

In your own opinion, should the Quabbin have been built?

This homework assignment will be shared with their community groups the next class day.

Materials Required for this lesson (complete list and each document or item typed up)

Computer or smart phone

Projector

Projection screen

Envelopes Paper

Pencils

Markers

Name tags

Documents printed from lesson plan

Social Justice Orientation

Considering others' opinions and ideas

Putting yourself into another identity

Human Development – Age appropriate learning and activities – elaborate on how you selected the activities and how you know they are age appropriate

Adolescents can synthesize and formulate hypotheses based on standard brain development. Some may be socially conscious and not want to do so.

Activity can be participatory or not – some students may not want to defend their ideas, and can opt to not vocalize their ideas. The homework assignment will be a place for them to privately formulate their opinions.

Technology Integration – write a paragraph on how the technology in this lesson enhanced the learning of the students.

We chose to use technology to hook the students and to visually provide preliminary data. By providing the Google Form activity, it gets the students excited to participate because it is quick, fun, visual and technology related. Additionally, by providing Google Slides of the presentation, the students who are visual learners can follow the lesson. There is an option to have the documents housed on Google Docs instead of provided in printed packets, and therefore, more technology can be incorporated (keeping the documents viewable on computers) if teachers need this option. This can be an accommodation for an IEP, for visually impaired students, or students who need a translated version, for example. Finally, with the exit ticket, we more visual data, this time of any change in opinion from the start to the end of the lesson.

Social Emotional Learning – write a paragraph about how you have included process or activities that speak to the ‘heart’ rather than simply content – the head!

We begin the lesson with a brief mindfulness exercise, allowing students to become present in the lesson. Given more time, the exercise could be lengthened. As the students read, they are able to hear individual’s stories, gain understanding of what was important to them, explore a new identity in a safe environment, be open to the opinions of others, and have the ability to explore a change of opinion in a kinesthetic manner. By adopting the identity of another, and acting out the opinions based on those created characters, they are gaining skills in empathetic listening and cultural awareness.