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**Resource ID#: 121817**

**Primary Type: Lesson Plan**

## Deforestation A Global Issue

An interactive writing lesson that reinforces content area learning through argumentation.

### General Information

**Subject(s):** Science

**Grade Level(s):** 6

**Intended Audience:** Educators

**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection, Speakers/Headphones

**Instructional Time:** 2 Hour(s)

**Resource supports reading in content area:** Yes

**Keywords:** deforestation

**Resource Collection:** [FCR-STEMLearn Earth Systems](#)

### Attachments

[can\\_the\\_amazon\\_be\\_saved\\_passage.pdf](#)

[deforestation\\_student\\_handouts.docx](#)

[resource\\_and\\_materials\\_list.docx](#)

[resource\\_evaluation\\_sheet.docx](#)

[rubric\\_for\\_written\\_argument.docx](#)

### Lesson Content

**Lesson Plan Template:** General Lesson Plan  
**Formative Assessment**

To develop their argument addressing the prompt '**Should nations place the needs of their own citizens before that of global climate change**' students will analyze multiple resources using the resource evaluation sheet. Students will be required to use materials and sources for information provided by the teacher as well as any online resources.

The teacher should monitor the responses on the resource evaluation sheets. Teachers should encourage the students to read the resource in its entirety. Students can complete the form as a group or individually if they divide the resources amongst group members. The Resource Evaluation Sheet is an attached document.

The teacher will ask students to document their progress through the resources by answering questions about their process. This is included with student handout - Creating a Convincing Argument.

1. How did you analyze the resources? (Explain how your group analyzed all the information)
2. Why does your evidence support your claim?
3. Why did you choose that evidence and how is it important in your argument?
4. What other claim did you consider, if any?

### **Feedback to Students**

After the students have evaluated all the resources and generated a tentative argument, they will begin to support their argument with evidence. The teacher should circulate to each of the groups and ask questions of the students.

1. What are you trying to prove? (This will keep them focused on their claim)
2. Why is this fact/characteristic important? (This will help them to determine if the evidence they are using is relevant to their claim)
3. How does this evidence support the concept? (This question will help them to connect/link their evidence to the concept)

The students will be offering feedback to each other during the Argumentation Session. One student will stay with their board/poster and the rest of the group will travel around the classroom to each group. The students traveling will offer feedback as they listen to the other group's ideas.

The teacher should monitor these interactions and encourage students to ask questions or emphasize certain aspects of the presentation and ask for opinions. Students should be asking questions of the presenter after the explanation of the board/poster.

1. How does your claim fit with the evidence?
2. Was there any evidence that did not fit with your claim? Why did you feel it was not important?
3. How did you analyze your resources?

The teacher can also ask questions of the students listening to the presentation.

1. Do you think their interpretation of the evidence in the \_\_\_ is correct? (name a resource)
2. Do you agree with their analysis of \_\_\_ resource? (name a resource)

Students can leave a note card with comments or suggestions for the group before moving on to the next group. Teacher should monitor the time needed for each group to present, allow for feedback and questions, then encourage students to move on.

The students should then return to their group and discuss the feedback. They should make any changes necessary or add evidence if necessary.

After students have had an opportunity to make changes the teacher should lead a whole class discussion. Ask students what they learned, how their argument may have changed after feedback, and discuss any challenges she observed and possible solutions.

### **Summative Assessment**

Use the rubric attached to assess their final written argument.

Written argument should include:

1. The claim they are supporting
2. The evidence they are using to support their claim. It should also include any analysis and interpretation or inference.

3. The justification of why the evidence cited is important and relevant.

**Learning Objectives: What will students know and be able to do as a result of this lesson?**

Students will be able to identify the impacts of deforestation on global climate change.

**Guiding Questions: What are the guiding questions for this lesson?**

Will nature ever find a balance with humans?

How can sustainability meet the socioeconomic demands of humans?

**Prior Knowledge: What prior knowledge should students have for this lesson?**

Prior Knowledge

Students should know why forests are important:

- Home to diverse species, biodiversity
- Protection from soil erosion
- Produce oxygen
- Store carbon
- Help to control climate
- Provide food, shelter, medicine
- Purify the air
- Purify the water

Students should know what deforestation is and where it occurs

**Identification of the Task: How will the teacher introduce the major topic to be studied and capture students' interest?**

Students will be doing an interactive writing lesson to reinforce content area learning.

Students will:

1. generate a claim
2. support the claim with evidence
3. reflect on peer critiques
4. revise their claim if needed
5. generate a final argument

Should nations place the needs of their own citizens before that of global climate change?

Teacher should distribute the Copy of student directions. This includes the background/set up of the argument and the directions.

**Data Generation: How will students collect and/or use data, tools, models, and/or theories?**

Students will use the Resource Evaluation Sheet as they analyze the resources. The teacher should monitor the responses on the forms. Teachers should encourage the students to read/view the resource in its entirety. Students can complete the form as a group or individually if they divide the resources amongst group members.

The teacher will ask students to document their progress through the resources by answering questions about their process. These questions are under Creating a Convincing Argument in the student directions handout.

1. How did you analyze the resources? (Explain how your group analyzed all the information)
2. Why does your evidence support your claim?
3. Why did you choose that evidence and how is it important in your argument?
4. What other claim did you consider, if any?

**Production of a Tentative Argument: How will the students generate an argument that can be easily communicated by others?**

After the students have evaluated all the resources they will discuss their notes for each of the resources. They should agree on a tentative claim. After they have generated a tentative claim, they will begin to support their claim with evidence.

Students should consider:

1. Their answer to their research question
2. Their evidence (interpretation of the resources)
3. Their rationale/reasoning - a statement that explains why the evidence is relevant and important

The teacher should circulate to each of the groups and ask questions.

1. What are you trying to prove? (This will keep them focused on their claim)
2. Why is this fact/characteristic important? (This will help them to determine if the evidence they are using is relevant to their claim)
3. How does this evidence support the concept? (This question will help them to connect/link their evidence to the concept)

Students should create the table (refer to the student directions handout) on their whiteboard or chart paper and use their notes and evidence to complete the table with their claim, evidence, and reasoning/rationale.

### **Argumentation Session: How will the students propose, support, evaluate, and refine each other's ideas?**

Explain to the students they will be offering feedback to other groups. One student will stay with their whiteboard/chart paper to explain their argument and the rest of the students in the group will visit each group in the classroom to listen to their argument, ask questions and offer feedback.

Place a stack of note cards or sticky notes on each table. Instruct the students to write any suggestions/critiques for the group on the note card or sticky note and leave it with the presenter. The presenter will then have an accurate record of all suggestions/critiques.

Time the students and have all groups rotate to the next group at the same time. Allow the presenter 3-5 minutes to explain their argument to their classmates and respond to questions.

This session is essential for students, it exposes them to different perspectives and ideas, it forces students to think critically to respond to questions, finally it requires them to verbally articulate their groups' thoughts.

### **Written Report: What guidance will students be provided with when developing a report of the investigation?**

On the student handout will be a space for students to write their written argument. The student should include a one to three paragraph argument that supports their claim. They should remember to include:

1. The claim they are trying to support.
2. All the evidence that is relevant to their claim
3. Make the reasoning/rationale behind why you included that evidence clear
4. Make the reasoning/rationale behind how the evidence is important
5. Use scientific vocabulary accurately

### **Peer Review and Revisions: How will students review, critique, and revise ideas?**

The teacher should monitor these interactions and encourage students to ask questions or emphasize certain aspects of the presentation and ask for opinions. Students should be asking questions of the presenter after the explanation of their board/poster.

1. How does your claim fit with the evidence?
2. Was there any evidence that did not fit with your claim? Why did you feel it was not important?
3. How did you analyze your resources?

The teacher can also ask questions of the students listening to the presentation.

1. Do you think their interpretation of the evidence in the \_\_\_ is correct? (name a resource)
2. Do you agree with their analysis of \_\_\_ resource? (name a resource)

### **Reflective Discussion: How will the students be given opportunities to reflect on what they have learned and how to improve for future investigations?**

The should use the whole class discussion to allow students to discuss what they learned about the topic, what they learned about the process of creating an argument, and any issues they had with the process.

## Accommodations & Recommendations

### Accommodations:

Resources have been provided for varying levels of readers. Choose the level that best supports the needs of your students.

Some students may need the articles read aloud. Some students may need clarification on some vocabulary words.

The articles may be read and decoded before the day of the argumentation for low level readers.

For ESE students that may need help processing the videos, they can be viewed together as a class and chunked into smaller segments with clarification/explanation from the teacher.

### Extensions:

Students can research what policies could be enforced to decrease the amount of deforestation.

Students can research incentives offered to indigenous populations for reforestation.

**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection, Speakers/Headphones

### Special Materials Needed:

Groups of 3-4 students would be ideal.

Students can be grouped together in small groups with different levels of understanding in each group. In these groups students would be able to share their knowledge with other group members.

Students can also be grouped together with similar abilities and given different resources. This would work well in classes that have a wide variety of levels.

Material	Amount needed for groups of 4
Whiteboards or chart paper	6
Set of whiteboard markers or set of permanent if using chart paper	6
Copy of Student directions	24
Copy of Resources (not digital)	24
Copy of Rubric	24
Copy of the resource evaluation sheet	24
Note cards 4 x 6	100

Teachers could also allow students to record their arguments digitally on a PowerPoint

Teachers can also project some of the documents onto a screen to decrease the number of copies

Teachers can also use class sets of resources

### Further Recommendations:

This activity needs approximately 120 minutes to complete depending on how much time the teacher allocates to each task and how the teacher presents each task. For example, if students are assigning resources to members of the group rather than evaluating each resource individually it will take less time to complete that task.

## Source and Access Information

**Contributed by:** Jasmine SeeramOwens

**Name of Author/Source:** Jasmine SeeramOwens

**District/Organization of Contributor(s):** Seminole

**Access Privileges:** Public

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## Aligned Standards

### Benchmark(s) of focus

The benchmark(s) of focus is the primary focus for student learning and instruction to be taught or reinforced and provides an intentional opportunity for students to work with that concept or skill.

Name	Description
<a href="#">SC.7.E.6.6:</a>	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

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