

21st Century Lesson

Grade: JH/High School
Unit: Speaking (Podcasts)

Driving Question:
Does technology stop you from immersing fully into a new culture?

EAL Goals:

- Speaking skills in a debate setting
- Persuasive vocabulary

Expected Time: One EAL support lesson (75 minute block)

Resources:

Audioboom: <https://audioboom.com>

Planning for a debate: <http://worksheetplace.com/mf/Planning-a-Debate.pdf>

Debate Organizer: <http://worksheetplace.com/mf/Reasoning-and-Evidence.pdf>

Debate Rubric: <http://worksheetplace.com/mf/Debate-Rubric.pdf>

Lesson Procedure

Teacher does (I Do): 15 minutes

- Remind students about the podcast we listened to in the previous lessons:
<http://www.npr.org/2015/02/10/385267279/tech-may-get-in-the-way-of-good-culture-shock-while-studying-abroad>
- Revisit the pros and cons that we discussed about using technology such as FaceTime, Skype and texting while being in another country.
- Tell students that they will be given the pro or con side of the argument to debate with a partner.
- Use the planning for a debate PDF to do a mini-lesson about debating:
<http://worksheetplace.com/mf/Planning-a-Debate.pdf>

21st century skills

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

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| <p>Individual student work (You Do): 20 minutes</p> <ul style="list-style-type: none"> • Debate: One student will take the side of the podcast and agree that technology is preventing international students from fully immersing into a culture. The other students will take the side that this isn't true and it helps maintain your culture and 1st language while also gaining the culture you're in. • Students will use the debate organizer to organize their arguments. They must have three arguments and evidence to support their position. | <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship |
| <p>Group work (We Do): 30 minutes</p> <ul style="list-style-type: none"> • Together they will practice their debate. First they each state their position then they go back and forth with their three arguments. Both give a closing statement. • Students can take notes while practicing their debate. • When they are comfortable with the back and forth of their arguments, they will record their debate using the Audiboom iPad app. | <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship |
| <p>Class share (We Share): 10 minutes</p> <ul style="list-style-type: none"> • Listening to each other's debates on Audioboom. | <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship |
| <p>Lesson Wrap Up: Tell students that they should make an effort to immerse themselves fully into their experience here and sometimes that might mean less technology!</p> | |
| <p>Differentiation/Modification/Enrichment: Students can write a 5-paragraph persuasive essay on a side of their choice about the topic.</p> | |
| <p>Assessment: Debate Rubric: http://worksheetplace.com/mf/Debate-Rubric.pdf</p> | |

