Lesson on Proposed Hydro Project

Curriculum connection: Argumentative Texts try to convince people of a point of view about a topic or issue through a logical sequencing of ideas and or propositions.

Levels: Secondary 4 to 5

Items in exhibit to focus on: Odeyak, video on protest, Earth Day flag.

Class Time: 1 to 2 periods

Suggested resources: Chart paper, cue cards, Library and Computers. For further information on the Great Whale Project, the following websites might be helpful:

http://w3.uqo.ca/martth01/Document%20site/chapitres%20de%20livres/Power-Stuggles-The%20end%20of%20an%20area-The%20Great-Whale%20project.pdf

http://books.google.ca/books?id=1lKYiZGeaVoC&pg=PA63&lpg=PA63&dq=odeyak+route&source=bl&ots=H7E6CnM9nm&sig=oLVNOWQrHdyRDQHoitwW0NDxDqo&hl=en&sa=X&ei=49C0UOfKF86F0QHOqYCYCw&ved=0CEIQ6AEwAw#v=onepage&q=odeyak%20route&f=false

Introduction to Lesson: Search out and trace on a map, the route of the Odeyak taken to New York City to protest the damming of the Great Whale River. As a class, brainstorm and research arguments for and against the damming of the Great Whale River. Record on chart paper the arguments for this project and on a separate piece of paper, record the arguments against this project. Divide the class into two groups, one that will support the damming of the Great Whale River and one that will oppose it within the debate.

Explain to the class that you will be holding a debate on this topic. Define for the class how a debate works. Each side prepares and presents opening remarks; each side has time to present their case, while citing arguments for their side. Each side is allowed time for rebuttal to try and poke holes in the opposing sides arguments. At the end, each side has time to present their closing remarks as to why their argument is the best.

Student Centred: Once the groups have been divided, allow time for the groups to work together to prepare their debates. Each group should use necessary resources (Library, Computers, etc)to prepare opening remarks or a statement for their side of the issue. The groups should then prepare by making arguments for their side with supporting evidence. Finally, allow time for the group to make final or closing argument preparations.

Concluding Activity: Hold a class debate on whether or not the issue of damming the Great Whale River wasa good proposition.

Remind everyone in the class of the final outcome of this proposed project.

Suggested Marking Criteria:

	Level 4	Level 3	Level 2	Level 1
Structure	-Included opening statement, with outline of all arguments -All arguments included with supporting evidence -Students had rebuttal arguments supported by facts -Included concluding remarks supported by facts. /15	-Opening statement with outline of some arguments -most arguments had supporting evidence -Some rebuttal arguments supported by facts -Concluding remarks with some supporting facts. /10	-Opening statement with outline of few arguments -few arguments had supporting evidence -few rebuttal arguments supported by facts -Concluding remarks with few supporting facts. /8	-Opening statement with no outline of arguments -little to no arguments had supporting evidence -little to no rebuttal arguments -Concluding remarks no supporting facts. /6
Strategies	-Used many strategies to address opponents, such as paraphrasing, rephrasing, using rational, redirecting debate. /10	-Used some strategies to address opponents. /8	-Used few strategies to address opponents. /6	-Used little to no strategies to address opponents. /4
Spoken	-Cleverly articulated stance on argument. /5	-Clearly articulated stance on argument. /4	-Somewhat articulated stance on argument. /3	-Unclearly articulated stance on argument. /2