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| Date: 11/30/17 | Documented Essay Jigsaw Lesson Plan | Instructor: Kadir, Long, Erik, Shireen, and Josh |
| Course: ENGL 250 | | Unit: Assignment 5 |
| Key lesson topics: Analysing different arguments, synthesizing information, beginning Assignment 5 | | |
| Lessons objective/s:  Students will be able to (1) summarize the viewpoints presented in an article; (2) speak objectively and factually about different viewpoints; (3) draw connections between similar viewpoints across articles; (4) draw connections between opposing viewpoints across articles.; and (5) students are prepared to begin Assignment 5. | | |
| Instructional aids, materials, tools, etc. needed:   * “A Farmer's Perspective on GMOs ”(PDF) * “Facts About Genetically Modified Food” (PDF) * “The Anti-GMO Movement Has a Social Justice Problem” (PDF) * Powerpoint Guide for Activity | | |
| References to course texts:   * *Everything’s an Argument* “Are Engineered Foods Evil?” (p. 630) * *Everything’s an Argument* Chapters 18, 19, and 20 | | |
| Lesson outline:   * Introduction to Activity   + Research Question: “What are the dominant perspectives of GMOS among Americans today?” * Break Students into 4 Groups   + Groups 1: “Are Engineered Foods Evil?”   + Groups 2: “A Farmer's Perspective on GMOs”   + Groups 3:””Facts about Genetically Modified Food”   + Groups 4:”The Anti-GMO Movement Has a Social Justice Problem” * Jigsaw students into new groups (four people per group, one for each reading) * Discuss and Share   + Each group will classify **three perspectives** and share in large group discussion | | |
| Assignment:  Continue looking for A5 topics; locate potential sources; draft thesis and propose outline | | |
| Notes:  **DON’T FORGET:** Complete draft due + conferences next week | | |