

Level: 9th Grade

Class Size: 20-25 students

Unit: Spooks of Ages - Debunking/Fact vs. Opinion

Time Needed: 45 minutes

Sequence In Unit: Week 1 - Day 2

Classroom Composition:

The majority of the students are “average” in capability level. Some exceptions and alterations to assignments and course work can be made for those with IEPs.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to intellectually attempt to disprove another’s idea or belief.
- **Objectives:**
 - The learners will define “disprove.”
 - The learners will define “debunk” in association with the paranormal.
 - The learners will demonstrate a constructive process for disproving an idea or belief.
- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 9 - Diploma A3 (Informational Texts)
 - a. “Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.”
 - English Language Arts, Grade 9 - Diploma B3 (Writing - Argument/Analysis Expository)
 - a. “Explain and evaluate information from reading, listening, or viewing.”

b. Essential Questions

- What does it mean to “disprove?”
- What does the word “debunk” mean and how is it associated with the paranormal?
- What are different methods that a person can use to disprove another’s idea or belief?
- Are any of the disapproval methods that have been thought up opinion?
(This will vary by class depending on what the students have listed.)

c. Knowledge and Skills

- The learners have previously been exposed to various concepts of disproving other people’s ideas and thoughts through life experience and persuasive essays in previous classes.
- The learners have previously worked with short pieces in other analytical assignments.
- The learners have previously been exposed to the issue of fact vs. opinion.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- Admit slips will be collected to see what students that might not have participated in the discussion know about the terms “disprove” and “debunk.”
- For homework students will be asked to:
 - review advanced organizer
 - continue research for their debate topic/outline

e. Quizzes, Tests, Prompts

- Admit Slip Prompt:
 1. What does it mean to “disprove” something? Feel free to explain/comment on any personal experience.
 2. What does “debunk” mean? Is this anything like “disprove?”

f. Unprompted Evidence

The teacher will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification and will also be asked to continue working on their assignment for the debate. Students will also receive a “Fact or Opinion” worksheet for homework.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Have students fill out the following admit slip question:

1. What does it mean to “disprove” something? Feel free to explain/comment on any personal experience.

2. What does “debunk” mean? Is this anything like “disprove?”

Roughly 5 minutes.

2. Discuss as a class what students came up with on their admit slips, keeping track of their ideas on the board. Roughly 10 minutes or so.

According to the Oxford English Dictionary, “disprove” is defined as:

“Prove to be false.”

According to the Oxford English Dictionary, “debunk” is defined as:

“Show that a widely held belief is false or exaggerated.”

How do these words interact with the paranormal?

3. Break students up into groups by what short story they were assigned the night before. Groups should discuss their short stories in the context of how they disproved them. They should then compile a list of ways that they disproved these stories to share with the class. Roughly 5-10 minutes,

depending on group productivity.

4. The class will then create a master list on the board. After creating this list, as a class, students will list the most effective methods in order, based on whether they are reasonable, something someone would listen to, and how easily they can be argued against.

- Are any of these opinion based?
- Are these all realistic?

5. Collect homework from students. Remind them that whoever is debating the next day should be well prepared. Make sure to collect their outlines! NO OUTLINE = NO PARTICIPATION.

6. Homework will be the “Fact or Opinion” worksheet for students to do as a practice of weeding out their own opinions in their debate notes and, later on in the unit, in their persuasive essays.

I. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes
- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance