Lynn Ouellette
Plate Tectonics
Grade 6

	Assume	Infer	Analyze	Prioritize	Judge
Continental Drift	What might you assume about the position of continents in the future in relation to each other?	Make an inference about the position of the United States in regards to Europe in the future.	Analyze the belief that Pangaea may occur again someday.	Prioritize the discoveries in terms of what leading up to the idea of continental drift.	Judge how useful the ideas of continental drift are to the plate tectonics theory.
Plate Tectonics Theory	What might you assume about a scientific theory?	What might you infer about convection in plate tectonics?	Analyze the importance of theories in science.	Prioritize a list of questions you would ask Alfred Wegener.	Judge the effect of plate movement on oceanic volcanoes.
Seafloor Spreading	What might you assume about mountain formation under the ocean in the future?	What might you infer about the size of the ocean in the future?	Analyze the significance of seafloor spreading.	Prioritize the list of steps in seafloor spreading according to importance.	Judge whether seafloor spreading needs convection to occur.
Earthquakes	Make an assumption about earthquake safety in populated areas.	Make an inference about earthquake-safe buildings.	Analyze the statement —"Earthquakes can be predicted."	Prioritize the list of your earthquake family safety plan.	Judge the statement that people can't rely just on scientists to keep them safe from natural disasters.

Teacher's Name: Lynn Ouellette Grade level: Grade 6

LESSON PLAN

DIMENSIONS OF CURRICULUM:

Content: Plate Tectonics
Process: Critical thinking
Product: "Infer" graphic organizer
Research: http://earthguide.ucsd.edu/eoc/teachers/t_tectonics/p_seafloorspreading.html

LEARNING OBJECTIVE:

In their study of plate tectonics, students will make an inference about the size of the ocean in the future and will draw a conclusion using an "infer" graphic organizer.

PLACEMENT IN UNIT:

Introductory **Midway** Follow-up

INSTRUCTIONAL STRATEGY:

Type: critical thinking ("infer" graphic organizer)

INSTRUCTIONAL ACTIVITIES/THE TEACHER WILL:

1. Review the concept of seafloor spreading with students by demonstrating a working model.

2. Review the concept of Pangaea, and show students the pictures in the textbook of the change in the position of the continents over time.

3. Show the "infer" graphic organizer that was generated on the SmartBoard the day before on hunting laws in the state.

4. Review with students how to fill in the "infer" graphic organizer, and review the rubric for the graphic organizer on the SmartBoard.

5. Ask students to do some research on seafloor spreading by visiting the site given above. Remind them that they should take notes on their research.

6. Hand out the "infer" rubric and the graphic organizer, and ask students to fill out the "infer" graphic organizer about the size of the ocean in the future.

7. Collect the individual graphic organizers and assess them using the "infer"

rubric.

MODALITY PROVISIONS:

Process delivery:	oral	pictorial/labels	written	kin	**vis**
Product delivery:	oral	pictorial/labels	**written**	kin	vis

GROUPING ARRANGEMENT:

Process delivery:	total group	small group	**individual**
Product delivery:	total group	small group	**individual**

MATERIALS: classroom materials

ASSESSMENT:

Type:	grades	checking system	**rubric**	observ/anec

none

Teacher's Name: Lynn Ouellette Grade level: Grade 6

LESSON PLAN

DIMENSIONS OF CURRICULUM:

Content: Plate Tectonics
Process: Critical thinking
Product: 5-Paragraph Essay
Research: none

LEARNING OBJECTIVE:

In their study of plate tectonics, students will judge how useful the ideas of continental drift are to the plate tectonics theory and present their ideas in a 5-paragraph essay.

PLACEMENT IN UNIT:

Introductory Midway **Follow-up (Review for test)**

INSTRUCTIONAL STRATEGY:

Type: "Judge" graphic organizer

INSTRUCTIONAL ACTIVITIES/THE TEACHER WILL:

1. Review the ideas of continental drift. Remind students to look at their notes.
2. Review the ideas of the plate tectonics theory. Remind them to look at their notes.
3. Show the "judge " graphic organizer that was filled in on the SmartBoard recently.
4. Review how to fill in a "judge" graphic organizer.
5. Ask students to create a belief statement on how useful the ideas on continental drift are to the plate tectonics theory.
6. Ask students to fill out the "judge" graphic organizer independently.
7. Discuss student responses as a whole class (review).
8. Have each student write a 5-paragraph essay, using prior knowledge, the "judge" graphic organizer, and class discussion. Provide students with a rubric on how their essays will be assessed.

MODALITY PROVISIONS:

Process delivery:	oral	pictorial/labels	written	kin	**vis**
Product delivery:	oral	pictorial/labels	**written**	kin	vis

GROUPING ARRANGEMENT:

Process delivery:	total group	small group	**individual**
Product delivery:	total group	small group	**individual**

MATERIALS: classroom materials

ASSESSMENT:

Type: grades checking system **rubric** observ/anec none