

CARD SORT

<p>Students view a video clip in which people on the street are asked what GMO means. Students engage in discussion about their knowledge of GMOs and whether GMOs are good or bad.</p>	Engage	<i>Capture interest and establish prior knowledge.</i>
<p>Students work in groups as either a prosecution or defense team. Students rotate through stations to gather research about genetically modified organisms.</p>	Explore	<i>Construct knowledge through questioning and active engagement in a learning task.</i>
<p>Students prepare their opening and closing statements, making claims and citing evidence, as well as preparing questions for opposition.</p>	Explain	<i>Interpret, clarify, and refine learning.</i>
<p>Students debate the pros, cons, and ethical concerns regarding genetically modified organisms by writing and presenting claims supported by evidence. Students follow debate protocol.</p>	Extend	<i>Apply and generalize learning.</i>
<p>Students not involved in the case actively listen to each debate proceeding as members of the jury. They use the provided analysis document to judge the winner of the case for each group.</p>	Evaluate	<i>Assess learning.</i>