

**Name:**

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**Course:** Creative Controversy UNY 706

**School:** Adelphi University

**Semester:** Spring 2019

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**Journal Entry #1 – Journal Entry One (Pg. 1:33)**

**1. Describe a recent controversy with a schoolmate, teacher, administrator, or parent.**

**2. What kind of emotional reaction do you have to these or other controversies? Check the ones that are appropriate.**

\_\_\_\_\_\_Anger \_\_\_\_\_\_Exasperation

\_\_\_\_\_\_Frustration \_\_\_\_\_\_Resignation

\_\_\_\_\_\_Annoyance \_\_\_\_\_Depression

\_\_\_\_\_\_Resentment \_\_\_\_\_\_Excitement

\_\_\_\_\_\_Fear \_\_\_\_\_\_Sadness

**3. What were the strategies you used to resolve the controversies?**

**Journal Entry #2 – Controversy Questionnaire (Pg. 1:45-47)**

**Write your answer for each question in the space provided and total your answers for each controversy-managing strategy. The higher the total score for each controversy strategy, the more frequently you tend to use that strategy; the lower the total score for each controversy strategy, the less frequently you tend to use it. Add the scores of all group members for each strategy and divide by the number of members in the group. This will give your group average for each strategy.**

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| --- | --- | --- |
| ***WIN-LOSE*****\_\_\_\_\_\_1.****\_\_\_**\_**\_\_7.****\_\_\_\_\_\_13.****\_\_\_\_\_\_19.****\_\_\_\_\_\_25.****\_\_\_\_\_TOTAL****\_\_\_\_\_\_GRP AVE** | ***REJECTION*****\_\_\_\_\_\_2.****\_\_\_\_\_\_8.****\_\_\_\_\_\_14.****\_\_\_\_\_\_20.****\_\_\_\_\_\_26.****\_\_\_\_\_\_TOTAL****\_\_\_\_\_\_GRP AVE** | ***CONFIRMATION*****\_\_\_**\_**\_\_3.\*****\_\_\_\_\_9.****\_\_\_\_\_\_15.****\_\_\_\_\_\_21.****\_\_\_\_\_\_27.****\_\_\_\_\_\_TOTAL****\_\_\_\_\_\_GRP AVE** |
| ***PERSPECTIVE-TAKING*****\_\_**\_**\_\_\_4.****\_\_\_\_\_\_10.****\_\_\_\_\_\_16.\*****\_\_\_\_\_\_22.****\_\_\_\_\_\_28.****\_\_\_\_\_\_TOTAL****\_\_\_\_\_\_GRP AVE** | ***AVOIDANCE*****\_\_\_**\_**\_\_5.****\_\_\_**\_**\_\_11.****\_\_\_\_\_\_17.****\_\_\_\_\_\_23.****\_\_\_\_\_\_29.****\_\_\_\_\_\_TOTAL****\_\_\_\_\_\_GRP AVE** | ***PROBLEM-SOLVING*****\_\_\_**\_**\_\_6.****\_\_\_\_\_\_12.****\_\_\_\_\_\_18.****\_\_\_\_\_\_24.****\_\_\_**\_**\_\_30.****\_\_\_\_\_\_TOTAL****\_\_\_\_\_\_GRP AVE** |

**How do you feel about your results of the questionnaire?**

**Journal Entry #3 – Conflict Journal (Pg. 1:32)**

**1.** **Find a conflict in the newspaper or on television and describe it in your journal.**

**Journal Entry #4 –** (Preparing the Lesson, Setting up the positions- the World War 2 penicillin debate) Write about the role of a teacher in an academic controversy.

5. Journal Entry # 5 (Outlining a position- WSJ Why Asian Mom's are Superior?) - Follow up interview

* What was your take on the controversy?
* Did your mind change after the “role reversal”?

**​**

**​**

**Journal Entry #6 – Presentation (Chapter 4)**

**Watch the TED talk on** [**“Getting Comfortable with Being Uncomfortable”.**](https://www.ted.com/talks/luvvie_ajayi_get_comfortable_with_being_uncomfortable?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)  **Which presentation skills did the speaker use to capture the audience’s attention?**

**Journal Entry #7 – Talking Pennies how would you use this in the classroom? Your reaction to the “strangers” video.**

**Journal Entry #8 – Review pages 6:8-6:14 write about any exercise or how you can use the *Three Little Pigs* Essay teach perspective?**

**Journal Entry #9 –** [**Amanda Ripley Video**](https://youtu.be/-42hks_qvf0)

**1.** **What was the conflict about?**

**2.** **Who was involved?**

**3.** **The strategies used to manage the conflict.**

**4.** **How did you feel?**

**5.** **How was it resolved?**

**Lesson Plan #1 2:28-2:29**

**Title:**

**Your Name:**

**School and District:**

**Subject Area: Grade Level:**

**Lesson Topic and Summary:**

**Instructional Objectives:**

**Materials Needed:**

**Time Required: Group Size:**

**Assignment to Groups:**

**Roles (Name and Explain):**

· Group A –

· Group B –

·

***The Lesson***

**Task:**

**Positive Goal/Reward Interdependence:** *You may want to reference 2:40 in text post-decision questionnaire*

**Controversy Procedures:**

**Preparing Positions: You may want to reference page 3:33 or 3:34.**

 **Presenting Positions:**

 They may use a graphic organizer similar to the one on page 2:48 from our textbook.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strong Points** | **Rating** | **Weaknesses** | **Rating** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 **Discussing the Issue:**

**Reversing Perspectives:**

 **Reaching a Decision:**

**Individual Accountability:**

**Criteria for Success:** Rubric from page 4:21 of our textbook.

**Expected Behaviors:**

***Monitoring and Processing***

**Monitor for:**

**Intervene if:**

**Process by:**

**End by:**

**Lesson Plan #2**

**Title:**

**Your Name:**

**School and District:**

**Subject Area: Grade Level:**

**Lesson Topic and Summary:**

**Instructional Objectives:**

**Materials Needed:**

**Pro:**

**Con:**

**Time Required:**  **Group Size:**

**Assignment to Groups:**

**Roles (Name and Explain):**

***The Lesson***

**Task:**

**Positive Goal/Reward Interdependence:**

**Controversy Procedures:**

 **Preparing Positions: You may want to reference 3:6 in our text.**

 **Presenting Positions:**

 **Discussing the Issue:**

 **Reversing Perspectives:**

 **Reaching a Decision:**

**Individual Accountability:**

**Criteria for Success:**Controversy Observation form on page 2:44 of our textbook.

**Expected Behaviors:**

***Monitoring and Processing***

**Monitor for:**

**Intervene if:**

**Process by:**

**End by:**

**Lesson Plan #3**

**Title:**

**Your Name:**

**School and District:**

**Subject Area: Grade Level:**

**Lesson Topic and Summary:**

**Instructional Objectives:**

**Materials Needed:**

**Pro:**

**Con:**

**Time Required: Group Size:**

**Assignment to Groups:**

**Roles (Name and Explain):**

***The Lesson***

**Task:**

**Positive Goal/Reward Interdependence: Controversy questionnaire may want to be referenced 1:45.**

**Controversy Procedures:**

 **Preparing Positions:** 3:29

|  |  |  |
| --- | --- | --- |
| **Supporting Evidence** | **Rating** | **Nonsupporting Evidence** |
|  |  |  |
|  |  |  |
|  |  |  |

 **Presenting Positions:**

 **Discussing the Issue:**

 **Reversing Perspectives:**

 **Reaching a Decision:**

**Individual Accountability:**

**Criteria for Success:** 4:21 rubric

**Expected Behaviors:**

***Monitoring and Processing***

**Monitor for:**

**Intervene if:**

**Process by:**

**End by:**

**Lesson Plan #4**

**Title:**

**Your Name:**

**School and District:**

**Subject Area: Grade Level:**

**Lesson Topic and Summary:**

**Instructional Objectives:**

**Materials Needed:**

**Time Required: Group Size:**

**Assignment to Groups:**

**Roles (Name and Explain):**

***The Lesson***

**Task:**

**Positive Goal/Reward Interdependence:**

**Controversy Procedures:**

 **Preparing Positions:** Refer to page 3:43

 **Presenting Positions:**

 **Discussing the Issue:**

 **Reversing Perspectives:**

 **Reaching a Decision:**

**Individual Accountability:**

**Criteria for Success:**

**Expected Behaviors:**

***Monitoring and Processing***

**Monitor for:**

 Observation Form 5:37 may be of use.

**Intervene if:**

**Process by:**

**End by:**

**Article Review #1**

**Article Title:**

**Citation:** Tavakoli, Reza, et al. “The Effect of Structured Academic Controversy on

English Proficiency Level within Communicative Language Teaching Context.” *Journal of Language Teaching and Research*, vol. 8, no. 2, 2017, p. 349., doi:10.17507/jltr.0802.18.

**Key Ideas:**

**Summary:**

**Professional Reaction:**

**Classroom Application:**

**Article Review #2**

**Article Title:**

**Citation:** Jacobs, George M. (2010, July 12). “The Academic Controversy Technique: Towards Cooperative Debates”. Retrieved from georgejacobs.net.

**Key Ideas:**

**Summary:**

**Professional Reaction:**

**Classroom Application:**

**Article Review #3**

**Article Title:**

**Citation:** Nathan, Edward, and Christine Kim-Eng Lee.*Using Structured Academic Controversies in the Social Studies Classroom*. Institute of Education (Singapore).

**Key Ideas:**

**Summary:**

**Professional Reaction:**

**Classroom Application:**

**Action Plan**