

DAKOTA ACCESS PIPELINE UNIT: LESSON PLAN 1

LESSON 1: TRANSACTIVE DISCUSSION

2-3 DAYS¹
(30-45 MINUTES EACH DAY)

Objectives

- Students practice how to engage in transactive discussions.

Standards

- Common Core: CCSS.ELA-Literacy.RH.9-10.4; CCSS.ELA-Literacy.SL.9-10.1.b; CCSS.ELA-Literacy.SL.9-10.1.c; CCSS.ELA-Literacy.SL.9-10.1.d; CCSS.ELA-Literacy.SL.9-10.3

Materials

- American Indian Unit Introduction
- Handout 1: Transactive Discussion Practice Activity
- Handout 2: Sample Dilemmas
- “Dakota Pipeline” Photoset Power Point

| Background Transactive Discussions |
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| Research has shown the most effective discussions are ones where students are actively working to transform the arguments they have heard others making. The statements students make when doing this are referred to as transacts and do one of three things: <ul style="list-style-type: none">• Extend the logic of the argument• Refute the assumptions in the argument• Find a place of commonality between two conflicting positions This is much different than <i>discussion</i> , in which the person is simply repeating back a speaker’s argument/position. The best discussions are grounded in communicative discourse, which help to develop students’ understanding of fairness and justice. Ultimately, communicative discourse is when the best argument, rather than a person or group, wins. |

| Prior Knowledge: Reading and Photo Show-and-Tell (15 minutes) |
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| <ul style="list-style-type: none">• Begin with a student-guided activity to promote engagement and curiosity.• Arrange your students into pairs and electronically share the Dakota Pipeline Photoset Power Point document with students.• Have students read the American Indian Unit Introduction and view the photos in the Power Point. |

¹ Depending on your timeframe/ student ability you can stretch the practice runs to go over several lessons. The lesson material will be most effective when students are well versed in communicative discussion style.

- With their partner, have students discuss the following about the reading and pictures: What surprised you? What didn't surprise you? What questions do you still have?
- With 1-2 minutes remaining, tell students to choose one picture to share with their partner. Students will take turns explaining, "I chose this photo because..." When time is up, students take turns sharing their photos with their partners.
- After students show-and-tell, ask if there are any questions about the reading and the photos.

Prior Knowledge (10 minutes)

Ask students what experience they have had with debate. After probing prior experience, explain the following:

"In future class sessions we will be engaging in discussion on some complex topics. We will be using small-group discussion to process a lot of this information. Unlike traditional debate, these discussions will focus on listening and collaborating in order to come to the best solution to these complex dilemmas. This means that there must be give and take in outcomes, because, with any compromise, people can't always have their ideal solution. Now, this process seems much easier said than done and it can sometimes be difficult to effectively listen to different perspectives. Listening in order to understand and collaboration will be key to future lessons; therefore, we are going to do some practice runs in this communication style before we start these lessons."

Whole Class Activity (20 minutes)

Explain the three key components of the type of discussion technique they will be engaging in:

- *Extend the logic of the argument*
- *Refute the assumptions in the argument*
- *Find a place of commonality between two conflicting positions*

Go on to explain that this is done most effectively through active listening to group members and there are 9 tips they should keep in mind when engaging in this process **(If possible, have these displayed on the room somewhere):**

1. *Think before you speak*
2. *Listen carefully to what others have to say*
3. *Do not interrupt*
4. *Make use of what others have said when it's your turn to speak*
5. *Only say what you truly believe*
6. *Don't stay silent; make sure to contribute to discussion*
7. *Let other people speak*
8. *Support good ideas even if they are different from your own*

9. Search for the best solution even if it is different from the way you thought at first.

Explain to students they will be playing one of three games for practice:

- Elaboration
- Rebuttal
- Integration (See *Handout 1* for instructions)

Model playing each type of game with a few volunteers.

- Depending on the timeframe you can save one game for each day or have students just do 1-2 rounds of each game.

Small Group (30-45 minutes)

Break students into small groups (4-5 students) and give them handouts 1 & 2. Give them the ability to pick a topic from Handout 2.

Wrap Up (10 minutes)

Bring class back together. Have class share out their experience with the activity:

- What did you find difficult when listening to and paraphrasing your group members?
- What helped you integrate arguments?

Gauge their need for more practice and adjust accordingly. You can extend this lesson for as long as needed and continue to revisit and practice these techniques. Explain that this communication style is the approach you want students to bring to their discussion questions for the following activities.

Standards

Common Core

- CCSS.ELA-Literacy.RH.9-10.4
- CCSS.ELA-Literacy.SL.9-10.1.b
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-Literacy.SL.9-10.1.c
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-Literacy.SL.9-10.1.d
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-Literacy.SL.9-10.3

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.