

Hidden Figures

1. Question & Research Task

After World War II, the United States and the USSR (now Russia) competed against one another for world domination. The [space race](#) took this competition to the skies.

The amazing [women](#) behind the American space program in the 1960's were recently documented in the movie Hidden Figures. The movie was based on a book of the same name by [Margot Lee Shetterly](#).

Currently, the US space program is at a crossroads – do we, as a society, invest in space exploration or use our money to solve other issues in America? Many Americans debate this topic.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:



Hidden Figures by Margot Lee Shetterly
Image Source: [NASA](#)

How are arguments developed in an effective way?

2. Information Sources

Using SIRS Issues Researcher found on the BCPS Digital Content page in the [Apps Portal](#) research one of the topics below.

Click on each informational link to help you choose a topic:

[colonizing Mars](#)

[space travel](#)

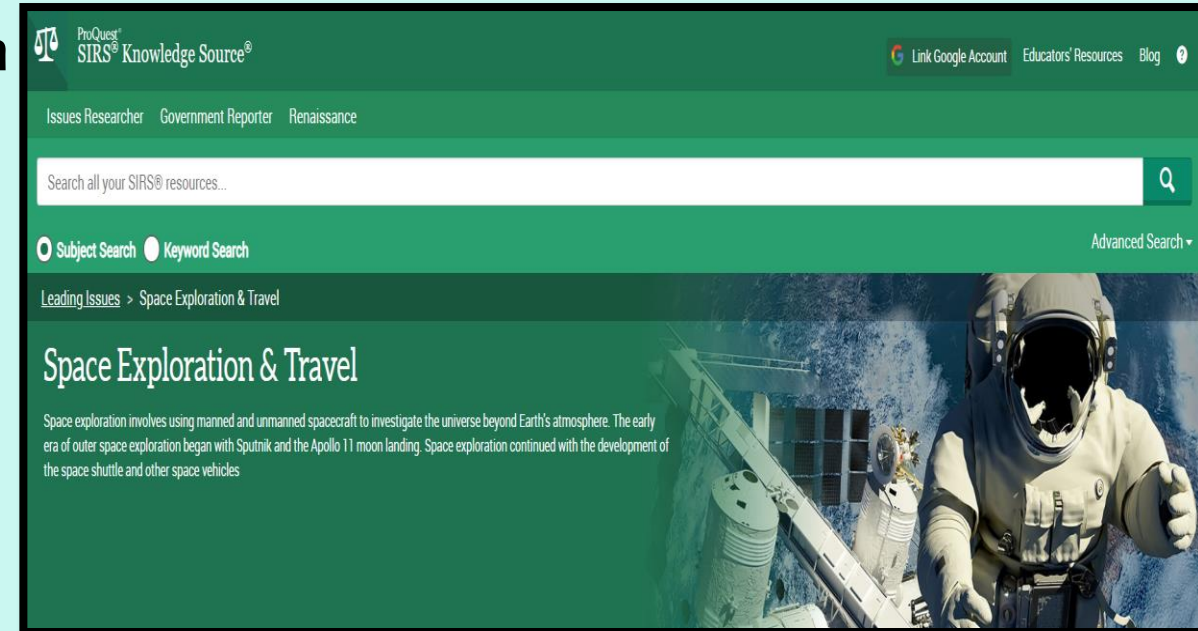
[NASA](#)

[Satellite protection](#)

[privatized space flight](#)

[Nuclear power in space](#)

If you'd like to research another topic relating to space exploration, brainstorm ideas and share with your teacher.



SIRS Knowledge Source

Image Source: SIRS

3. Student Activity

After you've chosen an article from Opposing Viewpoints: Space Exploration, complete the note taking worksheet.

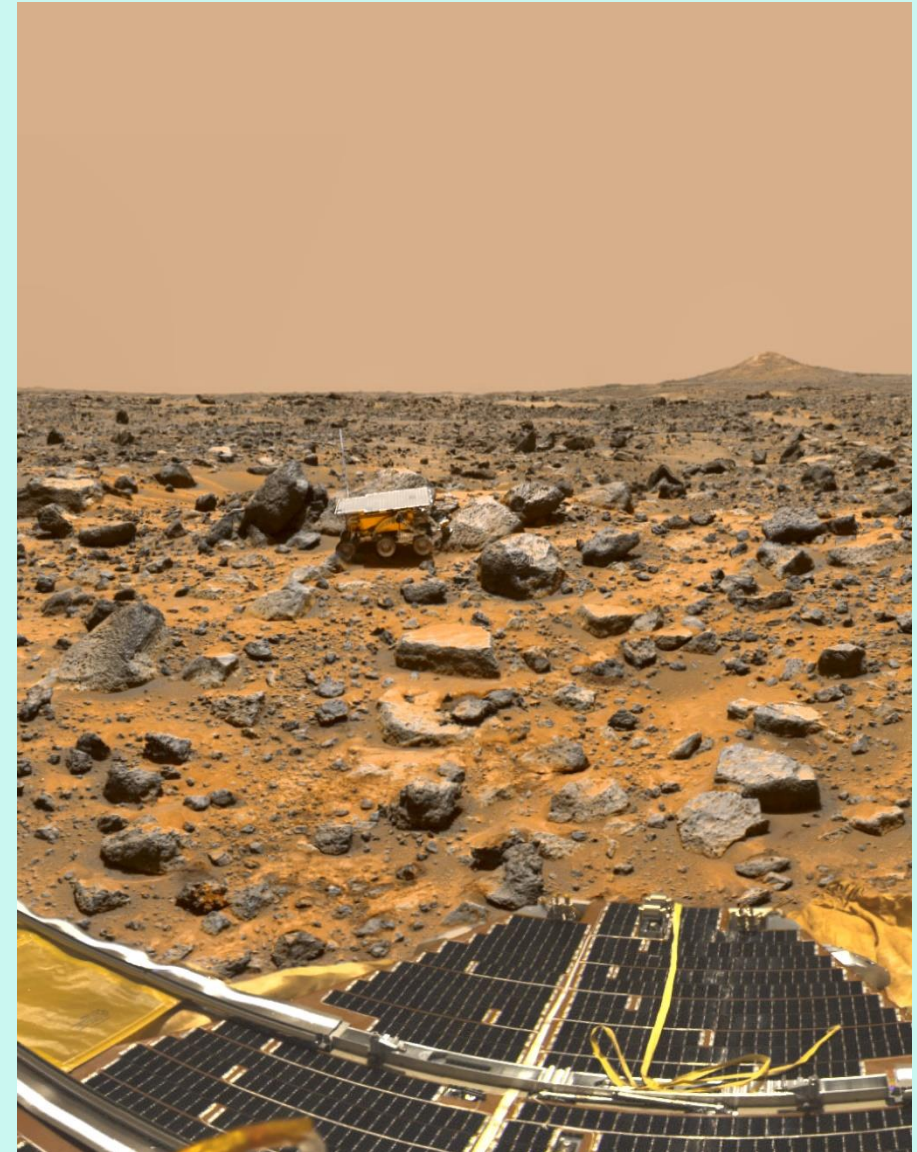


Image Source: [Creative Commons](#)

4. Assessment Activity

Now that you've researched an author's point of view about a topic, you should be able to create your own opinion about that same topic.

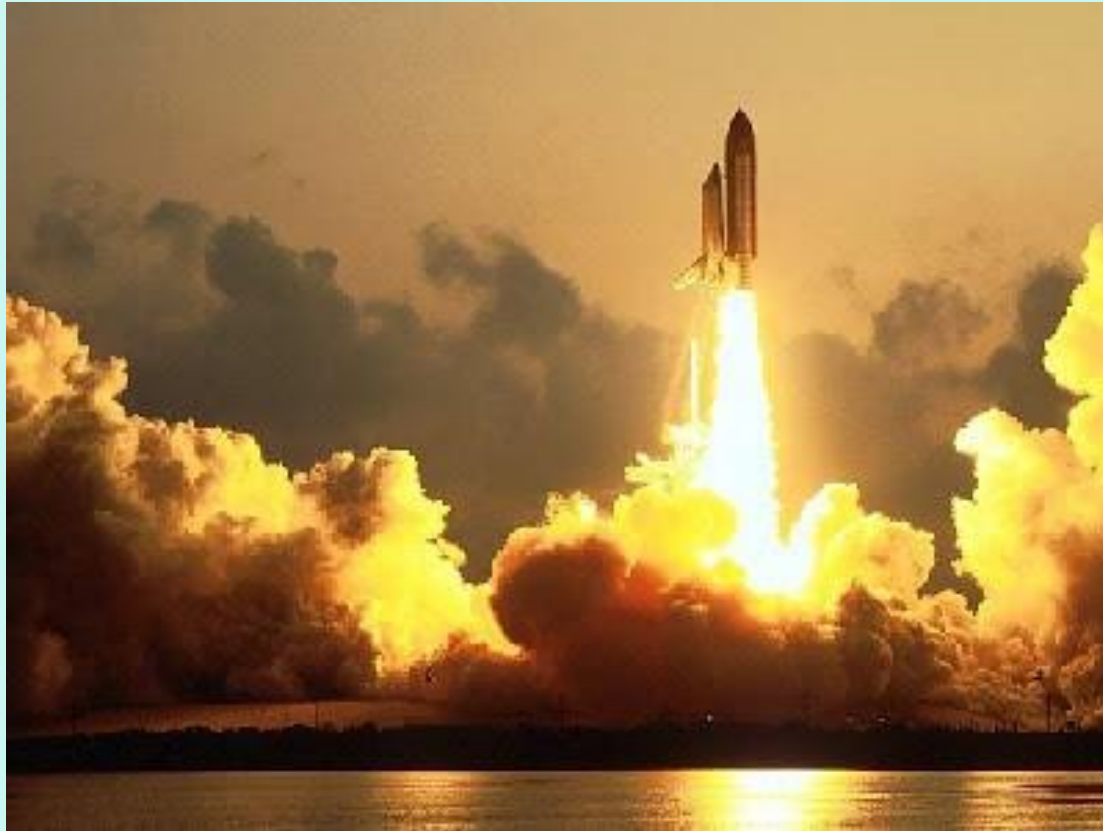
You will develop your own argument about the topic of your choice. Use the VoiceThread ([teacher resource](#)) that your teacher has created to share your point of view on the topic you chose.



Images of the surface of Mars taken from the pathfinder.

Image Source: [NASA](#)

5. Enrichment Activities



Space Shuttle Launch

Image Source: [NASA](#)

Creating an [effective argument](#) also means that an author must address counter claims to their argument.

Use this [worksheet](#) to practice identifying and writing counterclaims and rebuttals.

- What are the counter claims to your argument about your chosen space exploration topic?
- What is the rebuttal that you can use to address any counter claims to your opinion?

Complete the [paragraph](#) with sentence starters to address your counter claims.

6. Teacher Resources

Learning Standards Alignment:

Common Core State Standards

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W 7.1 Write arguments to support claims with clear reasons and relevant evidence.

W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

AASL Standards for the 21st Century Learner

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently (time) and effectively (sources); Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 7 ELA: Advanced Academics

Objective: Students will be conduct brief, focused research on an author's argument about space exploration in order to develop their own arguments with claims, reasoning, and evidence.

Time Frame: One 90 – minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- [VoiceThread](#) support for teachers