

Electricity *No Way!* Activity—Day 2 Instructions

Day 2 Materials

- Day 2 Slideshow (*to show to the class*)
- “Glass-Breaking Story Resources” (*one set for each group of four students*)
- “Glass-Breaking Story: Checking Claims” worksheets (*two sets for each group of four students*)
- Article: “Pet Pigs Inspire Inventor” (*one copy per student— for homework*)
- “SpeedE-Charge Story: Finding Claims” worksheets (*one set per student—for homework*)

Implementation Steps

1. **Discuss the claims in the article “A Shattering Performance.”** Have students share the four claims they listed on their worksheets, and have the class discuss whether or not the claims have been accurately phrased. Working from student examples, standardize the wording so that all students will be checking the same claims. List the following claims on the board.
 - 1. Sound is a form of energy.
 - 2. Microwave energy can change the size, shape, and temperature of popcorn.
 - 3. Sound begins with vibration.
 - 4. Sound gets air particles vibrating.
2. **Show the Day 2 Slideshow.** It provides a brief review of the process, described in “Tim’s Guide,” that students will use to check the claims in “A Shattering Performance.” **PAUSE the slideshow at Slide 10.** The rest of the slideshow should be shown after students have finished checking all four claims.
3. **Distribute “Glass-Breaking Story Resources” and “Glass-Breaking Story: Checking Claims” worksheets.** Students will use the worksheets to record information they find in the resources that is relevant to the claims they are investigating. Place students in groups of four, and give each group a set of the resources and two sets of the worksheets. Each group should divide into pairs, and each pair should investigate two claims by examining the resources and looking for information relevant to those claims. Students use the worksheets to record the information they find. Caution students that a resource may not have information relevant to a particular claim they are investigating.

Next, students must decide if each claim is true or not. They do that by deciding if the information they recorded in the worksheets supports or contradicts the claim. Remind them that the rule at *NoWay!com* is that if they find counterevidence that invalidates a single claim, the story should not be published. Based on what they find, they should vote as a group whether or not to publish the story. Have each group share its decision with the class and discuss the evidence on which they based it. Have the class discuss whether or not they have identified the evidence correctly and whether the evidence supports or contradicts each claim. Evaluate the evidence. Tally the groups’ votes for or against publication on the board.
4. **Show the rest of the Day 2 Slideshow** (slides 11–20). These slides reveal that

there's evidence to support all four of the claims. Since the resources contain no information about sound that invalidates any of the claims, groups who voted to publish the story made the right decision.

5. **Distribute homework.** Give students the next article they will investigate (“Pet Pigs Inspire Inventor” and the accompanying worksheets (“SpeedE-Charge Story: Finding Claims” worksheet.). As with the glass-breaking story, their task is to read the story and reword the story sentences in the worksheets as claims.