

Electricity *No Way!* Activity—Day 3 Instructions

Day 3 Materials

- Day 3 Slideshow (*to show to the class*)
- “SpeedE-Charge Story Resources” (*one set for each group of four students*)
- “SpeedE-Charge Story: Checking Claims” worksheets (*two sets for each group of four students*)

Implementation Steps

Tell students that this is the final story they’ll be investigating. They will use the same claims-checking process they used with the glass-breaking story on Day 2.

1. **Discuss the claims in the article “Pet Pigs Inspire Inventor.”** 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. Electricity is a substance.
 - 2. Plastic is a good insulator.
 - 3. Copper is a good conductor.
 - 4. Batteries don’t store electricity; they store chemical energy.
2. **Show the Day 3 Slideshow.** It provides a review of the process described in “Tim’s Guide” that students will use to check the claims in “Pet Pigs Inspire Inventor.” **PAUSE the slideshow at Slide 8.** The rest of the slideshow should be shown after students have finished checking all four claims.
3. **Distribute “SpeedE-Charge Story Resources” and “SpeedE-Charge 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 to support or contradict 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that the rule at *NoWay!com* is that if they find counterevidence that invalidates a single claim, the story should not be published.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 3 Slideshow** (slides 9–18). These slides reveal that there’s evidence to support three of the claims. But the resources also contain information about electricity that invalidates the claim that electricity is a substance. The story’s crucial

claim is contradicted by the evidence, and the SpeedE-Charge could never work. Any groups who voted not to publish the story made the right decision.