

PROCESS	TIME	SKILLS	RESOURCES	PRODUCT	EVALUATION OPPORTUNITIES
<b>PART 1: The Classroom Issue Referendum</b>  <i>pairs whole class</i>	30-40 min	<ul style="list-style-type: none"> <li>identifying main idea</li> <li>sequencing events</li> <li>synthesizing information</li> <li>developing a referendum question</li> <li>defining "referendum"</li> </ul>	<ul style="list-style-type: none"> <li>BLM: Voting Time at Canadiana School</li> <li>BLM: Referendum Flow Chart</li> </ul>	<ul style="list-style-type: none"> <li>Referendum Flow Charts</li> </ul>	<ul style="list-style-type: none"> <li>teacher evaluation of Referendum Flow Charts</li> </ul>
<b>PART 2: The Community Meeting</b>  <i>whole class individuals pairs</i>	60 min	<ul style="list-style-type: none"> <li>developing questions</li> <li>interviewing</li> <li>recording information</li> <li>identifying central issues</li> <li>communicating orally</li> </ul>	<ul style="list-style-type: none"> <li>2 posters</li> <li>The People Speak Role Cards</li> <li><i>Referendum Review</i> newspaper</li> <li>BLM: A Newfoundland Timeline</li> <li>BLM: Reporters' Notebook</li> </ul>	<ul style="list-style-type: none"> <li>community meeting</li> <li>Reporters' Notebooks</li> </ul>	class evaluation of: <ul style="list-style-type: none"> <li>panel members' arguments</li> <li>reporters' questions</li> </ul>
<b>PART 3: Writing the Newspaper</b>  <i>pairs/groups of 4</i>	40-50 min	<ul style="list-style-type: none"> <li>synthesizing information</li> <li>writing in descriptive and expository styles</li> <li>stating a position in writing</li> </ul>	<ul style="list-style-type: none"> <li>The People Speak Role Cards</li> <li>completed Reporters' Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>editorials</li> <li>news stories</li> </ul>	<ul style="list-style-type: none"> <li>teacher and self-evaluation of news stories and editorials</li> <li>self-evaluation of Reporters' Notebooks</li> </ul>
<b>PART 4: The Class Newfoundland Referendum</b>  <i>whole class pairs</i>	40 min	<ul style="list-style-type: none"> <li>evaluating information</li> <li>applying information in decision making</li> <li>supporting a position with reasons</li> </ul>	<ul style="list-style-type: none"> <li>BLM: Referendum Ballots</li> <li>BLM: Referendum Positions Organizers</li> <li>BLM: The Newfoundland Referendum</li> </ul>	<ul style="list-style-type: none"> <li>student vote</li> <li>Referendum Positions Organizers</li> <li>Reflection on referendum</li> </ul>	<ul style="list-style-type: none"> <li>teacher evaluation of Referendum Positions Organizer</li> </ul>
<b>PART 5: Creating the Class Timeline Display</b>  <i>whole class</i>	20-40 min	<ul style="list-style-type: none"> <li>synthesizing and communicating information</li> </ul>	<ul style="list-style-type: none"> <li><i>Referendum Review</i> newspaper</li> <li>The People Speak Role Cards</li> <li>2 posters</li> </ul>	<ul style="list-style-type: none"> <li>Timeline Display Item</li> </ul>	<ul style="list-style-type: none"> <li>peer and teacher evaluation of display items</li> </ul>
<b>PART 6: Closure</b>  <i>small groups individuals</i>	20 min	<ul style="list-style-type: none"> <li>synthesizing</li> <li>reflecting and wridng feelings and opinions</li> </ul>	<ul style="list-style-type: none"> <li>BLM: Talking It Over</li> <li>BLM: Personal Reflections Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Personal Reflections</li> </ul>	<ul style="list-style-type: none"> <li>teacher evaluation of Personal Reflections</li> <li>peer and self-evaluation of participation in referendum process</li> </ul>