

High-Speed Rail Decision

Students research the most significant benefits and drawbacks of High-Speed Rail.

INTRODUCTION

Culminating Activity:

You are an advisor to a mayor who will decide whether or not to move to the next stage on the High-Speed Rail project. In order to prepare, you will need to research and take a stance on the subject. You will prepare a pro/con fact sheet, one side presenting arguments for the High-Speed Rail and the other side against it.

Objectives (Students Will Be Able To...)

- Students will evaluate the benefits and drawbacks of the High-Speed Rail.
- Students will write a pro/con fact sheet.

ACTIVITIES IN THIS LESSON

Hook

Hooks/Set

Activity

The lesson begins with two videos (see Resources below) followed by questioning for engagement (e.g., What is a High-Speed?

Resources:

- Video 1: What Happened to California's High-Speed Rail Project?
 - [Here](https://www.youtube.com/watch?v=jrtkUHbKV7s): <https://www.youtube.com/watch?v=jrtkUHbKV7s>
- Video 2: California High-Speed Rail Construction Projects Flyover
 - [Here](https://www.youtube.com/watch?v=jnV0USqneCc): <https://www.youtube.com/watch?v=jnV0USqneCc>

Checking for Understanding & Engagement

- What route was shown in the videos?
- Is that the only route that is planned in California?

- Have you heard of the High-Speed Rail in California?
- How do you feel about a High-Speed Rail?
- What do you think the future of the High-Speed Rail is?

Pro/Con Fact Sheet

Guided Practice

The second part involves the teacher explaining the culminating activity and how to complete it. Students (individually or in pairs) should complete the culminating with instructor guidance. The instructor should use the think-aloud instructional method. During the think-aloud, the teacher should (a) land on the pro/con factsheet as a tool for completing the activity, (b) figure out a plan to set up and create it, and (c) figure out what should go on it.

Checking for Understanding & Engagement

- What is a pro/con fact sheet?
- Have you ever created a pro/con factsheet?
- How can a pro/con fact sheet help with learning?

Research

Research/Annotate

In this part, students will research the High-Speed Rail Project, especially any developments since July 2019. From their research they will (a) understand what a High-Speed Rail is and the possible routes, (b) set up their own pro/con factsheet, (c) decide what is relevant to include in the factsheet and complete it, and (d) create a time line for the rail's development.

Checking for Understanding & Engagement

- What are some negative effects that could come from a High-Speed Rail?
- What are some positive effects that could come from a High-Speed Rail?
- Which side has the most arguments in their favor?
- In your opinion, should the High-Speed Rail move forward? Defend your answer.

Homework

Independent Practice

Students will write a paragraph summary of the most significant drawback and benefit of the High-Speed Rail from their pro/con fact sheet.

SUMMATIVE ASSESSMENT

Assessment Type: Rubrics

Teacher will grade the student's pro/con fact sheets according to their own in-house rubric.

Notes:

- Development of this lesson plan funded by The Fresno State Transportation Institute (FSTI).
- This lesson plan developed using the approach described in *The Art and Science of Lesson Design* by J. Walkup and S. Squire.
- Throughout the lesson, students will complete a Metacog Log (p. 112, Walkup & Squire) to assess their own understanding and confidence.

Lesson Times

Hook: 15 minutes

Pro/Con Fact Sheet: 10 minutes

Research: 25 minutes

Industries / Subjects / Grades

Industries / Pathways

- Transportation

K-12 Subjects

- English-Language Arts

Grade Levels

- 6, 7, 8, 9, 10, 11, 12

Standards and Objectives

Standards

California's 2013 CTE Standards

- **CTE.T.A.7.1** Identify the infrastructure needed to move people, goods, and equipment from one location to another (highways, bridges, waterways, railways).
- **CTE.T.A.7.5** Evaluate the need to safely move fluids from one location to another

California English Common Core Standards

- **WHST.6-8.1a** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- **WHST.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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