

The following pages are select samples from  
***Issues and Science , Teacher Resources***

The following resource on Discussion Webs is from the Diverse Learners chapter of the full-year curriculum from SEPUP, *Issues and Science*. It can also be used to support classroom instruction with any material, particularly Lab-Aids kits available on this site.

The results of 20 years of research on the SEPUP program indicates positive effects on student learning in the following areas: content knowledge, problem-solving, decision-making, investigation skills, increased interest in science, and increased perception of the relevance of science to students' lives.



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## DISCUSSION WEB

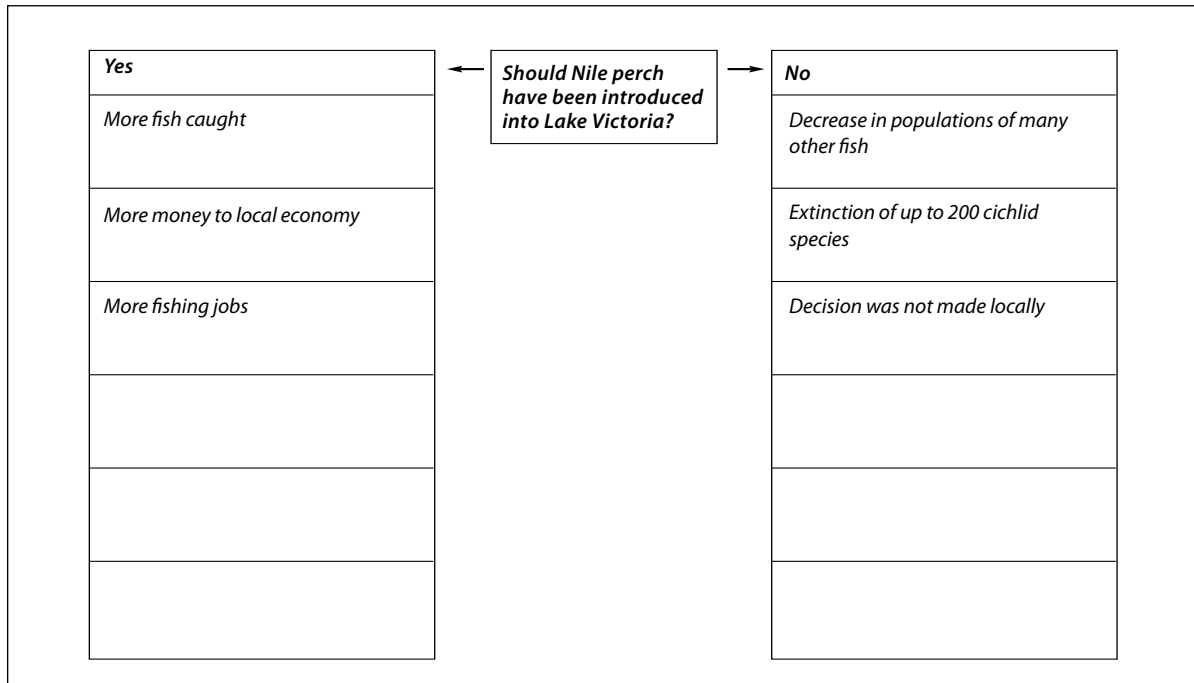
### What It Is

A Discussion Web is a graphic organizer that helps students arrange evidence they have gathered primarily from readings. Literacy Student Sheet 6, “Discussion Web Template,” provides a template for this strategy. Discussion Webs may also be used to process evidence and information from activities and additional sources. They use this evidence in group discussion to arrive at a conclusion. In the center of the web is a question or position that is central to the discussion. It is posed in a way that presents at least two options to consider, such as pro or con. In the columns on either side of the central question students record evidence in support of each of the two sides before arriving at a conclusion.

### Why to Use It

Discussion Webs support students in engaging with information from text and other sources and then with each other to come to an evidence-based conclusion. Any question or issue that involves two viewpoints or more than one potentially acceptable answer can be explored using this strategy. This strategy can be used as a preface or follow-up to group discussions.

#### Sample Completed Discussion Web



### How to Use It

Introduce students to the question they will be considering, and tell them where to enter it on Literacy Student Sheet 6. You may initiate students' use of a Discussion Web with any question or issue that provokes more than one answer or perspective. Questions may come from the Guiding Question of an activity, an Analysis item, or any question that has more than one correct response. If using this strategy with a reading, prepare students for reading by activating their existing knowledge, asking them to predict what they will read about, and having them pose questions about the topic they will read about. During the reading, pairs of students fill out one Discussion Web Student Sheet with ideas and evidence from the text. It is not essential that they fill in all lines, but they should collect as much evidence as possible from the reading and/or additional sources for both sides. Groups of four work together toward consensus and a conclusion about the evidence they have collected or in response to the question they are exploring. Groups select the evidence from their Discussion Web that best supports their conclusion. In a subsequent class discussion, representatives from each group report their conclusion and their supporting evidence. Each student writes their response to the question, including supporting evidence both from the whole-class discussion and the evidence recorded, on the Discussion Web.

### Variations

Once students are comfortable with this tool, adjust the social arrangements for completing and discussing the question to encourage more independent work. Students may complete the Discussion Web individually and discuss the evidence with a partner instead of with a group and the entire class.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## DISCUSSION WEB TEMPLATE

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