

Public Service Announcement

Group members: _____

1. Identify key science ideas you have learned throughout this learning sequence. Highlight those that should be included in your explanation, or a combination of some that lead to a single piece of evidence.
 - a. Shark Encounters: _____
 - b. Fossil Evidence: _____
 - c. Fishers Logs: _____
 - d. REMUS: _____
 - e. Magnetic Fields: _____
 - f. Tags and Waves: _____
 - g. Digitized Signals: _____
 - h. Light, Which Way Does It Go?: _____
 - i. Sharks and Humans: _____
2. Who is your target audience? _____
3. What is your claim? *Use the lens of cause and effect to frame your thinking. (Choose an element from the On-Target column of Crosscutting Concepts for Middle School Students.)*
4. Record your full explanation (claim + evidence + reasoning):

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5. What are three key Logos messages (persuasion using logical proof/actual evidence) you think are important to convey to your audience that help explain your claim and the cause and effect relationship(s) you have identified?

a.

b.

c.

6. What else could persuade your audience? Generate a Pathos statement and an Ethos statement.

Ethos (target the feelings or morals of your audience):

Pathos (persuade your audience by revealing experts with credentials who agree with your side):

7. What is a counter-argument (rebuttal) someone could make about your argument?

8. What evidence might help you address the counter-argument?

