

DRONES TAKE OFF

NATIONAL SCIENCE EDUCATION Standards:

Grades 5-8: Science and technology in society

Grades 9-12: Science and technology in local, national, and global challenges

NEXT GENERATION SCIENCE STANDARDS:

ESS3.C: Human impacts on Earth systems

Common Core State Standards:

Writing Standards: 1. Write arguments to support claims in an analysis of topics, using relevant and sufficient evidence.

OBJECTIVE:

Learn about current and future uses for drones as well as arguments for and against the unmanned flying vehicles.

LESSON:

1. Print slides 1 to 4 of the PPT presentation and hand out to students. Display the PowerPoint presentation on the Promethean Board as students read their copies. Ask the class what they know about drones. (They are unmanned flying vehicles; they are used in wars; Amazon has announced plans to use them to deliver packages in the future; etc.) What are some pros and cons of drones? (They keep soldiers safe; they can be misused; they could be used to invade people's privacy; etc.)
2. Take a pre-reading poll of the class to determine how many students think drones are a good idea.
3. Hand out the "What's Your Opinion?" skills sheet below.
4. Ask students to read the article independently. As they read, have them fill out the first section of the skills sheet.
5. When everyone has finished, in groups discuss the pros and cons of drones. Record answers on chart paper and compare answers between groups.
6. Re-poll the class to see if opinions have changed about whether or not drones are a good idea.
7. Have students complete the persuasive essay on drones.

DISCUSSION:

Many scientists and officials don't like the word drone. They prefer unmanned aerial vehicles, or UAVs.

Ask students: Does the word drone have a negative connotation? Why or why not?