

# Proposition and Opposition

<b>Lesson Title</b>	Two sides to every story
<b>Grade Level</b>	5-8
<b>Overview</b>	How does knowing the opposition's side make your argument stronger?
<b>Materials/Resources</b>	TV is a bad influence-worksheet for all
<b>Objective</b>	SWBAT to build a case and find points to knock it down.
<b>Background information</b>	There are two sides to every story. Proposition-for the argument Opposition-against the argument Knowing both sides makes your argument stronger.
<b>Anticipatory Set</b>	Say" I heard the other day that our district was thinking to change the homework policy here at school. Some people think you should have no homework and others think you should have homework. These are two very different sides. Let's see how you feel. Think about this for a minute and then decide where you stand." Have students get up and move to a section of the room to support the ban of homework or to support the policy of homework.
<b>Procedure</b>	Ask for reasons to have no homework and reasons to have homework. Write on the board without organizing. "It seems like we have a lot of information. Let's try to organize it so we can convince others of the facts." On the board write the assertion, Homework should be banned.

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	<p>“We have some points for the assertion and some that do not support it. We call the two sides, proposition or prop and opposition or opp. Prop supports the topic and opp tries to knock it down.”</p> <p>Draw a line under the assertion and make a line down the middle writing prop on one side(in one color) and opp on the other side (in a different color). (T chart)</p>
<p><b>Check for Understanding</b></p>	<p>Using the two different colors, have kids come up to board and mark the points to show where they belong under each side. Write the ideas under each side as they mark them. (Some points can work for both sides)</p>
<p><b>Guided Practice</b></p> <p><b>Assessment</b>-circulate and assist</p>	<p>“So now we have many points for both sides of the argument. Is one side more powerful? Look at the prop side. What could the opp say to refute that idea? Are there more points we could add?”</p> <p>Split the class into the two sides. Have them work in small groups of 3 or 4 to discuss the points. Challenge them to come up with more points for their side. They should write them down. When class is ready, have students add new points to the chart.</p> <p>Then begin to organize the points to create 3-4 stronger arguments. Many points will support more than one argument.</p>
<p><b>Closure</b></p>	<p>Ask, “How does knowing the other side help you win arguments?” (You know what they might say and are prepared to knock it down)</p> <p>“What do you need to know to win an</p>

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	<p>argument?” (Proposition points and opposition points)</p> <p>“Knowing what your opponent is planning makes you work harder on your case. All leaders, coaches, presidents, and generals try to find out what their opponents have planned. In life and debate, knowing what you are up against makes your argument stronger.”</p>
<p><b>Independent Practice</b></p>	<p>Use the TV is a bad influence worksheet. Students complete with points for prop and opp. Look for 5 points for each side. Collect and score.</p>
<p><b>Additional assessments</b>  <a href="#">Middle School Debate Topics</a></p>	<p>Using the TV worksheet, change the topic and assign varied topics to complete.</p>
<p><b>Common Core Standards:</b></p>	<p>College and Career Readiness</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a></li> <li>• <a href="#">CCSS.ELA-Literacy.CCRA.R.2</a></li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.SL.8.1</a></li> <li>• <a href="#">CCSS.ELA-Literacy.SL.8.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.SL.8.3</a></li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.8.1</a></li> <li>• <a href="#">CCSS.ELA-Literacy.L.8.3</a></li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.8.1</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.8.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.8.9</a></li> </ul>