

Debate Format #2

Lesson Title	Let's get ready to debate!
Grade Level	5-8
Overview	How can I participate in a debate? What do I need to do to get ready to debate?
Materials/Resources Middle School Debate Topics debate format roles (teacher information)	Choose a topic for students to debate Research materials for topics or time in library to research Organizers/note cards for research Debate roles and responsibilities chart-one per student Guide to speaking and listening worksheet-one per student
Objective	SWBAT research a topic and prepare for formal debate SWBAT work with team to build arguments
Background information	Take your class list and create teams of 3. If you have teams of two, one child will have to speak twice (1st and rebuttal) Depending on your research materials, decide if all will research same topic or different ones.
Anticipatory Set	Say, "Adults make decisions that affect you. Most times, you have nothing to say about them. Wouldn't it be great if you could have a say? We have been working over the past 5 days learning about arguments. With the skills you learned, you can now debate. Now we can put it together and have our own debates."

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<p>Procedure</p>	<p>Assign teams and topics. Do not assign proposition or opposition yet. Students will want to know sides. Explain that not knowing will force them to research both sides and make arguments stronger. Students should move and sit with all who are researching same topic. They can share information and help each other at this point.</p>
<p>Guided Practice Check for Understanding</p> <p><u>If needed, this is the place to stop the lesson to continue the next day..</u></p>	<p>Circulate and see that teams are creating main points and supporting information, using ARE. They need about 3 points on proposition and 3 on opposition. They should share what they find with opponent.</p>
<p>Procedure</p> <p>Assessment- circulate and notice skills addressed</p>	<p>Once you see that most teams have 3 points on each side, say, "I'd like you to take your things and move away from your opponent." Write roles in debate on board. Write them in the order they speak. (1st, 2nd, and rebuttal prop and opp) Pass out Debate roles and responsibilities chart. "Now, I want you to think about your own strengths and weaknesses. Think about where you think you will do well in the debate. Now talk with you team and try to work out who will be 1st, 2nd, and rebuttal speakers." Wait "Okay, now you need to concentrate on</p>

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	<p>your arguments. What do you need to say? Who will say what arguments? What are your strongest arguments? What else do you need to find for evidence?"</p> <p>Assign some time for students to practice with team.</p>
Closure	<p>"You have completed all that is needed to participate in your debates. All you need to do is practice. Review your plan with your team. Come ready to work next class period."</p>
Independent Practice	<p>complete your research for next class</p>
Additional assessments	<p>follow up in debate</p>
Notes:	<p>This lesson could take more than one period. A logical break would be after students complete research and before they decide roles.</p>
Common Core Standards:	<p>College and Career Readiness</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.CCRA.SL.1 • CCSS.ELA-Literacy.CCRA.SL.4 • CCSS.ELA-Literacy.CCRA.R.1 • CCSS.ELA-Literacy.CCRA.R.2 • CCSS.ELA-Literacy.CCRA.R.2 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.8.1 • CCSS.ELA-Literacy.SL.8.2 • CCSS.ELA-Literacy.SL.8.3 • CCSS.ELA-Literacy.SL.8.4

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	<p>Language</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.L.8.1• CCSS.ELA-Literacy.L.8.3 <p>Writing</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.W.8.1• CCSS.ELA-Literacy.W.8.8• CCSS.ELA-Literacy.W.8.9 <p>Reading:Informational Text</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.RI.8.1• CSS.ELA-Literacy.RI.8.2• CCSS.ELA-Literacy.RI.8.8• CSS.ELA-Literacy.RI.8.9
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