

Level: 9th Grade

Class Size: 20-25 students

Unit: Spooks of Ages - Debate & Discussion: Part 1

Time Needed: 45 minutes

Sequence In Unit: Week 1 - Day 4

Classroom Composition:

The majority of the students are “average” in capability level. Some exceptions and alterations to assignments and course work can be made for those with IEPs.

Stage 1: Identify Desired Results

a. Enduring Understandings

FOR THOSE DEBATING

- **Goal:** The learners should be able to debate a given side of an argument using researched facts.
- **Objectives:**
 - The learners will take part in a debate in which they have been placed on either the affirmative or disputed side.
 - The learners will practice previously taught mannerisms and techniques used while doing public speaking.
- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 9 - Diploma D1 (Language - Grammar and Usage)
 - a. “Use appropriate *diction, syntax* and *figurative language* to suit purpose, context, and audience.”
 - English Language Arts, Grade 9 - Diploma E1 (Listening)
 - b. “Examine and critique information.”
 - c. “Expand on ideas presented by others.”
 - English Language Arts, Grade 9 - Diploma (Speaking)
 - a. “Choose and present appropriate information logically.”

b. “Apply conventions of *Standard American English* to suit audience and purpose.

- Social Studies, Grade 9 - Diploma A1 (Applications of Social Studies Processes, Knowledge, and Skills - Researching and Developing Positions on Current Social Studies Issues)

g. “Develop a clear, well-supported position.”

FOR THOSE LISTENING TO THE DEBATE

- **Goal:** The learners should be listen to a debate and draw their own decision on a topic.
- **Objectives:**
 - The learners will take part as an audience to a debate.
 - The learners will take notes to help align their frame of thought.
- **Connections to the Maine Learning Results**
 - - English Language Arts, Grade 9 - Diploma E1 (Listening)
 - b. “Examine and critique information.”
 - English Language Arts, Grade 9 - Diploma B3 (Writing - Argument/Analysis Expository)
 - a. “Explain and evaluate information from reading, listening, or viewing.”

b. Essential Questions

– N/A –

c. Knowledge and Skills

- Students have previously discussed how to politely debate a topic and what to use as “ammo.”
- Students have previously done informal debates in other courses and through open discussion.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- During the debate, students will be asked to take notes about what information is presented that pushes their decision in one direction more-so than another.
- Exit slips will be collected at the end of class.

e. Quizzes, Tests, Prompts

- Exit Slip Prompt:
Which side did you find yourself agreeing with the most during the debate?

f. Unprompted Evidence

The teacher will be keeping observation on those that are being sidetracked.

g. Self Assessment

Students will be asked to write a couple paragraphs to turn in the next day. For those that debated, they will be asked to write about what they felt was a negative part of the debate and what was positive. For those that were in the audience, they need to write a couple paragraphs about whether or not there was a side they truly agreed with and what really “struck a chord” with them.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

BEFORE CLASS: Have desks arranged so that there is a “debating stage” and an “audience” area. This will help set the field more. Maybe consider using the podium for the proctor.

1. Have students come in and immediately take their designated seats.
2. Briefly remind them of the rules of debate and the courtesy is a must. Anyone

who is being otherwise will be excused from the rest of the class and will receive a zero for their debate assignment, even if they are in the audience for this day. Also address to students that they should be taking notes that will be handed in as a “packet” with their blurbs from both Debate Day 1 and Debate Day 2(Roughly 10 minutes.)

3. Begin the debate with stating the question that is being asked of the teams:

**The most important thing to any debate is the statement, or resolution.

STATEMENT: Paranormal activities, such as hauntings, are real occurrences.

Announce which side is affirming (agreeing) and which one is negating (disagreeing).

4. ORDER of DEBATE:

AFFIRMING	NEGATING
1	2
3	4
5	6
7	8
9	10

***Each student will have only one minute to speak, then there will be a one minute pause for the next student to gather their thoughts. Continue this method throughout the debate.

***During the debate, the audience should be politely quiet and take notes as they have been instructed.

***Debate should last roughly 20 minutes.

5. After the debate, allow students a few (about 5) quiet minutes to calm down, if needed, and to think about the debate that they just heard.

6. When students seem ready to move on, bring a discussion about the debate itself. Some ideas that could be brought up include....

- Which was used more often: fact or opinion?
- Did the speakers seem genuine about the side that they were arguing for?
- Did the speakers seem to really know their stuff?
- As a speaker, was it easier or harder than you thought to state what you wanted to in a minute?
- Is there anything that you feel you can truly pull from this?

7. Pass out exit slips to be filled out and turned in on the students' way out of class.

I. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes
- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance