

Debate Unit

START OF WEEK 1: (9/10 - Law and 9/11 - EMT)

Lesson Plan Title: Introduction to Debate Unit

Concept: Introducing and showing students how debate is inspiring and useful.

Specific Objectives: Give you a good understanding about debate.

Required Materials: -Computer projector system, Computer, debate syllabus, debate journal, intro to debate handout

Lead in: We are going to start the debate unit in class. Debate will give you all a fun and structured outlet for argument that you can use to your advantage. It will also indirectly improve listening skills, note taking, research skills, effective note taking, public speaking, critical thinking, how to argue, and how to and the importance of debate.

Definition of Debate: Definition of Debate: A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue. In this informal debate plan, rebuttals attempt to refute statements made by the opposing side.

Intro To Debate Handout:

Please see attachment (Appendix A)

Purpose: For me to learn if you have had any past experiences of debate that I can work with for future lessons.

HOMEWORK DUE NEXT WEEK:

Weekly Journal Homework: Write down (300 – 400 words) known examples of debates or debates you have seen. They can be from a movie, television show, or past classes. If you haven't had any, describe a debate or an argument you have had with someone and its topic.

Read Appendix A (if not in class)

Debate Unit Grading

Journal : You will be responsible for completing a debate journal entry each week. In these entries you will be reflecting on your experiences, processes, troubles, thoughts, and feelings regarding the debate unit. I will be doing a journal check at the beginning of the next class to make sure that you have completed your journal assignment. At the end of the unit these journals will be collected.

Required Areas of the Journal:

- Name (first and last) am/pm
- 5-8 sentences which reflect on the following:
 - o What did you learn today (you are not allowed to say “nothing”)
 - o What new information was brought to the class
 - o What has changed from previous weeks or altered from previous weeks
 - o What are you noticing about the environment or the leadership of the class
 - Who is starting to come out of their shell
 - Who is showing good leadership qualities
 - Is the group following what your morals or ethical stand point may be
 - What active role are you playing in class and how is it going to help your classmates for the debate

Points worth: 10 points for each journal on day check.....50 points

Homework:

All Homework Sections as Applied

Computer Research Practice—25 Points

A.R.E Worksheet—25 Points50 Points

Debate.....300 Points

Test.....100 Points

Unit Total: 500 Points

Debate Rubric:

	Excellent	Good	Average	Fair	Poor
Proof of Research	Resources were clearly presented on every point in the debate. 10 Points	Resources were used on most of the points in the debate. 8-6 Points	Resources were sometimes used on points in the debate. 5-4 Points	Resources were used once or twice to prove point during debate. 3-2 Points	Resources were not used to prove points during the debate. 1-0 Points
Round 1 and 2: Number of Arguments	Had 3 good arguments used in their arguments using A.R.E 10 Points	Used three arguments during the debate, but they were under developed. 8-6 Points	Used two arguments during the debate. Arguments needed work. 5-4 Points	Used 1 argument during the debate. Arguments didn't follow A.R.E 3-2 Points	Arguments did not use the A.R.E format and were not well developed 1-0 Points
Rebuttal: Number of Tie in Points	Tied in all 6 of the points in Rounds 1 and 2 10 Points	Tied in a majority (5-4) of the points from Rounds 1 and 2 8-6 Points	Tied in a few points (3-2) from Rounds 1 and 2 5-4 Points	Tied in only one point from Rounds 1 and 2 3-2 Points	Did not tie in points from Rounds 1 and 2 1-0 Points
Good Note Taking During Debate	Notes were taken and used during the debate to debunk or prove several point for your team. 10 Points	Notes were taken and a few were used during the debate to prove a point or two. 8-6 Points	Notes were taken but not used during the debate to prove points. 5-4	A few notes were taken, and were not used to provide points. 3-2	No notes were taken and no points were made countering the other team's debate. 1-0

*The two middle sections depend on which part of the debate the student was responsible for. Whether they were responsible for the 1st round 2nd round or the Rebuttal portion of the debate, or the research leading up to the debate.

Total: 30 Points
+5 Points Extra credit for the winning teams

Week 1 Continued:

Lesson Plan Title: Active Listening

Concept: You will need to understand the importance of active listening and how to actively listen.

Objectives:

- Play games that emphasize active listening
- Discuss the importance of active listening
- Students learn strategies to actively listen
- Learn how to focus on a speaker
- Benefits to active listening
- Learn how to use active listening to your advantage in a debate

Required Materials: space for the activity- all desks need to be cleared

- A soft ball to throw around to students

Lead In: Today we are going to participate in some active listening exercises that will help enforce the importance of active listening. In order to be good debaters we must learn how to actively listen to our opponents.

How Active Listening is important to Debate: Mini Lecture

Fun Listening Facts:

- We spend between 50 and 80 percent of our waking life communicating
 - On average, half of that communication time is spent in listening.
 - Despite all this, listening is the “poor relation” of communication training
- I. Debate teaches the importance of being prepared to listen.
 - A. In a debate you must listen to the points of the other group
 - a. Weakness in their logic
 - b. Their supporting material and key points
 - B. To listen effectively you must eliminate distractions and concentrate on the speaker
 - II. The mind thinks faster than a human can talk, so don't worry about not being able to listen well enough to be successful in debate.
 - A. Debate teaches you to pay attention to what people have said.
 - III. Being a good listener takes time and practice
 - A. Try the active listening skills we discussed today at home.

ACTIVITY 1:

Introduction: This activity is used as a warm up activity to active learning. In this activity the desks need to be cleared away.

Activity 1: Group Juggle

1st Round: In the first round the teacher is to pass the ball to a student by saying the student's name then passing it to him or her. Then that student is to pass the ball to another student announcing their name first.

2nd Round: In this round it gets a little more challenging. The students are to disguise their voice or change their pitch or volume. Students need to pay a lot more attention so that they can hear their name being called. If the student does not catch the ball-they are out.

3rd Round: Now all of the students that have been called out because they didn't catch the ball are to be making background noises like tapping on desks and stomping feet. This will make it harder for the students to hear their names being called out.

4th and Final Round: In this round the students that are out are to talk amongst themselves loudly, so that the students playing the game have an even harder time hearing their names being called in order to catch the ball.

Activity 1 Discussion:

The students are to reflect on how hard it was to pay attention to their name being called.

Activity 1 Importance:

This activity is to show students how hard it is to listen when there are so many different things going on in the room. The noise in the room can also be related to the internal noise people have inside their mind. Sometimes when a person is supposed to be actively listening, they have other thoughts on their mind that distract them from actively listening.

WEEK 1 HOMEWORK DUE NEXT WEEK:

Weekly Journal Entry (see on page 3)

Additional Journal Entry (required):

In this journal you are to use the active listening tips in a discussion with a friend or family member. This is IN ADDITION to the weekly required journal entry as listed above.

- Take the active listening quiz (on the next page):
- Are you an active listener?
- Reflect on your abilities to actively listen before the active listening exercises.
- Write down how you personally can improve your active listening skills.
- What are your personal issues with actively listening?

Name: _____

Active Listening Quiz

Adapted from The Coach U Personal and Corporate Coach Training Handbook, John Wiley & Sons, Inc., 2005, page 134

Rate yourself on the following ten elements of listening. For a richer assessment, ask the people to whom you listen to rate you independently.

	Never	Sometimes	Often	Usually	Always
I consciously clear my mind of personal worries and other concerns before entering the conversation.					
I stay tuned in even when the other person is overly detailed or verbose.					
I remain focused on the other person's conversation even when I do not think it is relevant to the topic at hand.					
I wait for the other person to finish before thinking about my response.					
I am comfortable with silence, and allow space for the other person to think.					
If I don't understand, I ask the other person to repeat or clarify what he or she said.					
I don't finish the other person's sentences for them.					
I don't interrupt, even if I think I know what the other person is saying. I let them finish.					
I don't multi-task. All of my attention is on the other person.					
I can continue to listen, even if the other person presents information that is disagreeable to me.					

If you answered "usually" or "always" to most of these questions, you are probably a pretty good listener.

ACTIVE LISTENING TIPS

Show interest:

The best, easiest and most effective way of showing interest is:

- listen to what they are saying
- Focusing on what they are saying as opposed to planning our own reposts and anecdotes

Be Aware of Body Language

- Listening to the words spoken as well as the body language will make you a ‘whole’ rather than a ‘part’ listener
- Be aware of your own body language too
- Your own body-language part in the conversation will also have a significant impact on you and your perceptions.
- If you are bored, and act bored, your speaker will become even boring!
- If you are bored, and act more interested, the speaker will become more interesting
- It is you who helps create the dullness or excitement of whatever you are listening to.

Tune-in and Train Your Mind to Focus

Focus on what you want – not what you don’t want

- If you think about how much the distractions are interfering with you concentration, you will magnify them, and they will interfere all the more!
 - If you increasingly focus on who and what you are listening to, you will magnify that sound and fade to nothingness all the background noise.
-
- Play listening games in your daily life. When you are out walking, ‘tune-in’ to the different ‘sound stations’ around you –the bird channel, the human voice channel, the traffic channel, the rain channel, and so on.
 - Try to isolate only those sounds you want to hear; you will become adept at filtering out unwanted noise.
 - You will strengthen your listening skills and gain a much wider and greater appreciation of the surround-sound world in which you live.

Bad Listening Habits:

1. Pretending to pay attention when you are not
2. Trying to do other things while listening
3. Deciding the subject is uninteresting
4. Getting distracted by the speaker’s way of speech, or other mannerisms
5. Getting over-involved and thus losing the main thread of the arguments or thoughts
6. Letting emotion-filled words arouse personal anger and antagonism
7. Concentrating on any distractions instead of what is being said
8. Taking linear, one-color notes
9. Listening primarily for facts
10. Avoiding anything that is complex or difficult

END OF WEEK 1

START OF WEEK 2:

Lesson Plan Title: How to take good notes

Concept: It is important in debate and in other classes how to take good notes. When listening to the opposing side's proposition, you must take accurate notes in order to counter argue.

Big picture: Most students are not taught how to take good notes, so you may not understand how to make good notes and what good notes look like.

Lead in: Taking good notes will help you with your debate. You must take notes on the opposing side so that you can counter argue their points with yours. This also involves active listening like we discussed earlier.

Lecture Notes:

- I. Good notes help in debate by
 - a. Help you keep track of how arguments relate
 - b. Help you compare and contrast their arguments with yours
- II. Flowing- the system we are going to use to take notes for our debates
 - a. Flowing helps because it keeps the arguments organized across the page
 - b. Provides a map of the debate and the points and how they relate to each other
 - c. Keeps track of what was said
 - d. Helps you plan specific counter arguments
- III. What not to do:
 - a. Do not write down everything your opponents say
 - b. Use abbreviations and short hand in order to make notes shorter
 - c. Rephrase what was said so that it is shorter

Hand Out: Tips for Note Taking/Flowing

Complete Activities

Debate Notes Template: The debate notes template is to show you the sheet you will be given to take notes on. You do not have to use this sheet if you do not want to, but it is a suggestion to make things more organized.

Tips for Note Taking/Flowing

1. Shorten each word to 1-2 syllables.
2. Eliminate vowels when abbreviating.
3. Use abbreviations when necessary (chat speak or text language)
4. Use the minimum number of notations, but make sure you can understand what you have written.
5. Use lines and arrows to connect arguments for both debaters.
6. Make sure you stick to the main points. You don't need to write down everything that is said, so write down the more important ideas
7. Listen carefully- use your active listening tips in order to listen to what is said, so you can write them down efficiently without being distracted.

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Lesson Plan Title: How to Research

Concept: how to find good useful information from reputable sources

Materials: -Computer in the classroom to start
-Computer lab access

Big Picture: In order for you to find useful and legitimate information for your debates, you need to know how to tell if a website is useful and appropriate for their topic. You will need to learn how to research and pull information from well-written sources and understand what it makes a source reliable and useful.

Lead In: In order to get good material for your debates, you need to understand how to research the material. Everything on the Internet is not always fact, so it is important to use reputable sources and it is important to read the information with a critical eye.

Four Steps to Locating Information on the Internet

Step One:

Define and refine the research question

Narrow the topic to several specific questions

Keep refining research questions. It is easy to get off on a side track and waste time on topics that are related, but don't really address the question that you are researching

Graphic organizers and outlines are useful

Develop a list of key words for your research questions

Step Two

Locate Sources:

Utilize Multiple sources - Don't forget print!!

Going on the Internet:

- First choice: Student Start Pages - content sites previewed by teachers
- Second Choice: Reference Start Page
- Third Choice: Student Search Start Page

Look first for good sources, don't just start taking notes from the first thing that you find.

Step Three

Check the source of the information that you find:

- Who posted this information?
- Is this a reliable source?
- Is this a biased source?
- Is this site trying to sell you something?

Always confirm information found on this page with another source on or off the Internet.

Step Four

Look at Content

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- Does the information on this page address my research question?
- easy to read?
- subheadings?
- table of Contents?

Write down the Web address so you can credit the source information in your work.

Name: _____

Computer Lab Research Practice

In order to do this research activity, you need to take the topic given and shorten topic into a keywords. Then you must write down the name of the website, the author, and the website URL. All must be reliable resources. Make sure you go down the Four Steps to Locating Information for help.

*the first line is an example

Topic:	Keywords:	Name of Website:	Author:	Website URL:
Cell phones should be allowed in middle schools.	Cell phones in middle school	Cyberbullying in Schools	QING L.	http://clubs.ucalgary.ca/~qinli/publication/cyberGender2005SPIJ.pdf
Cigarettes should be banned.				
Soccer players should wear helmets				

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Parents should not purchase war toys for their children				
Students should be punished for failing to report cheating.				

WEEK 2 HOMEWORK DUE NEXT WEEK:

- *Weekly Journal Entry (see on page 3)*
- **Additional Worksheets as assigned above**

END OF WEEK 2

START OF WEEK 3:

Lesson Plan Title: How To Build Arguments

Concept: Teaching the students how to use argument sufficiently and effectively in debate.

Big Picture: Having the students learn how to argue helps increase ability in reading comprehension as well as media literacy. Learning how to build arguments also increases students' critical thinking abilities.

Lead In: In order to have a successful debate, you must learn how to argue. Many of you maybe good at arguing topics, but you need to understand process and strategy in order to be a successful arguer in your debates.

Materials: Logical fallacies print out
For activity: paper bags, five random objects, print out of the names of fallacies

Lecture Notes:

Introduction: In order to build an argument, students need to learn A.R.E and Logical Fallacies.

- I. The acronym A.R.E will help you build an argument that can be used in your debates.
 - A. In the acronym A.R.E, A stands for Assertion.
Assertion is described as a claim about the world or a simple statement.
EX: "Homework should be banned." or "Poverty is harmful."
 - a. Assertion isn't an argument alone
 - b. Assertion by itself is just a claim that needs the other parts of A.R.E to complete the claim.
 - B. In A.R.E the R stands for Reasoning
 - a. Adding reasoning is important to an argument
 - b Reasoning is the "because" part of the argument.EX: "Homework should be banned because it interferes with effective learning" or "Poverty is harmful because when families are poor, they cannot regularly feed their children."
 - C. In A.R.E. the E stands for Evidence.
 - a. Evidence is important because it gives proof to your assertion and reasoning.
 - b. The most common form of evidence is example E
EX: "Homework should be banned because it interferes with effective learning. For example, students have to stay up late to finish their homework, and this makes them tired in class so they can't pay attention."
"Poverty is harmful because when families are poor, they cannot regularly feed their children. For example, often

poor families have to choose between paying their rent and buying food.”

- II. If reasoning goes back you need a back up plan, which is Logical Fallacies
- A. It is important to learn the difference between good reasoning and bad reasoning.
 - B. Sometimes reasons that at first seem solid are really not.
 - C. “Logical Fallacies” means incorrect conclusion that comes from fault reasoning.
 - D. 5 Most common logical fallacies:
 - a. Appeal to tradition: When an argument is justified because of tradition. When people give the reasoning that something is a certain way because it has always been that way. Just because it is a tradition doesn’t mean it is true or right therefore it is not a good argument.
EX: “School uniforms are good because we have a tradition of having school uniforms.”
 - b. Appeal to authority: When claims are not backed up with the exact statistics, the argument can be seen as faulty. Good arguments offer exact evidence. Good authority example: Centers for Disease Control that showed that teenagers were 33% less likely to wear seatbelts in cars. Bad example: “teenagers were dangerous drivers, and Time magazine said so.”
 - c. Fallacy of False Cause: When a speaker says that one thing happened, and then a second thing happened, so therefore the first caused the second. So if A happened, then B happened, therefore A caused B. EX: “The sun rises every time I get out of bed. Therefore, by getting out of bed, I make the sun rise.” It is not reasonable to assume that one event caused the other to happen.
 - d. Fallacy of Composition: When someone uses the logic that what is true of the part is true of the whole. For example one member of a debate team may be smart, and every member of the debate team may also be smart. This may be true, but you cannot be completely correct.
 - e. Fallacy of Division: Opposite of fallacy of composition. Just because something is true of the whole, doesn’t mean that it is true of its parts. EX: “You might read a story that says that the average American family has 2.3 children. Does this mean that the Jones family (an average American family) has 2.3 children? What would it mean to have .3 of a child?”

Conclusion: By learning how to build an argument and understanding what a fault argument looks like, it will improve your argumentative and debating skills.

Logical Fallacies

Appeal to tradition:

When an argument is justified because of tradition. When people give the reasoning that something is a certain way because it has always been that way. Just because it is a tradition doesn't mean it is true or right therefore it is not a good argument.

EX: "School uniforms are good because we have a tradition of having school uniforms."

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Activity 6: Fallacy Commercial

Preparation:

- Before class cut out all of the logical fallacy names and put them all in a brown paper lunch bag.
- Put the five random objects five paper bags.

Procedure:

- Have the students split up into five groups.
- Each group picks out randomly a logical fallacy from the brown paper bag.
- The groups are then randomly given a bag with an object in it.
- The students are then to create a commercial using the logical fallacy they received.
- Students then present their commercial to their classmates.

Activity Purpose: This activity is to get you to understand and learn the different logical fallacies. By using the fallacies in a fun and interesting way, hopefully you will remember each one better.

WEEK 3 HOMEWORK DUE NEXT WEEK:

- *Weekly Journal Entry (see on page 3)*
- *A.R.E. Worksheet (see on page 22)*

Name: _____

-In this assignment you are to complete the A.R.E building argument worksheet so that you become more familiar with how to complete your arguments for your debate. You will need Internet access to complete the evidence.

*The handouts from last week's research lesson will help you gather your evidence.

	Assertion	Reasoning	Evidence
1	The minimum driving age should be raised to 18.	Raising the driving age will save lives by reducing accidents.	16-year-old drivers have three times as many crashes as drivers aged 18 and 19.
2	Television is a bad influence.	Television shows too much violence.	
3	The United States should not have the death penalty.		Since 1973, 108 people in 25 states have been released from death row because they were found innocent.
4		Eating junk food is bad for your health.	Junk foods are high in fat and sugar. Too much fat and sugar puts you at risk for diabetes and heart disease.
5		Allowing younger people to vote would increase their involvement in politics and society.	
6			Incidents of school violence have shown that students use their cellular phones to notify police and parents.
7	Schools should not use animal dissection in classes.		

START OF WEEK 4:

Lesson Plan Title: Structure of Debate

Concept: In order for you to understand what you are doing in the debates, you need to understand the structure. You need to understand the terms proposition, opposition, and rebuttal.

Big Picture: For you to start your debates, you need to brainstorm and decide which side of the debate you want to be on. You also need to be aware of the different components of the debate.

Lead in: Today we are going to talk about the structure of the debate you are all going to be participating in. and discuss the different components you will need for your debates.

Lecture:

I. In this class debate we are going to have three debaters on each side of the two sides. Each debater is responsible for their part of the debate and will argue their points. I will be the judge, and I will be taking notes on each debate and at the end I will decide a winning team.

- A. One side of the debate is going to be the Proposition Team, which is for the topic, and the other side is going to be the Opposition team that is against the topic of debate. EX: For Animal testing= Proposition Team and Against animal testing=Opposition Team.
- B. In the proposition team one person is in charge of the 1st proposition, one person is in charge of the second proposition, and the last person is in charge of the Rebuttal. The same goes for the Opposition Team.

[Show the Debate Notes Template in order to get the point across]

- a. In the first proposition and opposition the person is to make his/her main points of argument of their debate. Make sure to use A.R.E.
 - i. At this time the person that is in charge of the second opposition and proposition are to make notes on the other team's information writing down logical fallacies and issues with his/her points. Also look at your research to find counter points.
- b. In the second proposition and opposition it is this person's responsibility to counter argue the first proposition or opposition's points and make points of your own.
- c. Rebuttal: In the rebuttal the person in charge is to summarize his/her teammate' points. They also need to make the best case for the team stressing the main points and why the team is the winning team. But REMEMBER NO NEW INFORMATION CAN BE MADE

[Show the Debate Format]

As seen in the debate format, groups will have one minute in between the first and second team speakers in order to brain storm possible flaws in the opposing team's A.R.E

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or logical fallacies that could be used in the second speaker's speech poking wholes in the other team's arguments. Also during this time the teams can ask each other questions to clarify information.

Video Introduction: We are now going to watch an example of debate from a junior high class. Make sure to write down the main points of each side of the debates and write down observations and tips that could be useful to your debate. Also write down questions you may have about the debate and the debate process.

Video: <http://video.google.com/videoplay?docid=-5452522979920498521#>

[Unlike the video we are not going to be interrupting the speakers with questions. The questions will be asked after each speaker presents]

End Video Discussion: Share what was written down about the debates with each other.

Debate Notes Template:

1 st Proposition	1 st Opposition	2 nd Proposition	2 nd Opposition	Rebuttal

Debate Format:

1 st Speaker, Proposition Team	3 Minutes
1 st Speaker, Opposition Team	3 Minutes
<i>Groups prepare for 2nd speaker</i>	<i>2 Minutes</i>
2 nd Speaker, Proposition Team	3 Minutes
2 nd Speaker, Opposition Team	3 Minutes
Rebuttal Speaker, Proposition	2 Minutes
Rebuttal Speaker, Opposition	2 Minutes

Total Debate Time: 18 minutes

Team Sheet

Topic:

Names of All Members:

Proposition Members:

1st Round: _____

2nd Round: _____

Rebuttal: _____

Opposition Members:

1st Round: _____

2nd Round: _____

3rd Round: _____

WEEK 4 Continued:

Lesson Plan Title: Starting Research

Concept: You are to start researching their topics in order to gather information for their debates.

Big Picture: You will take your research skills taught earlier on in the unit to gather information for your debates.

Materials: Computer lab access
-Handouts on research

Lead In: Today we are going to start researching for your topics. Everyone on the proposition side and opposition side of each topic needs to make sure to not share information with students in the other program.

Tips for Students:

- Everyone needs to refer back to their research checklist handed out during that portion of the unit.
- It may be a good idea to research your side of the topic and find some information on the other side of the topic in order to prepare yourself for what points they may come up.
- Today is going to be about gathering and printing quality information that can be sorted out later in your groups.

WEEK 4 HOMEWORK DUE NEXT WEEK:

- *Weekly Journal Entry (see on page 3)*
- *Additional Journal (required):* Write down your personal opinion on the video clip. Should the victim live or die?

START OF WEEK 5:

THIS IS WHERE I LEFT OFF

Lesson Plan Title: Share and Continue Research

Big Picture: You will be working together in the groups in order to make a finished product, which is the debate. You will learn how to use their research to their advantage and learn how to critique the quality of the research their partners have found. In the teams, everyone is expected to do their own part, so they will all feel peer pressure to work efficiently and effectively.

Lead in:

As you all know you have been doing research in order to support your side of the debate. Although the members of the group who are responsible for the rebuttal don't need to find new information for the rebuttal, they are to share the information they have found with their group members to better their arguments.

Students: In the first half of the class the students are to come together to check each other's research. Make sure that the research qualifies as quality research given the checklist from the research part of the unit. The students are to then brain storm and loop wholes they have in their information and what they need to research more as far as information.

WEEK 5 CONTINUED....

Lesson Plan Title: Last Day of Research

Concept: You are to use the entire class period to do the last of their research.

Big Picture: Hopefully you will have had enough time to gather information for your topic.

Lead In: Today is going to be a day entirely of research. Make sure you use your time wisely because this is our last day for researching. If you have any questions or need help make sure to ask me. I will be making my way around the computer lab to ask your group questions.

Student brainstorm for next class:

-For the next class think about how your team should end your debates.

AND.....

Lesson Plan Title: Connective Information to Points and Rounds

Concept: Students are to gather their information and connect it with A.R.E for their debates.

Big Picture: Students learn how to properly connect their research material to a real argument, which is the end result.

Materials:

- Students are to be in the regular classroom split up into their groups of 3
- Students need their printed out research
- Blank A.R.E paper for students

Lead In: -In class we are going to connect your research material with making arguments. In order to make a good argument we need to refer back to A.R.E. Assertion, Reasoning and Evidence. With your research hopefully you have your evidence, and now you need to plug in your assertion and reasoning. -Continue working on your points. Students need to fill out A.R.E sheets for both round 1 and 2.

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Assertion	Reasoning	Evidence

Group Member Debate Expectations:

First Proposition Speaker:

- At least 3 arguments for the topic
- Use A.R.E to support each argument
- Speaker must know exactly what they are going to say during this speech.

First Opposition Speaker:

- At least 3 arguments against the topic
- Use A.R.E to support each argument
- Speaker must know exactly what they are going to say during the speech

CROSS QUESTIONING

Time is given to come up with questions, and then both groups will be able to ask questions about the first round. Everyone in the group can ask these questions.

Second Proposition Speaker:

- At least 2 arguments for your side
- Use A.R.E to support argument
- Use additional information written during the first rounds to support and argue your side.

Second Opposition Speaker:

- At least 2 arguments for your side
- Use A.R.E to support argument
- Use additional information from first round to support argument

Rebuttal for Proposition:

- Tie in why your position is the right position
- Recap on the overall points of your group members
- End your speech with a memorable and powerful statement

Rebuttal for Opposition

- Tie in why your position is the right position
- Recap on the overall points of your group members
- End your speech with a memorable and powerful statement

START OF WEEK 6

Lesson Plan Title: Write up outlines for your debate and organize material

Concept: In order to have a successful, clean, well organized debate, you need to gather and organize your thoughts and materials.

Big Picture: You will learn how to organize your material, so that you will be able to have it in hand. Learning organizational skills and how to make an outline is important for their futures as students.

Materials: Laptops or computer lab

Lead In: Today in class we are going to make rough outlines that we are going to use in the debate. We are also going to organize the resources we have collected so that they can be easily accessed during the debate. These outlines need to be made for every part of the debate i.e. first round, second round, and rebuttal.

Lecture:

Pass out and explain outline template. Students should be listening to your lecture and plug in what you say for their individual outline sheet, so that they all can refer back to it when typing up their outlines

- I -In the outline templates each student in the groups have their different points filled out.
- II. Each one of their A.R.E points should be represented in the template.
- III. For the proposition and opposition members for both round 1 and 2
 - A. need to have argument represent point I.
 - B. and A.R.E represent the sub points A.B.C
- III. For the rebuttal group members
 - A. Point I. is the reason why their position is the right position
 - a. Why in sub points
 - B. Recapping on overall points
 - a. Individual arguments in sub-points
 - C. Last point should be a memorable closing statement

In the Computer Lab: Each member needs to plug in their information into their own outline.

Class End: Remember the debate is starting next week. So make sure you do all of your finishing touches or work that still needs to be done during the weekend.

Basic Outline Template

I. _____

A. _____

a. Additional information about the A.R.E point

b. _____

c. _____

B. Reasoning of the argument

C. Evidence of the

argument _____

II. 2nd Argument

A. _____

B. _____

C. _____

III. _____

A. _____

a. _____

b. _____

START OF WEEK 7

THIS IS WHERE I LEFT OFF

Lesson Plan Title: Debate DAY!

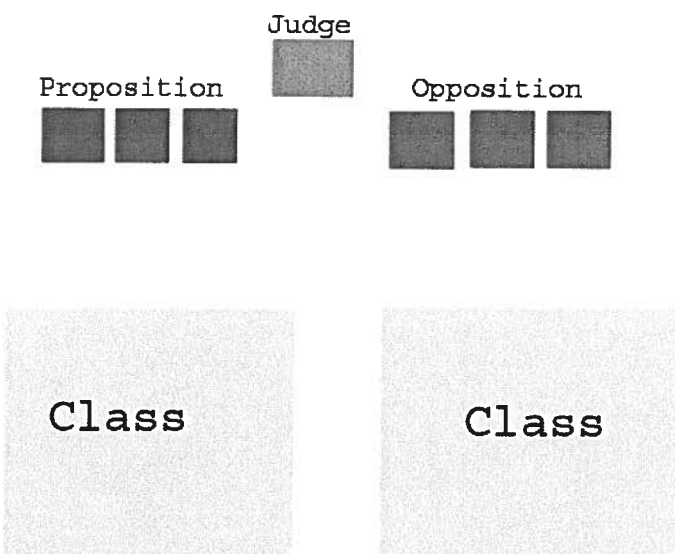
Concept: You are to start your debate.

Big Picture: You are using your public speaking skills, and other skills taught during this unit to debate your issue.

Materials:

- Desks need to be set up where seven desks are in the front of the room. 3 together --1 in the middle-- and 3 together.
- All of the other desks are to be facing the desks in the front

Class Configuration for Debate:



Lead In:

Class: We are now going to start the debates, everyone in the class is expected follow each debate group and write notes in their journals.

Teams: Remember, you don't get marked down for not winning, but you don't get the extra credit.

Judge: [fill out Judge's Sheets for teams]

Introduce the individual sizes of the debate.

-Structure of the debate- First we are going to hear from the proposition size that is represented to the right.

CTE English Debate Unit

At the end debate: Judge explains the points of observation written down in the judge's notes then declare a winner.

Journal: Reflecting on Your Debate

After your debate, you need to write a reflection on your debate process. Are you happy you won? Sad you lost? Why did you think you won or lost? What could you have done differently? Additional comments or thoughts.

Estimated group size and time needed:

For each topic:

30 Students = 5 groups of 6 people

Groups of 6= 3 for proposition 3 for opposition

Time of Each Debate:

18 minutes for debate

2 Minutes for Judging and Announcing

Total= 20 Minutes

Debates per day:

50-minute classes

2 debates a day

5 groups

Total= 3 days of debating

Judge's Sheets For Debate

Topic Title:

First Round

Proposition	Opposition
-	

Second Round

Proposition	Opposition
▪	

Rebuttal

Proposition	Opposition
▪	

START OF WEEK 8

Lesson Plan Title: Discussing the Debate and Reviewing for Test

Concept: Students will discuss their debates together, then we will review for the test.

Big Picture: After the debate it is important that the students discuss the process of the debate, whether or not they enjoyed it, and how the debate and the debate process helped their education.

Materials:

-Test review sheet to hand out to students

Lead In: Today we are going to reflect on our debates, and get ready for the debate test tomorrow.

Have the students fill out the debate discussion questions. Then discuss.

2nd half of class:

Review for test:

- The test will be 5 multiple choice questions, 4 short answer, and 1 essay question.
- The test is worth 40 points
- Make sure you study the handouts given to you in class
 - >Tips for Note Taking
 - >4 steps to Locating Information on the Internet
 - .How to Avoid Emotional Outbursts in Debate
 - >Logical Fallacies
- Make sure you know the team and team members' roles and role names in the debate.
- You will have 50- minutes for the test

Ask Students:

Do you have any questions about the test?

Name: _____

Debate Discussion Questions:

-Did you like the debate?

-Did you like the debate process?

-What do you think you would do differently if you could do it again?

-Do you want to continue debating?

-What was something new you learned about in the debate preparation lessons?

-Did you like the role you had in the debate?

CTE English Debate Unit

Lesson Plan Title: Debate Test

Concept: To assess students' knowledge on debate

Materials Needed:

- Test
- Extra piece of paper for essay question

Lead In: We are going to take the test. Remember you have 50 minutes. Take your time. Make sure to use complete sentences in the short answer and in the essay. Remember eye's on your own paper.

Name: _____

Debate Test:

Multiple Choice Questions: 2 Pts each

1. Which of the following is NOT a bad listening habit?
 - A. Trying to do other things while listening
 - B. Listening primarily for facts
 - C. Eye contact with the speaker
 - D. Taking linear, one-color notes

2. Which is a good tip for taking notes?
 - A. Use all empty space on the page
 - B. Stick to the main points
 - C. Write every word said by the speaker on paper
 - D. Write several days of notes on the same paper

3. What should you always do when checking a source?
 - A. Confirm information found on this page with another source on or off the Internet
 - B. Make sure has a title
 - C. Look at the address to see if it ends with .com
 - D. Make sure the website has a lot of information on the front page

4. Which of the following is an assumption?
 - A. In 2009 according to the center of disease control and prevention 25.5% of Michigan's population is obese.
 - B. Obese people have more of a chance of developing diabetes
 - C. During the past 20 years there has been a dramatic increase in obesity in the United States.
 - D. Most Americans are obese

5. What does the acronym A.R.E stand for?
 - A. Assertion, Resources, Evidence
 - B. Assumption, Reasoning, Evaluation
 - C. Assertion, Reasoning, Evidence
 - D. Appeal, Resolution, Elation

Short answer 5pts each: (should be 1 to 2 paragraphs)

CTE English Debate Unit

What are the three of the four active listening tips?

When researching on the Internet, what does it mean to “define and refine”?

What are 2 of the 5 logical fallacies? (Name and explain what they mean)

What are the two different sides of the debate? (Name and describe each player’s role)

Essay 10 Points : (Pick one of the following to answer. Answer should be one page.)

CTE English Debate Unit

Make sure to use debate terminology your answer:

- 1.) Do you think debate is important to learn in class? Name and describe your favorite or least favorite part of the debate or debate process
(Make sure to use debate terminology)
- 2.) Why is debate important to society? What do you think would happen if there were no rules for debate?
- 3.) Which activity was your favorite during the debate unit? How did it help you with understanding debate? How could it help you with future classes?

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