Unit 5: Debate
Grade Level:10-12
Timeframe: 15-20 Days

Unit Overview: The final unit in this course will require students to utilize all of the public speaking, writing, and researching skills by participating in a formal debate. Students will need to have an understanding of the Parliamentary Debate process, as well as how to make and refute arguments in a debate structure.

Essential Questions

- What are the procedural aspects of a debate?
- How do you gather information that supports your position while setting up a strong argument to refute the opening position?
- How do you know if you have enough supporting information?
- What are effective communication skills and how do we use them to help convey meaning?
- What are the elements of effective delivery?
- How does word choice impact?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):
RI.11-12.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in

U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

W.11-12.1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

21st Century Skills Standard and Progress Indicators:

Critical Thinking and Problem Solving
Collaboration, Teamwork and Leadership
Cross-Cultural Understanding and Interpersonal Communication
Accountability and Productivity
Communicate clearly and effectively with reason
Demonstrate Creativity

Unit 5 Academic Vocabulary:

One-sided argument, multisided argument, dialogic argument, accord, neutral, resistance, principal of charity, rebuttal, Parliamentary debate.

Instructional Plan	Reflection
In preparation for a formal debate, students need to know how to address opposing views. Students will review Chapter 7 to come up with strategies to deal with opposing arguments and views. The Summative Writing and Performance Assessments will be the final Formal Debate that students will participate in. It is up to the teacher to decide on the topic, but there are numerous options in Part Six An Anthology of Arguments in the Writing Arguments textbook. Teachers may decide to choose one of the topics from the book and give students the reading associated with that topic as a starting point, and then allow students to continue their research from there. Students also need to understand Parliamentary Debate Procedures and ultimately participate in a Formal Parliamentary Debate. This will utilize all the skills they have learned over the semester.	Teacher Questions for Self-Reflection **Here are ten questions to ask yourself, answer, and consider as part of a self-reflection about your teaching.** **Each question also has sub-questions to help refine thinking, ideas, and practices. These are also good questions for shared reflection and group discussion. They might lead to a rethinking of teaching and learning as well as suggest thoughtful ways to set new goals, teach in different ways, assess more effectively, customize learning, and make instructional improvements during the school year.** **http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection**

SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection

Explain the differences between one-sided, multisided, and dialogic arguments. Determine the degree of your audience's resistance to your views in order to shape the content, structure, and tone of your argument.	Do Nows Journaling Activate Prior Knowledge Writing Process-Brainstorming, outlining, drafting, revising, publishing/presenting Visual Intepretation/Poster - Strategies for Rebutting Evidnce Cooperative Learning-Small Groups Academic Vocabulary Acquisition	Exit Slips Student Conferences Misconception Checks Self-Assessment Choral Response Think-Pair-Share Written Responses using Individual White Boards Additional selected strategies as determined by student readiness. Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html	Small Group/Partner: Distinguishing Fair from Unfair Summaries Review the Summaries of Lisa Turner's article on p. 125, then analyze the differences between the two summaries. As a group, write a fair and unfair summary of an argument that the teacher assigns, using the strategies analyzed in the Turner examples. Small Group: Assign each group one of the strategies for Rebutting Evidence from the text p. 127-128. Summarize the strategy and give examples of how to utilize it. Take a Stand Debate Activity https://www.populationeducation.org/sites/default/files/take_a_stand.pdf	*Teacher Questions for Self-Reflection* 1. *What am I trying to accomplish with my students? What's the core?* 2. *What are my beliefs about how students learn?* 3. *How do I create a positive climate for learning?* 4. *What "essential" questions do I want my students to explore?* 5. *What are the primary, core types of instructional strategies that I use regularly?* 6. *How do I know when my students have accomplished my goals?* 7. *How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?* 8. *How do I customize and individualize learning for my students?* 9. *What's special and unique about my teaching?* 10.*How will I work on my teaching in order to improve what I do?* http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection

Understand Parliamentary Debate procedure. Identify, Research and create your arguments for the Parliamentary Debate.	Do Nows Journaling Activate Prior Knowledge Writing Process-Brainstorming, outlining, drafting, revising, publishing/presenting Visual Interpretation/Poster- Strategies for Rebutting Evidence Cooperative Learning-Small Groups Academic Vocabulary Acquisition	Exit Slips Student Conferences Misconception Checks Self-Assessment Choral Response Think-Pair-Share Written Responses using Individual White Boards Additional selected strategies as determined by student readiness. Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html	Review Part Six of the textbook, An Anthology of Arguments, p. 405-541. Choose from the topics included in the text for a topic for the debate. Students can use the articles in the book as the basis for their research. Web Resources to explain Parliamentary Debate Procedures: http://www.apdaweb.org/old/guide/rules.html https://debate.uvm.edu/meanyparli.html Technology Integration: - YouTube: www.youtube.com - Teacher Tube: http://www.teachertube.com/ - TED Talks: https://www.ted.com/talks	*Teacher Questions for Self-Reflection* 1. *What am I trying to accomplish with my students? What's the core?* 2. *What are my beliefs about how students learn?* 3. *How do I create a positive climate for learning?* 4. *What "essential" questions do I want my students to explore?* 5. *What are the primary, core types of instructional strategies that I use regularly?* 6. *How do I know when my students have accomplished my goals?* 7. *How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?* 8. *How do I customize and individualize learning for my students?* 9. *What's special and unique about my teaching?* 10. *How will I work on my teaching in order to improve what I do?* http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection
Summative Written Assessments				
Written First Round Debate Argument. Must include Works Cited page. This is the only part of the Parliamentary Debate that can be pre-written. This speech should follow all the requirements of an argumentative speech as well as be the required length of 7 minutes.				

Summative Performance Assessment	
Formal Parliamentary Debate. Each student will have one pre-written argument, but the rest of the Summative Performance Assessment grade will be based on their ability to take notes, rebut and refute during the debate. Extra points will be given to the winning team.	