

Sara Madden
 Dr. Peter Smagorinsky
 ELAN 7408
 December 7, 2009

Rationale

Art has always been one of my favorite subjects, whether it is the art of words, or the art of painting, or the art of photography. The art of language has always held my interest as something which one can have a talent in, but also something which logically can be learned. Photography and drawing are similar in that, with training, most people can be accomplished in those areas. When teaching photography there are many ways to get the same exposure, or when painting there are many different brush strokes one can use to paint the still life in front of her. One student may decide to use acrylics, the other oils. The results, when taken from afar, may look similar, but when examined closely the brushstrokes will always be different.

The teaching of literature, and its critical and rhetorical analysis, like that of painting can be achieved through many mediums. Writing skills, critical thinking, and communication likewise can also be acquired through different types of learning. The debate as to which medium is more effective could go on just as whether oils or acrylics are better. When teaching the art of literature and writing I believe that multiple approaches are best in teaching a specific subject. This gives all learning types opportunities to reach the same goal. In my unit, students must learn to identify theme as the GPS standards say, "The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding" (ELA9RL2). Students will also fulfill the discussion requirement in ELA9RC2, persuasion in ELA9W2, and using research and technology in ELA9W2.

Students will have an opportunity to participate in research groups, fulfilling the requirement of learning good research techniques. Students will write and workshop a source quotations for a debate, giving them the opportunity to use research and persuasive skills. For the final project of the unit, students will participate in a semi-formal debate with a team. The debate and texts will be tied together by a specific theme, having students identify in a variety of works on literature this theme, as well as backing up their own literary analysis of what the texts are saying about a theme. This use of theme will fulfill many of the GPS standards in a nice packaged bundle. If the theme were a still life and the students were painters, they would learn how to examine it, paint it in a variety of mediums, on several surfaces. They will also learn something of which has been valued since B.C.E.: the art of rhetoric.

The final product, being a semi-formal debate, takes some explanation. When I was working on my undergraduate degree I took two classes with a professor whose classes I enjoyed very much. He taught a writing class as well as a conflict mediation class and had a background in speech-writing, formal debate, law, and professional conflict mediation. At one point in his career he was involved with the debate team of Emory University. He told my class of a project they undertook, and are still undertaking, along with Georgia State, in conjunction with the Atlanta Urban Debate Institute and the National Debate Project. He told the inspiring story of going into Atlanta's at-risk inner-city schools, taking students who were considered 'problem cases' usually for violent behavior, and enrolling them in debate. It was a substitute for the usual institution of after school detention. Referrals meant debate team. He went on to talk about how the entire school environment changed from students learning how to form and back up opinions without violence, but with reason in its stead.

Ever since hearing that report from that particular professor about four years ago, I have thought debate to be a valuable tool in thinking skills and teaching. In teaching English and Literature students should learn debate techniques to increase their reasoning skills, use of persuasion techniques, and higher-level thinking skills. This will help them write better papers, communicate verbally in a more effective manner, and learn the important skill of solving problems through reason and not through physical means. The GPS standards state under ELA9W2: "The student produces persuasive writing and applies persuasive strategies acquired in previous grades to other genres of writing such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques."

The standards for Georgia are clear: critical thinking, persuasion and rhetoric are values which are required. The use of debate can not only fulfill applying 'persuasive strategies' but accompanying persuasive writing can also aid in fulfilling this requirement. Students are also required to use research and technology to support their writing in ELA9W3. Using a unit which contains debate can also support this, as well as other Georgia Performance Standards, as well as critical thinking skills which are needed in every field.

Jerome and Algarra (2005, p. 2) speaks of teachers being more of a facilitator or a debate chair when students are learning, citing research saying, "Students are then more likely to experience an increase in self-esteem, become more confident in offering speculative contributions, move on to higher levels of

thinking and reasoning, and experiment with different roles themselves (Harwood, 1998, pp. 164–165).” The standards will still be met, but students will have the benefit of moving from a world of being taught to gaining the skills they need to actually learn themselves. The National Debate Project reports that debater’s critical thinking test scores are “significantly higher than those of non-debaters” (www.nationaldebateproject.org, benefits page). The critical thinking skills gained from learning debate with help teenagers to better manage ideas that are not theirs and to learn to advocate ideas with information.

Debate is prized to reach students from many different backgrounds, bring a diverse population into a coexistence which thrives on information, research and responsibility. This responsibility is to treat all people and their ideas with respect but also examination. Peterson and Clower (2001, p.5) write in *Eliminating Borders through Debate Education*:

As critical members of society those with backgrounds in debate and rhetoric are seen to broad participators with personal emphases on civility, diversity, and the consideration of alternative views (Bartanan 1999). Debate education reaches its apex of utility at a multi-cultural level. Debate educates students on a myriad of relevant social issues including human rights, economics, the environment and a host of other concerns that are the responsibility of all people (Goshner 1998). Further, debate teachers students to put ‘people’ at the forefront of the arguments they make concerning relevant issues (Bartanan 1999). To this end debate establishes a need for students to understand the importance of the global community (Goshner 1998).

By expanding the minds of young students, not only in the area of critical thinking, but also in consideration of fellow, as Peterson and Clower write, ‘people’, will help students gain a perspective which will help them solve problems through means on analysis, rhetoric, and research instead of physical means.

Georgia State University’s researchers recorded the number of referrals before and after the debate project began and as nationaldebateproject.org quotes, “the debaters... showed a 50% drop after only one year in the program. In the following year, the substantial drop for the debate students continued at 46%.” Students, who were once problems, became solutions. Using debate to teach persuasion, research, literary and rhetorical analysis could benefit, not only the individual student, but the school environment as well. Some might think that debate has the opposite effect, since it promotes argumentation, but instead it promotes advocacy with information.

Unfortunately, to some, debate has been misrepresented as something which is only two sided and can close to other ideas instead of open. Tumposky says, “Debate can oversimplify and misrepresent the nature of knowledge. By setting up issues as dichotomies, debate reinforces a Western bias toward dualism and ignores the multiplicity of perspectives inherent in many issues” (2004, p.53-4). Tumposky is right in saying many issues have different perspectives, but debate help students open to different perspectives by looking at research and ideas which are not their own (Peterson and Clower, 2001, p. 5). As for it being a ‘Western bias’, the art of rhetoric has reached around the globe with debate tournaments in many different non-western countries. Debate also creates a less teacher-oriented classroom environment and helps students become responsible for their own learning. The results are improved test scores and improved GPAs (www.nationaldebateproject.org, benefits).

When students begin examining the different peices of literature provided to be learned, another medium or tool will be provided for them to etch those great works into their memories. They will understand the usefulness of debate, use of technology, writing and research all wrapped into one. In our school environment we must also allow our students to learn in the best way to fit who they are, and through multiple mediums students are able to complete and exceed the standards which have been set for them. Debate promotes the usual discussion, technology, research, as well as themed based literary analysis which are asked for by the standards. To see students being able to back their ideas with proper research and literature, as well as logic, will help them reach higher goals in their individual lives, improving their school environment as well as uniting them with a multicultural global community.

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Goals and Rubrics

1. Students will understand how to take a particular theme from a text and use it.

Will be shown through:

- In-class assignments
- In-class group activities
- Final debate

2. Students will exhibit thinking skills, use of persuasive techniques, use of research, quotation of texts through formal classroom debate.

Will be shown through:

- In-class group activities
- Debate project assignments
- An actual formal debate

To Meet Standards:

A.) In-class Activities and Homework: To meet standards for in class activities, students must show they understand the concept being taught during each class and in-class assignment.

Each homework or in-class group and individual activity is worth 5 points.

- 5 points: Student completes the assignment in full, participates if the assignment is a group assignment, and shows they understand the concept the activity is asking them to exhibit.
- 4 points: Student completes the assignment in full, participates if the assignment is a group assignment, but shows they do not fully understand the concept which the activity is asking them to exhibit OR Student does not complete the assignment, participates fully, but does show they understand the concept the activity is asking them to exhibit.
- 3 points: Student does not complete the assignment in full, participates if the assignment is a group assignment, and does not fully show they understand the concept the activity is asking them to exhibit.
- 2 points: Student does not complete the assignment, does not participate if the assignment is a group assignment, and shows they barely understand what was being taught.
- 1 point: Student does not complete the assignment, does not participate if the assignment is a group assignment, and does not show at all they understand the concept the activity is asking them to exhibit.

In total there are 24 activities, out of these 4 activities should be dropped, totaling the amount of points for full credit, being 100.

B.) Debate Group Project:

To meet standards students must participate fully, show they have grasped the concepts taught, exhibit some acquisition of debate skills, and use the texts and themes discussed in class.

10 points: The Actual Debate, See rubrics

8 points: Participation during process, including filling out debate and group response forms.

10 points: Completed paperwork showing the students did the assignments in class. (The same rubric above for in-class work above applies in ratio)

2 points: Self evaluation after project is over.

30 points: TOTAL

Class Debate: What is real love? Themed Unit

Teacher Name: **Ms. Madden**

Student Name: _____

CATEGORY	5	3.5	2	1
Use of Texts and Research	Every major point was well supported with several relevant facts, statistics and/or examples from texts. All texts were	Every major point was adequately supported with relevant facts, statistics and/or examples from texts. All texts were	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported well, and the texts were used very little.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Adherence to Debate Principles	All debate principles were clearly followed. Students showed a thorough understanding of debate structure.	Most debate principles were clearly followed. Students showed a good decent understanding of debate structure.	Less than half of debate principles were followed. Students only showed slight understanding of debate structure.	Little or No adherence to debate principles. Students showed that they did not understand the debate structure.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant.
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of	One or more members of the team had a presentation style that did not keep the attention of the audience.

Skills	8 Exceeds Standards	5 Meets Standards	3 Nearly Meets	1 Beginning/does not meet minimum standards	Score
Team role fulfillment	Participated in all group meetings, assumed leadership role as necessary. Did the work that was assigned by the group.	Participated in most group meetings. Provided leadership when asked. Did most of the work assigned by the group	Participated in some group meetings. Provided some leadership. Did some of the work assigned by the group.	*Participate in few or no group meetings. Provided no leadership. Did little or no work assigned by the group.	
Job proficiency/ correctness	Work is complete, well organized, no errors and is done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, not accurate and is usually late.	Work is generally sloppy and incomplete, excessive errors and is mostly late or not at all.	
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/ 2 the group members	Exclusive reliance on one person	
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members	

* Students who score in this domain of the rubric will not receive credit for the product components of the group task. If the student does little or no work on the actual assignment, he/she can not receive credit for the work completed by others.

Criteria	Rate : 1-10	Comments
Physical Appearance of Team (Professionally dressed)		
Opening statements of the team were well organized.		
Team members addressed remarks to the audience as well as to the other team.		
Opening statements were not read from cards.		
Both team members participated equally in opening statement.		
Students spoke loud enough to be heard.		
Rebuttal was specific to arguments made in the opposing team's opening statement.		
Both team members participated equally in the rebuttal.		
Answers to audience questions were well thought out.		
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.)		

Name: _____ Date: _____ Period: _____
 Subject of Debate: _____
 Pro or Con (Circle one) Which Side Won: _____

Points Earned: _____ /10 Points

Week 1, Day 1

Themed Debate Unit-9th CP

Goal of the Day: To gain the students attention, students to be able to pull out a Theme from a text (movie clips), and for students to understand our next few weeks.

Activity Description:

Time Allowance:

Instructions— What we are going to do!	5 minutes
Students will watch clips of movies which have to do with the theme of: What is real love? (See attached list)	30 minutes
Response: Students will choose which clip they think best perceives real love and write a paragraph why they think what they do.	10 minutes
Group Collaboration: Students will divide into groups based on which clip they chose and how they responded. They will then have to organize their ideas together.	20 minutes
Groups report back to the class.	10-15 minutes
Class discussion.	5-10 minutes
Preview of entire unit and the next day.	5 minutes
In All—	90 Minutes

Week 1, Day 2

Themed Debate Unit-9th CP

Goal of the Day: to introduce persuasion more deeply to the class. At the end of the day they should be able to define persuasion and point out some popular uses in the world

Activity Description:

Time Allowance:

Chalk Talk “Argument” : Students should write what comes to their minds about this word on the smart board.	5 minutes
Put both dictionary definitions of “argument” and “fight” on the board. Discuss the differences.	10 minutes
Go through examples and have the class decide if the phrase on the board is a “fight” or an “argument” .	10 minutes
Where is persuasion? Pose the question and get a couple of responses from the class.	5 minutes
Watch three commercials and have the class respond by answering the questions on the smartboard after each commercial.	15 minutes
Discuss	5 minutes
Group Activity: Each group is given a magazine advertisement. Each group must answer the same questions they had to for the commercial, but as a group.	20 minutes
Have each group present their ad briefly and what they found.	10-15 minutes
Preview next day	5 minutes

In All—

90 Minutes

Week 1, Day 3

Themed Debate Unit-9th CP

Goal of the Day: Students should be able to know the meaning of “Rhetoric” and understand the three modes of persuasion: Ethos, Pathos, and Logos.

Activity Description:

Time Allowance:

Jot write: What do you think “rhetoric” means? What do you think this word means? Just jot down your best guess.	5 minutes
Youtube teaching video made by students: What is Rhetoric?	2 minutes
Write: Update what you think ‘rhetoric’ is?	5 minutes
Watch Samantha’ s speech from <i>The Great Debaters</i> .	3 minutes
Was that good rhetoric? Write on same paper.	5-10 minutes
3 modes of persuasion: definition and examples.	5-10 minutes
Class discussion of identification of which mode of persuasion is exhibited in ads.	15-20 minutes
Group Activity: Students make their own advertisements.	30 minutes
Turn writing and ads and preview of next day.	5 minutes.

In All—

90 Minutes

Week 1, Day 4

Themed Debate Unit-9th CP

Goal of the Day: Students will exhibit their understanding of the three modes of persuasion and will pull theme and analyze a poem.

Activity Description:

Time Allowance:

Read part of Daniel Hannan MEP' s speech. Students must identify the elements of Ethos, Pathos, and Logos in the speech.	10 minutes
Group Activity: with magazines, each group will tag with post-its and identify an example of each mode of persuasion.	30 minutes
Teacher reviews the idea of the theme and how we are going to read texts to identify the theme of “what is love?” like on first day.	5-10 minutes
<i>The Tale of Tinuviel</i> : Students will listen and follow along a reading by Tolkien of the poem.	5 minutes
What is love?: Students will write what they think the poem is saying about love and circle evidence in the poem.	10 minutes
Share and Discuss.	10 minutes
Preview next day.	5 minutes

In All—

90 Minutes

Week 1, Day 5

Themed Debate Unit-9th CP

Goal of the Day: Students will identify the theme, “Love is…” in the text *The Little Mermaid*.

Activity Description:

Time Allowance:

Analyze Garfield cartoon: What do you think Garfield is saying about love? Do you agree? Why or why not?	10 minutes
Quick Share: a couple of volunteers.	5 minutes
Read <i>The Little Mermaid</i> by Hans Christian Anderson together.	30 minutes
Transition to groups and groups will write on chart paper: What is the story saying about love? Why might this story be effective in persuading someone about this type of love? Complete the sentence: According to <i>The Little Mermaid</i> love is_____ Find four or five clues in the text to support your position.	30 minutes
Share.	10 minutes
Preview Monday and describe homework.	5 minutes

In All—

90 Minutes

Week 2, Day 1

Themed Debate Unit-9th CP

Goal of the Day: Students will learn the concepts on counterarguments and rebuttals, and will again identify theme within a fairy tale: *Cinderella*.

Activity Description:

Time Allowance:

Share weekend homework .	10 minutes
Counterarguments and rebuttals: teach and define.	10 minutes
Go through advertisements and discuss their counterarguments and rebuttals.	15 minutes
Go through actual argumentative phrases and have students come up with counterarguments as a class.	15 minutes
Read <i>Cinderella</i> as a class.	15-20 minutes
Individual response: What is the story saying about love? Why might this story be effective in persuading someone about this type of love? Complete the sentence: According to <i>Cinderella</i> love is_____. Find four or five clues in the text to support your position.	15 minutes
Quick share.	5 minutes
Preview of next day.	5 minutes
In All—	90 Minutes

Week 2, Day 2

Themed Debate Unit-9th CP

Goal of the Day: Students should understand the basics of deductive traditional logic and exhibit it through “logic stacks” .

Activity Description:

Time Allowance:

Easy Sudoku puzzle.	10 minutes
Go through the puzzle.	10 minutes
Sudoku is logic! Definition and explanation of logic.	10 minutes
Logic Stacks: lesson using cork board using paper circles. Discussion. Example of how: http://www.youtube.com/watch?v=fRuZh1YJ1Cs	15 minutes
Group Activity: Make your own logic stacks using paper circles. Each group has a different argument and position.	30 minutes
Share.	10 minutes
Preview the next day.	5 minutes

 In All—

90 Minutes

Week 2, Day 3

Themed Debate Unit-9th CP

Goal of the Day: Students will understand Ethos, and will exhibit it through ranking different sources for credibility and what they would look for finding sources.

Activity Description:

Time Allowance:

Journaling: What is your Ethos? What are you credible in? Why and how?	10 minutes
Share	5-10 minutes
Ethos and people: how people are credible.	10 minutes
Finding sources and their Ethos.	10 - 15 minutes
Group activity: rank types of sources for how credible they are, and brainstorm what one would look for when trying to answer "what is real love?"	30 minutes
Discuss.	10 minutes
Preview next day.	5 minutes

In All—

90 Minutes

Week 2, Day 4

Themed Debate Unit-9th CP

Goal of the Day: Students will reinforce the concept of Pathos, and will identify and discuss theme in the fairy tale, *The Steadfast Tin Soldier*.

Activity Description:

Time Allowance:

Martin Luther King's <i>I Have a Dream</i> speech: students will circle and identify the emotional appeals in a section of the speech.	10 minutes
What is Pathos? Free write: how would you convince someone through pathos?	10 minutes
Discuss.	10-15 minutes
Read <i>The Steadfast Tin Soldier</i> by Hans Christian Anderson together.	25-30 minutes
Post-it note activity: students write their ideas about what the author is saying and the story is saying to the answer "what is love?". Student then move the post its in categories. Should be silent.	20 minutes
Discuss and Preview of next day.	10 minutes

In All—

90 Minutes

Week 2, Day 5

Themed Debate Unit-9th CP

Goal of the Day: Students will anticipate a theme of a story, find the theme in the story, and then decide their position on the question “what is love?” .

Activity Description:

Time Allowance:

Anticipation: From your knowledge of the story or from the picture on the smartboard, what do you think the story <i>Beauty and the Beast</i> says about our theme, “what is love?” Why?	10 minutes
Share	5-10 minutes
Read <i>Beauty and the Beast</i>	30 minutes
Discuss what students think after reading the story.	5-10 minutes
Hand back all stories and their analysis.	5 minutes
Students will review stories and must give a position on the issue: what is love? They must answer: What do you think real love is? Why? Finish this sentence: Real love is _____.	15 minutes
Preview of Monday, and explanation of homework.	10 minutes

In All—

90 Minutes

Week 3, Day 1

Themed Debate Unit-9th CP

Goal of the Day: Students should learn the basic principles of debate and should exhibit them in a somewhat informal classroom debate.

Activity Description:

Time Allowance:

Hand in homework	5 minutes
Watch the final debate on the movie, <i>The Great Debaters</i> .	5 minutes
Quickwrite: students write what they noticed about the debate.	10 minutes
Discuss.	5-10 minutes
The basic rules, order of debate, and roles.	20 minutes
Divide class on the issue of: Should hoods be allowed in school. Have students practice debating with time constraints.	20 minutes
Discuss and talk about our groups. Have students again rate which group they would like to be in.	15 minutes
Preview the next day.	5 minutes
In All—	90 Minutes

Week 3, Day 2

Themed Debate Unit-9th CP

Goal of the Day: Students will, in their new groups or “debate groups”, begin preparing their strategy for how they will present their position.

Activity Description:

Time Allowance:

Watch clip from <i>The Great Debaters</i> where the team is preparing for the final debate.	5 minutes
Discuss: Each team needs to have a strategy.	10 minutes
Hand back all stories and worksheets.	5 minutes
Instructions: come up with a strategy and find quotes in the texts to support your position.	10 minutes
Groupwork: fill out worksheets and find quotes to support your position from the text.	40 minutes
Wrap up and preview of next day.	10 minutes

In All—

90 Minutes

Week 3, Day 3

Themed Debate Unit-9th CP

Goal of the Day: Students will show their understanding of Ethos by finding sources in groups for their position.

Activity Description:

Time Allowance:

Instruction: how to find decent sources on the internet using Google.	20 minutes
Instructions for filling out the handout to document sources, and pass out computers.	15 minutes
Computer group work. 6 sources per group and half must have a high level of Ethos.	45 minutes
Wrap-up, put up computers and preview of next day.	10 minutes

In All—

90 Minutes

Week 3, Day 4

Themed Debate Unit-9th CP

Goal of the Day: Students will continue to exhibit their understanding of finding credible sources.

Activity Description:

Time Allowance:

Watch clip from <i>The Great Debaters</i> where during trying out Mr. Lowe is quoting sources.	5 minutes
Teaching: How to quote sources in debate, and readying your quotes on note cards.	10 minutes
Pass out computers.	10 minutes
Groupwork: students must finish finding 6 sources, and write at least 10 note cards from those sources.	45-50 minutes
Put back up computers, and groups must turn in all work and documentation on sources.	10 minutes
Preview of next day.	5 minutes

 In All—

90 Minutes

Week 3, Day 5

Themed Debate Unit-9th CP

Goal of the Day: Students will learn better public speaking skills through class and group activities.

Activity Description:	Time Allowance:
Clip from <i>The Great Debaters</i> where the team is being trained to speak loud and clear.	5 minutes
Discussion from clip: The importance of speaking loud and clear, as evidenced in the movie.	5 minutes
Activity: diaphragm speaking. Students place their hands on their tummies and use their bellies to speak loudly.	10 minutes
Activity: pronunciation. Students will learn to pronounce their words using old tongue twisters.	15 minutes
Group Activity: Practice public speech by recitation of Martin Luther King's Speech. Students can recite and give feedback to peers in the debate groups.	25 minutes
Listen and watch Daniel Hannan MEP's speech.	5 minutes
Arranging your words: Edit a speech as a class.	20 minutes
Wrap up and preview.	10 minutes
In All—	90 Minutes

Week 4, Day 1

Themed Debate Unit-9th CP

Goal of the Day: Students will prepare and finish their prepping for their final assessment debate.

Activity Description:

Time Allowance:

Journal writing: What do you think your strength is in debate? Which role do you think you could do the best? Why?	10 minutes
Pull which groups are going first.	5 minutes
Group work: Note cards: Logic and Emotional appeals Assign roles Anticipate your rebuttals to counterarguments. Prepare opening statements.	60 minutes
Preview of tomorrow and review the debate rules. Show students the response form they will fill out while others are debating.	15 minutes

In All—

90 Minutes

Week 4, Day 2

Themed Debate Unit-9th CP

Goal of the Day:

Activity Description:

Time Allowance:

Remind students of rules of debate and to respect the teams.	5 minutes
Handout rubric for students to fill out.	5 minutes
Organize	5 minutes
Debate 1	30 minutes
Fill out response.	5 minutes
Debate 2	30 minutes
Fill out response.	5 minutes
Pick up materials from groups.	5 minutes

In All—

90 Minutes

Week 4, Day 3— Final Day

Themed Debate Unit-9th CP

Goal of the Day:

Activity Description:

Time Allowance:

Remind students of rules of debate and to respect the teams.	5 minutes
Handout rubric for students to fill out.	5 minutes
Organize	5 minutes
Debate 3	30 minutes
Fill out response.	5 minutes
Debate 4	30 minutes
Fill out response.	5 minutes
Pick up materials from groups and give out homework.	5 minutes

In All—

90 Minutes