

**Lesson Plan Template**  
**For clarification and more information,**  
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**Subject: Debate**

**Grade: 12**

**Unit Theme or Enduring Understanding: Persuasive speaking requires listening and responding to the perspectives of others.**

**Essential questions:**

- How can a person effectively defend both sides of a controversial topic?
- How do values impact decisions?
- How can people make policies that improve the world?
- How can people use speech to communicate and explore problems?
- How can students grasp critical thinking and presentation skills?

**Focused GLEs (Reading and/or Writing)**

**\*[10] 4.1.3** Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases\*

**\*[10] 4.1.4** Writing a conclusion that ties it to the introduction

**\*[10] 4.8.3** Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas\* (L)

Lesson Hook: (Motivating activity that helps activate prior knowledge and promotes purpose for following unit/lesson) To learn how to organize a rebuttal in a debate to speak persuasively, students will need to make a request from someone in their lives and then try to persuade the person to allow whatever was desired. The rebuttal techniques should become more meaningful when students are expected to apply them to get what they want.

Body of the Lesson: (Presentation of new knowledge and concepts in a way that contains opportunities for active engagement of young people.)  
(*Transfer of knowledge, Introduction, Modeling*) Four step rebuttal requires a person to state their argument, state the opponent's argument, respond to each point of the opponent's argument, and finally tell why their argument is better for both themselves and the opponent. Students will make a chart listing these four steps. The most visually appealing of these will be posted on the wall for students to use as a guide during debate.

Modeling/Application of this new concept or skill: Choose a willing student, have the student make a request, brainstorm what the response might be from the opponent, respond to each point, decide how the student's request would be best for both. Outline the process on the whiteboard, smartboard, or on the computer with a projector.

Checklist: is the lesson geared toward multiple learning styles?

*(Differentiation)*

- visual
- auditory
- kinesthetic
- musical
- linguistic
- spatial

Reflection time: Give time to think on what was taught – in groups/pairs/journal/etc. Students share the request in pairs and try to anticipate what the opponent will say to prepare a possible response.

Practice the new learning

Guided practice

Assignment description: The student will need to find the opponent, use the four step rebuttal process, and write a one page paper with three paragraphs telling what they requested, how they performed each task, and how they were received.

Bloom's Taxonomy: Which critical thinking skills did this lesson address?

- creating
- evaluating
- analyzing
- applying
- understanding
- remembering

How? Students had to create their request and seek an opponent; evaluate, analyze, and apply an argument; understand another's perspective; remember the process and how to use persuasive speaking.
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Whole class reflection: Students should have the opportunity to report back to the class. Often these accounts amuse the class greatly.

## 4 Step Rebuttal

- Your argument
- Your opponent's argument
- Address each point of your opponent's argument
- Tell why your argument is better for both of you

## 4 step rebuttal practice

1) request some desired object or service from someone.  
Tell who and what:

2) list the reasons why you should have this

- 1.
- 2.
- 3.
- 4.

3) find the person and make the request

4) note each response the person makes

5) respond to each point logically being careful to use convincing language

6) tell why your argument is better for both of you

7) write a paper with three paragraphs with one paragraph explaining the request, one paragraph telling how you used the four steps, and one paragraph telling how you were received.

<b>Grade LA Curriculum Semester - Unit</b> One semester	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>➤ Debate: Theory and practice</li> <li>➤ <b>Enduring Understanding: Persuasive speaking requires listening and responding to the perspectives of others.</b></li> </ul>	<ul style="list-style-type: none"> <li>• How can a person effectively defend both sides of a controversial topic?</li> <li>• How do values impact decisions?</li> <li>• How can people make policies that improve the world?</li> <li>• How can people use speech to communicate and explore problems?</li> <li>• How can students grasp critical thinking and presentation skills?</li> </ul>

<b>Cross Curricular Connections: <i>Social Studies:</i> current events</b> <i>Math:</i> logical reasoning		<b><i>Science:</i> scientific inquiry</b> <i>Electives:</i> speech	
Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
Estimated: 1 quarter 1 week each: Propositions, LD & policy cases, Cross exam, Cross-fire debate Rebuttal, Argument -ation, Research, Debate case writing, Debate case revising, Debate theory	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>❑ Current media sources</li> <li>❑ Conducting and evaluating relevant and valid research evidence</li> <li>❑ Persuasive argumentation</li> </ul> <p><b>Writing Focus:</b> note-taking, organizing persuasive arguments, persuasion techniques, debate case construction, refutation strategies</p> <p><b>Performance Focus:</b> effective communication skills</p> <p><b>The student will know how to:</b></p> <p>Write propositions.          Construct arguments.          Refute arguments.          Ask relevant questions.          Speak persuasively.          Conduct valid research.</p> <p><b>Grammar Focus:</b> Fluency in sentence variety, meaningful fragments for tags, and complete sentences for explanation</p> <p><b>Grade Level Expectations</b></p> <p>[10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple</p> <p>[10] 4.1.5 Self-monitoring and self-correcting while reading (e.g.</p>	<p><b>Formative:</b></p> <p>("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate evidence</li> <li>• List propositions</li> <li>• Impromptu speeches</li> <li>• Informal debate</li> <li>• Posters</li> <li>• Outline arguments</li> <li>• CX questions</li> <li>• Quick writes</li> <li>• 3-5 question quiz</li> <li>• One-to-one conference</li> <li>• Peer edit</li> <li>• Note taking (flows)</li> <li>• Research</li> </ul>	<p><b>Core Materials:</b></p> <p><b>National Forensics League website for topics <u>Argumentation and Debate</u></b> Austin Freeley</p> <p><b>Supplementary Materials:</b></p> <p><u>Everything's an Argument</u> Andrea Lunsford  <u>They Say, I Say</u> Gerald Graff          Newspapers          Magazines          International Debate Educational Association website          Drama Debate Forensics rubrics          Educational and scientific journals</p> <p><u>Novels:</u></p> <p><u>Short Stories:</u></p> <p><u>Essays:</u></p> <p>Philosophy excerpts for Lincoln Douglas debate          Essays on controversial topics for informal debate</p>

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

Grade LA Curriculum Semester - Unit One semester	Essential Questions
<ul style="list-style-type: none"> <li>➤ Debate: Theory and practice</li> <li>➤ <b>Enduring Understanding: Persuasive speaking requires listening and responding to the perspectives of others.</b></li> </ul>	<ul style="list-style-type: none"> <li>• How can a person effectively defend both sides of a controversial topic?</li> <li>• How do values impact decisions?</li> <li>• How can people make policies that improve the world?</li> <li>• How can people use speech to communicate and explore problems?</li> <li>• How can students grasp critical thinking and presentation skills?</li> </ul>

<p>exam, Formal debates</p> <p>Actual:</p> <p>NOTES: Debate enhances curriculum and extends learning by incorporating the following skills: abstract thinking, analytical thinking, citizenship ethics, etiquette, clarity, cross examina-</p>	<p>rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note talking/mapping, skimming, scanning, etc.)* (L) [10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)* ⇒ [10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)*(L) [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information* [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)* [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details* [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) [10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)* [10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)* [10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author’s theme or purpose* [10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts* [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)</p>	<p><b>Summative:</b>  (“...assessments that come at the end of a process or activity.” Marzano, 2006) Multiple choice theory test Formal debate case written 1 formal debates per student— prepare both sides and flip a coin for affirmative and negative to debate</p>	<p><u>Poetry:</u></p> <p><u>Websites:</u> Relevant to debate topics chosen</p> <p><b><u>Audiovisual:</u></b> (Audio books available at: <a href="http://media.asd.k12.ak.us">http://media.asd.k12.ak.us</a>)</p> <p><u>Movies:</u> Varies depending on National Forensics League topics</p>
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<p>tion, ques- tioning, point of view, distin- guish fact from opinion, identify bias, language usage, organiz- ation, personal versus political values, persuasion public speaking, teach work, cooper- ation.</p>	<p><b>R3.10</b> Compare and contrast how texts reflect historical and cultural influences. E.E.1  <b>R4.9</b> Analyze the effects of cultural and historical influences on texts. E.E.1  <b>The student writes about a topic by</b>  <b>[10] 4.1.1</b> Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*  <b>[10] 4.1.2</b> Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*  <b>[10] 4.1.3</b> Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*  <b>[10] 4.1.4</b> Writing <u>a conclusion that ties it to the introduction</u>  <b>10] 4.2.4</b> research-based information and/or analysis in research projects or extended reports*(L)  <b>The student writes and edits using conventions of Standard English by</b>  <b>[10] 4.3.1</b> Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *  <b>[10] 4.5.1</b> Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by <u>citing sources using a standard method of documentation (e.g., MLA or APA style)* (L)</u>  <b>W3.6</b> Compose and edit a composition with a word processing program. E.A.7</p>		
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<b>Grade LA Curriculum</b> <b>Semester - Unit</b> One semester	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Debate: Persuasive projects</li> </ul>	<ul style="list-style-type: none"> <li>How can people use speech to communicate and investigate current issues?</li> <li>How do values impact decisions?</li> <li>How can technology be used to persuade?</li> <li>How can people express and relay current knowledge with credible and persuasive manner?</li> </ul>

<b>Cross Curricular Connections:</b> <i>Social Studies:</i> extensive research into current events <i>Science:</i> scientific inquiry			
<i>Math:</i> logical reasoning		<i>Electives:</i>	
<b>Pacing</b>	<b>Knowledge/Performance Standards</b>	<b>Performance Task Assessment (Example)</b>	<b>Resources</b>
<p>Estimated: 1 quarter</p> <p>Actual:</p> <p>NOTES: Address bias, propa- ganda, fallacies, analyzing speeches and political ads, and logos/ pathos/ and ethos.</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Visual organization of topic</li> <li>Technological application</li> </ul> <p><b>Writing Focus:</b></p> <p><b>Scripted speech for podcast and powerpoints</b></p> <p><b>Deliberate organization</b></p> <p><b>Persuasive techniques</b></p> <p><b>Voice</b></p> <p><b>Idea development</b></p> <p><b>Analyze political debates and speeches</b></p> <p><b>The student will know: How to defend an argument logically and persuasively in a variety of mediums.</b></p> <p><b>Grammar Focus:</b></p> <p><b>Fluency in sentence variety</b></p> <p><b>Careful use of sentence structure</b></p> <p><b>Deliberate and correct word choice</b></p> <p><b>Conventions</b></p> <p><b>Grade Level Expectations</b></p> <p>[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[10] 4.3.4 Explaining connections among main ideas/concepts (text to</p>	<p><b>Formative:</b></p> <p>("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <ul style="list-style-type: none"> <li>Impromptu speeches from current events</li> <li>Newscast simulation</li> <li>Persuasive speech</li> <li>Mock interview</li> <li>Persuasive video</li> <li>Power point (pictures)</li> <li>Commercial</li> <li>Advertisements</li> <li>Oration</li> <li>Song with guitar</li> <li>Satire</li> <li>Reader's theater from literature</li> <li>Poetry performance</li> <li>We the People speeches</li> <li>Demonstration</li> <li>Sports commentary</li> <li>Mock trial</li> <li>Political campaigns</li> <li>Podcasts</li> </ul>	<p><b>Core Materials:</b></p> <p><b>Newspapers</b></p> <p><b>Websites</b></p> <p><b>News videos</b></p> <p><b>Debate, Drama, and Forensics rubrics</b></p> <p><b>Supplementary Materials:</b></p> <p><b>Educational World Website with rubrics</b></p> <p><b>Educational and scientific journals</b></p> <p><b>Case studies</b></p> <p><u>Novels:</u></p> <p><u>Short Stories:</u></p> <p><u>Essays:</u></p>

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	<p>self, text to text, text to world)* (L)</p> <p>[10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)*</p> <p>[10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)*</p> <p>[10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author’s theme or purpose*</p> <p>[10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts*</p> <p>[10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a conclusion that ties it to the introduction</p> <p>[10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade*</p> <p>[10] 4.2.4 research-based information and/or analysis in research projects or extended reports*(L)</p> <p><b>The student writes and edits using conventions of Standard English by</b></p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.5.1 Giving credit for others’ ideas, images, and multimedia information, including others’ ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style)* (L)</p> <p>W3.6 Compose and edit a composition with a word processing program. E.A.7</p>	<p><b>Summative:</b>        (“...assessments that come at the end of a process or activity.” Marzano, 2006)        Individual persuasive project presented at end of quarter</p>	<p>Applicable to subject chosen</p> <p><u>Poetry:</u></p> <p><u>Websites:</u></p> <p>Numerous</p> <p><b><u>Audiovisual:</u></b>        (Audio books available at: <a href="http://media.asd.k12.ak.us">http://media.asd.k12.ak.us</a>)</p> <p><u>Movie</u></p>
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