

Deliberation Instructions:

- 1. Introduce the concept of deliberation. Emphasize the goal of the activity, which is to clearly understand the best arguments on both sides of a controversial issue in order to come to an informed and well-reasoned conclusion.*
- 2. Provide the "Background and History" reading either as homework or in class. Ask students to annotate (underline and write notes or questions in the margin) as they read. Allow time for clarification questions about the background reading. Avoid discussion of opinions at this stage.*
- 3. Divide the class into groups of 4 (if the class is not divisible by 4 use some groups of 5). Within each group, have students number off. The odd numbers will read the "Yes" reading, and the even numbers will read the "No" reading. During and after reading, each pair should discuss and record the BEST ARGUMENTS for their assigned position. (use graphic organizer provided with curriculum materials)*
- 4. The "Yes" pair presents and discusses the best arguments in favor of the deliberation question. After they have presented, the other members of their group can ask CLARIFYING questions, and then orally summarize the best "Yes" arguments to check for understanding.*
- 5. The "No" pair presents and discusses the best arguments in opposition to the deliberation question. After they have presented, the other members of their group can ask CLARIFYING questions, and then orally summarize the best "No" arguments to check for understanding.*
- 6. After both pairs have summarized and clarified the best arguments for an against the deliberation question, students drop their assigned positions and discuss their own perspectives on the deliberation topic, seeking areas of agreement or consensus. Each group should prepare to report the sense of their group to the class after discussion.*
- 7. After discussion, have each student complete the "Discussion Reflection" on the back of the graphic organizer.*