

CLASS DEBATE

Lesson Plan

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OVERVIEW & PURPOSE

Students will research their position. Students will prepare their claim and evidence. Students will engage in a debate. Class will judge which team was most prepared.

EDUCATION STANDARDS

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

OBJECTIVES

1. Read and synthesize research articles.
2. Formulate a thesis.
3. Gather evidence to support the claim.
4. Participate in a debate.

MATERIALS NEEDED

1. [Debate Handout](#)
2. [Simplified Version of Debate Handout](#)
3. [SeeIt Poster](#)
4. [Instructions for Debate Activity](#)
5. [Debate Preparation Forms](#)
6. [Rubric for Self Evaluation](#)

ACTIVITY

Debate Activity

In a classroom debate, a proposition is stated and students make arguments for or against it. Students must research and prepare arguments to participate in the debate effectively, they are required to think on their feet to respond to the opposing side's counterarguments, and they benefit from hearing a range of perspectives on an issue.

How-To Guide

Prep	• Break students into two groups – For and Against • Assign or let students choose roles in the debate • Be explicit about the sources or types of evidence you want students to use to support their claims
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During	• Write the proposition on the board • Monitor time limits and debate structure • Monitor participation
After	• Open up the debate for comments from all students • Have students vote to indicate which side presented the most convincing argument

Break students into two groups—For and Against:

- Students are assigned to argue a particular side in the debate.
- It may present an extra challenge, but it can be a positive learning experience for students to argue on the side of the debate they don't actually believe in.

Structure of the debate:

- Pro position (5 minutes) [Pro Team]
- Rebuttal (3 minutes) [Con Team]
- Con position (5 minutes) [Con Team]
- Rebuttal (3 minutes) [Pro Team]
- Teams question each other (5 minutes/team) [Both teams]
- Closing statements (3 minutes/team) [Both teams, in the opposite order from opening statements]

Monitor Participation:

Open up the debate for comments from all students:

- After each side has presented their concluding arguments, you may want to let the rest of the class weigh in, ask questions, or present new evidence

Have students vote to indicate which side presented the most convincing argument.

Debate Reflection Form

Your name_____

Which side seemed better prepared? Why?	
Which side was the most convincing? Why?	
What was the most convincing argument you heard today? Explain.	
Are you on the pro or con side of this argument? Did the debate sway your opinion? Explain.	