



Teacher/ Lesson Author/School: Kelli Aldrich, Part 2: A Debate Simulation
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Content Area: Civics, Democracy
Grade: 4 th and 5 th

Standards:

C3: College, Career, & Civic Life

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	X
Process, Rules, and Laws	X

6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.	X	Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	X



Objective:

Students will simulate the debate process and will complete the Debate Script sheet and/ or they will participate in an actual in-class debate or will ask at least two questions to their classmates who are debating.

Assessments:

Students will simulate the debate process by participating in a role play debate, in which they discuss a particular issue.

Students will complete the Debate Script sheet and/ or they will participate in an actual in-class debate or will ask at least two questions to their classmates who are debating.

Students will write and reflect on the experience before they leave the classroom.

Materials:

Two debate tables

Paper

Pen/pencils

Link: <https://www.youtube.com/watch?v=rcY5A58oIfA>

Completed Debate Script sheets from previous lesson

Definitions of key terms on handout or on board

Differentiation:

Students who cannot or do not want to debate in front of their classmates can turn in the Debate Script instead. Students can write or orally share thoughts or questions during or after each debate.

INSTRUCTIONAL PLAN
<p>Introduction/Hook:</p> <p>Review Kid President’s advice on how to disagree respectfully and what they should include in their answers to debate questions and rebuttals. Review definitions of: debate, values, beliefs, rebuttal. The debate process will be explained and students will be shown an example video: https://www.youtube.com/watch?v=rcY5A58oIfA</p>
<p>Core Lesson:</p> <p>Students will be chosen to debate and the subject of the debate will be picked from the ideas the student wrote down in the previous lesson. debates as many times as able to give</p>



As many debates as possible will take place to ensure that all those who are interested, will have the opportunity to debate.

Structure of debate:

Two people at a time per debate, two debates happening in classroom at one time.

Teacher should act as moderator at least the first time, but then a student can be chosen for each debate.

- Moderator's job is to keep track of the time, ask questions and ensure everyone is disagreeing respectfully.

Questions will come from the audience and the moderator. Each student will ask at least two questions per debate that they watch.

Students not currently debating will be seated around one of the sets of students debating.

Equal number of students watching each debate.

A coin is tossed to determine who goes first and where they stand.

The candidates take turns answering questions. The first candidate gets two minutes to answer and the second candidate gets one minute to respond.

Closure:

Review the debate process and what the students thought and felt about it. Exit ticket: Ask students to reflect, in writing, how they think this debate was like the real-life debates.

What do they like or dislike about the debate process in general or in this country?

Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	

