



Teacher/ Lesson Author/School: Kelli Aldrich, Part 1 Respectful Disagreeing
Editor: Caroline Raymond
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 reflect on, “E is for Election Day,” and Kid President video and will discuss and brainstorm ways to debate, while creating at least one original piece of debate advice to share with the class.

Students will create a list of beliefs and values and will practice forming a debate on a particular value or belief, by filling out the Debate Script handout.

Assessments:

Students will reflect on, “E is for Election Day,” and Kid President video and will discuss and brainstorm ways to debate one particular piece of advice.

Students will write their thoughts on one piece of advice independently and turn in at the end of class.

Students will create a list of beliefs and values

With a partner, students will share the parts of a debate and what they mean.

Students will pick a belief or value and fill out the Debate Script handout.

Materials:

The book, “E is for Election Day,” by Gloria M. Garvis

Kid President’s video “Kid President is Over It”

Debate Script Handout

Paper

Pen/Pencil

Differentiation:

Have copy of the book, “E is for Election Day,” for students to read along as it is read to them. Allow students the opportunity to watch, “Kid President is Over It,” video before they watch it in class. Farther explain each of the pieces of advice and give examples of how they are used for real debates. Be prepared to show struggling students example videos of debates. Written definition of debate, rebuttal, beliefs and values either in a handout or at the front of the room. Prepare several values and beliefs for students as a backup for students.



INSTRUCTIONAL PLAN

Introduction/Hook:

- Once the students are settled in their seats, the lesson will begin by introducing and reading the book, “E is for Election Day,” by Gloria M. Garvis.
- After reading, the teacher will discuss the key points of the book with the class.

• Core Lesson:

- The teacher will explain that debates will be the focus for the next few days.
- The class will then be shown a Kid President’s video “Kid President Is Over It!”
- As a class, write a list of Kid President’s advice:
 - Treat people like they’re people
 - Listen. Listen. Listen.
 - Pause. Breathe. Love
 - Distract them
 - Acceptance
- In pairs students will write how each of these pieces of advice could help them debate more effectively. They will be asked to brainstorm other suggestions they can think of for their classmates and write an explanation of why their advance would be useful for a debate.
- Students will share their thoughts with the class.
- The teacher will discuss what values and beliefs are in relation to the advice from the video and the book and in our lives. Have students work in groups to brainstorm a list of values and beliefs that are important to them at school.

Give examples:

*Should we have homework? Does our lunch menu provide enough healthy choices?
Should we be able to chew gum in school? Does our school provide enough choices
for students?*

- Share values and beliefs and formulate these into questions as a class. Write the questions on index cards and put them in a box to choose from during the debate.
- Choose one question and model how to debate it using these steps:
 - Question
 - Take a stand



Provide Evidence
Rebuttal

- Pair students and have them write a script, using the Debate Script Handout, to debate one of the questions from both sides. Then share these and give suggestions on how to make them more effective arguments.

Closure:

Review the pieces of advice from the video and what each mean. Ask students to pick one and explain what it means to them.

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?	



Name: _____

Partner's Name: _____

Debate Scripts

Question: _____

Candidate 1:

Take a Stand: _____

Provide Evidence: _____

Candidate 2:

Rebuttal: _____
