

Lesson Plan Template

Teacher Candidate: Mya		Date: October 1, 2024	Title: Classroom Debate
Grade: 5	Subject: English Language Arts	Unit: Debate Unit	Lesson #: 1
Core Competency: Collaboration, Communication, Critical and reflective thinking		Profile: <ul style="list-style-type: none"> I contribute during group activities with peers and share roles and responsibilities to achieve goals. I can connect my group with other groups and broader networks for various purposes. I communicate clearly and purposefully, using a variety of forms appropriately. I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. 	
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Content: Oral text/language strategies – (confident speeches, expressing opinions, speaking with expression, staying on topic, taking turns, clarifying questions) , metacognitive strategies – (talking and thinking about learning, questioning, self-evaluating), reading strategies – (questioning, summarizing, making inferences)	
Essential Question: Can students use their research and analysis skills to form an argument on a topic of interest and, in a debate format, share their argument in groups?			
Curricular Competencies: <ul style="list-style-type: none"> Access information and ideas from a variety of sources and from prior knowledge to build understanding Synthesize ideas from a variety of sources to build understanding Exchange ideas and perspectives to build shared understanding Develop and apply expanding word knowledge 			
Indigenous Perspectives and FPPL: only if it works – Maybe debate topic has something to do with indigenous perspective			
Learning Intention: I want students to learn how to question information they're receiving, and form arguments based on reliable sources using group collaboration. I want them to understand that there isn't necessarily one right way of viewing a situation. After, I want them to experience the high-pressure environment of arguing the information they've summarized in a debate format. When the debates are complete the students who were not in the two debating groups will write a short summary of what they liked about each groups arguments and then vote on who's argument they felt was best and explain why. After all debates are complete, I'd like the students to complete a self-evaluation to reflect on the exercise, what they think about debating, what they could improve on and so forth.			

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Materials:

- Smart board (for intro info)
- Laptops/computers (for student research)
- Printer (to print students summary sheets)
- Peer evaluation forms
- Self-evaluation forms

Introduction - Activate and Engage: *Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.*

Approx Time 30	<p>Begin by explaining What is a Debate? Have class discussion, what do you already know about debates. Show some videos for examples to give them a clear understanding:</p> <ul style="list-style-type: none"> - https://youtu.be/XDpWiQktS6o?si=8Yx5vUyQWxagDZeV - The Great debaters (2007)? Would need 2hrs (split between 2 classes) - political debates??? <p>Introduce 3 topics and split class up into 6 groups (2 per topic)</p> <p>Topic ideas:</p> <ul style="list-style-type: none"> - Should phones be allowed in the classroom - Is a hot dog a sandwich - Is artwork an important part of education - Will computers replace teachers - Is social media making us less social
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Body - Explore and Discover: *What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.*

Approx Time 2hrs	<p>Give students a solid chunk of time to research their topic and form arguments on laptops or computers in a group. Have students create an organized summary sheet with all the information they've found and print out for the debates.</p>
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Closure - Organize and Integrate: *How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.*

Approx	Hold the debates (One topic at a time) the groups that are not participating
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<p>Time 30 min per group (1.5hrs) Plus, 30min for individual responses and voting Total: 2hrs</p>	<p>will then vote on which side they believe won and will have to write 1-3 sentences explaining why. After all debates are complete, students will have to complete a self-evaluation on the following:</p> <ul style="list-style-type: none"> - What do you think about debating as a form of presenting information you've researched? - What did you like about this lesson? What could have been different? - If you had the opportunity to do a debate again, what would you do differently?
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<p>Tier 2/Tier 3: (Adaptations/Modifications)</p> <p>Adaptions and modifications can be discussed on a group-by-group basis</p>	<p>Extensions:</p> <p>Express opportunity for extracurricular debate clubs and over similar opportunities in middle school</p>
<p>Assessment Plan: Carefully observe groups as they are researching to ensure proper group collaboration (assist where needed). Observe debates to see proper organization, formation and execution of arguments. Review students peer and self-evaluations to determine final scoring.</p>	
<p>Lesson Notes/Reflection: Questions for myself</p> <ul style="list-style-type: none"> - Are the debate topics grade appropriate and interesting? - Are the instructions and objectives clear enough? - Do students find it easy to question the information they are given? - Are the evaluation/assessment tools clear enough? 	