

Big Questions Debate Unit

Unit Name: Big Questions - Exploring This Year's Topic

Topic: Writing Cases

Resolved: On balance, societies benefit from religious belief and practice.

Essential Questions:

1. Question 1 - Why do views change over time and how do these changes affect society?
2. Question 2 - How do purpose and audience shape the content in a persuasive text?
3. Question 3 - How does research enhance the ability to persuade?

Objectives:

1. Objective 1 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Objective 2 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.
3. Objective 3 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
4. Objective 4 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instructional Materials Needed:

- Each person will use a chrome book.
- Case template - included at end

References *(if applicable):*

1. See bibliography at end of Topic Overview
2. Link provided to multiple other sources

Overview of Lesson *(general outline of what will be covered):*

Students will use the discussions from the past few lessons to begin writing affirmative and negative cases for this Big Questions topic for 2021-2022. They will organize their arguments into a logical sequence and add introductions and conclusions. They should also be thinking of what to say AGAINST their own cases. After cases are completed, students will be ready for a “walk through” round where they test their ideas against other classmates.

Detailed Step-by-Step Lesson *(be sure to include time allocation information):*

1. 5 minutes - Begin by asking students Essential Question #3 - How does research enhance the ability to persuade? After they share their thoughts, instruct them to make choices about how to use their own research to persuade someone listening to them that their side is the stronger position in the debate round.
2. 5 minutes - Divide the class into small groups.
3. 10 minutes - Based on discussions from Lessons 1-4, students should come to consensus on how they want to arrange their affirmative and negative arguments, choosing the most logical and persuasive structure possible. They can use a variety of strategies as they shuffle the arguments into different combinations.
4. 25 minutes - Once the group has come to consensus on their argument order, they should then divide the writing of the affirmative and negative cases between the members of the small group, ideally 2-3 people working on the affirmative and the others working on the negative. By the end of class they should have both case templates completed. If they finish early they can share the cases with each other to work on word choice and fluency. Cases will be in outline format so that students can practice a natural, conversational delivery.
5. Bell ringer

Informal Assessment Strategies:

1. Teacher monitoring of group work to see if students are on task and fulfilling roles.
2. Collection of google docs

Reflection/Review for Future:

1. Depending on the progress achieved during this unit, students may now proceed to engaging in drills and practice as they prepare to debate other teams in the class.

Simple Case Outline - Directions: Using the template below, students should organize their arguments into a logical and persuasive order and fill in the template. Once that is done, they should work on turning the outline into a polished presentation, using the outline only for reference.

Topic _____ Side _____

I. Introduction - What am I trying to tell my audience? What am I asking them to believe or accept at the end of my speech?

II. Body

A. Argument #1

1. Claim - What is my point?

2. Warrant - Why is my point true? What is my proof?

3. Impact - Why does my point matter?

B. Argument #2

1. Claim - What is my point?

2. Warrant - Why is my point true? What is my proof?

3. Impact - Why does my point matter?

C. Argument #3

1. Claim - What is my point?

2. Warrant - Why is my point true? What is my proof?

3. Impact - Why does my point matter?

III. Conclusion - What important idea/s do I want to have my audience remember? Why should they vote for our side?