

Final Lesson Plan

Aaron D'Albey

SPRING15-C-8-OTL502-1 – Learning Theories and Modules of Instruction

Colorado State University – Global Campus

Nella B. Anderson, PhD

June 20, 2015

## Parliamentary Debate

### Stage 1 – Desired Results

**Content Standard:**

**CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (Common Core State Standards Initiative, 2012).

**Essential Question:**

What are the fundamentals of good argumentation and how can they be used to convey a logical, distinct perspective that will gain support from the target audience?

**My student will understand...**

- How to determine the quality of research and cite the research properly in arguments and rebuttals.
- How to use the four kinds of evidence that are used in debate (examples, common sense, expert opinions, and statistics) and understand how to properly include evidence in an argument so that it supports his case.
- The three components of a basic argument (claim, warrant, and evidence) and how each component is used to build a logical, substantive, persuasive argument with a clear line of reasoning.
- How to address opposing arguments by creating concise, logical rebuttals.
- How to attack relevance, assumptions, impacts, leaps of logic, hung arguments and examples in rebuttals.
- How to utilize formal and casual registers, modulate his diction to emphasize important points, and present his arguments in an organized, common sense manner in order to persuade the audience and make it easy for him to support his case.

**Students will be able to...**

- Demonstrate effective research methods
- Build an evidence sheet
- Identify and rank arguments based on research
- Write an argument using evidence
- Write a rebuttal using evidence
- Perform speeches
- Hook students into a lesson and maintain their interest
- Teach a debate class

**I will build a relationship with my student by...**

- Greeting my student with a positive attitude at the start of class.
- Making time for frank interaction during the class by allowing for a number of question and answer portions that relate to his professional development and ways that he can integrate what he is learning into his classes so that he can see the relevance of what he is learning.
- Demonstrating the relevance of the information he is tasked with learning by verbally modeling proper speeches, arguments and rebuttals for him.

- Creating opportunities for my student to share his interests in debate and demonstrate his strengths.

**Stage 2 – Assessment Evidence Directly Aligned to Content Standard**

**Performance Task(s): Tasks aligned to final assessment rubric and content standards.**

- Evidence: Utilize research techniques on the Internet to locate a large amount of peer reviewed, frequently cited material from credible authors that can be tied together and integrated into their work in a scholarly manner to create convincing arguments and rebuttals. Demonstrates knowledge of the four kinds of evidence (examples, common sense, expert opinions, and statistics) and understands the nuances involved in using “examples” and “common sense”.
- Argumentation: Use their knowledge of the composition of arguments to effectively form organized, logical, sophisticated, and nuanced arguments that include credible evidence and acknowledge both sides of an issue. The debater also demonstrates a command of the different kinds of rebuttals to deliver sharp and concise responses that attack any weaknesses in the opposing arguments.
- Presentation: Speak audibly and persuasively with a confident, professional demeanor. Good, upright posture. Uses different facial expressions to “speak without talking”. Avoid reliance on notes. Address the judges and "the three audiences" equally. Able to modulate their voice to emphasize important points and inspire a positive reaction from their audience. Complete their speech during their reserve time.

**Self-Assessments**

- My student will be given the rubric at the beginning of class.
- Feedback will be provided after my student researches for, writes and performs his sample arguments and rebuttals.
- A mid-class checkup conversation.

**Other Evidence (Assessments)**

- A verbal warm-up quiz will be given at the beginning of class.
- At the end of class my student will teach me what he has learned.

**Differentiated Assessment Approaches:**

All IEP accommodations will be met, although my student is not on an IEP or ELL. I will perform a speech for my student to target a visual learner. My student will perform speeches for auditory and kinesthetic experience.

**Stage 3 – Learning Plan – Directly Aligned to Content Standard and Assessments**

**Learning Activities:**

Because this is a one-on-one lesson I’m limited in my ability to use group-oriented formative assessments and activities like Think-Pair-Share, Numbered Heads Together, and Traveling File (Colorado State University-Global Campus, 2015). Instead I will rely on focused discussions and question and answer sessions throughout the lesson along with feedback after speeches.

**Class 1**

- **(10 mins)** Introduction and a verbal warm-up quiz including the components of an argument, the types of rebuttals, what counts as credible evidence, and what a good speech should look and sound like. (Curiosity, Connection, Coherence)
- **(10 mins)** What a good speech looks like (confident mannerisms, modulation of voice, gestures, posture). I will model a speech by reading the Gettysburg Address by Abraham Lincoln, after which we will discuss verbal and visual cues that were used to make an impact. **(Curiosity, Connection, Coherence)**

- **(10 mins)** How to deconstruct a resolution and define individual words in order to dictate the course of a debate. Our sample resolution will be a choice between “The rights of the individual should always be considered before the rights of society” and “Smoking in public places should be banned”. **(Curiosity, Connection, Coherence, Coaching, Context)**
- **(25 mins)** Go to the computer lab and locate basic expert opinion and statistical evidence to build an evidence sheet based on his chosen resolution. We will explore “common sense” and “examples” as forms of evidence in the next class. **(Connection, Coherence, Coaching)**
- **(5 mins)** Review what we have learned in the class with a question and answer session. **(Context)**

## Class 2

- **(10 mins)** Determine and rank arguments based on my student’s evidence sheet through a short back and forth discussion in order to brainstorm all potential arguments and rebuttals, which is a technique he can use in his classes. **(Connection, Coherence, Context)**
- **(10 mins)** The components of an argument and their individual importance (claim, warrant, evidence). My student will use his evidence sheet to write a one-minute argument (12 sentences) utilizing all components of an argument and deliver it, after which I will provide feedback that will be linked to elements he can teach his students. **(Connection, Coherence, Concentration, Coaching, Context)**
- **(10 mins)** The types of rebuttals (relevance, assumptions, etc.), how to deconstruct a claim, find holes in arguments and attack weaknesses in a concise, logical manner. My student will use his evidence sheet to write a one-minute rebuttal (12 sentences) and deliver it, after which I will provide feedback that will be linked to elements he can teach his students. **(Connection, Coherence, Concentration, Coaching, Context)**
- **(10 mins)** Explore how to hook students into a debate, ask leading questions, issue challenges, and offer learning choices in order to engage students in the debate subject. **(Curiosity, Connection, Coherence, Context)**
- **(20 mins)** My student will teach me a mini-lesson in the order of what he has just learned to reinforce his knowledge. I will have him use the resolution he did not use before to demonstrate his deconstruction techniques before participating in a casual back and forth “mini-debate”. I will provide him the choice of taking the pro or con side and I will debate from the opposite position, and we will practice using “common sense” and “example” forms of evidence. **(Connection, Coherence, Coaching, Context)**
- As my student is working on his arguments, rebuttals, and speeches I will ask questions which focus on a critical issues to check for comprehension and weaknesses. **(Coaching)**
- Processing information- After each block of time I will end the current activity, discuss my student’s results, and link what he just did to the classes he will teach and allow him to ask questions before re-launching the class.

## Stage 4 – Feedback Strategies (Entire Unit Plan)

Students will know what they need to improve and work towards mastery by through...

- Parliamentary debate rubric.
- Personalized feedback.
- Question and answer discussions

References

Common Core State Standards Initiative. (2012). *English Language Arts Standards*.

Retrieved from <http://www.corestandards.org/ELA-Literacy>.