|  |
| --- |
| **Claim A:**  **Claim B:** |

**PART 1 – DEBATE PREPARATION (20 min)**

1) You have been assigned a claim to represent.

2) For homework, complete the Evidence-Reasoning chart below by choosing 2-3 pieces of evidence from the document packet that you feel helps to inform/address the question being asked and then explaining how.

3) In class, come together with your group, and decide on your best 3 pieces of evidence, with reasoning.

|  |  |
| --- | --- |
| **EVIDENCE** | **REASONING** |
|  |  |
|  |  |
|  |  |

**Debate Roles:**

|  |  |
| --- | --- |
| **Opening speaker** |  |
| **Question asker** |  |
| **Question answerer** |  |
| **Note taker** |  |
| **Closing Speaker** |  |

**PART 2 – CLASS DEBATE (30 min)**

1) *Opening Speaker (2 min):* The first student group shares their evidence and reasoning to support their claim.

2) *Questions (5 min):* The other group asks questions to clarify, expose assumptions, or challenge the evidence presented as it relates to the central question. The presenting group responds to the questions.

3) Repeat steps #1 and #2 for the opposing group.

4) Closing statements – for each group

4) *Open Discussion (10-15 min):* Students from each group use this time to *counter* the other groups’ arguments, extend their own arguments, and/or go deeper in their analysis.

**PART 3 – WRITING EXTENSION (Homework)**

**1.) Reflection Question:** What’s something new or surprising you learned from this debate? How did that learning affect your overall view on the topic?

**2.) One-Page Response:** In your own opinion, which claim is stronger? Why?