

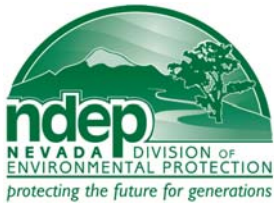
## Lesson 20

# Socrates Static

Oral Assessment: Debate  
Day 2

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### Teaching Strategies

# Socrates Static

## Oral Assessment: Debate Day 2

### Teaching Strategies

#### Small Group Discussion

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### Rubrics

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

#### Group Presentations

The group presentation allows learners of all levels to practice public speaking. Each member of the group is required to participate in the presentation. The individuals with difficulty in public should be able to gain confidence with the support of other group members.

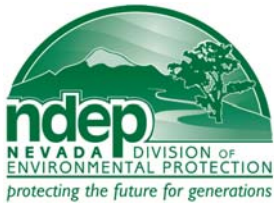
#### Debate

This activity will allow the students to process all of the information presented in class. Working in teams, the students will have support and direction. This activity will force the students to organize their thoughts and gather information. Students will also have to anticipate what the other team will present so they can effectively rebut.

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**Tip: The student worksheet can be made as a transparency for group discussion.**





**Lesson Time:  
60 minutes**

## **Socrates Static**

**Oral Assessment: Debate  
Day 2**

**The academic controversy.**

**Today we argue the other side.**

### **Objective**

Students will participate in an academic debate.  
Students will work in groups to prepare for the debate.  
Students will review and use information presented in this class.

## Materials Needed

30	Single subject notebooks
6	Dry erase markers
1	White board

## Anticipatory Set

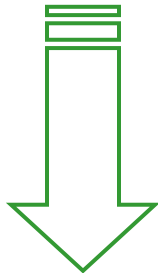
Write the lesson objectives on the white board.  
Discuss with the students what the objectives of the lessons are.

Objective: You will participate in an academic debate.

Objective: You will work in groups to prepare for the debate.

Objective: You will review and use information presented in this class.

Distribute handouts (or workbooks).



## Introduction:

“Today we are going to argue the other side of the issue. Let’s try to find some different arguments and opinions on the issues than were presented yesterday.”

## Modeling / Guided Practice

1. Read the rules of the debate / academic controversy
2. Divide the class into two groups (the same groups that were assigned in the previous class session.
3. Check for understanding.
4. Hand each team a topic sheet.
5. Remind the students that you will be looking for different arguments than were presented in the last class.

## **Modeling / Guided Practice**

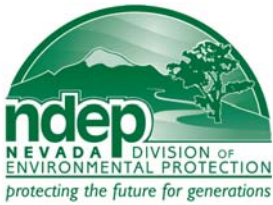
5. Let the students know they should use all of their notes.
6. The students should discuss their question with their teammates.
7. After 30 minutes regain the attention of the class.
8. The teacher should return to the front of the class, with the teams on either side of the room.
9. Begin the debate
10. When all of the arguments are presented and rebutted, end the debate.
11. Have the students fill out the debate rubric for the other team.

### **Closure:**

1. Emphasize some of the responses that the students gave.
2. Emphasize good behavior during the academic controversy.
3. Let students know they will be arguing the other side of the argument next time

### **Independent Practice**

1. Not applicable.



**Support  
Document**

**Debate Rules**

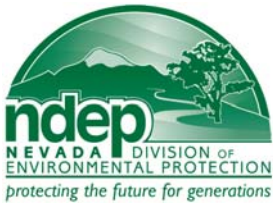
# Socrates Static

## Oral Assessment: Debate Day 2

### Rules to live by:

- Be critical of ideas not people.
- Do not focus on winning—the purpose of the exercise is to learn.
- Participation strongly encouraged.
- Listen to everyone's ideas.
- Try to understand both sides of the issue.
- Keep behavior under control.

1. Divide into two groups.
2. Each half of class is given a topic that is to be discussed.
3. Teams separate to prepare their arguments.
4. Each team has 30 minutes to prepare an argument.
5. The two teams come back together.
6. One team (chosen by the teacher) presents an argument.
  - There is a 5 minute time limit.
  - Opposite team may not interrupt or speak.
7. The remaining team presents their counter-argument .
  - (see rubric for expectations)
  - There is a 5 minute time limit.
  - Opposite team may not interrupt or speak.
8. This presentation / rebuttal session shall continue to go back and forth until the students have exhausted all arguments.



Support Document

Debate Rules

## Socrates Static

Oral Assessment: Debate

### Topic

I want to start a recycling program at your school. There are some people that agree with me and some who say a recycling program is a waste of time.

### Team A:

Argue that a recycle program is a waste of time and resources. Include reasons why a recycle program should not be set up at your school. Use facts and opinions based on what you have learned from this class.

### Team B:

Argue that a recycle program is a good idea. Include reasons why we should start one and how we might set up a program. Use facts that you have learned from this class.



**Solid Waste and Recycling Curriculum**  
**Lesson 20**

Name: \_\_\_\_\_

**Socrates Static: Day 2**

Date: \_\_\_\_\_

Teacher Copy – For scoring each side of the debate

**Socrates Static-- Debate Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Respect for Other Team</b>	Statements, responses and/or body language were consistently not respectful.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	All statements, body language, and responses were respectful and were in appropriate language.
<b>Information</b>	Information had several inaccuracies OR was usually not clear.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Most information presented in the debate was clear, accurate and thorough.	All information presented in the debate was clear, accurate and thorough.
<b>Rebuttal</b>	Counter-arguments were not accurate and/or relevant	Most counter-arguments were accurate and relevant, but several were weak.	Most counter-arguments were accurate, relevant, and strong.	All counter-arguments were accurate, relevant and strong.

**Socrates Static-- Debate Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Use of Facts/Statistics</b>	Every point was not supported.	Every major point was supported with facts, statistics and/or examples, but the relevance of some points were questionable.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was well supported with several relevant facts, statistics and/or examples.
<b>Presentation Style</b>	One or more members of the team had a presentation style that did not keep the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.
<b>Organization</b>	Arguments were not clearly tied to an idea (premise).	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.
<b>Understanding of Topic</b>	The team did not show an adequate understanding of the topic.	The team seemed to understand the main points of the topic and presented those with ease.	The team clearly understood the topic in-depth and presented their information with ease.	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.

**Solid Waste and Recycling Curriculum**  
**Lesson 20**

Name: \_\_\_\_\_

**Socrates Static: Day 2**

Date: \_\_\_\_\_

**Socrates Static-- Debate Rubric**

**Team A Score**

	SCORE
<b>Respect for Other Team</b>	
<b>Information</b>	
<b>Rebuttal</b>	
<b>Use of Facts/Statistics</b>	
<b>Presentation Style</b>	
<b>Organization</b>	
<b>Understanding of Topic</b>	

Total points earned:	Total possible:	Percent:
	<b>21</b>	

**Solid Waste and Recycling Curriculum**  
**Lesson 20**

Name: \_\_\_\_\_

**Socrates Static: Day 2**

Date: \_\_\_\_\_

**Socrates Static-- Debate Rubric**

**Team B Score**

	SCORE
<b>Respect for Other Team</b>	
<b>Information</b>	
<b>Rebuttal</b>	
<b>Use of Facts/Statistics</b>	
<b>Presentation Style</b>	
<b>Organization</b>	
<b>Understanding of Topic</b>	

Total points earned:	Total possible:	Percent:
	<b>21</b>	

**Objectives:** I will participate in an academic debate.  
 I will work in groups to prepare for the debate.  
 I will review and use information presented in this class.

**Socrates Static-- Debate Rubric**

	<b>0</b>	<b>Needs Work 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>
<b>Respect for Other Team</b>	Statements, responses and/or body language were consistently not respectful.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	All statements, body language, and responses were respectful and were in appropriate language.
<b>Information</b>	Information had several inaccuracies OR was usually not clear.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Most information presented in the debate was clear, accurate and thorough.	All information presented in the debate was clear, accurate and thorough.
<b>Rebuttal</b>	Counter-arguments were not accurate and/or relevant	Most counter-arguments were accurate and relevant, but several were weak.	Most counter-arguments were accurate, relevant, and strong.	All counter-arguments were accurate, relevant and strong.

**Socrates Static-- Debate Rubric**

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<b>Presentation Style</b>	One or more members of the team had a presentation style that did not keep the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.
<b>Organization</b>	Arguments were not clearly tied to an idea (premise).	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.
<b>Understanding of Topic</b>	The team did not show an adequate understanding of the topic.	The team seemed to understand the main points of the topic and presented those with ease.	The team clearly understood the topic in-depth and presented their information with ease.	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.

**Topic**

**I want to start a recycling program at your school. There are some people that agree with me and some who say a recycling program is a waste of time.**

**Team A:**

**Argue that a recycle program is a waste of time and resources. Include reasons why a recycle program not be set up at your school. Use facts and opinions based on what you have learned from this class.**

**Team B:**

**Argue that a recycle program is a good idea. Include reasons why we should start one and how we might set up a program. Use facts that you have learned from this class.**

**Solid Waste and Recycling Curriculum**

**Lesson 20**

**Socrates Static: Day 2**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Initial Arguments**

**Solid Waste and Recycling Curriculum**

**Lesson 20**

**Socrates Static: Day 2**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Counter-argument**

**Socrates Static-- Debate Rubric**

**Team Score**

	SCORE
<b>Respect for Other Team</b>	
<b>Information</b>	
<b>Rebuttal</b>	
<b>Use of Facts/Statistics</b>	
<b>Presentation Style</b>	
<b>Organization</b>	
<b>Understanding of Topic</b>	

Total points earned:	Total possible: <b>21</b>	Percent:
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