



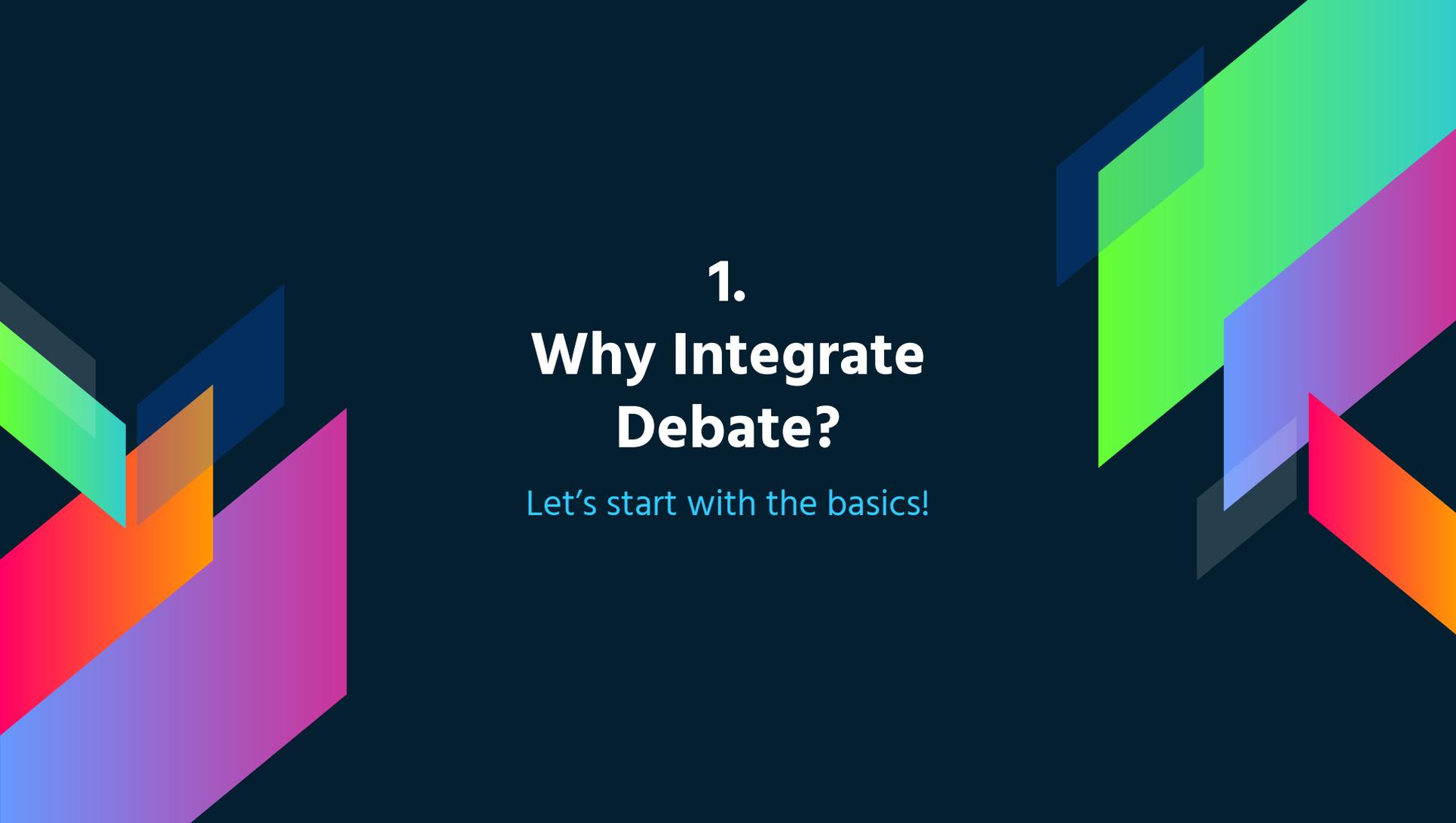
Welcome to The Great Debate!

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Content:

- › Why Integrate Debates?
 - › Uses and Academic components
- › Where Do I Start?
 - › Student group, Student Roles, Prep
- › Large Scale Debate Example
 - › Teacher Resource, Student Resource, Debate



1. Why Integrate Debate?

Let's start with the basics!

Some of the Reasons...

- ❖ **Academic Discourse**
- ❖ **Integration/ multidisciplinary**
- ❖ **Technology**
- ❖ **4 C's and Building a teamwork mentality**
- ❖ **Engaging all students systematically**
- ❖ **Rigor**
- ❖ **Purposeful grouping**

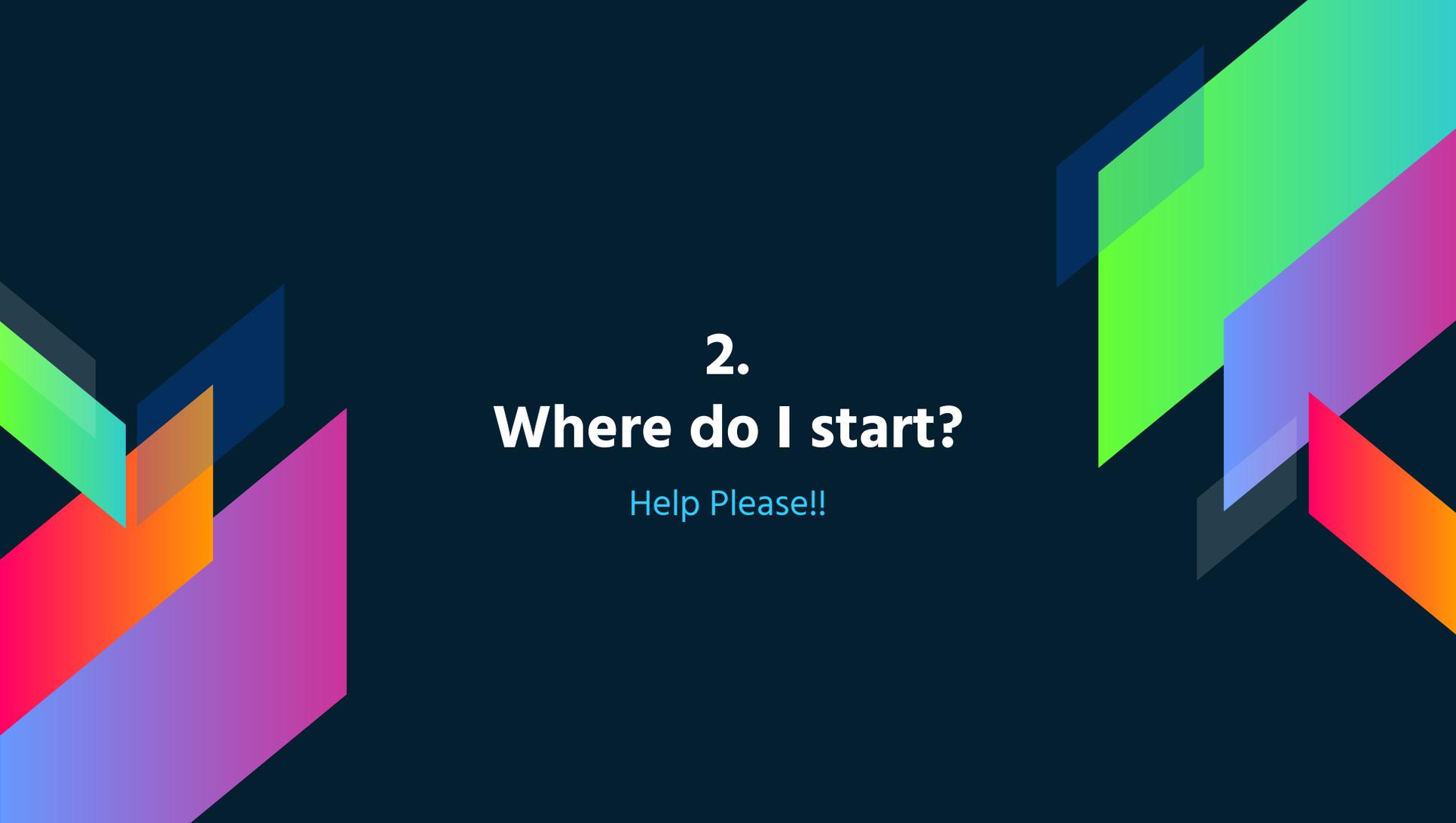
Debate is useful for:

- ❖ Engaging all students
- ❖ Covers many standards
- ❖ Develops:
 - group work and the 4 C's
 - planning skills
 - logic and reasoning (similar to SMP's)
 - Moral and academic understanding of complex issues
 - ability to understand multiple perspectives of a complex issue
 - evaluate their own moral compass
- ❖ prepare to become citizens in a society in which they encounter various forms of propaganda (evaluating sources for propaganda and credibility)

Debate is academically useful for in ELA:

- ❖ Citing evidence
- ❖ Making Inferences
- ❖ Summarization
- ❖ Evaluating sources
- ❖ Integrating information from multiple sources
- ❖ Research Skills
- ❖ Responding to other's ideas
- ❖ Coming to a discussion prepared
- ❖ Opinion or Argumentation (6th Grade)- turn into an essay
- ❖ Speaking and Listening Skills

Most of these skills are heavily seen in the CAASPP: ELA and Research sections
Argumentation /discussion prepared not as heavily seen Writing separate section



2. Where do I start?

Help Please!!

Academic Sentence Starters on Cards

Start an Idea

Add-On/ Agree/ Expand

Disagree

Ask a Question

[Click Here!](#)

Grouping

- ❖ Differences in rigor in the questions
- ❖ Purposefully deciding which side of the debate students are on
- ❖ Purposefully pairing students in small groups
- ❖ Purposefully putting students on opposite sides of questions at each level

Student Roles in each group

1. Facilitator- Leads the group, ensures everyone has participated
2. Recorder- the “writer”
3. Reporter- Reports to the group (and me)
4. Contributor- Contributes ideas and tries to make new connections

OR...

1. The Data Collector- collects and records data for the activity
2. The Checker- keeps track of groups progress towards the goal
3. The Elaborator- connects discussions with prior material and activities
4. The Timekeeper- monitors time and helps keep the group on task.
5. The Encourager- praises and affirms. Records positive comments and actions
6. The Materials Manager- gets and returns supplies and materials.

Building Debate Skills:

- ❖ RULES of ENGAGEMENT!!!
- ❖ Expectations for participation
- ❖ First: Naturally build in vocabulary like “ Can you provide more evidence...” or “Do you have a rebuttal/counter” to encourage responding to other’s arguments- not just state their own
- ❖ Next: Use the Socratic Method to guide students
- ❖ ALWAYS be ready to play DEVIL’s Advocate for both sides

Building Debate Skills Cont.

- ❖ First: Practice with debate issues that need little background knowledge other than their own experiences- moral debates of high interest
- ❖ Next: Crucial to build background knowledge

Additional Tips:

- ❖ Develop a learning environment for everyone- Respectful!
 - Disagreeing with arguments not the student
- ❖ Encourage extra credit for students discussing with their family (signed note)
 - Different perspectives
 - More research done
 - Great parent connection
- ❖ Integrate with a standard from sci and/or S.S./STEAM
 - Science is usually easier because they often point to ethical/social issues
 - Best to integrate with a current political issue or political issue from history

Get ready for your first small debate:

- ❖ Discuss “rules of engagement”
- ❖ Topic of high interest and use of common knowledge or high background knowledge
- ❖ Have a clipboard with a class roster so you can tally student responses take quick notes on :
 - participation, valid arguments, evidence, use of cross-curricular connections, rebuttals etc.
- ❖ Get ready to give feedback, ask for elaboration, evidence to support their assertions, and to play devil’s advocate!
- ❖ Provide built in models if possible!

Rules of Engagement:

- ❖ Be polite and courteous
- ❖ Listen attentively
- ❖ Speak when it is your turn
- ❖ Allow others to express their opinions; do not monopolize the debate
- ❖ Speak clearly, slowly, and loud enough to be heard
- ❖ Speak with passion and excitement
- ❖ Be RESPECTFUL
- ❖ HAVE FUN!

Kid
President:

How to
Disagree



HOW TO DISAGREE



The Best Kindergarten You've Ever Seen



Ted Talk by:

Takaharu Tezuka

Robin Hood Robber

You have witnessed a man rob a bank, but then he did something completely unusual and unexpected with the money. He donated it to an orphanage that was poor, run-down and lacking in proper food, care, water, and amenities. The sum of the money would be a great benefit to the orphanage, and the children's lives would turn from poor to prosperous.

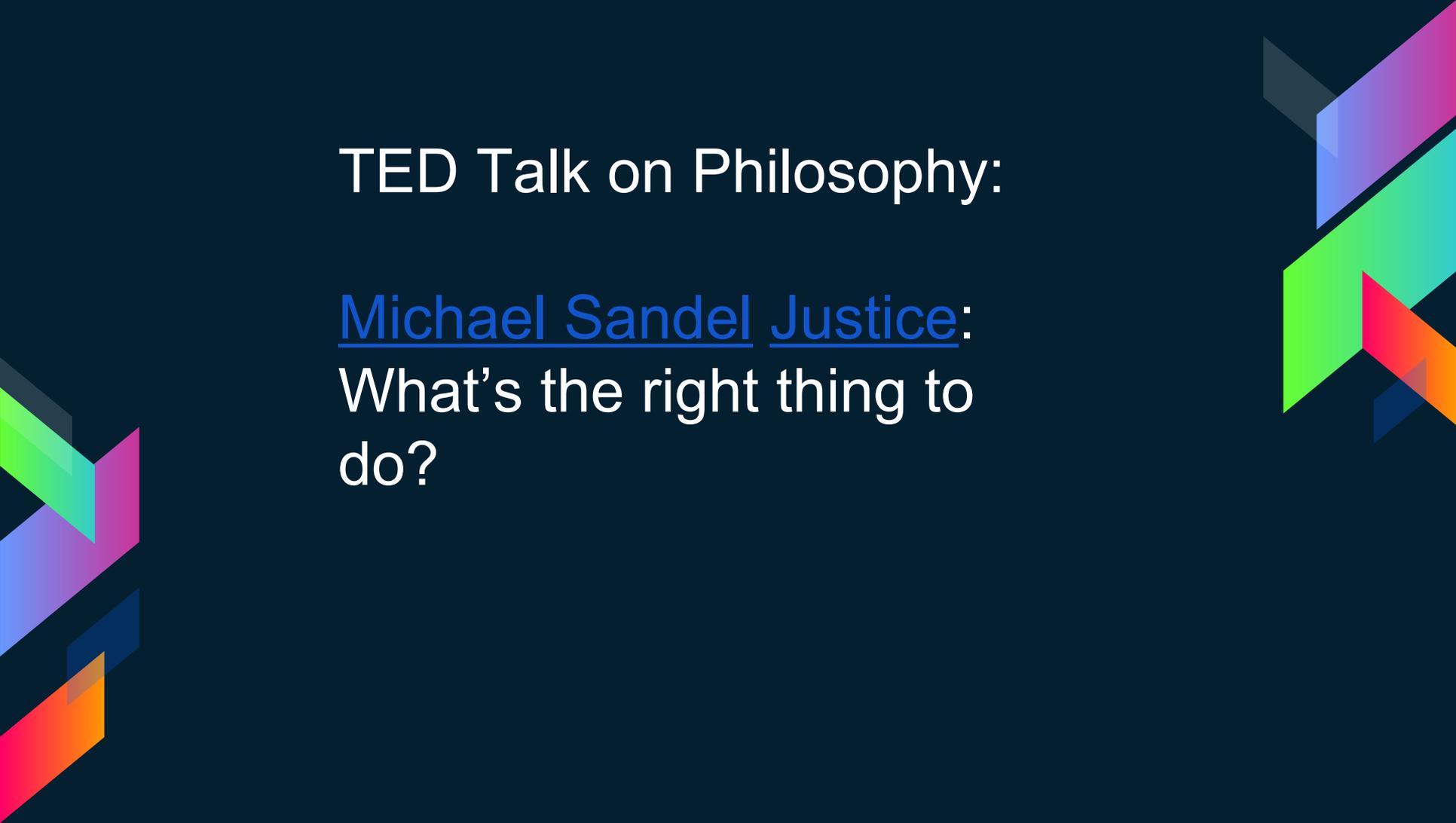
What would you do?

What is morally right?



Scenario from:

<https://listverse.com/2011/04/18/10-more-moral-dilemmas/>



TED Talk on Philosophy:

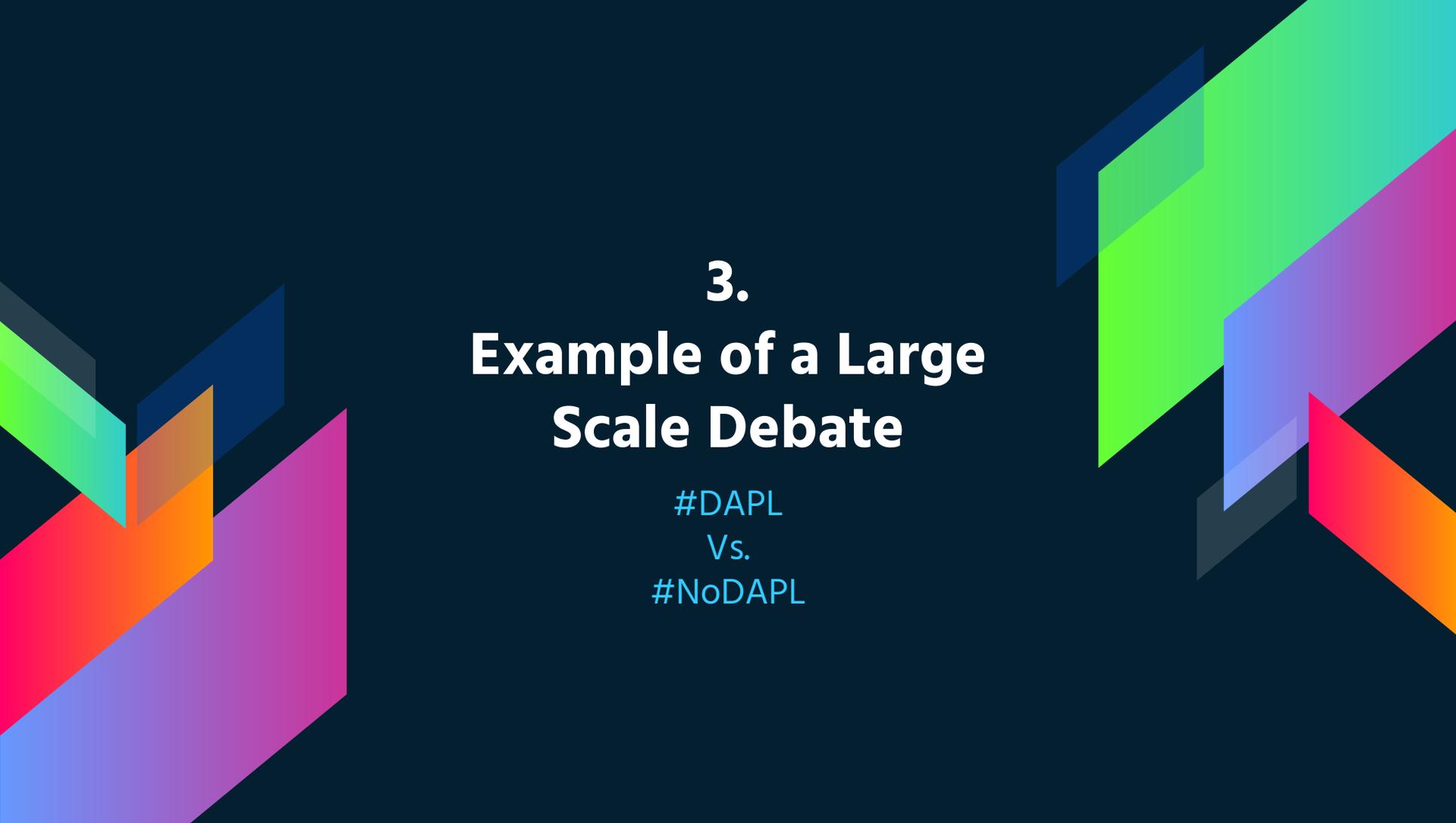
[Michael Sandel Justice:](#)
What's the right thing to
do?

Get ready for your first large debate:

- ❖ Discuss “rules of engagement”- WARN that ALL must contribute
- ❖ Have a clipboard with a class roster so you can tally student responses take quick notes on :
 - participation, valid arguments, evidence, use of cross-curricular connections, rebuttals etc.
- ❖ Put students on large teams Pro/ Con depending on their academic needs (do they need a challenge?)
- ❖ Put students in small teams within their larger teams
 - give each prompts to focus on using different content imperatives, universal themes, and thinking prompts
 - Give each group member a job (Facilitator, Recorder, Reporter, Contributor with jobs and sentence frames)
- ❖ Provide basic information pro/con and increasingly more diverse and challenging sources

Get ready for your first large debate:

- ❖ After research give them time to discuss their findings with their smaller group and then in their larger group
 - Info sharing session: good information for other questions
 - Students mark as researching
 - Develop their arguments, gather evidence, find holes in arguments
 - Practice debating in medium sized groups to find holes or get rid of nerves
- ❖ Divide back into smaller groups to re-research any holes in argument
- ❖ Allow students to role play their part
 - dressed up as each side, lawyers, protesters, oil executives, etc.
 - Made signs and slogans, etc.
- ❖ Then we literally divided the room in half with tables!



3. Example of a Large Scale Debate

#DAPL
Vs.
#NoDAPL

6th Grade Example:

- › Exxon Mobil Valdez Oil Spill Close Read
- › ELA units on Biomes, Pollution, Renewable Energy Resources
- › Science Overlap with Standards
- › Engineering Unit on Filters
- › Engineering Unit on Oil Spills
- › Provide students with Basic Pro/Con
- › Provide students with a few articles from each side
- › Videos to build background knowledge
- › At the time current updates on presidential decisions and potential political moves

6th Grade Example Cont.

- Students were put into groups of 4-6 in order to conduct research on Pro DAPL or Con DAPL side
- They researched a specific question related to the Debate and were expected to contribute to this specific question
- Many resources were shared through google classroom that were required and after they could look up and incorporate more
- Teams were then allowed a second “chance” that you will see in this clip where they needed to have better counter-arguments, and better research than the previous debate day
- Expected to cite evidence/source, slideshows were optional and used to prove student arguments, use knowledge from multiple subject areas to prove points and expand on other’s thoughts, and consider: economics, politics, Social/Human Rights, Environmental Concerns, intergenerational concerns, etc.
- At this point in the filming students were focused on if an Oil Spill were actually to occur would there truly be contamination to the water source that the Native Americans are claiming would affect their water source. If so, to what extent- this specific inquiry was student created.



Dakota Access Pipeline Debate

Students will be able to **provide evidence** from **multiple sources and subjects** to support their argument while **justifying and critiquing the arguments of self/others**.

What Happened.

FIRST

SECOND

LAST

What Happened

What Happened

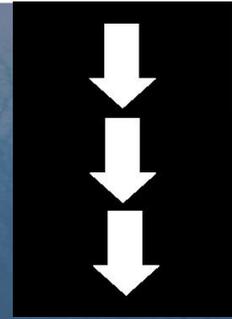
What Happened

Question 1:

Is this a
question of right
or wrong? Why
or why not?



Question 2:

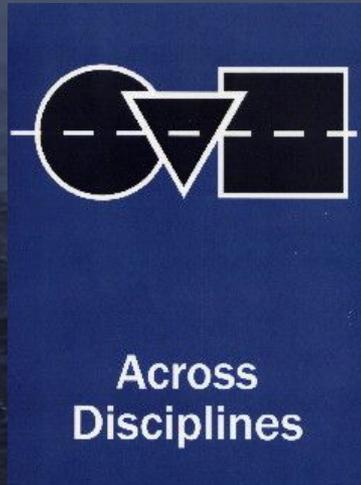


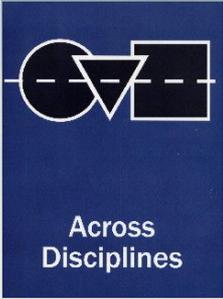
What does your side/other side have to benefit from the outcome and why is your side correct?

Question 3:

Is it likely to have a negative environmental impact based on the safety guidelines the pipeline builders are adhering to? Would train transport of crude oil be better or worse? What other methods of transport could be used?

- Use what you know from our Exxon Mobil Valdez article and Engineering unit as well as the articles provided to defend your side of the argument.





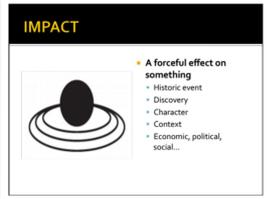
Question 4:

What is the societal impact that the Dakota Access Pipeline will have on each side? Why is your side correct/and the other incorrect?

What type of impact will this have on :

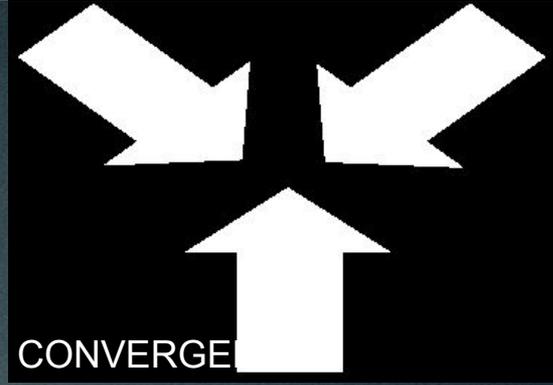
- 1. you/your generation/children?*
- 2. on our country?*
- 3. our country in relation to the world?*

-Please consider: Economics (Money, Cash Flow & Jobs)
Land, Religion, Laws & Projects (current and future),
Human Rights, etc.

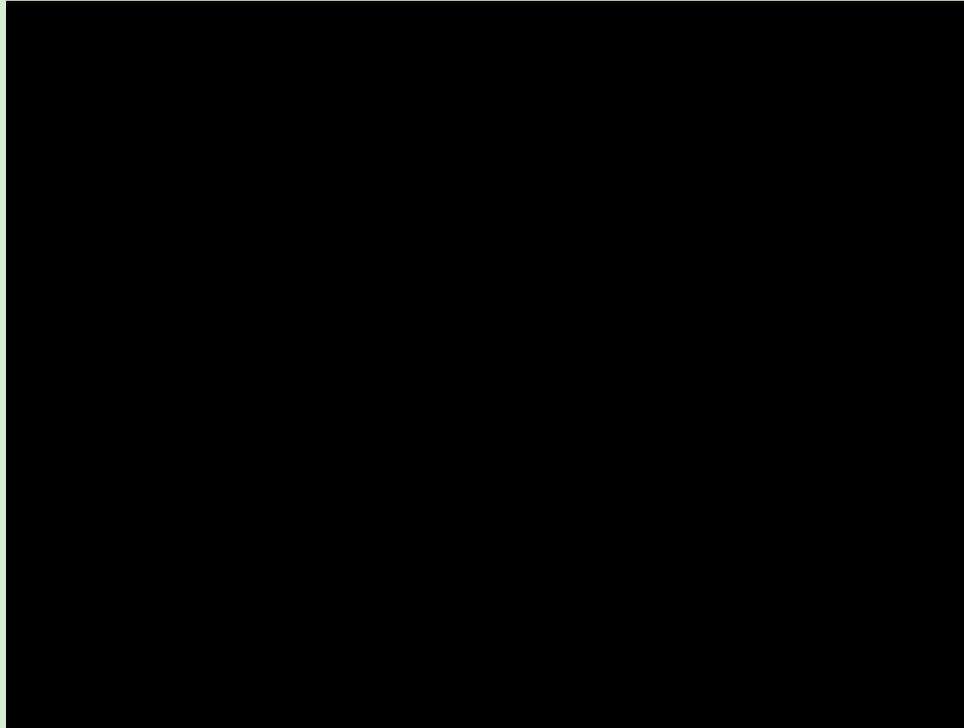


Question 5:

- ✘ Should the Dakota Access Pipeline be built?
- ✘ Why or Why not?



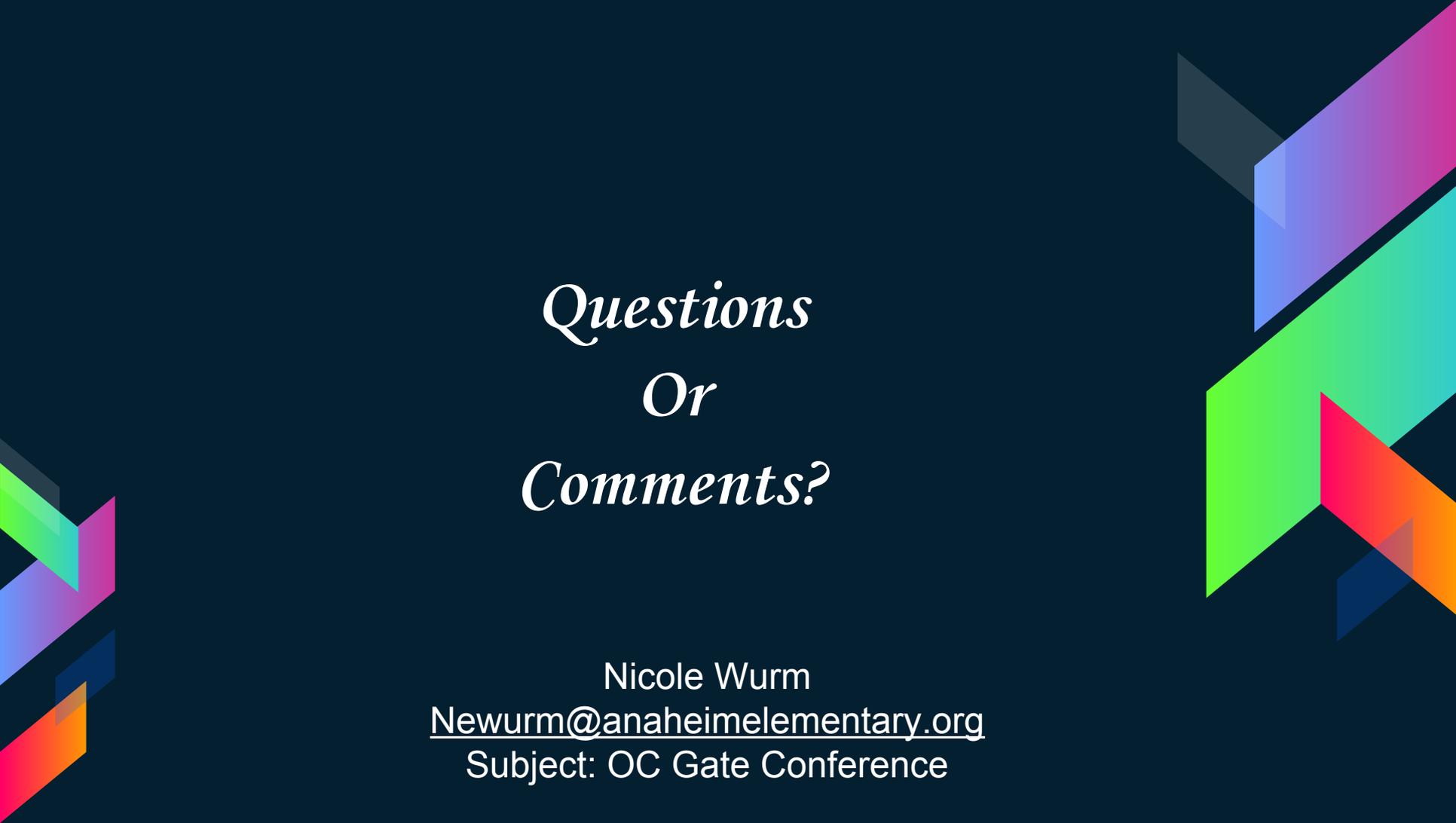
The Debate



DAPL Debate Video Here!



Student Presentations

The background is a dark blue gradient. In the top-left and bottom-left corners, there are overlapping, semi-transparent geometric shapes in shades of green, purple, and blue. In the top-right and bottom-right corners, there are overlapping, semi-transparent geometric shapes in shades of purple, green, red, and orange.

*Questions
Or
Comments?*

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Subject: OC Gate Conference