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| TITLE OF LESSON  Demographic Shifts Mock Debate | CURRICULUM AREA & GRADE LEVEL  High School Math and History | |  |
| CA CONTENT STANDARD(S)  SID: Interpreting Categorical and Quantitative data, Assess the extent to which the reasoning and evidence in a text support the author’s claims | | CA ELD STANDARD(S)  11. Justifying/Arguing: Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. | |
| BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: Why this material is important to teach; how it fits in with the unit or theme  Students will use the data and opinions they have gathered so far and prepare to debate for the position they are assigned. | | ESSENTIAL QUESTIONS   * How can we use data to make an argument that will persuade? * What else will go into persuasion? | |
| OBJECTIVE(S) OR LEARNING GOAL(S)  Students will be able to plan an educational event for their school community by marketing it, writing a script and creating a debate. Link mathematical and historical justification to each of their reasons for why one approach is better than others. Assess the extent to which the reasoning and evidence in a text support the author’s claims. | | ASSESSMENT(S) - *choose one*  Students will perform their mock debates for the class and receive feedback from teachers and students immediately after to help them improve. (Formative) | |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL - *possible misconceptions or assumptions*  *For students who have not played part in a debate before, they may have difficulty understanding what goes into persuading an audience. Students may also have difficulty linking the mathematical data they have found with their reasoning for a social justice issue.* | | | |
| INSTRUCTIONAL STRATEGIES: *What the teacher does*   1. The teacher will begin by introducing the lesson for the day:   “As you have learned over the last few days, there are many communities where demographic shifts affect how cultures come together to live. You have listed the pros and cons of cultural assimilation and maintenance of cultures. Who can remind me what these terms mean? …. Your job now is to perform a public debate in front of the school to educate your peers about the issues that exist when cultures are brought together. You will each be assigned to one of 3 groups, one arguing for cultural assimilation, one for maintenance of cultures and one for a combination of the two. You will not be able to choose your group and the reason behind this is that we want you to learn to see all sides of an argument and to help your peers see the same. You will want to take what you have learned in your mathematical research as well as what you have learned about propaganda and persuasion to create an argument that will convince your audience of your position. They will have an opportunity to vote at the end of the debate on which argument was the most convincing. Can someone tell me what things might make a debater win an argument….? Today, you and your group will spend the combined math and history class planning for the debate. Some of you will use the art you have created to market the event, others will put together data to help write the justifications and others will plan to be the debaters. At the end of class, we will have a mock debate where each group is able to debate one another based on what you have put together so far. You will receive immediate feedback from your teachers and classmates so that tomorrow, you can strengthen your arguments and persuasion techniques.” (10 min)  2. Students will be split into three groups by the teacher. The teacher will be cognizant when making the groups to have ELLs be in groups with people who will support them in their language needs. Additionally, needs of special education students will be taking into account for the grouping strategy. Students will be asked to move into their groups. (3 min)  3. One students are in their groups, they will be asked to decide who will take on the different roles: marketers to put out propaganda for the event, writers to bring together data and arguments, debaters to be the performers for the debate, data experts to make sure the data is accurate for the arguments and a facilitator to make sure the planning moves smoothly. For class today, they should all work together to plan for the event and for the debate. They can all help each other with suggestions on how to make the propaganda, how to fit in the data and how to make their argument convincing in the debate. (4 min)  4. Once roles are determined, the students will have time to plan for the event and make their arguments for the mock debate later in class. The teachers will circulate around to help groups as needed and to offer suggestions when students are stuck. (63 min)  5. The teachers will ask students to come back together for the mock debates. The three teams of debaters will go to the front of the classroom and begin their debates. One of the teachers will be a moderator and ask one group at at time why they have chosen their position. After each group has had time to state their positions, they will be given the chance to offer rebuttals to strengthen their argument. (25 min)  6. Once the debates are finished, classmates will be given the option to provide feedback as will teachers. The class will enter into discussions about how best to convince the students at the school of the different points of view. (15 min) | | STUDENT ACTIVITIES: *What the students do*   1. Students will listen to the day’s introduction. As the teacher asks questions, the students will respond as appropriate. The students will also answer questions as they have them. (10 min)   2. Students move into groups as instructed by the teachers. (3 min)  3. Students decide who will take what roles for the debate: Marketers, writers, debaters, data experts, facilitator. (4 min)  4. Students will spend most of the time preparing for the event and the mock debates today in class. They can ask the teachers for help as needed. (63 min)  5. Students will come back together for the mock debates. The students who are the debaters will go up in front of the class and respond as the facilitator asks questions. They will moves through a full debate with rebuttals, etc. (25 min)  6. Students will be able to provide feedback and this time is meant for a class discussion to help all of the groups strengthen their debates and help the class as a whole discuss how this will affect the students at the school. (15 min) | |
| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS  *choose area(s) as necessary based on information above*   * Content - *Preparation for the event and mock debates.* * Process - *The teacher will emphasize the vocabulary learned so far and ideas about making convincing arguments.* * Product - *Students will perform the mock debate at the end of class and the preparation from today will go into the final event on the 6th day. ELL students will be able to practice justifying and arguing the position they are in by working with their teammates.* | | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS *choose area(s) as necessary based on information above*   * Content - * Process -The grouping will be done to ensure that special needs students will feel comfortable with their group. Depending on what the students’ strengths are, he can choose to play the role in the group that best matches strengths. * Product - *how the learning is* ***demonstrated*** | |
| RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organize*  Website with information about the lesson for students and parents to view: [demographicshifts.weebly.com](http://demographicshifts.weebly.com) | |  | |