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| **Law Studies** | | | | | |
| **Social Studies Standards:**  \*\*SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.  SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  LAFS.68.WHST.1.1 Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alter...  LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. | | | | **Vocabulary:**  Debate; dialogue; discussion; opening; closing; affirmative; negative; rebuttal; just law; perspective; arguments; segregation; racism; Jim Crow laws; Deep South; discrimination; Plessy v. Ferguson; Brown v. Board of Education; Civil Rights Movement; Wiley College; justice | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - What makes a “good” law? | | **Essential Question:**  - What makes a “good” law? | |  | |
| **H.O.T. Questions:**  - How did the debate team in *The Great Debaters* construct successful debate arguments and performances?  - What problems might arise with a law banning homework in schools?  - How would you construct debate-style arguments on the topic of a statewide homework ban? | | **H.O.T. Questions:**  - How would you organize, present, and verbally argue the affirmative/negative for a law banning homework?  - How would you critique a debate argument? | |  | |
| **Bell Ringer:**  Finish watching the final 5-10 minutes left of *The Great Debaters* film. | | **Bell Ringer:**  Students will have time to review their arguments and group plan from the previous class. | |  | |
| **Learner Outcome:**  Students will analyze the way in which the Wiley College debate team constructed successful arguments and performances. They will also evaluate a potential law banning homework in the state of Florida and apply what they have learned about debate to create their own arguments in the affirmative or negative on this topic. | | **Learner Outcome:**  Students will apply the lessons they have learned about debate, argument, and good/effective laws to organize, craft, and present in front of the class their own arguments about the topic of banning homework. They will also evaluate and critique the arguments of their classmates. | |  | |
| **Whole Group:**  - Finish watching *The Great Debaters* film – there is only about 5-10 minutes left of it. Then allow 5-10 minutes for students to share any thoughts that they might have about the film and to discuss what they saw.  - Pose the question in the “evidence based writing” section to the class and ask the class to create a paragraph in answering it. This will count as a quiz grade. Give students about 20-30 minutes in class to work on it, and they may complete it at home if they need more time.  - Discuss student answers to this question about how the Wiley College Debate team was so successful; emphasize to the class that they will be engaging in a debate on our topic of a homework ban in the next class.  - In the remaining half of class, have students join their group video calls (same groups as last week) and to complete their arguments either for or against a homework ban in Florida schools. Groups #1 and #2 will argue the affirmative for the homework ban, and Groups #3 and #4 will argue the negative against the homework ban. Students have already started this, and they will complete and turn in their debate graphic organizers this class.  - As students complete their arguments, they will work together in their groups to decide the structure of their group presentations during the debate we will have on Thursday. They should focus on deciding who will speak (at least 3 or 4 people per group) and which arguments from the group should be presented in each step of the debate. There will be a group checklist on the Files section of each group on Teams for the groups to fill out which will guide their debate prep.  - While students work on this, the teacher will work with any groups that seem to be having difficulty with any of these steps.  **Evidence Based Writing: Analyze how and why individuals, events, and ideas develop and interact over the course of the text. Cite evidence to explain these interactions.**    What do you think was the most important lesson in debate that the Wiley College team learned? Why? Cite specific evidence (or scenes) from the film.  Write a paragraph (5-7 sentences) about this. | | **Whole Group:**  - Take a minute at the very beginning of class to walk students through the debate rubric so that those presenting know what is expected of them and those watching know what to look for in the debate.  - Depending on how much was completed in the previous class, give students some time to complete their graphic organizer/debate prep work and to finalize their debate plans.  - Chose groups #1 and #3 and let them begin their debate against each other. As they debate, the teacher will utilize the rubric to score them, and the other students in groups #2 and #4 should do the same (this rubric will be posted as survey on Microsoft Forms that students can complete).  - Once groups #1 and #3 have gone through their arguments, rebuttals, and closing, discuss with students how to go about critiquing arguments and a debate performance with constructive criticism that is honest but not hurtful. Present the idea of the “comment sandwich,” where a negative critique is sandwiched between two positive comments.  - Have the students in groups #2 and #4 develop their critiques of the first two groups (and who they think was the winner), while the groups who debated will complete a brief self-critique that is posted on Teams.  - Switch roles, and repeat the previous performance, but this time with groups #2 and #4 debating each other, and groups #1 and #3 observing. Although many of the arguments may be similar, the ways in which they are presented will likely be different, and stress to the students that they should make note of these differences.  - Repeat the critiquing process, and have students share their ideas and responses with each other.  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**    How would you critique the arguments and debate performance of another group? Use specific examples to support your critique. Be honest, but also be constructive, and highlight both positive and negative elements of their performances. | |  | |
| **Assessment:**  - The writing assignment will serve as a quiz grade and assess what students have taken from the film. The debate prep handout will be collected as a classwork grade. The teacher will join the different groups on their video calls and observe the group thinking and arguments, and this will serve as an informal assessment for the day. | | **Assessment:**  - The debate rubric and critiques will serve as a formal assessment and will be collected and graded. They will give the teacher feedback on what lessons students took from the debate process, and also give the teacher a chance to emphasize ideas that students may not have fully learned or applied during their prep. | |  | |
| **Home Learning:**  - Finish writing assignment. | | **Home Learning:**  - Finish debate critiques (if not finished in class). | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Role Playing | P4 – GM-504 | Do not penalize for poor handwriting/motor skills  Alert student several minutes before transition from one activity to another is planned | P4 – JG; LM | Open-Ended Tasks |