



Curriculum		Extension Lessons	
Unit	Argumentation	Lesson	Chain Debates
Instructional Time	60 Minutes		
Learning Objectives	<p>SWBAT</p> <ul style="list-style-type: none"> ▪ directly respond to specific arguments. ▪ generating arguments under time constraints. 		
Learning Standards	<p>College and Career Readiness Anchor Standards</p> <ul style="list-style-type: none"> ▪ SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 		
Teacher Preparation	<ul style="list-style-type: none"> ▪ Generate a list of simple topics which your students can easily debate 		
Resources and Materials			
Check-In	<p><i>See check-in / check-out document and decide what works best for this group at this time.</i></p>		
Lesson Activities	<ol style="list-style-type: none"> 1. Ask the students to arrange themselves so that they are sitting in a single tiered, unbroken circle. 2. Either solicit potential topics from the class or simply give the class a general topic of debate. A topic with two clear sides often works best. The topic should be as basic or advanced as is appropriate and productive. 3. Now, you are ready for a chain debate. Either a volunteer or you should give the first argument on the topic. 4. After the first argument has been presented, the student immediately to the right of the person who made the first argument must respond either by adding “And” followed by a point of agreement, or by saying “But,” followed by a point of disagreement. 5. Each point should be original, students shouldn’t repeat points that have already been made. 6. This can continue around the class until each student has made an argument, or until you decide to switch topics. 7. This activity can be altered by: <ol style="list-style-type: none"> a. giving students preparation time to think of possible arguments in advance. b. creating the role of a student moderator, who calls on students to make arguments. c. passing a ball from student to student, as they volunteer to give their arguments. d. creating the role of the reporter, who flows all of the arguments and presents her evaluation of both sides at the end of the debate. e. holding student arguments to higher standards, insisting that each point have both a claim and a logical warrant. 		
Formative Assessment			



Check-Out

See check-in / check-out document and decide what works best for this group at this time.

*Instructor
Notes*