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ELED 4760
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Oral language lesson plan

5th Grade – School Uniform debate

Content Objective:

Students will identify, research, and represent the pros and cons to having elementary school uniforms in an organized and formal debate setting.

Language Objective:

- Students will read research, opinion articles, etc. that support their side of the argument.
- Students will take notes on the research they have found as well as any pertinent information, and cite those resources.
- Students, as a team, will formulate an argument for their side, which they will orally present to the class.
- During the opposing side's argument, students will listen and develop a rebuttal of the key points given.

Materials needed:

- Resources for the debate: websites, article titles, books, etc.

Procedures:

- ** This lesson would follow previous lessons on the structure and use of public debates. **
- Introduce students to the ideas and on-going debate about school uniforms.
- Ask for student opinions about the issue.
- Explain that since we have learned about debates and their uses, we will be conducting a class debate on whether or not school uniforms should be introduced in our school.
- Explain that in a debate, you need to have credible sources for your information. That means you can't just use your own opinion. List sources that they could use: interview the principal, the superintendent, research results from other schools with uniforms, opinion articles from newspapers or magazines, etc.
- Split the class up into halves, one side being for school uniforms, the other side being against them.
- Give the class time to research this topic, looking for sources that support their side of the argument. Allow about a week of research.

INTERIM

- Appoint and organize a date for the debate to take place. Encourage students to dress professionally to make it fun.

- Prior to the debate, briefly explain the process again, and tell them that you, as the teacher, will be the final judge. (If possible, bring in a panel of parents, other teachers, or even administrators to judge)
- Let students debate, and according to their ability to convince based on their arguments, judge which side you are inclined to agree with.
- Close by asking students to brainstorm good and bad things about how they performed, how useful the debate was, etc.

Adaptations for ELLs:

Stages 1 & 2 (Pre-Production / Early Production)

- Will not require these students to present any part of their argument orally.
- Allow for some of their research to be done in L₁.
- Require both sides to include visuals in their debate (charts, pictures, etc.) that will aid the understanding of Stage 1 & 2 students. They can work to create these visual representations as well.
- Partner them with stage 4 or 5 students for the whole project.
- Orally interview for summative assessment.

Stage 3 (Speech Emergent)

- Require these students to orally present at least one point of their argument, as well as one point of their rebuttal.
- They will be required to turn in notes taken during the research period – at least one sentence from each source.

Stages 4 & 5 (Intermediate / Fluent)

- Partner them with stage 1 or 2 students for the project.
- Require them to orally present at least one point of their argument and rebuttal.
- These students will also be required to turn in their written notes from the research they have done (at least three sentences per source).

Grouping:

Students will be grouped heterogeneously. This grouping not only makes it easier to split the class evenly in half, but it also means a wide range of abilities on each team. Each side will have to use group problem-solving strategies to incorporate those students who are less English proficient into the activity. It will also benefit the lower level students who will be surrounded by both formal debate language, and informal group discussion language.

Strategies:

Cognitive:

- Taking notes about the information found in the research students will be doing.
- Highlighting certain aspects of articles or research to cite in their argument.

Metacognitive:

- Summarizing and synthesizing an argument for either pro or con, using that information gathered.
- Formulating a rebuttal after the opposing side has had the chance to present.

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- Partner work – pairing stages 1 and 2 students with more proficient stage 4 or 5 students.
- Visual strategies – requiring a visual representation to go along with their oral arguments.

Assessment

- Formative assessment:
 - Anecdotal records of each student's involvement in the project.
 - Students will turn in their research notes that include the citation for the sources they used.
- Summative assessment:
 - Student feedback initially following the debate.
 - Students will record what they learned, how they felt, what they would do differently if they could do the project again, etc. in their learning logs.