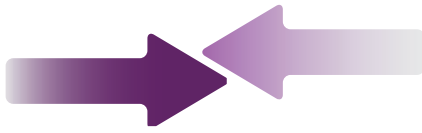


# THE GREAT DEBATE



## PROJECT GUIDE

Develop students' critical thinking and communication skills. Use this plan and worksheets to hold student debates supported by evidence within *Gale In Context: Opposing Viewpoints*.

*Gale In Context: Opposing Viewpoints* is available to students 24/7, and delivers trusted premium sources analyzing current events, economics, environmental issues, political science, and more.

**GRADE LEVEL:** 9-12

**RELEVANT SUBJECTS:** Social Studies, English

**RESOURCE:** *Gale In Context: Opposing Viewpoints*

**TIME FRAME:** 3-4 classes

## MATERIALS:

### Traditional Debate

- Access to computers or tablets and *Gale In Context: Opposing Viewpoints*
- Handout: Prepare Your Argument (Print or download pages 4-5 of this packet)
- Handout: Follow the Argument (Print or download page 6 of this packet)

### Digital Debate

- Access to computers or tablets and *Gale In Context: Opposing Viewpoints*
- Handout: Prepare Your Argument (Print or download pages 4-5 of this packet)
- Access to Google Docs, Google Slides, Microsoft Word Online, or another online tool for students to compose and comment on arguments

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## PROJECT PROCEDURES:

### Days 1-2

#### Introduce Assignment

- Begin by reviewing the basics of debate and argumentation. Consider playing internet clips of historical debates to prime students, and then facilitating a discussion about what techniques were demonstrated, how supporting evidence was used, which arguments were most impactful, and why.
  - Explain that students will engage in debates on assigned topics. They will research their topics in *Gale In Context: Opposing Viewpoints*, and will construct arguments supported by evidence found within the resource.
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## Research and Prepare

- Review helpful features within *Gale In Context: Opposing Viewpoints* with your class. Use free tutorials, tip sheets, and more available at <https://support.gale.com/training/products/ovic>, or ask your librarian or media specialist for help covering search options as well as features like **Cite** and **Highlights and Notes**.
- Pass out the “Prepare Your Argument” worksheet.
- Assign topics to individual students. Each topic should be researched by 6 students, who will eventually be broken into two groups to debate each other. Topics could include propositions surrounding:
  - Gun Control
  - Income Inequality
  - College Tuition and Student Loans
  - LGBTQ Rights and State Laws
  - School Dress Codes
  - Immigration
- Help students access *Gale In Context: Opposing Viewpoints*. Give students time to independently research their topics and fill in the “Understand Your Topic” portion of the “Prepare Your Argument” worksheet.
- After giving some time for students to research their topic individually and from a general standpoint, break the six students covering each topic into two groups of three. Assign the two groups opposing sides of the topic for the purpose of the debate. Provide a space within the classroom for each group of three, and ask students to move into their groups for the remainder of the project.
- Explain the format of the debate (see Day 3+ for full details).
- Have students share their individual research with the other members of their side. Each side should note common themes and interesting facts. Remind students that this initial discussion will be helpful for the purposes of planning additional research and identifying strong arguments. It may also be useful during debate rebuttal.
- After sharing individual research discoveries, each side should conduct additional research within *Gale In Context: Opposing Viewpoints*. Members of each side should work together to compose their arguments and anticipate the opposing side’s points using the remaining portions of the “Prepare Your Argument” worksheet. When they have completed their work, they should plan an introduction and conclusion. If you are using the traditional debate option, have students decide who will present each of their arguments. You may also choose to require each side to create a slide presentation or other visual to present their introduction, major points, and bibliography of sources.

## Days 3+

### Present

#### Traditional Debate Option

- These instructions assume each debate will last 26 minutes. Tweak the timing as desired.
- While the six individuals participating in the debate set up in front of the rest of the class, remind students of the need to participate in a respectful manner. Pass out copies of the “Follow the Argument” handout to students who will be listening to the debate. Explain that the handout will be collected and reviewed at the end of the debate. These handouts will also help students organize and remember their thoughts so that the class can participate in a full discussion of what they learned after the completion of all debates.
- Introduce each debate’s topic briefly to the class, and then ask each side to present their opening statements, arguments, rebuttals, and closing comments as follows:
  - Opening statements (2 minutes per side)
  - Three Arguments and Rebuttals
    - Side 1 Argument (2 minutes)

- Side 2 Rebuttal of Side 1 Argument (1 minute); if desired, you may have students viewing the debate participate in the rebuttal
- Side 2 Argument (2 minutes)
- Side 1 Rebuttal of Side 2 Argument (1 minute); if desired, you may have students viewing the debate participate in the rebuttal
- Closing (2 minutes per side)
- Following each debate, allow the students who viewed the debate a minute or two to finish compiling their thoughts on the “Follow the Argument” handout. You may also take initial comments on the debate for a minute or two while asking the next debate group to set up. For the sake of time, you may prefer to have a fuller discussion after all debates have been completed.

### Digital Debate Option

- On the day of the debate, ask students to gather in their groups of three. Ask each group to use Google Docs, Google Slides, Microsoft World Online, or another collaboration tool of your choice to create a file or presentation in which they will compose their argument.
- Give groups 20 minutes to compose an introduction and three arguments within their file. Remind students that each argument should be backed up with evidence and a source for the evidence.
- At the end of the 20 minutes, ask groups to share the file and comment-level access to you and the group representing the other side of the debate.
- Tell groups to close their own files and open the files that the other side has just shared. Give groups 15 minutes to read the other sides’ arguments and add comments to the file as a rebuttal.
- At the end of the 15 minutes of rebuttal time, tell students to close the other sides’ arguments, and open their own files. Give students 15 minutes to review and respond to the other sides’ comments on their files, and to compose a final conclusion to strengthen their arguments.
- You may include a culminating activity to simulate audience participation.
  - **In-Class Option:** Set up stations for each topic around the room. Appoint one delegate from each side of each debate to “present” a summary of their arguments. Have all other students circulate around the room to hear the summaries and ask questions.
  - **At-Home Option:** Have all groups share their final files with the rest of the class. Ask students to view the debate files, and write one final comment on each file. In their comments, students should note which of each group’s arguments was strongest, as well as any lingering questions the group may need to answer. You may also ask students to send you their “vote” on which side of each topic won the debate prior to facilitating a final in-class discussion.

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### Discuss

- Finish with a class discussion about what was learned. You might ask:
  - What was the most helpful thing you did to prepare for your debate? What would you do differently?
  - What were the most effective arguments? What made them so persuasive?
  - What reduced the strength of an argument?
  - Did you change your mind on any of the topics that were debated? Why?
  - How did your personal opinions impact your perception of the strength of the arguments?
  - Is it easier to debate when you agree with your assigned side, or disagree with your assigned side?
  - What can be done to ensure that a debate remains civil and informative?
  - When are debates helpful? When are they not?

# PREPARE YOUR ARGUMENT

NAME

CLASS

DATE

## UNDERSTAND YOUR TOPIC

First, locate trusted background information on your issue. **Search *Gale In Context: Opposing Viewpoints* or click *Browse Topics***. Focus on topic page overviews and reference articles.

Interesting Facts

Citations

What side will you take during the debate?

## SUPPORT YOUR STANCE

Next, explore *Gale In Context: Opposing Viewpoints*. **Read *Featured Viewpoints*** (selected by editors), **Viewpoints, statistics**, and more. Outline your arguments, and the evidence you will use to support your points.

Argument

Supporting Evidence and Citation

Argument

Supporting Evidence and Citation

Argument

Supporting Evidence and Citation

## PLAN YOUR DEFENSE

Now, **research your opposition** within *Gale In Context: Opposing Viewpoints*. List the strongest arguments you believe the other side could make. Find evidence and brainstorm how you will respond.

Opposition Argument	Rebuttal and Evidence/Citation
Opposition Argument	Rebuttal and Evidence/Citation
Opposition Argument	Rebuttal and Evidence/Citation

## REFINE YOUR REASONING

Use the space below to tweak your original arguments and record additional notes after completing your research in *Gale In Context: Opposing Viewpoints*.

# FOLLOW THE ARGUMENT

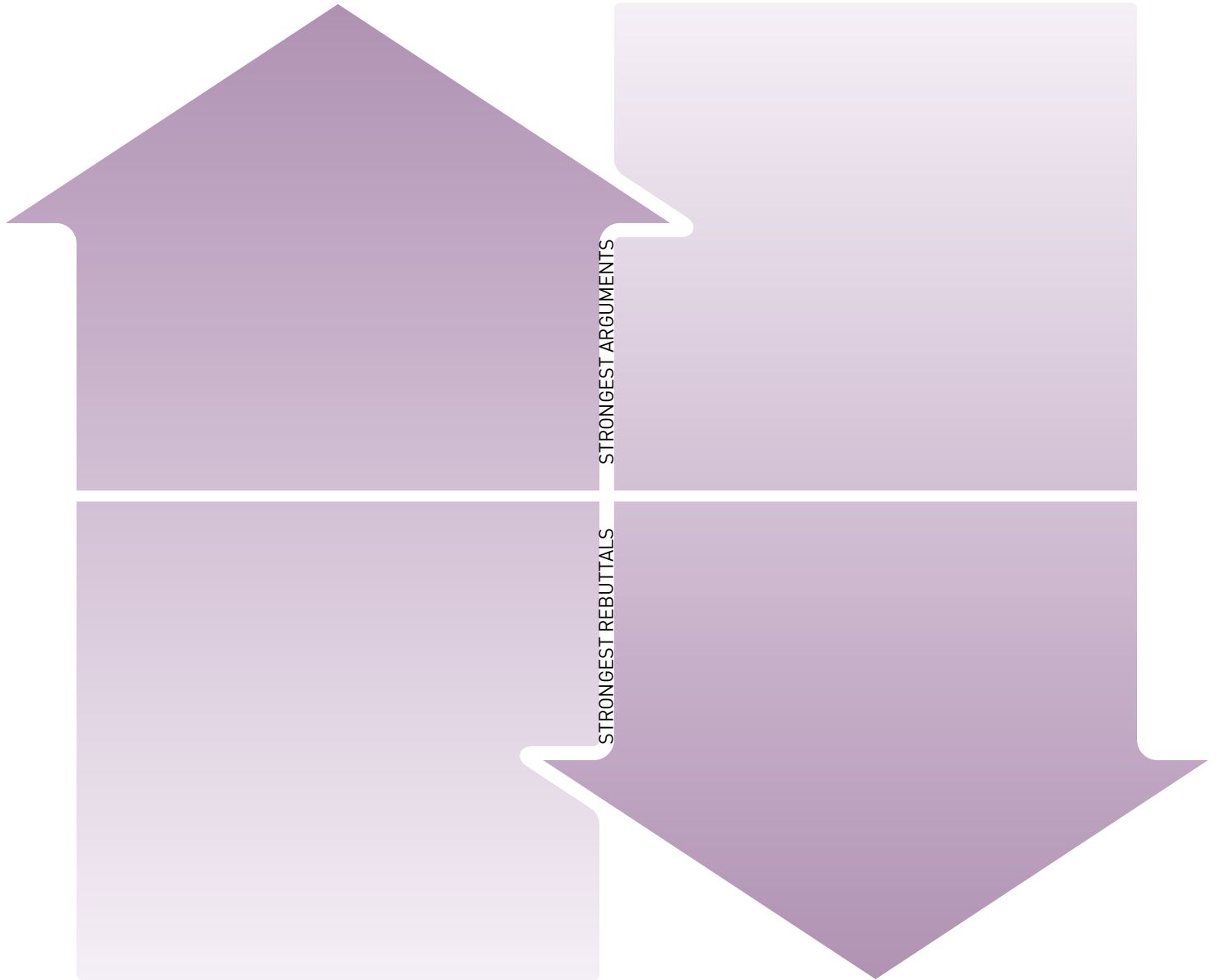
NAME \_\_\_\_\_

CLASS \_\_\_\_\_

DATE \_\_\_\_\_

TOPIC OF DEBATE: \_\_\_\_\_

SIDE 1: \_\_\_\_\_ SIDE 2: \_\_\_\_\_



WHICH SIDE DO YOU THINK WON? WHY?

# ANALYZE ARGUMENTS

NAME

CLASS

DATE

**Gale In Context: Opposing Viewpoints** delivers credible facts and current insight into today's most debated political and social issues. Choose a topic of debate, and use this worksheet to research arguments within *Gale In Context: Opposing Viewpoints*.

## UNDERSTAND THE BACKGROUND

First, locate trusted background information on your issue. **Search Gale In Context: Opposing Viewpoints** or click **Browse Topics**. Focus on topic page overviews and reference articles.

Interesting Facts

Citations

What are two of the main sides taken on this issue?

## ANALYZE SIDE ONE

Next, explore each side within *Gale In Context: Opposing Viewpoints*. **Read Featured Viewpoints** (selected by editors), **Viewpoints, statistics**, and more. Outline the strongest arguments and evidence presented by one side.

Argument

Supporting Evidence and Citation

Argument

Supporting Evidence and Citation

Argument

Supporting Evidence and Citation

## ANALYZE SIDE TWO

Now, list the strongest arguments and evidence presented by the other side.

Argument	Supporting Evidence and Citation
Argument	Supporting Evidence and Citation
Argument	Supporting Evidence and Citation

## TAKE A STANCE

After completing your research in *Gale In Context: Opposing Viewpoints*, use the space below to explain your opinion on the topic. Cite specific sources to support your belief.