



Georgia Teachers of the Year Association

E-mail to MPedersen@paulding.k12.ga.us no later than May 14, 2018.

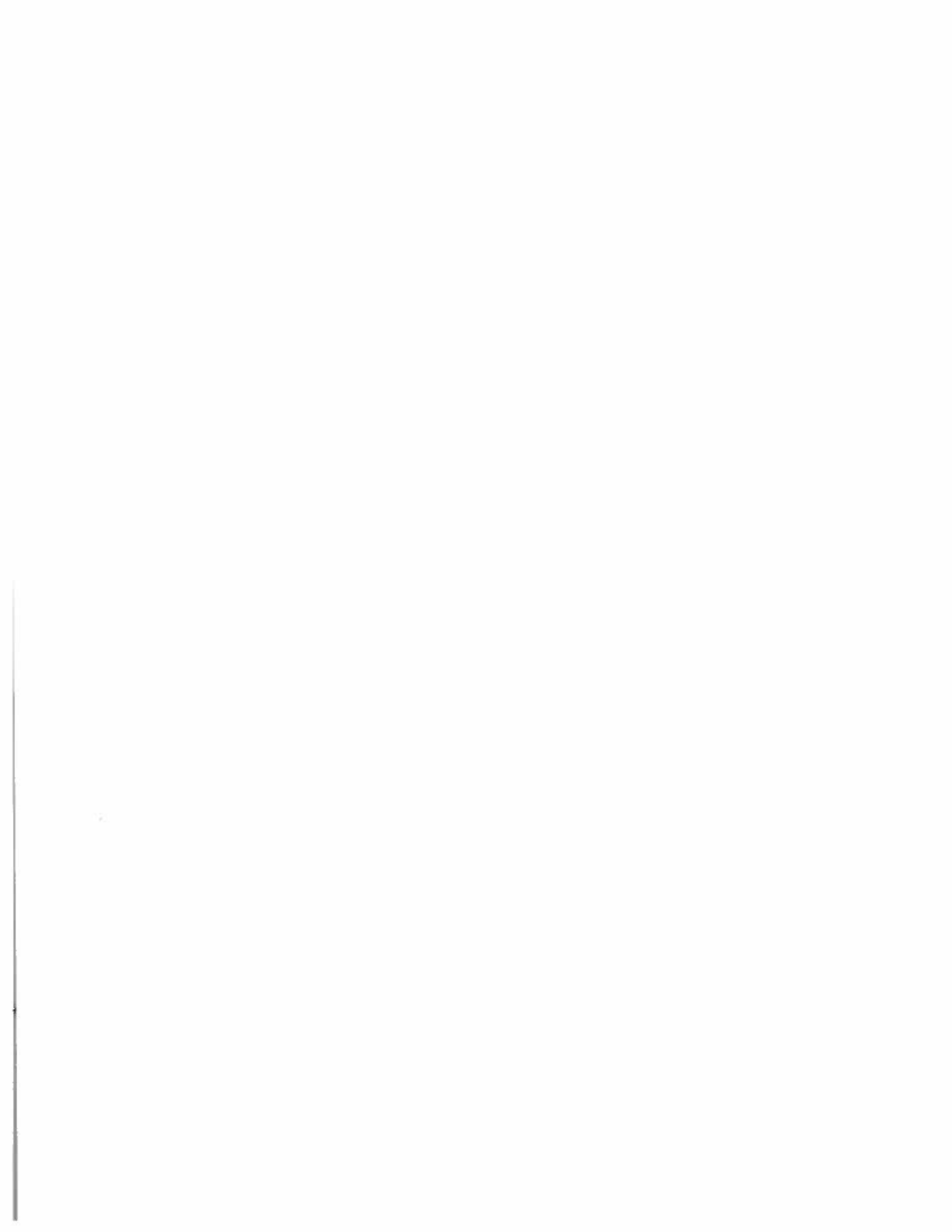
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“Promising Practices Classroom Activity”

Title of Activity: Debate Team Carousel
Recommended to use with this number of students: Groups of 4
Content Area: ELA, Science, + Social Studies Grade Level(s): 6th-up
Match to Georgia Standard(s): Can be applied to any content Standard

Note: Use the remainder of this page and up to one additional page for describing the activity.

The Debate Team Carousel assists students with debating a position from various angles as they answer prompts on a template.
See attached



Debate Team Carousel

Debate Team Carousel assists students debating a position from various angles as they answer prompts on a template. This activity allows students to see various sides of an issue and to think about what the opposing and supporting arguments for a certain position might be. This activity works with groups of four or more. Once all the boxes are filled in, the papers are returned to the original owner.

How It Works

1. Create a prompt that requires students to use their judgment and the content presented to take a position. Write the prompt on the board or have it in a slide so students can read it and refer to it as they complete the boxes in the template.
2. Every student needs a template so they are all responding at the same time. (100% engagement!)
3. Ask the students to record their judgment and a rationale for what they believe in the first box.
4. Ask students to pass their papers to the right, and read and add a supporting rationale that goes along with their peer's judgment (even if they don't agree).
5. Ask them to all pass their papers to the right, and read what is in both of their peers' boxes and add something that might be used as an opposing rationale (whether they agree with the rationale or not).
6. Ask them to pass their papers to the right and add their own opinion, supporting it with their rationale, in the final box.
7. Ask students to return their papers to the original owners.
8. Follow with a whole class discussion during which volunteers share some of the arguments for and against taken from their carousel forms.

How to Ensure Higher-Order Thinking

Debate Team Carousel lends itself to the analysis and evaluation of a topic. Be sure not to spell out the arguments for and against. Let the students come to their own judgments based on the learned content. As students consider and record what they believe to be supporting as well as opposing views, they are required to analyze and evaluate material from different perspectives. Rationales for and against can be summarized following the whole group discussion.

Pause to Apply

How could you use this activity in your content? Here are some examples.

- In science questions might focus on applying the content to the real world around them. "Now that we've talked about the impact that birdfeeders can have on the ecology of birds, should birdfeeders be banned?"
- History lends itself to debate. "Do you think nationalism did more to unite the country's citizens or to divide them?"
- In language arts, yes/no questions can be used with this activity to evaluate literature that is being read. "Do you think that Rob could trust Sistine with the things that are in his suitcase?"

Taken from *Total Participation Techniques: Making every student an active learner* by Himmele and Himmele (2011)

Debate Team Carousel

1. Give your opinion and explain your rationale.
Record your opinion and explain your reason for it.

2. Add a supporting argument.
Read your classmate's response. In this box, add another reason that would support your classmate's response.

3. Add an opposing argument.
In this box, record a reason that might be used to argue against what is written in boxes #1 and #2.

4. Add your "two cents."
Read what is written in the first boxes. Add your opinion and your reason for it in this box.