

LA-TPN Tug of Words

GRADES

8

DISCIPLINE

 **ELA**

COURSE

Any

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>1 hr and 30 mins</p>	<p>SPEAKING AND ACTIVE LISTENING > DEBATE: Ability to</p>	<p>LA-TPN TUG OF WORDS</p> <ol style="list-style-type: none"> Engage in a structured debate in order to take an definitive, informed stand on a debatable issue. Participate by researching about the issue ahead of time and preparing relevant talking points that either support or oppose the issue. If at the end of your research you are still undecided, record probing questions to ask your peers during the debate. <p><i>Note: while this is set for 8th grade, this mini-task can be used at any grade level 5-12 with adaptations made to ensure practice of grade-specific standards in Speaking and Listening.</i></p>	<p>(Incomplete)</p> <ul style="list-style-type: none"> talking points are not text based nor relevant to the debatable issue talking points are not connected to previous speaker's comment speaker uses informal language <p>1</p> <ul style="list-style-type: none"> talking points are occasionally grounded in text while some incorporate questionable logic and/or irrelevant information attempts to connect talking points to previous speaker's comment speaker makes an attempt to use formal language <p>2</p> <ul style="list-style-type: none"> talking points are grounded in text and follow a logical train of thought talking points are relevant to task connects talking points to previous speaker's comment and may generate new ideas among the class speaker uses formal language throughout <p>3</p> <ul style="list-style-type: none"> talking points are 	<p>Preparation</p> <ul style="list-style-type: none"> Provide students with texts to read or time to research texts relevant to the debatable issue at hand Prompt students to take notes and prepare talking points, probing questions, and other contributions prior to the line debate, modeling these skills when appropriate. (If you are doing this for the first time, you consider showing clips from a presidential debate, business pitch show like <i>Shark Tank</i>, or other media in which speakers are required to formally argue their point with the goal of getting more people on their side.) Either the day before, or the day of, require students to turn in an "Entrance Ticket" with their notes and engage them in a quick summarizing discussion in which they relate the main ideas of the issue, building on each others ideas. This will allow you to identify and conference with students who are underprepared, struggled with the task, or hold misconceptions about the issue. The morning of or the afternoon before, prep your classroom: <ul style="list-style-type: none"> Tape a sign to one side that says "PRO" and one to the other side of the classroom that says "CON". Move desks so that students can freely stand and move about the classroom. Using painter's tape, tape a line to the center of the floor (this line can also be imaginary if you don't have painter's tape). <p>Tug of Words</p> <ul style="list-style-type: none"> When students arrive, ask them to form a circle so that they are all facing each other, holding only their notes for the debate in their hand. Pass out one red card and one black card to each student from a deck of cards. Each student should have two cards. Introduce the rules: <ol style="list-style-type: none"> The goal of today's debate is to come to definitive, informed stance on the debatable issue of _____. SAY: "All students, must stand at one side of the line or the other by the end of the debate. At present, you might be firmly for or against the issue, you might also be leaning slightly toward pro or slightly toward con. You might be firmly in the middle, unsure of where you stand. Any place that you are right now is valid. So, please silently move to the place on the line that represents where your currently stand." Once students are in place, ask them to hold up their cards. SAY: "Each of you has two cards, these represent your opportunities to talk in this debate. There are two rounds, the first round is black, once you've used your card you have to wait to speak until the next

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			<p>follows a clear, logical train of thought</p> <ul style="list-style-type: none"> • talking points are relevant to task • talking points refer to class' commentary • talking points poke holes in others' reasoning, generate questions, or encourage others to be perspective-seeking • speaker uses formal language throughout 	<p>round. To speak, I will take it, signaling you to come to the center of the circle and address your peers."</p> <p>4. Then, ask clarifying questions so students understand the impact of only speaking twice.</p> <ul style="list-style-type: none"> • How many times can you speak? (2) • How many per round? (1) • What are some important things to remember if you only have two shots to convince others to your side or to clarify your own stance? (Possible Responses: be succinct and to the point, use persuasive language and evidence to support your point, ask challenging questions, don't repeat what has been said already unless it's for emphasis, use discretion about when to speak in order to say your point at the opportune time) <p>• Give students an opportunity to ask any questions, repeat the debatable issue in the form of a question and prompt students to begin.</p> <p>During Tug of Words</p> <ul style="list-style-type: none"> • Choose students to speak with discretion making sure to go from pro to con and to students who are in the middle. At times, you may want to take cards from a few students on one side to rally those on the other to speak. The moderator has a powerful, subtle role in this debate. Your strategy will serve as a model for a student to take over next time. • Once round one is over, pause and have students look around the room and remind them that they have to be at one side or the other at the end of the debate. <p>Reflection Questions (for independent, silent reflection followed by a discussion)</p> <ol style="list-style-type: none"> 1. Where did you stand at the end of Tug of Words? Was it where you began? What formed your opinion? 2. What was the greatest challenge of this debate? Explain. 3. What was something you learned? 4. Who had an impact on you during this debate? 5. What did you notice about the moderator? 6. What else did you notice? 7. What questions or comments do you still have?

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	<p>Standards:</p> <p>SL.8.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.3 : Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4 : Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.6 : Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
	<p>Additional Attachments:</p> <p>🔗 ProCon.org</p> <p>📄 Student Guided Talking Points Notes.pdf</p>			

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