![MCBD06990_0000[1]]()

**Snap Debate**

Purpose of Lesson: A debate model which allows all students to participate in a structured one class period format.

Procedure:

1. Prior to the date of the debate (the night before), students are given the debate topic. Have them prepare both a “pro” and a “con” argument for the topic. This will later be turned in as homework with a paragraph written after the debate.

2. On the day of the debate, divide your class in half and assign a team leader for each side. Have the team leader distribute roles as follows: opening, persuasive argument, rebuttal argument, questioner or answerer, closing argument. Note: more than one student may fill each role. (see attached)

3. Allow 15-20 minutes for in class preparation.

4. Proceed with debate. Scoring can take place during debate.

Scoring: Have students who were absent be judges (3 or 4 max). Give them score cards of 8, 9 and 10 points. Also explain judging criteria to them (at your discretion). Have them score each side for each round. Totals can be kept track on transparency. This makes it competitive and helps to engage the students.

5. Debrief the debate:

* What were the most compelling arguments on both sides? Weakest arguments?
* What underlying democratic values do you think are part of this debate?
* How do you resolve the debate question?

6. Students can write their opinion on the debate question using evidence from the debate in a paragraph on their pro/con homework assignment. This could be the formal assessment of the activity.

This lesson is adapted from materials provided by the California We the People Program.

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**Description of Roles and Timeline**

**Opening Argument:** (1 minute per side)

Explain the basic argument for your side.

2 students per team

**Persuasive Argument:** (2 minutes per side)

Deliver the most compelling evidence to support your side’s position.

3 students per team

**Rebuttal:** (2 minutes per side)

Argue against the persuasive arguments of the other side.

3 students per team

**Question and Answer Session:** (6 minutes total)

Each side asks a question of the other side. One student should answer.

Then move on to the next question, alternating sides, until each side has asked and answered at least 3 questions.

3 students or more per team

**Closing Argument:** (1 minute per side)

Speakers repeat the best arguments presented by your peers.

2 students per team.

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