

Lesson plan template

AGE/LEVEL		16-18 years old
TOPIC	Role-Play Debate	This house believes that: the King of England is legitimate to apply the articles of the Constitution of Clarendon to the Clergy, namely Article 3
CONTENT	Which content standards does this lesson address?	The lesson will be about the events leading to the issue of the Constitution of Clarendon and the subsequent conflict between the Crown, the Archbishop of Canterbury and the Pope. Article 3 from the Constitution, stating that the church members were subservient to the crown and English legal system, will be discussed in particular.
SUBJECT	Which subjects are involved in the activity?	English History, ESL, social studies
AIMS	What do you want students to know or be able to do as a result of participating in the assignment?	Historical perspective taking, is an important skill for students to learn. Students need to have historical empathy in order to understand the complexity of how historians explain past events. Historical empathy, defined by Downey (1995), is the ability to recognize how the past was different from the present, to distinguish between multiple perspectives from the past, to explain the author’s perspective, and to defend it with historical evidence. Historical debate can be used to foster the development of perspective taking in a third year English Culture and Literature class . Through debate, students will take on the perspectives of people from the past and gain a better understanding of past events. Hopefully it will increase students’ understanding of historical contexts and differences between different viewpoints in the past, both important aspects of perspective taking.
Time	Approximate time needed to complete the activity	6 hours
Materials/Resources	Which materials will the students need?	The text of the Constitution of Clarendon

		https://avalon.law.yale.edu/medieval/constcla.asp History text book or online documents, such as: https://www.britannica.com/event/Constitutions-of-Clarendon
Introduction	State the steps the students have to take to prepare their debate effectively.	<p>To ensure a successful debate experience, teachers should consider the following steps:</p> <ul style="list-style-type: none"> • Provide students with clear instructions, expectations, and evaluation criteria. • Motivate students by communicating how the debate activity will help them both in the course and in building the skills they will need to succeed in professional environments; • Build confidence by giving students the opportunities to practice, and scaffold the development of debate skills • Consider the sources from which students should pull their evidence. (Will students be using course readings or will they be required to do additional research? If so, how will the research process be supported?) <p>Useful links might be provided: https://www.britishcouncil.org/voices-magazine/how-become-good-debating (for students) https://saskdebate.ca/Portals/0/adam/Content/c79X4j5oDEukzpy4VDKHKA/Answer/Teacher%E2%80%99s%20Guide%20to%20Debate%20in%20the%20classroom.pdf (for teachers)</p>
Procedure		
1. Lead in activity	Ask students to.... Ask students in pairs or small groups to discuss....	<ul style="list-style-type: none"> • Ask students to read carefully the topic and find the key words

		<ul style="list-style-type: none"> Ask students in pairs or small group to search information about the historical background in which the controversy between the King of England and the Church; 														
<p>2. Pre-debate activity</p>	<p>a. Teachers ask to the students determine what they need to learn and where they can acquire the information and tools necessary to prepare the proposition and the opposition.</p> <p>b. Student prepare their proposition and opposition speeches in this style;</p>	<p>a. A brainstorm activity and class discussion might be conducted, the results can be organized in a map (see https://www.mindmeister.com/)</p> <p>Materials and links might be provided: https://www.bbc.co.uk/bitesize/topics/zrfm7yc/articles/zmc6m39 https://blog.britishmuseum.org/thomas-becket-the-murder-that-shook-the-middle-ages/ https://blogs.loc.gov/law/2014/12/constitutions-of-clarendon/</p> <p>b.</p> <table border="1" data-bbox="1084 667 2033 922"> <thead> <tr> <th>Speaker position</th> <th>Speaking time</th> </tr> </thead> <tbody> <tr> <td>First proposition</td> <td>8 minutes</td> </tr> <tr> <td>First opposition</td> <td>8 minutes</td> </tr> <tr> <td>Second proposition</td> <td>8 minutes</td> </tr> <tr> <td>Second opposition</td> <td>8 minutes</td> </tr> <tr> <td>Proposition reply</td> <td>4 minutes</td> </tr> <tr> <td>Opposition reply</td> <td>4 minutes</td> </tr> </tbody> </table> <p>c. During every speech but the two reply speeches. Debaters may ask questions during the 2-5 minute marks. Questions should be under 10 seconds and are designed to point out flaws in an opponent's case. - - Each of the above speeches has a number of tasks that they must complete in order to be successful</p>	Speaker position	Speaking time	First proposition	8 minutes	First opposition	8 minutes	Second proposition	8 minutes	Second opposition	8 minutes	Proposition reply	4 minutes	Opposition reply	4 minutes
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<p>Role-play debate activity</p>	<p>a. Each team is assigned a role</p> <p>b. Develop the Debate phases</p>	<p>b.</p> <table border="1" data-bbox="1084 1177 2033 1391"> <tbody> <tr> <td> <p>First proposition</p> <p>Describe the context of the debate</p> <p>Explain what proposition stands for</p> <p>Deliver two arguments</p> </td> <td> <p>First opposition</p> <p>Critique propositions description of the motion if it is unfair</p> <p>Refute first proposition's arguments</p> <p>Deliver two arguments</p> </td> </tr> <tr> <td> <p>Second proposition</p> </td> <td> <p>Second opposition</p> </td> </tr> </tbody> </table>	<p>First proposition</p> <p>Describe the context of the debate</p> <p>Explain what proposition stands for</p> <p>Deliver two arguments</p>	<p>First opposition</p> <p>Critique propositions description of the motion if it is unfair</p> <p>Refute first proposition's arguments</p> <p>Deliver two arguments</p>	<p>Second proposition</p>	<p>Second opposition</p>										
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		Deliver one argument Refute first opposition's arguments Disprove opposition's refutation / rebuild your partner's arguments	Deliver one argument Refute second proposition's arguments Disprove proposition's refutation/ rebuild your partner's arguments
		Proposition reply Highlight the most important issues in the round for the audience Refute important points left standing Why you won	Opposition reply Highlight the most important issues in the round for the audience Refute important points left standing Why you won
Assessment	Teachers/students will assess the debate session, team and/or individual awards can be given.	The following criteria can be used to create a rubric to assess student performance in debate either individually or as a team (Oros, 2007; Kennedy, 2007): <ul style="list-style-type: none"> • Was the presentation persuasive? • Was the presentation well organized? • Did the presenter provide clear, coherent arguments? • Did the presentation focus on the central ideas of the debate? • Did the presenters meet the burden of proof, based on course materials and/or outside research? • Is every statement supported by cited researched evidence? • Is the research complete or are their gaps? • Are an adequate number of sources used? • Is the evidence biased in some way? • Was the presentation delivery dynamic and effective? • Did the presenter make eye contact with the audience? • Did the presenter respond to all of the opponent's points? • Did the presenter challenge flaws or inconsistencies in the opposition's arguments? • Did the presenter avoid making faulty generalizations, distorting information, and oversimplifying issues? • Were the arguments and counterarguments presented logically consistent? 	

		<ul style="list-style-type: none"> • Was the presenter able to confront opposing arguments and rebuild their own case?
Follow-up activity	Teachers ask the students to do activities on the the topic having them choose which part they side (pros/cons)	<p>Activities:</p> <ul style="list-style-type: none"> ➤ You are a chronicle writer of the time write a report of the debate session highlighting the strenghts and flaws of each house arguments; ➤ Do a webquest on the theme “Conflict between the Crown and the Church in English history” (see http://www.opencolleges.edu.au/informed/teacher-resources/webquests/ and https://www.teachingenglish.org.uk/article/webquests) ➤ Comment with your own opinions the following quote <i>“All the rights secured to the citizens under the Constitution are worth nothing, and a mere bubble, except guaranteed to them by an independent and virtuous Judiciary.”</i> Andrew Jackson, 1822 (100-120 words)