

**Lesson 3**  
**Should stop-and-frisk be implemented?**

**Lesson Objectives**

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Students will be able to:

- Evaluate the arguments for stop-and-frisk.
- Use evidence to support their position.
- Prepare for a debate.

**Materials**

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- Handout 4A: Debate preparation for Group A
- Handout 4B: Debate preparation for Group B

**Lesson Assessments**

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- Debate planning chart

**Instructional Activities**

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*Anticipatory Set*

- At the end of the previous lesson, students responded to the following prompt:
  - What is the most compelling argument that supports the stop-and-frisk practice?  
What is the most compelling argument that opposes the stop-and-frisk practice? Is there an alternative way that better achieves the underlying policy goals?
- Allow students two or three minutes to review and edit their responses. Students will exchange their responses with a partner and read through their partner's response. Students will discuss how their responses compare and discuss what they found to be most compelling about each argument.

*Direct Instruction*

- Divide the class into two groups. Distribute **Handout 4A** to Group A and **Handout 4B** to Group B.
- Inform students that today's class will focus on preparing for the stop-and-frisk debate. Explain the structure of the fishbowl debate to students:
  - During the debate, there will be seven seats in the center of the room, each side of the argument will have three seats and the mayor (can be a student or teacher) will sit between the two sides. The remainder of the seats will form a larger circle around this center.

Unit 4: Lesson 3  
Stop-and-Frisk

- Before the debate begins, each side will have two minutes to give an introduction, providing an overview of their key points. The six students in the center will then begin the discussion about whether stop-and-frisk should be implemented. The students will focus on using evidence from the text to support their arguments.
- Students on the perimeter will take notes on the arguments that are made and can join the discussion by tapping and replacing students from the inner group once they have made at least three statements. The mayor will take notes on the discussion and will ultimately decide whether stop-and-frisk should be implemented.

*Guided Practice*

- Copy the following Debate Prep Process on the board and walk through each step:
  1. List the strongest arguments that support your position. List at least three pieces of evidence that supports those arguments.
  2. Looking at the arguments together, what common themes emerge (e.g., right to privacy, need for public safety, etc.)? How do your arguments support those themes?
  3. Optional: Using these themes as a frame for your arguments, revise your arguments and evidence to emphasize this theme.
  4. Think about how the opposing side will attack your theme and your argument. How will you respond to those attacks?
  5. Discuss the opposing side's strongest arguments and how you counter those arguments.
  6. Draft your opening and closing arguments to highlight the theme and the overall arguments.
- To prepare for the debate, students need to think about the strongest arguments that support their position and the evidence that best supports those arguments. Once students have developed their arguments, they will work together to think about a theme that best supports those arguments. Themes appeal to larger ideas such as the right to privacy or the need for police protection and public safety. Students should look back at their readings to see what themes the authors emphasize. Once students have developed their themes, they may want to take a second look at their arguments to see how they can reshape the argument to fit the theme. This step is optional and is best suited for classes that have previously worked with building arguments around a theme. Students will also use this to shape their attacks on the opposing side's position and defend attacks on their position.

*Independent Practice*

- Students will use their notes from readings to complete the chart on Handout 4 and prepare for the debate.