

Lesson 4
The Debate

Lesson Objectives

Students will be able to

- Debate over a proposal to implement the stop-and-frisk policy.
- Use textual evidence support their argument.

Lesson Assessments

- Debate Performance
- Argument Evaluation

Instructional Activities

Anticipatory Set

- Review the steps of the debate with students.
- During the fishbowl debate, there will be seven seats in the center of the room and the remainder of the seats around the perimeter of the inner circle. In the center of the room, each side of the argument will have three seats at the debate and the mayor (can be a student or teacher) will sit between the two sides.
- 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.
- 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

- Have the students conduct the debate, under your guidance. Remind students that during the debate, they need to support their statements and arguments using evidence from the readings.

Independent Practice and Closure

Unit 4: Lesson 4
Stop-and-Frisk

- Ask the mayor to write some of the strongest ideas from each side on the board and elicit additional responses from the class. Students will choose one of the ideas from each side of the debate and respond to the following questions:
 - Why is this the strongest argument to support/refute the implementation of stop-and-frisk?
 - What does this argument appeal to (ethos, pathos, logos)? Is it an effective appeal?
 - What are the limitations of this argument?
 - What would strengthen this argument?