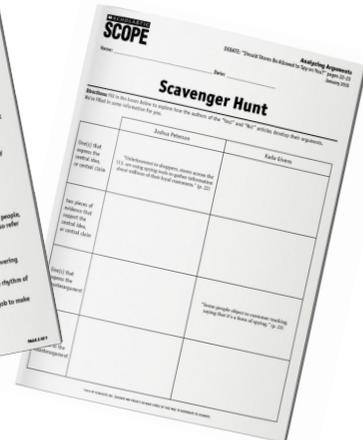
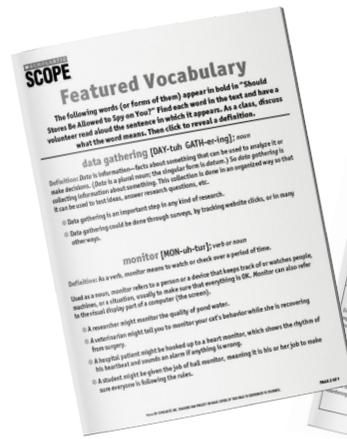


How to Use the Debate/Scavenger Hunt

Bring this activity to life in your classroom



Preview: Your students read and evaluate two texts with opposing points of view. A text-marking activity then sets students up for a lively classroom debate.

Learning Objectives: to read and critique two argument essays, to develop a working vocabulary for discussing arguments, and to participate in a class debate

Key Skills: analyzing arguments, identifying central ideas and supporting details, comparing and contrasting, tone

Step-by-Step Lesson Plan

Text Marking, Debate, Argument Writing

1 Preparing to Read

(5 minutes, activity sheet online)

- Give students a minute or so to preview the text features—the headline, illustrations or photos, any charts or graphs, etc. Ask them what they think the article is going to be about.
- Project the list of **Vocabulary Definitions** (if provided) for students to refer to as they read. The reinforcement activity may be completed after reading or assigned as homework.

2 Reading, Text Marking

(30 minutes)

- Read both texts as a class.
- Ask: “No matter what you personally think about this issue, which author do you think makes the better argument?” Take a poll and tally the results on the board.
- Project the first text. Complete the Scavenger Hunt, modeling text marking on your whiteboard while students mark their magazines. Or, print the **Scavenger Hunt** activity sheet and distribute it.

- Have students complete the Scavenger Hunt for the second text in groups.

- As a class, discuss the question at the end of the Scavenger Hunt: Who made the stronger argument?

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student from the other group responds.

Students should quietly walk to the other side of the room if at any point during the debate they change their minds; be sure to ask any student who does this why he or she did so.

3 Discussion

(5 minutes)

Discuss the following as a class.

- ▶ What do the authors agree about?
- ▶ What do they disagree about?
- ▶ Which images support each author's argument? How?
- ▶ What is each author's tone? Explain your answer.

4 Debate

(15 minutes)

- Divide students into groups according to which author they believe makes the stronger argument. Have the groups stand on opposite sides of the room. Students can then debate: One student offers a reason (support) for his or her opinion; a

- At the end of the debate, compare the number of students who support each author with the number who supported each author before the debate.

5 Writing

(15 minutes, activity sheet online)

Optionally, have students complete the **Essay Kit** guided-writing activity to write an argument essay supporting their own point of view on the issue. Students can use the **Argument Essay Checklist** (available in *Scope's* online Activity Library) to evaluate and edit their essays.

Common Core State Standards:

R.1, R.2, R.3, R.6, R.8, R.9, W.1, W.4, W.5, W.8, SL.1, L.1, L.2, L.3

Differentiation

For Struggling Readers

Ask students to write one paragraph in which they state which of the two authors they agree with more and why.

For Advanced Readers

Have students find another text whose author argues either for or against the issue at hand. Have students compare that text with the one in *Scope*. Which author does a better job of supporting their argument? Why?