

Is Graffiti Art or Breaking the Law? Debate

Learning Targets: Students will participate in a discussion debate, to learn how to listen, value and address an opposing view point.

Understandings/Prior Knowledge:
Students will have read the articles and written an opinion piece about graffiti

Essential Question(s):
Is Graffiti Art or Breaking the Law?

Standards Addressed:

Grade 3

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

Grade 4

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Key Understanding

	<p>Grade 5 CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
	<p>HA Connection:</p>
	<p>Responsibility Excellence</p>

Set-up	<p>Classroom Set-Up: Large group discussion Individual Work</p>
	<p>Materials and Equipment Needed: Projector Graphic Organizers for writing Article, "Graffiti Is a Public Good, Even As It Challenges the Law" Article, "The Power of Public Art: How Murals Beautify Cities and Build Communities"</p>

Product	<p>RUBRIC:</p>
	<p>*See Classroom Debate Rubric</p>

Lesson Flow 60-75 min	<p>Mins</p>	<p>Procedure:</p>
	<p>Open ing: 5-10 min.</p>	<p>Have a review discussion about the two articles. Introduce the concept of a debate. Explain the learning targets and purpose of a debate. Share that there are 3 view points. Those for, against, and the neutral which will then become the panel whom will judge (therefore leaving the teacher as neutral and able to facilitate the debate).</p>
	<p>10-40</p>	<p>-Split the students into the 3 groups and adjust the classroom set-up.</p>

min	<p>-State the rules of the debate:</p> <ol style="list-style-type: none"> 1) Listen to the other side to understand their viewpoint. 2) Take good notes and use credible sources. 3) No shouting, be respectful. <p>-Give students 20 minutes to collaborate and pick their top three strongest reasons that they picked their side. They can use their digital resources to find evidence to back their reasons.</p>
10 mins.	<p>The Side for Graffiti shares their 3 top reasons. The opposing side takes notes as they share. The panelists and/or opponents may ask questions for clarification or about evidence.</p> <p>The opposing side shares their top 3 reasons. The for side may take notes as they share. The panelists and/or opponents may ask questions for clarification or about evidence.</p>
10 mins.	<p>Since, this may be their first debate you can stop here and review the next steps as a large group. They teams would then go back and research their points to try and prove the other team invalid or wrong, while trying to persuade the panelists to join their team.</p> <p>Future extension: Possibly continue the debate, to completion or pursue a complete debate on another topic.</p>

Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	The teacher will facilitate the debate and can circulate during collaboration time to monitor group work.

MELE MURALS