

Pop Up Debates

Overview and Practice – Kristi Compton



Ultimate Goal – Persuasive Speaking

CCSS

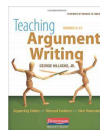
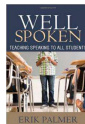
- Reading Information 1 – Evidence and Inference focus
- Writing 1 – Argumentation – specifically focused on claim and evidence
- Speaking and Listening 1 – Civil discussion

Learning Targets

- I can annotate an article with purpose.
- I can write a precise claim.
- I can identify evidence to support a claim.
- I can present my claim and evidence in a class debate.

Expert Voices

- Dave Stuart, Jr. – www.davestuartjr.com
 - Purposeful Annotation
 - Pop Up Debate
- Kelly Gallagher – Article of the Week
- George Hillocks, Jr. – Teaching Argument Writing
- Erik Palmer – Well Spoken



Overview of a Week

1. Assign article on Monday to read, annotate, and create an argument for Friday.
2. On Friday, decide what side of the issue you are on and pick your spot in the room. Look at additional resources on the topic and try to create one or two additional arguments.
3. Pop Up Debate!
 1. Claim, Evidence, Reasoning
 2. + Introducing Evidence
 3. + Responding to / Building on another argument

Reading with Purpose

- On Monday I assign an article that fits with current events or a right we are studying in class.
- Students start reading and annotating the text. They need to have the argument completed for Friday.
- **Your Turn!** Take about five minutes to read the article and annotate for evidence to support or disprove the statement. Complete the Reading for Meaning Statement when you are finished. (Get as close as you can in the time allotted.)

Pop Up Debate

Is human activity primarily responsible for global climate change?

Pick a side.
Log onto your computer (You may share a device).
Get on the Internet.

Ideas modified from Dave Stuart, Jr.

Prepare Evidence for Your Side

- Is human activity primarily responsible for global climate change?
- Go to <http://climatechange.procon.org/>
- Use your *UpFront* article
- 5 minutes to find one or two additional claims and evidence to support your side.

The Rules

- First person to “pop up” gets to speak. If you pop up, but someone else starts speaking, politely sit and try again. Be respectful.
- **You must “pop up” at least 1x.** You may not pop up more than 2x.
- When you pop up you are making an argument – Claim, Evidence, Reasoning.
 - Bonus for internally citing your evidence
 - Bonus for **building on** or **refuting** a point made by someone else. (This must be verbally noted: “Johnny says,..., which I agree/disagree with because...)
- **Actively listen** and “flow” the claims with a t-chart

Name	Claim
Johnny	scientific research indicates humans are responsible
Sally	climate change is a natural occurrence

Speaking & Listening

Speaking = PVLEGS

- Poise
- Voice
- Life
- Eye Contact
- Gestures
- Speed

(Palmer, 2011)

Listening - SLANT

- Sit up
- Lean forward
- Ask questions
- Nod your head
- Track your speaker (eye contact)

(Lemov, 2010)

**Is human activity
primarily responsible
for global climate
change?**

Let's Debate!

What happens next?

- We debrief as a class and I provide specific feedback on their AoW.
- This exercise helps us identify claims and evidence for their persuasive speeches, where they are writing a speech to support the bill they wrote.
- We continue with different modifications on this debate to practice claims, evidence, reasoning, speaking and listening.

Build Skills

- **Alter the Reading for Meaning statements.** Depending on your article you can:
 - Both prove and disprove a statement
 - Provide a claim to make an argument and ask the student to create a claim and full argument
 - Create their own argument
- **Add to the Pop Up**
 - Full argument, but succinct (no more than a minute)
 - Introducing evidence
- **Add to the Listening Guide**
 - Reflections about PVLEGS or arguments
 - Backchannel for additional arguments

Name: _____ Pop-Up Debate Listening Guide

- Explain two compelling arguments and tell me why they were successful. Try to include the claim and evidence in your explanation.
 -
 -
- Choose two people who have a good example of Poise. Explain how they are a good example.
 -
 -
- Choose two people who have a good example of Voice. Explain how they are a good example.
 -
 -
- Choose two people who have a good example of Life. Explain how they are a good example.
 -

Pop-Up Debate T-Chart

Name	Claim

Variations to the Pop Up

- Pop Up Discussion**
 - For *Romeo & Juliet* and *Speak* I provide pre-reading statements that they can agree or disagree with. After the statements kids may choose to "pop up" to share their thinking.
- Pop Up on a continuum:**
 - In English 11 Honors we had a pop up debate after reading Emerson and Thoreau. The statements dealt with individualism and nonconformity. We used the whole room and students could be in the middle.
 - Degrees of Immigration – From close the borders to open borders (make emigration unnecessary and only allow people with specific talents in between)
- Pop Up to prepare for writing:**
 - Who is to blame for the deaths of Romeo & Juliet. Had six options. Students prepared their arguments and sat at pods. They then wrote an essay answering that question and tying it to theme.
- Pop Up after writing:**
 - How do Americans impact Latin American relations? Students wrote op-eds based on tourism, drug trafficking, immigration, and natural resources. We debated which areas have the biggest impact.

Assessing the Pop Up

Name: _____ Topic: _____ Pop Up Rubric

Learning Target	0 - No Evidence	1 - Basic Mastery	2 - Min. Mastery	3 - Mastery	4 - Adv. Mastery
I can present my information concisely so the audience can follow my reasoning. <i>SL.9-10.4</i>	No presentation made or claim presented without any explanation.	The basic premise (claim) of the argument is presented, but the explanation is limited.	Argument is understood by the audience for the most part, but the presentation may have needed and the reasoning may be difficult to follow.	Argument is presented within a reasonable time period, with the speaker's thinking about the topic clearly explained to the audience.	Argument eloquently explains the speaker's thinking, making the reasoning clear to the audience.
I can present supporting evidence to help the audience follow my line of reasoning. <i>SL.9-10.4</i>	No presentation made or claim presented without any evidence.	Evidence is included, but it does not appear to support the claim. Evidence is not internally cited.	Evidence is included, but the audience struggles to see the relevance. Evidence is not internally cited.	Evidence supports the claim. Evidence is internally cited to give credibility.	Evidence is clearly included in the argument and properly ordered. Evidence adds to the audience's understanding of the topic.
I can build on the ideas of others. I can refute the ideas of others. <i>SL.9-10.1</i>	No presentation made or the presentation(s) made did not build on or refute an idea.	At least one presentation attempts to add onto the idea of someone else or refutes the idea of someone else, but the idea does not clearly build on or refute the argument.	At least one presentation adds onto the idea of someone else or refutes the idea of someone else. This is not explicitly named by the speaker.	At least one presentation adds onto the idea of someone else or refutes the idea of someone else. This is explicitly named by the speaker.	Throughout the course of multiple pop-up events, the speaker shows the ability to both build on the ideas of other and refute the ideas of others.
I can speak with a strong, confident voice that the audience can hear. I can stand tall and look around the room, maintaining eye contact, as I present my argument. <i>SL.9-10.4, SL.9-10.5, SL.9-10.6</i>	No presentation made.	Poise - Speaker stays over the table or is slumped. Voice - Speaker can't be heard easily by the audience. Eye Contact - Speaker does not look up while presenting.	Poise - Speaker stands tall, but may be slightly slumped. Voice - Speaker could be a bit louder or a bit softer. Eye Contact - Speaker looks up once or twice while presenting.	Poise - Speaker stands tall and is not slumped. Voice - Speaker can be heard by everyone. Eye Contact - Speaker looks up often while presenting.	Poise - Speaker stands tall and is confident in the presentation. Voice - Speaker can be heard by everyone and is consistent. Eye Contact - Speaker looks up often and looks around to the entire audience while presenting.

■ Still a work in progress...

Reflection

- Are there ideas from this lesson that you could use in your classroom? What would you have to modify?
- What was it like being the student? What would you need to model for your students? What would you need to scaffold for your students?

My Reflection

- For the most part, students really enjoy pop up debates and wish we did more of them.
- After the first debate, I hone in on the kids who didn't participate and help set them up for the next one (writing out their argument and encouraging them to go right away). It sometimes takes three or four debates for some to participate.
- Once students understand a pop up debate, I can use "pop up" for discussion, impromptu speeches, etc... It becomes part of our vocabulary.

Questions?



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