

**Title:** Debate the Daily Dilemma

**Objective:** Students will better understand the art of persuasion and opposing view points.

**Grade Level:** Late Elementary (4-6)

**Time:** 1 – 1 ½ hours

**Illinois State Standards and Objectives:**

**1.C.2f** Connect information presented in tables, maps, and charts to printed or electronic text.

**1.C.3a** Interpret and analyze entire narrative text using story elements, point of view and theme.

**1.C.2a** Use information to form and refine questions and predictions

**1.C.2b** Make and support inferences and form interpretations about main themes and topics.

**Method:**

Present the Daily Dilemma to your class as a large group. As a class, determine the central issue and the two (or more) points of view posed by the Daily Dilemma. Come up with possible outcomes for each issue and factors that will lead to the outcomes.

Arbitrarily, divide the class in two groups. Explain the importance of a debate and how one must include opposing points of view. Establish that students must recognize the disagreement and that both points of view must respect and understand the opposing point of view.

Have the groups of students elect one or more speakers for each group. Also, elect note-takers and fact finders.

Debate the Daily Dilemma and have each group submit their reasoning and list of factors to the Wilderness Classroom.

**Lesson Extensions:**

Review other submissions to determine accuracy and validity. Did other schools come up with different logical paths? What might be the reason for this?