

Day	Objectives	Activities	Materials	Assessments
5	<p>AIM: How will we use arguments and textual evidence to support our team's point of view for the debate?</p> <p>EQ: <i>Who is Pocahontas? What shaped the character of Pocahontas most?</i></p> <p>STANDARDS: ELACC7RI1 ELACC7RI8 ELACC7SL1 ELACC7SL3</p>	<ul style="list-style-type: none"> ❖ Do Now (5 mins) Sitting in groups. Review Debate Preparation Student Handouts (Students can have already started them or be seeing them for the first time.) ❖ Mini-Lesson (15 mins) <ul style="list-style-type: none"> a. Debrief Do Now b. Review Debate Preparation Expectations, Debate Flow, and Debate Rubrics ❖ Activity (20 mins) <ul style="list-style-type: none"> a. Teacher leads students in rehearsal debate. b. Students work together to finish preparing for debate. ❖ Wrap-Up (5 mins) <ul style="list-style-type: none"> a. Hand in folders with completed debate prep handouts. b. Review any questions about the upcoming debate 	<ul style="list-style-type: none"> • Student debate/RR folders • Debate Prep Handouts • Debate Rubric • Mini-unit assessment chart 	<p>Debate Prep Handouts</p> <p>Teacher observations on mini-unit assessment chart</p>
6	<p>AIM: How will we use arguments and textual evidence to support our team's point of view for the debate?</p> <p>EQ: <i>What shaped the character of Pocahontas most?</i></p> <p>STANDARDS: ELACC7RI1 ELACC7SL1,3,4</p>	<ul style="list-style-type: none"> ❖ Debate (full-period, student-centered) ❖ 2 minutes at end for judges to give class feedback and name winner of debate 	<ul style="list-style-type: none"> • Debate flow sheets • Debate prep student handouts 	<p>Debate flow sheet</p> <p>Debate prep handouts</p> <p>Debate rubric</p> <p>Teacher observations on mini-unit assessment chart</p>