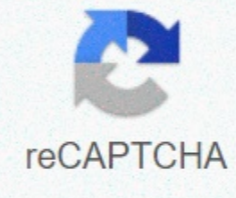




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Debate team carousel

Procedure Create a challenge that requires students to use their judgment and content presented to take a position. You unlock the graphic organizer for each student. Ask them to record their judgment and rationale for what they believe in the first box. Students hand over their documents to the right, read and add reasoning that supports their peer's judgment, even if they disagree. Students hand over their papers right again, read what's in both of their peers' boxes, and add contradictory justifications whether they agree or not. Students hand over their papers to the right one last time and add their own opinion, promoting it with their justification in the final box. Students return the papers back to their original owners. Ask volunteers to share with the class some arguments for and against from their carousel graphics organizers. Himmele, P., & Himmele, W. (2011). Overall participation technique: Make each student an active student. Ascd. How it works: See the attached templates or use the Google Images template. Can be done with groups of four or more. 1. Create a challenge that requires students to take up the position. Ask them to record their opinion and reasoning in the first box.2. Students hand over papers on the right, then read and add supportive justification to their peer judgment. 3. Pass again, read and add something that could be used as a contradictory justification. 4. Pass again and students add their own opinion in box 4 with support reasoning. 5. Final pass: the papers are returned to the owners and students can share with the class. What's good for: Introducing, exploring, synthesizing, or packing into a problem, concept, or topic. Pre-evaluation of students' thinking and argument-writing skills or understanding of the concept. Brainstorming or organizing ideas for argument-based writing. Analysis of a piece of writing (e.g. the best argument, the place where the voice is strongest, etc.) for math: working through homework problems that students got wrong, reviewing the test, or strengthening math reasoning skills. Tips:Follow the carousel with the whole class, small group or discussion with partners (e.g. offering conflicting opinions, evaluating how thinking has changed). Change invitations to different needs or purposes (see Discussion Team Carousel Examples)Post major questions or explain the challenges for each field while students are working. They have students starting each box they write so that they (and you) know who wrote what. For differentiation: Assign different groups of challenges of different complexity. Although topics in the discussion may vary to stretch or encourage student thinking, the analytical skills performed in the activity are the same for all students. Download Skip this video download presentation team Carousel Debate 1 / 1 Taken from the total Techniques: Making Every Student An Active Student Of Himmele and Himmele (2011)Debate (2011)Debate The carousel gives students the opportunity to analyze the problem by encouraging them to think critically about opposing perspectives. This activity touches on how to make strong supporting arguments as well as strong contradictory statements. How to set up an activity: Create a prompt that requires students to take a stand; the more current you are the more motivated the students seem to have. They have students write a call at the top of their paper. Example Prompt: Italian cuisine is better than American cuisine. Each student shall enter their declaration in the #1 time. Have students hand over their papers either right or behind them (but its best in your class set-up) and the second student must answer the call in the #2 field by adding a supportive statement to the first student's #2 point of view, even if that's not their own opinion. Have students hand over their papers again in the same direction. A third student will now read the first two and respond #3 with conflicting statements, even if it's not their own opinion. Have students hand over their papers again in the same direction. The fourth student will now read the previous three and add his own opinion based solely on these statements. Have the last student give the paper back to the original owner (first student - box #1) and have the owner read the filled boxes to see if their opinion changed. Follow up with either an entire class discussion or a t-chart with arguments for/against or split the class up to use this information to prepare for an oral discussion later. The possibilities are endless. Endless.

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