

Lesson Time:  
60 minutes

# Oral Assessment

## Socrates Static- Debate

### Socrates:

Ancient Greek philosopher and developer of the Socratic Method

Merriam-Webster Online Dictionary

### Static:

Main Entry:<sup>2</sup> static

Function: *noun*

Etymology: *static electricity*

Date: 1913

1: noise produced in a radio or television receiver by atmospheric or various natural or man-made electrical disturbances; *also* : the electrical disturbances producing this noise

2: **heated opposition or criticism**

## Objectives

- Students will participate in an academic debate.
- Students will work in groups to prepare for the debate.
- Students will review and use information presented in this class.
- Students will organize, compose, and present material orally.

## Standards

- E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and nonrenewable sources. E/S
- N.12.B.4 Students know scientific knowledge builds on previous information. E/S
- N.12.B Students understand the impacts of science and technology in terms of costs and benefits to society.

## Materials Needed

30	Handouts or an overhead
6	Dry erase markers
1	Whiteboard

## Anticipatory Set

Write the lesson objectives and/or standards on the whiteboard.  
Discuss with the students what the objectives and/or standards of the lessons are.

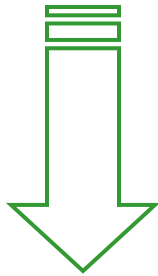
Objective: You will participate in an academic debate.

Objective: You will work in groups to prepare for the debate.

Objective: You will review and use information presented in this class.

Objective: You will organize, compose, and present material orally.

Distribute handouts or prepare overhead.



## Introduction:

“Today and next time we are going to participate in our last activity. We are going to have a debate. Today you will gather ideas to argue one side of a topic. Next time you will debate the topic.”

## Modeling / Guided Practice

1. Read the rules of the debate/academic controversy.
2. Divide the class into four groups.
3. Allow groups to choose topics, or choose for them.

4. Let the students know they should use all of their notes. Review rubrics.
5. The students should discuss all possible arguments supporting their assigned topics with their teammates.
6. Students should write all facts and opinions on handout or in notes.

\*\*Optional Debate Videos:

“Can Wind and Solar Replace America’s Coal Plants?”

<http://www.youtube.com/watch?v=H08xFwYOIGI>

“Las Vegas Democratic Presidential Debate”

<http://www.youtube.com/watch?v=vBQigrJOBwg>

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### Closure:

1. Emphasize some of the responses that the students gave.
2. Let students know they will be arguing the argument next time.
3. Review guidelines for tomorrow.

### Independent Practice

Not applicable.