

<b>DAYS</b>	<b>45-51</b>
<b>UNIT</b>	<b><i>THE GREAT DEBATERS</i></b>
<b>OVERVIEW</b>	Students will view Washington's film and get an inkling of what competitive/formal debate is plus learn about the Jim Crow South plus Wiley College, review documentation and research skills, work in groups, and face a bit of pressure to speak on behalf of others to the rest of class.
<b>STANDARD(S)</b>	<b>SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6</b>
<b>MATERIALS</b>	Getting Ready to View sheet  Student access to Internet  Copy of film or online access to it
<b>INSIGHT</b>	I used to just show the film with a bit of info from me thrown in at the start. In later years, I decided to put the burden on the kiddos and use the film as an opportunity to review MLA documentation as well as get another speech in (for some of the students, at least). The movie is sweet and is one the kids get into. My favorite part of the movie is the bit at the end that tells how they all ended up, so watch for it.  Note – it's pretty easy to move this unit to another place in the term if need be.

### DO

- Days One and Two  
Give students Getting Ready to View sheets, put into groups, assign topics, and put to work. They have two days to research and practice all group members according to the assignment instructions.
- Day Three  
Speeches. Use the roll of a die or some other random method to see who speaks. Take up Works Cited pages and grade them with redos as needed.
- Days Four-Six  
Watch the film. It's enjoyable. Clarify or explain plus refer back to the student speeches as it unfolds. If you have a class that can't or won't stay focused without written work to accompany, there are numerous online study guides to help you (see the two links below), and I used those before we started doing the Getting Ready to View assignments. Once we started those, there was no need, and we had great discussions.

**THE GREAT DEBATERS****Getting Ready to View****Group Work/Unfamiliar Terms and Concepts****Speech 1**

WILEY COLLEGE, especially debate

HARVARD UNIVERSITY, especially debate

JIM CROW LAWS

SHARECROPPERS / ORGANIZED LABOR

DEBATE – WHAT ARE RESOLUTIONS, AFFIRMATIVE, NEGATIVE

DEBATE – WHAT IS A SYLLOGISM? WHAT IS CROSS EXAMINATION?

**YOUR GROUP'S ASSIGNMENT:**

Once you have been assigned a topic, use the Internet (Google search) and KYVL to find information about your topic. Prepare a short list of a few bullets of information the class needs to know about your topic. Once you have done so, create a common notecard your group can use to present this info to the class. You should also create a common AGD and at least one visual aid (picture, video clip, etc.) to help illustrate what you are talking about. Each of you in the group is on the "hot seat" to present – will be a random pick – so each of you should practice presenting the points to the class in an interesting way (use an AGD, say them out loud to each other). Create a Works Cited page for your information and put your names (first and last) at the end of it; share this with me via Google Docs.