In room 207, Mr. Smith is teaching his students about the civil rights movement. He asks the students questions such as, “Who were the freedom riders?” or “What year was the Montgomery bus boycott?” It is easy for students to find the answers in their textbooks. Mr. Smith tells the students whether they are right or wrong. On Friday, they will have a quiz about these facts.

In room 209, Ms. Miles is also teaching about the civil rights movement. She asks her students, “Is peaceful protest the best way to make things change for the better?” The students have a debate. Some think Martin Luther King Jr. was right to tell protesters to avoid violence. Others believe that sometimes violence is necessary when people will not listen to reason. They ask Ms. Miles for the right answer, but she says there is no right answer.

Some people believe that kids in school should only learn about facts. These people think students should get information from their textbooks or teachers and memorize it. That way, some argue, all students will learn the same things and they will all be able to do well on tests.

Other people think debates can be hard because there are no right answers. Sometimes everybody learns different things from a debate. This makes it hard for teachers to give a test to find out what students have learned. Debates also take a lot of time. Teachers who have debates may not be able to cover as many topics in class. Then, students may not learn all of the facts in the textbook.

However, debates may help students understand why the facts they learn in school are important. We live in a democracy, where everyone needs to know how to form and justify opinions in order to work together to make decisions. Young people will not always have a teacher or a textbook to give the right answers, so students need to learn to think for themselves. Each person has a unique perspective defined by his or her knowledge, experience, and attitudes. Even teachers and textbook authors have their own perspectives. Through a classroom debate, students hear their classmates’ opinions. Students justify their opinions with evidence from texts and from their own experiences. Sometimes, hearing from classmates who disagree with them makes students learn about their own biases and understand a problem in a new way. Hearing classmates’ perspectives during a debate can help students understand the complexity of many important issues. Whether it is better to have teachers teach from the text or to have students engage in debates is a continuing controversy in education.

What do you think? Should students learn only facts in school? Or should debates be an important part of their education?

Questions for Classroom Discussion:
- From the description of debates in this passage, what do you think classroom debates look and sound like?
- What arguments does the passage present that debating in school is a bad idea? A good idea?
- Does this passage justify both sides of the controversy? Or do you believe this is a biased account of the controversy of debating in schools?
- Why do you think the passage began with two short stories about two different classrooms?
- Have you ever participated in a debate? What do you think makes a good debate? What can make debates difficult?
USE THE FOCUS WORDS *and alternate parts of speech
debate (noun) a discussion of a problem where different sides are presented

Sample Sentence: In Ms. Miles’ classroom, students had a debate about whether junk food should be sold in schools.

Turn and Talk: Can you think of a debate that caused you to change your mind? What was it about?

*debate (verb) to argue about an issue; to consider different options in order to make a decision

Sample Sentence: Cecelia debated whether to drive or take the bus to the concert.

Turn and Talk: Have you ever debated cutting your hair short or growing it long? What was your decision?

controversy (noun) major disagreement or dispute among many people

Sample Sentence: The biggest controversy in the sixth grade last year was whether or not students would be required to wear school uniforms.

Turn and Talk: Why is there so much controversy surrounding school uniforms?

perspective (noun) point of view, way of looking at things

Sample Sentence: All of my friends have a unique perspective about which teacher is the best.

Turn and Talk: What’s your perspective on whether or not people should be able to keep wild animals as pets?

justify (verb) to defend, explain, or show to be right

Sample Sentence: Carl justified his decision to punch Roger by explaining that Roger punched him first.

Turn and Talk: Do you think people are justified in using violence after others use violence against them first?

bias (noun) the belief that some people or ideas are better than others, prejudice

Sample Sentence: Jonas’ bias against school uniforms comes from his experience in a very strict private school.

Turn and Talk: Do you expect history books to have bias? Why or why not?

*bias (verb) to strongly influence someone for or against something

Sample Sentence: Raphael didn’t want to bias his friends against the band, so he decided not to mention that they don’t write any of their songs.

Turn and Talk: Does hearing about musicians’ bad behavior bias you against their music? Explain.
DO THE MATH

Option 1: In the Urban Debate League, students from city schools debate controversial issues. A skillful debater can justify more than one perspective. For example, a debater might start by arguing that her school should have a dress code. Then, she can change positions and argue that her school should not have a dress code. The debater puts personal biases aside.

A total of 56 students participated in the Urban Debate League championships. They were:

- 10 ninth graders
- 14 tenth graders
- 20 eleventh graders
- 12 twelfth graders

What percentage of the students were in tenth grade?

A. 14%
B. 25%
C. 55%
D. 75%

Option 2: Urban Debaters debate controversial issues in teams of two. In each debate, a team either argues from an affirmative or negative perspective. Teams must be affirmative in some debates, and negative in others. Even if a debater is biased toward one opinion, she must skillfully argue both sides. Judges choose the winning team based on how well team members justify each perspective.

In a debate round, each of the 4 debaters talks 3 times: an 8-minute speech, a 5-minute response, and a 6-minute question period. Gabriel is organizing a school debate. He wants to know how many whole debate rounds can happen in 4 hours if everybody uses all their time. Write an inequality that would help him figure this out. You can let \( r \) = the number of debate rounds.

\[
4(8 \text{ minutes} + 5 \text{ minutes} + 6 \text{ minutes}) \leq 240 \text{ minutes}, \text{ or } 76r \leq 240
\]

Discussion Question: High school debaters tend to get good grades and go to college. Some people say this justifies using debate in the classroom. Others have a different, controversial perspective. They say that kids join debate teams because they are already smart and motivated. They say debate won’t help regular kids. What do you think?
**THINK SCIENTIFICALLY**

Ms. Lexie Kahn and Mr. Paul E. Seemy are two science teachers who work together. Being science teachers, they encourage their students to be curious and ask a lot of questions. Some of their students like to ask questions about national **controversies**. Others ask questions about experiences that have made them wonder about something.

Ms. Kahn and Mr. Seemy themselves often have different **perspectives**, and they like to **debate** each other. They try not to let personal **biases** get in the way of exchanging ideas, so they use evidence to **justify** their opinions.

Both teachers believe that **debating** develops intelligence just as physical exercise develops muscles. They think that you become smarter by working through challenging problems. Some of their students agree with this, but others do not. The doubtful students seem to believe that people have a fixed amount of intelligence that stays the same no matter what.

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**Mr. Seemy’s student Joon found this topic very interesting, so he decided to survey the students at his school.**

Joon wants to find out:

What mindset have middle school students developed about whether or not intelligence grows?

**Procedure:**

1. Distribute surveys to all students at school.
2. Ask students to place completed surveys in a box in the library labeled “completed surveys.”
3. Tally the survey results.

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>Fixed Mindset (intelligence does not change)</th>
<th>Growth Mindset (intelligence can change with effort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Grade</td>
<td>122</td>
<td>75</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>99</td>
<td>110</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>80</td>
<td>78</td>
</tr>
</tbody>
</table>

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**Check the box that matches what you think:**

- People have a certain amount of intelligence and it doesn’t change.
- People can get more intelligent over time if they work at it.

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**Answers will vary.**

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**Stanford University professor Dr. Carol Dweck reports from her research that people with a “growth mindset” live less stressful and more successful lives. Discuss this idea with your class.**

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**Answers will vary.**
SHOULD SCHOOL BE A PLACE FOR DEBATE?

DEBATE THE ISSUE
Pick one of these positions (or create your own).

A  Debates are necessary for learning.

OR

B  Debates do not belong in school.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

Be a strong participant by using phrases like these:

“Can you show me evidence in the text that...”

“I believe that...”

“You make a good point, but have you considered...”

“I agree with you, but...”
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

controversy | justify | perspective | bias | debate

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