

PROTAGONIST/ANTAGONIST DEBATE
English/Language Arts

Grade 5– 6

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Acceleration Approach

Standard has been accelerated by moving grade level 6 up to the standard used for grade level 10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Paul’s Model of Reasoning: Language Arts

Differentiation Features - Students:

- Assessed earlier or prior to teaching
- Develop a product
- Present oral and written communication to a real world audience
- Sophisticated content stimuli

COMMON CURRICULUM GOAL

English/Language Arts – Reading

Develop an interpretation when reading literary text.

English/Language Arts – Communication

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

Use the language, techniques, and conventions of a chosen communication form in ways appropriate to topic, context, audience, and purpose.

Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

PROTAGONIST/ANTAGONIST DEBATE**English/Language Arts****Grade 5– 6****PAGE 2****Archetypal Model**

- Read an advanced level classic piece of literature.
- Analyze a protagonist and antagonist character.
- Develop arguments to support your judgment.
- Debate position in front of audience.

TASK DEMAND**Sample Task Activity**

- After reading “My Brother Sam is Dead” students will develop a position chart, Graphic Organizer *Antagonist/Protagonist Characteristics*, to align themselves with both Sam’s and Father’s points of view. Using the chart, find and write out specific arguments for support.
- Prepare debate (a visual aid is optional during the debate).

Questions

- What are Sam’s reasons for his position on the Revolutionary War?
- What are Father’s reasons for his position?
- Do you agree with one position over the other? Why or why not?

Implementation Time

- 2–3 class periods, including debate. Reading will be done mostly as home work.

Resources

Collier, J., and Collier, C. (1974). *My brother sam is dead*. NY: Scholastic, Inc.
My Brother Sam is Dead <http://projects.edtech.sandi.net/ofarrell/mybrosam/>

Appendix

Graphic Organizer: *Antagonist/Protagonist Characteristics*

BENCHMARKS**English/Language Arts – Reading**

8th Grade - Analyze characterization as revealed through a character’s thoughts, words, speech patterns, and actions; the narrators description; and the thoughts, words, and actions of other characters.

10th Grade - Determine characters’ traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.

English/Language Arts – Communication

8th Grade – Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.

10th Grade – Make a formal presentation to the class (e. g. include definitions for clarity; support main ideas using anecdotes, examples, statistics, analogies, and other evidence.)

8th Grade – Use language effectively and creatively to make a strong impact, evoke a response from the audience, and convey a clear message.

10th Grade – Use precise language, action verbs, sensory details, appropriate and colorful modifiers in ways that enliven oral presentations.

8th Grade – Use effective word choice, enunciation and pace during formal presentations.

10th Grade – Analyze the occasion and the interests of the audience and choose effective verbal and non-verbal techniques for presentations.

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Scoring Guide	6	5	4	3	2	1
Reading	Exemplary	Proficient	Strong	Developing	Emerging	Beginning
Students will be able to:						
Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.						
Determine characters' traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.						

Scoring Guide	6	5	4	3	2	1
Communication	Exemplary	Proficient	Strong	Developing	Emerging	Beginning
Students will be able to:						
Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.						
Make a formal presentation to the class (e.g. include definitions for clarity; support main ideas using anecdotes, examples, statistics, analogies, and other evidence.)						
Use language effectively and creatively to make a strong impact, evoke a response from the audience, and convey a clear message.						
Use precise language, action verbs, sensory details, appropriate and colorful modifiers in ways that enliven oral presentations.						
Use effective word choice, enunciation and pace during formal presentations.						
Analyze the occasion and the interests of the audience and choose effective verbal and non-verbal techniques for presentations.						

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/ Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development 	<p style="text-align: center;">English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			