Purpose: To support students to read closely for detailed evidence to make arguments in a live debate.

Enduring Understandings:
- Given the amount of evidence for both sides, the book does not support one side and this reflects the complicated nature of war, “We're not on any side”
- Evidence can be manipulated to make arguments

Objective(s): Students will...
- Synthesize causes given by both sides in the lead-up to the Korean War
- Model a debate
- Reflect and evaluate the most effective key points

Essential Questions:
- How do different sides in war manipulate casualties to support their own motives?
- How does religion (or lack thereof) complicate logic and ethics in each sides' actions?

Assessment: I will collect the handouts (distributed prior to the debate) at the end of class and grade for completion and thoroughness.

Materials:
- The Guest, Hwang Sok-Yong
- Debate preparation handouts

Activities/Detailed Plan:
Introduction (10 minutes)
- Students will organize themselves into two groups: Christians and communists
I will organize the students into groups so that the class gets started more quickly and has a more structured beginning
- Students will have time to share their evidence
I will walk around and probe everyone in groups to share their evidence, checking that they completed the pre-debate handout
- Each group will construct an opening statement and key points for the 3 categories
I will inform students that each person must speak at least once, and help guide students towards deciding who will give prepared statements, and who will make rebuttals
- One person in each group will act as secretary/record-keeper
Each person should keep track of what points they find to be persuasive or flawed
It might also be helpful for me, as the teacher, to keep track of arguments and evidence on the board

Development (30 minutes) (Each student must speak at least once)
- I will act as the moderator. The debate will be structured as follows:
  - Opening statements: each side will present (2 minutes each, 4 minutes total)
  - 3 arguments: each side will alternate and present their 3 main arguments, with evidence for each (up to 2 minutes per statement, 12 minutes total)
  - 3 rebuttals: each side will have a chance to respond to the arguments, either made in the previous round, or to the other side's given rebuttals (up to 1 minute per statement, 6 minutes total)
  - Both sides will have 5 minutes to prepare their closing statements.

*I will walk around and check that students are note-taking throughout this activity, and encourage them to fill out the bottom portion of their debate handout to help them prepare their closing statements*

- Closing statements from each side (1 minute each, 2 minutes total)

Closure (5 minutes)

- As the moderator, I will select a winning side of the debate, and give concrete reasons for why that side was the winner. It is imperative that I list the specific evidence that worked and didn't work, as well as any flaws in argument/logic that either side faced.
- (If there is time) Discuss what worked, what didn't work in the debate, and any conclusions that could be made.

**Homework**: Students will reflect on this in-class debate activity, and fill in the bottom section of their debate handouts. Students will also be given the next reading assignment.
Name:

Position: Christian   Communist
(circle one)

Please provide specific examples for your evidence. Provide page numbers when needed.

a) causes of grievance

b) causes of violence

c) instances of demonizing, denying, lying

What are some valid and well-argued points that the other side made? Include at least 3.

Have you changed your position by the end of this debate? Why or why not?