Georgia Performance Standards Framework for ELA Unit 5 – 4th Grade

Grade: 4

Topic: Debate as a Response to Literature

Instructional unit: Unit 5, Connecting the Reading and Writing Processes: Responding to Literature (in reference to Week 4 #1, 2, & 4)

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The task:
The suggested Read Aloud is in form of Reader’s Theater and is read as a debate. “The 1787 Constitution Convention Debate” is a direct connection to the GPS Social Studies Standard (SS4H5). The teacher should read with expressive voice intonation or invite an adult reader to dramatize the text. Sharing with students that responding to literature opens the door to a variety of oral and written expressions is crucial. Most important, it is necessary to have an “open ear” to hear both sides of an issue, to separate fact from unsubstantiated opinion, and to stay above purely emotional feelings. In other words, the teacher is training the student to become a critical thinker, listener and responder. To access the “The Constitutional Convention: What the Founding Fathers Said” go to google http://edsitement.nehgov/view_lesson_plan.asp?id=402. Scroll down to “Handout for the script(s).

In this section of the debate the delegates discuss whether or not the members of the “larger branch” of the legislature (now known as the House of Representatives) should be elected directly by the people. Bold-faced font represents translations of some text into more conversational speech. Mr. Sherman opposed the election by people, insisting that “it ought to be by the State Legislatures. The people he said should have as little to do as may be about the Constitution.” This could be an introduction to develop student’s background knowledge before actually reading the debate.

2. The teacher will discuss the Complementary Standard for Speaking/Listening. Afterward, students will share their opinions about this issue as if they were participants at the convention.

3. The student will write a response to which speaker had the stronger presentation. He or she should develop a clear response using examples from the debate.

4. The student will share his or her reasoning for liking or disliking one speaker.

Differentiation:
- Set up Listening Center with debate on tape and accompanying pictures of Madison, Franklin, etc.
- Bring in translator for actual debate.
- Begin with these questions: “What is a debate?” “What do kids argue about?” Place examples on chart paper.
- Check for understanding with these questions:
  1. What is a debate?
  2. Today our debate was about________
  3. What did Madison think?
- Review at the end.
Focus Standard:
SS4H5 The student will analyze the challenge faced by the new nation.
b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational text.
a. Locates facts that answer the reader’s questions.
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).
e. Distinguishes cause from effect in context.
f. Summarizes main ideas and supporting details.
g. Makes perceptive and well-developed connections.
h. Distinguishes fact from opinion or fiction.

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
b. Writes texts of a length appropriate to address the topic or tell the story.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
d. Uses appropriate structures to ensure coherence (e.g., transition elements).

Complementary Standard:
ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
a. Initiates new topics in addition to responding to adult-initiated topics.
b. Asks relevant questions.
c. Responds to questions with appropriate information.
d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
f. Displays appropriate turn-taking behaviors.
g. Actively solicits another person’s comments or opinions.
h. Offers own opinion forcefully without domineering.
i. Responds appropriately to comments and questions.
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
k. Gives reasons in support of opinions expressed.
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
Circumstances of the assignment/Notes to the Teachers:
This task could be arranged to correspond with the timing of instruction with the Social Studies Standard. The purpose is to give students a deeper understanding that reading, writing, speaking, listening, and viewing are not independent of each other, and each offers many ways to respond.