

Structured Academic Controversy Discussion Handouts

Preparing for a REMOTE LEARNING Structured Academic Controversy Discussion

Title of Text:

1. **Examine the text** to determine the following:

This text is about:

The stakeholders are:

Their concerns are:

Structured Academic Controversy Prompt:

2. **Group and Partner Assignments:** Move into your Perspective Partner Groups, identify your Perspective Partner and receive your perspective assignment.

Mark the perspective you have been assigned.

Perspective A

Perspective B

3. **Revisit the text:** Review the text and underline the main/most important points that support your assigned perspective. Record your responses on the T-Chart.

4. **Partner Preparation:** Work with your Perspective Partner to determine the points from the T-Chart to share with the other perspective pair in your group and in the order you will present each point.

5. **Present Initial Perspectives:** Each pair in the perspective partner groups will share their perspective and evidence to the other pair. While you are listening to the other perspective, take notes in the appropriate column on the T-Chart.

6. **Switch Perspectives:** Perspective pairs will switch perspectives with their group members and prepare to present the other perspective.

Rules for Current and Controversial Issues Discussions

- Maintain respect for self, others, the conversation, and the topic.
- Refer to evidence to support ideas.
- Acknowledge what was previously said, use transitions to connect comments, ask clarifying questions.
- One person talks at a time.
- Focus on ideas, not personalities or people.
- Everyone should participate and encourage others to participate in the discussion.

STUDENT

7. **Present Switched Perspectives:** Work with your partner to share your new perspective with the other pair in the perspective partner group. While you listen to the other perspective, take notes in the appropriate column on the T-Chart.
8. **Consensus Building:** As a group, drop your assigned perspectives and use information from the text, T-Chart and your lived experience to collaborate to form a consensus on possible areas of agreement (i.e. facts of the case, the core issue, opportunities for compromise, etc.). Record the consensus on the T-Chart.
9. **Main Areas of Disagreement:** As a group, note on the bottom of the T-Chart any areas of disagreement between the members of the group.
10. **Whole Group Share Out:** Each Perspective Partner Group will share their areas of consensus with the whole class.
11. **Reflection:**

Did you ...	Often	Sometimes	Rarely	No
Contribute on topic comments, prompts, and evidence throughout the activity?				
Seek to understand alternative points of view, even when you did not agree?				
Deepen your understanding of the topic or change your perspective as a result of the discussion?				

- A. What did you learn about the topic from participating in the Structured Academic Controversy activity?
- B. What was the most interesting evidence? Why?
- C. What was the best thing you observed?
- D. What was the most challenging thing you heard?
- E. What additional questions do you have about this topic?
- F. How might I improve as a participant? Did you meet the goals you identified at the start of this preparation guide? Please explain.
- G. How did the class improve as participants? Did the class meet the goals identified at the start of the preparation guide? Please explain.

Perspective T-Chart

Perspective A	Perspective B
A. This information in the text supports the controversial prompt:	B. This information in the text opposes the controversial prompt:
Areas of Consensus:	
Areas of Disagreement:	

