

1. Lesson Plan Information**Subject/Course:** Social Studies**Grade Level:** 8**Topic:** Hate or Debate?**Length of Period:** 60-120 minutes**2. Title of Lesson****Expectation(s) (*Directly from The Ontario Curriculum*):**

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians

A3.5 identify a variety of significant individuals and groups in Canada

3. Purpose- BIG IDEA

Was the incident of the Komagata Maru or the current remarks made by Donald Trump about minorities in the United States a violation of human rights?

4. Learning Outcomes

- To understand and communicate various forms of argument effectively in a variety of context.
- To develop the ability to analyze controversies, select and evaluate evidence, construct and refute arguments
- To learn theories those seek to explain the process of communicating arguments with people.
- To clarify one's personal and social values through confrontation with the value judgments of others.
- To participate effectively in situations where decision must be made.

5. Teaching/Learning Strategies**HOOK**

- Start the lesson with writing a few the following words on the board- Legitimate debate and political controversial issue
- Discuss how these two concepts are related or unrelated to each other. Get

students to talk amongst themselves and think of examples that events have occurred that are related to those concepts.

LESSON SEQUENCE

- After discussing the two concepts, go into some background information about the “Komagata Maru” (link provided) followed by a video titled Racism in Canada
- Let the students compare the two videos and link the two together with the theme of Legitimate Debate
- Followed by that class discussion- show them the video of Donald Trump’s comments on Muslims and Mexicans
- Introduce the student to the Debate assignment (in materials)

Assessment

- Individual Assessment - Research on the topic
- Group Assessment- Oral Debate

6. Materials

Task Specific Outline

- **Individual assessment**
- **Group Assessment**

7. Resources

Information on the Komagata Maru

<http://komagatamarujourney.ca/>

Racism Canada

<https://www.youtube.com/watch?v=dvqXh83IJgM>

Donald Trump’s comments

<https://www.youtube.com/watch?v=-sz0KY-3PbQ>

Name: _____

Date: _____

Task Specific Outline

Part 1: Individual Assessment

Research the argument that you have chosen and answer the following questions:

- a. Title Page
- b. What is the story behind the
- c. Impact on Canadian/ American History
- d. Impact on the community in question
- e. What would you do in this particular situation?
- f. What did or is the government doing
- g. Bibliography

Total- 50 marks

Part 2: Group Debate

Every debate has two sides.

1. The side that favors the proposition is called the Affirmative position, and the side that opposes the proposition is called the Negative position.
2. You will need to fill the following jobs with members of your team. Everyone on your team must have at least one job.

Roles of each member of the Debate

1. Moderator-Announces the debate and calls debate to order
2. Timekeeper-Keeps speakers within time constraints.
3. Lead Debater-Presents the overall argument from their position.
4. Question Asker-Asks the opposite position team questions about its argument.
5. Rebutter-Responds to the arguments raised by the questions.
6. Closer-Sums up their position, referring to new issues raised in the debate.

Each debate will be marked as a group

Total – 50 marks