ACT 5: Debate

Brutus and Cassisus - Heroes or Villains?

Act 5 Summary:

**Battle**

Cassius is worried before the battle. He has seen many omens that point to them losing the battle. Brutus and Cassisus leave for battle.

**Cassisus Take his Life**

Cassius is surrounded by troops on the battlefield and wrongly hears that they have lost the battle. He orders a servant to take his life. His body is found and Brutus is informed.

**Defeat**

Brutus recognises that he has lost the battle. He asks his men to kill him but when they all refuse he takes his own life.

**Villain/ Hero?**

Antony and Octavius arrive and watch Brutus die. Antony praises Brutus for his honour as he is the only one of the conspirators to do what he did for the greater good - not for selfish reasons. He promises that Brutus will receive a burial of an honourable soldier.

Week 5 - Lesson 1: What is a Debate?

| **Learning Intention** | To understand what a debate is and why it is important  |
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| **Key Vocabulary**  | debate, views, opinions, argument, agree, disagree, oppose, respect, formal, language, persuasive, listen, respond, counter argument, opening statement |
| **Activities/****Lesson** | IntroductionStart the lesson by asking the questions: What *is debating?* Explain that a debate is a formal discussion around a subject/question where people have different views. In a debate, different facts and opinions are presented by each side during the discussion. Make it clear that debating is different from arguing. Debating is a formal way of discussing different ideas and is used in day-to-day life to make important decisions. *Why is debating important? Why don’t we just argue? Can we disagree and still get along?* Tell the children that it is important to learn to disagree with someone in a civil manner. Disagreeing with someone doesn’t mean that we have to fall out with them. Sometimes you might have an opinion that changes over time- we must learn to listen to others who have different opinions and ideas to us! Show the following video up to 3:27 <https://www.youtube.com/watch?v=hCu0546zkGo&t=419s>*Have you ever seen any kind of debate on TV?* Get the children’s ideas on when they have seen debates e.g. House of Commons, elections, debating clubs etc. Show the children a picture of the Houses and Parliament and ask them if they recognise the famous building. Tell them that it is the Houses of Parliament and it is where the government and MPs go to debate laws and other issues. Show the children the following video about the Houses of Parliament <https://www.youtube.com/watch?v=SlPSAOa4vR4>Main Teaching Tell the children that this week they will be debating with each other. Present the following question on the board:***Brutus and Cassius - Heroes or Villains?*** Explain that this week, the class will be split into 2 teams.One team will argue that they are heroes while the other argue that they are villains. Tell them that their group will present their evidence and arguments to a judge in front of the other teams in a courtroom scenario. The winner will be the group who:* have been the most persuasive,
* listen well and respond appropriately to the other team
* speak eloquently (using appropriate and formal language)

Activity Ask the children to work in pairs/three to write down arguments for both sides. Do not reveal which side they will be on to encourage thinking from both perspectives. Ask them to split a page into 2 and list the arguments under the headings Team Heroes and Team Villains. Tell them that they are not going to share their ideas as a class as they do not know which group they are in yet and they may have come up with ideas that someone else might magpie for their argument! |
| **Notes for Teachers**  | This lesson should initiate lots of discussion between the children on debating, disagreeing and respecting opinions that differ from your own. Allow children time to explore the importance of being able to disagree with someone respectfully and still listening to their side. Emphasise that even strong opinions can change and that progress only comes about when we listen to others. Instill the idea that debating and disagreeing respectfully is a crucial life skill.  |
| **Resources**  | <https://www.youtube.com/watch?v=hCu0546zkGo&t=419s><https://www.youtube.com/watch?v=SlPSAOa4vR4> |

Week 5 - Lesson 2: Preparing Your Argument

| **Learning Intention** | To write formal arguments to be used in a debate |
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| **Key Vocabulary**  | debate, views, opinions, argument, agree, disagree, oppose, respect, formal, language, persuasive, listen, respond, counter argument, opening statement |
| **Activities/****Lesson** | Introduction (Formal Setting)Start by introducing the idea of a courtroom. A courtroom is a formal setting where decisions are made on whether people are found guilty or not guilty. Explain that we will use the formalities of the courtroom to hold our debate to remind them of the formal tone of a debate. Show the children the following video on court etiquette to reinforce the idea of formality. <https://www.youtube.com/watch?v=ldAsCm83Vvg> A formal setting requires them to act and talk in a certain way. We do not argue like we are arguing with a friend in the playground.In a court, we have to use formal language and speak with respect. Introduce the Structure of the Debate1) Everyone stands as the judge enters the courtroom2) The judge introduces today’s topic: *Today we are here to discuss whether Brutus and Cassius should be considered as Heroes or Villains.* 3) The first group presents their opening statement and then their arguments while the other groups listen and take notes if they wish to present counter arguments later on. It is essential that the other groups listen at this point of the debate. The teams will be judged on the quality of their counter-arguments. 4) Repeat this with the other group.5) Once all groups have presented their arguments, the judge will announce that the groups have 10 minutes to discuss and decide if they would like to present counter arguments to anything that they have heard from the other groups. 6) After 10 minutes the judge will open the floor for counter arguments to be presented. As a counter argument is presented, groups can respond using the appropriate formal vocabulary where possible (see resources).7) After the counter arguments and responses have been made, the judge thanks the teams for their efforts and tells them that a decision will be made by the end of the week- after the closing statements have been written. The judge (teacher) will decide on the winning team based on who has been the most persuasive, who listened and responded well and who spoke eloquently (using appropriate and formal language).Group Work Split the class into 2 teams and assign reveal whether they are Team Heroes or Team Villains. Ask each group to decide among themselves how they will present their arguments. Suggest to the children that they could work in pairs to write an argument /point together so that the group has at least 5 points to make to prove Brutus and Cassius should be considered heroes/villains. They can write it with their partner and decide who presents which part of the argument. Show the children the debating vocabulary (see resources) and go through it with them. Remind them of the importance of speaking eloquently and that the judge will take this into account when making their decision. Ask the children to use the rest of the lesson writing the group opening statement (see template in resources) and the different arguments that they will present to prove their character guilty. They do not need to learn their part by heart as they will have the paper in front of them. However, the better they know it, the better they’ll be able to present it so it is advisable for them to spend time familiarising themselves with what they will say. Tell the children that if they have time, they could also work together to anticipate some of the counter arguments that they might get as it’s always good to be prepared!  |
| **Notes for Teachers**  | The aim of this lesson is for the children to prepare their group opening statement and arguments which will be presented and role played in the next lesson. It is important to go over the debate vocabulary (see resources) with the children and adults may need to support children to incorporate the language into their parts.  |
| **Resources**  | <https://www.youtube.com/watch?v=ldAsCm83Vvg>Debate Vocabulary (see resources) Opening Statement Template (see resources)  |

Week 5 - Lesson 3: Drama - Court Hearing

| **Learning Intention** | To debate ideas in a formal setting |
| --- | --- |
| **Key Vocabulary**  | debate, views, opinions, argument, agree, disagree, oppose, respect, formal, language, persuasive, listen, respond, counter argument, opening statement |
| **Activities/****Lesson** | Go over the structure of today’s court hearing (see below) with the class. Ensure that the classroom is set up so that the judge sits at the front of the room and the 2 groups sit in chairs facing each other on different sides of the room. Remind the children that the courtroom is a formal setting and therefore using formal language and speaking eloquently and respectfully will earn them points! Remind the children of what you are looking for: * Presenting persuasive arguments
* Speaking eloquently and using formal language
* Actively listening to the other groups so that you can present counter arguments
* Responding to counter arguments eloquently

Give them a few minutes to prepare their arguments and to read over their arguments from the last lesson. Begin debate!!1) Everyone stands as the judge (teacher) enters the courtroom2) The judge introduces today’s question: ***Today we are here to debate whether Brutus and Cassius should be considered as heroes or villains based on their actions.*** 3) The first group presents their opening statement and then their arguments while the other groups listen and take notes if they wish to present counter arguments later on. It is essential that the other groups listen at this point of the debate as they will be judged on the quality of their counter arguments. 4) Repeat this with the other group.5) Once all groups have presented their arguments, the judge will announce that the groups have 10 minutes to discuss and decide if they would like to present counter-arguments to the other group. 6) After 10 minutes the judge will open the floor for counter-arguments to be presented. As a counterargument is presented, groups can respond using the appropriate formal vocabulary where possible (see resources).7) After the counter arguments and responses have been made, the judge thanks the teams for their efforts and tells them that a decision will be made by the end of the week- after the closing statements have been written (next lesson). |
| **Notes for Teachers**  | For this lesson, prepare the classroom so that it is set up appropriately. All the children need to be able to see each other and the judge. Children sit and listen when they are not presenting and stand when they are. Have the debating vocabulary (especially the Presenting Your Counter Argument and Responding to Counter Arguments) available to the children. The children will be writing their closing statements in the next lesson. The teacher/judge will decide on the winning team after the closing statements have been written.  |
| **Resources**  | Debating Vocabulary (see resources) A hammer and cloak for the judge (teacher) |

Week 5 - Lesson 4: Writing - Closing Statements

| **Learning Intention** | To write a closing statement  |
| --- | --- |
| **Key Vocabulary**  | Summarise, argument, closing statement, points, vocabulary, evidence  |
| **Activities/****Lesson** | Tell the children that today they will be writing a closing statement to summarise their group’s argument/position. Explain that the closing statement is a recap of what has been said however not all of the details of the argument needs to be included- focus on the most powerful reasons. Discuss how they should write their closing argument: 1. Restate your claim: What is the main idea of your argument? We believe that …
2. Briefly remind your audience of the evidence. Briefly list the key arguments.
3. Finally, address why the judge and the audience members should consider the characters heroes/villains. Try to do this in one punchy sentence!

Modelled Write Model writing point 1 and 3 of the closing statement. The children should be able to write point 2 by themselves as they will be clear of the arguments that they’d like to include. Model thinking aloud whilst making formal language choices to suit the purpose and audience of writing. Have the closing statement vocabulary (see resources) visible while writing so that children can see you selecting vocabulary. Add vocabulary to the word bank if children come up with new ideas. Ask the children to write their own closing statements. Encourage them to edit and improve their writing. The teams can decide on 2 children to read their closing statements to the class. Once closing statements have been read, the ‘judge’ can announce the overall winning team. |
| **Notes for Teachers**  | There might not be enough time in this lesson for the children to read out their closing statements. This might carry over into the next lesson, when a decision on the winning team can be made. |
| **Resources**  | Closing Statement structure (see resources)Closing Statement Vocabulary (see resources)  |

Resources

Opening Statement Template

Good morning, your honour.

I stand before you as a representative from Team Heroes/Villains .

We believe that Brutus and Cassius should be considered as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for their actions.

Write a couple of sentences explaining what you are going to present to the court today and what you think about the evidence that you have.

Formal Debate Vocabulary

**Introducing Your Argument**

We believe that …

We ask you to consider that …

It is undeniable that …

The fact is that …

In our opinion …

We think that …

**Developing Your Argument**

Furthermore…

In addition to...

Next…

Firstly…

**Presenting Your Counter Argument**

We think that your point about …

We disagree with your point about …

So you previously said that … however

We would like to question the point that you made about …

**Responding to Counter Arguments**

We understand your point about … however

We can understand that … however …

We appreciate that … but…

Although it is true that …we would argue that …

Closing Statement Vocabulary

your honour

ladies and gentleman

In summary..

In conclusion…

we believe

evidence

consider

prove

Brutus and Cassius

heroes

villains

action

people of Rome

murderers

criminals

brave and noble act

criminal act

Closing Statement (possible structure)

Your honour. I am here to make a final plea for you to consider Brutus and Cassius as \_\_\_\_\_\_\_\_\_\_\_\_.

And here are the reasons why …..

To summarise, we believe that all this proves that they are to be considered true \_\_\_\_\_\_\_\_\_\_\_\_\_ as they ……