**Step 1:**

* **CLASS:** Watch Roundtable Clip
  + Will
  + Dyson
  + Lapore
  + Stengel
    - Watch entire clip once
    - 2nd time, hone in on one person
    - All “George Wills” get together, etc. and try to articulate what their commentator is postulating (thesis about the constitution)
    - Report out to the whole class each perspective’s thesis on the constitution

**STEP 2:**

Freewriting on computers in class:

HALF THE PERIOD:

* + - * Which perspective (thesis) are you gravitating towards right now based on what you know and feel? Why do you feel that way?
      * Write a paragraph defending the side you’ve chosen. Personal.

HALF THE PERIOD:

* Which perspective (thesis) do you find yourself opposing the most vehemently? Why? What are your feelings about this perspective?
* Write a paragraph discussing your feelings of opposition. Personal.

**STEP 3:**

* Read the article written by the person you agree with (we will have articles written by each person in the clip)

**STEP 4:**

* Read the article written by the person you most disagree with
* Find three quotations in this article that you’d like to refute

**STEP 5:**

* Instead of writing a paper about what they believe, they will respond to commentator that they disagree with the most. Write a paper addressing the opposition and introduce logical fallacies.

**THESIS:**

* Unfortunately, people like \_(i.e. GEORGE WILL)\_ believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the Constitution. However, the Constitution needs to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Here are some of the ways that \_(i.e. GEORGE WILL)\_ misses the key components of this important debate.

**STRUCTURE OF PAPER:**

* + Quote #1 from their opposition/ Refutation
  + Quote #2 from their opposition / Refutation
  + Quote #3 from their opposition / Refutation

Why I disagree with you and what you should think about the Constitution

**STEP 6:**

* Instead of doing debates, students will bring their papers with no names on them. We will have reading stations around the room. The will need to respond to whether or not they think that the paper does a good job refuting the opposition. Give feedback (do our grading for us before we even see them!).

Targets

* Articulating the opposing view of your own
* Refuting the opposition
* Implementing e,p,l for an audience
* Effective use of transitions. Use transitions as integral part of writing
* Grammar/punctuation
* Up and down the ladder of abstraction
* Implement Logical fallacies.
* Introduction (what does an introduction do)
* Thesis? Is that the articulation of your viewpoint