

The Great Debaters's Discussion Questions

Directions: Please answer the following questions in full and complete sentences on a separate sheet of paper.

Main Characters: Mr. Tolson, Henry Louis, Christopher Jackson, James Farmer Jr., and Martin Luther King

1. James Farmer Jr. tells that something extraordinary about "the old school was never built, not that one man, the school was built for the...". What did you think about that statement? What thoughts did that statement have? What for the?
2. Mr. Tolson says there is something wrong with people going to the school. "Why is this person surprised?" What is the reason for the school? (or something for that happened in the school?)
3. James Farmer Jr. is a lawyer and a civil rights leader. He is a great leader and is a strong supporter of the school. Can you think of any other things that he has done? (or something that he has done?)
4. What are the things that the school has done? (or something that he has done?)
5. Mr. Tolson says that the school is a great school. He says that the school is a great school. What are the things that the school has done? (or something that he has done?)
6. Martin Luther King Jr. says that the school is a great school. He says that the school is a great school. What are the things that the school has done? (or something that he has done?)
7. Mr. Tolson says that the school is a great school. He says that the school is a great school. What are the things that the school has done? (or something that he has done?)
8. Mr. Tolson says that the school is a great school. He says that the school is a great school. What are the things that the school has done? (or something that he has done?)
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11. Mr. Tolson says that the school is a great school. He says that the school is a great school. What are the things that the school has done? (or something that he has done?)
12. Mr. Tolson says that the school is a great school. He says that the school is a great school. What are the things that the school has done? (or something that he has done?)
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Great Debaters Movie Discussion Questions Answers

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Fostering Culture Through Film Elda Buonanno Foley, Patrizia Comello Perry, 2016-05-11 The perceived lack of understanding of cultural diversity in the American learning community has led instructors to challenge assumptions and stereotypes while addressing misconceptions Teachers of foreign languages and cultural studies in particular feel the need to redesign curricula and lesson plans to better serve the learning community of the twenty first century The common starting point resides in the paradox that exists in today's connected world while global access to information makes learners aware of the infinite variety of cultural diversity it does not however make them critical thinkers For this reason there is opportunity to reshape critical thinking within a more global perspective while enhancing the tools to identify interpret and compare the different cultural models that learners encounter The book demonstrates the theories and practical applications by which instructors use contemporary film to provide insightful readings on diverse local communities communities that form the basis of global culture This collection of essays will serve as a pedagogical tool and resource offering methods and examples of a communicative approach to analyze and integrate cultural diversities similarities and problems in the second language curricula methods that expose students to different cultural models while scaffolding their critical approach to multiple layers of common and specific values This work will encourage a dialogue and long lasting conversation on methodologies and teaching strategies rethought reapplied and remolded to the new learning environments **VLA Newsletter**, 2007

Using Debate in the Classroom Karyl Davis, M. Leslie Wade Zorwick, James Roland, Melissa Maxcy Wade, 2016-06-03 Debate holds enormous potential to build 21st century skills such as critical thinking communication collaboration and conflict resolution in the K 12 classroom but teachers often struggle to implement and contextualize it effectively Using Debate in the Classroom draws on research from a variety of academic disciplines to explain the benefits of debate across subject areas and describes how teachers can use debate to enliven their curriculum and support the aims of the Common Core Topics include Introducing debate as a pedagogical practice to engage students improve school culture and disrupt the school to prison pipeline Using debate to teach critical literacy and improve students reading writing and speaking skills Implementing role playing techniques to strengthen information literacy and reasoning skills Building students empathy perspective taking skills and cultural humility as they confront difficult social issues through debate Appendices provide a variety of tools to assist K 12 teachers in implementing debate in the classroom including ready made debate activities student handouts and a step by step guide to introducing students to debate in just one week **Elle**, 2008 **Genre Transgressions** Ramona Mosse, Anna Street, 2023-12-01 This collection gathers a set of provocative essays that sketch innovative and interdisciplinary approaches to Genre Theory in the 21st century Focusing on the interaction between tragedy and comedy both renowned and emerging scholarly and creative voices from philosophy theater literature and cultural studies come together to engage in dialogues that reconfigure genre as social communal and affective In revisiting the

challenges to aesthetic categorization over the course of the 20th century this volume proposes a shift away from the prescriptive and hierarchical reading of genre to its crucial function in shaping thought and enabling shared experience and communication In doing so the various essays acknowledge the diverse contexts within which genre needs to be thought afresh media studies rhetoric politics performance and philosophy **Resources in education** ,1983-11 *Normal*

Instructor and Teachers World ,1928 **Normal Instructor and Primary Plans** ,1926 **Town Journal** ,1923

Pasadena Library and Civic Magazine ,1915 **Popular Educator** ,1922 **The Cumulative Book Index** ,1962 A world list of books in the English language **The Journal of the American Forensic Association** ,1983 **Cumulative Book Index** ,1959

Handbook of Research on Teacher Education Marilyn Cochran-Smith, Sharon Feiman-Nemser, John McIntyre, Kelly E. Demers, 2008-02-19 Co Published by Routledge Taylor Francis Group and the Association of Teacher Educators The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence The publication of the First Edition was a signal event in 1990 While the preparation of educators was then and continues to be the topic of substantial discussion there did not exist a codification of the best that was known at the time about teacher education Reflecting the needs of educators today the Third Edition takes a new approach to achieving the same purpose Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice this edition stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation The Editors with an Advisory Board identified nine foundational issues and translated them into a set of focal questions What s the Point The Purposes of Teacher Education What Should Teachers Know Teacher Capacities Knowledge Beliefs Skills and Commitments Where Should Teachers Be Taught Settings and Roles in Teacher Education Who Teaches Who Should Teach Teacher Recruitment Selection and Retention Does Difference Make a Difference Diversity and Teacher Education How Do People Learn to Teach Who s in Charge Authority in Teacher Education How Do We Know What We Know Research and Teacher Education What Good is Teacher Education The Place of Teacher Education in Teachers Education The Association of Teacher Educators ATE is an individual membership organization devoted solely to the improvement of teacher education both for school based and post secondary teacher educators For more information on our organization and publications please visit www.ate1.org **So You Want to Debate** Brooks

Quimby, 1948 The Survey Edward Thomas Devine, Paul Underwood Kellogg, 1917 **The Continuing Study of Newspaper Reading** Advertising Research Foundation, 1941 **Survey** ,1917 **The Survey** ,1917

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