[**Should Affirmative Action Be Required in College Admissions?**](https://www.kialo-edu.com/p/bd66534e-72c9-4c2c-b9e5-98b5369bf480/66976)

**Lesson plan for an oral presentation**

| **Suggested length:** 2-3 class periods (45-55 minutes each)**Lesson components:*** Opener (15 minutes)
* Activity
	+ Part A: Explore the Kialo discussion (focus of partial class period)
	+ Part B: Introducing the case study (focus of partial class period)
	+ Part C: Working on presentations (focus of partial class period)
	+ Part D: Deliver presentations (focus of 1-2 class periods)
* Optional closer (5 minutes)

**Assessment**Student groups will be assessed on an oral presentation. (see suggested rubric in **provided materials**) |
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**Opener (15 minutes)**

1. Show four different profiles of highly qualified college applicants, and ask your students to discuss in pairs which two they would admit to college:

| Student 1 (LM) | Student 2 (BF) | Student 3 (WM) | Student 4 (AF) |
| --- | --- | --- | --- |
| GPA: 3.7, S.A.T score: 1510Plays two varsity sports; captain of onePresident of school environmental clubVolunteers every Saturday to mentor disabled children  | GPA: 3.7, S.A.T. score: 1450Student government presidentState champion in solo jazz performance (clarinet)Member of the debate team, which got 3rd place in the state championship last yearActive in religious youth group | GPA: 4.0, S.A.T score: 1560President of the school Gay-Straight AllianceParticipant in Model UN | GPA: 3.9, S.A.T. score: 1540Editor of school newspaperWon city competition for high school poetry recitalMember of Spanish Honor SocietyMember of Hispanic Culture Club |

1. Ask students to share their answers and rationale. Then reveal to students the demographic information of each applicant:
	1. Student 1: Latino male
	2. Student 2: Black female
	3. Student 3: White male
	4. Student 4: Asian female
2. Ask students if this information changes students’ answers to the question of admission, and why.

**Activity**

**Part A: Explore the Kialo discussion (focus of partial class period)**

1. Go over Part A of the student instructions.
2. Direct students to explore the discussion, vote on claims, and discuss with their partners.

| **TIP:** You may wish to demonstrate [voting](https://support.kialo-edu.com/hc/en-us/articles/360034812012-About-Voting) to your students. Pick any claim and model how to give it a score of “4.” You can then revoke your vote by clicking on the “4” again. |
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1. Conduct a quick class discussion on what students shared with their partners.

**Part B: Introducing the case study** **(focus of partial class period)**

1. Go over Part B of the student instructions. Show students [Stanford University’s undergraduate admissions profile](https://facts.stanford.edu/academics/undergraduate-profile/) alongside [data from the US census](https://www.census.gov/quickfacts/fact/table/US/PST045219).
2. Discuss as a class: are Black/African American students sufficiently represented in the admissions profile? Should Stanford take any action to change this?

**Part B: Preparing the presentations (focus of partial class period)**

1. Go over Part C of the student instructions and distribute the presentation rubric.

| **TIP:** Arrange groups of students who want to take a similar stance. If this proves difficult, encourage some students to volunteer to defend a different stance to their own as a challenge. |
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**Part C: Deliver Presentations (1-2 class periods)**

1. Groups deliver presentations.

**Optional closer (10 minutes)**

1. Ask students to reflect and answer the following questions independently before they leave class:
	1. Have your views on the topic changed? If so, how? If not, why not?
	2. Do you think any other aspect of this issue should be studied further?