

Should Affirmative Action Be Required in College Admissions?

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**)

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: 1510	GPA: 3.7, S.A.T. score: 1450	GPA: 4.0, S.A.T score: 1560	GPA: 3.9, S.A.T. score: 1540
Plays two varsity sports; captain of one	Student government president	President of the school	Editor of school newspaper
President of school environmental club	State champion in solo jazz performance (clarinet)	Gay-Straight Alliance	Won city competition for high school poetry recital
Volunteers every Saturday to mentor disabled children	Member of the debate team, which got 3rd place in the state championship last year	Participant in Model UN	Member of Spanish Honor Society
	Active in religious youth group		Member of Hispanic Culture Club

2. Ask students to share their answers and rationale. Then reveal to students the demographic information of each applicant:
 - a. Student 1: Latino male

- b. Student 2: Black female
 - c. Student 3: White male
 - d. Student 4: Asian female
3. 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](#) 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.

3. 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](#) alongside [data from the US census](#).
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.

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:
 - a. Have your views on the topic changed? If so, how? If not, why not?
 - b. Do you think any other aspect of this issue should be studied further?