

**Activity 3:** Fallacies in the argumentation and interpretation of historical sources \_  
 Debate - 60 m. – LO 1,2,3

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
3.	60'	Divide the class in two groups. Assign each group to a specific source and engage them in a debate about defending their assigned source as the most robust in terms of arguments and thus as the source that best reflects the historical event under examination.	Each group of students develops arguments to support one of the two sources as being more robust in terms of argumentation. Each group of student chooses a representative to defend their approach while engaging in a simulated debate.	1,2,3
Preparatory tasks for Students (if they needed):	Do some preliminary research on the role of historical propaganda in building national identities.			
Teacher's preparatory actions:	Pre-decide on the members of each group.			
Notes:	<ul style="list-style-type: none"> <li>- The representatives of each group of students might ask for a "Time out" in order to consult their groups on further argumentation.</li> <li>- Each group might ask for the replacement of their representative with another one to go on with further arguments.</li> </ul>			

