BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

Debate Across the Curriculum Teacher Handbook

"Debate not only exposes students to rigorous academic subject matter, but also pushes them to seek out challenges that can introduce them to complex reading and big ideas. Through the work of the Boston Debate League this year, I am confident that students will be better able to read for understanding, think critically about new ideas, and organize and articulate their thoughts."

– BPS Superintendent Dr. Carol R. Johnson

What BPS Teachers Have to Say About Debate Across the Curriculum

“The use of debate in my science classroom has increased the motivation and engagement of my most apathetic students - they love the competitive nature of debate and eagerly delve into texts that they otherwise typically avoid.”

“My students read and analyze difficult text in a way that they had not previously done. They now understand how important evidence is to support critical thinking.”

“All students' engagement in the class was off the chart whenever we were preparing for or having a debate that day!”

“The essential aspects of debate in the classroom dovetail nicely with teaching the writing process. Understanding the essential question, collecting information/ supporting arguments, and the use of text(s) are common to both debate and the writing process; taught together, the depth of student understanding concerning how to effectively communicate ideas verbally, as well as in writing, is increased. A useful tool, to be sure.”

“The beauty of your program is that it sets up a very doable structure and set of criteria that can still be measured and succeed at whatever level the students and teachers are. Even the most simplistic, basic debate can be done.”

“I am involved in DAC because the skills and experience gained from debating content and issues are quintessentially characteristic of an empowering education, whereby those engaged in this activity are more ready for positions of power and poised for future success.”

"The debate I did in class made up for every bad day of teaching I've ever had.”

“I teach several ELL students in this class and I think their English skills and comfort speaking in front of the class has increased as a result of doing DAC consistently this year!“

“DAC has helped bring student voices forward without compromising the content integrity. Many students are able to interface with concepts more personally, and take a different spin on something that was taught more traditionally. I saw students that hardly show interest in science speaking confidently about relevant real world applications, and doing outside research to spearhead arguments.”

“Through DAC, I've been challenged to think more deeply about my teaching and how to engage students on relevant and important issues through debates. My students have been able to work together to understand the importance of providing evidence to support arguments and to differentiate between having an opinion versus being opinionated.”

Debate Across the Curriculum Teacher Handbook

A Resource Manual Provided by the Boston Debate League for Boston Public School Teachers

Created by

Sarah Benis and Steve Stein

Special thanks to **EdVestors** for funding and supporting this initiative**,** and the following teachers for their contributions:

Chris Aviles-Dorchester Academy, **Chris Baumgarten**-Dorchester Academy, **Rachel Bradshaw**-Josiah Quincy, **Mali Brodt**-Josiah Quincy, **Richard Chang**-Josiah Quincy, **Carmen Davis**-Urban Science Academy, **Andrea Doremus**-Dorchester Academy, **Anurua Ganguly**-New Mission, **Nachelle Gordon**-New Mission, **Mary Grady**-Brook Farm Academy, **Charles Grandson**-Brook Farm Academy, **Dan Hackett**-Charlestown, **Emma Hawes**-New Mission, **Tommy Hayes**-Charlestown, **Brigetta Johnson**-Urban Science Academy, **Mark Knapp**-Josiah Quincy, **Annie Le**-Urban Science Academy, **Paul Madden**-Brook Farm Academy, **Melodie Miranda**-Urban Science Academy, **Ling-Se Peet**-Urban Science Academy, **Eva Sano**-New Mission, **Ravi Singh**-New Mission, **Kate Stonefoot**-Brook Farm Academy, **Ally Via**-Charlestown, **Mercy Watson**-Charlestown, **Jen Winsor**-Charlestown, **Rusty Young**-Dorchester Academy

DAC Teacher Handbook
Table of Contents

Section One: Introduction

The Boston Debate League 1
Debate Across the Curriculum: The Basics 2-3
Common Misconceptions about Using Debate in the Classroom 4-5
Why Debate Across the Curriculum 6-7

Section Two: Potential Debate Structures

Shorter Debate Activities 8-10
Full Length Debates 11
Format #1: The Multiple Perspective Debate 12
- Example Lesson Plan 13-15

Format #2: The Socratic Seminar 16
- Example Lesson Plan 17-18

Format #3: The Committee Meeting Debate 19
- Example Lesson Plan 20-21

Format #4: The Traditional Two-Perspective Debate 22
- Example Lesson Plan 23-24

Section Three: Designing a Debate Lesson

The Four Steps to Debate Lesson Design 25-27
Debate Roles 28
Sample Debate Resolutions
Social Studies 29-31
ELA 32-33
Math 34-36
Science 37-38
Foreign Language 39

Appendices

#1: Debate Terms 40
#2: Support for ELLs 41-42
#3: Tips for judging 43
#4: Example Rubrics 44-47

Section One: Introduction

What Is the Boston Debate League?

The Boston Debate League is a non-profit organization that partners with the Boston Public Schools in order to transform school culture through academic debate. Its mission is **to measurably improve students' academic achievement and their expectations of themselves by creating a debate league that engages as many BPS middle and high school students as possible.** It supports BPS' aspirations for schools to become true places of learning where academically rigorous thinking, reading, speaking, and working together is the norm.

The BDL organizes debate teams in participating schools, training BPS teachers to recruit and coach their students. Each year it hosts six city-wide debate tournaments, after-school seminars on college campuses, a summer debate institute for teachers and students, and connects BPS students with mentors from colleges, law schools, Black Law Student Associations, law firms, and other professional organizations.

A wealth of peer-reviewed academic research demonstrates that urban debate moves the needle on the most important academic indicators, including literacy, standardized test scores, high school graduation, and college matriculation. For example, students who debate are 42% more likely to graduate from high school than those who do not. That number climbs to 70% for African-American males, a demographic that most academic interventions fail to reach.

The BDL's long-term goal is to move from being a program that has a large impact on a few students to one that has an impact on the most important academic indicators for students district-wide. The goal is to build debate teams that comprise at least 10% of the school population in every middle and high school in BPS. Imagine the impact on the students in a classroom that had four or five debaters accustomed to sustained, intellectual, text-driven discussion. Debate would significantly alter the lives of not only the debaters themselves but of their classmates and their peers. A program of this scale would measurably advance BPS's efforts to transform the academic culture district-wide, substantially raising graduation rates, attendance, test scores, grades, college readiness, and college matriculation.

With the support of EdVestors and BPS, the BDL began the Debate Across the Curriculum Initiative in 2009. Working closely with six schools, the BDL began training teachers how to use debate as a classroom teaching tool in order to build critical literacy, critical thinking, and public speaking skills of students in a way that engages and excites them and engages them in the curriculum.

Debate Across the Curriculum: The Basics

Using debate is just good teaching. It allows students to take ownership of their learning by engaging every student in the classroom in learning the content for that day.

There are many ways debate can be used in any classroom to engage all students, and many teachers currently employ some them without realizing it. While two or four people in front of the classroom debating a two-sided topic is certainly a debate, it is probably not the most effective lesson for a classroom of thirty students. Debate can mean many things, and this manual will attempt to outline some creative ways for teachers of all subjects to use "debates" in their classroom to effectively teach their curriculum.

More important than how a debate is structured is that its activities engage students, reinforce the most important academic skills (reading, writing, critical thinking, speaking), and help students learn the important course content. Towards that end, teachers should attempt to employ as many of the following core elements of debate as they can.

The Five Core Elements of Debate Across the Curriculum

1. Advocacy

The students should be required to advocate for something. The teacher should structure the debate around a resolution (topic/statement)- often an essential question or re-written content standard for the course. The idea is to develop a resolution that requires students to advocate for one position. Resolutions usually include one of the following types of words: *should, best, worst, most…..*.

Examples:

- ✓ Worded as a question: Which type of radiation (alpha, beta, or gamma) is most useful to society?
- ✓ Worded as a statement: A person should take a dollar now instead of two dollars next year.

2. Student Engagement

Student engagement means two things for debate lessons. First, every student is expected to take an active role in speaking, note-taking, and thinking in the debate. Teachers typically assign students to groups, and roles within those groups, so that every student will have a speaking task. Each group advocates for a different position, and within the group, students are assigned to do: *opening statements, attack, defense, cross-examination, and closing statements*. In Committee Debates, there is an added role of committee member. Because DAC lessons provide opportunities for critical thinking, clashing, working collaboratively with peers, and making connections to the real world, student engagement is typically very high during DAC lessons.

The second meaning of student engagement is that students are forced to engage each other. The best debate lesson is one where the teacher talks as little as possible. Good debates force students to appropriately attack the view of their opponent and to defend their position against attacks from the other group. This is often done by assigning a student in each group to attack their opponent's position and assigning a different student to defend against the attack that will be made against their group. This skill is vitally important. Often students ignore what they don't understand (whether it is something their teacher says, a piece of difficult text, or a question on the MCAS) and just focus on what they do understand. Debate teaches students to acquire the habit of engaging what is at first confusing and difficult- a very valuable skill to have.

3. Text-Based Evidence

The primary benefit of debate is the literacy skills it helps students develop. Studies from urban debate leagues around the country show that debaters' literacy levels can improve as much as three grade levels with just one year of exposure to debate.

It is vitally important for teachers to use text as the primary debate evidence. Teachers can draw on their textbooks as well as other texts—articles from magazines, newspapers, websites, novels, books, handouts, and/or class notes—to scaffold each debate. Students are expected to draw evidence from these texts to strengthen and support the claims they make during debates.

For example, in a debate about which character is the most heroic in a novel, a teacher can require that students use quotes from the text to support their argument. In a science debate about which kingdom of life is the coolest, students can be required to quote the different characteristics of their kingdom (or their opponents' kingdom) from the textbook.

4. Note-Taking

Teachers can use the existing formats and routines within their classrooms for note-taking or the DAC templates, but during any debate, all students need to take notes (or flow) in order to keep up with all the arguments. Stress to students that the only way to respond to all of their opponents' arguments is to write them down. If they don't, they might forget them and could lose the debate.

5. Structured Argument

DAC lessons center on teaching students how to argue and use evidence in a structured format. Students writing skills improve as they become more skilled at debate because debate forces students to argue in a structured format. The debate is centered around a resolution or statement. Each side will have arguments supporting their position. Each argument needs to have evidence (from text). Students need to engage their opponents' arguments with evidence (from text) of their own. In the later speeches of the debate, students will need to sum up why their arguments and evidence prove their overall position (or thesis) is superior.

Common Misconceptions about Using Debate in the Classroom

"It is an add-on that will force me to sacrifice content."
DAC does not require the teacher to add an additional activity to her already busy schedule. It does not ask a biology teacher teaching about kingdoms of life to add a debate about global warming or a math teacher planning to teach students about quadratic equations to do a debate about Aristotle. Instead, it gives the science teacher the ability to use debate to teach kingdoms or the math teacher to use debate to teach quadratic equations.

In the same way that lecturing or having students fill out a worksheet does not force a teacher to sacrifice content, neither does debate. Think of debate as an alternative to lecturing or having students read from the textbook and fill out worksheets.

"Debates take too much time!"
While a full debate certainly can take an entire class period, and maybe even one or two more for students to prepare, that doesn't have to be the case. Many debate activities that teachers can utilize effectively take 10-30 minutes. Teachers can also save full debates for a once-a-unit or once-a-quarter activity. Like any new activity, students will take some time to learn how to prepare for the debate, but once debate becomes a common practice, teachers will be amazed at how little preparation time is necessary. And teachers will be thrilled to find out that almost all of the preparation for debates will consist of students poring over assigned texts to find arguments to attack their opponents- not a bad classroom activity.

"I have tried debates and they don't work!"
Teachers with little or no debate background try debate in their classes all the time but often have difficulty executing it well. Even if students are engaged, debates may not achieve the desired academic objectives. Teachers' common concerns include:

- They do not know how to structure the debate so that all students are genuinely engaged.
- If teachers try to structure a traditional two or four person debate, they have a difficult time making sure the students who are not debating are engaged.
- If they try group debates, they often struggle with the structure and realize that many students will fade back and let those who are already more comfortable speaking take over.
- The debates often resemble the papers their students write; students make a lot of smart arguments, but they are generally unorganized and often bogged down in unimportant and irrelevant details.
- Students do not engage each other's ideas; they talk about their arguments that they understand and ignore arguments their opponents make that they do not.
- Students become too engaged and start attacking their opponent, and not their arguments.

Teachers intuitively understand that debate can be a rigorous, engaging, skill-building activity, but they need to learn how to use it effectively. This manual will help teachers do just that. It explains how to structure a debate so all students are engaged, make organized arguments with a thesis and supporting arguments from text-based evidence, and appropriately engage their opponent's arguments, including arguments they do not understand.

Why Debate Across the Curriculum?

The skills developed through competitive debate are important to the academic success of every student.

Reading

Debate is competitive reading. It forces students to read text for the purpose of winning an argument. Instead of lecturing about the causes of the American Revolution, for example, a history teacher can have a debate about which cause was the most significant. Students would then have to read text to develop arguments for their cause and against the causes supported by their opponents. Students move beyond basic comprehension, and must analyze and evaluate their readings and those of their opponents in order to win. The desire to win gives students the motivation to struggle with text. A study of the Milwaukee Debate League found that after one year of debate, students' ability to read for understanding jumped three grade levels. Close integration of debate into course content should produce similar results.

Writing

A well-structured debate sounds like a well written essay. A science teacher who wanted students to write a paper on the impact of global warming on ecosystems and food production could have a debate on whether global warming was good, instead of lecturing or passing out a worksheet. In the debate students would be forced to defend a main argument such as global warming is beneficial or global warming is disadvantageous; that is a thesis. When they do that, they will have to provide clear arguments; those are sub-arguments or topic sentences of body paragraphs. Each of their arguments would have to be supported by evidence. Debate teaches students to defend a main argument and organize their support and evidence in a way that exactly models how we want our students to write.

Student Engagement

Debate makes class more engaging. Debates tend to be lively and exciting, making class more interesting to students. Engaged students who are actively participating in their education understand the content of their education better, which translates into higher grades on quizzes and tests. Not only does debate make students more interested, but it gives teachers the organizational tools to make sure that they are including and engaging all students and drawing out measurable participation outcomes. Debate can actually be a fantastic way to manage large classrooms.

Debate is especially appealing to struggling students not reached by most other academic interventions. These students do not find their current education relevant, are not motivated to succeed, and are on the verge of dropping out. The competitive, student-centered nature of debate is attractive to these students. For the first time, they have a reason and an opportunity to struggle with complicated text that speaks to their interests and invites their opinions.

College Preparation

Too many BPS students enter college without the skills and habits of mind necessary to succeed, unfortunately demonstrated by the low college graduation rate of BPS alumni. Debate helps students develop the academic skills necessary to succeed in their post-secondary education. A study of the Chicago Debate League found that urban debaters improved both their Reading and English ACT scores by 15% and are 34% (English) and 74% (Reading) more likely to achieve the college readiness benchmarks after just two years in debate. It shouldn't be surprising that a student who joins the debate team in Chicago is 42% more likely to graduate college than one who does not (even after controlling for self-selection). This is a number that jumps to 70% for African-American males.

Teacher Surveys

During the 2009-2010 school-year, approximately 30 BPS teachers worked with the BDL to implement DAC in their classrooms. The following is the percentage of teachers who agreed or strongly agreed with the following statements:

I can more effectively use debate in my classrooms as a result of this program.	90%
Debate is an effective tool to increase student understanding of class content	90%
Debate has increased student engagement in my class	86%
If all teachers in my school regularly used debate in their classroom, the academic atmosphere of the school would likely improve.	86%
Being able to use debate has made me a more effective teacher	75%

A study by professor Jim Wade at Georgia State University of over 150 high school teachers who included debate and argumentation into their classroom indicated similar results. They survey asked how much positive change you have seen in your students after integrating argumentation and debate into your classroom:

	No Change	Small	Moderate	Significant
Level of engagement/participation	0%	7%	31%	61.3%
Level of skill development	1.4%	9.2%	32.6%	56%
Level of content knowledge	0%	15.1%	28.8%	55.4%
Commitment to learning	4.2%	14.8%	43%	37.3%
Positive interaction with other students	7.8%	9.2%	37.6%	44.7%
Positive interaction with teachers	7.2%	14.5%	34.8%	41.3%
Academic performance	6.5%	22.3%	41%	25.2%
Change in teacher's ability to effectively manage student behavior	22.9%	17.9%	29.3%	23.6%

Section Two: Potential Debate Structures

Short Debate Activities

Towards the beginning of the year, you will be more likely to write and use DAC lessons that are shorter than a full, period-long debate. These DAC lessons will help you and students gradually build the core DAC skills and develop a safe atmosphere for participation. It will also help students who might be a bit shy to ease into participating in class. You might use some of these activities as warm-ups, as the mini-lesson for the day, or as a student-centered activity.

Here are some examples of some shorter activities. In parentheses are the core DAC elements that they reinforce.

Soapbox (Student Engagement, Advocacy)

- ✓ Create a list of **controversial** debate topics, and post them in the classroom.
- ✓ Tell students about how politicians used to stand on a soapbox and speak to large crowds about their point of view.
- ✓ Model this by standing on a chair (the mock soapbox) in the front of the classroom and choose a topic from the list to talk about.
- ✓ Ask students to take turns on the soapbox (in pairs, small groups, or whole-class instruction). Encourage students to engage their audience by using rhetorical flourish, humor, persuasion, stories, or real-life examples.

Table Debates (Student Engagement, Advocacy)

- ✓ Create a list of debate topics (the first time you do this activity, you will want use controversial topics that are easy for all students to argue), each with two obvious sides. Make a stack of "debate cards" for each table (or pair) with the topic and the two sides; put these on each table.
- ✓ Ask a student or adult to model a debate with you in front of the class using the debate cards.
- ✓ Now the students try it.
- ✓ This activity usually works best if the debates are timed for 30-90 seconds. As the teacher, you can call "Next Card" and "Begin" and "End" at the appropriate time to have all students switch to the next topic.

Four Corners (Student Engagement, Advocacy, Text-based Evidence)

- ✓ Create a list of **controversial** debate topics, and post them in the classroom.
- ✓ Label the front of the classroom or four corners of the classroom with large signs: **STRONGLY DISAGREE, DISAGREE, AGREE, STRONGLY AGREE**.

- ✓ Read the first topic, and then ask (ALL!) students to get out of their seats and take a position. No student can be "in the middle"; each person must take a side.
- ✓ Ask several students to explain why they chose their spot.
- ✓ Read the next topic and continue.
- ✓ You can also adapt this activity to build text-based evidence use by asking students to bring their book or notes with them and be prepared to cite text-based evidence for their position.

Writing Note Cards (Advocacy, Text-Based Evidence)

- ✓ In preparation for a full-length debate, require that all students create note cards (index cards) for their speeches or cross-examinations. All students should have speaking roles in the debate and will therefore need to create the cards.
- ✓ Pass out 2-3 index cards to each student to complete individually. Encourage students to ask group members for help. Also encourage group members to plan out arguments in each speech that build on each other's work and ideas.
- ✓ Require that students write at least X number of quotes from the text(s) used in preparation for the debate.
- ✓ Collect note cards after the debate and grade as part of the debate assessment.

Model Note-Taking (Student Engagement, Text-Based Evidence, Note-Taking)

- ✓ During the debate, use an overhead projector or the board to model note-taking.
- ✓ Students will spend the entire year learning how to take good notes during speeches while also preparing counter-arguments. As the teacher, you can model how to follow the debate by modeling note-taking in real time.
- ✓ Politely interrupt students during their speeches if they forget to number their points.
- ✓ Show students when you are confused by the speakers by looking confused and/or writing a "?" when a speaker is unclear.
- ✓ Be sure to note when evidence come from the text.

Adapted Note-Taking (Student Engagement, Text-based Evidence, Note-Taking)

- ✓ For students struggling with English or with processing (or at the beginning of the year when debate is new for everyone), provide adapted notes/graphic organizers with more space for writing and more prompts for students.
- ✓ Give a copy of your notes to your students after the debate.

Mock Debate (Student Engagement, Structured Argument)

- ✓ Before doing the full-length debate, set up classroom for the debate and ask students to sit in teams.

- ✓ Describe the order of speeches and overall structure of the debate to students. As you describe the order, ask students to stand up with note cards and move to front of room (or to the podium) for their speech or cross-examination at the appropriate time.
- ✓ This activity will help students envision what happens during the debate and how the structures will help to facilitate an orderly debate.
- ✓ Also, writing the order of speeches, names of each speaker, and times on the board will help students see the structure of the debate.

Mini-Debates (Student Engagement, Structured Argument, Note-Taking, Text-Based Evidence, Advocacy)

- ✓ Before doing the full-length debate, practice with mini-debates that are simpler in structure and shorter in length.
- ✓ Require each partner or group member to take notes when s/he is not the speaker.
- ✓ Require speakers to use at least one piece of textual evidence during their speeches.
- ✓ Use high-interest "texts" like newspaper articles, short video clips (with transcriptions), photos, anchor charts, or graphs to help students become more comfortable using text-based evidence in their speeches.

Video (Student Engagement, Structured Argument, Note-taking, Text-based Evidence, Advocacy)

- ✓ Use video of a past debate from the class or from a class you had last year.
- ✓ Review the debate with students and ask them to complete a rubric (they will also be assessed on) to rate the debate in the video, or ask students to take notes on the debate video.
- ✓ Discuss what students are doing well in the video and what they can improve on; try to direct students to one or more of the five core elements of DAC.

Or

- ✓ Offer students an extra-credit assignment of working with you (or a member of the debate team) to create a how-to video for debate to share with the class. The video could focus on one or more of the five core elements of DAC. The video could also focus on basics such as numbering points, speaking clearly and slowly, elongating speeches, or good cross-examination questions. Publish the video via www.bostondebate.org and share with your classes.

Essay (Text-Based Evidence, Advocacy)

- ✓ Require students to write a persuasive essay based on their debate preparation and notes.

Full-Length Debates

This section will outline four different types of full-length debates. It is important to stress that these are not the only types of full-length debates, but rather a sample of potential options. What makes these debates full-length is that they incorporate all 5 elements from the core DAC principles, and they will usually take at least one full class period (and sometimes an extra day to prepare). Any activity that you design that incorporates all 5 core elements of DAC can be considered to be a full-length debate. Be creative!

As you get ready for your first full-length debate, consider what type of debate best fits your unit, students, classroom size, and debate resolution. Throughout the year, you may only use one style of full-length debate or you may experiment with multiple styles. Whatever activity or full-length debate style you choose, DAC lessons should be part of your curriculum—not an add-on to compete with content you already need to cover.

Debate Format #1: The Multiple Perspective Debate

This is a great debate style for a classroom of more than 12 students. There are 3-6 perspectives (or answers to the resolution), and each team defends one of those perspectives. If you have five perspectives, you will have five teams. Teachers assign each group to attack one other group (not at random- it should be assigned which group to attack so all groups will be attacked by one other group). Teams are encouraged to clash with all groups' arguments, but the structure of the debate minimizes the "all against all" that can happen when you bring more than two perspectives to the debate.

The debate typically goes as follows (for the purpose of clarity, we will use the resolution in the example for this debate found on the next page): **Which foreign policy was best for America in the late 1800s-early 1900s?**

- **Opening Statements**: One person in each group gives a 1-2 minute opening statement explaining why their foreign policy was the best for America in the late 1800s-early 1900s. They should be required to cite at least two pieces of evidence from the text.
- **Prep Time:** Teams are given a limited prep time to huddle and help the next group member prepare for Cross-examination.
- **Cross-examination:** One member of each group is assigned to cross-examine one member from another group, in the order given by teacher.
- **Prep Time:** Teams are given a limited prep time to huddle and help the next group member prepare for the attack.
- **Attack:** One member of each group is assigned to attack one other group. They should give 2-3 arguments, with evidence from the text, as to why that group's foreign policy was a bad for America.
- **Prep Time:** Teams are given a limited prep time to huddle and help the next group member prepare for the Defense.
- **Defense:** One member of each group is given an opportunity to defend against the attacks made in last round. This person should be required to respond to all arguments made by the attacker in the last group.
- **Prep Time:** Teams are given a limited prep time to huddle and help the next group member prepare for Closing Statements.
- **Closing Statements:** One member of each group is given an opportunity to read a closing statement. These statements give the best reasons why their foreign policy is the best, making sure to cite evidence and respond to attacks made against it. It should also explain why the other group's foreign policies are bad. These may not be written before the debate because they must be a summation of what occurred during the debate, including unanticipated arguments made by all groups.

Note: *prep time given between each round as needed. Prep time is important because it allows students who have already gone to stay engaged by supporting their teammates. Depending on the classroom context, each speech can last for as little as 1 minute or as long as 4 minutes.*

Example Multiple Perspective Debate: Lesson Plan

Alignment to Course Standards (10th Grade US History)

10.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)

- ✓ the influence of the ideas associated with Social Darwinism
- ✓ the purchase of Alaska from Russia
- ✓ America's growing influence in Hawaii leading to annexation
- ✓ the Spanish-American War
- ✓ U.S. expansion into Asia under the Open Door policy
- ✓ President Roosevelt's Corollary to the Monroe Doctrine
- ✓ America's role in the building of the Panama Canal
- ✓ President Taft's Dollar Diplomacy
- ✓ President Wilson's intervention in Mexico
- ✓ American entry into World War I

Resolution: Which Foreign Policy Was Best for America in the late 1800s-early 1900s?

Text-based Evidence

Students have read and will refer to Chapters 20 & 21 in their textbook: *History Alive! Pursuing American Ideals*. They will also use accompanying History Alive! primary source quotes related to American imperialism in foreign countries.

Advocacy

Essential Question: Which foreign policy was best for America in the late 1800s-early 1900s?

- **Option 1**: President Roosevelt's "Big Stick Policy" (realism, involvement)
- **Option 2**: President Taft's "Dollar Diplomacy" (realism, involvement)
- **Option 3**: President Wilson's "Moral Diplomacy" (idealism, involvement)
- **Option 4:** Queen Liluokalani of Hawaii's perspective (None of the above, a strict path of isolationism would have been best. America should have stayed out of Hawaii)
- **Option 5**: General Valeriano Weyler of Spain's perspective (America should have practiced neutrality and stayed out of the Spanish-American War)

Student Engagement

Student Roles for EACH team (5 total):

- Opening Statement
- Attacker (2)
- Defender (2)
- Closing Statement

Structured Argument

Debate Format: Multiple-perspective debate (with five opposing teams)

Example Multiple Perspective Debate: Lesson Plan (cont.)

Note-Taking & Assessments
See attached graphic organizer used by all students for taking notes on the debate.
Students will be graded on 1) their participation in assisting and enacting the debate, 2) their notes during the debate, and 3) the accuracy and strength of their arguments and defense.

Debate Structure & Pacing

- Opening statements (3 min)
- Option 1 attacks Option 2 (and defense) (7 min)
- Option 2 attacks Option 3 (and defense) (7 min)
- Option 3 attacks Option 4 (and defense) (7 min)
- Option 4 attacks Option 5 (and defense) (7 min)
- Option 5 attacks Option 1 (and defense) (7 min)
- Closing statements (3 min)

Student Note-taking Organizer

Which Foreign Policy Was Best for America in the late 1800s-early 1900s?				
	Opening Statement	**Attack**	**Defense**	**Closing Statement**
Option 1: Roosevelt's "Big Stick" policy				
Option 2: Taft's "Dollar Diplomacy"				
Option 3: Wilson's "Moral Diplomacy"				
Option 4: Queen Liliuokalani's Perspective (American isolationism)				

Sample lesson written by Jen Winsor, Charlestown High School, 2010

Example Multiple Perspective Debate: Lesson Plan (cont.)

Requirements: (this was a handout created for and given to students)

1. **Every team member needs to take a role. Roles are:**
   - Opening Statement: Give 3 reasons why your foreign policy was the best. Be sure to base them on textual evidence.
   - Attacker (2 people): Plan 3 attacking questions for the team you are assigned to attack (you will have to research their topic).
   - Defender (2 people): Prepare defensive statements based on what you know about the team that will be attacking you.
   - Closing Statement: Restate the opening statement WITH any new important points that have come up during the debate.

2. Use the textbook (especially Chapter 21) and the primary source quotes to back up your statements! **Your team will lose points for inaccurate statements not based on textual evidence!**

3. **Where to Find Information on Your Topic**
   - Option 1: pgs. 270-271, 272-273, Panama primary source sheet, and Alfred T. Mahan perspective, pgs. 256-257
   - Option 2: pg. 271, pg. 277, pgs. 278-279, Hawaii & China primary source sheets, and Henry Cabot Lodge perspective pg. 255
   - Option 3: pg. 271, pg. 274, Mexico primary source sheet, notes on idealism, and Carl Schurz perspective pg. 255
   - Option 4: pg. 277, notes on isolationism in notebook, and Hawaii primary source sheet
   - Option 5: All of Chapter 20, notes on neutrality and Puerto Rico and Philippines primary source sheets

Debate Format #2: The Socratic Seminar

Socratic Seminars are discussions rather than debates. Students bring multiple perspectives to the discussion and work to understand the ideas, issues, and values reflected in the text being studied. Socratic Seminars are not competitive and require students to build upon the ideas of others in order to come to a deeper understanding of an issue or text. This type of debate works with any class of 8 students or more because you do need two separate groups to carry on a discussion with multiple perspectives.

Teachers can assign different perspectives or sources of textual evidence, or encourage students to do perspective-taking in a more organic way, requiring that students use multiple perspectives presented in the text.

In the first half of the activity, one group forms an inner circle facing one another and discusses the debate resolution while the other group forms an outer circle taking notes on the discussion. The groups switch seats after 10-15 minutes, with the first outer group now discussing the resolution on the inside circle while the other group listens and take notes. At the end, several students (assigned at beginning by teacher) give closing remarks on the entire discussion.

The debate typically goes as follows:

- **Inner Circle Discussion 1:** Free-flowing discussion on debate resolution among inner circle/group 1
- **Switch Groups**
- **Inner Circle Discussion 2:** Free-flowing discussion on debate resolution among inner circle/group 2
- **Closing Statements:** Summary of discussion and final reflections given by group 3)
- **Wrap-Up:** Teacher-led reflection on the seminar

Example Socratic Seminar Debate: Lesson Plan

Alignment to Course Standards (12th Grade Humanities)
European colonialism and imperialism in Africa, Rwandan Genocide:

- WHII.11 Describe the causes of 19th century European imperialism.
  - A. the desire for economic gain and resources
  - B. the missionary impulse and the search for strategic advantage and national pride
- WHII.15 Identify major developments of African history in the 19th and early 20th centuries.
  - A. Africa's interaction with imperialism
  - B. agricultural changes and new patterns of employment
  - C. the origins of African nationalism

Text-Based Evidence
Two articles about the Rwandan Genocide and how colonialism/ imperialism played a role in that (Source 1 and 2), a film clip about the Rwanda Genocide called *Ghosts of Rwanda* (PBS Frontline), PowerPoint slideshow about European colonialism and imperialism in Africa

Advocacy
Was the genocide in Rwanda (1994) a result of European colonialism and/or imperialism? Why or why not?

Student Engagement
Student Groups:

- Group 1: use evidence from Source #1 & film clip
- Group 2: use evidence from Source #2 & film clip
- Group 3: use evidence from Source #1 & film clip
- Group 4: use evidence from Source #2 & film clip

Group Assignments:

- Group 1 and Group 2 are in the inner circle 1st (teacher will fill out an "Observation Form" about each student)
- Group 3 and Group 4 are in the inner circle 2nd (teacher will fill out an "Observation Form" about each student)

Structured Argument
Debate Format: Socratic Seminar

Note-Taking & Assessments

- Individual grades for completing the Evidence Chart and using <u>textual evidence</u> during the debate
- Exit ticket (filled out by everyone)

Example Socratic Seminar Debate: Lesson Plan (Cont.)

Debate Structure & Pacing

- Assign roles and allow for time to read their Source and complete an Evidence Chart (40 min)
- Seminar Session 1 (15 min)
- Seminar Session 2 (15 min)
- Class fills out exit ticket (5 min)

Note-taking Organizer:

Legacy of Colonialism/Imperialism in the Rwandan Genocide	
Evidence of colonialism/ imperialism in Rwanda (both past and present)	**Evidence of colonialism/ imperialism in Rwanda (both past and present)**

Debate Exit Ticket Questions:

1. What would you do differently during our next seminar/ debate?
2. What did you learn about how much the genocide in Rwanda was a result of colonialism and imperialism?

Sample lesson written by Ling-Se Peet, Urban Science Academy, 2010

Debate Format #3: The Committee Meeting Debate

This style is ideal for a large class. There is a committee meeting to determine the best course of action (or answer to the resolution). This can be a Senate Committee deciding policy, a group of mathematicians deciding on the best way to solve a difficult calculus problem, or a historical committee meeting to decide on past issues, such as the abolition of slavery or whether to invade Cuba in the 1960s.

The teacher assigns 3-5 groups, each with a different position to advocate for; the teacher also assigns a team of committee members who run the debate. Teams prepare an initial 3-5 minute presentation for the committee when called to speak at the beginning of the debate, and each team also stands for questioning first by the committee, and then by the entire class. At the end, the committee members decide who won the debate and announces the winning team to the class.

The debate typically goes as follows:

- **Beginning of Committee Hearing:** Committee members call the hearing to order and invite the first group up to speak
- **Opening Statements: Group 1**: Each member of the group speaks as part of the opening statements
- **Closed Cross-Examination: Group 1**: Committee members cross-examine Group 1
- **Open Cross-Examination**: Committee members open the floor to all students to cross-examine Group 1
- **Repeat This Process with Each Team**
- **Announce Winners:** Committee members discuss decisions privately and then announce decision and reasons to whole class

Example Committee Meeting Debate: Lesson Plan

Alignment to Course Standards (9th Grade Algebra)

- AI.P.9 (Massachusetts Curriculum Framework November 2000) Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula.
- Demonstrate an understanding of the equivalence of the methods. (10.P.5)

Text-Based Evidence

"Algebra Help--Quadratic Equations" from www.helpalgebra.com

Advocacy

Is factoring, completing the square, or using the quadratic formula the best way to solve quadratic equations?

- Option 1: Factoring
- Option 2: Completing the Square
- Option 3: Quadratic Formula

Student Engagement- Student Roles:

- Opening Statement
- Attacker
- Defender
- Closing Statement
- Committee Member

Structured Argument

Debate Format: Committee ("Committee to Improve the Lives of Algebra 1 Students")

Note-Taking & Assessments

Classwork:

- Note cards and other prep work
- Notes grid (handed in at the end of class)

Homework:

- Write 1 page reflection on the debate where you weigh all arguments made and determine the winner based on both arguments and evidence in the debate
- *Challenge: For the next week of homework assignments, try all three strategies on each problem assigned, and then at the end of the week, write a 1 page reflection on which strategy you found worked best for you in solving quadratic equations.*

Example Committee Meeting Debate: Lesson Plan (cont.)

Group Assessments:

- *Judge's flow of debate round based on best use of advocating for your position in response to the resolution and best attack and cross-examination (clash!)*

Debate Structure & Pacing

- Directions, assignments & Prep (5 min)
- Opening Statements (4 min)
- Questions from Committee to Group 1 (1 min)
- Open questions to Group 1 from other Groups (2 min)
- Questions from Committee to Group 2 (1 min)
- Open questions to Group 2 from other Groups (2 min)
- Questions from Committee to Group 3 (1 min)
- Open questions to Group 3 from other Groups (2 min)
- Questions from Committee to Group 4 (1 min)
- Open questions to Group 4 from other Groups (2 min)
- Closing Statements (4 min) Debrief/Announce Winner (5 min)

Group Assignments:

- Group One represents "Students for Factoring Quadratic Equations"
- Group Two represents "Students Completing the Square"
- Group Three represents "Students for Using the Quadratic Formula"
- Group Four is the Committee on Making Algebra 1 Students' Lives Easier

Note-Taking Organizer

	Presentation (Opening Statement)	**Attacks/Questions by Subcommittee & Other Group**	**Answers to Attacks/Questions**	**Overall Strongest & Weakest Arguments Made**
Option 1: factoring				
Option 2: completing the square				
Option 3: quadratic formula				

Debate Format #4: Traditional Two-Perspective Debate

Traditional Two-Perspective Debate
Most teachers familiar with policy or parliamentary debate will know this format. There are two teams (2-4 people): one argues the affirmative side and one argues the negative side. This is a debate format that works easily with smaller classes, but is more difficult to implement effectively in larger classes.

To adapt this for use in larger classes, it is helpful to sub-divide your two groups. You can break each side into three groups (total of six groups), and assign different groups different texts, perspectives, countries, etc. If you have one large group of 10-15 students, you will have difficulty keeping all students engaged.

The debate typically goes as follows:

- **1st Affirmative Constructive Speech** (Opening statements)
- **Cross-examination** (Negative questions first Affirmative speaker)
- **1st Negative Constructive Speech** (Opening statements)
- **Cross-examination** (Affirmative questions first Negative speaker)
- **2nd Affirmative Constructive Speech** (Attack/Defense)
- **Cross-examination** (Negative questions second Affirmative speaker)
- **2nd Negative Constructive Speech** (Attack/Defense)
- **Cross-examination** (Affirmative questions second Negative speaker)
- **1st Affirmative Rebuttal Speech** (Attack/Defense)
- **1st Negative Rebuttal Speech** (Attack/Defense)
- **2nd Negative Rebuttal Speech** (Closing Statements)
- **2nd Affirmative Rebuttal Speech** (Closing Statements)

Example Traditional Two-Perspective Debate: Lesson Plan

Alignment to Course Standards (7th Grade Science)
Ecology, adaptations, environment, endangered species:

- Life Science.10. Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.
- Life Science.12. Relate the extinction of a species to a mismatch of adaptation and the environment.
- Life Science.18. Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations.

Text-Based Evidence
Brown Bear, Black Bear Facts sheets

Advocacy
Which bear is better: Brown or Black bear?

- **Option 1**: Brown Bear is the best bear!
- **Option 2**: Black Bear is the best bear!

Student Engagement
Student Roles for EACH team:

- Opening Statement
- Attacker
- Defender

Student Roles for panel of judges (5 total):

- Cross-examination

Student Roles for ALL students:

- Closing statement as homework assignment

Structured Argument
Debate Format: Two-perspective debate (with a panel of judges and all students writing closing statements for homework)

Note-Taking & Assessments
See attached graphic organizer used by all students for taking notes on the debate.
Students will be graded on 1) their participation in assisting and enacting the debate, 2) their notes during the debate, and 3) the accuracy and strength of their arguments and defense.

Example Traditional Two-Perspective Debate: Lesson Plan (cont).

Debate Structure & Pacing & Cross-Examination/Attack

- **1st Affirmative Constructive Speech** (Opening statements): 3 min
- Cross-examination by judges: 3 min
- **1st Negative Constructive Speech** (Opening statements): 3 min
- Cross-examination by judges: 3 min
- **Prep Time**: 2 min
- **2nd Affirmative Constructive Speech** (Attack/Defense): 3 min
- **Prep Time**: 2 min
- **2nd Negative Constructive Speech** (Attack/Defense): 3 min
- **Prep Time**: 2 min
- **1st Affirmative Rebuttal Speech** (Attack/Defense): 3 min
- **Prep Time**: 2 min
- **1st Negative Rebuttal Speech** (Attack/Defense): 3 min

Activities

- Put the structure of the debate on the board
- Assign students to groups
- Hand out fact sheets for each bear to all groups
- Assign homework essays
- The following day judges collaborate using homework assignments to determine which group won and why

Note-Taking Organizer

	1st Constructive Speech (Opening Statement)	**2nd Constructive Speech (Attack/Defense)**	**1st Rebuttal Speech (Attack/Defense)**	**Homework/Essays (Closing Statement)**
Option 1 (Affirmative): Brown Bear				
Option 2 (Negative): Black Bear				

Sample lesson written by Mark Knapp, Josiah Quincy Upper School, 2010

Section Three: Designing a Debate Lesson

The Four Steps of Designing a Debate Lesson

When deciding on the structure of a debate lesson, it is very important to use the 5 Core Elements of DAC (pages 2-3) as a reference. They are 1) advocacy, 2) student engagement 3) text-based evidence, 4) note-taking, and 5) structured argument. A good debate lesson incorporates as many of those elements as possible.

Step One: Choose a Debate Resolution

Choosing a good debate topic (or resolution) can be a difficult task for teachers new to debate. This section has sample debate topics organized by subject. Look at those lists for examples of resolutions for your classes.

When picking a resolution, you should generally start with the essential questions and content objectives that you plan to cover in a particular unit and attempt to turn those into debate resolutions. Using course and unit essential questions as debate resolutions also give students powerful opportunities to debate the most important aspects of the curriculum.

Good debate resolutions will often (but not necessarily) have one of the words in the chart below in them.

SHOULD	• A person should take a dollar now instead of two dollars next year. • Rome should not have attacked Carthage
BEST	• Which energy source is the best • Which character in a play is the best intentioned
WORST	• Romeo had the worst motivation for his actions compared to other characters
WEIRDEST/ COOLEST	• Which kingdom of life is the coolest • Which Absolute emperor is the weirdest
MOST	• Which mathematical property is the most important: the associative, commutative, or the distributive properties • Which character in a play is the most heroic • Which political philosopher is most followed in America today • Which organic compound is the most important
BIGGEST	• Gamma radiation has a bigger impact on humanity than alpha or beta radiation
INNOCENT	• Macbeth should be declared innocent of killing King Duncan due to extenuating circumstances
GUILTY	• Socrates should have been found guilty and sentenced to death

The resolution itself doesn't have to be a topic that is the goal of the lesson- it is not a science teachers goal for students to know which kingdom of life is the weirdest. But the science teacher does want students to know the characteristics of each kingdom, so a debate that requires students to read about and understand the different characteristics so they can argue they are weird accomplishes that goal, even if the resolution itself does not.

Step Two: Pick Texts

Your goal should be to find text(s) that have the information (evidence) that students can use to support the arguments they are going to make. Depending on your course and on how integral specific texts are to your content, you might need to do this in conjunction with step one.

This is easier than it sounds. Imagine a biology class where the content goal is for students to learn the different characteristics of each kingdom of life. The debate structure is to have five different teams argue that their assigned kingdom is the weirdest. The text is simply the pages in the textbook that explain the different characteristics of each kingdom. Students then point to the evidence of a characteristic they found in their textbook, and then come up with their own argument why that is weird.

The texts that you will use will generally be the text you would have used if you had students read in class or at home, or maybe even worksheets that you were going to pass out.

Step Three: Organize Students

There are two levels to organizing students for a debate- the groups you will put them in, and then what individual roles students will have in that group.

Groups: Make sure you know how you are going to divide the students into groups for the debate

- If it is a multi-sided debate, make sure you know what the different options are for students.
- If it is a two-sided debate and you have a 30 person classroom, which means 15 people in each group, think carefully about how you are going to sub-divide each group.
- Multi-sided debates tend to be better for large classrooms.

Roles: Within each group, know what roles you are going to have for students. Some examples of different roles are:

- Opening statement
- Attacker
- Defender
- Cross-examiner

- Cross-examinee
- Closing statement

Step Four: Choose Your Assessment.

Assessing the debate is very important. It is a very effective tool to encourage the academic behaviors that you are hoping the students will adopt. While there are many different activities that can be assessed, it is recommended that you pick no more than three for each debate.

For example, if your goal is to teach note-taking, assess a graphic organizer like the ones included in the sample lessons; if your goal is to encourage textual analysis, assess the number of arguments that had textual evidential support for each student role; if your goal is to promote student engagement, assess the quality of the arguments made against other teams and in defense when each group was attacked.

Choosing a winner could also be an important part of the assessment. Let students know ahead of time what your criteria will be, and pick a winner that exhibited the skills you were focusing on for that debate. When you tell a class that you voted for team A because they had more arguments based on evidence from the text, students will be motivated to include text-based arguments in order to win their next debate.

Debate Roles (Student Handout)

Making Opening Statements
Make your best case. This is the only time you have to speak with a clean slate, before the attacks. Make an impression on the judges by making strong, clear arguments. You should make multiple arguments to support your position. Be prepared with strong evidence from the text. Imagine you are a lawyer building a strong case, and argue that your position is the ONLY right one.

Cross-Examining Another Group
This technique is for more experienced debaters to challenge what is said in the opening statements. The speaker for the group being cross-examined remains standing, and another group asks questions about the group's evidence and claims. This is a time to help clarify things you don't understand, to begin to put the other team in the hot seat, and build your own case at the same time.

Attacking
Review your notes and RESTATE what the other team said in their opening statement (or cross-examination). Then FIRE BACK by challenging that point.
Use phrases like: "My opponent said: _____. I completely disagree because: _____" when on the attack. Use evidence from the text to back up your points.
You can also try some of these other techniques: come up with new evidence to prove your opponent's view wrong, question the other team's knowledge, interpret your opponent's words in ways that help your case, be critical, listen to all your opponent's points, know as much as possible so you look like the expert.

Defending
You need to take great notes during the debate to do this part well, and you need to be able to think on your feet. It's up to you to rebuild your arguments after others have worked hard to tear them down. Restate your own points. Restate your opponent's points and fire back. You need to make sure that you provide the evidence and the arguments to put down all the attacks from your opponent. Make sure you answer every argument made by your opponents.

Making Closing Statements
This is your group's last chance to win this case. Give us your best argument(s). Tell us why the other group has failed to prove their points. Try to tell us the story of this debate through your eyes, and convince us that your group masterfully controlled the debate with strong evidence and logic. Say things like: "This is why we win the round" and "The other teams have not successfully argued the case."

Sample Debate Resolutions: Social Studies

Essential Questions/Statements

- What is the best form of government?
- What is the most important purpose of government?
- Is it okay to break the law?
- What is the biggest cause of inequality in the US?
- Violence and/or revolution is justified in response to repression.
- Developed nations have an obligation to undeveloped nations.
- Individual conscience should supersede obedience to the law.
- The protection of the environment should take precedence over the development of natural resources.
- Which economic system is the best economic system?
- What is the most important way I can contribute to the community?

U.S. History

- What was the most important cause of the American Revolution?
- Who is responsible for the genocide of the Taínos in the "New World" (Christopher Columbus, Columbus' Men, King Ferdinand and Queen Isabella, the Taínos, or the System of Empire)?
- Was violence necessary in the case of the American Revolution?
- Who was right, the Patriots or the Loyalists, in their arguments for and against independence in the 18th century?
- Which was the better plan for the United States in the 18th century, the New Jersey Plan or the Virginia Plan?
- The federalist arguments were superior to the anti-federalist arguments.
- Which President (of the first 5) had the greatest impact on the nation?
- Was the cotton gin good or bad for America? (Points of view: Free African-Americans, Lowell mill girls, Southern plantation owners, Northern industrialists)
- Should Andrew Jackson remain on the United States $20 bill?
- Manifest Destiny was justified.
- Northern Aggression caused the Civil War.
- Congressional Reconstruction improved the lives of African Americans.
- What was the biggest impact/change in the daily lives of average Americans in both the North and the South from the Industrial Revolution?
- America should have entered World War I.
- Which Progressive Era thinker best represents the values of the Progressive Movement (Andrew Carnegie, Eugene Debs, William Du Bois, Mother Jones, Robert La Follette, Alice Paul, John D. Rockefeller, Theodore Roosevelt, or Ida Tarbell)?
- The 1920s: Roaring or Out of Control?
- What should President Truman do to end the war with Japan in 1945?

World History

- Hammurabi's Code is better than no law at all.
- Which Greek/Roman god had the coolest back story?
- Roman democracy was superior to Athenian democracy.
- The Roman method of conquering others is superior to what we are doing in Iraq/Afghanistan today.
- Feudalism is superior to democracy.
- Industrialization improved the quality of life for most citizens.
- What was the most important cause of the Industrial Revolution?
- Which was more important, the French or Haitian Revolution?
- What is the most important development in the development of ____ (e.g. Africa, Japan, India etc.) in the ___ Century/time period?
- Who was the greatest Nationalist leader of all time (Fidel Castro/Cuba, Patrice Lumumba/Congo, Ho Chi Minh/Vietnam, Gamal Abdel Nasser/Egypt, Jawaharlal Nehru/India, Juan Peron/Argentina)?
- What is the best way to achieve justice for the victims of the rape of Nanking today?
- Was the genocide in Rwanda (1994) a result of European colonialism and/or imperialism?
- Which political philosopher's (Enlightenment) views would be best for America today?
- Imperialism improves the lives of developing nations.
- Capitalism is superior to socialism.

Civics

- What is the most important right and/or responsibility of a citizen?
- What is the most significant "root" of American democracy?
- The choices people make shape society?
- Does the US legal system balance the responsibility of protecting society and the rights of the accused?
- Does US foreign policy promote peace in the world?
- Life in this country the American Dream for some and the American Nightmare for others?
- Which is the most important of the amendments in the Bill of Rights?
- Is violence necessary to effect change?
- Do you think that the natural state of man is basically good and moral (Locke), or that it is nasty and cruel (Hobbes)?
- Which of the following should be the top priority for the government: ensuring peace and stability in society or giving people as much freedom as possible?
- What is the best way to help people out of poverty: provide them with government-supported assistance programs or cut taxes to spur job creation? Is it the government's job to deal with poverty at all?
- Should the government help people recover from a natural disaster if those people chose to live in a known disaster-prone area? (e.g. San Francisco will *always have earthquakes*; New Orleans will *always be flood-prone*, etc.)

- **Civics (cont.)**
- Should the government enforce ethics on businesses, or should they be free to pursue their own desires?
- Are you willing to pay more in taxes in order to help low-income and distressed people in society?
- What is more important to Thomas Hobbes, *order* or *freedom*?
- Rousseau believes that a direct democracy is the best form of government. Do you think it would be possible for the United States to have a direct democracy?
- If you were Obama's military advisor, would you tell him to send troops to Afghanistan (Rousseau vs. Hobbes)?
- Should the government have control over people's healthcare (Locke vs. Hobbes)?
- Should religion be taught in schools (Hobbes vs. Locke)?

Current Issues

- Should the Virginia Military Institute allow women?
- Should the nomination of Elena Kagan be confirmed?
- Should parents use all means to spy on their kids?
- Who is more responsible for raising healthy kids: society or parents?
- What is the best way to encourage greater voter participation in the United States?
- Do school officials and school police have the right to monitor and report cyber-bullying?
- Should the government have control over people's healthcare?
- Should religion be taught in schools?

Sample Debate Resolutions: English Language Arts

General

- Who owns the moral high ground in the text?
- What is the most important theme of the novel?
- Which character developed the most (for good or bad) throughout the text?
- What is the climax of the novel? Why?
- What is the main goal of the character?
- Which character is the most to blame for a particular situation or outcome in a novel?
- Are the character's actions justified?
- Did the author make a poor choice in the ending or portrayal of a group?
- Should this book be banned?
- Should this book be taught in the curriculum?
- Which poem is the most relatable to the 21st century?
- Which type of conflict is the most interesting to read (Man vs. Society, Man vs. Himself, or Man vs. Nature)?
- Based upon our readings, what is the greatest epic?

Literature

- *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn: Are the convicts in the book more helpful to one another or more harmful?
- *A Tale of Two Cities* by Charles Dickens: a) Who is the more interesting character, Charles Darnay or Sydney Carton?; b) Which main character (Madame Defarge, Lucie Manette, Dr. Manette, Sydney Carton) is the most influential in terms of the success of the French Revolution and why?; c) Which punishment is the "best" and why?
- *One Step at a Time* by Fred Koehler, who lived and worked in Togo, West Africa: Which are better for improving health, the Togolese values or the American values?
- *Things Fall Apart* by Chinua Achebe: a) Why did Okonkwo kill himself?; b) Who is more powerful in Ibo society—men or women?
- *Joe Turner's Come and Gone* by August Wilson: Who is the most interesting character in the play?
- *Lord of the Flies* by William Golding: a) Who is a better leader, Ralph or Jack?; b) Which character has the most power?; c) Is *Lord of the Flies* realistic or a parable?
- *To Kill a Mockingbird* by Harper Lee: In *To Kill a Mockingbird,* is moral or civil law more valued?
- *Romeo and Juliet* by William Shakespeare: a) Who is most to blame for the deaths in *Romeo and Juliet*?; b) Which character is the most to blame for a particular outcome?
- *Othello* by William Shakespeare: Did the director make a good choice for the setting of *Othello*?; b) Which character is the most to blame for a particular outcome?; c) Why is Othello so easily influenced by Iago?; d) Is Othello responsible for his own downfall or did others lead him to it?

Literature (cont.)

- *Macbeth* by William Shakespeare: a) What is Macbeth's motivation for killing King Duncan? Is he guilty of murder or are there extenuating circumstances?; b) Is Macbeth responsible for his own downfall or did others lead him to it?
- *Hamlet* by William Shakespeare: Is Hamlet mad or is he pretending?
- "The Road Not Taken" by Robert Frost: When reading a poem do you look at the literal or inferential meaning to enhance your understanding of the poem?
- Short Biography of Edgar Allan Poe: Do we need to the background of a poet to understand the poem?
- Short Biography of Shakespeare: Do we need to the background of a Shakespeare and the Elizabethan Era to understand the complexity of his work?
- *Death of a Salesman* by Arthur Miller: a) What is the conflict: Man vs. Man or Man vs. Self?; b) Is Willy responsible for the tragedy of his own downfall or did others lead him to it?
- *Of Mice and Men* by John Steinbeck: Does George make the right decision about Lenny's fate?
- *Invisible Man* by Ralph Ellison: a) The Invisible Man is to blame for his current situation; b) Who is Dr. Bledsoe?
- *In the Time of the Butterflies* by Julia Alvarez: a) When, if ever, should torture be used to teach [someone] a lesson?; b) Why should some people be allowed to use torture [as a means of getting information]?; c) Who should decide whether torture is justified or not? The people (average citizens) or the government? Why?
- *The Rape of Nanking* by Iris Chang: a) Should people today have access to data that the Japanese people collected from experiments done on Chinese people during the occupation of Nanking?; b) What is the best way to achieve justice for the victims of the rape of Nanking today?
- *Esperanza Rising* by Pat Munoz Ryan: Should Esperanza join the striking workers?
- *1984* by George Orwell: Is *1984* a realistic novel?
- *Animal Farm* by George Orwell: What is the main message of *Animal Farm*?
- *The Bluest Eye* by Toni Morrison: Who's responsible for what happens to Pecola and her baby?
- *Coming of Age in Mississippi* by Anne Moody: Is it better to be aware and upset or unaware and happy?
- *The Great Gatsby* by F. Scott Fitzgerald: Who is the most tragic figure?
- *Brave New World* by Aldous Huxley: Is the society in *Brave New World* an admirable one?
- *Antigone* by Sophocles: In *Antigone,* is moral or civil law more valued? Which should be of more value?
- *The Crucible* by Arthur Miller : Who's most responsible for the tragedy of the Salem witch trials in *The Crucible*?

Sample Debate Resolutions: Math

General

- Problem Solution Debate: Students present and defend a particular solution to a problem as being the best way of solving. This is very effective in groups.
- Statistics Debate: students construct arguments and debate defending conclusions they draw from the data.
- Debates in which one side is actually correct because their side makes more sense: This could mean it is more mathematically accurate or it results in a greater benefit (for instance, hypothetical situations in which kids are choosing investment plans based on different math functions that will give them the greatest profit... or if you're trying to build an army of ants and one group reproduces exponentially and another group reproduces quadratically).
- Debates that are more subjective: For instance- given some problem that can be solved accurately in different ways, which way would be the best to solve it? These subjective debates could even be things that are entirely based on "what do you like the most?"... like which quadrilateral is the best- square, rectangle, parallelogram, rhombus, kite? Students could have a debate on that topic in a way that could demonstrate to the teacher that they know different important properties of the quads (relationships between angles, how to find area, etc.).

Algebra 1

- Which method of finding the product of polynomials is the best for Algebra I students to know (vertical, horizontal, or FOIL method)?
- Is factoring, completing the square or using the quadratic formula is the most expedient way of finding roots for quadratic equations?
- What is the best way to begin to solve the given equation ($-2 + 10p = 8p - 1$) after you use the distributive property?
- What is the best way to solve a system of equations (substitution, elimination)?
- Which mathematical property is the most important: the associative, commutative, or the distributive property?
- Debate the domain and/or range restrictions for a real-to-life function of your choice.
- Does a graphical representation, a data table, or algebraic representation best represent a tricky function of your creation the best.
- Which linear equation format is the most useful: point-slope form or the slope y–intercept form of the equation?
- Should you take a dollar now or take 2 dollars next year?
- Should pay-day loans have an interest rate limit?
- Would you rather have Mr. Hillard a) give you $100,000 for you to put in a savings account that earns 10% interest compounded annually OR b) give you $10,000 for you to put in a savings account that earns 5% interest compounded continuously?
- Debate whether a real-life situation of your choosing should be modeled by a linear or an exponential function. (e.g. price of gas over the past 10 years into the future).

Algebra 1 (cont.)

- Debate two data sets using mean, median, range, and mode. (e.g. compare two medical equipment companies' sample pace maker life spans).
- Debate how the average for a company's salary should be computed for a union negotiation (have them think about the management's and the worker's perspective).
- Is the median, mode, or the average a better measure of center in general? For a particular situation of your creation?

Geometry

- What was the most important polygon in history?
- Which shape best represents your teacher or principal?
- Debate the result of a false but seemingly true proof that you created.
- Which shape would you use to build a military defense wall if your goal was to maximize the area-to-circumference ratio while maintaining protection for your citizens?
- Debate whether you would rather change the height or the radius of a building that you were constructing in the shape of a cylinder.
- What is the best shape for a house: rhombus, square, rectangle, parallelogram, or kite?

ALGEBRA 2

- Which method of finding the roots of quadratic functions is the best for Algebra II students to know?
- Debate whether a graphical representation, a data table, or algebraic representation best represents a tricky function of your creation.
- Debate which function type models your growth as a student/person in high school. Is this function a good predictor of your future growth?
- Debate which company's cost function to choose given your expected demand for your pretend product.
- Debate whether Ford or Toyota is more fuel-efficient by class of vehicles using quartiles, box plots, and other graphical representations (i.e. relative frequency histograms).
- Debate whether it is better to break up 10 tasks into 2 days of work or to prioritize your 3 most important tasks using what you know about permutations and the multiplication principle of counting.
- Make up your own pretend country and debate how many characters and what type of characters (i.e. numbers, letters, etc.) should be allowed for your license plates, phone numbers, identity numbers, etc.

Trig and Pre-Calculus

- Which civilization should be credited with the discovery of trigonometry (Egyptians/Babylonians, Greeks, Indians)?
- Which method of solving triangles is the best for a pre-calculus student to use?

Trig and Pre-Calculus (cont.)

- Which conic section is the most important?
- Debate which measurement is more useful: radians or degrees. Use the concept of instantaneous rate of change.
- Debate the selection of sampling techniques and their ability to avoid bias vs. fit to a particular survey of interest's demands.
- Should people be rewarded based on their results or based on their qualifications, based on the results of a simulation of two competing individuals in a 5 point basketball shoot out with different probabilities of getting a basket in?

Sample Debate Resolutions: Science

General

- Hypothesis Debate: explore one phenomenon and have groups of students present and defend a different hypothesis explaining it. They could defend a hypothesis they developed on their own or research the major theories expert scientists hold.
- Historical Debate: students role-play famous scientists who hold different positions.
- "Best" or "Coolest" debate: students are assigned to defend something as being better than other groups, e.g. why whichever kingdom of life is the coolest, why a particular energy source is the best, how one adaptation is a better idea than any other, etc.

Biology

- Why is your group the most “fit for life”? (Group 1 = Healthy diet, but no athletic fitness; Group 2 = Junk food diet, but with athletic fitness; Group 3 = Healthy diet, and athletic fitness)
- Which organ would cause the most problems to the human body if it no longer existed (mouth, stomach, small intestine, large intestine, anus)?
- Is cellular respiration or photosynthesis more important to the living organisms in the biosphere?
- Which cellular organelle is most important to the functioning of the animal cell?
- Should the U.S. stay with the current big company food system? (*Food Inc.* documentary)
- Which body system is the most essential in a healthy individual (nervous, circulatory, endocrine, or respiratory system)?
- Which body system do you think has the most interesting structure & function (nervous, circulatory, digestive, or respiratory system)?
- Who made the biggest contribution to the discovery of the structure of DNA (Group 1: Erwin Chargaff; Group 2: Maurice Wilkins and Rosalind Franklin; Group 3: James Watson and Francis Crick)?
- Which cellular process is more important to the continuation of life – mitosis or meiosis?
- Which description of evolution most accurately reflects the current Theory of Evolution that is accepted by scientists today?
- Should the government create laws that would restrict the number of embryos that can be implanted via in vitro fertilization?
- Should the government regulate the U.S. fertility industry?
- Should parents be able to use PGD to choose an embryo that is a donor match for an ill sibling?
- Which type of dissection is a more effective learning tool?
- Which bear is better: Brown or Black bear?
- Which biome would make the best zoo?
- Rosalind Franklin should have been more careful and not allowed her research about DNA to get out.

Chemistry

- Which subatomic particle contributes most to the properties of the atom?
- Which family of elements on the periodic table best represents you (or your teacher)?
- What type of chemical reaction is the most common in your everyday life? (combination, decomposition, single replacement, double replacement, or combustion)
- Which type of radiation (alpha, beta, or gamma) is most useful to society?

Physics

- The ability to violate which of Newton's 3 Laws of motion would create the best superhero?
- Where did all of their energy come from? Which superhero most violates the law of conservation of energy?
- What super power would be more important: reflecting waves or refracting waves? Which type of waves would be the most important to be able to reflect or refract?
- Which of Newton's 3 laws of motion does an athlete have to be most concerned about while playing a baseball game?
- What type of energy is the best to convert to electrical energy to power our electronic devices?
- If you had to get rid of either static friction or kinetic friction in the world, which friction would be the least dangerous to get rid of?
- If you had to get rid of friction or gravity which would you get rid of?
- Would sports be more interesting on the moon or on earth?
- Would you rather have someone who can do more work or who has more power on your construction site?
- You are groups of competing engineers, builders, and architects making a bid to build a housing complex. The final decision will be decided on who has the best heating plan. Each group will have a different heating plan which uses a different method of heat transfer: conduction, convection, or radiation. Which group's heating plan is the 1) safest, 2) coolest, 3) most environmentally friendly, 4) and most effective at keeping you warm?
- What substance would you use to insulate your home for the winter: water or paper? (differences in specific heat/usability)

Sample Debate Resolutions: Foreign Language

General

What is the Best or Worst something—students can practice using adjectives and nouns they know by explaining why a certain person is the best movie star actor or the best athlete, why something is the best food, the best city etc. Students can work off of pre-constructed lists of adjectives to make their case or can research some words on their own. Students are then responsible for responding to their opponent's arguments in order to prove that their choice is better than the other.

Specific

- Are "natural" approaches to language learning, where the teaching of grammatical rules and the use of error correction techniques are largely discouraged in the classroom preferable to "cognitive" orientations toward methodology, which maintains that students must understand the basic rule system underlying the new language and receive corrective feedback in order to improve?
- Considering the number of Spanish-speaking citizens in the U.S., should the teaching of Spanish in public schools be required? Why or why not?
- Should Spanish continue to be considered a foreign language in the U.S.?
- Should Puerto Rico become a state, be independent, or remain a commonwealth?

Appendix #1: Debate Terms

Opening Statements

One speaker from the team prepares arguments that clearly state the team's position (or answer to the debate question) AND give strong evidence from the text. This happens first in the debate. You can give each speech a time limit (1-3 minutes) or ask them to make a certain number of arguments.

Cross-Examination
One speaker from another team has the opportunity question the person making the opening statements after they speak. These cross-examinations can last 1 minute. This follows the opening statements. If you have more students in each group than roles, you can designate a person to be the cross-examinee and respond to the questions instead of the student who gave the opening statement.

Attack
One speaker from your team is assigned to attack another team's arguments. They must answer each argument made in the opening statement. S/he should attack the team's position AND their evidence. This follows opening statements (and cross-examinations).

Defense
One speaker from your team will speak for 1-3 minutes to defend your team from the attacks made. This follows the attack round.

Closing Statements
One speaker from the team prepares comments to close the debate. They should explain why their group/side should win as well as attacking the arguments made by the other groups. This is your final chance to win the debate. Closing Statements conclude the debate.

Resolution
The proposal or question being debated.

Opposition
Arguing against something.

Opponent
Someone you are arguing against.

Colleague
Someone on your team.

Appendix #2: Supporting ELLs During Debates

Assign roles for beginning ELLs that ask them **to give opening statements or closing statements**. Primarily, these are reading roles. The cognitive demands during a debate are high for all learners; your ELLs are also spending much of their energy navigating a language that is new to them, so finding ways to lessen the cognitive demands for their first few debates rather than attack and defend will help them participate more successfully.

Giving teams prep time (2-3 min) between rounds will help your ELLs enormously. Getting ideas and support from teammates, especially as they draft the closing speech will help them get the input they need to successfully give closing remarks. For intermediate and transitioning ELLs it will help them engage in attack and defense. The collaboration in the teams will also give them a boost and keep them engaged in a very challenging language-learning situation.

Model numbering points, slowing down, enunciating, speaking loudly, speaking clearly. You keeping everyone on point in these ways will help make the input more comprehensible for your ELLs. Also flow (take notes on) the round using overhead projector or board as students speak. This will initially slow down the debate, but you will ensure that everyone is following the ideas of the debate, and writing down information that is only given orally will help support your ELLs, who may struggle with listening comprehension and/or writing in English.

Check in with ELLs one-on-one before debate. Let them know that the class will be doing a debate before it happens. Ease their minds about the experience. Give them readings ahead of time, tell them which group they will be in, and assure them they will be able to participate successfully.

Consider levels of text and in-class support for accessing texts used in debate. On the text itself, create annotations for difficult or new vocabulary and concepts (easier to access than a glossary at the end). Where possible, insert visuals into the text for key vocabulary and concepts. Before reading, preview main ideas; preview sections of the text that pertain to each perspective; diagram, draw, or discuss new or difficult concepts. During the reading, pair students and do read-aloud; have fluent readers do the majority of the read-aloud. For beginning ELLs, give them the teacher copy of the text marked up or with evidence (highlighted) that supports their position.

Praise! Praise! Praise! Be positive and keep letting them know all the things they are doing well during the debate.

If you have mature, fluent students or students on the debate team, give them leadership roles. They can pair up with beginning ELLs to help them prepare for the debate and access the text. They can also circulate among the teams and help them during prep time, freeing you as the teacher to spend more one-on-one time with ELLs.

Supporting ELLs during Debates (cont.)

Listening

- Read Aloud – Use mix of whole-class and pair work to have fluent readers model reading text aloud to give more comprehensible input to your ELLs.
- Number Points – Encourage all students to number points. Even interrupt them while they speak if they do not number points. Look confused at the board as you take notes if they do not number their points. This kind of structured argumentation will help your ELLs understand the points being made.
- Video or Audio Tape Debate – Post video or sound files of debate for ELLs to listen to at home. They can listen to the debate again while doing follow up assignments, revising notes, etc. Some teachers create podcasts for students; you could do this for your debate so students can listen to the debate on their mp3 players and phones. Flipcameras allow you to upload video online for students to view via webstreaming.

Writing

- Model Notes/Flow on Board/Overhead – While the debate is happening, model notes on the overhead projector or board. This helps ELLs know what to write from what they are hearing and keep track of the ideas in the debate.
- Require Index Cards for Prep – Require students to write numbered points on index cards/lined paper to prepare for opening and closing statements. Encourage students to bring notes with them to the podium to speak.

Speaking

- Volume – Require each student to speak loud enough to be heard when in front of the room (cut them off or have them redo speech until it is loud enough to be heard)
- Intonation and Inflection Practice – Give students time in small groups to practice speaking and reading aloud; encourage them to do informal coaching on inflection and intonation to engage listeners.
- Index Card and Notes for Speaking – Encourage students to use index cards during speech; they will feel more confident with notes and may use to read from if they are new to the language and/or nervous speaking publically.
- No Put-Downs – Tolerate no put-downs when students are speaking to the group. Keep the atmosphere safe and supportive.

Reading

- Visuals – Draw key concepts and vocabulary in pairs before reading
- Annotate for Meaning – Teach students to annotate for meaning and/or model annotating for meaning by marking up the text with short definitions of difficult or new words/concepts
- Graphic Design – Consider layout of texts. Use fonts 14 pt or higher. Provide enough space for students to take notes. Add visuals to the text. Use a format that is visually appealing.

Appendix 3: Tips for Judging Debates

Judging Areas (CORE DAC Principles)

- Ability to Connect All Arguments and Evidence to the Debate Resolution/Question (Advocacy)
- Most Convincing Position in Response to the Debate Resolution/Question (Advocacy)
- Use of Closing and/or Opening Statements (Structured Argument)
- Use of Cross-Examination and/or Attack (Structured Argument)
- Quality of Text-Based Evidence Used (Text-Based Evidence)
- Amount of Text-Based Evidence Used (Text-Based Evidence)
- Collaboration and Teamwork (Student Engagement)
- Clashing on Responding to Arguments and Ideas Throughout Debate (Student Engagement)
- Flowing and Use of Notes Throughout Debate (Note-Taking)
- Use of Notes to Create Follow Up Assignment (Note-Taking)

Before the Debate

- **Do** tell students *what* you will be judging for in particular
- **Do** choose 1-2 specific areas (see list above) to focus on for each debate
- **Do** tell students how you will be assessing their work (notes, prep work, follow up homework assignment, participation, and/or self-assessment)

During the Debate

- **Do** remind students to connect their arguments and evidence to the debate resolution/question
- **Do** remind students to number their arguments
- **Do** remind students to refer to their opponent's argument by number
- **Do** help a student who does not know their opponent's argument number (you should flow on the board or overhead so you can help)
- **Do** help students who are not flowing – this includes stopping the debate to show them how to flow or simply to remind them they should be taking notes (flowing)

After the Debate

- **Do** discuss the debate with the students
- **Do** give feedback in relation to the 1-2 judging criteria
- **Do** explain how you arrived at your decision
- **Do** affirm students' work. Make 5 positive comments (to individuals and/or the class as a whole) for each suggestion you have for the group
- **Do** collect written work from debate to help you assess each individual student's learning.
- **Do not** single individual students out for critical feedback in front of the group

Appendix #4: Rubrics for Full-Length Debates

Individual Grading Rubric For Debate

Points Possible	Earned	Description
Citizenship and Participating in a Group		
15		You helped your group members prepare for their part of the debate during group prep time.
5		You listened to and did not interrupt other teams when they were speaking.
Individual Part of the Debate		
10		Your arguments connected back to the overall plan that you are advocating for
15		You used evidence (text) during your presentation.
5		You introduce yourself, your group, and you spoke confidently, passionately, and persuasively with your own sense of style/swag.
Flowing (Note taking)		
10		You listened, numbered, and took notes on your 4 statements and your opponent's 4 statements during the debate.
20		You have arguments listed in each block of notes.
Your Particular Role (if more than one role then grade yourself on the one you felt best about)		
Opening statement		
5		You numbered your 4 arguments.
15		Your 4 arguments clearly related to your group's plan
Cross-Examiner		
10		You asked questions, not made statements, that either helped clarify your opponent's arguments or questions that challenged your opponent's plans.
10		You specifically referenced evidence or your opponent's numbered arguments.
Cross Examinee		
5		Your answers were spoken confidently
15		You directly responded to your opponent's questions using evidence that clearly supports your plan.
Attacker		
5		You referenced by number and topic each one of your opponents 4 arguments.
15		You directly attacked each one of your opponents 4 arguments that they listed during their opening statement.
Defender		
5		You referenced by number and topic each one of your opponents 4 arguments.
15		You addressed each one of your opponent's 4 arguments against you.
Closing Statement		
10		Your closing statement was passionate, clear, concise and summarized your group's arguments.
10		You specifically told the judge why you should win the argument based on the strength of your plan, your supporting arguments, and your responses to your opponent's arguments.
100	_____	**Total**

Grading Criteria by Category

Points Possible	Self Grade of A	B	C	D	F
If 5	5	4	3	2	1
If 10	10	8	6	4	2
If 15	15	12	9	6	3
If 20	20	16	12	8	4

Appendix #4: Rubrics for Full-Length Debates

DEBATE RUBRIC

Criteria	Mastery (5)	Above Standard (4)	Standard (3)	Approaches Standard (2)	Below Standard (1)
Opening & Closing Statements	- Extremely thorough, well-organized presentation of arguments and evidence - Opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience	- Well-organized and complete presentation of arguments and evidence - Opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate	-Organized and generally complete presentation of arguments and evidence - Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate.	-Somewhat organized presentation of arguments and evidence -Opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement	-Arguments are unorganized, incomplete, or completely lacking in evidence -Opening statement and closing statements do little more than state the position of the team
Rebuttals	- Responds to issues raised by opponents with concise, accurate, logical answers - Effectively challenges the arguments made by opponents with argument and evidence	- Responds to issues raised by opponents with accurate and generally concise answers - Challenges the arguments made by opponents; challenges are generally effective	- Responds to most of the issues raised by opponents with generally accurate answers - Offers arguments, but no evidence, to counter the arguments made by opponents	-Seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses -Attempts to challenge arguments of opponents	-Is unable to respond to issues raised by opponents in a meaningful or accurate way
Effective use of textual & historical evidence / content knowledge	-Demonstrates a sophisticated understanding of the characters in *A Tale of Two Cities* and the French Rev. -Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations	- Demonstrates a good understanding of the characters in *A Tale of Two Cities* and the French Rev. -Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations	-Demonstrates a basic and accurate understanding of the characters in *A Tale of Two Cities* and the French Rev. -Demonstrates the ability to make basic connections between facts and concepts	-Demonstrates a general understanding of characters in *A Tale of Two Cities*, but may exhibit minor confusion or misunderstandings seem to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments	-Demonstrates an inadequate understanding of the book and the French Rev. -Supports statements with vague or irrelevant information, or no information at all
Use of persuasive appeals	Makes deliberate and effective use of logical, emotional and ethical appeals in order to persuade audience	Uses logical, emotional and ethical appeals to enhance effectiveness of argument	Uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional and ethical appeals	Makes minimal use of persuasive appeals	Does not use persuasive rhetoric
Language Use	- Uses language that is stylistically sophisticated and appropriate for the "court" - Uses literary devices to enhance the argument	- Uses language that is appropriate to the "court" - Uses literary devices to add interest	- Uses language that is appropriate to the "court" - Attempts to use literary devices to add interest	-Generally uses language that is appropriate to the "court" -Uses basic but clear language	-Uses conversational & overly simplistic language -Uses language and syntax that is unclear
Performance	Exhibits confidence, energy, and passion in the course of the hearing - Maintains respectful tone - Accesses preparation materials with ease	- Exhibits confidence and energy in the course of the hearing -Maintains respectful tone - Uses preparation materials effectively	- Appears nervous, yet somewhat confident, before the court - Maintains respectful tone - Use of preparation materials does not distract	-Lacks confidence -Maintains respectful tone - Use of preparation materials distracts from quality of performance	-Demonstrates little or no preparation -Fails to maintain respectful tone

GRADE: Total:____ / 30

Source: www.winona.edu/air/documents/DebateRubric.doc

Appendix #4: Rubrics for Full-Length Debates

Name: _____ Date: _____

Peer Grade Sheet

Grade each group for:

- Opening Statement
- Strength of Attack
- Closing Statement

Scale is 0 to 3. 0 is the weakest 3 is the strongest.

Interest Group	Strength of Opening Statement	Strength of Attack	Strength of Closing Statement
Perdue Grower	0 1 2 3	0 1 2 3	0 1 2 3
Tyson Grower	0 1 2 3	0 1 2 3	0 1 2 3
Perdue/Tyson Executives	0 1 2 3	0 1 2 3	0 1 2 3
Food & Safety Advocates	0 1 2 3	0 1 2 3	0 1 2 3
Animal Rights Activists	0 1 2 3	0 1 2 3	0 1 2 3

Why do you think it's important to be able to construct solid arguments?

Appendix #4: Rubrics for Full-Length Debates

SOCRATIC SEMINAR OBSERVATION SHEET

Directions: Observe your partner closely during the Socratic Seminar. Then, make a tally mark every time you see your partner exhibiting one of the qualities below. At the end, you will count up the tally marks and give your partner a grade.

CLASS LIST (Circle your partner's name below)	Initiates Discussion +1	Uses Specific Examples +2	Builds on Others' Points +1	Asks a Clarifying or Thoughtful Question +1	Includes Others +1	Listens Closely +1	Disrespect-ful to peers -2	Off-Topic or Dominates Discussion -1	GRADE (Add up tally marks)
Angelia									
Nuryller									
Sherman									
Jovanny									
Shani									
Angelique									
April									
Ivonna									
Linda									
Cobi									
Tiffany									
Tom									
Bianca									
Jazmary									
Zach									
Caron									
Jeffrey									
Chris									
James									
John									
Sito									
Edwin									
Isaac									
Hafsa									
Vanessa									
Jason									
Angel									

BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

2010-2011 BDL Member Schools

Boston Latin Academy

Brighton High School

Brook Farm Academy

Burke High School

Charlestown High School

Dorchester Academy

East Boston High School

English High School

Excel High School

Josiah Quincy Upper School

Media High School

New Mission High School

Odyssey High School

Urban Science Academy

263 Summer St., 7th Floor ♦ Boston, MA ♦ 02210 ♦
www.bostondebate.org (office) 617-933-1897