**Checklist for a Multi-Perspective Debate**

|  |  |
| --- | --- |
| **Check** | **Tasks -To be completed in order!** |
|  | **Our group has 3 warrants that support our claim.** |
|  | **Our warrants are clearly numbered 1 through 3.** |
|  | **We double checked that our warrants, when taken together, address all of the requirements for the opening speech:** |
|  | **We each have a role in the debate, no one is sharing a role (remember only the cross-examinee does not have prep time, everyone else will have time to discuss their speech with their group first).** |
|  | **Taglines (3-5 word summary of a warrant) are prepared for each warrant.** |
|  | **Our teacher has checked our warrants.** |
|  | **Bonus: We have cross-examination questions ready for the team we are assigned to.** |
|  | **Bonus: We have visual representations of our warrants.** |

**Self-Assessment Grading Rubric - Multi-Perspective 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 warrants connected back to the overall option that you are advocating for |
| 15 |  | You used evidence from notes, textbook, and even your own drawings in 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 3 warrants and your opponent’s 3 warrants during the debate. |
| 20 |  | You have warrants 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 3 warrants. |
| 15 |  | Your 3 warrants are clearly related to your group’s option |
| *Cross-Examiner* | | |
| 15 |  | You asked question that clarified an argument from the opening statement and/or you asked critical questions that attempted to produce an argument that could be used against them in later speeches. |
| 5 |  | You asked follow up questions. |
| *Cross Examinee* | | |
| 5 |  | Your answers were spoken confidently |
| 15 |  | You directly responded to your opponent’s questions in a way that clearly supports your option. |
| *Attacker* | | |
| 5 |  | You referenced by number each one of your opponents 3 warrants during your attack. |
| 15 |  | You directly attacked each one of your opponents 3 warrants that they listed during their opening statement. |
| *Defender* | | |
| 5 |  | You referenced by number each one of your opponents 3 warrants. |
| 15 |  | You addressed each one of your opponent’s 3 warrants against you. |
| *Closing Statement* | | |
| 10 |  | Your closing statement was passionate, clear, and concise and summarized your group’s warrants. |
| 10 |  | You specifically told the judge why you should win the argument based on the strength of your plan, your supporting warrants, and your responses to your opponent’s warrants. |
| **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 |

**Requirements For the Opening Statement**

Claim:

Group 1:

Group 2:

*Collectively, your 3 warrants (reasons why your claim is true) must contain the following:*

**Multi-Perspective Debate Guide**

**Structure of the Debate:**

1. Opening statements [1 min each] – List 3 warrants for why your claim is best
2. Prep [1 min total] – Prepare your questions for your assigned group.
3. Cross examination [1 min each]
   1. Cross-Examiner - Ask your assigned team questions to clarify an argument from the opening statement or critical questions that will produce an argument that can be used against them in later speeches.
   2. Cross-Examinee – Respond to questions asked by assigned cross-examiner
4. Prep [2 minutes] –Using the answers you received during cross-examination and your own ideas prepare your attack against all 3 of their points.
5. Attack [1 min each]– Attack all 3 points that your opponent makes.
6. Prep [2 minutes]
7. Defense – Defend all 3 of your points by explaining why your opponent’s attack of you is wrong and why your claim is still the best
8. Prep [2 minutes]
9. Closing statements [1 min each ]– State why the judge(s) should believe your claim has won the debate

**Select Your Roles!**

|  |  |
| --- | --- |
| **Student Role** | **Student Name** |
| Opening speaker |  |
| Cross-Examiner |  |
| Cross Examinee |  |
| Attacker |  |
| Defender |  |
| Closing Statement |  |

**Debate Notes (Must complete these to get a grade)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | Opening Statement (60 s) | Cross-X (90 s) | Attack (60 s) | Defense (60 s) | Closing Statement (60 s) |
| Claim 1 | …for the following 3 reasons:  1)  2)  3) | Questions for Group 2 | Attack by Group 2  1)  2)  3) | Defense from Group 2’s Attack  1)  2)  3) | Judge, you should vote for Claim 1 because… |
| Answers to the questions that are asked by Group 2 |
| Claim 2 | …for the following 3 reasons:  1)  2)  3) | Questions for Group 1 | Attack by Group 1  1)  2)  3) | Defense from Group 1’s Attack  1)  2)  3) | Judge, you should vote for Claim 2 because… |
| Answers to the questions that are asked by Group 1 |