


# Oral Assessment

Debate

# Debate



# Objectives

- ◆ Students will participate in an academic debate.
  - ◆ Students will work in groups to prepare for the debate.
  - ◆ Students will review and use information presented in this class.
  - ◆ Students will organize, compose, and present material orally.
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# Standards

- ◆ E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and nonrenewable sources.  
E/S
- ◆ N.12.B.4 Students know scientific knowledge builds on previous information.  
E/S
- ◆ N.12.B Students understand the impacts of science and technology in terms of costs and benefits to society.

# Debate Topic I

- ◆ Topic: I want to start a recycling program at your school. There are some people that agree with me and some people who say a recycling program is a waste of time.
- ◆ Team A:
  - Argue that a recycle program is a waste of time and resources. Include reasons why a recycle program should not be set up at your school. Use facts and opinions based on what you have learned from this class.
- ◆ Team B:
  - Argue that a recycle program is a good idea. Include reasons why we should start one and how we might set up a program. Use facts that you have learned in this class.

# Debate Topic II

- ◆ Topic: I want to establish a law that requires all U.S. households to recycle. There are some people that agree with me and some people who say they should not be forced to recycle.
- ◆ Team A:
  - Argue that a law forcing all U.S. households to recycle is a waste of time and resources. Include reasons why a recycle program should not be set mandated. Use facts and opinions based on what you have learned from this class.
- ◆ Team B
  - Argue that a law enforcing recycling is a good idea. Include reasons why we should be forced to recycle. Use facts that you have learned in this class.

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# Directions

- ◆ Directions Day 1

- Review your rubric

- With your team make a list of facts and opinions supporting your argument.

- Discuss the logistics of how your team will meet all expectations of the rubric, and who will present which points.

# Directions

## ◆ Directions Day 2

- Meet with your team to review and revise your argument.
- Your teacher will direct the debate beginning with initial arguments.
- Make counter arguments.
- Class discussion and review of unit.

# Prepare




# Assignment

## ◆ Make a List of Facts and Opinions Supporting Argument

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Rubric Review

- ◆ How will my team make sure that we are showing respect for the other team?
  - ◆ Is all of our information clear and accurate?
  - ◆ What arguments may we have to refute?
  - ◆ What will we do to ensure an exceptional presentation style?
  - ◆ How can we prove that we understand the topic?
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# Additional Links

- ◆ “Can Wind and Solar Replace America’s Coal Plants?”

- <http://www.youtube.com/watch?v=H08xFwYOIGI>

- ◆ “Las Vegas Democratic Presidential Debate”

- <http://www.youtube.com/watch?v=vBQigrJObwg>