

Assessment: Debate

Objectives:

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

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 Topics:

1. 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 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.

2. 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.

Directions Day 1

1. Review your rubric.
2. With your team make a list of facts and opinions supporting your argument.
3. Discuss the logistics of how your team will meet all expectations of the rubric, and who will present which points.

Directions Day 2

1. Meet with your team to review and revise your argument.
2. Your teacher will direct the debate beginning with initial arguments.
3. Counter arguments.
4. Class discussion and review of unit.

List of Facts and Opinions Supporting Argument