


Oral Assessment

Debate: Lessons 19, 20

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 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.



Directions: Day 1

- ◆ Review your rubric.
- ◆ Make a list of facts and opinions supporting your argument with your team.
- ◆ Discuss how your team will meet all expectations of the rubric, and who will present which points.



Directions: Day II

- ◆ 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>