**Name:**

**Mini-Debate**

**Students will be able to:**

1. Conduct research using multiple sources to support a position in a debate.

2. Put information from multiple sources into debate format.

3. Participate in a debate arguing one position in an effective and focused manner.

4. Connect information and events in text to experience and to related text and sources**.**

5. Locate specific information by using organizational features in expository text.

6. Synthesize information from multiple sources to draw conclusions**.**

7. Deliver a polished speech that is organized and suited to the audience and that uses resource materials to clarify and defend positions.

8. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.

**Mini-Debate Format**

1. Three to four speakers for each side of the issue.
2. Teacher determines which students are pro and con on the stated issue.
3. Each speaker can use note cards/notes during the mini debate
4. Each speaker should take notes during opposing speaker presentation for Crossfire questions.

**Mini-Debate Activities Sequence and Time Limits**

* **Team A Speaker 1- Two-minute limit** **(Opening Statement)**
* **Team B Speaker 1- Two-minute limit** **(Opening Statement)**
  + **Gather the main arguments into an introductory statement. Do not give specific information; just provide the main argument with a rationale.**
  + **Note: Group members should be taking notes and preparing questions/counter arguments.**
* **Team A Speaker 2- Two-minute limit (Presenting Arguments)**
* **Team B Speaker 2- Two-minute limit (Presenting Arguments)**
  + **Present the main arguments for the team. Each presenter gives specific details that prove each rationale.**
* *Timeout* – 2 minutes (Prepare for rebuttal amongst group members)
* **Team A Speaker 3- Two-minute limit (Rebuttal)**
* **Team B Speaker 3- Two-minute limit (Rebuttal)**
  + **Answer the arguments of the other team. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using specific information to disprove them.**

**Crossfire Questions** 5-minute limit (2.5 Minutes per Side)

* + **All group members must prepare questions in advance to ask the opposition**
* **Team B Speaker 4 Last Shot--1 minute (Closing Statement)**
* **Team A Speaker 4 Last shot—1 minute (Closing Statement)**
  + **Present the closing arguments for the team. Repeat the main idea with rationale and or counter-argument.**

**Research Instructions-** Each speaker for a side will coordinate with and develop at least 3 facts and 3 expert opinions that are different than their partner for their initial presentation. At the end of case researching and writing, each speaker’s case should be checked to be sure they reflect the following elements:

1. Each speaker for each side of the issue opens with a different set of 3 arguments.
2. They must fit the 2-minute time limit.
3. They include at least two of the following examples: real world, philosophical, historical, economic, political and social.
4. Numbers, facts, and expert opinions are incorporated.

**Speaker Instructions-** Each speaker will outline the presentation so that it fits into the 2/3—minute time limit. Each will use separate note cards or papers for each point that you make including examples. There should be no passing around of papers during the debate. Each group member will arrive to their debate prepared. When the opposing team speaks, each will take notes for *Crossfires.*

**Crossfire Instructions-** During the Crossfire period, all members have the floor and may ask and answer questions during the 5—minute period. The participants are instructed to keep questions and answer succinct; rudeness will not be tolerated. One partner can take the role of the questioner while the other mollifies the opposition.

1. A stronger partner can cover for a weaker partner.
2. Partners can mutually intervene to deflect questions from the opponents in order to try to unsettle well-placed attacks.
3. Partners can interrupt each other, not just the opposition, to shift the focus of the questions and attacks.

**Judging the Debate-** Students will be active in judging the debate to determine a winning side. Audience members will receive ballots to cast their votes. The teacher will also play a role in determining the winner.

**Debate Positions: Divide and Conquer**

**Speaker One- Opening Statement**

**Speaker Two- Presenting Arguments**

**Speaker Three- Rebuttal**

Crossfire- Everyone has the opportunity to ask questions

**Speaker Four- Closing Statement**

\*If your group only has three members one person will be responsible for two roles!

**Mini-Debate Grading Rubric**

**Group Preparation: Includes the research process and the organization of materials to make the presentation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds**  **4** | **Meets**  **3** | **Below**  **2** | **Far Below**  **1** |
| Did the team organize their research? |  |  |  |  |
| Did the team coordinate their presentations to minimize redundancy? |  |  |  |  |
| Did the team prepare appropriate and organized materials to make their presentation? |  |  |  |  |

**Evidence: Evidence refers not only to statics, facts and references to authority, but also to items common or general knowledge. (Group)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Did the team show connections between particular events or issues and large social, economic, and/or political concerns, trends or development? |  |  |  |  |
| Did the team supply appropriate and sufficient evidence to support its arguments, and apply that evidence clearly and logically? |  |  |  |  |
| Did the team adequately explain and/or analyze the evidence offered during the debate? |  |  |  |  |

**Analysis and Argumentation: Did each team sufficiently address the topic in an organized and consistent manner? (Group)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Did the team present logical, reasonable, and convincing arguments? |  |  |  |  |
| Did the team clearly and effectively discuss, explain and evaluate the issues and arguments offered during the debate? |  |  |  |  |
| Did the team respond directly to opposing arguments, interpretation, and/or analyses? |  |  |  |  |
| Did the team respond directly to opposing arguments, interpretations, and/or analyses offered during the debate? |  |  |  |  |
| Did the team demonstrate an understanding f the social/ political, and/or economic issues involved in the debate? |  |  |  |  |

**Crossfire (Group)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Did the debaters provide relevant, focused and brief questions? |  |  |  |  |
| Did the debaters respond effectively to questions? |  |  |  |  |
| Did the debaters demonstrate respect for opponents by cooperating in a polite “give and take” without dominating the discussion? |  |  |  |  |

**Individual Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Did the debater communicate in a clear, organized, and understandable manner, presenting an easy listening path to follow? |  |  |  |  |
| Did the debaters exemplify the highest standards of language usage, style and vocabulary, avoiding slang, poor grammar, and mispronunciations? |  |  |  |  |
| Did the speaker use effective body language (poised stage presence, appropriate gestures, facial expressions, and eye contact)? |  |  |  |  |
| Did the speaker use effective oral presentation skills (volume, diction, rate of delivery), and use understandable and persuasive delivery)? |  |  |  |  |
| Was the debater respectful and courteous to opponents? |  |  |  |  |

**Individual Participation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **8** | **6** | **4** | **1** |
| Individual spoke multiple times and effectively participated in the debate |  |  |  |  |
| Debater used their time wisely in class |  |  |  |  |
| Participant is a respectful audience member during peer debates |  |  |  |  |

**Total: /100**

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| --- |
| **Notes:** |