

Debate Topic: \_\_\_\_\_

Name: \_\_\_\_\_



**Learning Intention:**

I can research and create an argument that convinces and persuades the class to side with my viewpoint.

**Criteria:**

I have created a visually appealing PowerPoint or Website that supports my argument, but does not distract the audience.

I have shared and explained my ideas and viewpoints to someone else before entering the debate.

I have 5 or more solid, research based pieces of information and details supporting my side of the debate.

I have anticipated 5 or more possible rebuttals that my opposition will have that might dispute my information.

I have researched 5 or more questions that I will ask my opposition that will strengthen my argument.

I have sourced all of my information using [www.bibme.org](http://www.bibme.org)

I have respected my opponent and congratulated them on a job well done!

## The Great Debate!

Topic \_\_\_\_\_

/100

Presenter(s) \_\_\_\_\_

<p><b>Opening</b>          -Ineffective          -Aroused attention          -Too long</p>	/4	
<p><b>Arguments</b>          -          -          -          -          -</p>	/25	
<p><b>Rebuttals, Questions, and Responses</b>          -Unprepared for obvious questions          -Smooth responses, prepared ahead          -Aggressive and inappropriate</p>	/25	
<p><b>Effect on Audience</b>          -No contact          -Good contact          -Great contact</p>	/10	
<p><b>Overall Preparation</b>          -None          -Well prepared          -Mechanical</p>	/10	
<p><b>Use of PowerPoint/ Notes</b>          -Indifferent          -Natural and smooth          -Distracting and too wordy</p>	/10	
<p><b>Delivery</b>          -Unenthusiastic          -Well controlled          -Overacted</p>	/6	
<p><b>Overall Feeling</b>          -Uninteresting information          -Great job, audience enjoyed it          -Unkind, too aggressive, criteria not followed</p>	/10	

## The Great Debate Learning Outcomes

### Language Arts

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability **(1)**
- Exchange ideas and viewpoints to build shared understanding and extend thinking **(2)**
- Uses conventions, grammar, and punctuation **(3)**

### Arts

- Take creative risks to express feelings and ideas **(4)**

### Applied Design, Skills, and Technologies

- Screen ideas against criteria and constraints **(1)**
- Choose a design opportunity **(5)**
- Generate potential ideas and add to others' ideas **(2)**

### Social Studies

- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) **(1)**

**1 – Sources**, both for and against

**2 – Prepared** and able to relay thoughts with confidence, thorough information and questioning information

**3 – Conventions, grammar, and punctuation**

**4 – Presentation skills** audience interaction and interest, eye contact, body movement

**5 – Appearance** of website or PowerPoint, pictures, clear and easy to read