

Short-Answer Questions

Pros and Cons

The purpose of a debate is to argue two sides of something. These sides are the pros and cons. Pros: For something or the advantages of something. For example, having an ice cream shop down the street. The pros is that it's so close and you can get ice cream whenever you want. Cons: Against something or the disadvantages of something. The cons is spending all your money on ice cream.

1. Get into small groups of at least 4 people. Think of an argument. It could be whether school should continue through the summer. It could be whether homework should be banned. It could be if you should wear school uniforms. Type your argument in the box below.

/1

Reading Passage

Four Opinion Debate

This activity will teach students how to debate. They will learn to express their opinion. They will learn how to oppose a topic.

1. Students will work in groups. They will express positions on a topic.
2. Students will learn to listen. They will listen to the other groups' views.
3. Students will learn how to sway others' opinions.
4. Students will write an essay. It will present their point of view. It will address opposing positions.

On the board, make 4 headings: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree

Comprehension Questions

Classroom Team Debate Format

A simple debate can happen in one class period. Think of a topic to debate that has two sides. Here are some examples:

- climate change
- ban alcohol
- ban homework
- ban pets
- ban junk food
- smart phones in school
- ban boxing
- lower the legal driving age
- forced voting
- ban cosmetic surgery

Debate Topic:

/1

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /97