

Congress should make a law that bans American civilians from owning guns.



This image is courtesy of forcechange.com

Good debaters use stories and anecdotes to support their argument.



These stories are in a lot of newspaper and magazine articles that you will read online. This image is courtesy of gova-lhs.wikispaces.com

Additionally, you will use **Facts** not **Bias** to support your arguments.



Bias: Guns are the leading cause of death in the United States



This image is courtesy of progressillinois.com

Fact: 1.3% of all deaths in the United States were related to a firearm.

<http://www.cdc.gov/nchs/fastats/injury.htm>



This image is courtesy of ibtimes.com

The debate will be during class on Tuesday, March 21st.



Proper methods to make a statement during a debate.

When you want to take a position, say:

- “It is my position that...”
- “I am going to argue that...”

When you want to give reasons:

- “One reason that...”
- “Another reason that...”

When you want to offer evidence:

- “An example that shows this is...”
- “Specifically, a line/part that shows this is...”
- “In particular, this part...”

When you want to be sure you are showing how the evidence proves your points:

- “This shows that...”
- “This means that...”

Both sides will make rebuttals to the one minute statements.

The rebuttals will be for approximately 1 Minute.



During Rebuttal, a student should: A. Rebut a previous statement by an opponent **OR**

B. Ask a specific opponent a question about the opponent's previous statement.

This image is courtesy of keepcalm0matic.co.uk.

Proper methods to make a rebuttal during a debate.

When you want to consider how to reject a counter argument or rebuttal:

--- “On the other hand.. yet, despite this...”

--- “Still there are those who would claim... yet, I disagree...”

--- “Others may feel... nevertheless, I contend that...”

When you want to rebut

--- “So your point is... but that overlooks...”

--- “So you are saying...however, that still does not explain...”

--- “So you are claiming... yet what about the fact that...”

Use your Debate Scripts to understand exactly where we are in the debate, and what is being said in the debate.

| Proposition: | | | Debate Script | Name | |
|--------------|---|---------|---------------------|--------|------|
| | | | Circle: Prop or Opp | Period | Date |
| #1 | Proposition Opening Statement #1 3 Minutes | Speaker | Summarize | | |
| #2 | Opposition Opening Statement #1 3 Minutes | Speaker | Summarize | | |
| #3 | Proposition Opening Statement #2 3 Minutes (This statement will not cover points made in their previous Opening Statement) | Speaker | Summarize | | |
| #4 | Opposition Opening Statement #2 3 Minutes (This statement will not cover points made in their previous Opening Statement) | Speaker | Summarize | | |
| #5 | Proposition Rebuttal to Open 1 Min Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize | | |
| #6 | Opposition Rebuttal to Open 1 Min Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize | | |
| #7 | Proposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize | | |
| #8 | Opposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize | | |

The debate script shows step by step who is supposed to speak and when. First put your Name, Period, and Date on the script. This image was created by Mr. Robert Housch.

Write in the Proposition on your Debate Script:

Congress should make a law that bans American civilians from owning guns.

| Proposition: | | Debate Script | | Name | |
|--------------|---|---------------------|-----------|------|--|
| | | Circle: Prop or Opp | Period | Date | |
| #1 | Proposition Opening Statement #1 3 Minutes | Speaker | Summarize | | |
| #2 | Opposition Opening Statement #1 3 Minutes | Speaker | Summarize | | |
| #3 | Proposition Opening Statement #2 3 Minutes (This statement will not cover points made in their previous Opening Statement) | Speaker | Summarize | | |
| #4 | Opposition Opening Statement #2 3 Minutes (This statement will not cover points made in their previous Opening Statement) | Speaker | Summarize | | |
| #5 | Proposition Rebuttal to Open 1 Min Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize | | |
| #6 | Opposition Rebuttal to Open 1 Min Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize | | |
| #7 | Proposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize | | |
| #8 | Opposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize | | |

Then circle if you are on the Proposition side, or on the Opposition side. This image was created by Mr. Robert Housch.

Possible Way for your group to divide up this topic:

- A. What is the true meaning of the 2nd Amendment to the United States Constitution? Should anybody be allowed to own a gun, or is it only for “militia groups” such as National Guard units?
- B. What laws do other countries have regarding firearms, and how effective are those laws?
- C. How many mass shootings have there been in the United States, and how many since the Sandy Hook Elementary School shooting in 2012?
- D. Are there certain civilians groups that should be able to own guns if all other guns are banned (for instance, hunters, military reenactors?)
- E. If one allows one to own a gun, should there be limits on the type of weapon that one owns. For instance, should anyone be allowed to own an AR-15, a rocket launcher, a tank, a nuclear weapon? What are the limits, if any?
- F. Background Checks– What is it that they are looking at to check your background before you purchase a gun? Currently, what requirements does one have before they receive a gun permit? What does it take to purchase a gun in other countries?
- G. Should mentally ill people be prevented from owning guns? Should there be a test of mental fitness in order to own/possess a gun? If so, what would that test look like, and who would administer it?
- H. Is gun ownership more effective at preventing crime, or in increasing crime?
- I. What are the leading causes of death in the United States, including homicides and suicides?
- J. How effective are existing gun laws? Is it true that if we just do a better job enforcing existing gun laws that we will have a lot less incidents with guns, or are the existing laws too weak to prevent random acts of gun violence and mass shootings?
- K. If guns are banned or the ownership of a gun is severely limited, what should be the punishment for one who possesses an illegal weapon? Should they be fined, or just their weapon taken away, or jailed, or a combination of those punishments? How effective do you think those punishments would be in keeping someone from possessing another gun in the future?
- L. How often are guns used in self-defense?

When you are instructed, we will decide with your group who is doing what task: Opening Statement, Closing Statement, etc... and what you will cover.

Proposition: The government has a right to spy on its citizens in order to better protect its citizens

6th Period

7th Period

8th Period

| 6 th Period | | 7 th Period | | 8 th Period | |
|--|--|--|--|--|--|
| Prop | Opp | Prop | Opp | Prop | Opp |
| 1. Open #1 3. Open #2 7. State #1 | 2. Open #1 4. Open #2 8. State #1 | 1. Open #1 3. Open #2 7. State #1 | 2. Open #1 4. Open #2 8. State #1 | 1. Open #1 3. Open #2 7. State #1 | 2. Open #1 4. Open #2 8. State #1 |
| 9. State #2 13. State #3 15. State #4 | 10. State #2 14. State #3 16. State #4 | 9. State #2 13. State #3 15. State #4 | 10. State #2 14. State #3 16. State #4 | 9. State #2 13. State #3 15. State #4 | 10. State #2 14. State #3 16. State #4 |
| 19. State #5 21. State #6 | 20. State #5 22. State #6 | 19. State #5 21. State #6 | 20. State #5 22. State #6 | 19. State #5 21. State #6 | 20. State #5 22. State #6 |
| 26. State #7 27. State #8 31. State #9 | 26. State #7 28. State #8 32. State #9 | 25. State #7 27. State #8 31. State #9 | 26. State #7 28. State #8 32. State #9 | 25. State #7 27. State #8 31. State #9 | 26. State #7 28. State #8 32. State #9 |
| 33. State #10 37. State #11 | 34. State #10 38. State #11 | 33. State #10 | 34. State #10 | | 34. State #10 |
| 45. Closing | 46. Closing | 45. Closing | 46. Closing | 45. Closing | 46. Closing |
| Recorder | | | | | |

Write a summary of your statements in the box which is labeled "summarize." The teacher will write beside the numbers the name of the person doing the statement, and the letter of the topic they are doing. This image was created by Mr. Robert Housch.

While someone is speaking, write on your debate script in the box labeled “Speaker” who is speaking, and in the box labeled “Summarize” a brief description of what they said.

| Proposition: | | Debate Script | Name |
|--------------|---|---------------------|------------------|
| | | Circle: Prop or Opp | Period Date |
| #1 | Proposition Opening Statement #1 3 Minutes | Speaker | Summarize |
| #2 | Opposition Opening Statement #1 3 Minutes | Speaker | Summarize |
| #3 | Proposition Opening Statement #2 3 Minutes (This statement will not cover points made in their previous Opening Statement) | Speaker | Summarize |
| #4 | Opposition Opening Statement #2 3 Minutes (This statement will not cover points made in their previous Opening Statement) | Speaker | Summarize |
| #5 | Proposition Rebuttal to Open 1 Min Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize |
| #6 | Opposition Rebuttal to Open 1 Min Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize |
| #7 | Proposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize |
| #8 | Opposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize |

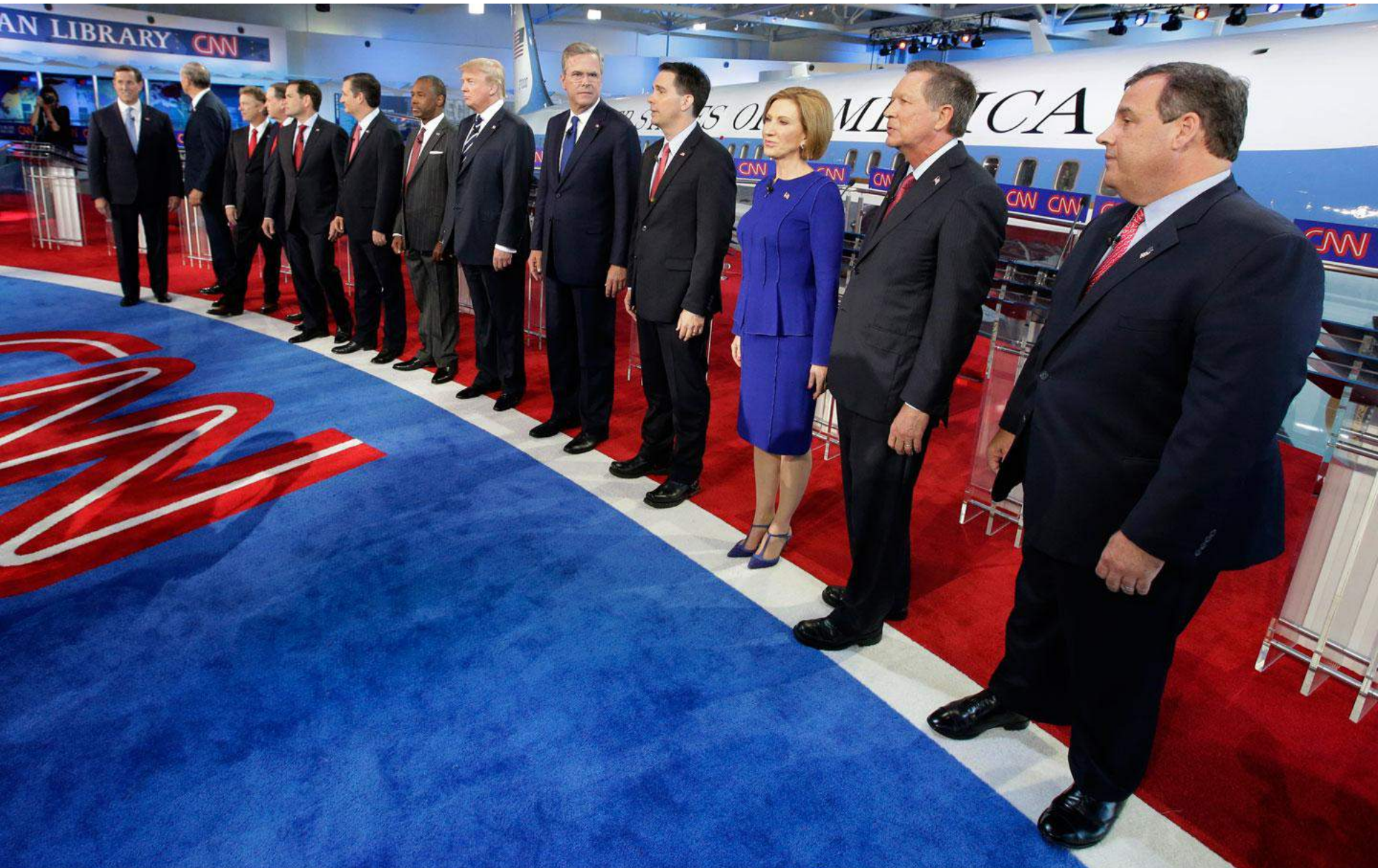
When someone is speaking, you should be constantly writing on the script. This image was created by Mr. Robert Housch.

Your final grade for the debate will be placed on the Debate Rubric.

| Name | Date | Period |
|---|--------------------|-----------------------|
| Proposition | | Prop or Opp? |
| Requirement | Points Breakdown | Comments |
| 6 Sources 24 Facts | 4 | |
| 5 Sources 20 Facts | 3 | |
| 4 Sources 16 Facts | 2.5 | |
| 3 Sources 12 Facts | 2 | |
| 2 Sources 8 Facts | 1.5 | |
| Less than 2 Sources 8 Facts | 1 | |
| 6 Sources 6 Stories | 4 | |
| 5 Sources 5 Stories | 3 | |
| 4 Sources 4 Stories | 2.5 | |
| 3 Sources 3 Stories | 2 | |
| 2 Sources 2 Stories | 1.5 | |
| Less than 2 Sources 2 Stories | 1 | |
| Effective Speaking 3 Times | 4 | |
| Effective Speaking 2 Times | 3 | |
| 1 Eff Speak 1 NOT Eff Speak | 2.5 | |
| Effectively Speaking 1 Time | 2 | |
| 1 Not Effectively Speaking | 1.5 | |
| Little or No Effort Speaking | 1 | |
| 1 Minute Statement Written | 1-4 | |
| 3 Minute Statement Written | 1-4 | |
| Debate Rules Followed | 1.-4. | |
| Leadership in Huddles | | |
| Note Taking During Speeches | 1-4 | |
| All work is Neat, Readable Spelled Correctly, Turned in on Time | 1-4 | |
| Basic Grade | 24 | |
| Effective Opening Statement Verbally Presented | 1-4 | |
| Effective Closing Statement Verbally Presented | 1-4 | |
| Final Grade | Points Accumulated | Final Grade 1-4 Scale |
| 26+ Points = 4 | | |
| 22-25 Points = 3 | | |
| 18-21 Points = 2.5 | | |
| 13-17 Points = 2 | | |
| 8.-12. Points = 1.5 | | |
| 0-7 Points = 1 | | |

One may earn extra points by either giving the opening argument or the closing argument to their side of the debate. This image was created by Robert Housch.

You are now going to research in preparation for the debate.



You will use your debate script and the debate script power point/PDF. This image is courtesy of thenation.com

During your research, don't automatically raise your hand to ask Mr. Housch a question about what something means.



You have a powerful tool at your disposal called the internet. Look up words on websites such as dictionary.com or wikipedia.com. This image is courtesy of photomatt7.wordpress.com

Possible Way for your group to divide up this topic:

- A. What is the true meaning of the 2nd Amendment to the United States Constitution? Should anybody be allowed to own a gun, or is it only for “militia groups” such as National Guard units?
- B. What laws do other countries have regarding firearms, and how effective are those laws?
- C. How many mass shootings have there been in the United States, and how many since the Sandy Hook Elementary School shooting in 2012?
- D. Are there certain civilians groups that should be able to own guns if all other guns are banned (for instance, hunters, military reenactors?)
- E. If one allows one to own a gun, should there be limits on the type of weapon that one owns. For instance, should anyone be allowed to own an AR-15, a rocket launcher, a tank, a nuclear weapon? What are the limits, if any?
- F. Background Checks– What is it that they are looking at to check your background before you purchase a gun? Currently, what requirements does one have before they receive a gun permit? What does it take to purchase a gun in other countries?
- G. Should mentally ill people be prevented from owning guns? Should there be a test of mental fitness in order to own/possess a gun? If so, what would that test look like, and who would administer it?
- H. Is gun ownership more effective at preventing crime, or in increasing crime?
- I. What are the leading causes of death in the United States, including homicides and suicides?
- J. How effective are existing gun laws? Is it true that if we just do a better job enforcing existing gun laws that we will have a lot less incidents with guns, or are the existing laws too weak to prevent random acts of gun violence and mass shootings?
- K. If guns are banned or the ownership of a gun is severely limited, what should be the punishment for one who possesses an illegal weapon? Should they be fined, or just their weapon taken away, or jailed, or a combination of those punishments? How effective do you think those punishments would be in keeping someone from possessing another gun in the future?
- L. How often are guns used in self-defense?

Fill out the Debate Template as you do your research.

Name:

Proposition:

| Circle One: Proposition or Opposition | DEBATE RESEARCH | Date | Period |
|---------------------------------------|-----------------|------|--------|
| #1 Fact Source | | | |
| Source #1 Fact #1: | | | |
| Source #1 Fact #2 | | | |
| Source #1 Fact #3 | | | |
| Source #1 Fact #4 | | | |
| #2 Fact Source | | | |
| Source #2 Fact #1: | | | |
| Source #2 Fact #2 | | | |
| Source #2 Fact #3 | | | |
| Source #2 Fact #4 | | | |
| #3 Fact Source | | | |
| Source #3 Fact #1: | | | |
| Source #3 Fact #2 | | | |
| Source #3 Fact #3 | | | |
| Source #3 Fact #4 | | | |

First fill in your name, and the Proposition: : "Congress should make a law that bans American civilians from owning guns."

This image is courtesy of Mr. Robert Housch.

We are working on "Facts" for 10-12 minutes.

These are any facts whether they agree with your position or not. (You need to understand both sides).

You will see a line with a "Fact Source." Below that are as many as four facts that you acquired from that source.

Name:

Proposition:

| Circle One: Proposition or Opposition | DEBATE RESEARCH | Date | Period |
|---------------------------------------|-----------------|------|--------|
| #1 Fact Source | | | |
| Source #1 Fact #1: | | | |
| Source #1 Fact #2 | | | |
| Source #1 Fact #3 | | | |
| Source #1 Fact #4 | | | |

| | | | |
|--------------------|--|--|--|
| #2 Fact Source | | | |
| Source #2 Fact #1: | | | |
| Source #2 Fact #2 | | | |
| Source #2 Fact #3 | | | |
| Source #2 Fact #4 | | | |

| | | | |
|--------------------|--|--|--|
| #3 Fact Source | | | |
| Source #3 Fact #1: | | | |
| Source #3 Fact #2 | | | |
| Source #3 Fact #3 | | | |
| Source #3 Fact #4 | | | |

6 Sources and 24 Facts is a "4." 5 Sources and 20 Facts is a "3." 4 Sources and 16 Facts is a "2.5." 3 Sources and 12 Facts is a "2." 2 Sources and 8 Facts is a "1.5" Below 2 Sources and 8 Facts is a "1." This image is courtesy of Mr. Robert Housch.

procon.org Research Site for Facts on Gun Control. (Neutral)

<http://gun-control.procon.org/> Introduction Page

<http://gun-control.procon.org/view.resource.php?resourceID=006080> International Civilian Gun Ownership Rates

<http://gun-control.procon.org/view.resource.php?resourceID=006100> Leading Causes of Death in the United States from 1999-2014

<http://concealedguns.procon.org/> Should Adults have the right to carry a concealed handgun? Pro and Con Arguments

<http://concealedguns.procon.org/view.answers.php?questionID=001609> Should Adults have the right to carry a concealed handgun? More Pro and Con Arguments

<http://concealedguns.procon.org/view.resource.php?resourceID=005541> Concealed Carry Permit Laws by State

<http://concealedguns.procon.org/view.answers.reader-comments.php?questionID=1609> Should Adults have the right to carry a concealed handgun? Readers Comments.

pewresearch.org Research Site for Facts on Gun Control. (Neutral)

<http://www.pewresearch.org/topics/gun-control/>

<http://www.pewresearch.org/data-trend/domestic-issues/gun-control/>

<http://www.pewresearch.org/fact-tank/2016/01/05/5-facts-about-guns-in-the-united-states/>

<http://www.pewresearch.org/fact-tank/2015/10/21/gun-homicides-steady-after-decline-in-90s-suicide-rate-edges-up/>

<http://www.people-press.org/2015/08/13/gun-rights-vs-gun-control/#total>

<http://www.people-press.org/2015/08/13/continued-bipartisan-support-for-expanded-background-checks-on-gun-sales/>

<http://www.pewresearch.org/fact-tank/2015/04/17/despite-lower-crime-rates-support-for-gun-rights-increases/>

<http://www.pewresearch.org/fact-tank/2015/01/09/a-public-opinion-trend-that-matters-priorities-for-gun-policy/>

<http://www.people-press.org/2014/12/10/growing-public-support-for-gun-rights/>

<http://www.pewresearch.org/fact-tank/2014/07/15/the-demographics-and-politics-of-gun-owning-households/>

<http://www.pewresearch.org/fact-tank/2013/12/12/a-year-after-newtown-little-change-in-public-opinion-on-guns/>

Miscellaneous Research Sites for Facts on Gun Control. (Neutral)

<http://www.justfacts.com/guncontrol.asp>

<http://www.factcheck.org/2012/12/gun-rhetoric-vs-gun-facts/>

<http://www.mintpressnews.com/the-facts-that-neither-side-wants-to-admit-about-gun-control/207152/>

americanprogress.org Research Site for Facts on Gun Control. (Prop)

<https://www.americanprogress.org/tag/gun-violence/view/>

<https://www.americanprogress.org/issues/guns-crime/report/2015/12/15/127399/framework-for-action/>

<https://www.americanprogress.org/issues/guns-crime/report/2015/11/20/126060/fact-sheet-the-terror-gap/>

<https://www.americanprogress.org/issues/guns-crime/report/2015/10/27/124132/virginia-under-the-gun/>

<https://www.americanprogress.org/issues/guns-crime/news/2015/01/28/105558/fact-sheets-federal-legislative-gun-issues>

<https://www.americanprogress.org/issues/guns-crime/report/2014/10/14/92119/protecting-women-from-gun-violence/>

<https://www.americanprogress.org/issues/guns-crime/report/2014/09/12/96801/assault-weapons-revisited/>

<https://www.americanprogress.org/issues/guns-crime/report/2013/09/17/74132/license-to-kill/>

<https://www.americanprogress.org/issues/guns-crime/report/2014/02/21/84491/young-guns-how-gun-violence-is-devastating-the-millennial-generation/>

<https://www.americanprogress.org/issues/guns-crime/report/2013/12/13/80795/the-gun-debate-1-year-after-newtown/>

Miscellaneous Research Sites for Facts on Gun Control. (Proposition)

<https://www.aclu.org/second-amendment>

<https://www.washingtonpost.com/news/wonk/wp/2015/06/18/11-essential-facts-about-guns-and-mass-shootings-in-the-united-states/>

http://www.cfr.org/society-and-culture/us-gun-policy-global-comparisons/p29735?cid=ppc-Google_grant-gun_policy_background&gclid=CISrqqcwysgCFQ6QHwodn6IImg-about-guns-and-mass-shootings-in-the-united-states/

<http://www.bradycampaign.org/about-gun-violence?gclid=CPWlrPexysgCFUcYHwod-UgD9A>

http://www.shootingtracker.com/Main_Page

<http://www.thetrace.org/2015/12/gun-violence-stats-2015/>

<http://www.motherjones.com/mojo/2016/01/myths-about-gun-violence-in-america>

<http://www.motherjones.com/politics/2015/04/true-cost-of-gun-violence-in-america>

keepandbeararms.com Research Site for Facts on Gun Control. (Opposition)

<http://www.gunfacts.info/gun-control-myths/assault-weapons/>

<http://www.gunfacts.info/gun-control-myths/children-and-guns/>

<http://www.gunfacts.info/gun-control-myths/availability-of-guns/>

<http://www.gunfacts.info/gun-control-myths/crime-and-guns/>

<http://www.gunfacts.info/gun-control-myths/mass-shootings/>

<http://www.gunfacts.info/gun-control-myths/guns-and-crime-prevention/>

<http://www.gunfacts.info/gun-control-myths/government-gun-laws-and-social-costs/>

<http://www.gunfacts.info/gun-control-myths/guns-in-other-countries/>

<http://www.gunfacts.info/gun-control-myths/public-opinion/>

<http://www.gunfacts.info/gun-control-myths/second-amendment/>

<http://www.gunfacts.info/gun-control-myths/accidental-deaths/>

<http://www.gunfacts.info/gun-control-myths/licensing-and-registration/>

<http://www.gunfacts.info/gun-control-myths/assorted-myths/>

<http://www.gunfacts.info/gun-control-myths/miscellaneous-gun-control-information/>

Miscellaneous Research Sites for Facts on Gun Control. (Opposition)

<http://www.theblaze.com/stories/2013/05/06/the-firearms-statistics-that-gun-control-advocates-dont-want-to-see/>

<http://americangunfacts.com/>

<http://people.duke.edu/~gnsmith/articles/myths.htm>

<http://www.nationalreview.com/article/425438/why-gun-control-zealots-ignore-facts-thomas-sowell>

<https://home.nra.org/>

<https://www.nraila.org/articles/20140326/2014-nra-ila-firearms-fact-card>

<https://www.nraila.org/issues/crime-criminal-justice/>

We are working on “Stories” for 10-12 minutes.

Concentrate on stories for your side first, then look at stories from the other side. (You need to understand both sides).

You will see a line with a “Story/Anecdote Source.” Below that write one story from that source.

Name:

Proposition:

| |
|--------------------------|
| #1 Story/Anecdote Source |
| #1 Story/Anecdote |

| |
|--------------------------|
| #2 Story/Anecdote Source |
| #2 Story/Anecdote |

| |
|--------------------------|
| #3 Story/Anecdote Source |
| #3 Story/Anecdote |

6 Sources and 6 Stories is a “4.” 5 Sources and 5 Stories is a “3.” 4 Sources and 4 Stories is a “2.5.” 3 Sources and 3 Stories is a “2.” 2 Sources and 2 Stories is a “1.5” Below 2 Sources and 2 Stories is a “1.” This image is courtesy of Mr. Robert Housch.

Stories (Proposition)

While the previously mentioned research sites for “Facts” contain stories about guns and gun control, the best way to obtain gun control stories is to go to google.com and type in words such as “gun victim stories” in the search engine. This will allow you to see results such as:

https://www.youtube.com/results?search_query=gun+victim+stories Good Start Use Title for Source such as “youtube.com Orlando Shooting Survivor’s Story”

<http://www.rollingstone.com/feature/gun-control/americas-gun-violence-epidemic>

<http://www.bradycampaign.org/gun-violence/victim-stories>

<http://www.cnn.com/interactive/2014/12/us/cnn-guns-project/24-hours.html>

https://www.ncjrs.gov/ovc_archives/bulletins/gun_7_2001/ncj186155.pdf

<https://www.washingtonpost.com/news/the-fix/wp/2016/01/05/the-gun-violence-victims-who-attended-president-obamas-speech-in-1-graphic/>

<http://www.gannett-cdn.com/GDContent/mass-killings/index.html#frequency>

<http://www.cnn.com/2013/09/16/us/20-deadliest-mass-shootings-in-u-s-history-fast-facts/>

<http://www.washingtonpost.com/sf/national/2015/12/05/after-a-mass-shooting-a-survivors-life/>

<http://www.ibtimes.com/after-year-gun-violence-america-victims-debate-whether-gun-control-answer-2226278>

Stories (Opposition)

While the previously mentioned research sites for “Facts” contain stories about guns and gun control, the best way to obtain gun control stories is to go to google.com and type in words such as “gun self defense stories” in the search engine. This will allow you to see results such as:

https://www.youtube.com/results?search_query=gun+self+defense+stories Good Start Use Title for Source such as “youtube.com Home Invasion- My Story”

<https://www.nraila.org/gun-laws/armed-citizen/>

<http://townhall.com/columnists/johnhawkins/2013/02/02/10-stories-that-prove-guns-save-lives-n1503549/page/full>

<http://thewellarmedwoman.com/women-and-guns/survival-stories>

<https://www.reddit.com/r/dgu/>

<https://www.gunowners.org/sk0205.htm>

<http://www.gunsandammo.com/galleries/10-best-personal-defense-stories-of-2012/>

http://www.thedailysheep.com/12-recent-stories-of-self-defense-with-firearms_012013

<https://www.usconcealedcarry.com/real-stories-of-self-defense-using-firearms/>

<http://www.westernjournalism.com/second-amendment-victories-2014s-top-stories-self-defense/>

<http://forum.opencarry.org/forums/forumdisplay.php?136-True-Tales-of-Self-Defense>

We are working on your one minute speech for 10-12 minutes.

This speech should concentrate on the Letter/Subject that you chose for the debate.

Name:

Proposition:

| 1 Minute | Topic | Statement |
|----------|-------|-----------|
|----------|-------|-----------|

1. Write your topic statement/prepared speech here. It should last approximately one minute.
2. This is the topic that you were assigned on the first day of research (A, B, C, D, etc...)
3. It must be written whether you are giving an opening statement or a closing statement or not.
4. The one minute topic statement is a key part of judging your speaking skills.

Those giving an opening or closing statement can choose whatever subject/letter that they would like for their one minute topic. Everyone will be speaking during the debate. Most will be giving this approximately one minute statement. This image is courtesy of Mr. Robert Housch.

Proper methods to make a statement during a debate.

When you want to take a position, say:

- “It is my position that...”
- “I am going to argue that...”

When you want to give reasons:

- “One reason that...”
- “Another reason that...”

When you want to offer evidence:

- “An example that shows this is...”
- “Specifically, a line/part that shows this is...”
- “In particular, this part...”

When you want to be sure you are showing how the evidence proves your points:

- “This shows that...”
- “This means that...”

Your one minute statement should be based on whatever subject you chose from this list:

A. What is the true meaning of the 2nd Amendment to the United States Constitution? Should anybody be allowed to own a gun, or is it only for “militia groups” such as National Guard units?

B. What laws do other countries have regarding firearms, and how effective are those laws?

C. How many mass shootings have there been in the United States, and how many since the Sandy Hook Elementary School shooting in 2012?

D. Are there certain civilians groups that should be able to own guns if all other guns are banned (for instance, hunters, military reenactors?)

E. If one allows one to own a gun, should there be limits on the type of weapon that one owns. For instance, should anyone be allowed to own an AR-15, a rocket launcher, a tank, a nuclear weapon? What are the limits, if any?

F. Background Checks– What is it that they are looking at to check your background before you purchase a gun? Currently, what requirements does one have before they receive a gun permit? What does it take to purchase a gun in other countries?

G. Should mentally ill people be prevented from owning guns? Should there be a test of mental fitness in order to own/possess a gun? If so, what would that test look like, and who would administer it?

H. Is gun ownership more effective at preventing crime, or in increasing crime?

I. What are the leading causes of death in the United States, including homicides and suicides?

J. How effective are existing gun laws? Is it true that if we just do a better job enforcing existing gun laws that we will have a lot less incidents with guns, or are the existing laws too weak to prevent random acts of gun violence and mass shootings?

K. If guns are banned or the ownership of a gun is severely limited, what should be the punishment for one who possesses an illegal weapon? Should they be fined, or just their weapon taken away, or jailed, or a combination of those punishments? How effective do you think those punishments would be in keeping someone from possessing another gun in the future?

L. How often are guns used in self-defense?

We are working on your three minute speech for 10-12 minutes.

This speech can be a combination of any Letter/Subject that was shown as a topic for the debate.

Name:

Proposition:

| 3 Minute | Overall | Position | Statement |
|----------|---------|----------|-----------|
|----------|---------|----------|-----------|

1. Write your position statement/prepared speech here. It should last approximately three minutes.
2. This is the equivalent of an opening statement or of a closing statement.
3. It must be written whether you are giving an opening statement or a closing statement or not.
4. The position statement/prepared speech should include each side's opinion with a brief overview of the supporting evidence.

This is the equivalent of an opening or closing statement. You must write this statement whether or not you are giving an opening statement or a closing statement during the debate. This image is courtesy of Mr. Robert Housch.

Proper methods to make a statement during a debate.

When you want to take a position, say:

- “It is my position that...”
- “I am going to argue that...”

When you want to give reasons:

- “One reason that...”
- “Another reason that...”

When you want to offer evidence:

- “An example that shows this is...”
- “Specifically, a line/part that shows this is...”
- “In particular, this part...”

When you want to be sure you are showing how the evidence proves your points:

- “This shows that...”
- “This means that...”

Your three minute statement can be based on a combination of any items from this list:

- A. What is the true meaning of the 2nd Amendment to the United States Constitution? Should anybody be allowed to own a gun, or is it only for “militia groups” such as National Guard units?
- B. What laws do other countries have regarding firearms, and how effective are those laws?
- C. How many mass shootings have there been in the United States, and how many since the Sandy Hook Elementary School shooting in 2012?
- D. Are there certain civilians groups that should be able to own guns if all other guns are banned (for instance, hunters, military reenactors?)
- E. If one allows one to own a gun, should there be limits on the type of weapon that one owns. For instance, should anyone be allowed to own an AR-15, a rocket launcher, a tank, a nuclear weapon? What are the limits, if any?
- F. Background Checks– What is it that they are looking at to check your background before you purchase a gun? Currently, what requirements does one have before they receive a gun permit? What does it take to purchase a gun in other countries?
- G. Should mentally ill people be prevented from owning guns? Should there be a test of mental fitness in order to own/possess a gun? If so, what would that test look like, and who would administer it?
- H. Is gun ownership more effective at preventing crime, or in increasing crime?
- I. What are the leading causes of death in the United States, including homicides and suicides?
- J. How effective are existing gun laws? Is it true that if we just do a better job enforcing existing gun laws that we will have a lot less incidents with guns, or are the existing laws too weak to prevent random acts of gun violence and mass shootings?
- K. If guns are banned or the ownership of a gun is severely limited, what should be the punishment for one who possesses an illegal weapon? Should they be fined, or just their weapon taken away, or jailed, or a combination of those punishments? How effective do you think those punishments would be in keeping someone from possessing another gun in the future?
- L. How often are guns used in self-defense?

If you have a cellphone or other electronic device to take pictures, then take pictures of your work and e-mail it to yourself.



If you e-mail it to yourself, you can pull up the images on your laptop. Also, if your neighbor doesn't have a cellphone to take pictures of their work, please take pictures of their work for them. This image is courtesy of brightsidelearning.com.

The debate will be during class on Tuesday, March 21st.

