

American civilians should not own assault weapons.



This image is courtesy of forcechange.com

Debate Rules:

Be Polite and Courteous



This image shows Republican candidate Mitt Romney and Democrat President Barack Obama during their 2012 debate.

This image is courtesy of www.sfgate.com

Debate Rules:

Listen Carefully to Both Sides



This image shows Republican Vice-President Richard M. Nixon and Democrat Senator John F. Kennedy during a 1960 debate. This image is courtesy of history.com.

Debate Rules:

Be Respectful and Supportive of your fellow students

COME IN. MAKE FRIENDS.

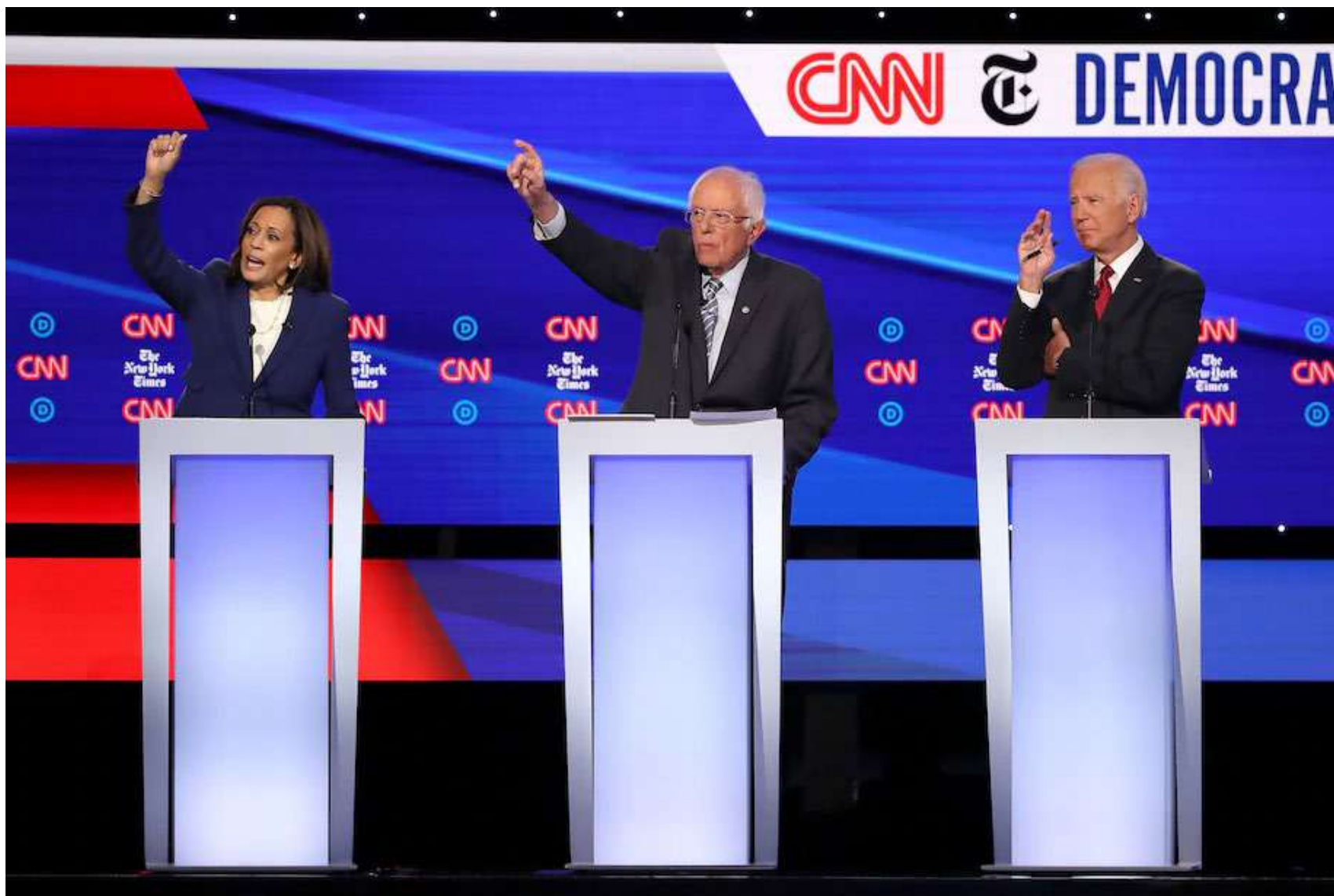
RESPECTFULLY

DEBATE!

This image is courtesy of respectfullydebate.com.

Debate Rules:

Avoid interrupting and making inappropriate noises during the debate.



This image shows Democrats Kamala Harris, Bernie Sanders, and Joe Biden during an October, 2019 debate. This image is courtesy of [washingtonpost.com](https://www.washingtonpost.com).

Debate Rules:

Speak only when recognized by the moderator



This image shows Democrat Hillary Clinton, moderator Lester Holt, and Republican Donald Trump during a 2016 Presidential debate.

Debate Rules:

When you are in your huddles, allow others to express their opinions



This image shows presidents Ford, Reagan, Carter, Nixon, and then Vice-President George H.W. Bush in the White House Blue Room in 1981. This image is courtesy of whowhatwhy.com.

Debate Rules:

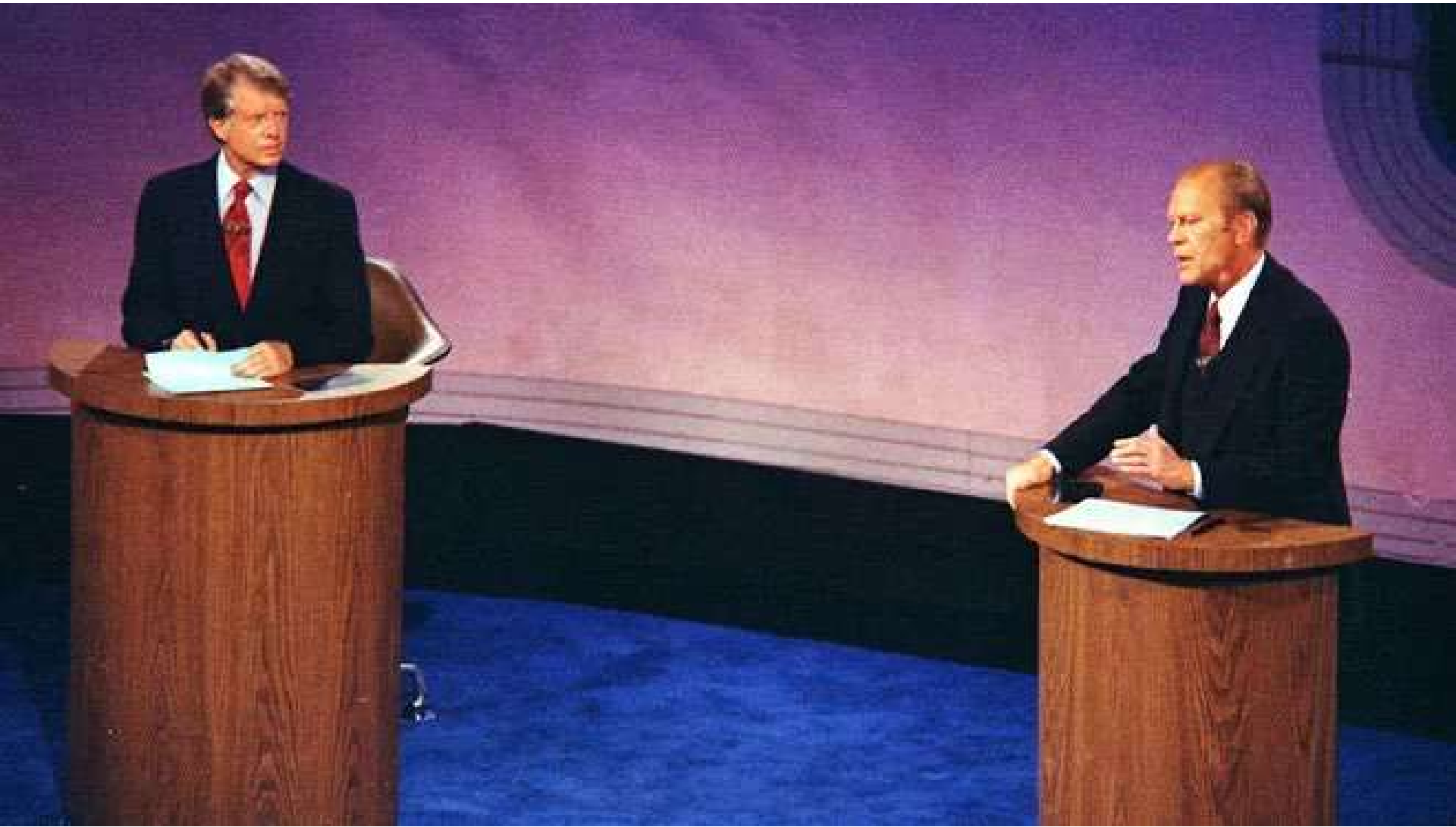
In the huddles, **do not** try to talk all the time without giving someone else their turn.



This image is courtesy of vanityfair.com.

Debate Rules:

Use grammatically correct language (don't sound like you're uneducated)



This image shows Democrat Governor Jimmy Carter and Republican President Gerald Ford during a Presidential debate in 1976. This image is courtesy of usatoday.com.

Debate Rules:

Speak clearly, slowly, and loud enough to be heard by the audience



This image shows Democrat Senator Walter Mondale and Republican President Ronald Reagan during a debate in 1984. This image is courtesy of [nytimes.com](https://www.nytimes.com).

Debate Rules:

Speak with passion and excitement



This image shows Republican Governor George W. Bush and Democrat Vice President Al Gore during a Presidential Debate in 2000.

As someone moves to the podium to speak, everyone will give them a drum roll on your desks.



This photograph shows Beatles' drummer Ringo Starr during the band's performance on the Ed Sullivan Show on February 9, 1964. This image is courtesy of [pinterest.com](https://www.pinterest.com)

Be prepared to come up when it is your turn. Don't fumble around looking for your notes, etc...



It takes away from your amount of time, and it also takes away from the impact that your statement/rebuttal is supposed to make. This image is courtesy of [pinterest.com](https://www.pinterest.com)

When you are speaking, **have your head up and look at your audience**, **don't only have your head down reading your notes.**



Try to say what you want to say as much in your own words as possible. This image shows a scene from the fourth Lincoln-Douglas Debate in Charleston, Illinois, on September 18, 1858. Abraham Lincoln is speaking. Senator Stephen A. Douglas is seated to the left of Lincoln. This image was created by Robert Marshall Root (1863-1937). This image is courtesy of art-now-and-then.blogspot.com.

When you make your one minute statement, or your rebuttal, don't just give us facts, or stories. Inform us how the facts and stories help to support your position, or to discredit the opposition's position.



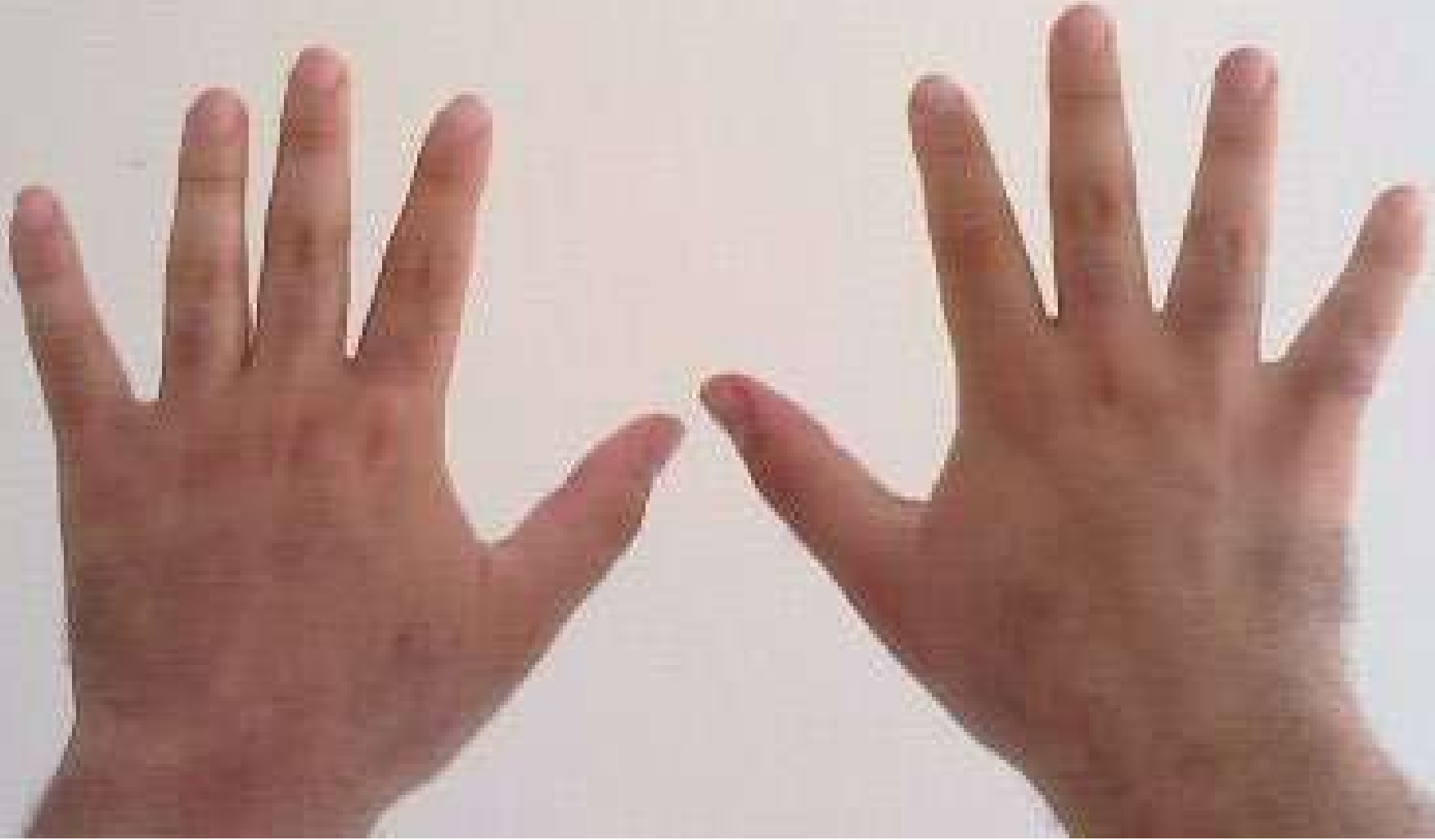
Just standing up and spouting off facts without context is not very effective. This image is courtesy of politifact.com.

If you are giving the opening or closing statement, don't be thrown off when the teacher tells you "30 Seconds."



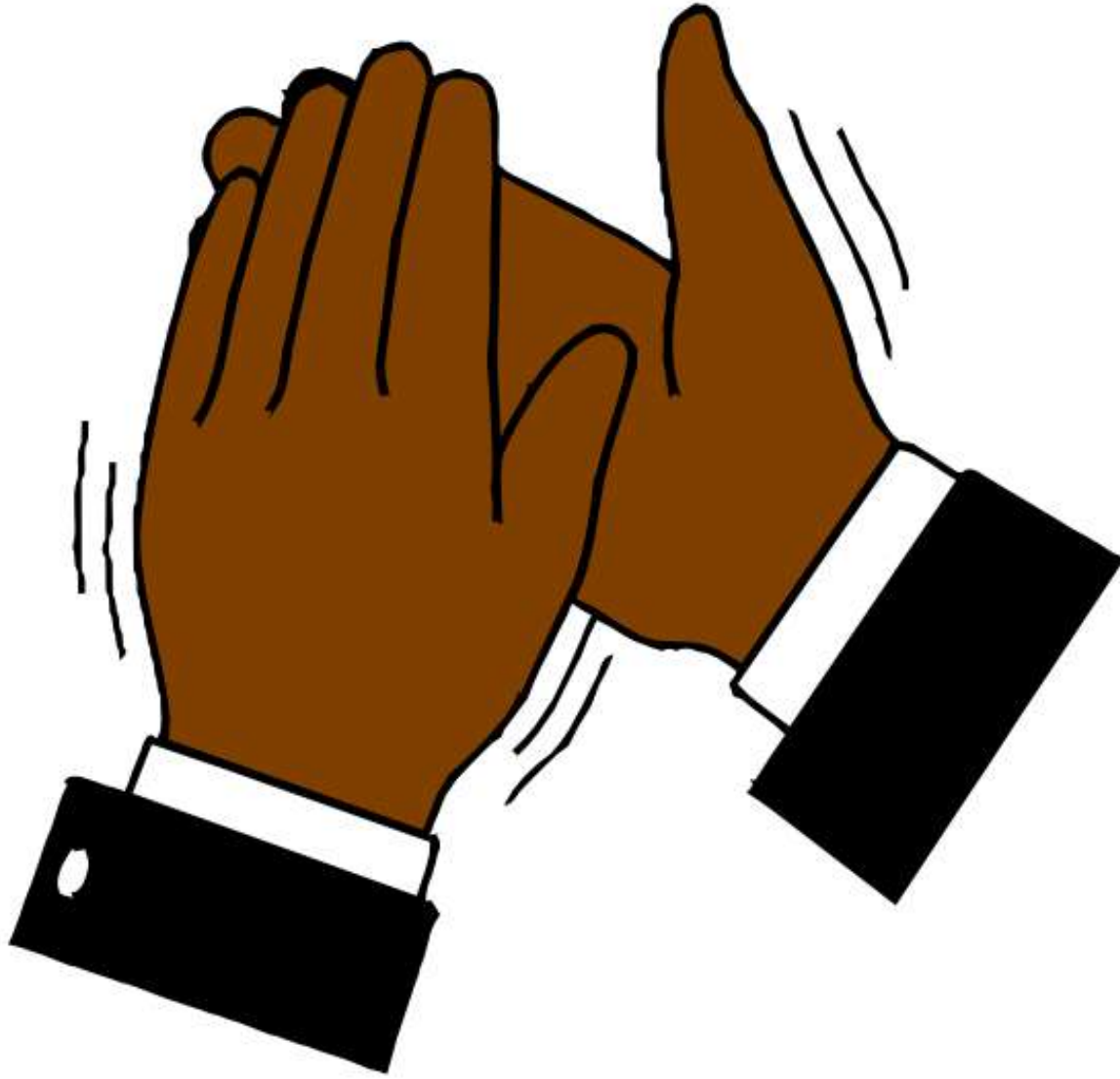
That is just a warning to let you know how much time that you have to complete your opening or closing statement. This image is courtesy of digitalgrowth.ca.

Another reason to keep your head up is if you are giving a one minute statement or rebuttal, the teacher will hold up 10 fingers when ten seconds are left, and count down.



Don't panic, this is just for you to know to "wrap up" whatever statement that you are making. This image is courtesy of Wikimedia Commons.

When one finishes their statement or rebuttal, everyone will clap.



Of course how much everyone claps will depend on the quality of the statement or rebuttal. This image is courtesy of clipart.com.

No debater is allowed to speak **3** times until everyone else on their team has had a chance to speak at least **1** time.



If there is extra time, we might have a chance for optional rebuttals, which are listed on your debate script. This image is courtesy of www.quazoo.com

While both sides speak, students should be taking notes on the debate script to help them during the time when it is their turn to speak.



At this point, one should be taking notes to help you in your rebuttal, and to respond to the other side's rebuttal. Keep your head down, do not show much emotion. Do not show your opponent how effective or laughable their arguments are. You will let them know how laughable their arguments are during the rebuttal. This image is courtesy of hercampus.com.

Another reason to keep your head down and take notes is that you are graded by how much you are paying attention during the debate.

| | | | |
|---|-----|--|--|
| 3 Sources 12 Facts | 2 | | |
| 2 Sources 8 Facts | 1.5 | | |
| Less than 2 Sources 8 Facts | 1 | | |
| <hr/> | | | |
| 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 | | |
| <hr/> | | | |
| Effective Speaking 3 Times | 4 | | |
| Effective Speaking 2 Times | 3 | | |
| Effective Speaking 1 Time | 2 | | |
| <hr/> | | | |
| Position Statement Written | 1-4 | | |
| <hr/> | | | |
| Debate Rules Followed | | | |
| Leadership, Debate Notes | 1-4 | | |
| <hr/> | | | |
| All work is Neat, Readable Spelled Correctly, Turned in on Time | 1-4 | | |
| <hr/> | | | |
| Basic Grade | 18 | | |
| <hr/> | | | |
| Effective Opening Statement Verbally Presented | 1-4 | | |
| <hr/> | | | |
| Effective Closing Statement Verbally Presented | 1-4 | | |
| <hr/> | | | |

One of the ways that your teacher can tell if you are paying attention is by the notes that you take. This image was created by Mr. Robert Housch.

Leadership is judged by how well you work with your fellow students in your huddles and how “engaged” you are in the huddles.



Don't just sit back and let everyone else talk all the time. Take charge of your own learning, and if you have something to say, attempt to say it. You are graded on your participation, not only on what your group does. This image was created by Mr. Robert Housch.

If someone says something outlandish, and/or controversial on the other side, you should answer that statement during the rebuttal. **Don't ignore it. Go after their statement.**



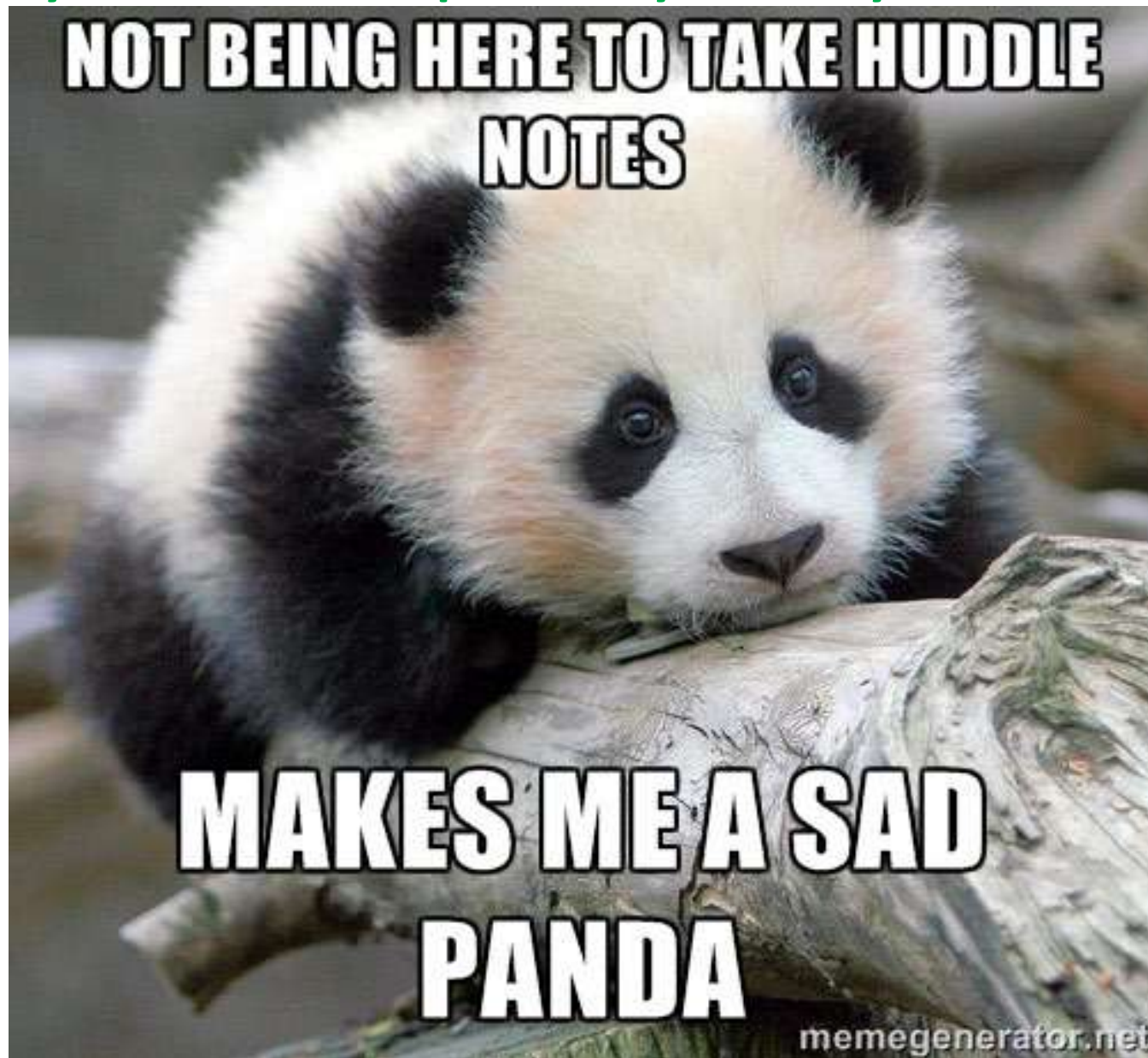
If you ignore it, then you must think the statement is true, and the other side will receive credit for making a “point” during the debate. Don’t “talk past each other,” engage your opponent. This image is courtesy of usnews.com.

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 | Opposition Statement #1 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize | | | |
| #6 | Proposition Rebuttal #1 (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 Rebuttal #1 (1 Min.) Rebut a previous statement by an opponent, or ask an opponent a question about their statement | Speaker | Summarize | | | |
| #9 | Opposition Statement #2 (1 Min.) Rebut a previous statement OR Make a fact based statement OR Tell a story/anecdote | Speaker | Summarize | | | |
| #10 | Proposition Rebuttal #2 (1 Min.) | Speaker | Summarize | | | |

The debate script shows step by step who is supposed to speak and when. The speakers and their subjects should also be on the board in front of you. Copy them down on the script. This image was created by Mr. Robert Housch.

Take your debate scripts with you into your “huddles.”



Taking notes during the huddles will help you to know exactly what you want to say during a rebuttal. This image is courtesy of memegenerator.net.

What to do in huddle before rebuttal:

1. Pick a speaker

2. What is the other side doing that you can attack?

3. Three items Rebuttal Speaker will use in their rebuttal

A. What did the other side say?

B. Why is the other side incorrect?

C. Why is our position better?

Leadership isn't just telling someone else to speak. You have to also give a rebuttal to receive leadership points.

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.

Remember what is the purpose of a Rebuttal.

Rebuttal!



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 inamage.com.

The debate ends with closing statements from both sides.



The “Proposition” side speaks first, followed by the “Opposition” side. A student should have already volunteered to do the closing statement for their side. When one does the Opening Statement or the closing statement, they receive “extra credit” for the debate. This image is courtesy of www2.humboldteducation.com.

The students will objectively vote on who they believe won the debate.



Notice we are not saying who is right or wrong, but who we believe won the debate.

This image is courtesy of www.satirecartoonists.com

The judges/moderators will objectively vote on who they believe won the debate.



WHO'S AWESOME?
YOU'RE AWESOME!

Notice we are not saying who is right or wrong, but who we believe won the debate.

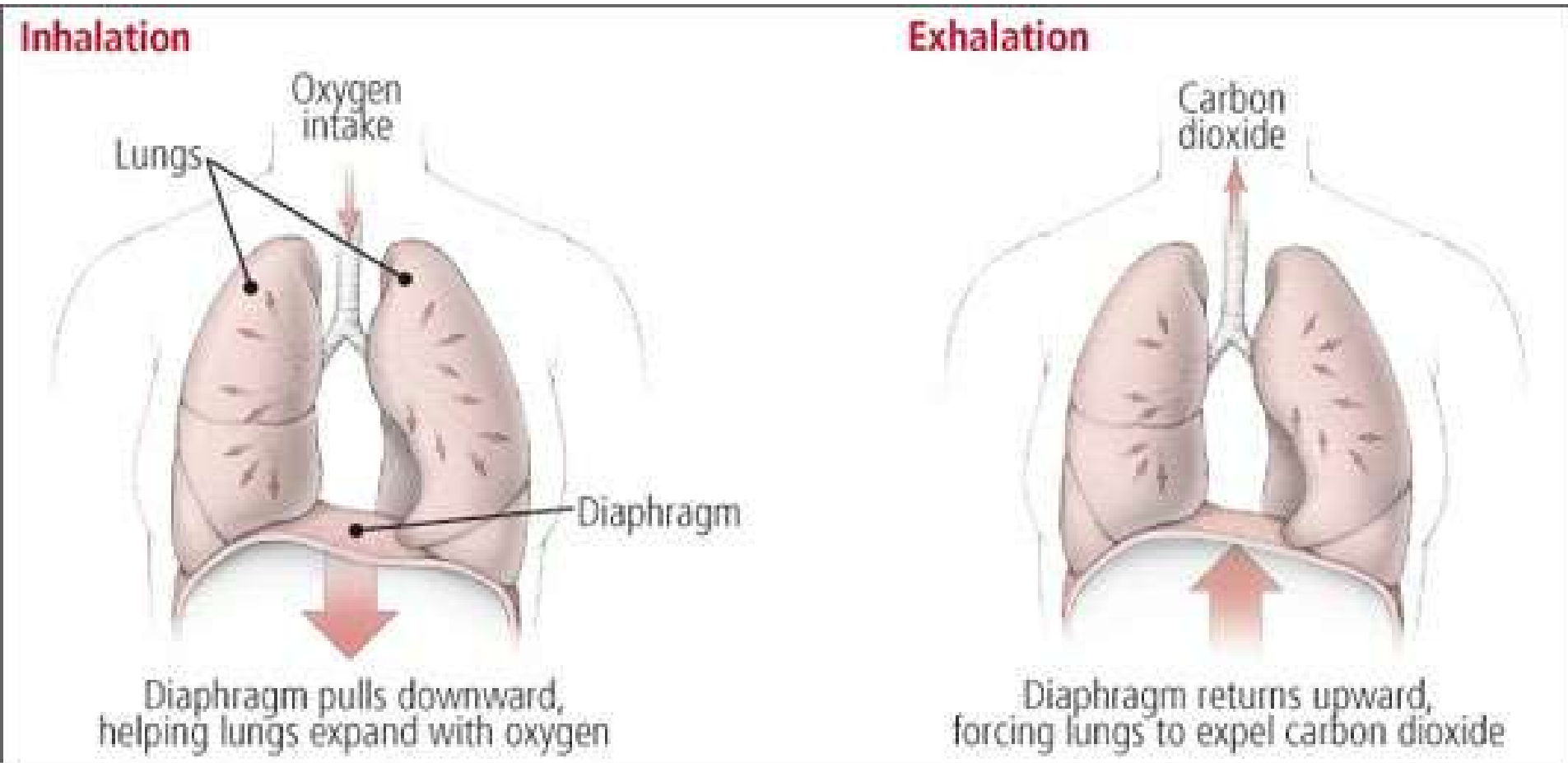
This image is courtesy of mannuhn.deviantart.com.

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

| Name | | Period | |
|---|------------------|---------------|--|
| Proposition | | Prop or Opp? | |
| | | Date | |
| Requirement | Points Breakdown | Points Earned | |
| 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 | | |
| 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 | 3 | | |
| Effective Speaking 2 Times | 2 | | |
| Effective Speaking 1 Time | 1 | | |
| Position Statement Written | 1-4 | | |
| Debate Rules Followed | | | |
| Teacher Observation | 1-4 | | |
| All work is Neat, Readable Spelled Correctly, Turned in on Time | 1-4 | | |
| Basic Grade | 18 | | |
| Effective Opening Statement Verbally Presented | 1-4 | | |
| Effective Closing Statement Verbally Presented | 1-4 | | |
| Group Recorder | 1-4 | | |

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.

Take a deep breath and let it out slowly, a good debater is a relaxed debater.



Now start thinking clearly. This image is courtesy of harvard.edu.

American civilians should not own assault weapons.



This image is courtesy of forcechange.com

#1

Proposition Opening Statement #1

Approximately 3 Minutes



Each opening statement will include **both side's opinion**, and a brief overview of the supporting evidence for those opinions. To understand an opponent's weaknesses, one must understand their opinions and the source of their opinions.

This image is courtesy of englin.net.

#2

Opposition Opening Statement #1

Approximately 3 Minutes



Each opening statement will include **both side's opinion**, and a brief overview of the supporting evidence for those opinions. To understand an opponent's weaknesses, one must understand their opinions and the source of their opinions.

This image is courtesy of chicagofreedomforum.blog.spot.com.

#3

Proposition Opening Statement #2

Approximately 3 Minutes



Each opening statement will include **both side's opinion**, and a brief overview of the supporting evidence for those opinions. To understand an opponent's weaknesses, one must understand their opinions and the source of their opinions.

This image is courtesy of englin.net.

#4

Opposition Opening Statement #2

Approximately 3 Minutes



Each opening statement will include **both side's opinion**, and a brief overview of the supporting evidence for those opinions. To understand an opponent's weaknesses, one must understand their opinions and the source of their opinions.

This image is courtesy of chicagofreedomforum.blogspot.com.

The moderator will allow the students from each side to “huddle” for 45 seconds before they respond to the statement.



During the “huddle,” they will explain to each other the weaknesses of the other side, and what information that they must find to refute their opponent’s attack. They should make a rebuttal to one of the opposition’s previous statements. This image is courtesy of vistahumanities19.wikispaces.com

What to do in huddle before rebuttal:

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Leadership isn't just telling someone else to speak. You have to also give a rebuttal to receive leadership points.

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

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#5

Proposition **Rebuttal** to Opening Statements

Approximately 1 Minute

Rebuttal!



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 inamage.com.

#6

Opposition Rebuttal to Opening Statements

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.

#7

Proposition Statement #1
Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#8

Opposition Statement #1
Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

#9

Proposition Statement #2
Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#10

Opposition Statement #2

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

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#11

Proposition **Rebuttal** #1 & #2

Approximately 1 Minute

Rebuttal!



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 inanage.com.

#12

Opposition Rebuttal #1 & #2

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.

#13

Proposition Statement #3

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#14

Opposition Statement #3

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

#15

Proposition Statement #4

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#16

Opposition Statement #4

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

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#17

Proposition **Rebuttal** #3 & #4

Approximately 1 Minute

Rebuttal!



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

This image is courtesy of inanage.com.

#18

Opposition Rebuttal #3 & #4

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.

#19

Proposition Statement #5

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#20

Opposition Statement #5

Approximately 1 Minute



- These statements can:
- A. Rebut a previous statement,
 - B. Make a fact based statement that you have already prepared.
 - C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

#21

Proposition Statement #6

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#22

Opposition Statement #6

Approximately 1 Minute



- These statements can:
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#23

Proposition **Rebuttal** #5 & #6

Approximately 1 Minute

Rebuttal!



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

This image is courtesy of inanage.com.

#24

Opposition Rebuttal #5 & #6

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.

#25

Proposition Statement #7

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#26

Opposition Statement #7

Approximately 1 Minute



- These statements can:
- A. Rebut a previous statement,
 - B. Make a fact based statement that you have already prepared.
 - C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

#27

Proposition Statement #8

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#28

Opposition Statement #8

Approximately 1 Minute



- These statements can:
- A. Rebut a previous statement,
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#29

Proposition **Rebuttal** #7 & #8

Approximately 1 Minute

Rebuttal!



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This image is courtesy of inanage.com.

#30

Opposition Rebuttal #7 & #8

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.

#31

Proposition Statement #9

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#32

Opposition Statement #9

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

#33

Proposition Statement #10

Approximately 1 Minute



These statements can: A. Rebut a previous statement,
B. Make a fact based statement that you have already prepared.
C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#34

Opposition Statement #10

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
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- C. Tell a story/anecdote that you have already prepared.

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#35

Proposition **Rebuttal** #9 & #10

Approximately 1 Minute

Rebuttal!



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 inanage.com.

#36

Opposition Rebuttal #9 & #10

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.

#37

Proposition Statement #11

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#38

Opposition Statement #11

Approximately 1 Minute



- These statements can:
- A. Rebut a previous statement,
 - B. Make a fact based statement that you have already prepared.
 - C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

#39

Proposition Statement #12

Approximately 1 Minute



These statements can:

- A. Rebut a previous statement,
- B. Make a fact based statement that you have already prepared.
- C. Tell a story/anecdote that you have already prepared.

This image is courtesy of abcgreatpix.com.

#40

Opposition Statement #12

Approximately 1 Minute



- These statements can:
- A. Rebut a previous statement,
 - B. Make a fact based statement that you have already prepared.
 - C. Tell a story/anecdote that you have already prepared.

This image is courtesy of keepcalm0matic.co.uk.

The moderator will allow the students from each side to “huddle” for 45 seconds before they respond to the statement.



During the “huddle,” they will explain to each other the weaknesses of the other side, and what information that they must find to refute their opponent’s attack. They should make a rebuttal to one of the opposition’s previous statements. This image is courtesy of vistahumanities19.wikispaces.com

What to do in huddle before rebuttal:

1. Pick a speaker

2. What is the other side doing that you can attack?

3. Three items Rebuttal Speaker will use in their rebuttal

A. What did the other side say?

B. Why is the other side incorrect?

C. Why is our position better?

Leadership isn't just telling someone else to speak. You have to also give a rebuttal to receive leadership points.

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.

#41

Proposition **Rebuttal** #11 & #12

Approximately 1 Minute

Rebuttal!



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 inanage.com.

#42

Opposition Rebuttal #11 & #12

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.

The moderator will allow the students from each side to “huddle” for 45 seconds before they respond to the statement.



During the “huddle,” they will explain to each other the weaknesses of the other side, and what information that they must find to refute their opponent’s attack. They should make a rebuttal to one of the opposition’s previous statements. This image is courtesy of vistahumanities19.wikispaces.com

What to do in huddle before rebuttal:

1. Pick a speaker

2. What is the other side doing that you can attack?

3. Three items Rebuttal Speaker will use in their rebuttal

A.

B.

C.

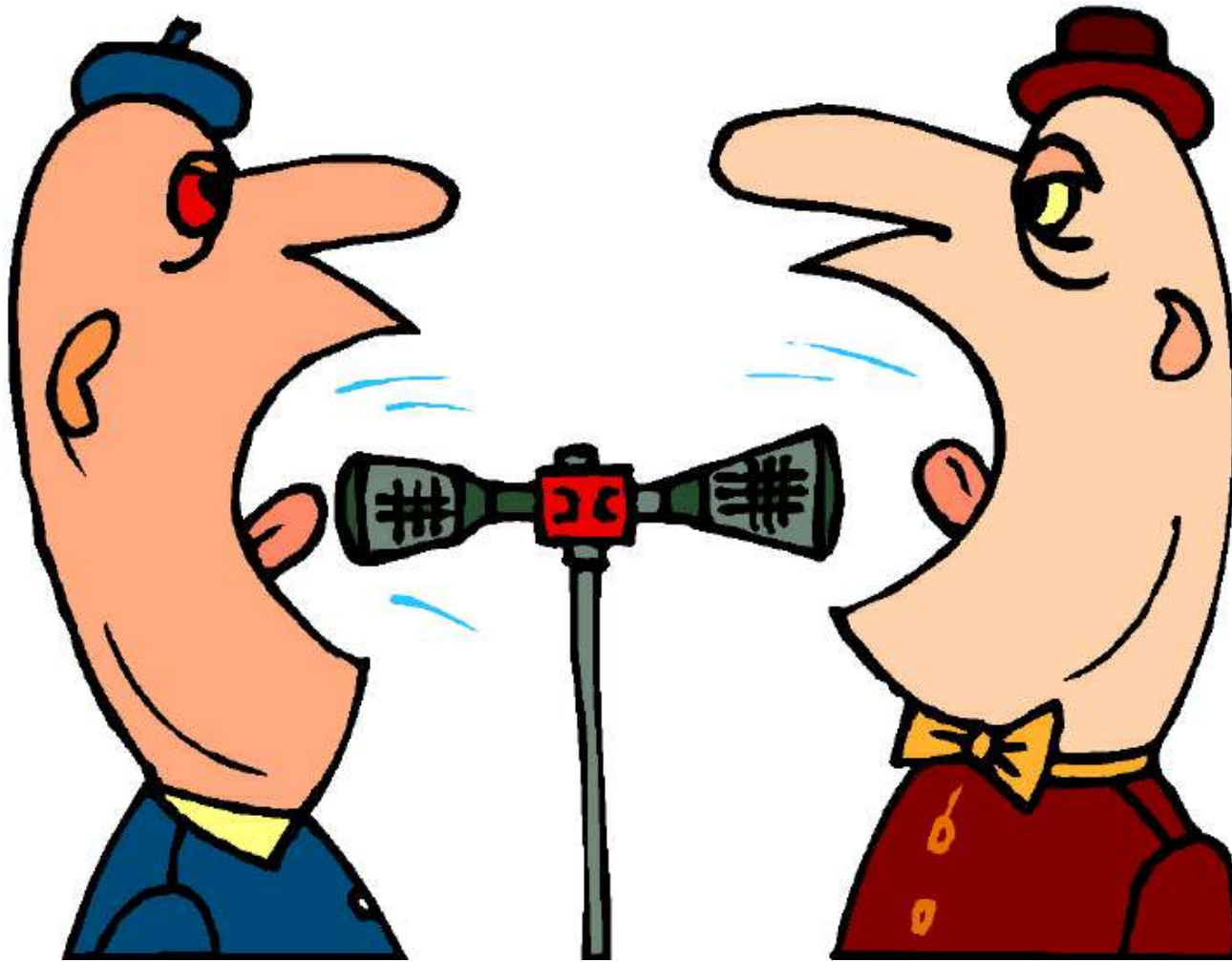
Leadership isn't just telling someone else to speak. You have to also give a rebuttal to receive leadership points.

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.

#43

Optional Rebuttal #1
Approximately 1 Minute

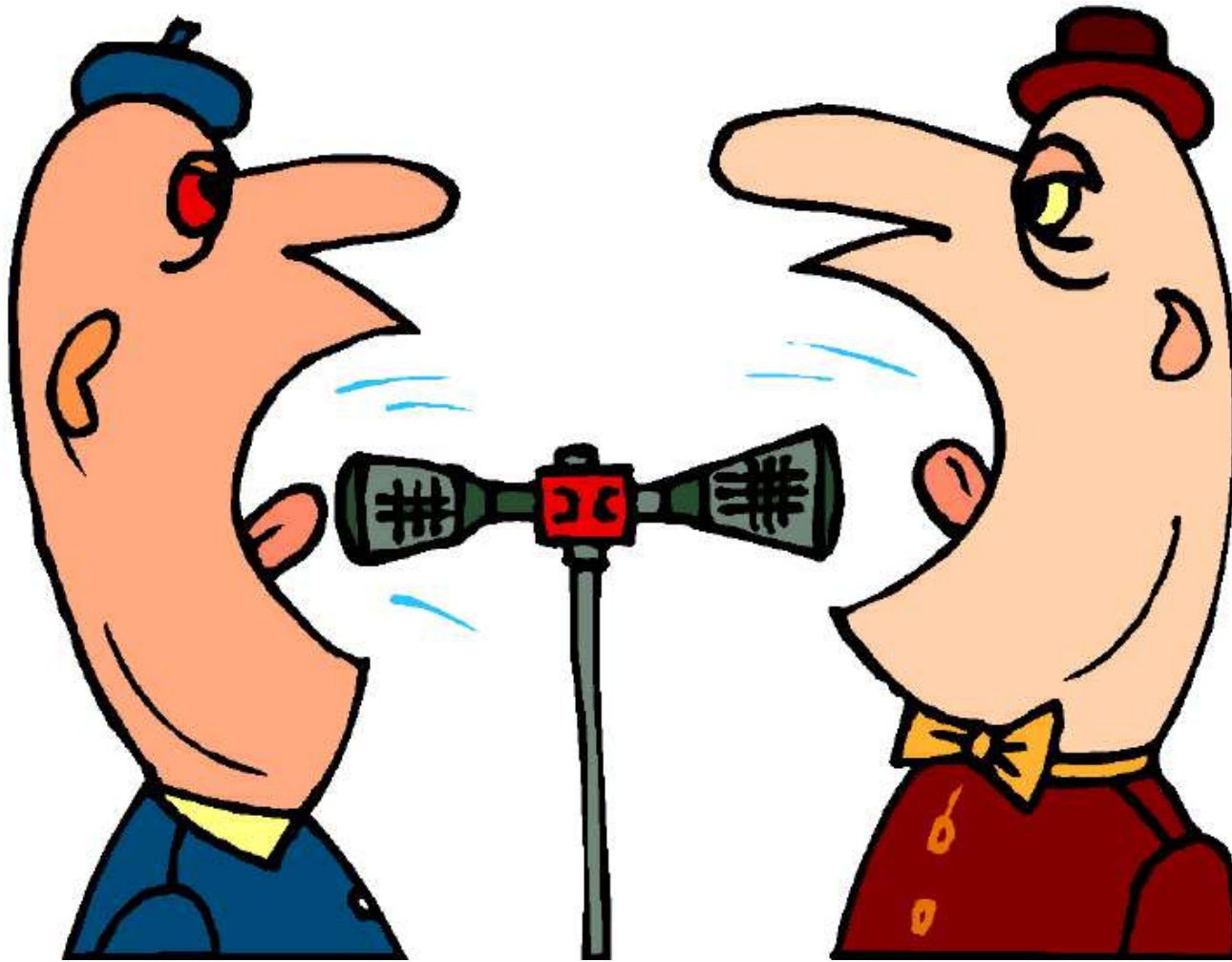


If there is time during the debate some students might want to speak more. They can rebut any previous statement from the other side. Priority is first given to those students who have only spoken one time. The next priority for this spot is for someone who has only spoken twice. The last priority for this spot is for someone who has spoken three times.

This image is courtesy of technode.com.

#44

Optional Rebuttal #2
Approximately 1 Minute



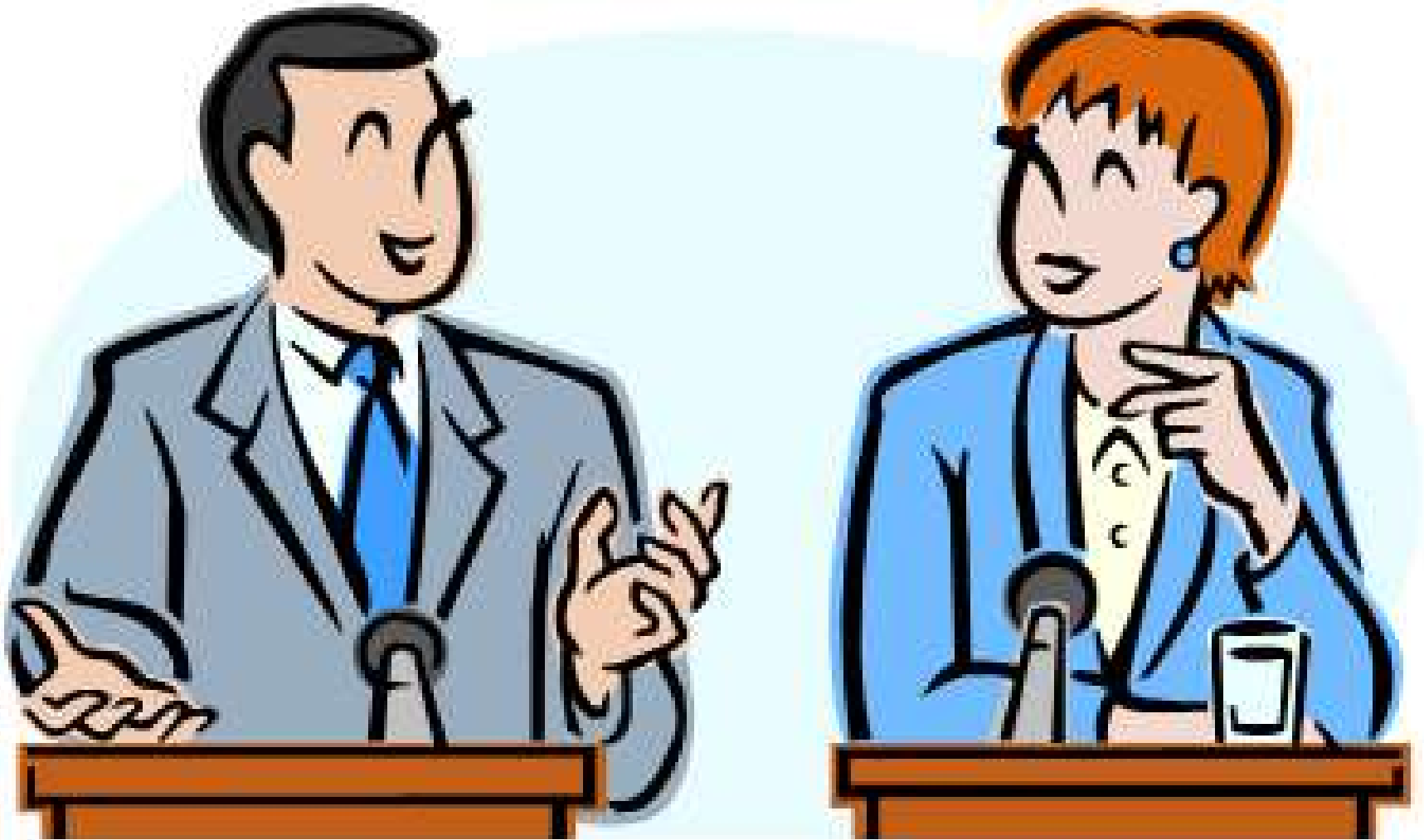
If there is time during the debate some students might want to speak more. They can rebut any previous statement from the other side. Priority is first given to those students who have only spoken one time. The next priority for this spot is for someone who has only spoken twice. The last priority for this spot is for someone who has spoken three times.

This image is courtesy of technode.com.

#45

Proposition Closing Statement #1

Approximately 3 Minutes



You will restate your side's opinion with strong supporting evidence, not the opposition's opinion. Each student should have a closing statement ready in case they are called upon to make a closing statement. This image is courtesy of scienceskepticism.blogspot.com.

#46

Opposition Closing Statement #1

Approximately 3 Minutes

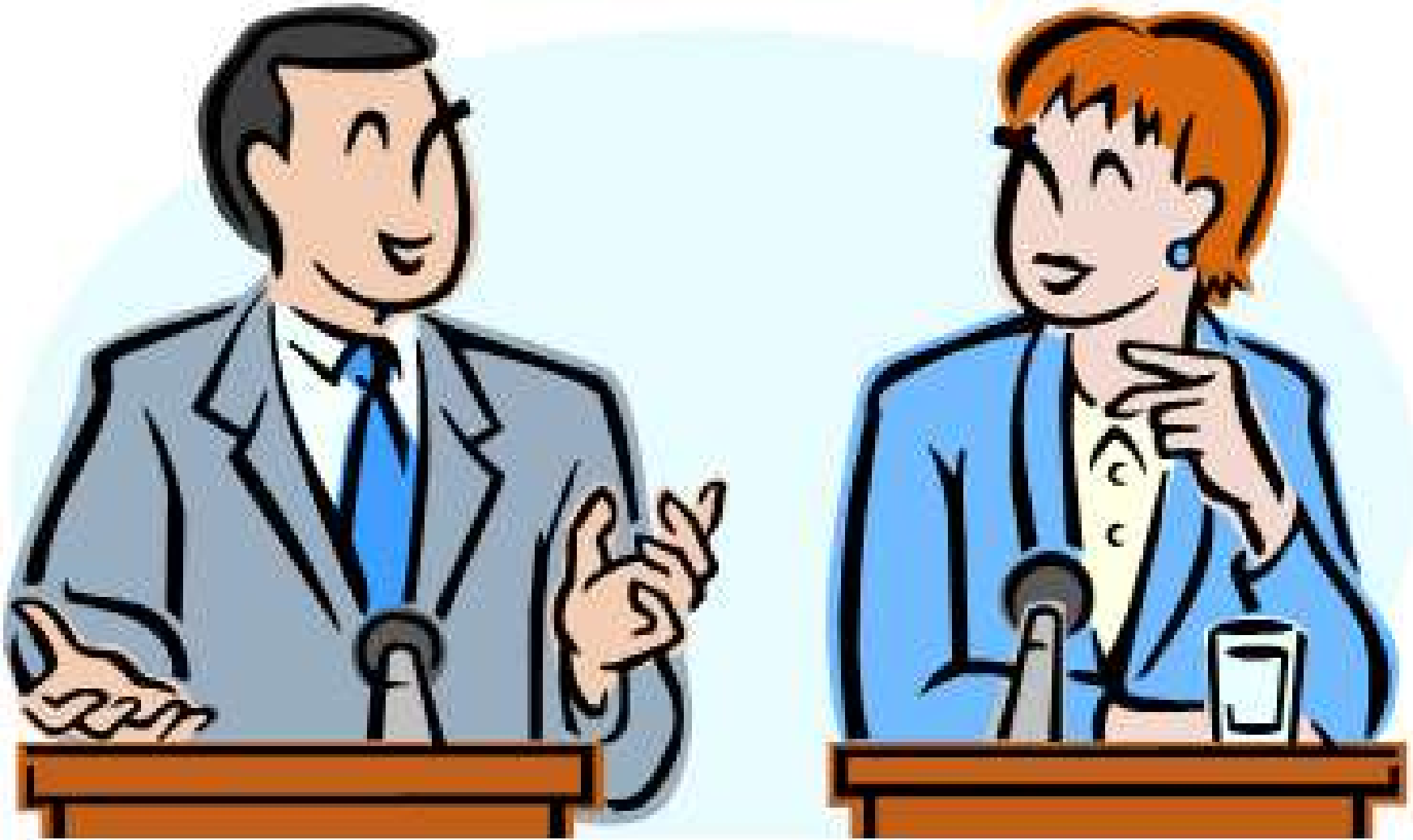


You will restate your side's opinion with strong supporting evidence, not the opposition's opinion. Each student should have a closing statement ready in case they are called upon to make a closing statement. This image is courtesy of jewishtribune.ca.

#47

Proposition Closing Statement #2 (if needed)

Approximately 3 Minutes



You will restate your side's opinion with strong supporting evidence, not the opposition's opinion. Each student should have a closing statement ready in case they are called upon to make a closing statement. This image is courtesy of scienceskepticism.blogspot.com.

#48

Opposition Closing Statement #2 (if needed)

Approximately 3 Minutes



You will restate your side's opinion with strong supporting evidence, not the opposition's opinion. Each student should have a closing statement ready in case they are called upon to make a closing statement. This image is courtesy of jewishtribune.ca.

Staple your Rubric packet/Template to your Debate Script Packet, and place it in the white basket.



Make sure your name is on the rubric. This image is courtesy of Wikimedia Commons.

The students will objectively vote on who they believe won the debate.



Notice we are not saying who is right or wrong, but who we believe won the debate.

This image is courtesy of www.satirecartoonists.com

You should have received a small piece of paper. Write on it who you think won the debate, give 3 reasons why you think that side won the debate, fold it in half, and place it in the box on Mr. Housch's desk.



Notice that you are not voting who is right or wrong on this subject, but on which side you believe won the debate. This image is courtesy of nodiman.en.made-in-china.com

The judges/moderators will objectively vote on who they believe won the debate.



WHO'S AWESOME?
YOU'RE AWESOME!

Notice we are not saying who is right or wrong, but who we believe won the debate.

This image is courtesy of mannuhn.deviantart.com.

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

| Name | | Period | |
|---|------------------|---------------|--|
| Proposition | | Prop or Opp? | |
| | | Date | |
| Requirement | Points Breakdown | Points Earned | |
| 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 | | |
| 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 | 3 | | |
| Effective Speaking 2 Times | 2 | | |
| Effective Speaking 1 Time | 1 | | |
| Position Statement Written | 1-4 | | |
| Debate Rules Followed | | | |
| Teacher Observation | 1-4 | | |
| All work is Neat, Readable Spelled Correctly, Turned in on Time | 1-4 | | |
| Basic Grade | 18 | | |
| Effective Opening Statement Verbally Presented | 1-4 | | |
| Effective Closing Statement Verbally Presented | 1-4 | | |
| Group Recorder | 1-4 | | |

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.