

Debate Guidelines

Name: _____

Debate Partner: _____

Topic: _____

Language Arts Teacher: _____

Debate Guidelines

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Overview

What a debate is:

A debate is a strongly researched, analyzed and organized discussion of both sides of a question. A debater researches and is equipped to debate both the Pro and Con arguments on an issue. It provides an excellent experience in thinking and communicating since it pits speakers with opposing ideas against each other. It tests students' abilities to express their ideas and to defend them under direct challenge. This teaches poise, resourcefulness, critical thinking, and that ideas must be backed by evidence, not merely by guess or opinion.

Research for the debate:

- Each debate team chooses one topic and researches the Pro and Con arguments for that topic. A team is comprised of two people.
- You may use Liberty library sources, libraries in Camas and Vancouver, and any teacher-approved websites. You may not Google your topic.
- Read, take clear notes, and prepare your ideas on Research Note sheets. It is helpful to discuss your research with your partner to ensure that you have a solid understanding of the issue and the text evidence. Follow the specific guidelines for research.
- Maintain a bibliography of all of your sources in MLA format.

Write the debate speeches:

- The speeches are similar to a 5 paragraph essay. Follow the specific guidelines for speech writing. Your paper **must** be typed in Times New Roman, size 12, and be between two and three pages double-spaced in length with a one inch margin all around.
- In order to be persuasive and include all the necessary text evidence, speeches must be well written, accurately planned and practiced.

Participate in the debate:

- After writing an essay for each side of the argument, students will be assigned Pro or Con to defend on Debate Day.
- In an actual debate, two teams of two people debate each other. Students earn their grade individually. The combined team score determines the winners of the debate.
- Pro 1 delivers her/his three and half minute (maximum) speech. Con 1 follows, doing the same. Pro 2 follows. Con 2 delivers her/his speech last.
- Each team has a five minute period of quiet time to prepare their rebuttals. Follow the rebuttal guidelines.
- Pro 1 has one minute to deliver the rebuttal. Con 1 follows with one minute. Pro 2 follows with one minute. Con 2 follows with one minute.
- Students have a seat and wait for the judge's decision.
- After the debate is concluded and the decision announced, it is customary for teams to meet in the middle and shake hands. Displaying good sportsmanship throughout the debate is extremely important.

Claim/Position Statements

General Pro= the action by school or government is ok because it is supported by constitutional principles

General Con= the action by school or government is not ok because it does not support individual constitutional rights

Uniforms in school: school mandated clothing

Pro= schools have the right to require a set uniform

Con= students have the right to choose attire worn at school

Search and seizure of student lockers/backpacks in schools: schools searching through student materials in backpacks or lockers, including dog searches

Pro= schools have the right to search student backpacks and lockers without probable cause and without student consent

Con= students have the right to refuse the search of backpack and locker materials in cases where there is no probable cause

Mandatory student drug testing in schools: schools conduct student drug tests for extracurricular activities, as well as random student testing for school purposes

Pro= schools have the right to give students drug tests randomly, or for extracurricular activities, even without reasonable suspicion

Con= students have the right to refuse drug testing for any school purposes

Student communication: what students write, text, speak, or otherwise communicate in thoughts or ideas that impact others in a harmful or defaming way

Pro= schools have the right to set limits on appropriate content of student communication when it concerns student body or faculty in or outside of school

Con= students have the right to freely communicate their thoughts and ideas

Death penalty: convicted criminals are sentenced to death in some states

Pro= government has the right to impose the death sentence

Con= convicted criminals have the right to life

Gun control: regulation of firearms and gun ownership

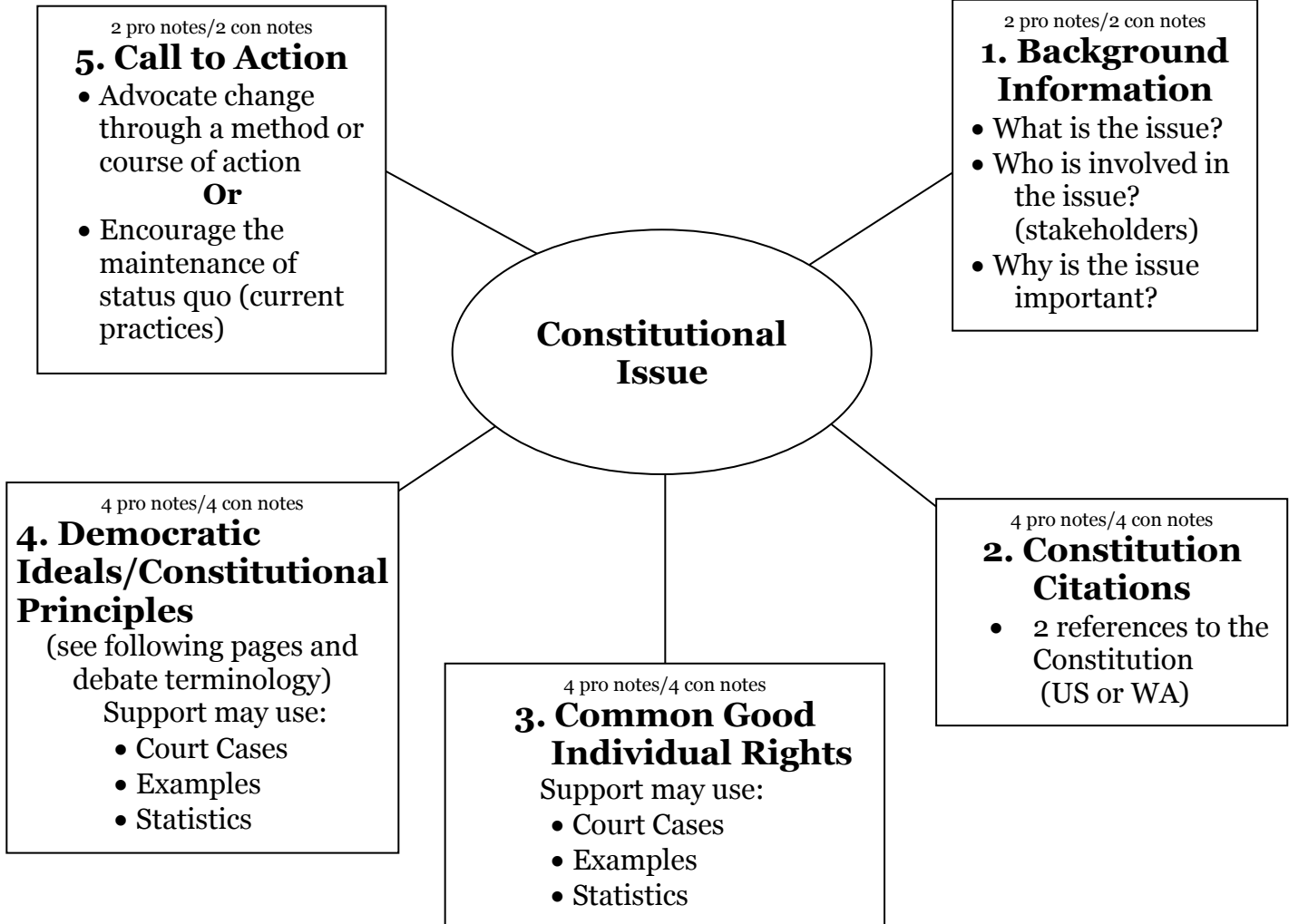
Pro= government has the right to limit gun ownership

Con= individuals have the right to own and bear arms

Research Web

- ❑ Your web is your map for researching the text evidence that will make for a successful debate.
- ❑ Plan strategies for which online and print sources you will use.
- ❑ As you research, complete a minimum of number of notes for Pro and for Con, for each of the 5 subtopics. This means that each partner will have a total of at least 32 completed notes.
- ❑ Be sure to gather a variety of sources. You may only gather two pieces of text evidence from each source, and you may not repeat any one source within your essay.

Paragraph Topics:



Democratic Ideals

Common Good: The democratic ideal recognizes that there must be a balance between the welfare of each individual and the good of the population as a whole. Because of this, some individuals must give up what would be personally good for them so that the population as a whole can benefit.

Diversity: This concept recognizes that we as a human population are not identical, that there are differences in our races, ethnicities, gender, sexual orientation, nationality, and experiences. We strive to have equality for all people.

Equality: When people are demanding equality they are demanding the same treatment, the same opportunity, the same status and the same rights under the law as anyone else.

Justice: Based on fairness, people are treated in an honorable and fair manner according to the mores of a society.

Liberty: The Declaration of Independence also includes the right of liberty within those unalienable rights (rights that cannot be taken away) granted by the Creator to all. Liberty means freedom to live your life as an independent person, having the ability to make choices without interference or restrictions from others.

Life: The Declaration of Independence also mentions this as an unalienable right guaranteed to all men (now understood to include men, women, and children), that all have the right to live their lives without fear or threat. This does become complicated in some instances, such as when one kills in self-defense, and in situations involving the death penalty.

Patriotism: Patriots are people committed to working on their nation's behalf, for the good of the community. There are some who would say anyone opposing a president's plan or agenda is not a patriot; others insist it is their patriotic duty to speak the truth, to question and challenge policies they oppose so that a thoughtful and thorough debate can be held.

Popular sovereignty: This term refers to the authority or rule of the people; the idea that the government's power comes from the people who vote for leaders and laws. The power or authority of the government and of governance rests with the people. The government serves the will of the people and they are the final authority for what the government does in their name.

Pursuit of happiness: This phrase appears in the Declaration of Independence. It is not defined within that document but is generally understood to mean that citizens in the United States should be free to engage in that which brings them pleasure, joy, or satisfaction without interference or intrusion. This gets complicated because the same things don't necessarily make us each happy and what makes one person happy may in turn interfere with someone else's happiness.

Truth: an honest, open, complete, and unvarnished account of how things are. Someone telling the truth does so without any intention of deceiving or dissembling, and with the intention of conveying information in an accurate and complete way.

Constitutional Principles

A Constitution is a formal plan of government. The Constitution of the United States defines the plan, structure, and federal laws for our nation.

Checks and balances: The Constitution divides the government into three separate branches: executive, legislative, and judicial. Each of the branches can check, or limit, the power of the other two so that no one branch can assume all power.

Citizenship: Those who are born in the United States are U.S. citizens, and those who are born to a parent who is a citizen are also citizens themselves. Those born outside the United States can become naturalized citizens by meeting a series of requirements, including living in the United States for a certain number of years, passing a written test, and meeting other requirements.

Civil rights: Civil rights are rights guaranteed to people by law, by virtue of their being citizens and living in this country.

Democracy: The ideal and central notion of democracy is that it is a government of the people, by the people, and for the people. The people govern themselves, either directly or through elected representatives. The power to govern comes from them, and the government works for and is responsible to them. There are many ways in which a democracy can be organized, and as we have seen through our history a slight majority can entirely shut out the voices of a bare minority.

Dissent: The law guarantees that individuals and groups have the right to publicly disagree with their government and their leaders. They have the right to express their opinions, to protest, and to challenge the policies and practices of their government, and they have the right to work legally to change the policies and laws of the nation. Dissent is crucial in a democracy in that it protects the minority from being silenced by the majority, and guarantees that there be open debate and questioning of policies and practices.

Due process: Due process guarantees the administration of justice according to established rules and principles, based on the principle that a person cannot be deprived of life or liberty or property without appropriate legal procedures and safeguards. At a trial or hearing, due process guarantees that a person has the opportunity to be present, to be heard, to present evidence, and to challenge the testimony of his or her accusers.

Equal Rights: All persons, both citizens and noncitizens, living in the United States are guaranteed equal treatment under the law. The Constitution prohibits discrimination by the government and grants all people "equal protection of the laws." The clause means that the government must apply the law equally and cannot give preference to one person or class of persons over another.

Federalism: This is the concept of sharing power between the federal, or national, government and the states within the nation. The federal government has the power to tax, control trade, regulate and organize money, and raise an army and to deal with other nations (including declaring war). The states have power to pass their own laws, to establish schools, local governments, and other institutions.

Human rights: Human rights, or natural rights, are those rights inherent to all people on the planet. The Declaration of Human Rights was adopted by the United Nations General Assembly in 1948, “guaranteeing the rights of all people and encompassing a broad spectrum of economic, social, cultural, political and civil rights.” These rights are not ensured by law in individual nations, and they are not universally practiced or enforced around the world. The Declaration of Human Rights lays out general guidelines for how people should be treated and supported as members of the human community.

Innocent until proven guilty: When a person is brought to trial it is assumed that he or she is innocent. It is up to the prosecution to prove guilt. If they cannot prove guilt the defendant is judged not guilty and set free. This is true no matter how serious the crime, and no matter the publicity about the situation; defendants are still assumed innocent, and guilt still must be proven in court.

Rule of law: There are laws that define what behavior is allowed and not allowed, for all individuals, groups, and governments. The laws, beginning with the Constitution and including state and local laws, determine what is allowed, and no one is considered above or outside of them. There are many concerns and questions about whether the laws are applied equitably to all individuals, rich or poor, in power or out of power, and whether the laws are truly designed to equally benefit all citizens.

Notes

Revised from: “Constitutional Issues: Civil Liberties, Individuals, and the Common Good.” Densho Civil Liberties Curriculum v. 1.0. CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007.

Search Terms

Death Penalty

Capital punishment
Cruel and unusual punishment
Death penalty
Death row
Eighth Amendment
Electrocution
Hanging
Lethal injection

Gun Control

Assault weapons
Brady Bill
Brady Law
Concealed weapons
Crime and guns
Firearms
Firearms control
Firearms ownership
Gun control
Handgun control
Million Man March
Right to bear arms
Second Amendment

Mandatory Student Drug Testing in Schools

Drug screening
Drug test
Drug testing
Fourth Amendment
Random drug testing
Random student drug testing
Search and seizure
Sport drug testing
Steroid testing
Student drug testing
Unreasonable search
Unreasonable seizure
Warrantless searches
*include “student” or “in school”
to your search to narrow the
topic

Search and Seizure of Backpacks & Lockers in Schools

Backpack search
Dog search
Drug dog
Fourth Amendment
Locker search
Random backpack search
Random locker search
Search and seizure
Unreasonable search
Unreasonable seizure
Warrantless searches
*include “student” or “in school” to
your search to narrow the topic

Student Communication

Censorship
Cyber bullying
First Amendment
Freedom of press
Freedom of speech
Hate speech
Intellectual freedom
Libel
Sedition
Student communication
*include “student” or “in school” to
your search to narrow the topic

Uniforms

First Amendment
Freedom of expression
School clothing
School uniforms
Student conduct
Student uniforms
*include “student” or “in school” to
your search to narrow the topic

WORK CITED/BIBLIOGRAPHIC PATTERNS: MLA 7 FORMAT

In writing a research paper, you must indicate exactly where you found whatever material you borrow-whether facts, opinions or quotations. –*MLA Handbook for Writers of Research Papers*

- If your source does not fit one of the following patterns, consult the *MLA Handbook for Writers of Research Papers* (7th edition) or *CHS Format and Documentation Guidelines* in the Liberty Library Information Center.
- If you are confused about how to cite a source, get help from your Teacher-Librarian.
- WORK CITED/BIBLIOGRAPHY IS DOUBLE-SPACED AND ALPHABETIZED

BOOKS & REFERENCES: PRINTED

BOOK BY ONE AUTHOR

Pattern:

Author (Last Name, First Name). *Title of Book*. City of Publication: Publisher, year of publication. Type of Material.

Example:

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton, 1999. Print.

TWO OR MORE AUTHORS

List the names in the order they appear on the title page, with commas between authors, and a period after the last author's name.

Only the name of the first author should be reversed (Last Name, First Name); the other name(s) should be written in regular order (First Name Last Name).

For more than three authors, either give only the first author and add *et al.* or give all the names.

Pattern:

Author (Last Name, First Name), and Author (First Name Last Name). *Title of Book*. City of Publication: Publisher, year. Type of Material.

Example:

Brockway, Wallace and Herbert Weinstock. *The World of Global Warming*. New York: Pantheon Books, 2004. Print.

EDITORS, COMPILERS, TRANSLATORS

Pattern:

Author (Last Name, First Name-If the persons named on the title page are editors, compilers, or translators, add a comma and a descriptive label, for example; eds. comps. trans.). *Title of Book*. City of Publication: Publisher, year. Type of Material.

Example:

Untermeyer, Lois, ed. *Modern American Poetry*. New York: Harcourt, Brace & World, 1998. Print.

WORK IN AN ANTHOLOGY

(Reprinted article in an anthology such as *Opposing Viewpoints*, *Current Controversies* or *At Issue* books.)

- The original source information is at the bottom of the first page of an "Opposing Viewpoints-type" article.
- If the article is an excerpt from the original source, use the words *excerpted from* in front of the original source title.
- If the original source is a web site, put **Web.** after the name of the web site.

Pattern:

Author (Last Name, First Name). "Title of Article as it Appeared in Original Source." *Title of Original Source* Date of Original Publication: Page number(s) in original publication (if given). **Rpt. in** (meaning "Reprinted in") *Title of the Work in which the Reprint Appears*. Place of Publication: Publisher, Date of Publication. Page numbers of article in the anthology (if no page provided, put **n. pag.**). Print.

Example:

Henkoff, Ronald. "Kids Are Killing, Dying, and Bleeding." *Fortune* 10 Aug. 1992: 38-40. Rpt. in *Youth Violence: Opposing Viewpoints*. San Diego: Greenhaven Press, 1992. 122-130. Print.

ONLINE SUBSCRIPTION RESOURCES: CITATION PATTERNS AND EXAMPLES

Most online subscription resources include a CITATION GENERATOR that will provide a recommended MLA citation for the source you are using. HOWEVER, usually you must EDIT the generated citation to conform to the correct MLA format.

SIRS RESEARCHER: OWNED BY PROQUEST

Pattern:

- Put author's Last Name, First Name; if no author, citation begins with title. Capitalize all important words in the title (Even if not capitalized in original) – in Microsoft Word, under format menu, use "Change Case" and "Title Case"
- After date of original source, insert colon: then page number(s). Put n. pag. If original page number(s) is not supplied.
- Abbreviate months to align with MLA standards (May June July not abbreviated).

Author (Last Name, First Name). "Title of Article." *Original Source of Article* [Location of source (if available)]
Date of original source: page numbers. *SIRS Researcher*. Web. Date of Access.

Examples:

Hastings, Michael. "Whatever Happened to Global Warming?" *New American* 16 Feb. 2011: n. pag. *SIRS Researcher*. Web. 18 Aug. 2011.

Hiserodt, Ed. "Green Food." *Winston-Salem Journal* [Winston-Salem, NC] 4 Mar. 2011: 10-17. *SIRS Researcher*. Web. 18 Aug. 2011.

FREE WEB SITES

- Do NOT cite search engines, such as netTrekker, Google etc. They are how you get to the web site-like a library catalog gets you to the books you cite.
- You MUST include the publisher or sponsor of the site you are citing. What organization or institution put the information on the Internet?
- If no date of most recent updating can be found use n.d. (for "no date.")
- Include the URL of the site ONLY when the reader probably cannot locate the source without it OR when your instructor requires it.

INFORMATION OR ARTICLE FROM A FREE WEBSITE:

Pattern:

Author (Last Name, First Name, if given). "Title of Webpage or Article." *Title of overall Web site*. Publisher or sponsor of the site, Date of Publication (use n.d. if no date is provided). Web. Date of access.

Examples:

Green, Joshua. "The Rove Presidency." *The Atlantic.com*. Atlantic Monthly Group, Sept. 2009. Web. 20 July 2010.
"Projected Impacts of Global Change." *EPA.gov*. United States Environmental Protection Agency, 9 Dec. 2009. Web. 29 Sept. 2011.

Online Resources Page

Liberty currently subscribes to the following databases and search engines. You DO NOT need a user name and password if you access these from school. However, these databases and search engine are valuable research tools and accessing them from home is important. We have set up remote user names and passwords so you can access them when you are not at school.

ONLINE RESOURCES	Description	Login	Password
www.proquestk12.com SIRS Researcher	General reference on social, scientific, historic, economic, political, and global issues: Leading Issues, Natural Disasters, Focus on Terrorism, Today's News, Maps of the World. Articles are selected from domestic and international newspapers, magazines, journals, and government publications.	Go to "My Products Page"; libertylions	pride
www.proquestk12.com Proquest	World's largest digital newspaper archive and magazine databases for student use.	Go to "My Products Page"; libertylions	pride
www.proquestk12.com eLibrary	Magazines, newspapers, books, transcripts, maps, pictures, web links, audio, video files for your perusal.	Go to "My Products Page"; libertylions	pride
www.mackinvia.com	eBooks and interactive books aligned with social studies and science at each grade level.	Camas.sec	ebooks
https://delicious.com/tomasetti	Database of Liberty teacher approved DEBATE websites and links. Go to the right of the page and click on your topic to find pro and con information. Some sites may not be available.	You may need an email to log in	Your own

Transition and Verb Phrases

Highlight the verb phrases you like best, and/**or add your own** for more variety.

Use transitions to begin paragraphs and between ideas.

Used to compare, emphasize, or clarify		Used to contrast	Used to summarize
Additionally	In the same way	Although	Accordingly
Again	In order that	As opposed to	All in all
Along with	Indeed	But	All the same
Another	Likewise	Conversely	Altogether
As well	Moreover	Counter to	As a result
Besides	Notably	Even so	As has been noted
Equally important	Providing that	Even though	Consequently
Finally	Similarly	Even more	Due to
For example	Though	However	Finally
For instance	To emphasize	In the meantime	In any event
For the purpose of	To repeat	Nevertheless	In conclusion
For this reason	To start with	On the contrary	In short
Furthermore	Together with	On the other hand	In summary
In addition	Truly	Otherwise	On the whole
In fact	With this intention	Still	Therefore
Initially	With this in mind	Yet	Thus
			To put it briefly
			To sum up
			Whatever happens

Set up your text evidence with different verb phrases.

mentioned	as stated in/by	according to
said that	declares	defined by
so says	suggested	as studied by
claims that	informs that	remarked
proclaim	proves that	states that
as quoted in/by	details	research implies
as told by	referring to	research boasts
as written in	speaks of	his/her research says

Set up your analysis with different verb phrases.

This...		
proves that	establishes	confirms
shows that	illustrates	validates
displays	describes	authenticates
means	verifies	upholds
demonstrates	exhibits	indicates
supports		certifies

Color Coding for Essays

DIRECTIONS: Revise your rough drafts using the following checklists. Use a dictionary and thesaurus to help you with your writing.

Underline and circle on your final draft, according to the following instructions.

1. Highlight the claim and list of subtopics in blue.
2. Underline all transition words, analysis set-up phrases, and quote set-up phrases in yellow.
3. Underline all figurative language in black.
4. Highlight all citations (article title or author) in pink.
5. Highlight all subtopic terms (Constitution, democratic ideals/Constitutional principles, common good/individual rights) in green.
6. Highlight the restated claim and subtopics in blue.

FORMAT

- _____ proper heading
- _____ title of paper (your topic)
- _____ paper is double-spaced
- _____ 12 point font, Times New Roman, 1" margin all around
- _____ contains proper internal citations, using transitions

CONVENTIONS/SENTENCE FLUENCY/WORD CHOICE

- _____ words are spelled correctly
- _____ correct grammar, capitalization, and punctuation are used
- _____ sentences have different beginnings and lengths
- _____ word choice is engaging and synonyms are used to prevent repetition
- _____ no transition is used twice

IDEAS AND CONTENT/ORGANIZATION/VOICE

- _____ hook makes the reader want to keep reading
- _____ organization is smooth and logical; it makes sense and flows well
- _____ the voice is appropriate for the topic and audience and has a persuasive effect
- _____ entire paper is written in third person

Name
Date
Teacher/Period
Debates

**Sample Con Speech:
Search and Seizure**

The memories will make them turn as red as their lockers for years to come. Of their private lives on display for the world to see and not a soul to say how wrong it was. How the school had turned against them and over one short summer, their rights were thrown away. As author Randall K. Beger informs, “In the wake of recent high-profile campus shootings, schools have become almost prison-like in terms of security and in diminishing the rights of students. Ironically, a repressive approach to school safety may do more harm than good by creating an atmosphere of mistrust and alienation that causes students to misbehave.” This shows that schools have become desperate in their search for safety, pressured by perturbed parents to do something more for the good of the children. In all this, the privacy rights of the students have been trampled underfoot in ways that never should have happened, and never would have happened if people had kept their heads. Clearly, students must give consent to the search of backpack and locker materials in cases where there is no probable cause. The U.S. Constitution, democratic ideals and constitutional principles, and both individual rights and the common good defend this right.

To begin, the right of the students against random searches is clearly defined and upheld by the Constitution. For instance, as the Preamble to the Constitution declares, the government was created “in order to form a more perfect union.” This proves that students must give consent before their bags are searched without cause. A true union requires trust and respect, which don’t exactly thrive in the atmosphere of fear and resentment random searches would create. The searches may keep schools safe, but they undermine any unity between teacher and student,

which will likely just lead to more misbehavior. In addition, the Fifth Amendment to the Constitution states, no person shall be “deprived of life, liberty or property, without due process of law.” This verifies that search and seizure without student consent is unconstitutional. Due process of law includes a probable cause for a search, so although drastic times call for drastic measures, searching every backpack in school is clearly going too far. All in all, it is obvious that the Constitution knows unreasonable searches must be kept out of schools.

Continuing on, both common good and individual rights would benefit if these searches were abolished. Moreover, as the article “Should Locker Searches be Allowed?” proclaims, “The American Civil Liberties Union (ACLU)-a civil-rights group-maintains that officials don’t have the right to conduct random searches of student property because of the Fourth Amendment to the U.S. Constitution.” This shows that banning random searches would protect individual rights. The Fourth Amendment is part of the Bill of Rights, which outlines some of the basic rights the people are entitled to, such as the right to privacy. Likewise, the writer Ann McFeatters warns, “If students don’t respect their parents, teachers and school, they are likely to act out... now there’s an encounter with a brusque law enforcement official, and the student seethes over the unfairness or drops out.” This displays the way common good can be protected if individual rights are honored. Students will only respect the adults in their lives who show love and respect in return. Intruding on their rights will only add to behavioral troubles, as students grow ever more resentful because they have been wronged by people who then turn around and demand respect. To wrap up, for the sake of both common good and individual rights, searches of student possessions should only take place with consent or cause.

To continue, the democratic ideals and constitutional principles, which are as valuable to Americans as the earth beneath their feet, support the student’s right to privacy wholeheartedly. For example, the democratic ideal of liberty, which is the right to freedom, would begin to crumble if random searches start in schools. As the book The Rights of the People states, “When

the Court forces a constitutional right into retreat, government officials across the country advance to occupy the new ground. They regulate, investigate, intrude, outlaw, and prosecute”. This certifies whenever the government violates the rights of the people, the democratic ideal of liberty erodes away that much more. Suspicionless searches would destroy liberty in schools and therefore ought to be abolished. Furthermore, the democratic ideal of the pursuit of happiness would be trampled down by random searches in schools. The author James Alan Fox explains, “This is not to suggest that we should abandon all efforts to safeguard children while they are at school, only that security should be low-key rather than in your face... No one should sense that he’s being watched minute-by-minute.” This demonstrates how blanket searches of student possessions can create an unhealthy atmosphere of fear, generate distrust, spawn rebellion, and cultivate oppression that will effectively choke student creativity and happiness. Students should not have to relinquish their rights in order to pursue happiness at school. When all is said and done, it is clear that in order to protect democratic ideals and constitutional principles, searches without cause or consent must not have a place in schools.

In conclusion, students must give consent to the search of backpack and locker materials in cases where there is no probable cause. The Constitution, democratic ideals and constitutional principles, and the common good as well as individual rights all demand that this right be respected. However, the Camas School Board Policy Number 3230 proclaims, “No right or expectation of privacy exists for any space issued or assigned to a student by the school”. It is clear the school board is succumbing to the pressure to protect kids at any cost. Contact Mary Tipton, president of the School Board, at Mary.Tipton@camas.wednet.edu to demand that this policy be abolished to protect the rights of the students.

Rebuttal Guidelines

What a rebuttal is: The rebuttal is your opportunity to shoot holes in the argument of your opponent (the person from the other team).

How the rebuttal is structured: After each both partners from each team have given their arguments (speeches), then you have 5 minutes to organize your rebuttal. Then each partner will have one minute to speak again, refuting their opponent's argument, with a maximum of four arguments.

How to prepare for the rebuttal:

1. Listen carefully and take notes during your opponent's speech. (If you are Pro 1, then Con 1 is your opponent and vice versa. If you are Pro 2, then Con 2 is your opponent and vice versa.)
2. Your goal is to jot down the basic statement of each of their pieces of text evidence along with the source that they cited for each fact.

How to organize your rebuttal:

1. You will have 5 minutes of complete quiet to look over your notes that you have taken while your opponent was speaking.
2. For each of *their* pieces of text evidence, you want to find one of *your* pieces of text evidence that supports your position. Have your notes organized ahead of time by subtopic (on note cards or some other system that makes the facts easy to locate).

How to earn points in the rebuttal:

1. After the 5 minutes of preparation time, you will each have one minute for rebuttal.
2. During the rebuttal, you earn 2 points for each of your opponent's pieces of text evidence that you quote, another 2 points for quoting their source, and another 2 points for *your* fact and source that argue it. Also, you earn 2 points for analyzing or explaining your evidence. (Therefore, you can earn a total of 8 points for each set of facts and sources.)
3. You will continue doing this until you have read your four rebuttal arguments or 1 minute runs out. The limit for how many points you can earn in the rebuttal is based on your four arguments, for a total of 32 additional points; potentially.

Example:

My opponent's source Diana Yamada has stated that the First Amendment entitles citizens to free speech, which is commonly viewed as being able to express oneself in any way at any time. However, according to author, Jack Rakove, "When one takes a broader look at the amendment, the original intent changes the interpretation." This demonstrates that the original intent of the amendment is to provide citizens an opportunity to promote change without fear of legal consequences.

Rebuttal Form

Main Ideas/Arguments:

Rebuttal Phrases:

Shoots down... Disputes...
Contradicts... States...
Corrects... Recants...
Claims/Disclaims...
Takes exception to...

Introduction: My worthy opponent has stated that _____ supported by the Constitution. _____ your topic _____ is / is not

1. My competitor's source, _____, states that _____
author/title of their text evidence repeat the text evidence from their source

However, my source, _____, _____ their source by saying, _____
author/title of your text evidence rebuttal phrase

text evidence

This research proves that _____
analysis of text evidence

2. My competitor's source, _____, states that _____
author/title of their text evidence repeat the text evidence from their source

However, my source, _____, _____ their source by saying, _____
author/title of your text evidence rebuttal phrase

text evidence

This research proves that _____
analysis of text evidence

3. My competitor's source, _____, states that _____
author/title of their text evidence repeat the text evidence from their source

However, my source, _____, _____ their source by saying, _____
author/title of your text evidence rebuttal phrase

text evidence

This research proves that _____
analysis of text evidence

4. My competitor's source, _____, states that _____
author/title of their text evidence repeat the text evidence from their source

However, my source, _____, _____ their source by saying, _____
author/title of your text evidence rebuttal phrase

text evidence

This research proves that _____
analysis of text evidence

Conclusion: In conclusion, it is apparent from these sources that _____
your topic

_____ supported by constitutional rights.
is / is not

Delivery Tips

Eye Contact

- ✓ Do you look at your audience often?
- ✓ Do you look at your opponents when responding to them during rebuttal?

Speaking Voice

- ✓ Do you speak clearly with good enunciation?
- ✓ Is your voice strong with good volume?
- ✓ Do you speak at a good pace, not too slow or too fast?
- ✓ Are you well-rehearsed?
- ✓ Have you eliminated the “ahs,” “ums,” and “you knows”?

Poise

- ✓ Do you have confident posture and body language?
- ✓ Do you use hand motions appropriately?
- ✓ Are you dressed in professional attire?

Engagement

- ✓ Do you show interest in your topic? Does it seem like you really care about the issue and believe your position statement?
- ✓ Have you practiced in front of a mirror, family, and friends? Do your facial expressions show that you care about the issue and believe your position statement?
- ✓ Are you just repeating your speech in a boring monotone, or do you use your voice to sound persuasive?

Name _____	Date _____	Total Score _____/36	Total Percent _____/100
	Organization	Language and Vocabulary	Conventions
4	<p>The writing has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an extremely engaging or unique hook <input type="checkbox"/> all topic/transition sentences include: <ul style="list-style-type: none"> o subtopic terms o restated claim <input type="checkbox"/> purposeful use of a variety of transitional strategies: <ul style="list-style-type: none"> o external (to begin paragraphs) o internal (within paragraphs) <input type="checkbox"/> effective conclusion for audience and purpose: <ul style="list-style-type: none"> o a clear review of the claim and subtopics o an insightful extension of the connection that is profoundly relevant to a bigger picture 	<p>The writing clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose <input type="checkbox"/> creative, purposeful use of stylistic devices, such as figurative language, poetic devices, etc. <input type="checkbox"/> writes effectively in third person <input type="checkbox"/> consistently strong sentences that are purposefully varied in length and structure 	<p>The writing demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> few, if any, errors in usage and sentence formation <input type="checkbox"/> effective and consistent use of punctuation, capitalization, spelling, and citation
3	<p>The writing has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an engaging hook <input type="checkbox"/> all topic/transition sentences adequately include: <ul style="list-style-type: none"> o subtopic terms o restated claim <input type="checkbox"/> adequate use of transitional strategies with some variety: <ul style="list-style-type: none"> o external (to begin paragraphs) o internal (within paragraphs) <input type="checkbox"/> adequate conclusion for audience and purpose: <ul style="list-style-type: none"> o a review of the claim and subtopics o an extension of the connection that is relevant to a bigger picture o an attempt at a final echo sentence that parallels an idea or style from the hook 	<p>The writing adequately expresses ideas, employing a mix of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of domain-specific vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> some use of stylistic devices, such as figurative language, poetic devices, etc. <input type="checkbox"/> fewer than two personal pronouns (I, me, my, we, us, our, you, your, etc.) <input type="checkbox"/> sentences that are varied in length and structure 	<p>The writing demonstrates a adequate command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> heading & formatting <input type="checkbox"/> spelling <input type="checkbox"/> capitalization <input type="checkbox"/> punctuation <input type="checkbox"/> paragraph indents <input type="checkbox"/> citation with text evidence <input type="checkbox"/> run-on sentences <input type="checkbox"/> incomplete sentences <input type="checkbox"/> some errors in usage and sentence formation, but no systematic pattern of errors
2	<p>The writing has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a hook is present <input type="checkbox"/> weak topic/transition sentences and may lack: <ul style="list-style-type: none"> o subtopic terms o restated claim <input type="checkbox"/> inconsistent use of transitional strategies with little variety <ul style="list-style-type: none"> o external (to begin paragraphs) o internal (within paragraphs) <input type="checkbox"/> conclusion for audience and purpose is weak: <ul style="list-style-type: none"> o an attempted review of the claim and subtopics <input type="checkbox"/> many errors in the required pattern 	<p>The writing expresses inconsistent ideas, using simplistic language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose <input type="checkbox"/> an attempt at using stylistic devices, , such as figurative language, poetic devices, etc. <input type="checkbox"/> a few personal pronouns (I, me, my, we, us, our, you, your, etc.) <input type="checkbox"/> some repetition in sentence length or structure 	<p>The writing demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> frequent errors in usage and/or systematic pattern of errors <input type="checkbox"/> may obscure meaning <input type="checkbox"/> inconsistent use of punctuation, capitalization, spelling, and citation
1	<p>The writing has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a hook that that is absent or lacking <input type="checkbox"/> topic/transition sentences do not have: <ul style="list-style-type: none"> o subtopic terms o restated claim <input type="checkbox"/> few or no transitional strategies are evident <ul style="list-style-type: none"> o external (to begin paragraphs) o internal (within paragraphs) <input type="checkbox"/> conclusion for audience and purpose is absent or weak <ul style="list-style-type: none"> o an attempted review of the claim or subtopics <input type="checkbox"/> the required pattern is not followed 	<p>The writing expresses ideas in a way that is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses limited language or domain-specific vocabulary <input type="checkbox"/> may have little sense of audience and purpose <input type="checkbox"/> no stylistic devices <input type="checkbox"/> many personal pronouns <input type="checkbox"/> weak sentences that are not varied in length or structure 	<p>The writing demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> errors are frequent and severe <input type="checkbox"/> systematic pattern of errors <input type="checkbox"/> meaning is often obscured

Constitutional Debates: Argumentative Essay Scoring Rubric (Continued)

	Background Information	Constitutional Citations	Common Good/ Individual Rights	Constitutional Principles/ Democratic Ideals	Call to Action	Source Citation & Variety
4	<p>Clearly and effectively explains background on the issue by including all five requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>background info</i>: <input type="checkbox"/> what the issue is <input type="checkbox"/> who the stakeholders are <input type="checkbox"/> why this issue is important <input type="checkbox"/> cited text evidence <input type="checkbox"/> clear claim and subtopics 	<p>Clearly and effectively supports the claim and meets all four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of logical, credible text evidence from the <i>U.S. and/or WA State Constitution</i> <input type="checkbox"/> two insightful analyses that explain how the text evidence supports the claim 	<p>Clearly and effectively supports the claim and meets all four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that logically support <i>common good/ individual rights</i> <input type="checkbox"/> two insightful analyses that explain how the text evidence proves that <i>common good/ individual rights</i> logically supports the claim 	<p>Clearly and effectively supports the claim and meets all four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that logically support a <i>constitutional principle/democratic ideal</i> <input type="checkbox"/> two insightful analyses that explain how the text evidence proves that a <i>constitutional principle/democratic ideal</i> logically supports the claim 	<p>Clearly and effectively meets all three requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>call to action</i> that provides audience with a clear action step to support the issue <input type="checkbox"/> cited text evidence <input type="checkbox"/> clearly restated claim and subtopics 	<p>Completes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes explicit references within the paper or presentation to eight credible sources that provide relevant information <input type="checkbox"/> cites sources within the paper
3	<p>Adequately explains background on the issue by including four of the five requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>background info</i>: <input type="checkbox"/> what the issue is <input type="checkbox"/> who the stakeholders are <input type="checkbox"/> why this issue is important <input type="checkbox"/> cited text evidence <input type="checkbox"/> clear claim and subtopics 	<p>Adequately supports the claim or meets three of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of logical, credible text evidence from the <i>U.S. and/or WA State Constitution</i> <input type="checkbox"/> two clear analyses that explain how the text evidence supports the claim 	<p>Adequately supports the claim or meets three of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that logically support <i>common good/ individual rights</i> <input type="checkbox"/> two clear analyses that explain how the text evidence proves that <i>common good/ individual rights</i> logically support the claim 	<p>Adequately supports the claim or meets three of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that logically support a <i>constitutional principle/democratic ideal</i> AND <input type="checkbox"/> two clear analyses that explain how the text evidence proves that a <i>constitutional principle/democratic ideal</i> logically supports the claim 	<p>Adequately meets all three requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>call to action</i> that provides audience with an action step to support the issue <input type="checkbox"/> cited text evidence <input type="checkbox"/> restated claim and subtopics 	<p>Completes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes explicit references within the paper or presentation to six or seven credible sources that provide relevant information <input type="checkbox"/> cites sources within the paper
2	<p>Attempts to explain background on the issue by including three of the five requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>background info</i>: <input type="checkbox"/> what the issue is <input type="checkbox"/> who the stakeholders are <input type="checkbox"/> why this issue is important <input type="checkbox"/> cited text evidence <input type="checkbox"/> clear claim and subtopics 	<p>Attempts to support the claim or meets two of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence from the <i>U.S. and/or WA State Constitution</i> <input type="checkbox"/> two analyses that explain how the text evidence supports the claim 	<p>Attempts to support the claim or meets two of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that support <i>common good/ individual rights</i> <input type="checkbox"/> two analyses that explain how the text evidence proves that <i>common good/ individual rights</i> support the claim 	<p>Attempts to support the claim or meets two of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that support a <i>constitutional principle/democratic ideal</i> <input type="checkbox"/> two analyses that explain how the text evidence proves that a <i>constitutional principle/democratic ideal</i> supports the claim 	<p>Attempts or meets two of the three requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>call to action</i> that provides audience with an action step to support the issue <input type="checkbox"/> cited text evidence <input type="checkbox"/> restated claim and subtopics 	<p>Completes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes explicit references within the paper or presentation to four or five credible sources that provide relevant information <input type="checkbox"/> cites sources within the paper
1	<p>Provides an unclear explanation of background on the issue by including two or fewer of the five requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>background info</i>: <input type="checkbox"/> what the issue is <input type="checkbox"/> who the stakeholders are <input type="checkbox"/> why this issue is important <input type="checkbox"/> cited text evidence <input type="checkbox"/> clear claim and subtopics 	<p>Provides unclear support for the claim or meets one of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence from the <i>U.S. and/or WA State Constitution</i> <input type="checkbox"/> two analyses that explain how the text evidence supports the claim 	<p>Provides unclear support for the claim or meets one of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that support <i>common good/ individual rights</i> <input type="checkbox"/> two analyses that explain how the text evidence proves that <i>common good/ individual rights</i> support the claim 	<p>Provides unclear support for the claim or meets one of the four requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two pieces of credible text evidence that support a <i>constitutional principle/democratic ideal</i> <input type="checkbox"/> two analyses that explain how the text evidence proves that a <i>constitutional principle/democratic ideal</i> supports the claim 	<p>Unclear or meets one of the three requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>call to action</i> that provides audience with an action step to support the issue <input type="checkbox"/> cited text evidence <input type="checkbox"/> restated claim and subtopics 	<p>Completes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes explicit references within the paper or presentation to one to three credible sources that provide relevant information <input type="checkbox"/> cites sources within the paper

PASSING

NOT PASSING

Content Score _____/24

Delivery Scoring Rubric

Speaking Voice	Eye Contact	Poise	Engagement
8	8	8	8
<ul style="list-style-type: none"> • Voice is consistently clear • Speaking speed is conversational • Enunciation is good and effective 	<ul style="list-style-type: none"> • Excellent eye contact with audience • Few references to notes 	<ul style="list-style-type: none"> • Confident posture, body language, and hand motions • Professional attire 	<ul style="list-style-type: none"> • Shows strong enthusiasm, involvement, and engagement in the issue • Very persuasive tone
6	6	6	6
<ul style="list-style-type: none"> • Voice is adequate • Speaking speed is conversational • Enunciation is adequate and clear most of the time 	<ul style="list-style-type: none"> • Regular eye contact with audience • Uses notes effectively 	<ul style="list-style-type: none"> • Strong posture, body language, and hand motions • Professional attire or very nice attire 	<ul style="list-style-type: none"> • Shows enthusiasm, involvement, and engagement in the issue • Persuasive tone
4	4	4	4
<ul style="list-style-type: none"> • Voice is difficult to hear at times • Speaking speed is too fast or slow • Enunciation is poor in places, making it hard to hear 	<ul style="list-style-type: none"> • Minimal eye contact with audience • Relies too much on note cards 	<ul style="list-style-type: none"> • Posture, body language, and hand motions lack confidence • Nice attire 	<ul style="list-style-type: none"> • Shows some enthusiasm, involvement, and engagement in the issue • Mostly persuasive tone
2	2	2	2
<ul style="list-style-type: none"> • Voice is not clearly audible • Speaking speed is too fast or slow • Student mumbles 	<ul style="list-style-type: none"> • Makes no noticeable eye contact with audience • Speech is read directly from notes 	<ul style="list-style-type: none"> • Weak posture, body language, and hand motions • Casual attire 	<ul style="list-style-type: none"> • Shows little to no enthusiasm, involvement, and engagement in the issue • Minimally persuasive tone

Debate Score Sheet

Language Arts Teacher _____ Judge _____
 Debate Topic _____ Circle one: **PRO** **CON**

STUDENT NAMES: #1. _____ #2. _____

MAIN SPEECH:

States Background information (2 pts.)	<input type="checkbox"/>				
Text Evidence from Constitution (3 pts. per box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains Text Evidence (3 pts. per box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text Evidence on Common Good/Indiv. Rights (3 pts. per box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains Text Evidence (3 pts. per box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text Evidence on Dem. Ideals/Const. Principles (3 pts. per box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains Text Evidence (3 pts. per box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call to action (2 pts.)				<input type="checkbox"/>	<input type="checkbox"/>
Transitional phrases throughout (1-4 pts.)	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

Collect Required Materials/send to debate central

Bibliography (2 pts)					
Timing	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>			
(2:30-3:30 = 2 pts.)	min-sec	min-sec			
(under 2:30 = 1 pts.)					

REBUTTAL (maximum of 4):

Direct response to opponent's Text Evidence (4 pts.) (2 pts. per source/ 2 pts. per fact)	<input style="width: 100px; height: 25px;" type="text"/>				
Own Text Evidence (2 pts.)	<input style="width: 100px; height: 25px;" type="text"/>	<input style="width: 100px; height: 25px;" type="text"/>			
Analysis (2 pts.)	<input style="width: 100px; height: 25px;" type="text"/>	<input style="width: 100px; height: 25px;" type="text"/>			

DELIVERY:

Speaking Voice (1-8 pts.)					
Eye contact (1-8 pts.)					
Poise (1-8 pts.)					
Engagement (1-8 pts.)					

Individual Totals

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Team Total

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