

Debate Guidelines 2009

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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 (for) and Con (against) 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, ability to think on your feet, 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 Skyridge/Liberty library print sources, SIRS, and teacher-approved sites on the LMC Wiki.
- Read, take clear notes, and prepare your ideas on note sheets. Although you and your partner will have separate research notes, it is helpful to discuss your research with your partner to ensure that you have a solid understanding of the issue and the information. 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.
- Do not use "I think..." or "I feel..." statements. Statements must be backed by fact. For example:
 - According to Jim Jones, in the May 2006 *Law Review*...("direct quote")
 - Chief Justice Rhenquist of the U.S. Supreme Court, stated...(paraphrase the fact as an indirect quote)
- In order to be persuasive and include all the necessary information, speeches must be well written, accurately planned and practiced. Speeches are a maximum of three and a half minutes long.

Participate in the debate:

- 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.
- Each team is prepared to give their speeches on either side of the argument. At the beginning of the debate event, teams will draw for Pro or Con.
- 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.
- Con 1 has one minute to deliver the rebuttal. Pro 1 follows with one minute. Con 2 follows with one minute and also summarizes the Con position. Pro 2 follows with one minute and also summarizes the Pro position.
- 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.

Position Statements

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

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

Uniforms: 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 lockers/backpacks: 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 must give consent to the search of backpack and locker materials in cases where there is no probable cause

Mandatory drug testing: 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; students must consent to drug testing where there is not necessarily reasonable suspicion

Con= students have the right to give consent to or 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

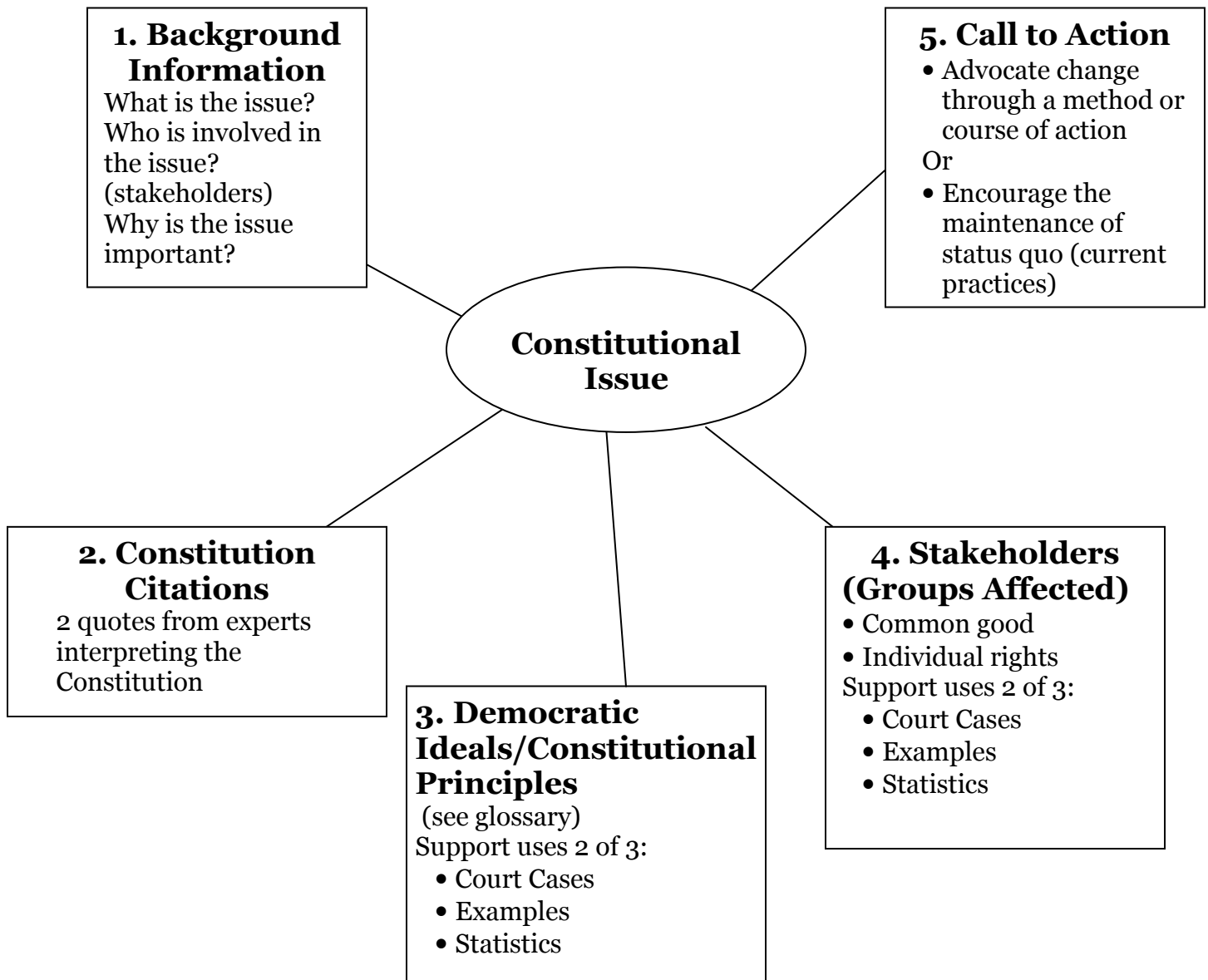
Pro= government has the right to limit gun ownership

Con= individuals have the right to own and bear arms

Research Web

- ❑ Your web is your map for researching the information 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 1 (double-sided) note sheet for Pro and 1 note sheet for Con, for each of the 5 subtopics. This means that each partner will have a total of at least 10 completed research sheets. **Your facts and quotes must be different from your partner's.**
- ❑ Support for subtopics 3 and 4 must include a minimum of 1 court case, 1 example, and 1 statistic.

Paragraph Topics:



Search Terms

Death Penalty

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

Drug Testing

Drug screening
Drug test
Drug testing
Fourth Amendment
Random drug testing
Random student drug testing
Sport drug testing
Steroid testing
Student drug testing

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

Student Communication

Censorship
First Amendment
Freedom of press
Freedom of speech
Hate speech
Intellectual freedom
Libel
Sedition
Student communication

Search and Seizure

Backpack search
Dog search
Drug dog
Fourth Amendment
Locker search
Search and seizure
Unreasonable search
Unreasonable seizure

Uniforms

Dress code
First Amendment
School clothing
School uniforms
Student conduct
Student dress code
Uniforms

Research Checklist

I have my topic: _____

I have my partner(s): _____

Using Research Note Sheets, I have research for the following:

- All Internet sources must be from the teacher approved sites.

I reviewed a variety of credible sources.

I found relevant, reliable, and valid information.

I collected evidence of research (hard copies, notes, paraphrased summary).

I have evidence that I read and analyzed research materials (notes, charts, questions, highlighting).

Pro

Paragraph Topic 1: Background Information: I completed 4 Research Notes on background information for my topic, (including what the issue is and who the stakeholders are).

Paragraph Topic 2: Constitutional Citation: I completed 4 Research Notes citing the *U.S. Constitution* for my Pro argument.

For each note sheet:

I quoted an expert's citation of the *U.S. Constitution* that supports the position.

I analyzed the quote to explain how it supported the position.

Paragraph Topic 3: Democratic Ideal or Constitutional Principle: I completed 4 Research Notes citing articles that show Democratic Ideals or Constitutional Principles that support my Pro argument.

For each note sheet:

I quoted or paraphrased a court case, example, or statistic that supports the position.

I analyzed the quote/paraphrase to explain how it supported the position.

Paragraph Topic 4: Stakeholders: I completed 4 Research Notes citing articles that show that my Pro argument supports the common good or individual rights.

For each note sheet:

I quoted or paraphrased a court case, example, or statistic that supports the position.

I analyzed the quote/paraphrase to explain how it supported the position.

Paragraph Topic 5: Call to Action: I completed 4 Research Notes for my call to action (including what needs to be done in order to achieve or maintain the action/outcome indicated by my Pro argument).

Con

Paragraph Topic 1: Background Information: I completed 4 Research Notes on background information for my topic, (including what the issue is and who the stakeholders are).

Paragraph Topic 2: Constitutional Citation: I completed 4 Research Notes citing the *U.S. Constitution* for my Con argument.

For each note sheet:

I quoted an expert's citation of the *U.S. Constitution* that supports the position.

I analyzed the quote to explain how it supported the position.

Paragraph Topic 3: Democratic Ideal or Constitutional Principle: I completed 4 Research Notes citing articles that show Democratic Ideals or Constitutional Principles that support my Con argument.

For each note sheet:

I quoted or paraphrased a court case, example, or statistic that supports the position.

I analyzed the quote/paraphrase to explain how it supported the position.

Paragraph Topic 4: Stakeholders: I completed 4 Research Notes citing articles that show that my Con argument supports the common good or individual rights.

For each note sheet:

I quoted or paraphrased a court case, example, or statistic that supports the position.

I analyzed the quote/paraphrase to explain how it supported the position.

Paragraph Topic 5: Call to Action: I completed 4 Research Notes for my call to action (including what needs to be done in order to achieve or maintain the action/outcome indicated by my Con argument).



Each Research Note states whether it is Pro or Con.



Each Research Note has the subtopic written on it.



Each row of the Research Note has the bibliographic information included.

**Book, Magazine, Journal, Newspaper,
(including SIRS, ProQuest, ELibrary)**

Author

Book or Magazine/Journal title

Article title (if applicable)

Publisher

Date of Publishing

Page numbers

Web Pages – ONLY teacher approved sites

Author (if available)

Web Page Title

Date accessed site

Date of last update or copyright

URL address (i.e., <http://www.ngs.org>)



I have my rough draft of my bibliography completed.
(see www.noodletools.com or www.easybib.com)



I have the final draft of my bibliography documenting each source (including title, author, publisher, date).



I have written and revised my Pro speech according to the guidelines.



I have written and revised my Con speech according to the guidelines.



I have my Pro/Con note cards prepared for rebuttal.



I have practiced my debate (in the mirror) at home at least 10 times, timing myself.



I have practiced my debate in class.



Everything is complete and I am ready to debate! 😊

Transition and Verb Phrases

Set up your quotes with different verb phrases.

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

Use transitions between ideas.

Used to compare, emphasize, or clarify	Used to contrast	Used to summarize
in the same way likewise similarly again for instance for this reason truly to repeat with this in mind in fact to emphasize furthermore besides finally additionally equally important moreover as well	in addition for example together with another indeed furthermore along with	but yet on the other hand although otherwise however in the meantime still even though counter to even so nevertheless on the contrary conversely as opposed to
		as a result finally in conclusion consequently thus therefore accordingly due to in summary in short to sum up all in all

Set up your analysis with different verb phrases.

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

Pro Speech Writing Checklist

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. **INTRO:** Underline the thesis and list of subtopics in blue.
2. **CONCLUSION:** Underline the restated thesis and subtopics in blue.
3. **BODY:** Underline all topic sentences in green.
4. Underline all quotes or paraphrases in red.
5. Underline all citations (article title or author) in blue.
6. Underline all analyses or explanations in yellow.
7. Circle all transitions, analysis set-up phrases, and quote set-up phrases.
8. Circle all subtopic terms (Constitution, democratic ideals/Constitutional principles, common good/individual rights).

FORMAT

- _____ heading and title of paper (your topic)
- _____ paper is double-spaced and written neatly
- _____ 12 point font, Times New Roman, 1" margin all around

CONVENTIONS/SENTENCE FLUENCY/WORD CHOICE

- _____ words are spelled correctly
- _____ correct grammar, capitalization, spelling, and punctuation are used
- _____ sentences have different beginnings and lengths
- _____ word choice is engaging and synonyms are used to prevent repetition

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

Pro Speech Writing Checklist

I. INTRODUCTION: Background with transitions

- _____ Hook/Lead-- must be attention-getting
- _____ History or background quotes - introduce issue and connect with hook
- _____ Who are the Stakeholders?
- _____ Subtopics: Constitution, Democratic Ideals/Constitutional Principles, Common Good/Individual Rights
- _____ Thesis Statement

II. BODY PARAGRAPH 1: Constitution Citations/ Reference

- _____ Topic Sentence that relates to the Constitution and the thesis, including transitional phrase
- _____ One direct quote from the Constitution, including a verb phrase
- _____ Analysis – explains how the quote supports the topic sentence, including a verb phrase
- _____ Topic sentence, including transition phrase that leads to the 2nd fact
- _____ Another direct quote, including verb phrase
- _____ Analysis of quotes that relate to the Constitution, including a verb phrase
- _____ Conclusion sentence that relates the topic sentence to the thesis

III. BODY PARAGRAPH 2: Democratic Ideals (DI) and/or Constitutional Principles (CP)

- _____ Topic Sentence that relates to the DI/CP and the thesis, including transitional phrase
- _____ One fact or direct quote that relates to the DI/CP, including a verb phrase
- _____ Analysis of quotes that relates to the DI/CP, including a verb phrase
- _____ Topic sentence, including transition phrase that leads to the 2nd fact
- _____ Another fact or direct quote, e.g. court case, example that relates to the DI/CP, including verb phrase
- _____ Analysis of quotes that relate to the DI/CP, including a verb phrase
- _____ Conclusion sentence that relates the topic sentence to the thesis

IV. BODY PARAGRAPH 3: Common Good (CG) and Individual Rights (IR)

- _____ Topic Sentence that relates to the CG/IR and the thesis, including transitional phrase
- _____ One fact or direct quote that relates to the Individual's rights
- _____ Analysis of quotes that relates to the CG/IR, including a verb phrase
- _____ Topic sentence, including transition phrase that leads to the 2nd fact
- _____ Another fact or direct quote, e.g. court case, example that relates to the CG/IR, including verb phrase
- _____ Analysis of quotes that relate to the CG/IR, including a verb phrase
- _____ Conclusion sentence that relates the topic sentence to the thesis

V. CONCLUSION:

- _____ Restate Thesis
- _____ Restate subtopics
- _____ Call to Action – how will someone affect a change in policy or argue for maintaining the status quo

Con Speech Writing Checklist

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. **INTRO:** Underline the thesis and list of subtopics in blue.
2. **CONCLUSION:** Underline the restated thesis and subtopics in blue.
3. **BODY:** Underline all topic sentences in green.
4. Underline all quotes or paraphrases in red.
5. Underline all citations (article title or author) in blue.
6. Underline all analyses or explanations in yellow.
7. Circle all transitions, analysis set-up phrases, and quote set-up phrases.
8. Circle all subtopic terms (Constitution, democratic ideals/Constitutional principles, common good/individual rights).

FORMAT

- _____ heading and title of paper (your topic)
- _____ paper is double-spaced and written neatly
- _____ 12 point font, Times New Roman, 1" margin all around

CONVENTIONS/SENTENCE FLUENCY/WORD CHOICE

- _____ words are spelled correctly
- _____ correct grammar, capitalization, spelling, and punctuation are used
- _____ sentences have different beginnings and lengths
- _____ word choice is engaging and synonyms are used to prevent repetition

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

Con Speech Writing Checklist

I. INTRODUCTION: Background with transitions

- _____ Hook/Lead-- must be attention-getting
- _____ History or background quotes - introduce issue and connect with hook
- _____ Who are the Stakeholders?
- _____ Subtopics: Constitution, Democratic Ideals/Constitutional Principles, Common Good/Individual Rights
- _____ Thesis Statement

II. BODY PARAGRAPH 1: Constitution Citations/ Reference

- _____ Topic Sentence that relates to the Constitution and the thesis, including transitional phrase
- _____ One direct quote from the Constitution, including a verb phrase
- _____ Analysis – explains how the quote supports the topic sentence, including a verb phrase
- _____ Topic sentence, including transition phrase that leads to the 2nd fact
- _____ Another direct quote, including verb phrase
- _____ Analysis of quotes that relate to the Constitution, including a verb phrase
- _____ Conclusion sentence that relates the topic sentence to the thesis

III. BODY PARAGRAPH 2: Democratic Ideals (DI) and/or Constitutional Principles (CP)

- _____ Topic Sentence that relates to the DI/CP and the thesis, including transitional phrase
- _____ One fact or direct quote that relates to the DI/CP, including a verb phrase
- _____ Analysis of quotes that relates to the DI/CP, including a verb phrase
- _____ Topic sentence, including transition phrase that leads to the 2nd fact
- _____ Another fact or direct quote, e.g. court case, example that relates to the DI/CP, including verb phrase
- _____ Analysis of quotes that relate to the DI/CP, including a verb phrase
- _____ Conclusion sentence that relates the topic sentence to the thesis

IV. BODY PARAGRAPH 3: Common Good (CG) and Individual Rights (IR)

- _____ Topic Sentence that relates to the CG/IR and the thesis, including transitional phrase
- _____ One fact or direct quote that relates to the Individual's rights
- _____ Analysis of quotes that relates to the CG/IR, including a verb phrase
- _____ Topic sentence, including transition phrase that leads to the 2nd fact
- _____ Another fact or direct quote, e.g. court case, example that relates to the CG/IR, including verb phrase
- _____ Analysis of quotes that relate to the CG/IR, including a verb phrase
- _____ Conclusion sentence that relates the topic sentence to the thesis

V. CONCLUSION:

- _____ Restate Thesis
- _____ Restate subtopics
- _____ Call to Action – how will someone affect a change in policy or argue for maintaining the status quo

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.

How to prepare for the rebuttal:

1. Listen carefully and take notes during your opponent's speech. (If you are Con 1, then Pro 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 facts along with the source that they quoted 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* facts, you want to find one of *your* facts 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 facts 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 fact. (Therefore, you can earn a total of 8 points for each set of facts and sources.)
3. You will continue doing this until 1 minute runs out. There is no limit for how many points you can earn in the rebuttal.

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, "When one takes a broader look at the amendment, the original intent changes the interpretation," according to Jack Rakove in Original Intent (56). Therefore, the original intent of the amendment is to provide citizens an opportunity to promote change without fear of legal consequences. The common good outweighs the preferences or freedoms of the individual.

Scoring: The above example scores the maximum total of 8 pts.

- Two points for saying Diana Yamada's name (the opponent's source)
- Two points for saying the opponent's quote or fact
- Two points for saying Jack Rakove's name *and* the quote (your own fact *and* source)
- Two points for strong analysis, explanation, or application of your quote/fact that shows how it supports your position

Rebuttal Form

- | |
|---|
| <p>Constitutional Subtopics</p> <ul style="list-style-type: none">▪ Historical Background▪ Court Cases/Examples/Statistics▪ Democratic Ideals▪ Constitutional Principles▪ Stakeholders/Groups Affected |
|---|

- | |
|---|
| <p>Rebuttal Phrases</p> <ul style="list-style-type: none">Shoots down... Disputes...Contradicts... States...Corrects... Recants...Claims/Disclaims...Takes exception to... |
|---|

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

My competitor's source, _____, states that _____ repeat the fact from their source
name/title of their source

My source, _____, _____ their source by saying, _____
name/title of your source rebuttal phrase

_____ fact/quote from your source

This research proves that _____ analysis of facts/quotes

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

My competitor's source, _____, states that _____ repeat the fact from their source
name/title of their source

My source, _____, _____ their source by saying, _____
name/title of your source rebuttal phrase

_____ fact/quote from your source

This research proves that _____ analysis of facts/quotes

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

My competitor's source, _____, states that _____ name/title of their source _____ repeat the fact from their source

My source, _____, _____ their source by saying, _____ name/title of your source _____ rebuttal phrase

_____ fact/quote from your source

This research proves that _____ analysis of facts/quotes

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

My competitor's source, _____, states that _____ name/title of their source _____ repeat the fact from their source

My source, _____, _____ their source by saying, _____ name/title of your source _____ rebuttal phrase

_____ fact/quote from your source

This research proves that _____ analysis of facts/quotes

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

_____ an infringement upon 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?

Delivery Scoring Rubric

Speaking Voice	Eye Contact	Poise	Engagement
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 	
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"> • Uses notes effectively with regular eye contact with audience 	<ul style="list-style-type: none"> • Strong posture, body language, and hand motions • Professional Attire 	<ul style="list-style-type: none"> • Shows strong 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

Glossary

Background information: describes what the issue is, who is involved, and how it relates to a democratic ideal or constitutional principle.

Call to action: explains the process for changing or maintaining policies at the local, state, or federal level.

Constitutional Principles: principles found in the U.S. Constitution that include: rule of law, separation of powers, representative government, checks and balances, civil rights, human rights, and federalism.

Court cases: decisions made in either state or federal courts.

Democratic Ideals: ideals found in other documents in American history (or influenced American history) that include: justice, equality, life, liberty, pursuit of happiness, common good, diversity, truth, popular sovereignty, and patriotism.

Majority decision: when the majority of judges in the Supreme Court determine the outcome of a case.

Minority decision: not all the judges in the court will agree. Those who don't agree with the majority offer a minority or dissenting decision and list their reasons why.

Precedent: an act or decision that provides an example for later actions or decisions.

Stakeholders: individuals and groups of people who are involved in or affected by the issue.

Statistics: data collected by groups, government agencies, and other entities to support a position.

Status Quo: the current practices and policies in place.

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"/>				
References Constitution (3 pts.)	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Explains quote (3 pts.)	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
References Dem. Ideals/Con. Principles (3 pts.)	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Explains quote (3 pts.)	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
References Common Good/Individual Rights (3 pts.)	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Explains quote (3 pts.)	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Call to action (2 pts.)				<input type="checkbox"/>	_____
Transitional phrases throughout (2 pts.)	<input type="checkbox"/>		_____	<input type="checkbox"/>	_____

REQUIRED MATERIALS:

Bibliography (2 pts.)					
Notes (2 pts.)			_____		_____
Speech (2 pts.)			_____		_____
Timing					
(2:30-3:30= 4 pts.)	<input style="width: 80px; height: 25px;" type="text"/>		_____	<input style="width: 80px; height: 25px;" type="text"/>	_____
(under 2:30 =2 pts.)	min-sec			min-sec	

REBUTTAL:

Direct response to opponent's quotes (4 pts.) (2 pt. source/ 2 pt. fact)					
Own source/fact (2 pts.)	<input style="width: 80px; height: 25px;" type="text"/>		_____	<input style="width: 80px; height: 25px;" type="text"/>	_____
Analysis (2 pts.)	<input style="width: 80px; height: 25px;" type="text"/>		_____	<input style="width: 80px; height: 25px;" type="text"/>	_____

DELIVERY:

Speaking Voice (8 pts.)					
Eye contact (8 pts.)			_____		_____
Poise (8 pts.)			_____		_____
Engagement (6 pts.)			_____		_____

Individual Total

Team Total

<input style="width: 100px; height: 25px;" type="text"/>	<input style="width: 100px; height: 25px;" type="text"/>
<input style="width: 100px; height: 25px;" type="text"/>	