

# Debate Guidelines 2010

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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 should be ok because it is supported by the U.S. Constitution

**Con**= the action by school or government should *not* be ok because it is *not* supported by the U.S. Constitution

**Uniforms:** school-mandated clothing

Pro= schools should have the right to require a set uniform or dress code

Con= students should 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 should have the right to search student backpacks and lockers without probable cause and without student consent

Con= students should have to give consent to or refuse 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 should have the right to give students drug tests randomly or for extracurricular activities

Con= students should 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

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

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

**Death Penalty:** convicted criminals are sentenced to death in some states

Pro= government should have the right to impose the death sentence for convicted criminals

Con= convicted criminals should have the right to life

**Gun Control:** regulation of firearms and gun ownership

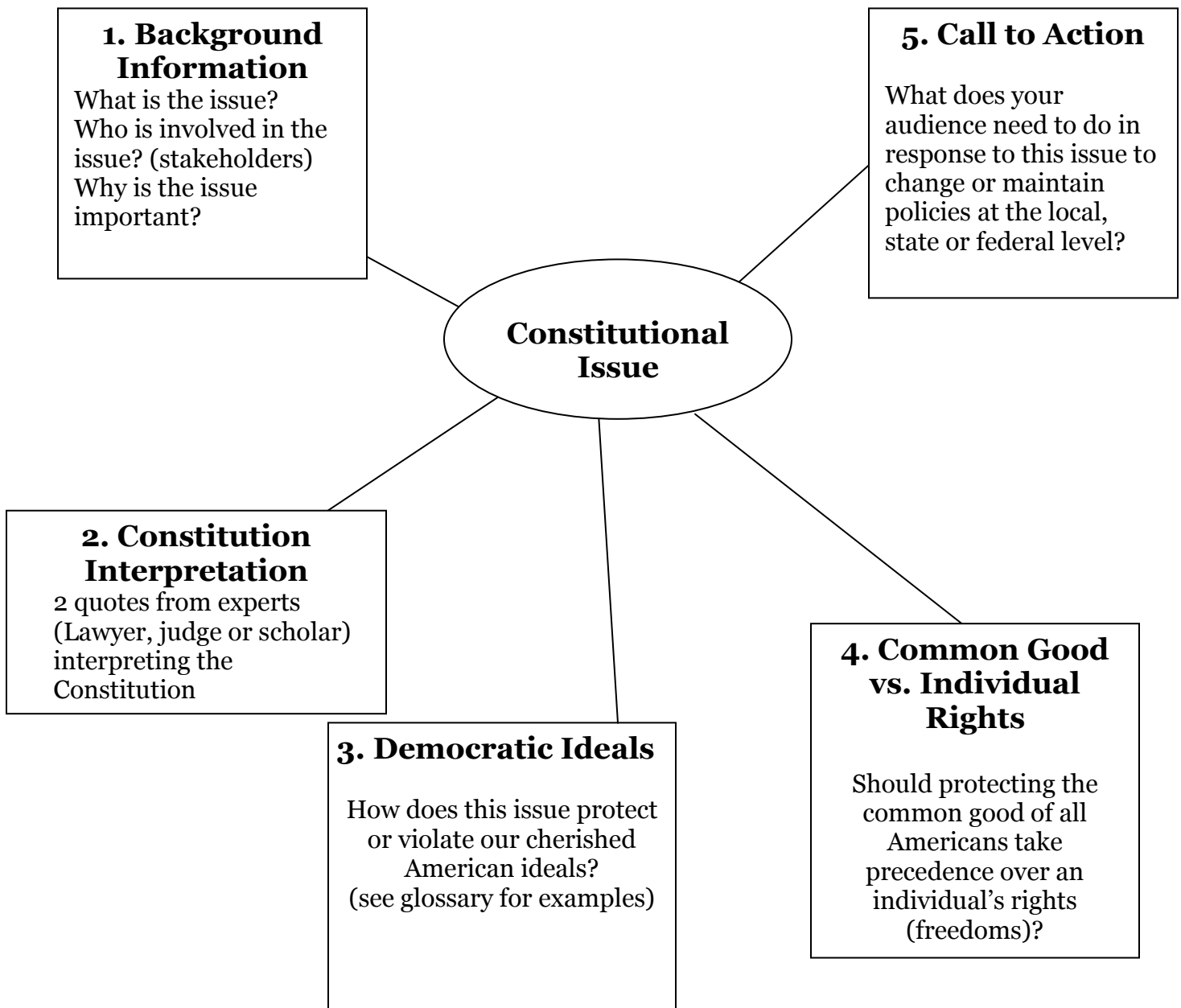
Pro= government should have the right to limit who can own guns

Con= individuals should have the right to own and bear arms

## Debates: Research Web

- ❑ This 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 5 note sheets for Pro and 5 note sheets for Con. The total number of researched facts should be no less than 30. **Your facts and quotes should be different from your partner's.**
- ❑ Your speech 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  
Right to privacy  
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  
Cyberbullying  
Facebook  
First Amendment  
Freedom of press (in school)  
Freedom of speech (in school)  
Hate speech  
Intellectual freedom  
Libel  
Myspace  
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:

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 background information for my topic, (including what the issue is and who the stakeholders are).**

**Paragraph Topic 2: Constitutional Interpretations: I found research 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 Ideals: I found articles that show Democratic Ideals 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: Common good vs. individual rights: I found 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.

## Con

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

**Paragraph Topic 2: Constitutional Interpretations: I found articles 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 Ideals: I found articles that show Democratic Ideals 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: Common good vs. individual rights: I found 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.

- Each Research Note states whether it is Pro or Con.
- Research Notes have 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](http://www.noodletools.com) or [www.easybib.com](http://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
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**Use transitions between ideas.**

<b>Used to compare, emphasize, or clarify</b>	<b>Used to contrast</b>	<b>Used to summarize</b>
in the same way    in addition likewise        for example similarly            together with again                another for instance        indeed for this reason     furthermore truly                 along with to repeat with this in mind in fact to emphasize furthermore besides finally additionally equally important moreover as well	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
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## 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 an expert interpreting 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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
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- \_\_\_\_\_ Analysis – explains how the quote supports the topic sentence, including a verb phrase
- \_\_\_\_\_ Topic sentence, including transition phrase that leads to the 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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><b>Constitutional Subtopics</b></p> <ul style="list-style-type: none"><li>▪ Historical Background</li><li>▪ Court Cases/Examples/Statistics</li><li>▪ Democratic Ideals</li><li>▪ Constitutional Principles</li><li>▪ Stakeholders/Groups Affected</li></ul> |
|---|

- |  |
|--|
| <p><b>Rebuttal Phrases</b></p> <p>Shoots down... Disputes...<br/>Contradicts... States...<br/>Corrects... Recants...<br/>Claims/Disclaims...<br/>Takes exception to...</p> |
|--|

**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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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

## 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 (majority rules), privacy, education, safety, 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.

# Democratic Ideals

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## Democratic Ideals

**Justice:** based on fairness, people are treated in an honorable and fair manner according to the mores of a society. There is not necessarily a clear, absolute definition of what this means, or of what measure or code should be used to determine what justice looks like. Different societies and communities may have different value systems which might lead each to a unique approach to defining and administering justice. What happens when different systems intersect, and whose definition of justice rules? How are those who are “in the minority” guaranteed justice, as promised by the pledge of allegiance, which ends, “with liberty and justice for all”?

**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. This becomes complicated because there has been unequal opportunity, treatment, and rights for members of certain groups of people throughout our history, which means that some groups have had more resources and a more privileged position for centuries. They are in a better position in terms of wealth, power, position, and connections to decision makers. If we then treat them in an equal manner with those who have not enjoyed the same advantages, the situation remains unequal.

**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. The Declaration was written in response to the limits and intrusions that the British government placed on the lives and business interests of the American colonists. 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. It also must be noted that the Declaration of Independence is not law, and was written at a time when women had few rights and enslaved Africans none at all.

**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.

**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. The most obvious restrictions that the colonists were responding to at the time of the writing of the Declaration were those imposed by the king of England. It must be noted that while the Declaration states that all men were entitled to the right of liberty, it does not address the practice of slavery; enslaved Africans, taken by force from their homes and sold to buyers in the United States and other countries continued to be kept in bondage long after the British were forced out of North America, and others within the new nation experienced severe restrictions on the lives they could lead. There were also severe limitations placed on the choices that women could make, and on those other people of color living in the colonies/new nation

**Common Good:** The democratic ideal recognizes that there must be a balance between the welfare of each individual and the good of the overall population, the population as a whole. There are many questions about who decides what is good for the population as a whole; there is seldom universal agreement about what is best for all, and it usually means some individuals must give up what would be personally good for them so that the population as a whole can benefit. There are questions about who should decide what is best for the common good, and upon what basis they should make those decisions. There are also questions about whether those who get to decide what is best for the common good are always fair and equitable in their decisions, and many have felt that their rights have been consistently sacrificed for the benefit of others.

**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. The democratic ideal recognizes these differences and makes no judgment about them; they are different, not less than or more than, and in the true ideal we benefit from those differences. This is clearly a democratic ideal we have not yet attained, as there is still discrimination and unequal treatment of members of various facets of our diverse human community.

**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.

**Popular sovereignty:** This term refers to the authority or rule of the people. 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.

**Patriotism:** Patriots are people committed to working on their nation's behalf, for the good of the community. The original term referred to the colonists who fought for independence from the British. It is a very difficult term to define, and it has become politicized in recent times. 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.