



TOPIC: EVS VS ICES



THE GREAT DEBATE

SCIENCE MATTERS



Support opinions with facts

Develop communication skills

GARRISON JENKINS

Uber Driver

I spend my days in a beautiful city of California. My passengers are Tesla and how nice to prove that this is the future - requires maintenance than (ICE). It's just the electronics. There can cause damage years, and the Tesla. My other Uber driver repair and maintenance of my friend's must to hear his passenger.

Point: EVs require fewer repairs and maintenance than ICEs.

Probing Question: Isn't paying and repair a vehicle ideal?

PARKER WINDSOR

Each debate has 8 character cards - 4 roles are pro topic and 4 roles are against topic

Probing Question: How can we help decrease noise pollution in our communities?

ROBERT MANCINI
Electrician

As an electrician, I live in Las Vegas of the "Solar Superstars" as we get our energy from the sun. If you visit recently, you've probably noticed increasing daily. Depending on some gas stations refill their tanks. Last year it cost me around \$500 a car, whereas my neighbor spends someone who likes to keep money in my own pocket, had more cost-effective.

Point: Battery-powered cars are gas-powered ones.

Probing Question: Wouldn't you extra money in your pocket to things?



Are Electric Vehicles (EVs) better than Internal Combustion Engines(ICEs)?

© NGS



Are Electric Vehicles (EVs) better than Internal Combustion Engines(ICEs)?

© NGS



Are Electric Vehicles (EVs) better than Internal Combustion Engines(ICEs)?

© NGS



Are Electric Vehicles (EVs) better than Internal Combustion Engines(ICEs)?

© NGS

Name _____ Date _____

DEBATE TOPIC:

Are Electric Vehicles (EVs) better than Internal Combustion Engines (ICEs)?

Character Name: _____ Character _____

Supporting Evidence:

Read your character's argument, research some facts that support your evidence below:

1. _____
2. _____
3. _____

KEYS TO A SUCCESSFUL DEBATE:

- Do not interrupt when others are speaking
- Keep answers short and concise
- Listen carefully to your opponent and ask questions
- Speak calmly and politely
- There are no bad ideas
- Do not raise your voice

Name _____ Date _____ Class _____

DEBATE TOPIC:

Are Electric Vehicles (EVs) better than Internal Combustion Engines (ICEs)?

Planning:
Think about resources.

1. _____
2. _____
3. _____

Research Topic:

Research using articles and/or websites that help you understand more about the controversy behind the topic. Write down the key points you find in the debate.

1. _____
2. _____
3. _____

Questions:

Think about both sides of the debate and prepare questions. Questions should result in more than a "yes" or "no" answer.

1. _____
2. _____
3. _____

Student worksheets for students actively debating OR for students in audience

KEYS TO A SUCCESSFUL DEBATE:

- Do not interrupt when others are speaking
- Keep answers short and concise
- Listen carefully to your opponent and ask questions
- Speak calmly and politely
- There are no bad ideas
- Do not raise your voice

RECORD THE DEBATE:

Those who are for the position feel this way because

Both sides agree that

Those who are against the position feel this way because

TAKE A STANCE:

You have just heard compelling arguments from both sides. Use the space below to explain your own opinion using supporting facts.

DEBATE OBJECTIVES:

- To practice debating and discussing topics
- Think about different points of view
- Use facts to support opinions
- To structure an argument using points and
- Understand debates have a for/against structure

KEY VOCABULARY:

Fact – a thing that is known or proven to be true.
Opinion – a belief or attitude about something that is
Point – a short sentence that explains why you support
Explanation – a statement that explains the reasons for something
Pro – A point in support of a topic
Con – A point against a topic
Rebuttal – A point that contradicts an opponent's point

BENEFITS:

- Build confidence to speak
- Become a better reasoner
- Develop critical assessment skills
- Evaluate ideas and arguments
- Collaborate and respect

Teacher Guide provides objectives, benefits, and options for a successful debate.

NOW YOU'RE READY TO START THE GREAT DEBATE:

Choose your debate style (options next to character cards). Each debate character card has a position for/against the topic being debated. It is a point that helps the student to understand when they find facts to support their position. The question which they will use to engage the other side of the debate.

Students Actively Debating:

If students are actively debating, they will fill out their character information. First, they will fill out their character information. Then, they will find three facts to support the other side of the debate. What might they should plan to come up with potential rebuttals.

When prep and research are complete, the first team presents first.

Students As Audience:

If your debate option includes having an audience, have articles or websites ready for the controversy of the topic. Audience members can come up with questions to ask both debate teams.

After Debate:

After the debate is completed, have students discuss the information presented during the debate. Was there anything they agreed on? What did they learn from what they just heard using support from the debate?

Assessment:

- A grading rubric has been provided
- A peer assessment has also been provided to assess the behavior of each team.

debate mindset, begin by modeling a debate on the board like "Homework should be required."

Points: fact, opinion, point, explanation, and its meaning.

DEBATE OPTIONS:

THREE QUESTION DEBATE (ONE CLASS PERIOD)

Divide the class into two teams. Small groups focus on their character cards.

Alternate which team delivers main points first.

15 minutes: Prep/Research

3 minutes: Team A Main Points from character cards

3 minutes: Team B Main Points from character cards

2 minutes: Team A Rebuttal (Q1, Q2, Q3)

2 minutes: Team B Rebuttal (Q1, Q2, Q3)

Debrief

SMALL GROUP DEBATE (ONE CLASS PERIOD)

Generate two debate teams of 2-4 students (cards assigned).

Often done multiple times per semester until each student has had a chance to debate a topic

5-10 minutes: Prep/Research

5 minutes: Opening Statement (Team A)

5 minutes: Opening Statement (Team B)

5 minutes: Rebuttal (Team A)

5 minutes: Rebuttal (Team B)

15 minutes: Audience ("media reporters") questions both teams

Debrief

TOWN HALL (ONE CLASS PERIOD)

Assign some students roles to represent.

Introduce topic.

5-10 minutes: Prep/Research

2 minute persuasive speeches (pro)

2 minute persuasive speeches (con)

2 minute: Q and A each side

10 minutes: Audience ("citizens") question both teams

"Citizens" vote



Debate Team Name: _____

There are two Assessment Rubrics provided—one for the teacher to grade and one for students to assess debate teams based on their behavior in debate.

GRADING RUBRIC:

Criteria	4
Organization & clarity Main argument outlined in a clear and orderly way	Completely clear and
Use of evidence Reasons are given that are supported by cited facts	
Use of rebuttal Ability to uphold position against questioning from opposing side	
Presentation style Ability to clearly express opinion & persuade audience	
Comments	



Debate Team and Position: _____

Speaker Behavior	Tally	Points	Subtotal
Speaks directly to the topic		+1	
Uses "because" statements to support their side		+1	
Makes good eye contact		+1	
Showed good listening skills		+1	
Builds on or adds to statements of team		+2	
Disagrees using appropriate responses		+2	
Speaks off topic		-1	
Repeats information without adding own statements		-1	
Interrupts or deliberately disrupts discussion		-2	
Negative, demeaning, or rude		-3	
Total points			



Name of Assessor: _____

Debate Team and Position: _____

Speaker Behavior	Tally	Points	Subtotal
Speaks directly to the topic		+1	
Uses "because" statements to support their side		+1	
Makes good eye contact		+1	
Showed good listening skills		+1	
Builds on or adds to statements of team		+2	
Disagrees using appropriate responses		+2	
Speaks off topic		-1	
Repeats information without adding own statements		-1	
Interrupts or deliberately disrupts discussion		-2	
Negative, demeaning, or rude		-3	
Total points			

I'm afraid I

**Classroom posters
also included!**

I'd like to take
issue with
what you just
said.

There are two

KEYS TO A SUCCESSFUL DEBATE

According to
other side,
opponent

USEFUL D

Speak
calmly
and politely



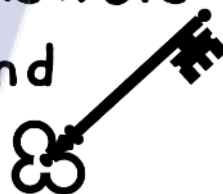
Listen
carefully
to your
opponent and
ask questions



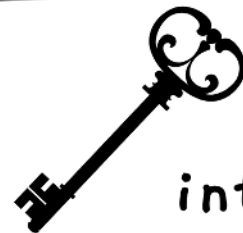
Do not raise
your voice



Keep answers
short and
concise



Do not
interrupt
when others
are speaking





Thank you for sharing NGS Magnified with your students!

Terms of Use

Copyright © NGS Magnified, LLC (formerly Nitty Gritty Science, LLC.) All rights reserved by author Dr. Erica Colón. This product is to be used by the original downloader only. Copying for more than one teacher, classroom, department, school, or school system is prohibited. This product may not be distributed or displayed digitally for public view. Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license. Intended for classroom and personal use ONLY.

Contact Information:

Email: admin@nittygrittyscience.com

Website: www.NGSmagnified.com

TPT: <https://www.teacherspayteachers.com/Store/Nitty-Gritty-Science>

