



TOPIC: SELF-DRIVING CARS



THE GREAT DEBATE

SCIENCE MATTERS



Support opinions with facts

Develop communication skills

RONNIE EARL

Highway patrol

As someone who spends a lot of time dealing with traffic on busy interstates, I know that distracted driving cars are a major problem on our roadways, and self-driving cars are unnecessary and should be prevented.

Point: Self-driving cars are unnecessary and should be prevented on the roadways.

Probing Question: How can we save as many lives as possible on our roadways?



NICOLAS TENBLEM

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



Only self-driving cars should be allowed on interstates.

© NGS



Only self-driving cars should be allowed on interstates.

© NGS

STEPHAN

EPA Agent

Day in and day out, I see the future on the horizon. Self-driving cars can be electric reducing internal combustion making it much better for the environment. They can also reduce emissions and reduce carbon dioxide into the atmosphere.

Point: Self-driving cars are the future for the environment.

Probing question: How can we make the world a better place for future generations?



Only self-driving cars should be allowed on interstates.

© NGS



Only self-driving cars should be allowed on interstates.

© NGS

Student worksheets for students actively debating OR for students in audience

Character Name: _____

Supporting Evidence:
Read your characters arguments and write your evidence below:

1. _____
2. _____
3. _____

- Speak calmly and politely
- There are no bad ideas
- Do not raise your voice

DEBATE TOPIC:
Should we send a human mission to Mars?

Research Topic:
Research using articles and/or websites that help you understand the controversy behind the topic. Write down the information in the debate.

1. _____
2. _____
3. _____

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

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

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.

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

DEBATE OBJECTIVES:

- To practice debating and c
- Think about different point
- Use facts to support opinio
- To structure and argument
- Understand debates have

KEY VOCABULARY:

- Fact** – a thing that is known or proven to b
Opinion – a belief or attitude about somet
Point – a short sentence that explains why

FOR BEGINNERS, MODEL A DEBATE:

In order to get your students into the Great Debate mindset, begin by modeling a card like "Homework should be

fact, opinion, point, explanation, its meaning.

ling:
n?

TEACHER GUIDE

NOW YOU'RE READY TO START THE GREAT DEBATE:

Choose your debate style (options character cards. Each debate char position for/against the topic being is a point that helps the student to when they find facts to support their question which they will use to enga opposite points of view.

Students Actively Debating:

If students are actively debating, the First, they will fill out their character research and find three facts to sup the other side of the debate. What r should plan to come up with potent

When prep and research are compl presents first.

Students As Audience:

If your debate option includes havin have articles or websites ready for t controversy of the topic. Audience up with questions to ask both deba

After Debate:

After the debate is completed, have information presented during the d Was there anything they agreed on on what they just heard using supp

Assessment:

- A grading rubric has been provid
- A peer assessment has also bee behavior of each team.

TEACHER GUIDE

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
Organization & clarity Main argument outlined in a clear and orderly way
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



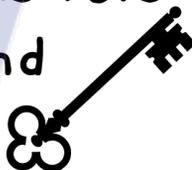
Listen carefully to your opponent and ask questions



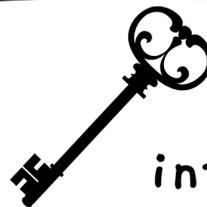
Do not raise your voice



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>

