AP Government

Mrs. Stafstrom

Final Experience – Debate!

***This house believes that . . . . . [here’s an example from last year: the federal government must do far more to protect online privacy].***

If you support the statement, you are a “Supporter”

If you oppose the statement, you are an “Opponent”

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| --- | --- | --- |
| **Stages** | **Purpose** | **Time** |
| **Affirmative Argument by Supporters** | Lay out the arguments in favor of the statement | 10 minutes |
|  | Break | 5 minutes |
| Opponents’ Response to Supporters’ Affirmative Arguments | Attack the arguments made in favor of the statement | 10 minutes |
|  |  |  |
| **Affirmative Arguments by Opponents** | Lay out the arguments against the statement. | 10 minutes |
|  | Break | 5 minutes |
| Supporters’ Response to Opponents Affirmative Arguments | Attack the arguments made in opposition to the statement | 10 minutes |
| Open Debate | Free discussion -- argue your personal preference | Remainder of class |

**All students must speak and sides must plan to divide the speaking equitably and equally,**

Friday, 5/20

* The class will be split into two ( 8 and 7 students ) then each half chooses a debate topic
* Each *topic* group divides into Supporter and Opponent (3 or 4 each)
* Each side should determine roles: Affirmative Argument or Responder
* Divide responsibilities among members (last year e.g., cloud security, national security issues, corporate data mining)

Monday, 5/23 and Tuesday, 5/24

* Continue to research
* Each side should prepare a common **outline** of arguments to be shared with me no later than end of class on Tuesday.
  + Affirmative Arguments AND
  + Responses to Affirmative Arguments
  + Identify roles and general speaking points of debaters
* Each debater should have their own detailed notes and talking points

Wednesday and Thursday - one debate each day

**Dress professionally!**

**Assessment**

100 points individual