TO KILL A MOCKINGBIRD DEBATES

We will be following a debate style called public forum. In public forum, teams of two debate controversial topics of current events. Our version of the debate will be similar in which you and your partner will debate a broad topic/controversial issue against another pair. However, the research and examples within your debate will stem solely from the novel To Kill a Mockingbird.

Below is a list of topics that will be debated during our final. You and your partner will be assigned a topic and a presentation date.

1. A parent’s greatest responsibility should be his or her child.
2. When the law does not succeed in punishing criminals, citizens should do so.
3. Men/Women should assume their “intended” roles in society.
4. The human character is essentially good.
5. Society is primarily responsible for an individual’s behavior.
6. True Equality would not be beneficial to society.
7. Socio-economic class determines how a person functions in society.
8. Education is the great equalizer.
9. The law should not be viewed as what is just.
10. To be a functional member of society you must follow social etiquette and mores.
11. Prejudice only exists within a certain class of people.
12. Nobody is completely bad or completely good.
13. It’s wrong to hate anyone.
14. No one is above the law.
15. Adults understand things more accurately than children do.

Debate Format: 12 minutes total

| Pro: First Speaker - Initial Constructive Speech | 2 minutes |
| Con: First Speaker - Initial Constructive Speech | 2 minutes |
| Crossfire - Between First Two Speakers | 1 min 30 sec |
| Pro: Second Speaker - Rebuttal | 1 minute |
| Con: Second Speaker - Rebuttal | 1 minute |
| Crossfire - Between Second Two Speakers | 1 min 30 sec |
| ****Prep for Final Summaries**** | 1 minute |
| Pro: Final Summaries (Both Speakers) | 45 seconds |
| Con: Final Summaries (Both Speakers) | 45 Seconds |
Speaking Responsibilities

There will be two teams: Pro and Con. Each team will have a first and second speaker.

Initial Constructive Speeches
The debates will begin with the first speakers presenting their initial case for their side of the topic. The speech should begin with an attention getter - a quote, a statistic, etc. Before the debate begins, the teams should have developed a list of reasons as to why the resolution should be accepted or rejected. Each team is expected to begin with at least two solid reasons. These reasons/arguments should be supported with examples from the text. Although these speeches are prepared in advance, they should not be read word for word.

First Crossfire
During the First Crossfire the First Speakers have the opportunity to clarify their opponents’ positions and back the opponent into a corner. During this section the opponents will ask and answer questions from one another (though you will not argue or talk over one another).

Rebuttals
The Second Speakers are responsible for responding to the claims made by the First Speakers in their Initial Speeches. Their speeches are designed to rebut the claims that the other opponents have made. Since these speakers will not know the arguments ahead of time, they will probably find themselves speaking more “conversationally” than the first two speakers. However, they must too use the text to respond, proving their knowledge of the text and their ability to construct an argument.

Second Crossfire
During the Second Crossfire, the Second Speakers have the opportunity to question their opponents and further prove their points through questioning.

Prep Time
You will have one minute to discuss your strategy for your Final Summary, including what points should be made and who will be speaking. You will need to identify the best points made by you and your partner and the weakest points made by your opponents. You will use this time to draft what you will say to win the debate.

Final Summaries
The final summary is the last shot to prove why you and your partner should win this debate. You have 30 seconds to highlight a particularly crucial point and conclude your debate in an effort to prove that your arguments have been the strongest. You will need to choose one speaker to make the final summary. Both speakers cannot talk.
Your Assignment
This assignment will be graded on Criterion B and C. Complete the checklist below to make sure you are prepared for the debate. The checklist consists of steps that are in order for completion from first to last.

- Find a partner to participate in the debate with you.
- Choose a resolution (or topic) that you and your partner would like to debate. Choose your top 3 resolutions and hand into the teacher. Write if you are pro (agree) or con (disagree) next to each resolution you have chosen.
- Receive your assigned resolution with the assigned side (pro or con).
- Identify your opponents and sign up for a debate day. You will debate on ______ _______.
- With your partner, create an outline that illustrates your supporting points for your resolution. Include quotations and page numbers for credibility. (At least one page).
- With your partner, write your Initial Constructive Speech. Include the strongest points to be made. (At least one page).
- With your partner, create a list of questions to ask during the Crossfire to stump your opponents or make them look weak. (No page or question limit).
- Assign you and your partner to First Speaker and Second Speaker.
- Discuss a strategy with your partner. Identify: Who will perform best as First Speaker? Who will perform best as Second Speaker? How will your group prepare for the Rebuttal? How will it prepare for the Final Summary?
- Debate with your opponents on your assigned day. Give the teacher the rubric for grading.
- After your debate, turn in your Outline of Supporting Points, Initial Constructive Speech, List of Questions and this checklist.
- Breath deeply because you are done.

Breakdown of Grading
- Preparation: Students use assigned time constructively (Criterion B)
- Debate: Students successfully debate their resolution (Criterion B, Criterion C)
- Debate Materials: Students complete and hand in all materials (Criterion B, Criterion C)
To Kill a Mockingbird Debates

VS.

Topic: ____________________________________________

Pro #1: ___________ Pro #2: ___________ Con #1: ___________ Con #2: ___________

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<tr>
<td><strong>Arguments:</strong> Did the debater explain the most important issues on the topic? At least 2 clear arguments?</td>
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<td><strong>Evidence:</strong> Did the debater support arguments with facts and expert opinions?</td>
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<td><strong>Analysis/Reasoning:</strong> Did the conclusions reached by the debater flow from the evidence?</td>
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<td><strong>Cross Fire:</strong> Were the questions and responses relevant and brief? Was the debater civil?</td>
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<td><strong>Rebuttal:</strong> Did the debater effectively respond/counter the arguments of the opponents?</td>
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<td><strong>Organization:</strong> Did the debater organize the arguments so that his/her points were clear and followed by clear, cited examples?</td>
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<td><strong>Delivery:</strong> Did the debater speak in a communicative style—loud, clear, eye contact with opponents.</td>
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Total Scores

__________  __________  __________
## Final Grading Rubric

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<tr>
<th>Criterion B Strands</th>
<th>Criterion C Strands</th>
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| 1. Employ organizational structures that serve the context and intention  
2. Organize opinions and ideas in a sustained, coherent, and logical manner | 1. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas  
2. Select relevant details and examples to develop ideas |

### Criterion B

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| 7-8   | The checklist has been fully completed and followed. The group has highly organized speaking roles.  
The debate follows the logical format and looks prepared and highly practiced. There is no repetition in the arguments. |
| 5-6   | The checklist has been completed and mostly followed. The group appears to have tried to organize speaking roles.  
The debate is mostly logical and looks prepared and practice. There is little repetition in arguments. |
| 3-4   | The checklist is incomplete or was not fully followed. The group appears disorganized in their speaking roles.  
The debate is somewhat illogical and looks unprepared or that practice was limited. There is some repetition in the arguments. |
| 1-2   | The checklist is incomplete or was not followed. The group did not organize speaking roles.  
The debate is illogical and is clearly unprepared. There is a significant amount of repetition in the arguments. |
| 0     | The checklist is missing. Speaking roles were not clearly assigned.  
The debate is very confusing and uncomfortable. The group argues the same points over and over. |

### Criterion C

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| 1.    | The arguments and questions in the debating materials are sophisticated and show a deep understanding of the novel.  
The group uses sophisticated and varied examples from the novel in their written materials and oral arguments. |
| 2.    | The arguments and questions in the debating materials are strong and show a good understanding of the novel.  
The group uses strong and somewhat varied examples from the novel in their written materials and oral arguments. |
| 3.    | The arguments and questions in the debating materials are somewhat weak or missing parts and show some understanding of the novel.  
The group uses adequate but repetitive examples from the novel in their written materials and oral arguments. |
| 4.    | The arguments and questions in the debating materials are weak or missing parts and show little understanding of the novel.  
The group uses incorrect or weak and repetitive examples from the novel in their written materials and oral arguments. |
| 5.    | The arguments and questions in the debating materials are weak or missing parts and show no understanding of the novel (you clearly didn’t read).  
The group did not read the book and used surface level examples only from Sparknotes (etc) or class. |

### Notes: