

World Civilizations II Imperialism Debates

Debate Questions:

Debate 1: Imagine it is 1900. You are the advisor to the President of the United States and you have been given the task of advising the President on the issue, should the United States engage in imperialism in the world?

A few ideas to consider: potential conflicts with colonized peoples, conflicts with other European nations, danger to American soldiers and people, resources it will take to imperialize, possible resources to be gained, markets to sell at, position as a world power

Debate 2: Was imperialism overall good or bad for the world in terms of progress today?

A few ideas to consider: Modernization, medicine and disease, world conflicts, internal country conflicts, current alliances, trade patterns, interactions of cultures, spread of religion

Introduction

Classroom debates are exercises designed to allow you to strengthen your skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation. All group members are expected to participate in the research, development, and presentation of your debate position. Preparation will require library research.

Debate Format

Present your PowerPoints/Arguments:

4 minute Position Presentation (PowerPoint)- Pro

4 minute Position Presentation (PowerPoint)- Con

4 minute Work Period: Work with your group to come up with a rebuttal argument.

3 minute Rebuttal - Pro

3 minute Rebuttal - Con

10 minute open debate period with questions from the teacher and/or audience

2 minute Work Period

2 minute Position Summary - Pro

2 minute Position Summary – Con

**Time limits are a maximum. Make sure your presentations are under the specific time.

Debate Procedure

The debate will take the form of timed individual and/or group presentations and responses separated by timed group work periods and one open debate period.

Research and Preparation

- Form a *Debate Position Statement*. This statement clearly states your stance and your main reason for that position.
 - Ex. Abortion should not be legal because it is morally wrong.
- Research
 - Assign specific topic areas to specific people (each person will be an expert on a certain area) to help divide up the work. Each person can prepare one powerpoint slide.
 - Ex. Government restriction of abortion, religious beliefs about abortion, classification of human life.

- Prepare your groups initial position presentation powerpoint, and possible points for rebuttal.
 - The most prepared teams will be ones that have anticipated the opposing arguments and prepared rebuttals.
 - Assign team members to specific parts of the debate (ex. Joan and Timothy will read the position presentation, Sammy and Seana will head the rebuttal, and John will read the position summary.)
- Create a power point that:
 1. Is labeled with group names, topic, and position (pro or con)
 2. Presents a position statement
 3. Identifies supporting arguments
 4. States the evidence
 5. Summarizes closing remarks

Powerpoint will serve as your visual aid for your presentation. If you want to include any graphs, photos, direct quotes, etc. as evidence please include them on your powerpoint. Power point presentations will be emailed to me prior to the debate period and will be graded on the powerpoint rubric.

The Debate

- Both teams will position their desks facing each other at the front of the room.
- The debate will be conducted in a professional and orderly manner. Respect your fellow classmates, do not talk over each other and do not raise your voice. Team members will speak from their desks. Team members are prohibited from speaking to the audience or opposing team except at the times specifically allocated to them.
- You may have materials on your desk but avoid reading directly from your notes. Time will not be added so that teams may organize their resources.
- I will give a one minute warning when your time is ending during the timed debate periods.
- The teacher will be the moderator and may interject at any time.

Selection of Winners

Audience members will fill out a secret ballot about who they believe is the winner. The winner is not who you agreed with the most but with who made the most legitimate and **well supported** points. Audience members will not let their personal beliefs guide their vote.

Grading

Grading will be done by the instructor based on the following rubrics. Each group will receive a group grade and an individual grade plus bonus points for the winning group.

Individual Rubric

	Mastery (5)	Standard (4-3)	Below Standard (2-1)
Preparation	- Individual took a leadership role in the group contributing new ideas and sharing the workload with peers	- Individual worked well with group members and did his/her fair share of the work	- Individual did not contribute to the group's preparation
Debate	-Individual actively participated in the debate -Individual made good contributions throughout the course of the debate - Individual behaved professionally during debate	- Individual actively participated in the debate -Individual made a few contributions - Individual behaved appropriately during debate	- Individual did not speak during the debate - Individual behaved inappropriately during debate

Individual Grade: _____ of 10 possible points

PowerPoint Rubric

Powerpoint is labeled with name and position statement.	1			0
Information on slide is readable, organized, and appropriate	3	2	1	0
Correct number of slides with required information are presented	3	2	1	0
Slides are readable with no spelling/grammar issues	3	2	1	0

Powerpoint Grade: _____ of 10 possible points