

Debating Project MASTER

Grades: 9th – 12th

Goal: Students will participate in the debate process. They will work in teams and debate topics relevant to Project MASTER. They will present information and persuade their audience.

Objectives: Students will be able to...

- Be given a topic, research it, then present and defend opinions.
- Participate in a group project, which will include sharing responsibilities and researching a topic.
- Develop public speaking skills.
- Inform, describe and persuade with clarity.

Standards:

English / Language Arts:A-1, A-3, A-4, B-3, C-1, C-2, C-3, C-4, C-5, D-1, D-2, D-3, D-4

Introduction:

Students should be divided into debating teams (two to three members each). Once teams are formed, assign the class a topic. Each team will research the topic (either pro or con), assign speakers, develop questions, and prepare for the debate. Arguments must be informative, educated and presented in a professional (non-aggressive) fashion.

Rules: For detailed rules and processes on a wide variety of debate styles materials can be obtained from libraries as well as on-line. Below are just two examples.

- <http://www.wsdc.anadas.com/rules.htm>. (World Schools Debating Championships).
- www.homestead.com/highschooldebate/help.html. Although the subject for Cross Examination (CX) or Policy Debate is posted only once a year – these guidelines will be helpful with your classroom debate.

Suggested Project MASTER debate topics:

I. Rehabilitation

- Is the expense justified? What can be learned from individual animals, and how does this balance against costs?
- Should animals that cannot be released (and will spend the rest of their lives in captivity) be rehabilitated?
- How valuable is information delivered by satellite tracking of rehab animals compared to what it costs?
- Is it okay to satellite tag rehabilitated birds even if you know it will cause some mortality?

II. Subsistence Hunting

- Should it be allowed at all? Should endangered species be excluded?
- Who should decide on subsistence quotas and limits?
- Which is more valuable – data gathered by scientists or traditional knowledge from Alaskan Natives?

- Should Alaskan Natives be allowed to sell (or benefit financially from) items and materials gathered through subsistence hunting?