***RESEARCH/PREPARATION CHECKLIST***

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| **Topic & Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Team Members:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

 **DAY 1: (Classroom)**

1. Meet with your group and elect a team captain.
	1. The team captain will bring all work to me to be checked at the end of each day. Make sure it is organized.
2. Meet with the opposition to decide on debatable points and the controversy that surrounds the issue. Write this down to be turned in.
3. Define exactly what is going to be debated.
4. Begin preparing, brainstorming topic and further points to consider.
5. Get emails, ph#'s of team and opponent.
6. Begin writing personal statement: "I believe..." and team proposal: "We defend the position..."

**\_\_\_ DAY 2: (Library)**

 **TURN IN:** Personal Statement, team proposal, notes from meeting with opponent to determine debatable points and the controversy that surrounds topic.

 Assign roles after reading ALL steps and information. THIS IS CRITICAL TO YOUR SUCCESS! If you do not have assigned roles it is doubtful you will get everything done. DO THIS NOW!

 By the end of the class period there should be at least 2 sources supporting the argument and 2 sources to support counter-arguments, you can get these from your opponent, but you still need to have the source information. Knowing the counter arguments will help you solidify your points. These must be credible sources (Constitution, Amendments, Court Cases, credible statistics, etc). If you are unsure about the validity of a source be sure to check with me to ok it. Teams will show proof of their sources by beginning a works consulted page with their sources which must be submitted by the end of the period. (5 points)

 Teams must compile a list of at least 5 possible arguments and 3 possible counter-arguments to be turned in before the end of the period. You can go over this list with your opponent to make sure they match and cut down some of your work. (5 points)

**\_\_\_ DAY 3: (Library)**

 **Pick Debate day (random)**

 By the end of day 3, teams should have at least 6 sources to support their position and 3 to support counter arguments. New sources must be added to an updated works consulted page to be submitted by the end of the period. (5 points)

 A reflection on how listed sources will help the team’s position will be due at the end of the period. At least 1 paragraph for 1 argument source and 1 paragraph for a counter-argument source will be expected. However, it is recommended that a paragraph for each source is written to help you critically think about your arguments. (5 points)

 Begin working on note cards, planning and practicing for opening statements. Also, compile 15-20 questions to ask your opponent for crossfire. (20pts)

**\_\_\_ DAY 4: (Classroom)**

 Day 4 is a debate preparation day. On this day teams will collaborate and discuss any concerns or issues for the debate. Roles should be determined at this time. Each team member must write a reflection about the debate, their role in the group, and how they plan to own the tasks delegated to them. (10 points)

**\_\_\_ Completed Research/Preparation Checklist**

 A completed checklist will be submitted at the end of Day 4. (10 points)

**DAY 5:** Debates start and ALL papers are due. Download instructions for papers from website. Late papers will receive half credit.

General Information: You must include ***evidence from the Constitution, Amendments, court cases, and laws to support your claims;*** and find some substantiated statistics (give your references) that support your side of the issue and present them during the debate. A poster, PowerPoint or visual of some kind is required to display your main points. ***I will be checking your notes and references, so do have them typed out to turn in to me.*** You will be given a research checklist detailing what tasks need to be completed during the research and a debate rubric to inform you under what criteria you will be assessed.

Your panel will be given 4 minutes to present the history/background/description of the issue and your specific arguments. **Do not read this – you must know your information.** I am NOT looking for opinions unless they can be backed up by actual unbiased FACTS. The opposing side will have equal time. And members of the class may come to the podium to express their opinion or to question one of your statements during the cross fire segment. Be prepared for the opposing arguments that are going to come your way.

Good sources in the library are the books called *Opposing Sides* or *Taking* Sides, but there are other books, the *Constitution* and its amendments, federal court cases and, of course, the internet. **Resources must be reputable and cited.**