**Debating Canada: Historical Perspective**

CHC 2DR

This assignment will require students to prepare a debate by researching and analyzing a controversial topic from the perspective of people in the 1920s and 1930s.

*Learning Goal:*

* Students will be able to formally argue a topic, taking into account the historical perspective of the time.
* Students will work together to pursue a common goal.

*Success Criteria:*

* Logically argue the resolution from the side you have been instructed to do
* Organize main points that support your argument
* Develop and organize rebuttals during the debate
* Demonstrate solid understanding of debate format

Following the preparation, the debate will be carried out in front of the rest of the class.

Students will be assigned roles and groups. Each member of the group will have a particular role to play. However, it will be important for all members to work together to prepare for the debate.

*A debate is a* ***discussion*** *or* ***structured contest*** *about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Debates may be judged in order to declare a winning side. Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of a resolution is a form of debate, which may or may not follow formal rules (such as Robert’s Rules of Order). In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.*

**Steps to Success:**

1. Research your topic, beginning with the CSI textbook. Continue researching using other available textbooks.

2. Develop your argument on one side of the issue. Just like an essay, outline 3 sub-topics that support your side of the issue. Your ‘side’ is essentially your thesis. Gather evidence and examples (2-4 for each sub-topic) that support your side of the argument.

3. Work as a team to organize who will say what, and in what order.

4. Participate in the debate (see order below) in an orderly and respectful fashion. Students will play their role with precision and great organization.

5. Students will submit all written evidence of their participation in the debate. This will include research notes, outline of argument, notes taken to prepare for first rebuttal and second rebuttal.

**Order of Debate:**

1. First speaker on the affirmative team presents arguments in support of the resolution.
2. First speaker on the opposing team presents arguments opposing the resolution.
3. Second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker.
4. Second speaker on the opposing team presents further arguments against the resolution, identifies further areas of conflict and answers questions that may been raised by the previous affirmative speaker.
5. There will be a short recess while teams prepare their rebuttals.
6. The third speaker for the opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information.
7. The third speaker for the affirmative team begins with their rebuttal, attempting to defend the affirmative arguments and to defeat the opposing arguments without adding new information.
8. Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak.

Note: There cannot be any interruptions. Speakers must wait their turns.

**Topics:**

a) Prohibition: A Social Experiment, page 24

“Be it resolved that Prohibition is the best policy for strengthening the social fabric of Canadian society.”

b) Internment of Japanese Canadians, page 92

“Be it resolved that all Japanese Canadians be interned for the duration of the war, in order to guarantee the safety and security of all Canadians.”

c) Nuclear Threat and Canada’s Response, page 142.

“Be it resolved that the Canadian government should encourage all Canadians to accept the development of nuclear weapons and have them placed across the nation.”

Debate Planning Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resolution: Position: FOR or AGAINST \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Sub-topic 1:** | |
| Evidence | Analysis |
|  |  |
| **Sub-topic 2:** | |
| Evidence: | Analysis: |
|  |  |
| **Sub-topic 3:** | |
| Evidence: | Analysis: |
|  |  |

What might the other side say is wrong about your arguments?

|  |  |
| --- | --- |
| The other side’s likely arguments | How you can refute it |
|  |  |
|  |  |
|  |  |

Your criticism of the other’s side’s argument:

|  |  |
| --- | --- |
| The other side’s bad arguments | How you can refute it |
|  |  |
|  |  |
|  |  |