

BLM 4: Debate Organization Sheet

1. Construct an Argument for a Debate **BOLD TYPE**

In 1 sentence, describe the **issue** you are debating.

What is your **position** on the issue for the purpose of the debate (are you for it or against it)?

Give **3 reasons** for your position. It **is** best to propose or oppose on 3 points (e.g., political, economic, social, etc.). This means you should have 3 reasons for your argument.

Give **facts** to back up each reason you have if possible. Be sure to research your topic thoroughly so you do not miss any facts.

Sum up the reasons in 1 **concluding** sentence.

Make a list of all the possible things your **opponents** might say to argue the opposite position.

For each of the opposing arguments, come up with a response (**rebuttal**) that supports your case. Use facts whenever possible.

2. Map Out Your Debate

The following is a rough guideline to help you structure what you will say. Write out a **script** and remember to prepare your rebuttal in addition to the speech shown below. If you are working with other students, be sure to plan who will say what.

1 st minute	<i>“Tell them what you’re going to tell them”</i> Explain the point you will be trying to make, and how you will make it. State your argument in a single, short sentence. Define your team’s strategy, explaining what others in your group will say (or have said).
2 nd minute	<i>“Tell them...”</i> Lay out your argument. In a sentence, let the audience know what the 3 points of your argument will be.
3 rd -5 th minute	<i>“...and keep telling them”</i> Address each part of your argument that you laid out in the 2 nd minute. Provide details about each.
6 th minute	<i>“Tell them what you told them”</i> Sum up your argument in a concluding sentence.

BLM 4: Investigative Journalism Rubric

Name: _____ Date: _____

Your completed performance task includes:

- a presentation to the class describing what you investigated and what you discovered;
- a two- to five-page summary that illustrates the competing or contradictory information you found and how you came to a conclusion; and
- (optional, if equipment is available) a videotaped “story” presenting your findings.

<i>The student will:</i>	Level 1	Level 2	Level 3	Level 4
Understanding Information				
<ul style="list-style-type: none"> • identify key elements and techniques used to create media works in a variety of forms 				
Describes the role of media ownership	Describes the role of media ownership with limited accuracy or depth	Describes the role of media ownership with some accuracy or depth	Describes the role of media ownership with considerable accuracy or depth	Describes the role of media ownership with a high degree of accuracy or depth
Analyzing				
<ul style="list-style-type: none"> • identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice) 				
Analyzes problems associated with advertising influence and power of media ownership as they relate to accuracy and bias in reporting	Analyzes problems superficially	Analyzes problems with some degree of depth but with limited detail	Analyzes problems with considerable depth and with sufficient detail	Analyzes problems with depth and in great detail
Applying				
<ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works • compare and explain their own and their peers’ reactions to a variety of media works 				
Applies learning and class discussion to produce an investigative report	Applies learning and discussion to report with limited effectiveness	Applies learning and discussion to report with some effectiveness	Applies learning and discussion to report with considerable effectiveness	Applies learning and discussion to report with high degree of effectiveness
Communicating				
<ul style="list-style-type: none"> • explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites) 				
Communicates an investigative report orally and in writing	Communicates with limited effectiveness	Communicates with some effectiveness	Communicates with considerable effectiveness	Communicates with high degree of effectiveness