|  |  |  |
| --- | --- | --- |
| Block 2 |  | Preparing for a Debate |

Format

**1.** The class should be divided into an equal number of teams. Each team will be assigned to defend either the “pro” or “con” side of the issue and will have 15 minutes to prepare for the debate.Groups will start small and slowly merge together to eventually form the 2 opposing teams. Leaders will be elected for each team to speak on behave of their team. Each person will be accountable for their own participation in the debate. Each team member will hand in the debate worksheet for marks.

**2.** Each team gives a one-minute opening statement. One team then presents one of its arguments and the opposing team will be allowed to give a rebuttal. The statement of points followed by rebuttal should last five to six minutes. Each team will then give a one-minute closing statement.

**3.** Desks should be arranged at the front of the class for the debate. The teacher will act as moderator.

Preparation

**1.** Your team’s opening statement should consist of an overview of the main issue being debated and your team’s position on the issue.

**2.** Select three or four points that you feel strongly support your side of the debate. Include specific details or examples to back up your argument (for example, use statistics or other concrete evidence that is hard to refute). Make notes to help you during the debate. Try to anticipate how the opposing side may critique your arguments.

**3.** Begin the debate with your strongest arguments, since you may not have a chance to get through all of your points. Remember to use specific details to back up your arguments. State your arguments clearly and logically.

**4.** When the opposing team members are making their points, listen carefully to what they are saying (you may want to take notes). When you give your rebuttal, critique what the other team has said rather than continuing with your own arguments. You may want to use some of your own evidence or supporting information to point out faults or weaknesses in their arguments. Remember to be polite and respect the position of the other team.

**5.** Speak in a clear, loud voice during the debate, but do not shout. Avoid speaking in a monotone voice. Make eye contact with the members of the opposing debate team, the moderator, and the audience.

**6.** The closing statement should summarize your main points and clearly set out why your position on the issue is the correct one.

|  |  |  |
| --- | --- | --- |
| Block 2 |  | Debate: Were the Métis and First Nations justified in fighting the Northwest Rebellion? |

Hints: Was Riel a hero or a villain? In what ways did the government hurt the Métis and First Nations? Did the Métis and First Nations overreact to government actions and rules? Were the Métis and First Nations overly aggressive and violent? Should the Métis have separate laws in Canada?

This debate does NOT need to have a winner. The purpose of this debate is for each student to understand both sides of the debate which will prepare you for the Chapter 5 Exam. This debate worksheet must be handed in at the end of class and it is out of 10 marks

|  |  |
| --- | --- |
| **The Métis and First Nations WERE justified in fighting the Northwest Rebellion** | **The Métis and First Nations WERE NOT justified in fighting the Northwest Rebellion** |
|  |  |