

THE GREAT DEBATE!

Resolved:

The New Open World Academy



is

a Great School

THE GREAT DEBATE

Resolved: The New Open World Academy is a great school.

The Team: AFFIRMATIVE !!

Researchers

The job of the researchers is to **gather evidence (expert opinions, facts and statistics, anecdotes, etc.)** and ensure the team has enough good evidence to support their position.

1. Researcher 1 _____
2. Researcher 2 _____
3. Researcher 3 _____

Speakers

The job of the speakers is to **shape the evidence into a powerful argument** for their position and **deliver that argument persuasively in the debate.**

1. Opening Statement _____
2. Offer of Evidence 1 _____
3. Offer of Evidence 2 _____
4. Crossfire 1 _____
5. Rebuttal _____
6. Crossfire 2 _____
7. Closing Statement _____

THE GREAT DEBATE

Resolved: The New Open World Academy is a great school.

The Team: **Negative!!**

Researchers

The job of the researchers is to **gather evidence (expert opinions, facts and statistics, anecdotes, etc.)** and ensure the team has enough good evidence to support their position.

1. Researcher 1 _____
2. Researcher 2 _____
3. Researcher 3 _____

Speakers

The job of the speakers is to **shape the evidence into a powerful argument** for their position and **deliver that argument persuasively in the debate.**

1. Opening Statement _____
2. Offer of Evidence 1 _____
3. Offer of Evidence 2 _____
4. Crossfire 1 _____
5. Rebuttal _____
6. Crossfire 2 _____
7. Closing Statement _____

The Rest of the Team

Recorders

The job of the recorders is to note down the details of the process (who says what, who does what) as the debate is being put together. Dialogue, narrative, pictures, even video—all are pieces of the story. After the debate, it is the job of the recorders to **put the details together into a written narrative—the story of their team’s debate—and tell that story in the form of a presentation (oral, dramatic, multimedial) to the rest of the class.**

Recorder 1 _____

Recorder 2 _____

Recorder 3 _____

Authors

The job of the authors is to take the argument presented by their team and shape it into a “position paper” that makes their argument in the form of **a formal essay of five paragraphs or more**, the findings of which they **deliver in a professional presentation to the rest of the class** before **submitting the paper for publication on our website.**

Author 1 _____

Author 2 _____

Author 3 _____

A word about TEAMWORK: This project is a group effort and demands a high level of responsibility from all members of the team. Each piece of the project is vitally important to the overall success of the team, and each person’s contribution is essential. You will have to maintain your own commitment and also monitor the progress of your teammates. EACH PROJECT MUST BE COMPLETE TO BE SUCCESSFUL, AND EACH TASK IS A PORTION OF THE OVERALL GRADE FOR THE TEAM. EVERY PERSON ON THE TEAM RECEIVES THE SAME GRADE.

(There will also be a bonus for the winning team!)

DEBATE RUBRIC

CATEGORY	use of preparation time	responsibility/teamwork	information/evidence	presentation	overall persuasion
4	Everybody is working every minute of every period. Team members know and understand their jobs and work constantly to do them.	Everybody is working every minute of every period and differences are resolved equitably. Every team member does her/his job every time, including all homework.	Information includes material from paragraphs and research (handbooks, websites, interviews) and is arranged and presented logically and powerfully.	Speakers are well-prepared with written, well-rehearsed remarks.	The presentation is clearly persuasive and combines strong evidence with powerful performance.
3	Most team members are working almost constantly. There are some pauses for decision-making and regrouping.	Most team members do their jobs, including all homework. One or two team members may fall behind. They are assisted by other team members.	Information includes material from paragraphs and some research (handbooks, websites, interviews) and is arranged and presented logically.	Speakers are prepared with written, rehearsed remarks.	The presentation is persuasive and combines clear evidence with solid performance.
2	Some team members are not working much of the time. They become distracted and other team members must make up for their lack of focus and commitment.	Some students are poor team members and contribute little to the success of the team. Other team members must take on their responsibilities.	Information includes material from paragraphs but very little research (handbooks, websites, interviews). The evidence may be arranged randomly.	Some speakers are not well-prepared, and written remarks may be poorly rehearsed.	The presentation is not persuasive. There is evidence, but it may not be clear or logically arranged.
1	A few team members work diligently while most others are distracted and off-task. This includes "pretending" to work in pairs/groups while talking off-topic.	A few team members must do the work of the entire group, taking on extra responsibilities in an effort to create a successful presentation.	Information is essentially the same as used in the paragraphs, with very little or no extra evidence gained from research.	Several speakers are not well-prepared. Remarks have not been rehearsed.	The presentation is not persuasive. There is little or no evidence and it is poorly organized.

THE TEAMS TAKE THE FIELD



Opening Statements





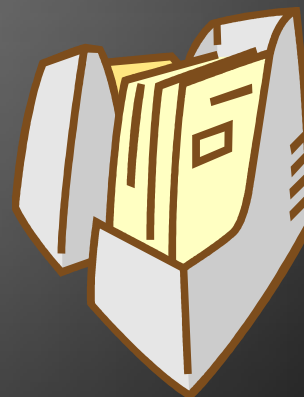
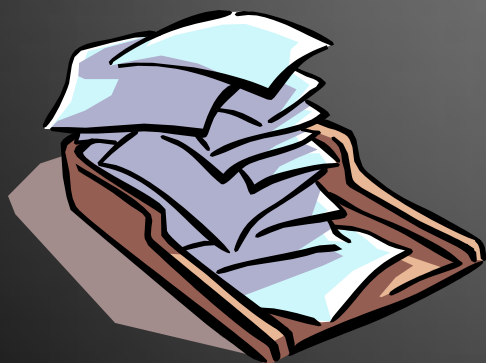


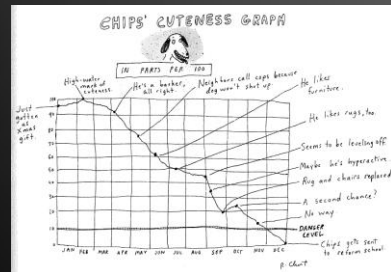
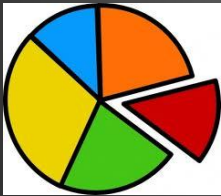




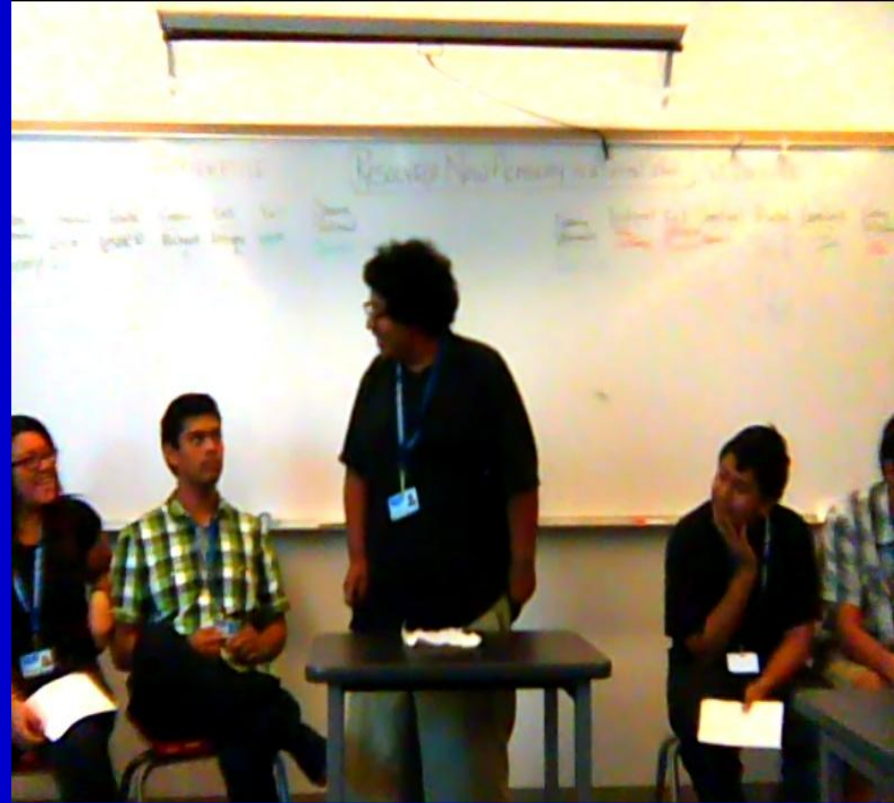


EVIDENCE











R

R

R

R

R

R

R

R

R

MAYHEM!

HAVOC!

PANDEMONIUM!

!!!

!!!

!!!

!!!

!!!

!!!

!!!

!!!

!!!

!!!

!!!





little help?









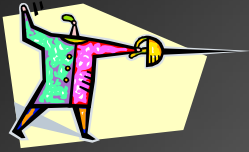
Reports

REGROW! *REGROW!*

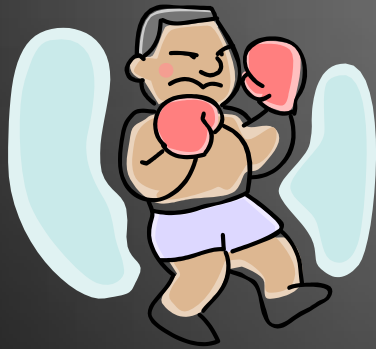
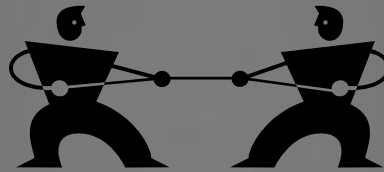


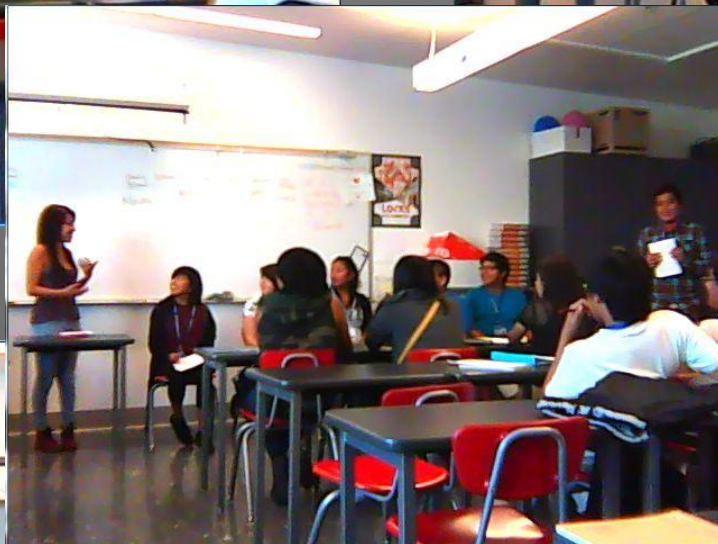




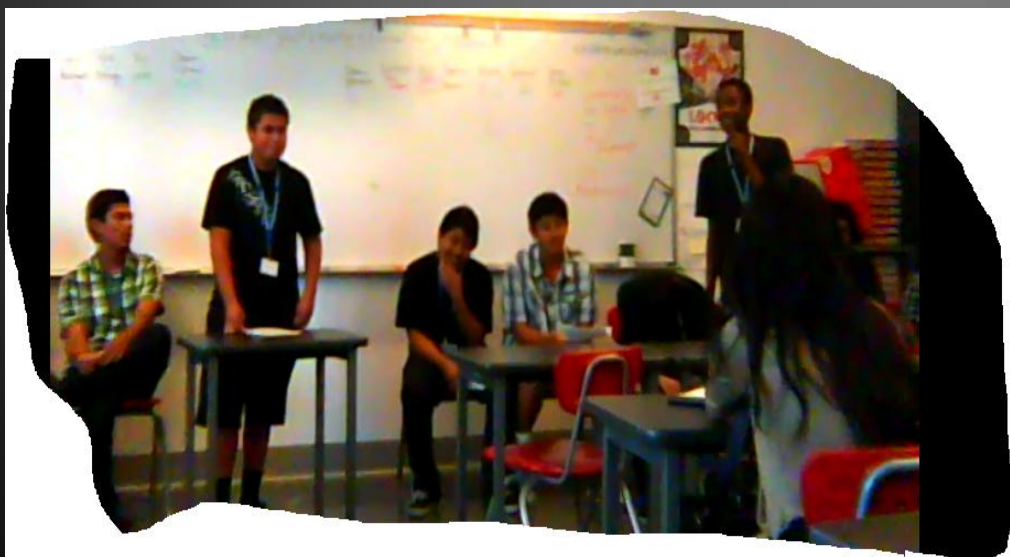


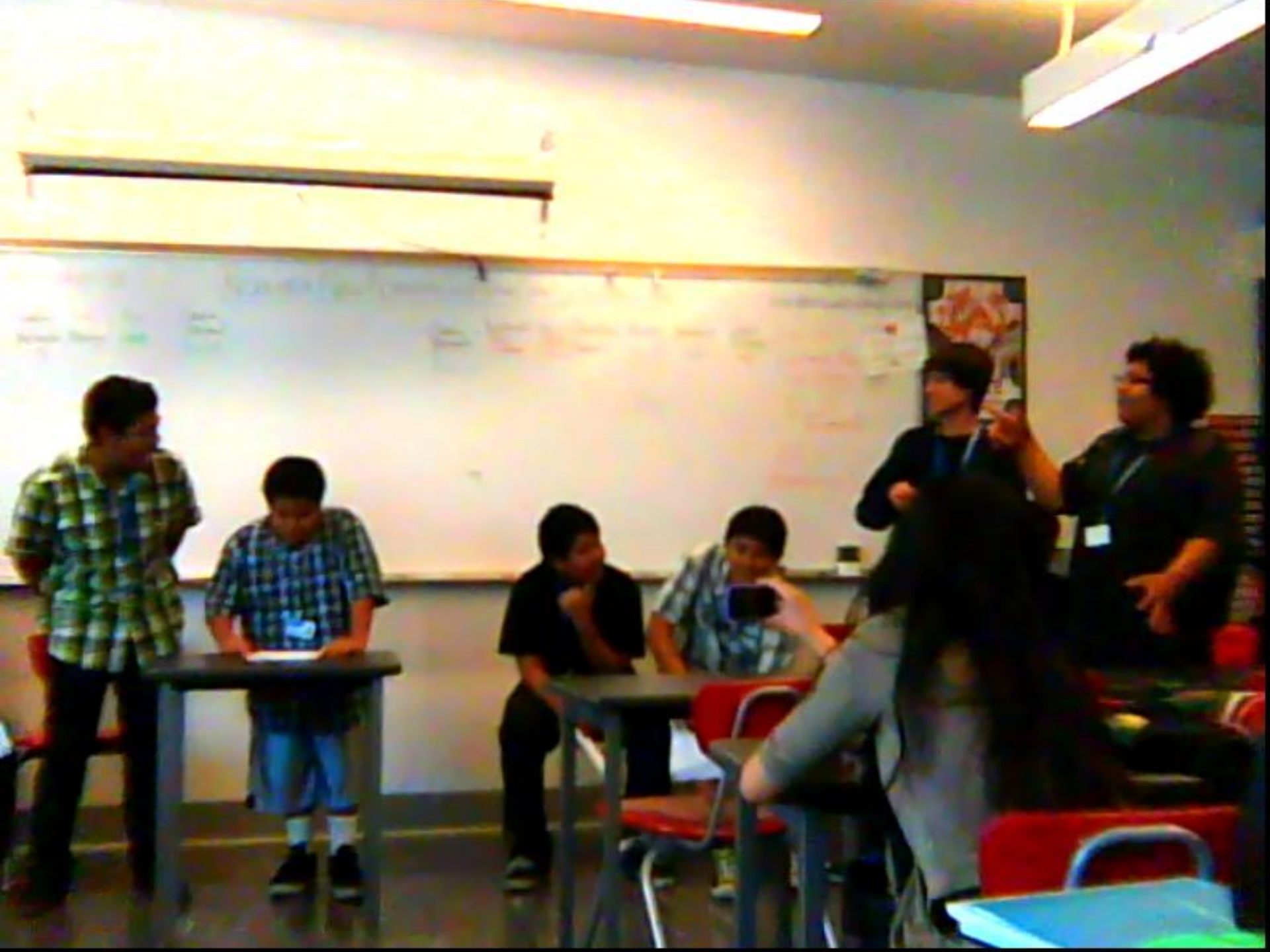
BACK IN ACTION











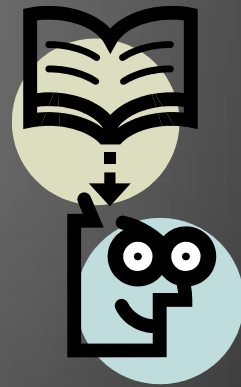
In closing...



Debate Rubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Used Research	Poor No facts were used and the research was done on opinion.	Fair Only a few facts were used and it was mostly based upon opinion.	Good Stats and information was cited, but some sources were missed.	Excellent Stats were used and sources were cited for all stats.
Understanding of Topic	Poor Research and speech show little or no topic understanding.	Fair Research and speech show a moderate level of topic understanding.	Good Research and speech show a good level of topic understanding.	Excellent Research and speech show a high level of topic understanding.
Organization & Teamwork	Poor Some group member complete their role. Teacher must redirect team frequently.	Fair Most group members complete their role. Team works together with some teacher redirection.	Good Each group member completes his/her role. Team works together with little teacher redirection.	Excellent Each group member completes his/her role. Team works together with no teacher redirection.
Debate Expectations	Poor Does not meet debate expectations or must be reminded 5 or more times.	Fair Meets most debate expectations with 3-4 reminders.	Good Meets all debate expectations with 1-2 reminders.	Excellent Speaks only when directed by moderator. Listens carefully to all others speaking. Is polite and respectful to opposing team. Is supportive to teammates.
Speech	Poor Voice is not loud, clear, confident, or expressive. Makes no eye contact with audience.	Fair Voice is sometimes loud, clear, confident, and expressive. Makes little eye contact with audience.	Good Voice is mostly loud, clear, confident, and expressive. Makes some eye contact with audience.	Excellent Voice is loud, clear, confident, and expressive. Makes eye contact with audience.

Just the (arti) facts...



position

arguments

expert opinion

interviews!

speeches

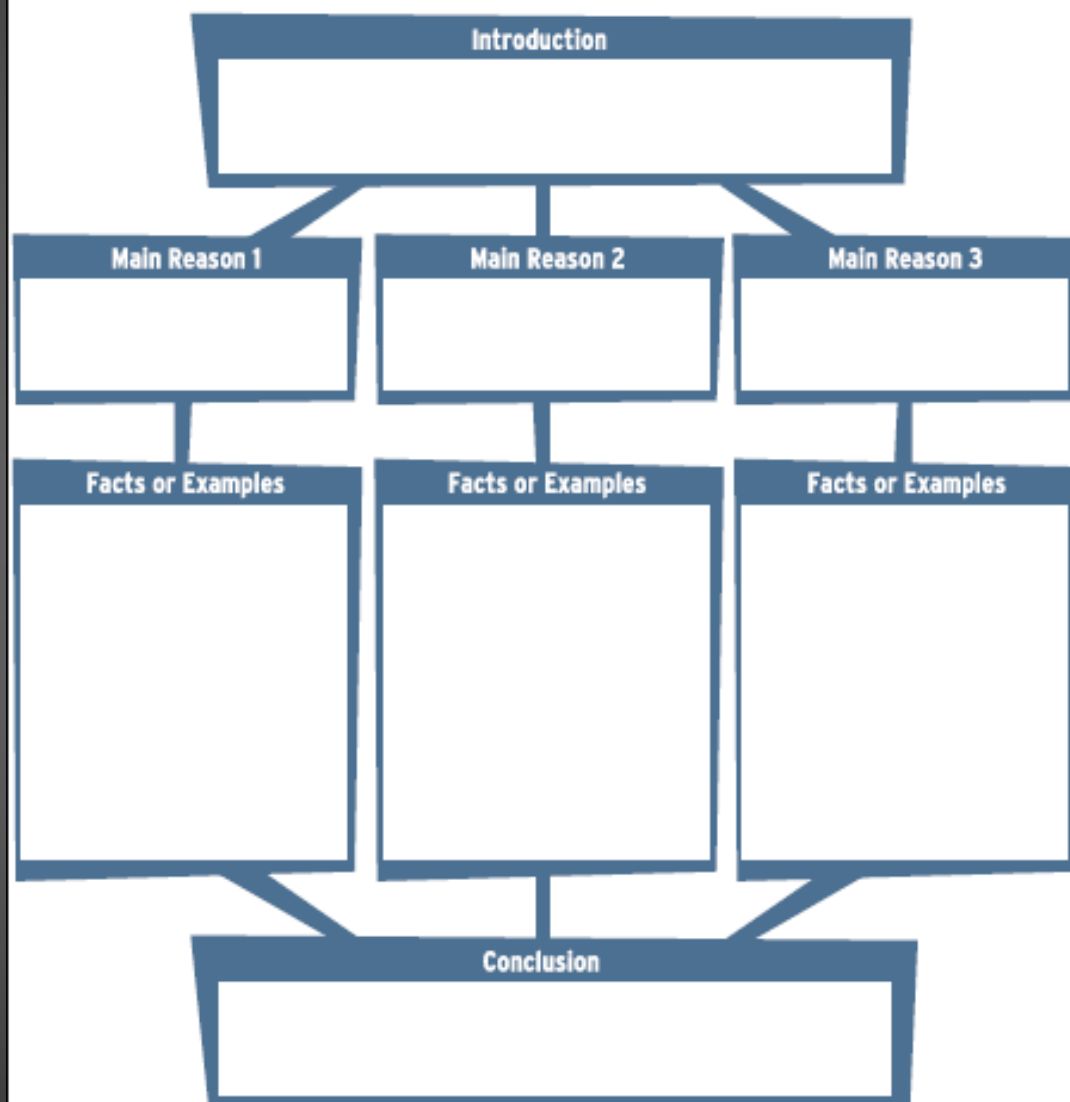
assertions

EVIDENCE

PERSUASION MAP

by: _____

topic: _____



ESSAY RUBRIC

Must be complete. Must be typed—12 point type, neutral font (Courier, Times New Roman, etc.). No ALL CAPS.
PLAGIARISM IS "DEATH."

4

good title

five paragraphs indented

well-organized and logical for **strong** support (with **powerful** details)

strong paragraphs of *introduction* and *conclusion* (at least **five** sentences each)

a **strong**, relevant thesis at the end of the introductory paragraph

three body paragraphs (at least eleven sentences each) contain excellent evidence which strongly supports the thesis

three concrete details (at least two of which are **strongly embedded** quotations) in each body paragraph (*6 total okay*)

two sentences of commentary (explanation/extension) for each concrete detail

sources correctly cited

present tense

no first person or direct address

no repetition

perfect spelling, punctuation, usage, grammar

no fragments/run-ons

strong transitions

3

title

five paragraphs indented

well-organized and logical for **good** support (with **convincing** details)

strong paragraphs of *introduction* and *conclusion* (at least **five** sentences each)

a **good** thesis at the end of the introductory paragraph

three body paragraphs (at least eleven sentences each) contain **good** evidence which **solidly** supports the thesis

three concrete details (at least two of which are **well-embedded** quotations) in each body paragraph (*6 total okay*)

two sentences of commentary (explanation/extension) for each concrete detail

sources correctly cited

perhaps one or two tense errors

maybe 1 or 2 first person or direct address errors

maybe one repeat

maybe 1 or 2 fragments/run-ons

good spelling, punctuation, usage, grammar (1-3 errors)

good transitions

2

weak title

five paragraphs indented

organization is **just okay**—not completely on topic

okay *introduction* and *conclusion* (at least **five** sentences each)

a **mediocre** thesis in the introductory paragraph

three body paragraphs (at least eleven sentences each) contain **okay** evidence which **faintly** supports the thesis

three concrete details (at least two of which are quotations) in each body paragraph

two sentences of commentary (explanation/extension) for each concrete detail

sources cited

perhaps 5-8 tense errors

maybe 2-3 (first person or) direct address errors

some repeats

maybe 2-3 fragments/run-ons

spelling, punctuation, usage, grammar has 4-6 errors

weak transitions

1

may have no title

not well organized—confusing and off topic—weak thesis

weak *introduction* and *conclusion*

paragraphs may not be indented

may be missing a body paragraph

body paragraphs may be missing concrete details and/or commentary

sources may not be cited

many first person or direct address errors

repetitious

more than 3 fragments/run-ons

spelling, punctuation, usage, grammar has more than 6 errors

few/no transitions

making the case

Sandra,
Daires
Per: 2

Negative Side

We will be discussing about whether NOW Academy is a good school or a lame school. We got the lame side. We found our reasons about why this school (NOW Academy) is a lame school. We will be telling our side of the debate to the class.

Starting first in my team (negative side) was Mariana. Mariana was our opening statement. She began by saying "NOW Academy is a lame school because ~~of~~ of the reasons we have." Our first reason why this school is lame is because the bathrooms are always closed, said Mariana. "Our second reason is because the food ~~was~~ taste nasty, third reason is because they only give lockers to people who are in honor roll," she said. "I've been here for almost two years and I've seen it's downhill problem," said Mariana. This was the opening statement for the negative side.

Our next person was Beatriz. Our first evidence person. She talked about the reasons about why NOW Academy is a lame school. She said "NOW Academy is a lame school because the bathrooms are always closed and they need to unlock the bathrooms because what if someone has an accident and we get embarrassed about it." Staff's don't wanna unlock the

doors because they might think that we will ditch class," she said. "Most teachers don't let students use the bathroom once class starts they always say to wait before every one gets here, or they say why didn't you ~~used~~ use it in your free time, or they say use it when class is over," she said. "Many students don't have enough time 5 minutes isn't enough time to go downstairs and go to the office and get the key and then unlock ~~the~~ the bathroom door, then leave the key to the office. Five minutes just isn't enough time." Beatriz said. "When we do all that we always end up late to class and get our teachers mad because of that," she said.

Our third person was Rosa. She was our Evidence #2. She talked about the food and lockers. "The reasons why NOW Academy is a lame school is because of the food and lockers," she said. "The food isn't good and yet they still give it to students," she said. "The food is always cold, dry, ~~and~~ burned, looks disgusting, unhealthy," she said. "She quoted 'I will never put that ~~poison~~ poisonous stuff in my body," which Mr. Waid said. "Some students get in line to get food but when the line gets big every one starts to push. Most students just go in line for the juice. Sometimes people get more than one juice," she said. "This is one of the reasons why NOW Academy is

a lame school," said Rosa. "The second reason why NOW Academy is a lame school is because only people in the honor roll get lockers," she said. She quoted Mr. Waid "I think that students that have books should get lockers." "Students should have lockers even though they aren't in the honor roll. They should get lockers because the books are heavy and because they might damage their spin/back," said Rosa. "We all need lockers because we all have books. We don't need to be in honor roll just to get a locker," she said. "This is ~~the~~ the second reason why we think NOW Academy is lame," she said.

This is why NOW Academy is lame.

PROJECT NARRATIVE

The Great Debate



“-NOW Academy is a bad school .”

By Recorders:

- Jackie Gutierrez

- Maritza Mandujano

-Tuesday, September 11 .

We are 1st period class. The class began as students were choosing what team to be on. There are two teams which will argue whether NOW Academy is a great school or a lame school. The argument choice was anonymous, so we didn't know which side we will argue about. It came to be that our team had to argue about NOW Academy being a lame school. We were kind of disappointed, because we thought arguing about NOW Academy being a great school would have been much easier, but with teamwork, we knew we could do it.

-Tuesday, September 18 .
The team started by choosing what each of us were going to do:



<--- Here's Israel , working on his rebuttal .

He and the team discussed about the things the other team might say, and how we could counter that . (:

---> There's Beatriz, writing evidence .

She writes specific details in why NOW Academy is a lame school. She gathered information and questioned others on their opinion of the school. (:



-Tuesday, September 18 .



<--- Rosa, also works on writing down evidence.

At this time, she specifically wrote about the school food. She asked others on their opinion of it. For example, she asked Mr.Waid, "What do you think of the school's food?" and he replied with, "Well, let me tell you this, I surely won't put that poison in my body."

---> There's Nicole, she does the Research .

She specifically wrote on how our P.E. lockers are too small , the library is closed afterschool (when students need it the most) , and also how NOW Academy has lockers, but they don't let us use it unless we have good grades. That gives us the lack of bringing our materials.



-Tuesday, September 18 .



<--- Anthony here, also writes the Research paper .

He also tried looking through NOW Academy's website about any information there may be missing.

---> Nafauldi , also has a part in Research .

Here, he thought to himself what might the school might not have ready for the students .



-Tuesday, September 18 .



<--- Here's Carlos , he's one of the authors'.

He works on his part of the essay and here, he wrote about how the debate came to be.

---> Luis, wrote the closing statement.

He gathers the information the teammates wrote about and concludes the whole argument on how NOW Academy is a bad school.



-Tuesday, September 18 .

---> And Lastly: Leonardo , Leslie, And Sandra

Sandra writes her part of the essay as an author. Leslie and Leonardo write questions that they would ask to the opposite team about their side of the story. They also predict what the others might ask our team. So this way ,they're prepared . (:



...Now the team waits for the official debate next Monday. We know we're ready for it! (:

Monday, September 24 .

Monday is here and both teams prepare for "The Great Debate". We came into the classroom as we see everyone rehearsing their part. It was nerve-racking for many people...you can tell.

20 minutes have past, and it's time for our debate, as Mr.Waid gets his camera ready. Everyone takes their seats, except for our speakers, which sit in the front of the classroom.



The debate begins with Neida (in the Affirmative team) , as she opens her statement on their argument. Next, is Mariana. She is our opening statement speaker, and she explained what our team will talk about in our part of the argument. We then started with our first evidence speaker, "We think NOW Academy is a bad school. The restrooms are always messy and we waste our time getting the key because it's always locked. There are also not enough elective choices and we only have one counselor..." , said Beatriz.

After that, we had our next evidence speaker, Rosa. She discussed about the " disgusting " food and also got expert opinions from Mr.Waid. An expert opinion can always boost up a chance to win an argument!



Next, was our "Crossfire" Speakers. First who came up was Astrid, on the affirmative team. She asked questions to our fellow teammates. Then, we had Leonardo, as our Crossfire speaker. He asked the opposite team on their opinions on NOW Academy's difficulties.

There were many great comebacks during this time. The Rebuttal was next. Israel spoke for our team, he said, "...the teachers are also boring and sometimes we don't learn anything from them. Also, NOW Academy only has two floors, so it gets overcrowded."

After the rebuttal, we had a 10-minute break, so our team helped our final speakers prepare.



...10 minutes have past, and the team prepares for the final part of the argument. Leslie is our next crossfire speaker. She also asks the opposite team on their opinions and questions a specific person on the restroom situation we spoke about earlier, as a comeback. Lastly, we have our closing statement. Luis concludes our story on the argument, and also presents his opinion.

Overall, it was a great experience. Both teams had many things to say and the arguments going back and forth were very interesting. Our team believes we did a great job, and we hope our hard work and cooperation paid off. (:

Affirmative

Jenica Ngo, Melissa Hernandez, Sarah Bayara
P.5 9/23/12

The Great Debate

Hello, we're here to talk about the "Great Debate" in which two teams argued about whether NOW Academy is a great school or not. Affirmative started the debate with an opening statement from Charlie, who talked about how NOW is trying to lower the drop out rate in L.A by supporting their students to the best of their ability. The opposing team's opening statement was from Raoul who brought up the budget cuts as reason for NOW being a bad school because of the limited resources. This set the motion for the rest of the debate.

The debate continued with evidence of their position from both teams. Valerie talked about how at NOW, teachers are willing to go the extra mile by providing academic support in in advisory and tutoring afterschool. Andrew C. presented his evidence after Valerie. He stated that NOW was a bad school because of the lack of field trips and agendas.

Next was the second offer of evidence. Ashley on the affirmative team talked about how Mr. Aquino is involved in our grades and studies. Andrew B. talked about how it makes it difficult to learn with the classes being the size that they are. He also talked about how the bathrooms are never open. From this point on, the teams tried to think ahead to defend themselves better and prepare for more questions.

Then came the first round of crossfire. Our team's crossfire was Richard who talked about how you need to be responsible for your own I.D because it's not NOW's responsibility if you break it or don't buy a new one. The opposing team's crossfire was Ahmed. He talked about how it is NOW's responsibility because NOW needs to follow the three B's. He also talked about how serving us that cafeteria food was not healthy for us, therefore, not keeping us safe.

Our team's rebuttal was Leslie. She helped back up that NOW was a great school because we use I.Ds which help the teachers know where you are supposed to be. She also said that it was a good thing that our classes were mixed with higher

grades because then we know what to expect when we get to be their age. Jose talked about the agendas once more and mentioned the time that it would take to get to and from class.

Then came the next round of crossfire. Erik talked about how people do in fact follow the three B's because it's our responsibility to write down our homework. Just because we don't have agendas doesn't mean we can't keep track of our homework. Alexis was the opposing crossfire. He talked about how we needed more time for nutrition to go to the bathroom and to get to our next class.

Finally, the closing statements were made. Affirmative's closing statement was by Kenny who summarized the debate. He insisted that NOW Academy was a great school because of the resources we did have. In turn, Ian insisted that NOW wasn't a good school because of the things we didn't have. Ultimately, the affirmative team won. This was because we made the better argument and were able to defend ourselves better. Either way, it was a good experience and I think we all learned from it.

NARRATIVE RUBRIC

Name _____ Class Period _____

Criteria for Evaluation	Rating
Organization: The story has a beginning, middle and end and events follow in a logical sequence.	4 3 2 1 0
Plot: The plot is interesting and keeps the reader in suspense. Setting is clearly established.	4 3 2 1 0
Characters: Characters are well-developed through dialogue, action or thoughts.	4 3 2 1 0
Point of view: One point of view is used consistently throughout the story.	4 3 2 1 0
Conflict: Conflict is clearly established, developed and resolved in a way that makes sense.	4 3 2 1 0
Grammar/Usage/Mechanics: Correct grammar, sentence and paragraph structure, spelling, punctuation and capitalization are used for this grade level.	4 3 2 1 0
Total	

Pablo B

Pablo, brambla

Debate story

The big thing that has been going on since day one in Mr. Waid's class is THE BIG DEBATE and in the first day my team members have been looking up research on the computer and asking people on why NOW Academy is great that is the group I am in. And the people that are in my team are Francisco, Janis, Astrid, Neida, Alfonso, Jayde, Vanessa, Kevin, Juan, Edwin, Ashley and I Pablo. We all worked together and conference about what we could do and write about in the debate most of us were just writing about what we knew and some of us asked the teacher and a classmate about how now was great. Most of us had different positions in the debate Francisco was researcher 1, Janis was researcher 2, Astrid was researcher 3, and Neida was opening statement, Alfonso was offer of evidence 1, Jayde was offer of evidence 2, Janis was crossfire 1, Vanessa was rebuttal, Astrid was crossfire 2, Kevin was closing statement, Juan was recorder 1, I Pablo was recorder 2, Edwin was Author 1, Ashley was author 2. Those were the positions we all had in the debate and as for the overall progress in the debate was good it was a 40% percent on day 3 it was 60% percent on day 4 it was 70% percent on it goes on. As for my teammate Kevin he has been asking me some questions about

how now academy was great and I told him that "it was great because now has great teachers and great counselors cause they give you good advice and help you set up a plan for your classes if your falling them" and Kevin said "thank you for helping me with information for the debate" and I said "no problem". All the days we had to prepare for the debate were enough because are team members grouped up and talked with each other and talked about what they were going to say and the comebacks they were going to make if the other team was going to ask questions or any statements about some things our team have said. The progress during these days has been really good and it seemed to work out a lot and when the real thing came there were come backs back and forth both teams tried hard to go for the gold but both our teams ended up in a tie the wined is still to be determined as for the researchers in our team Francisco, Janis and Astrid they sure did get a lot of info to show that we had worked hard to get it one this that may have mused us up a little bit on our team was the closing statement because our team mate Kevin was nervous and could barley say anything cause of the nervousness but at least he tried we all did we put ourselves out there and gave it our all. One of the main facts is that both teams in the debate did work struggled to do their best and showed there work to get graded on it by the teacher one thing for sure that I know is that I have never done this much work before probably some classmates of mine have but I have not it may have been hard up I know I and everyone else will get something out of this some will get less and some will get more credit but who know we all might just et lucky and have a decent grade in mr.waids class all this was done with effort and put a lot of time into what we did and I think we all at least deserve some

credit but out of all the outstanding things all of us in the debate did a really good job some mistakes but it was good. But now I am going to include some thing about what happened during the debate. Some things that happened were that some of us fooled around during class not all of us but we all did our part for the debate it was fun to do some things but hard the research was important for the debate even if some mistakes were made they were corrected and given advice to learn how to make the statements the positions my teammates were in they did not find it easy cause they had to speak and tell and convince everyone why the school was great some of my teammates were nervous and did not want to speak but they at least did so they could get credit for the work they did and as for me I had to record every single thing that happened it was not easy but at least I did and I feel go that I did some work and so did my companions the only thing that went wrong in the process was that for the closing statement we could not help our teammate Kevin on the information that much cause we were struggling on what to put on all our papers at that point but at least some of us were able to help him the people who were able to help him were Ashley, Alfonso, Astrid, Neida, and more people including me Pablo. The one thing that help us all get through all the tough parts in the debate was the ideas of other people and that helped us a lot cause it gave us something more to right about and more ideas to think and brainstorm more and that was one of the things I saw most in the work were all doing and I knew our group was going to do good and that me might have more than just reasons or statements to win and that was good the questions were good the facts were good the work, evidence and more stuff that our team did to try to win but the main concern was the work cause

without the work we would have gotten no were in the debate. That was one good thing for the group that we needed a lot of proof to show that we were ready for the task and had the skills to show good work and present it well with professionalism. I know this may sound easy or look easy but its not cause it takes time and planning and time and dedication and responsibility and that not easy to those things cause some of us get impatient and we just can concentrate on our work and what we are doing but the effort and work we did and the time it took us to do it was enough to get a good mark and a good opinion about are work and I think everyone did good and this is the end of my recorder story

By: Pablo brambla

Finished on: September Tuesday, 25, 2012

Period 1

Class: Waid

Subject: English



Resolved:
The New Open World Academy
is
a Great School

**OUR
NOW ACADEMY
DEBATE**

