

## ACTIVITY 9

### Real-World Application: Debate



**Driving Question:**

**Should the United States invest in additional nuclear power plants to provide non-carbon sources of energy?**

You will debate in front of a panel of US policy makers regarding building more nuclear power plants. The panel will decide whether to implement the construction of additional plants immediately, not at all, or phase in the system over a period of time.

NOTE: The Affirmative team argues for constructing more power plants, while the Negative team argues for keeping the U.S. system in place. The default position is to keep the number of power plants at its current level. Thus, it is the responsibility of the Affirmative team to develop a convincing enough argument in favor of constructing additional plants.

The structure of debate ([http://en.wikipedia.org/wiki/LD\\_Debate](http://en.wikipedia.org/wiki/LD_Debate) ) is as follows:

- (3-4 students) 1st Affirmative Constructive - 6 minutes (times are maximum)
- (2-3) Cross Examination of Affirmative Speaker by the Negative - 3 minutes
- (3-4) 1st Negative Constructive - 7 minutes
- (2-3) Cross Examination of Negative Speaker by the Affirmative - 3 minutes
- (2-3) 1st Affirmative Rebuttal - 4 minutes
- (2-3) 1st (and Final) Negative Rebuttal - 6 minutes
- (2-3) 2nd (and Final) Affirmative Rebuttal - 3 minutes

#### Constructive Speeches

The constructive is presented in each debater's first speech as the opener of the round. The affirmative debater spends the entire six minutes presenting the constructive, as that is the backbone of the advocacy of the resolution. The negative's constructive will be in the first speech as well, and usually take between two-and-a-half and three-and-a-half minutes. The rest of that speech will contain rebuttal arguments that respond to the affirmative's case.

**Cross Examination Period**

Following each debater's constructive speech, the opponent is given a three-minute period to ask questions regarding the constructive that was just given. Any questions may be asked, and debaters are encouraged to use the time to clarify any confusing points made by their opponent. However, the time is often used by each side to try to weaken the other debater's standing

**Rebuttal Speeches**

The rebuttal speeches are the speeches in the latter half of the debate. In this portion, most debaters focus on attacking their opponents' arguments and defending their own in a way that will cement a victory in the round. Toward the end of the rebuttal speech, the debaters will reduce their arguments to a few core *voting issues* that they want the judge to focus on when deciding the winner.

**Panelists/Judges (3 students):**

If you are the head panelist you will be expected to provide an introduction to the debate, run the debate and keep time. All panelists should turn in at least five thought provoking questions and your answers to the questions. You may use some of your questions at the end of the debate.

**Grading:**

You will be graded on your ability to make well reasoned, well researched arguments which fit into the themes of the course. Arguments that are only emotional in nature and not backed up with factual information will receive lower grades. You are also expected to turn in your arguments and supporting materials for the debate in a reflection paper. All students are expected to actively participate in the discussion.