

### Evolution Assignment: Debate

**Introduction:**

For this assignment, you will be participating in formal debates in small groups on topics related to artificial selection technologies or the impact of environmental changes on natural selection & endangered species.

**Instructions:**

You will be working in groups of 6. Each group will be researching one topic related to either artificial selection technologies or the impact of environmental changes from the list below.

In each group, 3 students will be arguing FOR, and 3 students will be arguing AGAINST the statement.

<b>Artificial Selection Technologies</b>	<b>Impact of Environmental Changes</b>
<p><u>Statements:</u>                      Be it resolved that...</p> <p>Artificial selection of agricultural crops benefits populations in less-developed countries.</p> <p>The advantages of planting genetically-modified crops outweigh the disadvantages.</p> <p>Selective breeding of livestock has resulted in farm animals that are superior to earlier farm animals.</p>	<p><u>Statement:</u>                      Be it resolved that...</p> <p>The use of neonics (neonicotinoid pesticides) has caused the decline in the bee population.</p> <p>The decline in the milkweed population (due to urbanization &amp; use of pesticides) has caused a reduction in the Monarch butterfly population.</p> <p>The loss of bamboo forest (due to urbanization) has caused a reduction in the giant panda population.</p>

**Circle your topic in the list above.**

**Circle which side you are on:    AFFIRMATIVE        NEGATIVE**

Suggestions: Think about the topic from numerous perspectives in order to develop a broader range of arguments. Do not present your personal opinion, and make sure you support your arguments with research and cite your sources.

What to do:

1. In your group of 6, brainstorm and complete the Overview of the Issue sheet. If you have any unanswered questions that you'd like to research, write them on the sheet. Submit this sheet to your teacher. (This will not be evaluated.)
2. In your group of 3, brainstorm ideas for your side of the argument. Each person will be focusing on one aspect/angle of the argument (e.g, environmental, economical, ethical, etc.). You can assign these now, or wait until you've done a bit of preliminary research.
3. Individually, research arguments for your group, from your perspective (e.g., environmental, economical, ethical, etc.) and prepare your first draft of your My Side of the Issue sheet. (Your final copy of this sheet will be evaluated.)
4. Meet with your group of 3 to share ideas, and to organized your arguments & supporting research. Complete the Debate Organizer sheet. (This will not be evaluated, but it's a good research tool.)
5. You will be presenting your arguments in a formal debate in class, which will be evaluated. See the Debating Procedures sheet for the structure of the debate.

**Important Due Dates:**

Overview of the Issue:

Tuesday, April 24, 2018

My Side of the Issue:

Wednesday, April 25, 2018 (first draft, not evaluated)

**Thursday, April 26, 2018 (final copy, evaluated)**

Debate:

**Tuesday, May 1, 2018 (evaluated)**

## EVALUATION SCHEME ("My Side of the Issue" sheet):

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
-All of the required information is accurate & clearly stated.  /5	Many inaccuracies in information.	Some inaccuracies in information.	Most information is accurate.	All required information is accurate.
-Aspect of the argument for/against (economical, environmental, ethical, etc.) is effectively identified.  /5	Makes connections with limited effectiveness.	Makes connections with some effectiveness.	Makes connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.
-Provides insightful on the aspect of the argument and backs up with evidence  /10	Makes connections between evolutionary issue and society & provides personal opinion with limited effectiveness	Makes connections between evolutionary issue & society and provides personal opinion with some effectiveness	Makes connections between evolutionary issue and society & provides personal opinion with considerable effectiveness	Makes connections between evolution and society & provides personal opinion with high degree of effectiveness

**APPLICATION: /20 ( %)**

## EVALUATION SCHEME (Debate):

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
-Clarity and precision of language -In your own words  /10	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
- Well-organized information in the debate showing evidence of unity, flow, coherence, etc. (all arguments clearly tied to an idea)  /5	Debate is not well organized and no evidence of unity or coherence between arguments	Debate is organized but little evidence of unity and coherence between arguments	Debate is somewhat organized and group member's arguments show considerable unity	Debate is extremely organized and all group member's arguments are connected, showing evidence of unity and flow
-Always polite, supportive and respectful of peers, -Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept audience attention.  /5	Communicates for different audiences with limited effectiveness.	Communicates for different audiences with some effectiveness.	Communicates for different audiences with considerable effectiveness.	Communicates for different audiences with a high degree of effectiveness.

**COMMUNICATION: /20 ( %)**

**Debate Preparation: Overview of the Issue**  
Each student will complete this page with their group of 6.

<p><b>What?</b></p> <p>What is your issue about? Explain in your own words.</p>	
<p><b>Why?</b></p> <p>Why is this issue important? Why is this an issue that people do not agree on?</p>	
<p><b>How?</b></p> <p>How are people trying to deal with / solve this issue?</p>	

## Debate Preparation: My Side of the Issue

Each student will complete this page individually for their chosen aspect of the argument.

<b>My side of the issue is...</b>	
<b>The viewpoint I represent believes that...</b>  What are the key points for your argument?	
<b>The evidence is...</b>  Describe at least 2 pieces of evidence that support your arguments.  <b>*Use in-text citations (APA format).*</b>	
<b>References (in APA format)</b>	