

Grade 8 History Task # 3

Mock Debate

For this third task, you will choose a Canadian province and research their stand on Confederation around the time period of 1867. You will be looking specifically for information regarding their stance on Confederation, did they want to join? or not? You will be given three, 50 minute periods to complete your research. On the fourth period we will conduct a Mock Debate in class where you will represent your province on the topic of Confederation.

Curriculum Expectations

- Assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada (Focus On: Cause and Consequence; Historical Perspective)
- Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (Focus On: Historical Perspective; Historical Significance)
- Describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact (Focus On: Historical Significance; Cause and Consequence)

Today's Canadian Provinces

For:

Ontario
Quebec
New Brunswick

Against:

British Columbia
Newfoundland and Labrador
Nova Scotia
P.E.I

Your Task

- 1) Choose a province of Canada to research their stand on Confederation in 1867
- 2) Come up with arguments (min 5) for your province that reflect their stand on joining Confederation (For or Against Confederation)
- 3) Be prepared to present these arguments in a Mock Debate.
- 4) Hand in your research and your final arguments after the debate is complete.

Assessment

Criteria	Level 4	Level 3	Level 2	Level 1
Respect for the	All statements, body	All statements and	Most statements and	Statements,

other team	language, and responses were respectful and were in appropriate language	responses were respectful and used appropriate language, but once or twice body language was not	responses were respectful and in appropriate language, but there was one sarcastic remark	responses and/or body language were borderline appropriate. Some sarcastic remarks
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies
Rebuttal	All counter arguments were accurate, relevant and strong	Most counter arguments were accurate, relevant, and strong	Most counter arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical	Arguments were not tied well to an idea.
Understanding of Topic	The team clearly understood the topic in depth and presented their information forcefully and convincingly.	The team clearly understood the topic in depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience	One or more members of the team had a presentation style that did not keep attention

Classroom Debates

Introduction

Classroom debates are exercises designed to allow you to strengthen your skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation. Debate topics and position statements are outlined below. Groups may sign up on a first come, first served basis, by specifying both the debate topic and the position desired (i.e., Pro or Con). Note that all groups must have signed up for the debate by the end of the first period. All group members are expected to participate in the research, development, and presentation of your debate position. Preparation will require substantial research. Each participating member will receive the same group grade.

Debate Format

6 minute Position Presentation - Pro

6 minute Position Presentation - Con

5 minute Work Period

4 minute Rebuttal - Pro

4 minute Rebuttal - Con

3 minute Work Period

2 minute Response - Pro

2 minute Response - Con

1 minute Work Period

2 minute Position Summary - Pro or Con

2 minute Position Summary - Pro or Con

5 minute Tallying of Ballots/Announcement of Winner