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Jon's Family Blog  (If you aren't in my family, this probably won't be of much interest to you)

Home

Resources

Alternative Day Classes:

- Debate
- The Educated Consumer

Electives:

- New Student Orientation

Literature:


- 1984 (3)
- Animal Farm* (2)
- Anthem*
- The Antihero
- Brave New World* (4)
- Catcher in the Rye* (3)
- The Chosen* (4)
- Fahrenheit 451*
- Frankenstein*
- Huckleberry Finn*
- My Ishmael*
- Norse Mythology* (4)
- On the Road*
- A Prayer for Owen Meany*
- Red Scarf Girl* (3)
- Sci Fi and History
- The Tao of Pooh*
- Tortilla Curtain* (1)

Speech:

- Basic Speech (2)
- Oral Interpretation

Writing:

- Creative Writing
- CFAHS Research Paper wiki
- Research Paper (1, 2, 3, 4)
- Research Paper Clean-up
- Writing About Current Events
- Writing Comp. (1, 2, 3, 4)
- Writing Survey


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The ability to think and speak critically about a variety of issues is an important one to develop. Through structured, logical debate, it is possible to help yourself and other people to determine exactly what you and they believe about particular issues. In this class, you can expect to read, research, plan and participate in one debate.

Before we begin, let's spend a few minutes reviewing the purpose for being in the class and the procedures we'll expect you to follow.

Purpose: the purpose of debate is to allow a free and open exchange of ideas and information. Therefore, your reason to be here is to learn the basics of debate by reading, researching, and participating in one debate. This class will earn you speech points.

Procedures:

1. Review a few ideas regarding [debate](#) .

[Overview of debate process](#) 

[Introduction to persuasive speech/debate](#) 

[Establishing your argument and position](#) 

[Evaluating opponent's evidence](#) 

[Outlining your rebuttal as your opponent speaks.](#) 

2. Establish ground rules and expectations for the debates.
 - Be respectful.
 - Be prepared.
 - Follow the time guidelines (90-second introduction, 2-minute rebuttal, 1-minute summation)

3. Establish debating groups. Two students per group, one on each side of the issue.

4. Conduct research. Start with places like this:

<http://www.procon.org/> 

<http://www.sac.edu/students/library/nealley/websites/controversial.htm#stem> 

5. Debates.

If you need further clarification or explanation, please have a look at one of the sites below.

<http://www.teachablemoment.org/high.html> 

<http://www.ascd.org/publications/educational-leadership/feb08/vol65/num05/Clash!-The-World-of-Debate.aspx> 

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