

ALAN LYTLE
National Park Ranger



Every year millions of people visit National Parks all over the United States. Tourism is great for families to spend time together and enjoy nature's beauty, and has fantastic economic benefits. Eighty percent of the revenue collected for park admission stays at the park you visit. This money supports jobs, trail upkeep, park improvements, educational programs, conservation, and maintenance.

Point: Tourism is excellent time together with family financial gain for parks.

Probing Question: Should we encourage visits to our beautiful natural areas for their beneficial economic impact?

GERALD SANDERSON
Yoga Instructor



Not only does being outside bring people closer to nature, but it spreads awareness of many of

**EACH DEBATE HAS 8 CHARACTER CARDS —
4 ROLES ARE PRO TOPIC AND
4 ROLES ARE AGAINST TOPIC**

**THE
GREAT
DEBATE**
SCIENCE MATTERS

Is tourism a problem?

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Is tourism a problem?

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DONNA RUBIN
Snorkeler

There's truly nothing like swimming with sting rays, and sharks. The majestic beauty of the Great Barrier Reef is something you have to experience. I think tourists love these kinds of places. It's important to have environmental protection which helps preserve biodiversity. Over the years, people have recognized the importance of saving species. Now we realize that the value of life is worth much more than money. Safeguards are in place to prevent damage, and management is the best place to protect this beautiful place.

Point: Tourism helps educate people about the value of many different ecosystems.

Probing Question: Isn't it important to promote tourism as a way to protect our natural resources?

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DEBATE TOPIC:
Is tourism a problem?

Research Topic:

Research using articles and/or websites that help you understand more about the controversy behind the topic. Write down the information you feel should be discussed in the debate.

1. _____
2. _____
3. _____

KEYS TO A SUCCESSFUL DEBATE:

- Do not interrupt when others are speaking
- Keep answers short and concise
- Listen carefully to your opponent and ask questions
- Speak calmly and politely
- There are no bad ideas
- Do not raise your voice

RECORD THE DEBATE:

Those who are for the position feel this way because

Both sides agree that

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RECORD THE DEBATE:

Those who are for the position feel this way because

Both sides agree that

Those who are against the position feel this way because

Questions:

Think about both sides of the debate and prepare three questions. Questions should result in more than a "yes" or "no" response.

1. _____
2. _____
3. _____

TAKE A STANCE:

You have just heard compelling arguments from both sides. Use the space below to explain your own opinion using supporting facts.

STUDENT WORKSHEETS FOR STUDENTS ACTIVELY DEBATING OR FOR STUDENTS IN AUDIENCE

TEACHER GUIDE PROVIDES OBJECTIVES, BENEFITS, AND OPTIONS FOR A SUCCESSFUL DEBATE.

DEBATE OBJECTIVES:

- To practice debating and discussing topics and expressing opinions
- Think about different points of view
- Use facts to support opinions
- To structure an argument using points and explanations
- Understand debates have a for/against structure

KEY VOCABULARY:

- Fact** – a thing that is known or proven to be true.
Opinion – a belief or attitude about something that is not proven to be true.
Point – a short sentence that explains why you support or oppose something.
Explanation – how and why your point is true.
Pro – An argument or consideration in favor of something.
Con – An argument or opinion against something.
Rebuttal – a statement that a claim or criticism is not true.

FOR BEGINNERS, MODEL A DEBATE:

In order to get your students into the Great Debate mindset, begin by modeling a debate by putting a controversial topic on the board like "Homework should be banned!"

BENEFITS OF DEBATE INCLUDE THAT STUDENTS WILL:

- Be able to articulate their own thoughts and opinions
 - Be able to research and find facts to support their position
 - Develop critical thinking skills
 - Evaluate the arguments of others
 - Communicate their ideas clearly
 - Collaborate with others
 - Analyze and synthesize information
- Key terms: fact, opinion, point, explanation, rebuttal, and its meaning.
 Understanding: fact, opinion, point, explanation, and opinion?
 why?

NOW YOU'RE READY TO START THE GREAT DEBATE:

Choose your debate style (options next page or create your own). Each debate character card includes a position for/against the topic being debated. After reading the card, students will identify a point that helps the student to understand their position when they find facts to support their point of view. Each card includes a question which they will use to engage with the other side of the debate.

Students Actively Debating:

If students are actively debating, they will complete their character cards. First, they will fill out their character information. After that, they will research and find three facts to support their position. Then, they will present the other side of the debate. What might someone on the other side of the debate should plan to come up with potential responses to their points?

When prep and research are completed by teams, they will present their side first.

Students As Audience:

If your debate option includes having some students as an audience, have them read so they can understand the controversy of the topic. Audience members will come up with questions to ask both debate teams.

After Debate:

After the debate is completed, have students use the information presented during the debate. What points did they agree on? Was there anything they agreed on? Finally, have them discuss on what they just heard using supporting facts from the debate.

Assessment:

- A grading rubric has been provided for the teacher
- A peer assessment has also been provided for student behavior of each team.

DEBATE OPTIONS:

THREE QUESTION DEBATE (ONE CLASS PERIOD)

Divide the class into two teams. Small groups focus on their character cards. Alternate which team delivers main points first.
 15 minutes: Prep/Research
 3 minutes: Team A Main Points from character cards
 3 minutes: Team B Main Points from character cards
 2 minutes: Team A Rebuttal (Q1, Q2, Q3)
 2 minutes: Team B Rebuttal (Q1, Q2, Q3)
 Debrief

SMALL GROUP DEBATE (ONE CLASS PERIOD)

Generate two debate teams of 2-4 students (cards assigned).
 Often done multiple times per semester until each student has had a chance to debate a topic
 5-10 minutes: Prep/Research
 5 minutes: Opening Statement (Team A)
 5 minutes: Opening Statement (Team B)
 5 minutes: Rebuttal (Team A)
 5 minutes: Rebuttal (Team B)
 15 minutes: Audience ("media reporters") questions both teams
 Debrief

TOWN HALL (ONE CLASS PERIOD)

Assign some students roles to represent.
 Introduce topic.
 5-10 minutes: Prep/Research
 2 minute persuasive speeches (pro)
 2 minute persuasive speeches (con)
 2 minute: Q and A each side
 10 minutes: Audience ("citizens") question both teams
 "Citizens" vote

Name of Assessor: _____
 Debate Team and Position: _____

ASSESSMENT RUBRICS PROVIDED — ONE FOR GRADING BY TEACHER AND ONE FOR STUDENTS TO ASSESS DEBATE TEAMS BASED ON BEHAVIOR IN DEBATE.

Speaker Behavior
Speaks directly to the topic
Uses "because" statements to support their side
Makes good eye contact
Showed good listening skills
Builds on or adds to the other side's argument
Disagrees using evidence
Speaks off topic
Repeats information
Interrupts or cuts off other speakers
Negative, demotivating

Debate Team Name: _____

DEBATE TOPIC:
 Is de-extinction a good idea?

GRADING RUBRIC:

Criteria	4	3	2	1	Score
Organization & clarity Main argument outlined in a clear and orderly way	Completely clear and orderly	Mostly clear and orderly in all parts	Clear in some but not all parts	Unclear and disorganized throughout	
Use of evidence Reasons are given that are supported by cited facts	Very strong, persuasive argument supported by evidence	Many good arguments given, few supported facts	Some satisfactory arguments, not well supported	Few or no real arguments provided with no supporting facts	
Use of rebuttal Ability to uphold position against questioning from opposing side	Excellent response to rebuttal and questioning opposing side	Good questioning and rebuttals with only a few mistakes	Fair questioning and rebuttals but major mistakes	Poor questioning and failure to defend position	
Presentation style Ability to clearly express opinion & persuade audience	Very convincing argument. All team members participated	Good convincing argument. Most team members participated	Fairly convincing argument. Few team members participated	No convincing argument. Team members did not work together	
Comments					Total

Speaks directly to the topic
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Makes good eye contact
Showed good listening skills
Builds on or adds to the other side's argument
Disagrees using evidence
Speaks off topic
Repeats information
Interrupts or cuts off other speakers
Negative, demotivating



I'm afraid I
your point.

CLASSROOM POSTERS ALSO INCLUDED!

I'd like to take
issue with
what you just
said.

There are two
issues our

According to
other side, o
opponents

USEFUL D



KEYS TO A SUCCESSFUL DEBATE

Speak
calmly
and politely



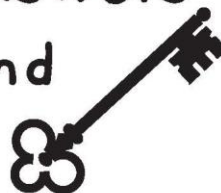
Listen
carefully
to your
opponent and
ask questions



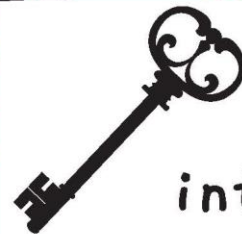
Do not raise
your voice



Keep answers
short and
concise



Do not
interrupt
when others
are speaking





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