

Deforestation Debate

Experiment Background: *Our class has just finished reading the book There's an Owl in the Shower. This book clearly shows the controversial issue of deforestation. It is easy to see the issue from both points-of-view. You will be working with a partner to prepare a debate on the issue of deforestation. You will be assigned either the logger point-of-view or the endangered animal point-of-view. Using the book There's an Owl in the Shower and the other activities we have completed with the book, prepare your debate. Make sure you read the criteria and rubric before beginning.*

Project Instructions:

- 1. Develop your arguments based on what point-of-view you have been assigned.*
- 2. Make sure that you also think of arguments the other point-of-view will make, so you can counter argue well.*
- 3. Use all of our readings and resources.*

Criteria:

- 1. Teams should show respect for other teams through body language and responses.*
- 2. Information presented in the debate should be clear, accurate and thorough.*
- 3. All rebuttals should be accurate, relevant and strong.*
- 4. All major points should be well-supported with facts.*
- 5. All teams should use excellent presentation style.*
- 6. Teams should describe the environmental issue of deforestation as it relates to their point-of-view.*
- 7. The teams should describe how the endangered animals interact with their environment and each other in order to survive.*



Deforestation Debate Rubric

Criteria	Needs Improvement 1	Satisfactory 2	Good 3	Excellent 4
Respect for Other Team	<i>Statements, responses and/or body language were consistently not respectful.</i>	<i>Some statements, body language, and responses were respectful and were appropriate.</i>	<i>Almost all statements, body language, and responses were respectful and were appropriate.</i>	<i>All statements, body language, and responses were respectful and were appropriate.</i>
Information	<i>Information had several inaccuracies or was usually not clear.</i>	<i>Most information presented in the debate was clear and accurate, but was not usually thorough.</i>	<i>Most information presented in the debate was clear, accurate and thorough.</i>	<i>Information presented in the debate was clear, accurate and thorough.</i>
Rebuttal	<i>Counter-arguments were not accurate and/or relevant.</i>	<i>Most counter-arguments were accurate and relevant, but several were weak.</i>	<i>Most counter-arguments were accurate, relevant and strong.</i>	<i>All counter-arguments were accurate, relevant and strong.</i>
Use of Facts/Statistics	<i>Every point was not supported.</i>	<i>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</i>	<i>Every major point was adequately supported with relevant facts, statistics and/or examples.</i>	<i>Every major point was well-supported with several relevant facts, statistics and/or examples.</i>
Presentation Style	<i>One or more members of the team had a presentation style that did not keep the attention of the audience.</i>	<i>Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the</i>	<i>Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the</i>	<i>Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention</i>

		<i>audience.</i>	<i>attention of the audience.</i>	<i>of the audience.</i>
<i>Understanding of Topic</i>	<i>The team did not show an adequate understanding of the topic.</i>	<i>The team seemed to understand the main points of the topic and presented those with ease.</i>	<i>The team clearly understood the topic in-depth and presented their information with ease.</i>	<i>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</i>
<i>Deforestation is described</i>	<i>Deforestation is not described</i>		<i>Deforestation is described.</i>	<i>Deforestation is described thoroughly.</i>
<i>Description of how endangered animals interact with their environment and each other to survive.</i>	<i>Description is not present.</i>	<i>Description is present by it lacks depth.</i>	<i>Description is present and detailed.</i>	<i>Description is present and thoroughly presented.</i>

Adapted from Rubistar ©2002 AL Tec, the University of Kansas