**“To Be Or Not To Be” Debate**

For this assignment, you will be split into two groups and participate in a debate. Team A will argue that Hamlet’s madness is genuine, and Team B will argue that Hamlet’s madness is an act.

Team A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The debate will occur on:** Monday December 11, 2017

Make sure you prepare for the debate over the weekend. Figure out your main arguments and proof to support those arguments.

**Is Hamlet’s madness genuine?**

Debate Schedule

|  |  |
| --- | --- |
| Team A  (Affirmative) | Main Argument  “Yes, he is genuinely crazy because…” |
| Team B  (Negative) | Argument and Rebuttal  Attack the affirmative argument and state your main argument |
| Team A  (Affirmative) | Rebuttal - break down Team B’s argument and reinforce your own argument |
| Team B  (Negative) | Reassert your own argument (don’t waste time attacking Team A again). Highlight your best points and give a closing statement |
| Team A  (Affirmative) | **Rejoinder** (meaning short, quick reply): Give a short quick reply to the final rebuttal of the negative side; closing argument |

After the debate, you will be required to:

1. Complete a self and peer evaluation (graded using a rubric)
2. Complete a written 1-2 page response to the debate (state both your arguments and the opposing team’s arguments, and the effectiveness of your arguments and rebuttals. What could you have done better? Were you an active participant in your group?)

**Self Evaluation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-89%)** |
| **Knowledge & Understanding**  *Strategies used when listening, speaking, and preparing for the debate* | Demonstrates limited knowledge and understanding of strategies | Demonstrates some knowledge and understanding of strategies | Demonstrates considerable knowledge and understanding of strategies | Demonstrates thorough knowledge and understanding of strategies |
| **Thinking**  *Critical Inquiry Skills (creativity and effectiveness of arguments and rebuttals* | Uses critical/creative thinking processes with a limited degree of effectiveness | Uses critical/creative thinking processes with some effectiveness | Uses critical/creative thinking processes with considerable effectiveness | Uses critical/creative thinking processes with a high degree of effectiveness |

What went well:

What you could have improved:

**Peer Evaluation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-89%)** |
| **Communication**  *Expression and organization during group meetings; appropriate voice, tone, and participation during debate* | Participates and communicates with a limited degree of effectiveness | Participates and communicates with some effectiveness | Participates and communicates with considerable effectiveness | Participates and communicates with a high degree of effectiveness |

What they did well:

What they could have improved:

Teacher Evaluation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-89%)** |
| **Application**  *Transfers ideas and skills from debate into a written (1-2 pages) form.* | Transfers knowledge and skills to new contexts with a limited degree of effectiveness | Transfers knowledge and skills to new contexts with some effectiveness | Transfers knowledge and skills to new contexts with considerable effectiveness | Transfers knowledge and skills to new contexts with a high degree of effectiveness |

Comments: