

CHV20 ~ CIVICS

POLITICAL PARTY DEBATE

RATIONALE:

The Canadian governmental system is based upon respectful and informed debate. Parties from different corners of the political spectrum can engage each other in debates to forge government policy together. Some of these debates take place in the House of Commons and other houses of government. Others happen during an election campaign. Understanding how these debates are held and how to prepare for them will provide students with a greater understanding of this important function of the Canadian political system.

TASKS:

1. The class will be divided into 5 different groups.
2. Each group will be assigned the role of one of Canada's major federal political parties
3. Each member of the group will be responsible for researching their party's viewpoints on a political issue and summarizing it to prepare for the debate.
4. Speaking in role, each member of the group will participate in a debate with members of the other groups in their selected issues.
5. Each member will create a creative component (Poster, Brochure, 30 second TV Advertisement) using appropriate imagery, slogans and facts/figures that supports their party's stance on their respective issue.
6. Each member will submit a Bibliography of their research. At least one reference must be from a source other than their Party's official website/platform.
7. Each member will submit their Research notes, showing how they supported their arguments in the debate.

DEBATE ASSIGNMENT TIMELINE:

Distribution in Class & Brainstorming Topics:	November 26
Work Periods in Library	November 26, 27, 29
Work Periods in Class or Computer Labs:	November 28,
Last Rehearsal and Prep Period	December 2
Bibliographies, Research Notes & Posters Due	December 3
Class Debates	December 3, 4, 5

DEBATE FORMAT — APPROXIMATELY 30 MINUTES

1. A member of each party will present prepared remarks about their party's proposed policies for the issue. (3 minutes each)
2. Rebuttal arguments in open debate mode (10-15 minutes)
3. Closing statement from each side (30 seconds – 60 seconds for each side)

Note: Prepared remarks and closing statements are timed in a debate, and speakers will be prevented from going past their assigned time.

THE PARTIES:

Conservative Party	
Green Party	
Liberal Party	
New Democratic Party	
People's Party of Canada	

TOPICS (YOUR TEACHER WILL SELECT WHICH ONES)

The Economy, Taxes Government Spending,	Health and Pharmacare	Environment and Climate Change	Childcare and Youth
Indigenous Affairs and Pipelines	Public Safety, National Defence, & Immigration	Foreign Affairs	Veterans

Advice:

- a. A successful debater will need to be knowledgeable about all sides of the issue, including the potential talking points of their opponents.
- b. Students must be respectful of their opponent. Some of us are better public speakers than others, so everyone must be sure to (respectfully) focus on the evidence and logic of the opposing side's argument instead of their presentation skills.
- c. Bibliographies must follow the Chicago School of Citation. You will be presented this format in the Library booking period and supported by your teacher.
- d. For their research, students should consult the official website of the political party, their rivals, social media and reputable news organizations.
- e. Any promises or declarations must be consistent with the responsibilities and jurisdictions of the Canadian Federal Government, as taught in the Government Structure unit.

CREATIVE COMPONENT

Each member will create a creative component using appropriate imagery, slogans and researched evidence that supports their party's stance on their respective issue.

Your component must include the following:

1. Outline a concern related to your issue. Clearly state this concern using 1-2 sentences.
2. Provide supporting facts, figures or statistics about the concern.
3. Propose some next steps to tackle this issue based upon your party's platform.
4. Include relevant images (or props if you are making a commercial)
5. Provide potential voters with a reason why your Political Party is best suited to deal with this issue. (This could be by promoting your own party's platform or by attacking those of the other parties)

Possible Media for the Creative Component	
A Colourful Poster	A Brochure or Pamphlet
A Song	A Prepared Speech
A Website (Designed by yourself and/or group)	A Letter to the Editor of a Newspaper
A 30 second commercial (either filmed or performed live)	A Social Media Campaign (using Twitter, Instagram Posts memes, etc.,)

THE BIBLIOGRAPHY

Each student must include a Bibliography.

This Bibliography shows the teacher the list of sources you used for research and is part of Academic Honesty.

The class will be shown how to create a Bibliography when in the Library.

We use the Chicago School of Citation at Sir Wilfrid Laurier whilst studying the Humanities.

RESEARCH NOTES

Each student will hand in their Research Notes. They will be evaluated on the selection of research sources as well as the information recorded in their notes, used for the Debate.

Research notes can be completed in Point form or jot dots. They do not require formal written conventions or paragraphs.

Student: _____

Party: _____

Election Issue: _____

CRITERIA	BELOW STANDARD	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE/ UNDERSTANDING - understanding of an issue of civic importance using the appropriate level of government, and party platform in debate and creative component	Off topic or does not present necessary or relevant information or understanding of levels of government Party platform not used 2.5 3.5 4.5	Limited understanding of election issue with beginning awareness of level of government Party Platform used with limited success. 5.1 5.4 5.8	Some understanding of election issue with some awareness of level of government Some aspects of platform used to support debate. 6.1 6.4 6.8	Clear understanding of election issue with effective awareness of level of government Party platform clearly used to support argument. 7.1 7.4 7.8	Insightful understanding of issue and levels of government responsibility Insightful knowledge of platform issues allows for thorough debate points. 8.0 8.5 9.0 9.5 10
THINKING - explain the political significance of the issue through an analysis of objectives and results - evidence to support arguments and to refute the “other side’s” arguments respectfully	Does not use or reference political significance of the issue No evidence to support arguments or awareness of “other sides” arguments 2.5 3.5 4.5	Limited use of political significance of the issue through analysis of platform Limited evidence to support arguments or refute the “other side” 5.1 5.4 5.8	Some use of credible political significance of the issue through analysis of platform Some evidence to support arguments & to refute the “other side” 6.1 6.4 6.8	Use of credible political significance of the issue through analysis of platform Clear evidence to support arguments & to refute the “other side” 7.1 7.4 7.8	Persuasive use of political significance of the issue through analysis of platform Insightful evidence to support arguments & to refute the “other side” 8.0 8.5 9.0 9.5 10
COMMUNICATION - communicate clearly and respectfully in a debate as well as in the creative component	Communication is unclear and/or standards of respectful debate not followed 2.5 3.5 4.5	Communicates with limited clarity and respectfully in a debate and via creative component. 5.1 5.4 5.8	Communicates with some clarity and respectfully in a debate and via creative component 6.1 6.4 6.8	Communicates with clarity and respectfully in a debate and via creative component 7.1 7.4 7.8	Communicates with persuasive clarity and respectfully in a debate and via creative component. 8.0 8.5 9.0 9.5 10
APPLICATION -cites all sources used in Bibliography -Research Notes show depth of sources	Bibliography is not submitted, or no attempt made to follow Chicago School of Citation Research notes not submitted 2.5 3.5 4.5	Bibliography is provided but doesn’t adhere to Chicago School of Citation guidelines. Research notes show limited selection of sources 5.1 5.4 5.8	Some accuracy of sources in Bibliography Research notes show an attempt to source quality sources 6.1 6.4 6.8	Effective accuracy of sources in Bibliography Research notes show varied selection of sources 7.1 7.4 7.8	Highly effective accuracy of sources in Bibliography Research notes show insightful selection of sources 8.0 8.5 9.0 9.5 10

Ministry of Education Curricular Connections

Expectations	Learning Goals We are learning to...	Success Criteria
<i>B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: Stability and Change; Political Perspective)</i>	- understand the way in which Canada is governed at the local, provincial, national and global levels of government and how that impacts policy decisions	<input type="checkbox"/> I can explore an issue of civic importance and identification of the appropriate level(s) of government <input type="checkbox"/> I can identify the relevant political perspectives for this issue and make compelling oral arguments for and against a position
<i>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected. Focus on: Political Significance; Objectives & Results</i>	- analyse the key rights and responsibilities associated with citizenship and understand how they impact policy decisions	<input type="checkbox"/> I can explain why this issue is or is not important to me and understand that it may have a different level of importance to others <input type="checkbox"/> I can explain the political significance (using criteria) of my specific “side” of the issue through an analysis of objectives and results
<i>A1.2 select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary source ensuring that their sources reflect multiple perspectives</i>	- use primary and secondary sources in creating arguments	<input type="checkbox"/> I can consult primary and secondary sources in researching an issue to ensure that my oral arguments reflect multiple perspectives and keep a record <input type="checkbox"/> I can effectively present my “side” with clear arguments and evidence, in an oral debate and refute the “other side’s” arguments respectfully
<i>A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating</i>	- evaluate research material and form conclusions about issues	<input type="checkbox"/> I can consult credible sources on both sides in crafting my arguments <input type="checkbox"/> I can make judgements about what are the stronger and weaker arguments for my position
<i>A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose</i>	- communicate ideas effectively in oral debate and written reflections	<input type="checkbox"/> I can communicate clearly in a debate format with opening statement, arguments for/against, free-flow debate refuting opposing arguments and closing argument
<i>A1.8 use accepted forms of documentation to acknowledge different types of sources</i>	- cite sources properly in written and oral presentations	<input type="checkbox"/> I can cite all sources used accurately in a written Bibliography in proper Chicago format