Conflict Summative Assessment

Goal:

Your goal is to win the debate competition in pairs or triads by presenting the strongest arguments and evidence from the text and content knowledge surrounding an issue of conflict from *The Outsiders* and your understanding of war*,* using the best persuasive methods, both verbal and nonverbal.

Role:

You are a member of a debate team.

Audience:

You are speaking to a group of your peers who have read and discussed the novel.  They will decide who wins.

Situation:

Your debate team should follow these rules in order to win the debate:

1. Create a Google Slides presentation outlining your primary arguments and evidence using proper presentation technique
2. Your arguments should be logical and easy to follow.
3. Your evidence should come directly from and only from primary sources from history, including documents/interviews/photos/art, **and** the fiction text.
4. Use 2-3 primary arguments with evidence for your side.
5. No personal attacks---only respectful language with logical arguments/evidence
6. No interrupting, distracting, or wasting time for the opposition
7. Open-mindedly accept the ideas of others, even if you disagree.
8. Evidence is closely linked to the arguments presented and properly cited.
9. Pro speaks first then con presents. Primary presentation should be 1-3 minutes, the rebuttal no longer than 1 minute after a 3-minute team conference for rebuttal arguments, and a 30-second summation statement at the end.
10. Rebuttal arguments and/or evidence can be from history and/or the fiction text.

Product:

Your debate team will create a presentation demonstrating your arguments, evidence (from the novel and history), and your conclusions about the statement of inquiry.  Remember to use the 6x6 rule and free images to support your debate speech. All team members must help create the presentation and present the arguments and rebuttal.

**Possible Debate Topics: Circle Yours Partner Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* All conflicts have resolutions.
* Conflict is always negative.
* People in power cause the most conflict.
* Privileged people cause the most conflict.
* People in authority control the nature of conflict.
* Conflict is unavoidable.
* Internal conflicts are more destructive than external conflicts.
* Conflict negatively changes family relationships.
* Conflict resolution is a valuable skill.
* Facing conflict results in bravery.

**Team Notes:**

**We will work best together by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

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| **Arguments** | **Literary Evidence** | **Historical Evidence** |
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**Language & Literature Rubrics**

**A: Analysis**

i. identify and explain the content, context, language, structure, technique and style of text and the relationship among texts

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not explain** the relationship among texts |
| 3-4 | i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some** explanation of the relationship among texts |
| 5-6 | i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and **explains** the relationship among texts |
| 7-8 | i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and **explains** the relationship among texts **thoroughly** |

Self-Assessment:

Reason for Self-Assessment:

**B: Organizing**

iii use referencing and formatting tools to create a presentation style suitable to the context and intention

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | iii. makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention. |
| 3-4 | iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 5-6 | iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 7-8 | iii. makes **excellent** use of referencing and formatting tools to create an effective presentation style. |

Self-Assessment:

Reason for Self-Assessment:

**C: Producing Text**

ii make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience |
| 3-4 | ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience |
| 5-6 | ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience |
| 7-8 | ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience |

Self-Assessment:

Reason for Self-Assessment:

**D: Using Language**

v. use appropriate nonverbal communication techniques

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | v. makes **limited and/or inappropriate use** of non-verbal communication techniques. |
| 3-4 | v. makes **some** use of appropriate non-verbal communication techniques. |
| 5-6 | v. makes **sufficient** use of appropriate non-verbal communication techniques. |
| 7-8 | v. makes **effective** use of appropriate non-verbal communication techniques. |

Self-Assessment:

Reason for Self-Assessment:

**Individuals & Society Rubrics**

**Criterion D: Thinking Critically**

1. analyze concepts, issues, models, visual representation and/or theories
2. summarize information to make valid, well-supported arguments
3. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations
4. recognize different perspectives and explain their implications

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. **begins to analyze** concepts, issues, models, visual representation and/or theories in a limited way  ii. **begins to identify** connections between information to create simple arguments  iii. **recognizes** the origin and purpose of **few** sources/data as well as **nominal** value and limitation of sources/data  iv. **identifies** different perspectives |
| 3-4 | i. complete a **simple analysis** of concepts, issues, models, visual representation and/or theories  ii. **summarizes** information to make some adequate arguments  iii. **analyzes** sources/data in terms of origin and purpose, recognizing **some** value and limitations  iv. **recognizes** different perspectives and **suggests some** of their implications |
| 5-6 | i. completes a **suitable** analysis of concepts, issues, models, visual representation and/or theories  ii. **summarizes** information in order to make **usually valid** arguments  iii. **analyzes** sources/data in terms of origin and purpose, **usually** recognizing value and limitations  iv. **clearly recognizes** different perspectives and **describes most** of their implications |
| 7-8 | i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories  ii. **summarizes** information to make **consistent, well-supported** arguments  iii. **effectively analyzes a range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations  iv. **clearly recognizes** different perspectives and **consistently explains** their implications |

Self-Assessment:

Reason for Self-Assessment:

**Criterion B: Investigating**

i. formulate/choose a clear focused research question, explaining its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use methods to collect and record relevant information

iv. evaluate the process and results of the investigation with guidance

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. identifies a research question that is clear, focused, and relevant  ii. formulates a limited action plan or does not follow a plan  iii. collects and records limited or sometimes irrelevant information  iv. with guidance, reflects on the research process and results in a limited way |
| 3-4 | i. formulates/chooses a research question that is clear, focused, and describes its relevance  ii. formulates and occasionally follows a partial action plan to investigate a research question  iii. uses a method to collect and record some relevant information  iv. with guidance, reflects on the research process and results |
| 5-6 | i. formulates/chooses a clear and focused research question and describes its relevance in detail  ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question  iii. uses methods to collect and record appropriate relevant information  iv. with guidance, evaluates the research process and results |
| 7-8 | i. formulates/chooses a clear and focused research question and explains its relevance  ii. formulates and effectively follows a consistent action plan to investigate a research question  iii. uses methods to collect and record appropriate and varied relevant information  iv. with guidance, provides a detailed evaluation of the research process and results |

Self-Assessment:

Reason for Self-Assessment: