



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks

Sample Pages

These sample pages from this eBook are provided for evaluation purposes. The entire eBook is available for purchase at

www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit

<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at

<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at

<http://socialstudies.com/newsletter/>

*Copyright notice: Copying of the book or its parts for resale is prohibited.
Additional restrictions may be set by the publisher.*

Table of Contents

Ready, Read, Debate!	5
Using This Book	7
Using Debates to Build Vocabulary	8
Graphic Organizers	12
Debate Prompts	
1. Should animals be used to test new products?	15
2. Should cell phones and beepers be allowed in class?	16
3. In disasters like the sinking of the <i>Titanic</i>, who should be saved first?	17
4. Should beaches have rules?	18
5. Should people be allowed to go barefoot anywhere they want?	19
6. Should gun makers pay the cost of gun violence?	20
7. Should people lose their jobs if it helps the environment?	21
8. Should children be allowed to enter beauty pageants?	22
9. Should student athletes have to get good grades to play sports?	23
10. Should coats made with dog fur be against the law?	24
11. Should boxing be banned?	25
12. Do police belong in schools?	26
13. Should hunting be banned as a sport?	27
14. Should students get paid for attending school?	28
15. If you do the crime, should your parents do the time?	29
16. Should teen criminals be locked up in adult prisons?	30
17. Should you change the way you dress because of what other people might think?	31
18. Should businesses be forced to deliver to every neighborhood?	32
19. Should the government rate music?	33
20. Are teen juries a good idea?	34
21. Is space exploration worth the money we spend on it?	35

Table of Contents (continued)

22. If you find \$100, is it yours to keep?	36
23. Some malls in America have banned teens. Is this fair?	37
24. If you see someone cheating on a test, should you tell?	38
25. Are teen curfews a good thing?	39
26. Is year-round school a good idea?	40
27. Should skateboarding be banned in public places?	41
28. Should Olympic athletes be tested for drugs?	42
29. Should sports teams drop Native American names?	43
30. Should celebrities be responsible for the products they endorse?	44
31. Should schools have dress codes?	45
32. Should celebrities speak out on political issues?	46
33. Should kids have to address teachers as Ma'am and Sir?	47
34. Should laws be stricter for teenage drivers?	48
35. Should the paparazzi be banned?	49
36. Do teens have too much to do?	50
37. If you find a historical treasure, does it belong to you?	51
38. Should surveillance cameras be used in schools?	52
39. Should moshing be allowed at concerts?	53
40. Should school newspapers be censored?	54
41. Should paddling be used to punish students?	55
42. Would you give up certain luxuries to save the environment?	56
43. Should students have to do volunteer work to graduate?	57
44. Should schools named for slave owners be renamed?	58
45. Should doctors transplant pigs' organs into human bodies?	59
46. Should male and female training in the military be separate?	60
47. Should girls have their own schools?	61
48. Should kids learn riflery in schools?	62
49. Should the United States be the world's police force?	63
50. Should teens have their own credit cards?	64

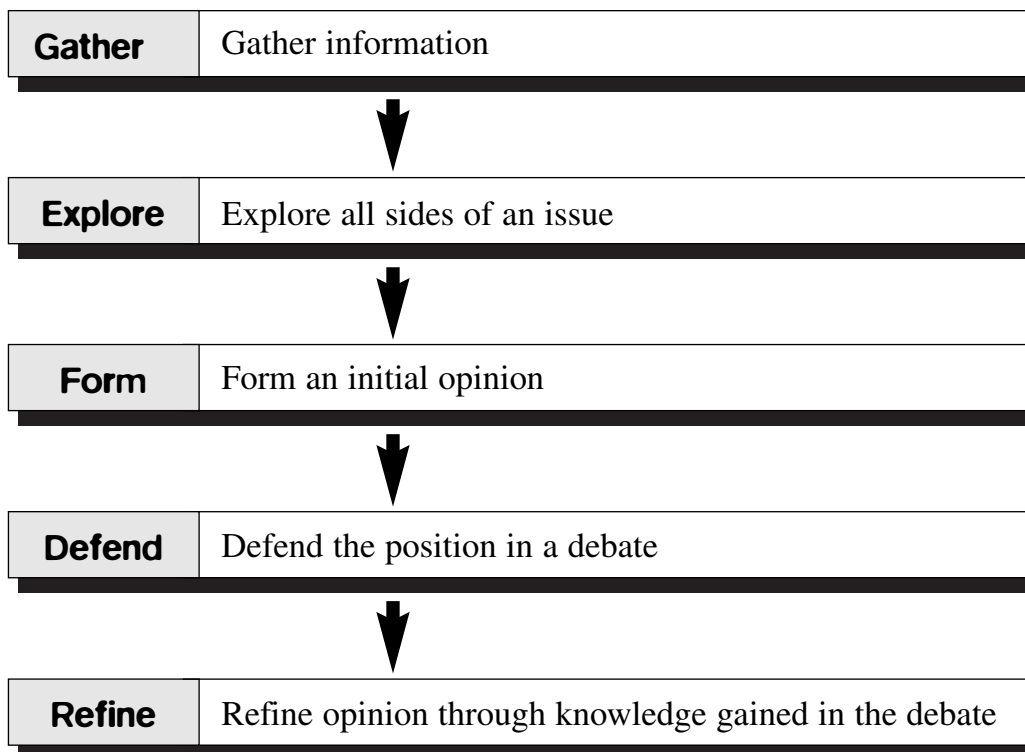
Ready, Read, Debate!

Debating teaches students how to investigate new ideas and develop critical thinking skills, and opens their minds to different viewpoints.

Using Debates in the Classroom

Once considered the stuff of elite high schools, debates are finding their way into classrooms at all grade levels. And for good reason. The debating process teaches students how to investigate new ideas, helps them develop critical thinking skills, and opens their minds to different viewpoints.

Basically, when working with students, there are five steps to the debating process that you will want to reinforce and model. Those steps are as follows:



Not an Argument

Unfortunately, many of us confuse debating with arguing. And no wonder! Our most public displays of debate—political debates—are rarely an exchange of ideas for the purpose of refining one’s thinking. Ideally, debating is an open-minded, intelligent way to explore a world filled with diverse viewpoints.

In the classroom, you can best instruct about this type of debate by regularly modeling it, making sure to demonstrate your willingness to change your opinions as you gather new information. For a simple debate exercise, you can complete the five-step process in minutes. A more elaborate or complex debate may extend for weeks.

The Reading Connection

Of course in this book you will find many debates which will spark new ideas and challenge existing viewpoints. But before you even consult the pages in this book, you can help students better prepare for debating just by turning to the books they are reading . . . or have read long ago.

As a warm-up, bring out the children's classic, *Make Way for Ducklings*. (Yes, even your sophisticated middle-schoolers will see the debating value of this picture book when you are finished.) Read the book aloud to students to refresh their memory of the tale. Then introduce the debate question, "Should Mike have stopped the traffic to let the ducklings cross the street?"

Instead of having students immediately vote yes or no, focus on exploring the different sides of this question. (NOTE: It is extremely important for you to show that you are always more interested in the process of forming an opinion than you are in the opinion itself.) Why might someone say that Mike was right? Why might others think he was wrong? Have students revisit the story to seek further information and clarification. Were there stop signs or traffic lights on the street? How fast were the cars going? Were there, in fact, many cars on the street?

Point out to students that they can look to most of the books they are reading independently for good debate questions. And by the middle grades, students are capable of taking each step to a deeper level.

Use as an example the book *Spirit Quest* by Susan Sharpe. In this book, a young Native American boy discovers more about his rich ancestry. Within the book there are tons of debatable issues. But a real-world debate topic (which is found later in this book) is "Should sports teams drop Native American names?" This debate takes on a whole new significance when viewed through the eyes of William—the protagonist in *Spirit Quest*.

Just Imagine

Critical thinking, thoughtful discussion, and informed, flexible opinions. What a great process to teach students. What a great literacy skill to give our future community leaders!

Using This Book

There are many ways that you can use the debates in this book. Students can read them independently, or you can use them for a whole-class discussion or as shared reading. Here are a few suggestions:

Whole-Class Discussion

You may simply pass out a debate and ask students to read the debate issue—both sides—and then discuss in class. However, for a richer experience you may want to preview the debate topic by just reading the title aloud. Then students can fill out the first part of the Before and After graphic organizer found on page 13. This will allow students to see how their opinion might change as they gather more information.

Shared Reading

Remember that you, the teacher, are the most valuable resource for modeling how one goes about forming an opinion. To best do this, pass out a copy of a debate to each student. As you read the debate to the students, use several “think alouds” to show how your opinion is forming. Interjecting comments such as “Oh, I never thought of that.” Or “That’s something I never thought of before.” This shows that you are an active, engaged reader.

Independent and/or Paired Reading

There are times when you may want your students to work on the debates independently. This option allows students to practice their opinion-forming skills and strategies from time to time. In paired readings students can work together (in pairs) to help each other through the opinion-forming process. In either case, you may wish to have them express their points of view in one or more of the following ways:

- **Discussion:** Tell students to be prepared to share their opinion about the topic.
- **Writing:** Debates naturally act as prompts for students to craft a written point of view. Encourage students to clearly identify the reasons that have helped them form their own opinion.
- **Consider Other Viewpoints:** A higher-order thinking response occurs when students state the opinion of someone else—not their own. For example, encourage students to think about what the opinion of the concert organizer might be regarding moshing, or what the emergency room doctor’s opinion might be regarding the mandatory skateboard helmet laws.
- **Finding More Information:** Some debates will naturally lend themselves to further research. Assign some debate topics with this task in mind.

Should animals be used to test new products?

Scientists perform tests on animals every day. Some people think the tests are cruel and painful. What do you think?

Have you ever wondered how a company knows that its shampoo won't burn your eyes? Or make your scalp break out in a rash? Companies test their products before they sell them. And a lot of these products are tested on animals first.

Shampoo isn't the only thing tested on animals. Many medicines are also tested on animals. Each year, American researchers use more than 20 million mice, monkeys, rabbits, and other animals in scientific tests. These tests help make sure that products are safe. They

also help researchers find cures for diseases.

But many animals suffer or die during the tests. Animal-rights **advocates** say this is wrong. One group, called PETA (People for the **Ethical** Treatment of Animals), says that animals have feelings—just like people. They get hungry and thirsty. They feel fear and pain.

PETA thinks that all testing on animals should stop. Others feel that it's the only way to fight disease and make safe products.

What do you think? Should animals be used to test new products?

Yes

Hardly anyone dies of smallpox, polio, or rabies anymore. Why? **Vaccines**

helped wipe them out. And without animal testing, we wouldn't have vaccines. We need animal testing to find vaccines and to let scientists try out new medical techniques, such as heart transplants. Yes, it does hurt some animals, but it saves thousands of human lives. And that's really important.

No

Animals have feelings, just like humans. It's wrong when they die to

test our products—especially those that have no real medical purpose.

Companies like The Body Shop are developing new products without animal testing. Doctors and researchers should stop all animal testing now. It's not fair to put animals' lives at risk for humans.

Your Turn!

Write Now: What is your point of view? Write a letter to the editor of your local newspaper voicing your opinion.