Our position: is to end government restrictions on the press in wartime.

### Key Points in Support of Our Position

1. **If someone is "censoring things" then the people are not informed on the full truth.**
   - People are misinformed by the censorship
   - The perception of war by the people may change

2. **For attainment and advancement of knowledge**
   - All the facts and ideas have to be considered
   - All points of view need to be represented

3. **Necessary to our system of self-government**
   - To be well-informed
   - Have access to all information, ideas, and points of view of their elected government

4. **Violation of 1st Amendment Rights**
   - It is clearly stated in the Bill of Rights, "FREEDOM OF SPEECH"
   - Freedom of speech affirms the dignity of every member in society

### Closing Argument

If The public is not exposed to all points of view, even those that are "bad" or socially harmful ...

Then ... it creates a situation where governments can increasingly become corrupt because it can cover up mistakes and incompetence via censorship
Debate think-sheet #2

**The OPPOSITION position:**

**Favor of maintaining the status quo regarding censorship during**

Key points we anticipate our OPPONENTS will make

- **To protect the family, the church, and the state**
  - Violation of 1st Amendment Rights
  - **IF they say this, THEN we will counter with this point**

- **Some things are indecent or obscene**
  - We don’t want government deciding for us what’s indecent or obscene
  - **IF they say this, THEN we will counter with this point**

- **Some things are irrelevant**
  - If someone is "censoring things" then the people are not informed on the full truth.
  - **IF they say this, THEN we will counter with this point**

- **Some things betray trust and confidence**
  - Necessary to our system of self-government, otherwise it could become more corrupt
  - **IF they say this, THEN we will counter with this point**

- **Protect the “secrets” of war**
  - Because people deserve to know what their country is participating in
  - **IF they say this, THEN we will counter with this point**
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### Debate Content Mini-planner

#### Content-learning INSTRUCTIONAL OBJECTIVE(s)

What is the most important idea about the content that students should gain a deep understanding of as a result of the debate?

**The student should gain a deeper understanding of how censorship can be abused and can be a necessary evil.**

What are specific concepts directly related to the above idea about which students should develop a deep understanding?

<table>
<thead>
<tr>
<th>Can sway the way people vote in certain ways</th>
<th>Censorship protects lives and keeps military plans secret</th>
<th>Censors shape opinions by what they allow to be reported</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://i.imgur.com/123456.png" alt="x" /></td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /></td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /></td>
</tr>
</tbody>
</table>

#### Skill Development INSTRUCTIONAL OBJECTIVE(s)

<table>
<thead>
<tr>
<th>Information Processing Skills</th>
<th>Communication Skills</th>
<th>Work Habits</th>
<th>Collaboration Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Finding relevant information</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Articulating an idea in a clear and precise manner</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Persistence while working on difficult tasks</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Doing one’s share on time</td>
</tr>
<tr>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Prioritizing importance of information</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Turn-taking (not interrupting)</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Employing creativity to communicate ideas</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Utilizing unique talents of team members</td>
</tr>
<tr>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Summarizing gist &amp; relevant details</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Responding to ideas with reasoned logic</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Commitment to accuracy and depth of information</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Actively working to resolve conflicts</td>
</tr>
<tr>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Recording information in a useful format</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Acknowledging importance while stating disagreeing perspective</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Setting and monitoring goals</td>
<td><img src="https://i.imgur.com/123456.png" alt="x" /> Encouraging &amp; complimenting</td>
</tr>
</tbody>
</table>

#### Accommodations

Some students may need accommodations to enable them to access information needed when PREPARING for the debate. Some may need accommodations to enable them to more actively participate DURING the debate.

- ![x](https://i.imgur.com/123456.png) Reading Buddy
- ![x](https://i.imgur.com/123456.png) Alternative Passages
- ![x](https://i.imgur.com/123456.png) Audio Recording
- ![x](https://i.imgur.com/123456.png) Adult 1-1 assistance
- ![x](https://i.imgur.com/123456.png) Read aloud
- ![x](https://i.imgur.com/123456.png) Other

Who & What notes

Sam & Mary … Have a variety of articles on other war related freedom of the press and freedom of speech cases available written at 4th grade level.

#### Debate Resources

- ![x](https://i.imgur.com/123456.png) Debate Strategy, pg1
- ![x](https://i.imgur.com/123456.png) Debate Strategy, pg2
- ![x](https://i.imgur.com/123456.png) Why Better Than v.1
- ![x](https://i.imgur.com/123456.png) Why Better Than v.2
- ![x](https://i.imgur.com/123456.png) 2 Reasons Why
- ![x](https://i.imgur.com/123456.png) 3 Reasons Why
- ![x](https://i.imgur.com/123456.png) Data Spinning
- ![x](https://i.imgur.com/123456.png) Debate Topic Analysis

#### Related Resources

- ![x](https://i.imgur.com/123456.png) Presentation Goals
- ![x](https://i.imgur.com/123456.png) DRAFT project-planner
- ![x](https://i.imgur.com/123456.png) Information Resources
- ![x](https://i.imgur.com/123456.png) Use of Collaboration Skills
- ![x](https://i.imgur.com/123456.png) Observations of Collaboration Skills
- ![x](https://i.imgur.com/123456.png) Project-end Evaluation
- ![x](https://i.imgur.com/123456.png) Presentation Evaluation
Presentation Evaluation

**Teacher's Evaluation**
- [x] Overall content has a clear focus; ideas/concepts tied together via a theme.
- [x] Ideas are important, accurate, clear, meaningfully organized, & synthesized.
- [x] Extends, elaborates & connects ideas/concepts to audience interests/ relevant ‘real-life’ issues or problems to-be-solved.

**Peer's Evaluation**

**Student's self-Evaluation**

**Group's self-Evaluation**

Presentation: 1948 Act to ban segregation in the military

**Student name**

Group 1: Mary Jane, Suzie Q, John Doe

**Did this really well**
- [x] Did this some, but could use a little more

**Need to work on this**
- [x] Content of Presentation
  - Overall content has a clear focus; ideas/concepts tied together via a theme.
  - Ideas are important, accurate, clear, meaningfully organized, & synthesized.
  - Extends, elaborates & connects ideas/concepts to audience interests/ relevant ‘real-life’ issues or problems to-be-solved.

**Presentation performance**
- [x] Presentation is appropriate for a specific audience (classmates, parents, community, staff, etc.)
- [x] Content of presentation linked to audience background knowledge, concerns, etc.; engages audience
- [x] Varied communication formats used (beyond the simple oral or written “report”)
- [x] Visually appealing & imaginative.
- [x] Use of effective communication process tools (e.g. advance organizer, opening, body, closing); ideas presented in a logical manner.
- [x] Presentation made in a balanced way by all team members

**Feedback & Suggestions**

Great job group. Next time would be to try to connect more with the audience’s interest. Maybe, you could try to find some cool facts. On the other hand, maybe you might even find some cool pictures.
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