

## Historical Literacy Project Model Unit Gallery Template

**Unit Title:** Progressive Era – Muckrakers “Is Something Wrong with America?”

**Designed by:** Lisa A. Nothstein & Frank Singles

**District:** Maurice J. Moyer Academy & Tower Hill School

**Content Area:** Social Studies - History

**Grade Level(s):** 7<sup>th</sup> & 8<sup>th</sup>

---

**Summary of Unit** – This unit will explore the role of “Muckrakers” during the Progressive Era. This is a research based unit dealing with some major issues of the Progressive Era and today. Students will research various Muckrakers, create a newspaper and prepare for a debate, while demonstrating knowledge of issues from the perspective of both the “Captains of Industry” and the reformers that are focused on the greater good.

### Stage 1 – Desired Results

What students will know, do, and understand

---

**Delaware Content Standards** – History Standard Three: Students will interpret historical data (Interpretation). Students will compare different historians’ descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

**Big Idea(s)** – “Muckrakers” played an essential role during the Progressive Era. Many investigated what they believed were unjust and unfair conditions and policies throughout the United States. These reformers/muckrakers came from a variety of backgrounds and tried to remedy the social ills they saw in America.

### Unit Enduring Understanding(s)

*Students will understand that as the United States grew and prospered, the wealth of many grew to be quite substantial, while many believed that unfair and unjust practices led to unsafe and intolerable conditions. Students will also explore research and debate the problems and ills of America during the Progressive Era and how citizens continue to work for change for the greater good.*

### Unit Essential Questions(s)

1. Why might historians disagree about the same historical event?
2. To what extent does history change?
3. What are the effects of new forms of business on business and consumers?

4. Why do muckrakers still exist in today's society?

## Knowledge and Skills

- Students will be able to describe key ideas and beliefs of Progressive Era reformers.
- Students will identify important reforms of the era as well as determine whether they believe the reforms were for the greater good.
- Students will be able to define the terms “robber baron” and “captain of industry”.
- Students will be able to evaluate some of the results of the actions, both positive and negative, of one or more of the captains of industry/robber barons.

## Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

### Suggested Performance/Transfer Task(s) –

*Students will research both reformers and capitalists as they prepare for a debate to determine whether Andrew Carnegie, J.D. Rockefeller and J.P. Morgan were good or bad for America. This debate will serve as the culminating activity of the unit.*

Essential Question Addressed -

*What are the effects of new forms of business on business and consumers?*

Prior Knowledge –

*Students will have read biographies of Carnegie, Rockefeller and Morgan as well as many reformers and issues of the Progressive Era. Students will also have completed a newspaper where they have researched issues and written articles, headlines and cartoons.*

Scenario –

*Students will debate two resolves.*

1. *Were these three men good or bad for America?*
2. *Did they conduct business fairly? (focus on morality and legality)*

*Constructive Speeches*

*1<sup>st</sup> Affirmative – 2 minutes*

*1<sup>st</sup> Negative – 2 minutes*

*2<sup>nd</sup> Affirmative – 2 minutes*

*2<sup>nd</sup> Negative – 2 minutes*

*Rebuttal Speeches*

*1<sup>st</sup> Negative – 1 minute*

*1<sup>st</sup> Affirmative – 1 minute*

*2<sup>nd</sup> Negative – 1 minute*

*2<sup>nd</sup> Affirmative – 1 minute*

*Students will be judged by their peers, and graded by teacher.*

Requirements –

*Students will debate the resolves, affirmative and negative and will be graded on reasoning, evidence, delivery and organization.*

Final Product –

*Students will produce an identity map "Baron or Builder" of Andrew Carnegie, J.P. Morgan or J.D. Rockefeller.*

Rubric

## Class Debate: Barons or Builders

Teacher Name: **Singles/ Nothstein**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Organization</b>	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
<b>Presentation Style</b>	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant

---

## **Other Evidence**

*Students will develop a newspaper. Students will be assigned a muckraker to research, write an article with an illustration, photograph or cartoon related to an issue of the Progressive Era. Students will be in groups and produce a newspaper, set up on a poster-board as if it were the front page of a newspaper.*

## **Student Self-Assessment and Reflection**

*Students will serve as a judging panel and complete a debate ballot following the debate.*

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson # 1 What is a Muckraker?

#### Author(s)

*Lisa A. Nothstein and Frank Singles*

**Lesson Description:** *This lesson is designed to introduce students to the concept of Muckrakers: Who are they? What did they do? Why was there a need?*

**Time Required:** *This lesson should take approximately one class period.*

**Essential Question Addressed:** *Why do Muckrakers still exist in today's society? To what extent does history change?*

**Enduring Understanding:** *Through this lesson students should be able to determine who Muckrakers are and the work they did for the greater good of society. Students will also describe how and why modern Muckrakers still exist and the current issues that are being addressed.*

#### Materials:

1. Vocabulary - Handout 1
2. "The Progressive Era – Muckrakers" Reading, comprehension, application, evaluation and analysis questions – Handout 2

#### Procedures:

1. Pre-reading – Vocabulary (Handout 1)
2. Pre-reading – Discussion Questions/KWL
  - 1) What is a Muckraker?
  - 2) Who are Muckrakers?
  - 3) Why are there still Muckrakers?
3. Read – "Progressive Era-Muckrakers" (this one-page reading is an introduction to the role played by Muckrakers during the Progressive Era) and answer comprehension, application, evaluation and analysis questions related to reading. (Handout 2)

#### Debrief:

*Students will review essential question. Why do Muckrakers still exist in today's society? Students will also review pre-reading discussion questions and then compile a list of current issues that are being addressed by modern Muckrakers.*

### **Formative Assessment (“Check for Understanding”):**

*Students will be evaluated on their ability to answer the questions based on the reading and how well they transfer the idea of Progressive Era Muckraking to Muckraking in modern times.*

#### Did you consider the following unit design principles?

*IP – International education perspective*

*IL – Information Literacy*

*WR – Workplace readiness/21<sup>st</sup> century skills*

*FA – Formative assessment, used to check for understanding*

*DI- Differentiated Instruction*

*UDL– Universal Design for Learning*

*TL – Technology Literacy*

### **Resources and Teaching Tips** (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

Teachers’ Curriculum Institute – History Alive! The United States

Holt, Rinehart, Winston – Call to Freedom

McDougal Littell – The American People

Exposes and Excess, by Cecilia Tichi, 2003, University of Pennsylvania Press, Philadelphia, PA. A History of Muckraking from 1900 to 2000.

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

Teachers should be mindful that during the pre-reading discussion stage that many students will have little knowledge of Muckraking and the Progressive Era and to review vocabulary words with students prior to reading and discussion.

Students may also have difficulty transferring the concept of Muckraking from the Progressive Era to current times.

## **Lesson # 2**

### **Investigative Journalism**

Author(s)

*Lisa A. Nothstein and Frank Singles*

**Lesson Description:** *During this lesson students will work in groups and research an assigned Muckraker. Each member of the group will research a different Muckraker; write a newspaper article about the issue that involved that Muckraker. Each article must be 3-5 paragraphs and complete with illustration, photograph or cartoon related to the issue. One student in each group will be assigned a modern Muckraker and contemporary issue. Students will then prepare a newspaper compiling their groups work into newspaper format (front page) and placed on poster board.*

**Time Required:** *This lesson should take approximately 2 class periods.*

**Essential Question Addressed:** *To what extent does history change?  
Why do Muckrakers still exist in today's society?*

**Enduring Understanding:** *Students will understand that since the Progressive Era, Muckrakers have continued to play a significant role in the development of regulations, rules and laws that have had a lasting effect on society. Students will also explain how Muckrakers have continued to work for the greater good of society.*

#### **Materials:**

1. *Poster board – one per group*
2. *List of Muckrakers and issues (class or teacher generated)*

#### **Procedures:**

1. *Brainstorm Muckraker names and issue (both modern and Progressive Era)*
2. *Break students into groups of 4-5 students and assign each student a Progressive Era Muckraker and one group a modern Muckraker.*
3. *Students should begin independent research.*
4. *Students should begin writing articles (3-5 paragraphs); each article is required to have an illustration, photograph or cartoon attached.*
5. *Groups should put together front page of a newspaper on poster board of their articles and illustrations, photographs or cartoons.*

**Debrief:**

*Students will present newspaper to class and explain the issues investigated or resolved by the Muckraker and then address the following essential questions:*

*Why do Muckrakers still exist in today's society? Why is there still a need?*

*To what extent does history change and what role do people play in determining the course of history?*

**Formative Assessment:**

*Students will receive an individual grade on their research and article and a group grade for design of newspaper and presentation.*

**Resources and Teaching Tips:**

*List of Muckrakers can be teacher or student generated, depending on prior knowledge of Progressive Era and modern issues.*

*Examples:*

- 1) Healthcare*
- 2) Care of Veterans*
- 3) Car Safety*
- 4) Food Safety*
- 5) Over the counter and prescription drug safety*

*Ralph Nader*

*Robert Greenwald Wal-Mart: The High Cost of Low Prices – DVD, 2005 Documentary*

*Gregg Spots Wal-Mart: The High Cost of Low Prices - book, 2006*

*Michael Moore – documentaries: Sicko, Fahrenheit 9/11*

*Eric Schlosser Fast Food Nation, book, 2001*

*Morgan Spurlock, Supersize Me, 2004 documentary*

*The Humane Society of the United States, report on "downer" cows, "mad cow disease" [www.hsus.org/web-files/PDF/farm/downers-bse-and-usda-final.pdf](http://www.hsus.org/web-files/PDF/farm/downers-bse-and-usda-final.pdf)*

### **Lesson # 3**

## **Captains of Industry**

Author(s)

Lisa A. Nothstein and Frank Singles

**Lesson Description:** *This lesson will introduce students to Andrew Carnegie, J.D. Rockefeller, Commodore Vanderbilt, Collis Huntington, Jay Cooke, and J.P. Morgan. Students will read quotes from each of these wealthy individuals and then answer comprehension, application and synthesis questions. During this lesson students will also explore the meaning of Social Darwinism, Gospel of Wealth, Horatio Algerism and Materialism. Students will complete an identity map of one of these individuals and also discuss how these men made their money.*

**Time Required:** *This lesson should take approximately two class periods.*

**Essential Question Addressed:** *What are the effects of new business on business and consumers?*

**Enduring Understanding:** *Students will describe terms such as "Social Darwinism", "Horatio Algerism" and "Materialism" and discuss how these terms are still relevant in contemporary times. As students define these terms they will also explain how the "Captains of Industry" contributed to the building of the country and form their own conclusions on whether or not the actions of these men were for the greater good.*

#### **Materials:**

1. "The Gilded Age" – reading, comprehension, application and synthesis questions – Handout 3
2. Captain of Industry Identity Map – Handout 4

#### **Procedures**

1. Vocabulary – have students define the following words and terms: trusts, cartel, rebates, profit, mature, capitalism, and private ownership.

3. *Review terms with students*
  - 1) *Social Darwinism*
  - 2) *Gospel of Wealth*
  - 3) *Horatio Algerism*
  - 4) *Materialism*

1. *Read quotes from "The Gilded Age" and answer corresponding questions.*
2. *Complete Captain of Industry Identity Map*

### **Debrief**

1. *Discuss the essential question: What are the effects of new forms of business on business and consumers?*
2. *Students should present their Captain of Industry Identity Map and explain why they choose that particular "Captain of Industry" and explain the quote chosen. Students should also be able to explain whether or not they believe this person worked for themselves, for the greater good or both.*

### **Formative Assessment**

*The Captain of Industry Identity Map will serve as the assessment for this lesson. Students will write out their explanation of the quote on the bottom of the map.*

### **Resources and Teaching Tips**

1. Teachers' Curriculum Institute – History Alive! The United States
2. Rinehart, Holt, Winston – Call to Freedom

*Teachers should have short/brief biographies of the Captains of Industry available for further enrichment or as preliminary preparation for debates.*

**Lesson 4**  
**Barons or Builders – The Great Debate**

Author(s)

Lisa A. Nothstein and Frank Singles

**Lesson Description:** *During this lesson students will research the business developments of the Progressive Era as well as research Andrew Carnegie, J.D. Rockefeller and J.P. Morgan in preparation for a debate.*

**Time Required:** *This lesson should take approximately two class periods.*

**Essential Question Addressed:**

*What are the effects of new forms of business on business and consumers?  
Why might historians disagree about the same historical event?*

**Enduring Understanding:** *Students will explain how the contributions of Andrew Carnegie, J.D.Rockefeller or J.P.Morgan helped or hurt the country during the Progressive Era.*

**Materials:**

1. *Oral Presentation Tips – Handout 5*
2. *Debate Criteria – Handout 6*
3. *Debate Ballot – Handout 7*
4. *Identity Map – Handout 8*

**Procedures:**

1. *Distribute and explain debate procedures and assignments and resolves*
2. *Allow students time for research and debate preparation*
3. *Debate*
4. *Have students complete debate ballot*
5. *Have students complete Identity map*

**Debrief:**

Students will present debate ballots and results of debate.

Students will present completed identity maps with explanation.

**Formative Assessment:**

Students will be assessed on the debate preparation, the completed identity map.

**Resources and Teaching Tips:**

TCI – Teachers’ Curriculum Institute – History Alive! The United States  
Rinehart, Holt and Winston – Call to Freedom

## Vocabulary – Progressive Era – Muckrakers

Define the following words or terms.

1. Progressive Movement
2. Social Darwinism
3. Regulation
4. Suffrage
5. Muckraker
6. Capitalist
7. Industrialist
8. Gospel of Wealth
9. Materialism
10. Horatio Algerism
11. Gilded Age
12. Robber Baron

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Progressive Era- Muckrakers

The success of the Industrial Revolution in the United States led to many changes in society. Not all of the changes were positive. Factories located in cities helped cause an increase in population. Thousand left the farms to seek new opportunities in the factories. Immigrants also flocked to our country to get a chance at a better life. But work and living conditions were bad. The average workday in 1880 was twelve hours. Workers had few rights, the conditions in factories were unsafe and child labor was a fact of life.

President Theodore Roosevelt, in 1906 termed the writers and photographers who were trying to bring the horrible conditions to light **muckrakers**, after a character in John Bunyan's *The Pilgrim's Progress*. The experience of blending into the American melting pot was not always a happy one. Upton Sinclair's novel, *The Jungle*, published in 1905, described the hardships of the Lithuanian immigrant Jurgis Rudkus.

Though the book is fiction, the characters probably are based on Sinclair's knowledge of immigrants. In the story, Jurgis left Lithuania (a small northern country on the Baltic Sea) with a dream of America.

"... It was Jones who suggested that they all go to America; where a friend of his had gotten rich. He would work, for his part; the women would work; and some 9' the children. Doubtless, they would live somehow: Jurgis, too, had heard of America. That was a country where, they said, a man might earn three rubies a day: Jurgis figured what three rubles a day would mean with prices as they were where he lived. He decided forthwith that he would go to America and marry, and be a rich man in the bargain. In that country, rich or poor, a man was free. It was said, he did not have to go into the army; he did not have to payout his money to rascally officials. So America was a place of which lovers and young people dreamed."

Though Jurgis found 'a job, he discovered that many had not. Jurgis describes the employment situation at Durham's meat-packing plant.

"One day Durham advertised in the paper for two hundred men to cut ice; and all that day the homeless and starving of the city came trudging through the snow from all over its two hundred square miles. They filled the rooms, sleeping in each other's laps, toboggan-fashion. They piled on top of each other in the corridors, till the police shut the doors and left some to freeze outside. The next day, before daybreak, there were three thousand at Durham's. The police reserves had to be sent for to quell the riot. Then Durham's bosses picked out twenty of the biggest; the "two hundred" proved to have been a printer's error."

Jurgis, injured on the job, finds he is only a small part of an impersonal company.

"The end of April, Jurgis went to see the doctor, and was given a bandage to lace about his ankle. The doctor said he might go back to work. More than the permission of the doctor was needed, however. When he showed up on the killing floor of Brown's, he was told by the foreman that it had not been possible to keep his job for him. Jurgis knew that this meant simply that the foreman had found someone else to do the work as well and did not want to bother to make a change. He stood in the doorway, looking mournfully on, seeing his friends and companions at work, and feeling like an outcast. Then he went out and took his place with the mob of the unemployed."

### COMPREHENSION Interpreting Information

1. For what three reasons did Jurgis come to America?

---

**APPLICATION Providing Examples**

2. Why were the police called to control the people .at the Durham plant?

---

3. Why can *The Jungle* not be called a work of history?

---

**EVALUATION Comparing Past and Present**

4. What today might be a safeguard for the workers described in this passage?

---

**ANALYSIS Distinguishing Fact from Opinion**

5. Upton Sinclair is known as a social critic. In this passage, what is he criticizing? What is his criticism?

---

Name \_\_\_\_\_ Date \_\_\_\_\_ **The Gilded Age**

The following four ideas were popular with industrial capitalists during the post-Civil War period. Study them; then read the quotations and answer the questions that follow.

- **Social Darwinism:** idea that economic competition is a natural law. It argues that the fittest businesses will survive, and that the businessperson's struggle to survive is a normal activity that should not be artificially restrained. The weak, go under; the strong survive.
- **Gospel of Wealth:** idea that economically successful people have the responsibility to combine their economic power with Christian charity-to use their money for worthwhile social purposes.
- **How-to-succeed (Horatio Algerism):** idea that an ambitious person can succeed financially if he or she works hard, is thrifty, practices integrity, follows the rules, and has a little bit of luck.
- **Materialism:** idea that material things, especially in the form of goods and wealth, offer the highest values to be pursued in life.

"The growth of a large business is merely a survival of the fittest." -**John D. Rockefeller, founder, Standard Oil**

"What do I care about the law? 'Hain't I got the power?" -**Commodore Vanderbilt, shipping magnate**

"[Competition is] here; we cannot evade it; no substitutes for it have been found; and while the law may be sometimes hard on the individual, it is best for the race., because it insures the survival of the fittest in every department." -**Andrew Carnegie, steel industrialist**

"I believe with \$200,000 we can pass our bill."-**Collis Huntington, railroad owner**

"The public be damned. I am working for my stockholders." -**William Vanderbilt, railroad tycoon**

"There is a great responsibility resting upon the possessors of wealth, and I believe there is on the part of many a growing appreciation of that responsibility." -**John D. Rockefeller**

"At this season of the year, I get up at half-past seven ... go into the counting room and there am busy as a bee until three o'clock, when the banks close After dinner I am busy until six o'clock " -**Jay Cooke, banker and financier**

"Well. I don't know as I want a lawyer to tell me what I cannot do. I hire him to tell me how to do what I want to do." -**J. Pierpont Morgan, banker and financier**

"Surplus wealth is a sacred trust which its possessor is bound to administer in his lifetime for the good of the community." -**Andrew Carnegie**

**COMPREHENSION Interpreting Information**

1. Which of the four ideas stated at the beginning would agree most with the saying that "the end justifies the means"?

---

---

2. Which of these four ideas would most likely have been used to justify the growth of corporate monopolies?

---

---

**APPLICATION Providing Examples**

3. From the quotations given, which of these men believed in giving money to charity?

---

---

4. Which of these men considered themselves above the restraints of ordinary people?

---

---

**SYNTHESIS Relating Past to Present**

5. Which of the four ideas stated at the beginning is still widely practiced in America today? Explain your answer.

---

---

6. What legacies for people today were left by Rockefeller and other industrial giants?

---

---

7. Name two recent entrepreneurs who compare with those quoted.

---

---

8. Can individuals today gain wealth and power to the same extent that Rockefeller, Carnegie, and Morgan once did? Why or why not?

## Oral Presentation Tips

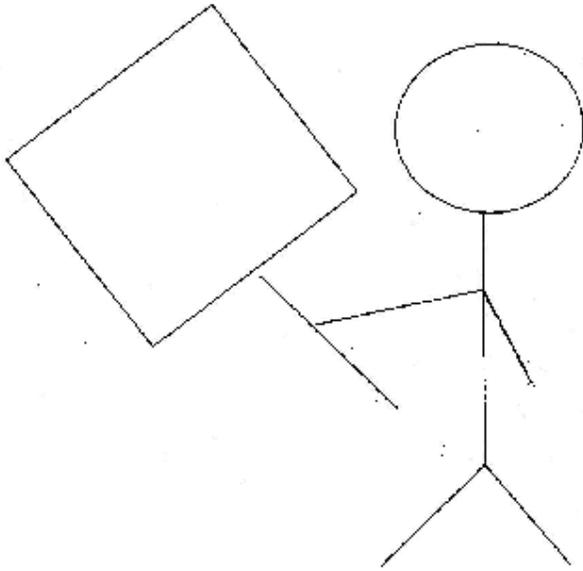
1. Dress well and look your best.
2. Use an attention getting opener. Be sure it relates to your subject.
  - (a) tell a joke
  - (b) use an interesting quotation that is controversial, signifies danger, or causes an emotional response
  - (c) ask a rhetorical question that gets people thinking but does not necessarily require an answer, like "What is the truth?"
  - (d) use silence--stand looking at the group for a count of 10 seconds. Your audience will think you have forgotten what you were going to say. **If** you can wait 15 seconds, they will be sitting on the edge of their seats waiting for anything to break the silence. Note: if you intend to use this method, inform your teacher, silence can be just as disconcerting for the teacher as it is for your classmates.
3. Provide a clear and succinct introduction to what you are going to report. Provide your supporting details. Close with a good summary of the presentation.
4. Keeping attention throughout your report is crucial. Use enthusiasm; modulate your voice in volume, tone, speed, and intensity.
5. Use an impressive closing. **If** you begin with a joke, end with a joke; likewise, if you begin with a quote or question, end with a quote or question. Do not, of course, end your report with silence. You'll have to use some other method to end if you used silence to begin.



# Identity Map

## Captains of Industry

Name \_\_\_\_\_



Explanation of the Quote

---

---

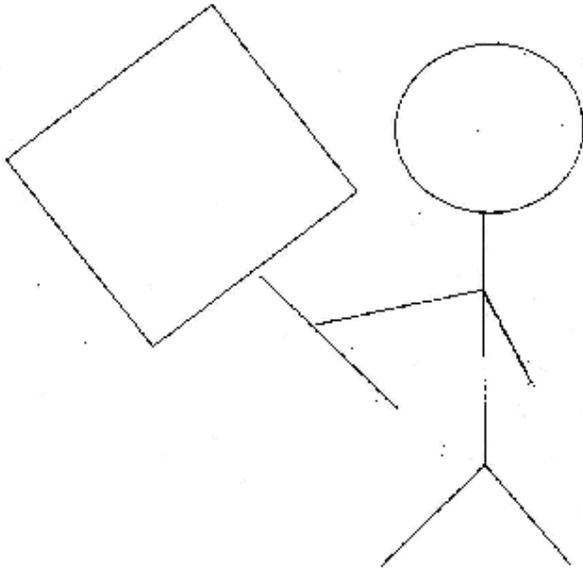
---

---

# Identity Map

## Captains of Industry

Name \_\_\_\_\_



Explanation of the Quote

---

---

---

---

## Oral Presentation Tips

1. Dress well and look your best.
2. Use an attention getting opener. Be sure it relates to your subject.
  - (a) Tell a joke
  - (b) Use an interesting quotation that is controversial, signifies danger, or causes an emotional response
  - (c) Ask a rhetorical question that gets people thinking but does not necessarily require an answer, like "What is the truth?"
  - (d) Use silence--stand looking at the group for a count of 10 seconds. Your audience will think you have forgotten what you were going to say. **If** you can wait 15 seconds, they will be sitting on the edge of their seats waiting for anything to break the silence. Note: if you intend to use this method, inform your teacher, silence can be just as disconcerting for the teacher as it is for your classmates.
3. Provide a clear and succinct introduction to what you are going to report. Provide your supporting details. Close with a good summary of the presentation.
4. Keeping attention throughout your report is crucial. Use enthusiasm, modulate your voice in volume, tone, speed, and intensity.
5. Use an impressive closing. **If** you begin with a joke, end with a joke; likewise, if you begin with a quote or question, end with a quote or question. Do not, of course, end your report with silence. You'll have to use some other method to end if you used silence to begin.

## Class Project: Debate

### I. Introduction.

Protagoras, a Greek philosopher and teacher of the fifth century, B.C., was the first to maintain that there are two sides to every question. He believed that there is virtue in seeing both sides. He has been credited with the developing the principles of debate, and is often referred to as “the father of debate.”

Formal debate presents both positive (affirmative), and negative aspects of a question. It is formal arguing, with rules! Presenting evidence, reasoning logically, and using persuasive communication are rewarded. The best strategy for persuading the judges to agree with your side is to present an honest and accurate discussion of the resolve. The team that addresses the issues, develops logical arguments (supported by facts), and uses sound reasoning is most likely to win.

### II. The Form of a Debate

We will use an abbreviated form of a formal debate. It progresses from the presentation of arguments led by the affirmative side, and the rebuttal led by the negative side.

#### Order of Speakers

#### **Constructive Speeches**

1<sup>st</sup> Affirmative    2 minutes

1<sup>st</sup> Negative        2 minutes

2<sup>nd</sup> Affirmative    2 minutes

2<sup>nd</sup> Negative        2 minutes

#### **Rebuttal Speeches**

1<sup>st</sup> Negative        1 minute

1<sup>st</sup> Affirmative    1 minute

2<sup>nd</sup> Negative 1 minute

2<sup>nd</sup> Affirmative 1 minute

### III. Judging the Debate

The decision on any competitive debate should be based on this question: "Which side did the better debating?" Ballots in this debate will ask the judges to grade the following: reasoning, evidence, delivery, organization, and refutation. Each team will receive a grade on the ballot in each category. Courtesy, audibility, fluency, poise, and use of good English all count heavily in the impression you make, and therefore in your chances of winning.

### IV. The Resolve (s)

1. Were these three men (Andrew Carnegie, J.D. Rockefeller and J.P. Morgan) good or bad for America?
2. Did they conduct business fairly? (focus on morality and legality)

## Debate Ballot

In my opinion \_\_\_\_\_ team won the debate. (Affirmative or negative)

\_\_\_\_\_ Signature of Judge

On a scale of 1-5, circle the number that best describes your evaluation of the performance of the Affirmative and Negative teams for the listed criteria.

1. Poor    2. Fair    3. Average    4. Excellent    5. Superior

<b>Criteria</b>	<b>Affirmative Team</b>	<b>Negative Team</b>
Information	1 2 3 4 5	1 2 3 4 5
Use of Facts	1 2 3 4 5	1 2 3 4 5
Reasoning	1 2 3 4 5	1 2 3 4 5
Organization	1 2 3 4 5	1 2 3 4 5
Rebuttal	1 2 3 4 5	1 2 3 4 5

Comments for Affirmative Team:

Comments for Negative Team:

Handout - 7