Bible IV Q3 Project Apologetics Debate

You will be assigned a group and on the day of the debate a position to argue (either arguing for or against). Your group will be able to choose the topic you are going to debate but once one topic is taken by a group no other group can pick that topic. Each group will be assigned a class to have their debate.

The group debating the topic will become the experts on the topic, and everyone in the group will need to become experts on the arguments both for and against the topic. You will not be assigned the position that you will argue until the day of the debate.

* You will research your topic, document your research (with notecards or an outline), and use your research to develop and support your argument. You will need at least 3 points or main ideas/augments to support each side of the issue. These points must be supported with facts, logic and other evidence to validate them. Each group must have a work cited (which must be done in MLA format) and also must properly cite the research when using it during the debate.
* You will prepare an opening and closing speech (each should be between 2 ½ and 5 min long) for each side of the issue (an opening & closing speech for and an opening & closing speech against)
* You will also need to prepare at least 3 counterarguments or questions for each side of the issue (3 for and 3 against). That you will use during the debate.
* You will need to be prepared to answer the counterarguments and respond to questions that come up during the debate.

All the students in the class will be expected to participate in the debate (even when your group is not presenting) Students who are not presenting will be the audience but will also be given opportunities to ask questions and bring up counterarguments.

What will you need to turn in?

* Some form of documentation of your research including your 3 supported arguments for and your 3 supported arguments against the issue. (either an outline or notecards) with a work cited page
* A written copy of your opening and closing speeches both for and against (make sure you site your sources in the speeches)
* A list of your 3 counterarguments or questions for each side (3 for and 3 against)

How will you be graded?

* The below Rubric will be used to evaluate your performance and participation during the debate. For some of the sections you will receive a group grade and for some you will get an individual grade (sections 1& 3 will be graded as a group and sections 2, 4-6 will be individually graded).

How the debate will be conducted:

* Open speeches (each side):
* One side present first main point /argument followed by time for other side to counter and people from the class to ask question or also propose counter arguments
* Other side presents first main point /argument followed by time for other side to counter and people from the class to ask question or also propose counter arguments
* Same for other main points /arguments
* Concluding speeches (each side):

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic Debated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DEBATE RUBRIC 50 Points**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Score |  | **EXCELLENT 100-90%** | **GOOD**  **89-80%** | **AVERAGE**  **79-70%** | **POOR**  **69-0%** |
| \_\_/10 | **D**elivers a strong opening and conclusion. | Begins the debate with a powerful, relevant, engaging overview and argument.  Clinches the debate with an effective, powerful closing statement.  Properly cites sources | Begins the debate with a strong, relevant, engaging overview and argument.  Clinches the debate with a strong closing.  Properly cites sources | Begins the debate with a clear, focused overview and argument.  Ends the debate with a clear closing.  Properly cites sources | Begins the debate with an unfocused or off-topic opening.  Ends the debate with an unfocused or ineffective closing.  Sources are not properly cited |
| \_\_/10 | **E**xhibits a deep understanding of the topic. | Displays in-depth knowledge of the topic.  Delivers the information forcefully and convincingly in an organized logical manner. | Displays solid knowledge of the topic and presents information with ease. | Understands the main points of the topic but may deliver with some hesitation. | Does not show an adequate understanding of the topic, and delivery is poorly executed. |
| \_\_/15 | **B**rings research and uses it to defend the position. | Supports all points with relevant facts, and/or examples.  Uses clear, accurate, and thorough research for all information. Including 3 well thought out and supported arguments for and 3 well thought supported arguments against the issue  Properly cites sources  Includes a work cited page with all sources correctly cited in MLA format | Supports major points with relevant facts and/or examples.  Uses clear, accurate, and thorough research for most information. Including 3 well thought out and supported arguments for and 3 well thought supported arguments against the issue  Properly cites sources  Includes a work cited page with all sources correctly cited in MLA format | Supports several points but relevancy may be weak.  Uses clear research but research may not be thorough. Including 3 well thought out and supported arguments for and 3 well thought supported arguments against the issue  Properly cites sources  Includes a work cited page with all sources correctly cited in MLA format | Does not support points.  Uses information that is inaccurate or unclear.  And/or does not have the required information in the correctly format |
| \_\_\_/5 | **A**nswers the opposition with relevance and respect. | Answers all counterarguments with accuracy and relevancy.  Treats all opponents with respect and avoids sarcasm.  Has 3 or more 3 well thought out and developed counterarguments or questions | Answers most counterarguments with accuracy and relevance.  Treats opponents with respect. | Answers some counterarguments with relevancy.  Treats most opponents with respect. | Uses many counterarguments that are not relevant.  Shows disrespect to opponents. |
| \_\_\_/5 | **T**ackles the debate with style and energy. | Uses gestures, eye contact, tone of voice, and a level of enthusiasm to keep audience attention throughout the debate.  Properly cites sources during the debate | Uses gestures, eye contact, tone of voice, and a level of enthusiasm to keep audience attention in most of the debate.  Properly cites sources during the debate | Uses gestures, eye contact, tone of voice, and a level of enthusiasm to keep audience attention during some of the debate.  Cites sources during the debate | Uses a presentation style that is ineffective and/or does not keep the attention of the audience.  Does not cite sources during the debate |
| \_\_\_/5 | **E**ndeavors to follow all rules of the debate. | Observes all time limits of the debate for opening, rounds, and closing.  Makes excellent use of minutes given.  Shows teamwork and active participation with all team members. Comes prepared with all the materials ready and organized for the debate. | Observes most of the time limits with minimal overtime.  Makes good use of minutes allowed.  Participates with all team members.  Comes prepared with all the materials ready for the debate. | Observes some time limits with minimal overtime.  Makes some quality use of minutes allowed.  Participates with most of the team members.  Comes prepared with all the materials ready for the debate. | Observes few time constraints.  Goes over or runs short on minutes allowed.  Shows lack of participation with team members.  The materials for the debate are not well prepared or organized. |
| \*Rubric adapted from <http://www.tremont702.net/highschool/images/THS_Debate_Rubric.pdf> | | | | | |

Apologetics Topics and questions

Taken from

<http://www.gotquestions.org/questions_worldview.html>

Exploring Apologetics

& Letters from a Skeptic

**The Existence of and all powerful, loving creator God**

         Does God exist? Is God dead? Is God imaginary?

         Why did God create us?

         How is God all Powerful and loving and yet there is still suffering?

         Do faith in God and science contradict? Is creationism scientific? Is creationism compatible with the scientific method? Did God create the universe? Why is the science community so opposed to creationism?

         Why did God create Satan?

         What is the purpose of Prayer if God knows everything?

         Why would God care about us?

         Why would God send people to Hell?

**How can I know that the Bible is true and God’s Word?**

         Does the Bible contain errors, contradictions, or discrepancies?

         Did the Bible copy some of its stories from other religious myths and legends?

* Did Moses copy the Law from the Code of Hammurabi or the Egyptian book of the dead?

         Is Jesus a myth?  Is Jesus just a copy of the pagan gods of other ancient religions?

         Why should the Bible be our source for morality?

         Did Jesus really exist? Is there any historical evidence of Jesus Christ?

         Didn’t people just write and put the Bible together – what makes it better than other books?

         Why are there so many different interpretations of the Bible?

**Christianity as the only True Religion**

         Is there such a thing as absolute truth?

         Why are there so many religions? Do all religions lead to God?

         With all of the different religions, how can I know which one is correct?

         Why should I believe in Christ’s resurrection?

         Is Jesus the only way to have Eternal life?

         Isn’t One Religion as good as another?

**Problems with Christians**

         Is religion the cause of most wars?

         Why are Christians always arguing?

         Why are there so many fake Christians?

         Why are Christians so judgmental?

         Why is Christianity so boring? Can Christians have fun and enjoy life?

         Why has Christianity don so much harm?

         Is it really possible to live the Christian life

12 A groups

Group 1

Group 2:

Group 3:

Group 4:

 12B Groups

Group 1

Group 2:

Group 3

Group 4

Due dates:

Draft of research all groups, both sections A and B

Group 1:

Group 2:

Group 3:

Group 4:

# **Scaffolding:**

# **Example of using sources to support your argument:**

## Bible class is the best class at SCS. According to a survey taken by Charles Medina 9 out of 10 students say it is their favorite class (Medina 1). According to SCS attendance records students are rarely absent from school on days that they have Bible class (Power School). In a recent review Maria Luisa said, “Bible class is amazing” (Jiminian 3).

# **Example of using logic and reasoning to expand your argument:**

# Charles and Maria Luisa are two students that don’t seem to care at all about school or learning. Therefore if these students love Bible class it must be the best and most exciting class in high school.

For a non-religious example let’s say that someone were to say that SCS does not prepare students for PUCMM very well **(objection).**

How would our administration answer this objection?

* They would say that SCS students learn sufficient Spanish to succeed at PUCMM (**this would be one idea that they would try to make to answer the objection).**
  + To prove this they might say that even though classes are all in English SCS students have scored high on entrance exams to PUCMM, they might provide test scores from the pruebas nacionales, they might get some testimonies from students who have graduated from SCS (this would be the evidence to support the idea).
* They could try to argue that students at SCS have to learn to work hard and that that skill will help them even if it is hard for them to learn in Spanish at PUCMM **(this could be a second idea to answer the objection).**
  + To prove this they might provide honor role, or NHS statistics, they could also get testimonies here of students, they could use other examples like if someone becomes organized and disciplined in their job they will be organized in their personal life **(this would be the evidence to support the idea).**

Draft Outline of an argument

**Objection to Christianity: Why did God create a world that he knew would go bad?**

# Point 1: Suffering and Pain test and develop character

My Logic/Argument:

Just like exercising develops muscles suffering develops character

Evidence: Romans 5: 3-6

“Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope. And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us” (NIV)

Evidence: Holocaust survivors

“It has been suggested that positive traits in Holocaust survivors tend to be overlooked and that Holocaust survivors may actually be more task-oriented, cope more actively, and express more favorable attitudes toward family, friends, and work (Leventhal & Ontell, 1989).” (Kaplan)

# Point 2: It cost him the greatest price so it must all be worth it

My Logic/Argument:

Since God entered into our world and endured evil and suffering it must be worth it

## Evidence: Romans 5: 6-8

“You see, at just the right time, when we were still powerless, Christ died for the ungodly. Very rarely will anyone die for a righteous man, though for a good man someone might possibly dare to die. But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.” (NIV)

Evidence: Philippians 2: 6-8

“Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death-- even death on a cross!” (NIV)

Evidences: Hebrews 4:14-15

“Therefore, since we have a great high priest who has gone through the heavens, Jesus the Son of God, let us hold firmly to the faith we profess. For we do not have a high priest who is unable to sympathize with our weaknesses, but we have one who has been tempted in every way, just as we are-- yet was without sin.” (NIV)

# Point 3: God’s ways our not our ways and he must have a good reason for it all

My Logic/Argument:

If we had all the answers to all the questions like this one then we would be God and the fact that we don’t confirms our need for him.

### Evidence: Definition of “God”

“the supreme or ultimate reality: as a**:** the Being perfect in power, wisdom, and goodness who is worshipped as creator and ruler of the universe …. a being or object believed to have more than natural attributes and powers and to require human worship” ("god." Merriam-Webster)

### Evidence: Isa 55:8

"For my thoughts are not your thoughts, neither are your ways my ways," declares the LORD.(NIV)

Work Cited

"god." Merriam-Webster Online Dictionary. 2009; Merriam-Webster Online. 17 February 2009 <http://www.merriam-webster.com/dictionary/god>

Holy Bible, New International Version, ©Copyright 1984, International Bible Society, Zondervan

Kaplan, Fara; “Holocaust Survivors and Their Children: A Search for Positive Effects”; aaets.org; ©Copyright 2006 [The American Academy of Experts in Traumatic Stress](http://www.aaets.org); February 17, 2009; <http://www.aaets.org/article96.htm>

2 Opening Speech’s 1 For 1 Against : what is the topic and what is going to be presented and why should the audience listen or believe you

Argument 1 For

* How is God all Powerful and loving and yet there is still suffering? God is good and all powerful but allows suffering for a reason
  + Evidence: reason why god would allow it
  + Evidence reason why god would allow it

Against Counter argument 1: some reason to doubt the evidence presented

Argument 1 Against

* How is God all Powerful and loving and yet there is still suffering? Because there is suffering God must really not love us or is not able to stop it
  + Evidence: \_\_\_\_\_\_\_\_\_\_
  + Evidence \_\_\_\_\_\_\_\_\_

For Counter argument 1: some reason to doubt the evidence presented

OR

Argument 1 For

* How is God all Powerful and loving and yet there is still suffering? God is good and all powerful but allows suffering for a reason
  + Evidence: reason why god would allow it
  + Evidence reason why god would allow it

Against Counter argument 1: some reason to doubt the evidence presented

Argument 1 Against

* What is the purpose of Prayer if God knows everything? There is no point in prayer if God knows all things so either God does not know everything or prayer is pointless
  + Evidence: Reasons why prayer is pointless
  + Evidence \_\_\_\_\_\_\_\_\_

For Counter argument 1: some reason to doubt the evidence presented