Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Due Date**: 3/14 (A day) 3/15(B day)

Pick a controversial topic that you have an opinion on whether it be for or against. Your job is to research the topic and the reasons why you are either for or against the topic. In a two column proof, I want you to state your beliefs in the statement side and the research or findings for why you believe that in the reason side using websites, articles, books, or news agencies and cite them accordingly.

You will be graded on the overall project (power point or google drive) by how strong your reasons are that back your belief. The more statements and reasons you have the stronger the argument should be. If you have only a few statements your beliefs are not that strong, pick something else. You should have a very strong opinion to make this beneficial to both you and me.

This is a real-life experience that will help you to rationalize through big decisions in your life.

Please set your project up in the format provided below and send it to **Edmodo-code 5thpdf**

Example:

Topic: I believe that cell phones should not be used during the school day.

Statement Reason

1. Students can used the internet to get answers 1.Google and many other websites have the

ability to type in a question and they spit out the answer. (See websites [www.google.com](http://www.google.com) or [www.ask.com](http://www.ask.com)) You can also text a question to chacha(242242) and get an answer in seconds.

1. You can take a photo of a test and send it to 2. Article when a high school students did this

others and sent it to a “smart friend” to answer the question. <http://www.nytimes.com/2012/09/26/education/stuyvesant-high-school-students-describe-rationale-for-cheating.html?pagewanted=all>

1. They are distractions to students – whether 3. Teachers are fighting for your attention, we

it’s because it is vibrating in their pocket or shouldn’t have to fight for you to pay

they want to know what’s on Snapchat. attention. Check out this article with 2 rules:

<http://www.pbs.org/mediashift/2011/09/cell-phones-in-classrooms-no-students-need-to-pay-attention264.html>

1. And so forth… I could list about 10 more…

Rubric for persuasive presentation powerpoint

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Very Persuasive**  **5** | **Somewhat Persuasive**  **3** | **Not very Persuasive**  **1** | **Not at all persuasive**  **0** | **Total** |
| **Knowledge** | **Demonstrated in a way that persuaded the viewer** | **Caused the viewer to contemplate your point of view** | **Viewer was not persuaded** | **Did not demonstrate a complete knowledge of the topic** |  |
| **Organization** | **Presentation is organized in a manner that demonstrates that each slide builds on the previous idea** | **Presentation could be better organized. Slides could be reordered.** | **Viewer wondered where you were going with the topic because of a lack of structure. However, a beginning, middle and end occurred.** | **Audience was confused because you lacked structure.** |  |
| **Content** | **The appropriate amount of content is displayed on the screen** | **You could have added more information or removed some to make this more persuasive** | **Your content distracted from your message** | **Your content misdirected the reviewer** |  |
| **Presentation** | **Presenter Speaks about the slides in a professional, manner and is very comfortable with the material** | **Presenter may have read the slides too often, turned their back on the audience or used non-words** | **Presenter read many of the slides. Large breaks of silence or non-words used. Not optimal placement of body** | **Presenter read most of the slides. Body placement was very distracting.** |  |
| **Display** | **Color, content, transitions and layout contribute to a professional, persuasive product** | **Display components could be improved.** | **Display components less than optimal.** | **Display components were distracting.** |  |