**Influential Americans Debate Ballot**

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| Historical Figure 1:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student #1 Name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Circle 1 – 4 points in each area for each speaker | Historical Figure 2:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student #2 Name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1 ☹ 2 😐 3 ☺ 4 ★ | **Analysis**: Did the speaker clearly analyze the influence of the historical figure on American history? | 1 ☹ 2 😐 3 ☺ 4 ★ |
| 1 ☹ 2 😐 3 ☺ 4 ★ | **Evidence**: Were the points made by the speaker supported with facts and examples? | 1 ☹ 2 😐 3 ☺ 4 ★ |
| 1 ☹ 2 😐 3 ☺ 4 ★ | **Reasoning**: Did the speaker defend their historical figure and critique their opponent’s logically? | 1 ☹ 2 😐 3 ☺ 4 ★ |
| 1 ☹ 2 😐 3 ☺ 4 ★ | **Cross-Examination**: Were questions and answers to the point and civil? | 1 ☹ 2 😐 3 ☺ 4 ★ |
| 1 ☹ 2 😐 3 ☺ 4 ★ | **Rebuttal**: Did the speaker successfully critique their opponent’s figure while defending their own? | 1 ☹ 2 😐 3 ☺ 4 ★ |
| 1 ☹ 2 😐 3 ☺ 4 ★ | **Delivery**: Were speeches organized, projected, and clear? | 1 ☹ 2 😐 3 ☺ 4 ★ |
|  | **🡨** Add up total points 🡪 |  |

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| **Strengths** (Student #1) | **Strengths** (Student #2) |
| **Areas for Improvement** (Student #1) | **Areas for Improvement** (Student #2) |

The winner of this debate was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student name) representing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Timing**: Student #1 Case – 4 minutes, Student #2 Case – 4 minutes, Cross-Examination – 2 minutes, Student #1 Rebuttal – 2 minutes, Student #2 Rebuttal – 2 minutes

\*\*Each student has up to 30 seconds of preparation time to use at any point in the debate