

# Northgate High School

## Social Studies Department

### Public Speaking Tuesday

Survey after survey shows that people are more scared of public speaking than they are of dying. With a little training and a lot of practice we believe our students can overcome their fears and become proficient at speaking publicly. We know that the skill of speaking articulately, confidently, and passionately will greatly serve our students for the rest of their lives, thus we are committed to embedding public speaking curriculum into all of our Social Studies core classes.

Public Speaking Tuesday (PST) began in 2009 and has succeeded in helping thousands of students improve their public speaking skills and increase their confidence while on stage. PST uses a tiered approach to improvement, meaning that student expectations increase with each grade level. Our Social Studies staff has created a public speaking curriculum that involves researching, reading, writing, creating, watching, listening, practicing, doing, and speaking. This comprehensive process allows students to properly prepare and develop confidence and skills that will surely help them become better public speakers and students.

We know that public speaking is difficult, but we also know that everybody has to do it during their personal and professional lives; thus, we tackle the challenge head on through PST and work hard to help every student improve at one of the hardest - and scariest - skills known to man.

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## PUBLIC SPEAKING TIPS & GUIDELINES

<b>PHYSICALITY</b>	<p><b>Eye Contact</b></p> <ul style="list-style-type: none"> <li>➤ Eye contact is the single most important aspect of your delivery.</li> <li>➤ Do not read your speech or look too long at your notes.</li> <li>➤ Look at all areas of the audience - not just one person or one side of room.</li> </ul> <p><b>Stance</b></p> <ul style="list-style-type: none"> <li>➤ Plant your feet firmly and do not sway or pace.</li> </ul> <p><b>Hand Gestures</b></p> <ul style="list-style-type: none"> <li>➤ Let your arms hang down and then use your hands naturally as you would during a normal conversation with your friends or family.</li> </ul>
<b>SPEAKING</b>	<p><b>Voice</b></p> <ul style="list-style-type: none"> <li>➤ Don't be monotone! Speak loudly and clearly, and use voice inflection.</li> </ul> <p><b>Pace</b></p> <ul style="list-style-type: none"> <li>➤ Slow down; most public speakers talk too fast!</li> </ul> <p><b>Fillers</b></p> <ul style="list-style-type: none"> <li>➤ If you don't have something to say, or need a break, PAUSE!</li> <li>➤ Do not fill silent moments or breaks in your speech with fillers.</li> <li>➤ When practicing, video record yourself to help eliminate fillers.</li> </ul>
<b>STRUCTURE</b>	<p><b>Intro</b></p> <ul style="list-style-type: none"> <li>➤ Did you immediately grab our attention?</li> <li>➤ Did you give us a glimpse of what you will be talking about?</li> <li>➤ Did you finish your introduction with your thesis statement?</li> </ul> <p><b>Body Paragraphs</b></p> <ul style="list-style-type: none"> <li>➤ Your speech should have three unique body paragraphs.</li> <li>➤ Each body paragraph should include three components:             <ul style="list-style-type: none"> <li>○ TOPIC, EVIDENCE, ANALYSIS</li> </ul> </li> <li>➤ Each body paragraph should include evidence to support your thesis and you should use examples, facts, etc. to help persuade audience.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>➤ Summarize main points &amp; leave audience with an idea that stimulates thought.</li> <li>➤ You can use a quote or a short anecdote that supports the thesis of speech.</li> </ul>
<b>CONTENT</b>	<p><b>Knowledge of Subject</b></p> <ul style="list-style-type: none"> <li>➤ Show your knowledge by discussing the most relevant and important ideas.</li> </ul> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>➤ Support your thesis with specific factual information, stories, and/or examples that you got from legitimate sources.</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>➤ Did you persuade the audience, hold our attention, and interest us?</li> <li>➤ Did you convince us that we should believe and agree with your position?</li> <li>➤ Remember that audiences who are interested are likely to be persuaded.</li> </ul>

## IN OTHER WORDS ...

Eye Contact: The most important aspect of talking to a group is eye contact. Looking at an audience establishes a human connection – eye to eye – which makes the listener feel included and receptive. (Remember that most audiences want the speaker to do well; they understand the nervousness and generally give the support that they would want). So look at your speech (note cards, typed speech, or whatever you're working from) and then look at the audience. Go from your notes to the audience, notes to the audience, notes to the audience. Of course, the more familiar you are with the material, the easier it will be to maintain eye contact, as you would if you were sitting and talking to friends. And just as friends would feel left out if you only looked at others in the group, members of your audience on one side of the room will lose interest if you only make eye contact with people on the other side. Give everyone in the room attention and they will most definitely give it back.

Stance: Stand with a solid stance, knees slightly bent, one foot a little forward of the other. It should be a stance that would keep you steady if someone attempted to push you over. You've probably never thought that your stance and posture could impact your voice, but it absolutely can: strong stance = greater confidence = more powerful voice. Don't sway from side to side and don't shift your weight from one foot to the other. Neither help you feel solid, and they are distracting to the audience. Similarly, if you want to move around, do so deliberately. Walk a few steps and stop, looking at your audience in the area you've moved to. Stay there a few seconds and then walk somewhere else, or simply back to where you started. Don't aimlessly drift from place to place.

Hand Gestures: What to do with your hands is a tough call - nothing feels natural. Here are some things to try. The best practice is to gesture; use your hands for emphasis, or to simply "help" you transmit the information. A speaker who is gesturing is usually one that is enthusiastic, or at least cares, about the subject. If you convey enthusiasm, listeners will be right there with you, interested because you seem to be. Disinterested voice and body language, or an "I can't wait to be done with this" vibe basically tells the audience that it shouldn't care either, and it won't. If gesturing doesn't work, take turns holding one hand in another, holding your hands behind your back, letting them hang at your sides, and putting them in your pockets. This last one – hands in pockets – should only be done for short periods of time; too long and it looks sort of goofy.

Voice: Finally, voice. Try to speak naturally and conversationally. When you talk to your friends about things, you probably use really good vocal dynamics (dynamics is basically the differences of volume when you speak); sometimes you speak loudly and you emphasize certain words. For example, when you state assertively that "Mr. Burchett is my best teacher ever," you probably put a lot of emphasis and passion behind the word BEST. Then, when you think about aspects of your life that aren't as cool as Mr. Burchett's class, your voice naturally falls. So let your public speaking be similar, with natural highs and lows (dynamics), emphasizing words or ideas that you want the audience to key in on.

## VISUAL AID TIPS & GUIDELINES

<b>Basics</b>	You are <b>REQUIRED</b> to integrate a visual aid into your PST speech.  This will add some work to the project but will better prepare you for your Senior Project presentations, college classes, and future career. Sophomore teachers may adjust this requirement (or remove it) per their discretion.
<b>Format</b>	PowerPoint, Prezi, or Google Presentation.
<b>Storage</b>	Bring a flash drive with your visual aid saved on it <i>AND</i> have it stored in the cloud via Google Drive to ensure it is accessible and viewable.
<b>Slides</b>	10 - 20 total slides (or teacher discretion).
<b>Words</b>	5 - 10 words per slide (or teacher discretion) and no complete sentences.
<b>Images</b>	Yes please! Whenever possible use images instead of words.
<b>Videos</b>	No thank you. Sorry, but we just don't have enough time for videos.

### **VISUAL AID TIPS...**

- Bring your visual aid to class via a flash drive **AND** have it stored in the cloud. This will ensure that on the day of your final speech, your visual aid will be accessible and will open properly. There is absolutely no legitimate excuse for not having your visual aid accessible or viewable on the day of your final speech.
- Your visual aid should enhance the speech and not be the center of focus. Remember that the visual aid is not the presentation. **YOU** are the presentation, and the visual aid is a tool that helps you to make your case powerfully. It is a mechanism by which you get people more interested. Thus, do not look at the screen where the visual aid is being projected - only glance at your computer screen to ensure you are speaking about the correct slide.
- Also remember that presentation programs such as PowerPoint were intended to focus on visual material. Pictures and images are usually more stimulating than words and can, therefore, hook an audience into the ideas and arguments of your speech.
- One of the most common errors in the use of presentation programs is to have too many words per slide, since this causes the viewer to read the slide and not focus on the presenter. Words should be carefully chosen to correspond to the slide's visual, and make your audience interested and/or intrigued in what you are saying.
- Too many words on a slide also encourages the presenter to read from the slide and not focus on the class. The presenter should only glance at a slide and never read from it. Repeat(!) - Never read from your slides! They exist to enhance what you're saying, get the audience interested, and remind you of where you going with the presentation.
- Slides should have between 5 - 10 words with no complete sentences, unless you are using a quote. More slides - fewer words!

## PST DETAILS

<b>LENGTH</b>	<p>Practice Speech Length</p> <ul style="list-style-type: none"> <li>● Usually 1 - 2 Minutes</li> <li>● Usually your intro paragraph and first body paragraph</li> <li>● This is up to your teacher's discretion</li> </ul> <p>Final Speech Length</p> <ul style="list-style-type: none"> <li>● Sophomores: 4 minutes</li> <li>● Juniors: 5 minutes</li> <li>● Seniors: 6 minutes</li> </ul> <p>* We understand you won't finish your speech at the exact allotted time. However, with practice, you should be able to finish within 30 seconds of the allotted time.</p> <p>* Seniors will only do a Final Speech - they will not do a Practice Speech.</p>
<b>ATTIRE</b>	<p>Final Speech Attire</p> <ul style="list-style-type: none"> <li>● Sophomores: <i>Business Casual</i> <ul style="list-style-type: none"> <li>○ Women: Dress slacks or dress skirt, dress blouse, dress shoes</li> <li>○ Men: Dress pants, dress shirt, dress shoes, dress belt</li> </ul> </li> <li>● Juniors: <i>Business Formal</i> <ul style="list-style-type: none"> <li>○ Women: Formal dress slacks or dress skirt, formal dress blouse, formal dress shoes</li> <li>○ Men: Dress pants, dress shirt, dress shoes (no tennis shoes of any kind), dress belt, tie, <i>jacket optional</i></li> </ul> </li> <li>● Seniors: <i>Very Business Formal</i> <ul style="list-style-type: none"> <li>○ Women: Formal dress slacks or dress skirt, formal dress blouse, formal dress shoes</li> <li>○ Men: Formal dress slacks, formal dress shirt, formal dress shoes (no tennis shoes of any kind), dress belt, tie, <i>jacket encouraged</i></li> </ul> </li> </ul>
<b>NOTE CARDS</b>	<p>There are many different ways to successfully deliver a speech. Some people don't use a single note, others have their entire speech outline in front of them,, and some people use a few note cards to help remind them of the speech's main points. Your teacher will tell you the expectations regarding use of speech notes.</p> <p>The key thing about note cards is that you must NOT read your speech! If you look at your note cards too often or read your speech you will drastically lose points for not maintaining eye contact, not being prepared, not being poised, and not connecting with the audience.</p>
<b>VISUAL AID</b>	<p>Your speech will include use of projected slides created with PowerPoint, Prezi, Google Presentation, or some other presentation software. See visual aid tips for further instruction.</p>
<b>PODIUM</b>	<p>The use of a podium is up to your teacher.</p>
<b>ESSAY</b>	<p>You will write a five-paragraph persuasive essay on your speech topic.</p> <ul style="list-style-type: none"> <li>● The due date of your speech will be determined by your teacher.</li> <li>● The point value of your speech will be determined by your teacher.</li> <li>● Five-Paragraph format: <ul style="list-style-type: none"> <li>○ Introduction paragraph</li> <li>○ Body paragraph (1st main point)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Body paragraph (2nd main point)</li> <li>○ Body paragraph (3rd main point)</li> <li>○ Conclusion paragraph</li> <li>● Each body paragraph must have a piece of evidence and in-text citation.</li> <li>● You need to cite at least three unique separate sources in a works cited section at end of paper. Sources must be legitimate, professional sources cited properly.</li> <li>● Your essay is NOT your speech written out; it is a persuasive essay about your speech.</li> <li>● Your paper will be written in MLA format.</li> <li>● You will submit your paper to <a href="http://www.TurnItIn.com">www.TurnItIn.com</a>.</li> <li>● Seniors will not need to write an essay as their MCRP counts as the essay for PST.</li> </ul>
<b>VIDEO RECORDING</b>	Some of your teachers will have someone in the class use your smartphone to record your final speech. This video recording will be for your eyes only, and will allow you to reflect on your performance and improve your public speaking.
<b>GRADING</b>	<p>You will deliver one speech in your Social Studies core class, and turn in an essay on the same topic. You will be graded in the following manner:</p> <ul style="list-style-type: none"> <li>● Practice Speech: 20% of your speech grade</li> <li>● Final Speech: 80% of your speech grade</li> <li>● Essay: Separate graded assignment</li> <li>● Second Attempt: If you want to redo your speech, you can give it again on the following Tuesday if you let your teacher know. You will get to keep your best grade, so that your grade will either stay the same or improve.</li> <li>● Seniors will not be giving a Practice Speech, thus 100% of their speech grade will be their Final Speech.</li> </ul>
<b>CLASS DISCUSSION</b>	After PST final speeches have been delivered, some classes will discuss the topic of the day. Some teachers will use articles or other documents to enhance this discussion. Furthermore, some teachers may assign a grade for this discussion or mandate that members of the class speak during this discussion for points.
<b>EXCUSED ABSENCE</b>	It is mandatory for you to attend class on the day of your final speech. However, if you truly have an emergency situation where you must miss class on your speech day, you must contact your teacher prior to the absence to determine when your make-up speech will be delivered.
<b>UNEXCUSED ABSENCE</b>	If you cut class on the day of your practice or final speech, your teacher will determine when your make-up speech will be delivered. However, because you had an unexcused absence on the day of your speech, your point total will be reduced by 50%. This is true for your practice speech and/or your final speech.
<b>NOT READY</b>	If you attend class but you are not prepared to deliver your speech, your teacher will determine when your make-up speech will be delivered. However, because you are not ready on the day of your speech, your speech point total will be reduced by 50%. This is true for your practice speech and/or your final speech.

## PST RUBRIC

<b>DELIVERY</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>EYE CONTACT</b>	Little or no eye contact with audience.	Occasional but unsustained eye contact with audience.	Fairly consistent use of direct eye contact with entire audience.	Consistent and direct eye contact with all parts of audience.
<b>POISE</b>	Looks nervous, unprepared, and/or inappropriately dressed.	Some preparation issues and/or appearance is inappropriate.	Mostly relaxed, self confident, prepared, and well dressed.	Very relaxed, self confident, prepared and appropriately dressed.
<b>STANCE</b>	Very poor stance with way too much swaying or distracting movement.	Poor stance, feet not firmly planted, and too much swaying.	Strong stance with feet planted, but some unnecessary movement.	Very strong stance with feet firmly planted and no unnecessary movement.
<b>HAND GESTURES</b>	Little or no use of hand gestures, and/or they appear unnatural.	Insufficient hand gestures, and/or they appear unnatural.	Somewhat natural and consistent use of hand gestures.	Natural and appropriate use of hand gestures.
<b>VOICE</b>	Very low volume and/or very monotonous tone.	Uneven or low volume and/or little inflection.	Good volume and inflection.	Excellent volume and inflection.
<b>PACE</b>	Poor pace; too short or long by over 2 minutes.	Poor pace; too short or long by over 1 minute.	Good pace; within 30 seconds of allotted time.	Excellent pace; length matches allotted time.
<b>VISUAL AID DELIVERY</b>	Frequently looks at slides; reads much of the slide.	Looks at slides occasionally; reads from slides occasionally.	Rarely looks at slides; maintains good eye contact.	Use of visual aid is smooth and natural; eye contact is maintained.

<b>CONTENT</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>INTRODUCTION</b>	Introduction missing two or three key parts.	Introduction missing one or two key parts.	Introduction delivers all key parts.	Introduction excellently delivers all key parts.
<b>BODY PARAGRAPHS</b>	All three paragraphs are missing necessary parts and/or not all paragraphs present.	One paragraph has all necessary parts, but other two paragraphs are missing parts.	Two paragraphs have all necessary parts, but one paragraph is missing parts.	ALL three body paragraphs have necessary parts present.
<b>CONCLUSION</b>	Presentation simply ends with no conclusion and/or ends abruptly.	Presentation ends competently but without any summarization of the points or final thought.	Conclusion summarizes the three main points but does not connect the topic to big picture.	Conclusion thoughtfully summarizes the three main points and connects the topic to big picture.
<b>VISUAL AID CONTENT</b>	Too many words per slide, content does not enhance speech and/or distracts viewer.	Too many words per slide, content does not enhance speech and/or content distracts viewer.	Visual aid does the job and is not distracting but is neutral in adding to the speech.	Visual aid is well constructed and contains visuals which enhance the speech.
<b>PERSUASION</b>	Presenter seems disinterested in their topic, no clear point being made, and no attempt to persuade.	Speech merely does the job but is not intriguing; simply a report with not a lot of in depth arguments or attempts to persuade.	Speech is good and points are supported, but may lack enthusiasm, in depth argument, or attempt to persuade.	Excellent persuasive speech that keeps audience interested and engaged, and gets them to consider point of view.

# PST TOPICS

WORLD HISTORY 10	US HISTORY 11	GOVERNMENT / ECONOMICS 12
<p><b>1. The Industrial Revolution</b></p> <p>A. Life in the industrializing cities was an improvement from life in the country.</p> <p>B. Life in the cities was worse than life in the country.</p> <p><b>2. The Industrial Revolution</b></p> <p>A. Governments should regulate living and working conditions during the Industrial Revolution.</p> <p>B. Governments should not have regulated business during the Industrial Revolution.</p> <p><b>3. Unification</b></p> <p>A. Germany was the rightful successor to the Holy Roman Empire.</p> <p>B. Italy was the rightful successor to the Holy Roman Empire.</p> <p><b>4. Imperialism</b></p> <p>A. European imperialism improved the lives of people in Asia.</p> <p>B. European imperialism was detrimental to the lives of people in Asia.</p> <p><b>5. Imperialism</b></p> <p>A. European imperialism improved the lives of people in Africa.</p> <p>B. European imperialism was detrimental to the lives of people in Africa.</p> <p><b>6. Nationalism</b></p> <p>A. Nationalism has a positive effect for the people in a country.</p> <p>B. Nationalism has a negative effect for the people in a country.</p> <p><b>7. World War I</b></p> <p>A. The experience of soldiers in WWI was different from the experience of soldiers in any previous war.</p> <p>B. The soldiers of WWI were faced with the same basic issues as in previous wars.</p>	<p><b>1. Columbus</b></p> <p>A. Christopher Columbus was a murderer who should not be celebrated.</p> <p>B. Christopher Columbus discovered America and should be celebrated.</p> <p><b>2. England</b></p> <p>A. England was a repressive mother country that the colonies had to break away from.</p> <p>B. England was a benign mother country that was justified in taxing the colonies.</p> <p><b>3. Constitution</b></p> <p>A. The constitution was a document that was intended to create a free country with rights for all.</p> <p>B. The constitution was a document that was intended to protect the rights of the wealthy and give common people just enough power to keep them satisfied.</p> <p><b>4. Slavery</b></p> <p>A. Slavery, as it developed in the United States, was unique from any other place in the world.</p> <p>B. Slavery, as it developed in the United States, was similar to the rest of the world.</p> <p><b>5. Reconstruction</b></p> <p>A. Reconstruction was a success.</p> <p>B. Reconstruction was a failure.</p> <p><b>6. Industrialists</b></p> <p>A. The early industrialists (Carnegie, Rockefeller, etc.) were heroes who made America strong.</p> <p>B. The early industrialists (Carnegie, Rockefeller, etc.) were greedy criminals who exploited the country and its workers.</p> <p><b>7. War of Currents</b></p> <p>A. Thomas Edison rightfully won the War of Currents</p> <p>B. Nikola Tesla had better ideas and should have won the War of Currents</p>	<p><b>1. Educational Reform</b> (Teacher Unions, Race to the Top / NCLB, Standardized Testing, Teacher Training, Common Core, Teacher Evaluation, Funding, etc)</p> <p><b>2. Mandatory Vaccination</b></p> <p><b>3. Obesity</b></p> <p><b>4. Food &amp; Restaurant Inspections</b></p> <p><b>5. Food Labeling</b></p> <p><b>6. Income Tax Simplification / Other Tax Issues</b></p> <p><b>7. Nuclear Proliferation</b> (Iran, N. Korea, etc)</p> <p><b>8. Coal, Oil, Natural Gas Extraction</b> (Fracking)</p> <p><b>9. Alternative Energy</b> (Solar, Wind, Ethanol, etc)</p> <p><b>10. Nuclear Energy Issues</b></p> <p><b>11. Financial Regulation</b> (Market Regulation, Derivatives, CDO's, Executive Pay, etc)</p> <p><b>12. Farm Subsidies</b></p> <p><b>13. Border Issues</b></p> <p><b>14. Defense Spending &amp; Military Spending</b></p> <p><b>15. Union Issues</b></p> <p><b>16. NASA Issues</b></p> <p><b>17. Trade Issues</b> (Child Labor, Outsourcing, Free Trade Agreements, Inspections, etc)</p> <p><b>18. Gun Control</b></p> <p><b>19. Death Penalty</b></p> <p><b>20. Abortion</b></p> <p><b>21. Foreign Policy - Ukraine / Russia</b></p> <p><b>22. Foreign Policy - Israel / Palestine</b></p>

<p><b>8. Impact of WWI</b></p> <ul style="list-style-type: none"> <li>A. The Treaty of Versailles led directly to the rise of the Nazis.</li> <li>B. The Treaty of Versailles was not responsible for the rise of the Nazis.</li> </ul> <p><b>9. The Rise of Fascism/Totalitarianism</b></p> <ul style="list-style-type: none"> <li>A. Fascism in Italy and Germany were basically the same form of government as communism in the Soviet Union.</li> <li>B. Fascism in Italy and Germany were very different from Soviet communism.</li> </ul> <p><b>10. World War II</b></p> <ul style="list-style-type: none"> <li>A. During WWII, the Germans were more brutal and inhumane than the Japanese.</li> <li>B. During WWII, The Japanese were more brutal and inhumane than the Germans.</li> </ul> <p><b>11. World War II</b></p> <ul style="list-style-type: none"> <li>A. The Allies won the war due to stronger military and political leadership.</li> <li>B. The Axis lost the war due to mistakes made by their leaders.</li> </ul> <p><b>12. The Cold War</b></p> <ul style="list-style-type: none"> <li>A. The Soviet Union was justified in taking Eastern Europe as a satellite region/buffer zone due to the historical threats coming from the West.</li> <li>B. The Soviet Union was not justified in dominating over Eastern Europe, which unnecessarily ratcheted up tension between the U.S. and the U.S.S.R.</li> </ul> <p><b>13. The Cold War</b></p> <ul style="list-style-type: none"> <li>A. The fact that the United States and the Soviet Union both had nuclear weapons led to peace and stability.</li> <li>B. The M.A.D. (Mutually Assured Destruction) doctrine was flawed; the world was very lucky that Cold War tensions did not lead to nuclear war.</li> </ul> <p><b>14. Current Issues</b></p> <ul style="list-style-type: none"> <li>A. People throughout the world should study American history.</li> <li>B. It is not important for people in other countries to know U.S. history.</li> </ul>	<p><b>8. Prohibition</b></p> <ul style="list-style-type: none"> <li>A. Prohibition was a legitimate attempt to curb alcohol consumption and its negative consequences.</li> <li>B. Prohibition was not a legitimate attempt to curb alcohol consumption and its negative consequences.</li> </ul> <p><b>9. Flappers</b></p> <ul style="list-style-type: none"> <li>A. Flappers were a positive role model for women and an essential part of the early feminist movement.</li> <li>B. Flappers were a negative role model for women and a detriment the feminist movement</li> </ul> <p><b>10. The New Deal</b></p> <ul style="list-style-type: none"> <li>A. The New Deal was a good thing for America.</li> <li>B. The New Deal was a bad thing for America.</li> </ul> <p><b>11. Japanese Internment</b></p> <ul style="list-style-type: none"> <li>A. The U.S. government was justified in interning Japanese Americans.</li> <li>B. The U.S. government was not justified in interning Japanese Americans.</li> </ul> <p><b>12. Atomic Bomb</b></p> <ul style="list-style-type: none"> <li>A. The U.S. should have dropped the atomic bombs to end WWII.</li> <li>B. The U.S. should not have dropped the atomic bombs to end WWII.</li> </ul> <p><b>13. Cold War</b></p> <ul style="list-style-type: none"> <li>A. The Cold War was mainly the Soviet Union's fault.</li> <li>B. The Cold War was mainly the U.S.' fault.</li> </ul> <p><b>14. Space Race</b></p> <ul style="list-style-type: none"> <li>A. The money spent on the space race was a legitimate use of government funds.</li> <li>B. The money spent on the space race was not a legitimate use of government funds.</li> </ul> <p><b>15. Martin Luther King &amp; Malcolm X</b></p> <ul style="list-style-type: none"> <li>A. The beliefs and actions of Martin Luther King, Jr. were more helpful to African Americans than those of Malcolm X.</li> </ul>	<p><b>23. Foreign Policy - Afghanistan / Syria / Iraq</b></p> <p><b>24. Drug Issues / Illegal and Over the Counter Drugs</b></p> <p><b>25. Immigration Issues</b></p> <p><b>26. Religious Exemptions from Anti-Discrimination Laws</b></p> <p><b>27. Health Care Reform</b> (Single Payer, Obamacare, Tort Reform, Private, etc)</p> <p><b>28. Criminal Law Reform</b> (Excessive Fines, Bail, Privatization of Fine Collection, Non-Violent Offenders, Probation, Etc)</p> <p><b>29. Native American Issues / African American Issues</b></p> <p><b>30. Welfare Reform / Unemployment Insurance</b></p> <p><b>31. Advanced Auto Technology</b> (Self-Driving Cars, Hydrogen Fuel Cell cars, etc)</p> <p><b>32. Airline Security</b></p> <p><b>33. Public Transportation / Rail Technology</b></p> <p><b>34. Women's Issues</b></p> <p><b>35. Governmental Reform</b> (Congressional Term Limits, Lobbyists, etc)</p> <p><b>36. Campaign Finance Reform</b></p> <p><b>37. Patriot Act / NSA / Domestic Drone Use</b></p> <p><b>38. Homeland Security</b></p> <p><b>39. Guantanamo Bay Prison</b></p> <p><b>40. Prison Reform</b> (Solitary Confinement, Overcrowding, Funding, Privatization, Recidivism., etc)</p> <p><b>41. Homelessness Issues</b></p> <p><b>42. Veteran's Affairs</b> (VA Hospital, Mental Health/PTSD, Veteran Suicides)</p> <p><b>43. Social Security / Medicare / Medicaid</b></p> <p><b>44. Climate Change</b></p>
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<p><b>15. Current Issues</b></p> <p>A. The problems afflicting developing countries today are largely due to the legacy of European colonialism.</p> <p>B. The problems afflicting developing countries today are the responsibility of the people living there and cannot be blamed on past colonialism.</p>	<p>B. The beliefs and actions of Malcolm X were more helpful to African Americans than those of Martin Luther King, Jr.</p> <p><b>16. Black Panther Party</b></p> <p>A. The Black Panther Party was good for the black community.</p> <p>B. The Black Panther Party was bad for the black community.</p> <p><b>17. Vietnam War</b></p> <p>A. The Vietnam War was unwinnable for the U.S. and should have been stopped by 1970.</p> <p>B. The Vietnam War could have been won if the U.S. had fought it more effectively.</p> <p><b>18. 1960s</b></p> <p>A. The teen rebellion of the 1960s had more positive consequences than negative.</p> <p>B. The teen rebellion of the 1960s had more negative consequences than positive.</p> <p><b>19. Richard Nixon</b></p> <p>A. Richard Nixon should not have been forced to resign.</p> <p>B. Richard Nixon should have been forced to resign.</p> <p><b>20. War</b></p> <p>A. Citizens have the right and duty to protest against wars they disagree with.</p> <p>B. Citizens should be loyal to their government and refrain from protest during war.</p> <p><b>21. American Foreign Policy</b></p> <p>A. United States foreign policy has been primarily based upon promoting democracy around the world.</p> <p>B. United States foreign policy has been primarily based upon imperialism and control of the world's resources.</p>	<p><b>45. Media Ownership Concentration / FCC</b></p> <p><b>46. Medical / Technology Ethics</b> (Stem Cell Research, 3D Printing Organs, Cloning, etc)</p> <p><b>47. Internet Regulation</b> (Censorship, File Sharing, Copyright Issues, Net Neutrality)</p> <p><b>48. International Humanitarian Issues</b> (HIV/AIDS, Malaria, Refugees, Humanitarian Organizations, etc)</p> <p><b>49. Corporation Legal Status</b> (Are Corporations People?)</p> <p><b>50. Offshore Tax Havens</b></p> <p><b>51. Voting Issues</b> (Voting Rights Act, ID Laws, Electronic Voting, Voter Turnout, Voter Registration, Primary System, etc)</p> <p><b>52. Assisted Suicide</b></p>
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*"There are two types of speakers: those that are nervous and those that are liars."*

**-- MARK TWAIN**