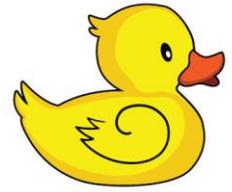


--AMI Debate **Packet--**



Name:

Period:

Cabot Public Schools is continuing to monitor the coronavirus situation and the directives of the Governor and Arkansas Department of Education. Though we are not closing at this time, we want to be prepared in the event that it may happen. So, I have prepared some AMI work in advance. It will be available on Google Classroom to work on in the event that we should close. If you do not have access to Google Classroom or the internet at home, please see me for a hardcopy or print it before we dismiss for the day. All work will be counted for a grade and is not optional to complete. The work will only need to be completed if we are not in school due to AMI days. If we are in school, you can ignore the assignments and we will continue on with class as normal. Remember, we are just being proactive in the event that things change over the next few days regarding the coronavirus and precautions related to it. If we do close, I will be available via email to answer any questions you may have regarding the assignments. For now, let's carry on with class as usual!

This packet contains all of the 5 days of AMI assignments that you'll need as needed. Please complete this packet in order pending on the number of AMI days that end up being utilized.

Day 1 is Runaway Train Experiment

Day 2 is Main Features of Capitalism Reading/Worksheet

Day 3 is Controversial Argument Answers

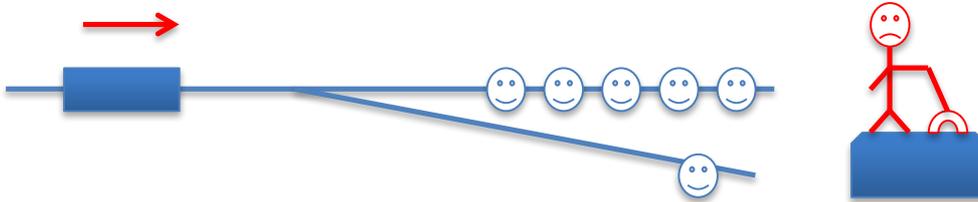
Day 4 and Day 5- Event Quick Guides

This will be due pending on District Policy. Remember you **ONLY** need to complete the assignments based on the number of days we are out. You can email, remind, or message me with any questions or concerns that you have!

- Ms. Mauchline

A “thought” experiment: The Runaway Train

Imagine you are standing on a bridge over two narrow ravines, each with rail tracks at their base. In the distance you see a runaway train speeding along the tracks. It is heading towards the first ravine in which there are five people. You cannot stop or slow the train, but you are standing next to a lever, which you can pull to switch the train to the tracks heading into the second ravine. Unfortunately, there is one person in the second ravine.



You have two options:

- (i)** do nothing (the train will kill the five people in the first ravine)
or
- (ii)** pull the lever to divert the train (this will kill the one person in the second ravine).

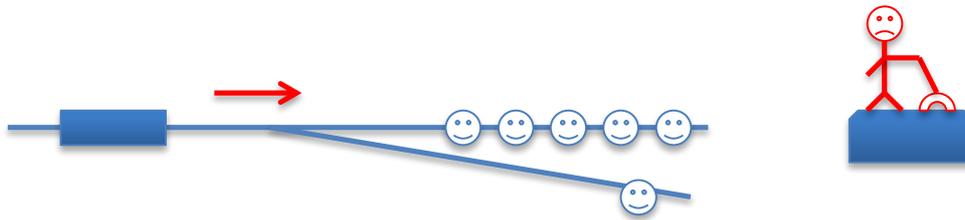
1. Which option do you choose? (i) (ii) (Please circle your choice)

2. Tick one statement from the list below that most closely reflects your values.

a	Five lives are more important than one life.	
b	One life is just as important as five lives.	
c	What matters is not what I do but whether I am virtuous.	
d	All moral wrongs and rights are just a matter of opinion.	
e	None of the above	

3. Further information

Now imagine that you are still on the bridge. You do not have mobile phone access or any other method of communicating for help. The people on both tracks can shout to you.



Setting your previous decision aside, for each of the six statements below, please tick the box to show if you would pull/ not pull the lever if you had only that ONE piece of extra information.

	Statement	I would pull the lever	I would not pull the lever
A	The person in the second ravine asks you to divert the train to avoid killing the five in the first ravine.		
B	The five people in the first ravine ask you <i>not</i> to divert the train to the second ravine.		
C	The five people in the first ravine are convicted criminals, and the person in the second ravine is a world famous cancer specialist on the verge of a major breakthrough.		
D	The five people in the first ravine are a team of world famous cancer specialists on the verge of a major breakthrough, and the person in the second ravine is a convicted criminal.		
E	The five people in the first ravine are in a permanent vegetative state (ie so brain-damaged they are considered permanently unaware of the world), and the person in the second ravine is not brain-damaged.		
F	The five people in the first ravine are not brain-damaged, and the person in the second ravine is in a permanent vegetative state.		

Please explain your reasoning

.....

.....

Name _____ **Capitalism**

The Main Features of Capitalism

Capitalism is a type of economic system in which businesses are owned and managed by the people, rather than by the government. All capitalist economies have the following features in common.

The main motive of businesses (the producers of goods and services) is profit. Both individuals and businesses are allowed to own private property. For a business, private property includes production equipment, land or facilities, tools, etc.

People are free to work in whatever job they choose. People are also free to start businesses. This concept is called freedom of enterprise.

The government does not interfere in the day-to-day business of companies, such as determining what will be sold or how much it will be sold for or who will be allowed to buy or sell products or services. In a capitalist economy, the consumer - the person who is purchasing goods or services - plays a key role in what goods and services are offered for sale. Consumer desires can result in the creation of a product or services specifically to meet that desire. When consumers no longer want a product or a service, businesses stop providing it. Prices for goods are determined by the market. The balance between supply and demand affects the price of a product, rather than the government or any other external entity setting prices.

All of these characteristics — freedom of enterprise, the influence and satisfaction of consumer desires, the profit motive, and the lack of government interference — add up to an economic system that is rooted in self-interest on the part of both businesses and consumers.



Name _____ **Capitalism**

QUESTIONS: The Main Features of Capitalism

1. What is capitalism?
2. What is the main motive of business in a capitalist system?
3. What kind of private property might a business have?
4. What is meant by free enterprise?
5. What role do consumer desires play in a capitalist economy?
6. What determines the prices of goods and services in a capitalist economy?
7. What is at the root of capitalism?

Day 3 AMI –

Controversial Arguments

There are a number of controversial and hot topic issues that happen; some more serious than others. For the following statements, create a claim, warrant, and impact for an argument you could make for BOTH SIDES of the statement

Dogs are better than Cats

Agree:

Disagree:

- | | |
|-----------------------------------|-----------------------------------|
| - Claim _____

_____ | - Claim _____

_____ |
| - Warrant _____

_____ | - Warrant _____

_____ |
| - Impact _____

_____ | - Impact _____

_____ |

The United States Should Implement Universal Healthcare

Agree:

Disagree:

- | | |
|-----------------------------------|-----------------------------------|
| - Claim _____

_____ | - Claim _____

_____ |
| - Warrant _____

_____ | - Warrant _____

_____ |
| - Impact _____

_____ | - Impact _____

_____ |

Public Schools should require School Uniform

Agree:

Disagree:

- Claim _____ - Claim _____

- Warrant _____ - Warrant _____

- Impact _____ - Impact _____

The United States Should Increase the Minimum Wage

Agree:

Disagree:

- Claim _____ - Claim _____

- Warrant _____ - Warrant _____

- Impact _____ - Impact _____

Day 4 and 5 AMI – **Event Quick Guides**

We've learnt a variety of different events this year... Some of y'all still haven't learnt all the events. For this assignment, I want you to pick two of the types of debate that we have learnt and create a one-page guide of that type of debate. (Aka you'll be making two event guides)

You can either type these guides or do them on paper. They need to be presentable (maybe things I could hang around the room next year)

You can pick between: IPDA, World Schools, BQ, Congress, Policy, Lincoln Douglas, Public Forum, Extemp

You should explain the times for speeches, main things to know about the speaking style, types of topics, number of people on a team, etc.

This is a more "fun assignment" that I want you to showcase what you know about a certain event. You can have drawings or pictures or diagrams. Make sure you focus overall though on being able to explain the event. This is basically a spark note page on a specific type of debate!

You can either print or attach the quick guides to this packet when you turn in (PREFERRED) or email it to me directly at rachel.mauchline@cps.k12.ar.us