Culminating Activity
The Tea Party: Presentation, Seminar Debate
TEA PARTY: PRESENTATION, SEMINAR AND DEBATE (PSD)

The Seminar/Debate is a **three part** Culminating Activity that will be completed in groups of four split into two pairs (each pair taking one of the sides of the issues listed on the Topic List Handout). You will be responsible for two full class periods to do your PSD. All other students are responsible for material in the PSD’s as all material will be considered relevant and testable.

**Day 1**
**Presentation (76 Minutes)**
A standard classroom presentation to inform the class about your issue. You will present as a group of four, attempting to deliver an unbiased political, economic and social history of the issue.

**Suggestions:**

*Guest*  
**Speakers**- Bring in an expert that can speak to your topic. When you have chosen your topic and picked your date, try to arrange this as soon as possible.

**Think Big**- People will be interested if you bring in someone or people that are interesting (Political leaders, journalists, university professors, community leaders, historians, people who experienced the era, etc…)

*Request*  
A/V Equipment- Please ask well ahead of time if you need any A/V equipment. Your instructor will book the necessary equipment, and pick it up before your presentation.

**Day 2**
**Part I Seminar (allot approximately 30-40 minutes)**
The class will be split into two sub-group seminars with each side leading a sub-group presenting their side of the debate. You can assign readings or provide a Fact Sheet that corresponds with your side of the debate (be kind in terms of length, and make sure you allow enough lead-in time).

**Part II Debate (30 minutes)**
You and your partner will lead a debate on the chosen topic.
The Team Party: PSD Topic List

PART 1. American High: 1945-1963

ISSUE 1. Was the United States Responsible for the Cold War?
YES: Thomas G. Paterson, from Meeting the Communist Threat: Truman to Reagan
NO: John Lewis Gaddis, from Russia, the Soviet Union, and the United States: An Interpretive History, 2d ed.

ISSUE 2. Did Communism Threaten America's Internal Security After World War II?
YES: John Earl Haynes and Harvey Klehr, from Venona: Decoding Soviet Espionage in America
NO: Richard M. Fried, from Nightmare in Red: The McCarthy Era in Perspective

ISSUE 3. Should President Truman Have Fired General MacArthur?
NO: D. Clayton James with Anne Sharp Wells, from Refighting the Last War: Command and Crisis in Korea, 1950-1953

ISSUE 4. Were the 1950s America's "Happy Days?"
YES: Melvyn Dubofsky and Athan Theoharis, from Imperial Democracy: The United States Since 1945, 2d ed.
NO: Douglas T. Miller and Marion Nowak, from The Fifties: The Way We Really Were

ISSUE 5. Did Lee Harvey Oswald Kill President Kennedy by Himself?
YES: President's Commission on the Assassination of President John F. Kennedy, from The Warren Report: Report of the President's Commission on the Assassination of President John F. Kennedy
NO: Michael L. Kurtz, from Crime of the Century: The Kennedy Assassination From a Historian's Perspective, 2d ed.


ISSUE 6. Was Martin Luther King, Jr.'s Leadership Essential to the Success of the Civil Rights Revolution?
YES: Adam Fairclough, from "Martin Luther King, Jr. and the Quest for Nonviolent Social Change," Phylon
NO: Clayborne Carson, from "Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle," Journal of American History

ISSUE 7. Did the Great Society Fail?
YES: Charles Murray, from "The Legacy of the 60's," Commentary
NO: Joseph A. Califano, Jr., from "How Great Was the Great Society?" in Barbara C. Jordan and Elspeth D. Rostow, eds., The Great Society: A Twenty Year Critique

ISSUE 8. Was the Americanization of the War in Vietnam Inevitable?
YES: Brian VanDeMark, from Into the Quagmire: Lyndon Johnson and the Escalation of the Vietnam War
NO: H. R. McMaster, from Dereliction of Duty: Lyndon Johnson, Robert McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam

ISSUE 9. Has the Women's Liberation Movement Been Harmful to American Women?
YES: F. Carolyn Graglia, from Domestic Tranquility: A Brief Against Feminism
ISSUE 10: Will History Forgive Richard Nixon?
NO: Stanley I. Kutler, from "Et Tu, Bob?" The Nation


ISSUE 11: Did President Reagan Win the Cold War?
YES: John Lewis Gaddis, from The United States and the End of the Cold War: Implications, Reconsiderations, Provocations
NO: Daniel Deudney and G. John Ikenberry, from "Who Won the Cold War?" Foreign Policy

ISSUE 12: Did President George Bush Achieve His Objectives in the Gulf War?
YES: Colin L. Powell, from My American Journey
NO: Michael R. Gordon and Bernard E. Trainor, from The Generals' War: The Inside Story of the Conflict in the Gulf
YES: Tamar Jacoby, from "Too Many Immigrants?" Commentary
NO: Patrick J. Buchanan, from The Death of the West: How Dying Populations and Immigrant Invasions Imperil Our Country and Civilization

ISSUE 14: Will History Consider William Jefferson Clinton a Reasonably Good Chief Executive?
YES: Nicholas Thompson, from "Graduating With Honors: The Hits and Misses of a Protean President," The Washington Monthly
NO: James MacGregor Burns and Georgia J. Sorenson et al., from Dead Center: Clinton-Gore Leadership and the Perils of Moderation

ISSUE 15: Did the Supreme Court Hijack the 2000 Presidential Election From Al Gore?
NO: John C. Yoo, from "In Defense of the Court's Legitimacy," in Cass R. Sunstein and Richard A. Epstein, eds., The Vote: Bush, Gore, and the Supreme Court

ISSUE 16: Environmentalism: Is the Earth Out of Balance?
NO: Bjorn Lomborg, from "Yes, It Looks Bad, But...," "Running on Empty," and "Why Kyoto Will Not Stop This," The Guardian
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<tr>
<th>Criteria</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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<tbody>
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<td>Knowledge &amp; Understanding</td>
<td>- abundance of research regarding all issues involved.</td>
<td>- sufficient research to defend argument</td>
<td>- some data was overlooked during research.</td>
<td>- insufficient research to defend arguments</td>
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<td>- Research</td>
<td>- exceptional critical understanding of topic and surrounding issues.</td>
<td>- critical understanding of topic and surrounding issues.</td>
<td>- understanding of topic.</td>
<td>- little understanding of topic and no consideration of surrounding issues.</td>
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<td>- Understanding of Topic</td>
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<td>Thinking &amp; Inquiry</td>
<td>- evidence supports argument overwhelmingly</td>
<td>- presented evidence effectively supports argument</td>
<td>- student presents some evidence to support conclusions.</td>
<td>- student offers little evidence to support argument.</td>
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<td>- Seminar &amp; Debate</td>
<td>- clear and thorough preparation for opponents points.</td>
<td>- student has prepared for points by opponent.</td>
<td>- little preparation for opponents’ arguments.</td>
<td>- student seems totally unprepared for opponents’ points</td>
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<td>- Using evidence to defend argument</td>
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<td>Communication</td>
<td>- student expresses ideas clearly and concisely</td>
<td>- student speaks clearly</td>
<td>- sometimes difficult to hear student</td>
<td>- often hard to hear student.</td>
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<td>- Effectively expresses ideas</td>
<td>- uses language to convince audience.</td>
<td>- student uses appropriate language</td>
<td>- student’s point is not always clearly stated.</td>
<td>- student often seems lost or confused</td>
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<td>Application</td>
<td>- student creates an interactive, challenging and innovative learning environment. -debate, analysis, discussion engages students. -an effort was made to go “outside the box” to create a memorable learning experience.</td>
<td>- student creates an interactive learning environment.</td>
<td>- student creates an innovative learning environment.</td>
<td>-debate, analysis, discussion did not engage students.</td>
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<td>- Presentation, Seminar &amp; Debate</td>
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<td>-little or no effort was made to go “outside the box” to create a memorable learning experience.</td>
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Comments:
# Tea Party Sign Up Sheet

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<th>Date</th>
<th>Topic</th>
<th>Name(s)</th>
<th>A/V Equipment</th>
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<td>Day 1</td>
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(Select YES or NO for A/V Equipment)