The Cohabitation Debate

Research Directions: As an individual, you will be researching information that is either for or against couples cohabitating prior to, or as an alternative to, marriage.

My Side (circle one): For Cohabitation Against Cohabitation

Using online resources, you should research your side of the debate (for or against cohabitation). Print out articles and/or write down notes from the information you are reading. Below are some questions you may want to look at. You can choose to use these questions as a starting point, or go your own way.

- What data indicates that your side is the “correct” side?
- What statistics do you see?
- What benefits does your side have on the relationship?
- What benefits does your side have on other components of each person’s life (ex: save money, spend less time traveling to see the other person, etc.)
- How does your side influence the long-term happiness of the couple?
- How does your side influence the short-term happiness of the couple?
- What information is given that supports the opposing team’s view on the subject?
- How can you “disprove” your opposing team’s information with evidence from your team’s view?

Individual Research Directions: After researching your side of the cohabitation debate, choose what you believe to be the three most important points/facts that prove your side is “correct.” Write up a paragraph on each of these topics. Your paragraph should state your main point, and then should have facts and/or statistics to back it up. It should NOT be opinion based.

After you have formed your argument to prove your side, write three paragraphs of possible arguments that the opposing team could use in their argument. Type of three additional paragraphs to rebuttal against these points, meaning how can you prove the other team’s arguments wrong?

Individual Point Break-Down

(9 points) Student types THREE paragraphs that argue their side of the cohabitation debate. Student uses facts/statistics and other research to support their argument – NOT opinion.

(9 points) Student types THREE rebuttal paragraphs that could be used to argue against their opposing team’s statements. Student uses facts/statistics and other research to support their argument – NOT opinion.

(5 points) Student provides a list of sources used for research. Sources are current (within the last 7 years) and research based – NOT opinion.

23 points
Team Discussion Directions: After you have acquired some information, you will meet with your large group. Compare information and agree on THREE main points that support your side of the issue. Combine ideas, information, statistics, and examples to create an overview of information for EACH main point. This is what you will share with the class. I suggest writing up a script of what will be said to help you address all the information you would like to include. You may create a visual aid, if desired.

You will also want to discuss the opposing side’s information. You will have a chance to rebuttal each of their main points using the research. Briefly discuss this with your group.

Debate Directions: You will be presenting the information you have found in a debate format. Your goal is to provide facts that encourage people to believe that your side of the issue is correct. During the debate, all members of your team must speak at least once!

- At least THREE different people need to explain your group’s main points.
- At least THREE different people need to be prepared to rebuttal the opposing team’s statements.

Point Break-Down

(6 points) Group presents THREE well-researched points that support their side.

(6 points) Group presents THREE rebuttals to the opposing team’s information.

(6 points) All team members speak throughout the debate process, and ALL teammates are actively engaged in helping group to form debate statements.

(5 points) Group debates in a positive and constructive manner.

(5 points) Teamwork, shared responsibilities, proper use of class time, prepared and ready for debate.

28 points