**Simulation Rules for Draft Simulation in Connection with *The Things They Carried, 50 points Formulative***

**Dr. Gingrich, AP Language and Composition, Fall 2014**

**General Guidelines:**

For your simulation you are first to read all of the articles on the issue. Each member will then serve one of the four functions:

1. Present initial argument

2. Respond to the arguments of the other teams/Ask questions of the other groups

3. Present and summarize the group’s final response.

Each member should familiarize themselves carefully with the readings looking at key aspects. They should be prepared to respond from the perspective of their figure to the situation. During your presentations of the three positions you should include citations from at least two of the articles and two direct references from *The Things They Carried*. You should come to class on day one of the debate with the articles annotated and your initial arguments. Representatives for parts 2 and 3 should take notes on the speakers from the other groups.

**Draft Board Simulation:**

The United States Military spends 41% of the world’s military budget to provide an armed force. As the primary military power in the world, the United States has been given the task of securing and policing world as well as defending the U.S.’s interests around the world. From the time of the Revolution through the Vietnam War during times of conflict the United States has used a draft or conscription in order to maintain a strong force. Many countries still have rules in which every member of the country must serve at least two years in the military. Over the past twenty years, however, the United States has been involved in multiple war efforts around the globe using a volunteer army. You have been selected to participate in a discussion to determine how the United States should maintain an active army. For those who are unwilling to serve in the military other forms of service may be required.

Different Figures

Spouse of an Enlisted Man, Pro A military officer, Con

Father of a soldier killed in battle, Pro College student, Con

U.S. Senator, Pro Peace Activist, Con

**Rubric for Simulation**

Team Members Names:

Simulation Topic:

Grade

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Inadequate | Adequate | Effective | Exemplary |
| Stays in Character | Little Knowledge of Character | Clear Knowledge of Character | Thoughtful Representation of Character | Insightful and fully developed representation of character  |
| Knowledge of the Readings | Little evidence of readings | Shows knowledge of readings and key ideas | Effectively supports ideas through examples from readings | Displays thorough knowledge of readings by synthesizing information from multiple source |
| Initial Arguments | Unclear arguments | Clear and logical arguments | Thoughtful and well supported arguments | Insightful and persuasive arguments |
| Response to Other Teams | Little knowledge of oppositional arguments and ability to respond | Careful knowledge and ability to respond; signs of active listening | Responds to and critiques/elaborates on other teams’ positions | Sophisticated analysis, critique, and elaboration upon the arguments of other teams |
| Questions | Unclear questions | Adequate Questions | Clear and well thought out questions | Superior questions show close analysis of other group’s presentation and sophisticated knowledge of key and issues |
| Final Response | Unclear arguments | Clear and Logical arguments | Thoughtful and well supported arguments | Insightful and persuasive arguments |