

Death Penalty Simulation in connection to *In Cold Blood*

AP Language and Composition

Dr. Gingrich, SP 2013

General Guidelines:

For your simulation you are first to read the articles, I am giving you a PDF File which you may use and a link to a web page on the issue. Each member will then serve one of the four functions (for groups of five, two members may do any of the following together):

1. Present initial argument
2. Respond to the arguments of the other teams
3. Ask questions of the other groups
4. 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 group's figure to the situation.

Opening:

The death penalty has a long history in the United States as does the prison system. This has been debated within our representative system. Many states have abolished the death penalty. Arguments include the cost, racial and gender bias in those sentenced to the death penalty, accuracies of trials, morality, methods of execution, and constitutionality. Currently, 17 states, beginning with Michigan in 1846 and the District of Columbia have outlawed it while 33 states including Georgia along with the U.S. Military uphold the death penalty. According to Amnesty International, in 2011 the United States ranked 5th in the number of executions with 43, behind Iraq (68), Saudi Arabia (83), Iran (360), and China (no official report but estimates over a thousand, perhaps over four thousand). Based on the position of the individual you are to prepare an argument, using the sources below as support, as to whether or not you support the death penalty in the state of Georgia. Create some background identity for the generic individual you are given.

1. Web Page on Pros and Cons—summaries and links to articles stating key positions

<http://deathpenalty.procon.org/view.resource.php?resourceID=002000>

2. PDF of various articles, images, and graphs that you may use. Peruse the articles to find positions which align with the arguments you believe your individual would make.

Death Penalty Sources

Group A Pro: The parent of a child who was killed

Group B Con: A criminal defense attorney who has defended individuals on death row whose convictions were overturned

Group C Pro: A homicide detective who has solved over fifty homicides in his/her career

Group D Con: a religious cleric who has given last rites to several death row inmates

Group E Pro: A senator from a state that has the death penalty

Group F Con: Human Rights Activist for Amnesty International

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

