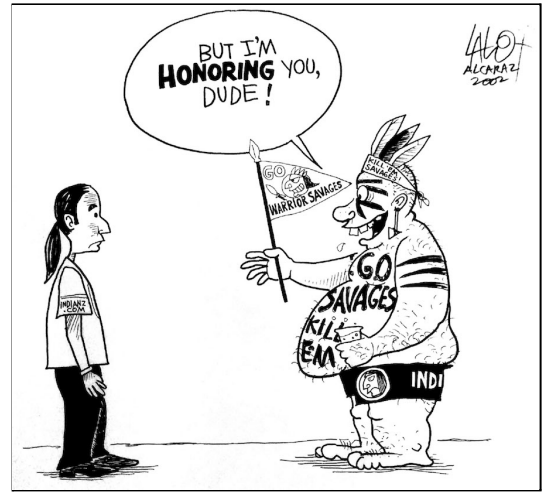


Debating Mascots

As we've seen in this unit, the question of mascots can be quite contentious. People have different opinions of the history, purpose, symbolism & meaning of various team mascots. These debates often come to encompass many of the issues our society is still grappling with today surrounding our nation's complicated history with respect to issues of race/ethnicity and the historical treatment of people of color. The conversation over Native American mascots in particular has been and continues to be hotly contested today.



Your assignment: Continuing in our discussion of mascots, you are going to make a case for or against changing one of the mascots that are being debated. We will debate 2 current cases (you will be assigned to research/present on one of them) and you will be asked to weigh in on what you think about the case/debate which you observed afterwards.

Grading (60 pts. total):

- Written preparation for your debate (your notes): 10 points
- Verbal participation in your debate: 20 points
- Written position paper (on the debate you observed/judged): 30 point

Debate Teams

Possible debate topics: Cleveland Indians, Chicago Blackhawks, Kansas City Chiefs, college or high school mascots (i.e. Tewksbury Redmen, Wakefield Warriors, Algonquin Regional Tomahawk, Athol Red Raiders, etc.)

Topic 1: Change the mascot	Topic 1: Keep the mascot

Topic 2: Change the mascot	Topic 2: Keep the mascot

General Resources:

- “Native American mascots - honoring culture or symbol of disrespect?”:
<https://globalsportmatters.com/culture/2018/04/24/native-american-mascots-honoring-culture-symbol-disrespect/>
- “For Native Americans, the fight against mascots is much bigger than sports”:
<https://abcnews.go.com/US/native-americans-fight-mascots-bigger-sports/story?id=74736944>

Sources

For this debate, **each person MUST take notes on at least 3 sources** (beyond those provided above.)

- Your sources may be primary or secondary but as a team, you should try to make sure some of your team’s evidence includes primary sources (the voices of the people involved in this debate whether tribal leaders, team owners, players, govt officials, etc.)
- Remember what we’ve discussed about how to evaluate good web sources. You should NOT be using Wikipedia and instead want to make sure you’re leaning on solid, reliable resources.
 - Remember the tool the librarians taught us for evaluating sources ([the SCRAP test](#): solid, current, relevant, authoritative, purpose)
- [Databases](#) which may be useful include SIRS, Opposing Viewpoints, Pop Culture Universe, and U.S. History in Context (GALE). If you have somehow gotten this far and don’t remember how to access the databases, here’s how:
 - Go to www.lsrhs.net. Go to “Quick Links”, click on “Library” and then look for the box on the left side of the page that says “Databases” and find the link for “History” - they’re organized alphabetically. (There’s a link there as well to the passwords which allow you to access the databases from home.)
- Other useful sites: <https://www.ncai.org/proudtobe>, <https://www.changethemascot.org/>
- **As always, keep track of all of your sources - you do need a bibliography.**

OBSERVATIONS/NOTES: Debating Mascots

Directions: Please take notes on the debate you listen to. You will be doing a writing assignment after the debate in which you will be asked to weigh in on what YOU think should happen in this case and why. You will need to use evidence from the debate to support your response. Remember, an informed opinion takes into account both sides of the argument and acknowledges counter-evidence as well.

For _____	Against _____

POSITION PAPER: Debating Mascots

Using your notes from the debate in which you were an observer, decide what your personal position is on the issue. **Should the mascot be kept as it is or should it be changed?** You will support your position with evidence from the debate and if necessary, supplement your notes with evidence from the sources provided. (Remember, all debate resources are posted on the class website.)

You may choose to address this question in one of two ways:

- Option 1: A position paper which addresses the following question: Where do you stand on this issue? What should the school/team do regarding this issue and why?
 - ◆ Position papers should be 3 paragraphs in length. Papers should have an introductory paragraph, a body paragraph with supporting evidence, and a conclusion which summarizes and proposes some kind of solution.

- Option 2: Write a formal letter to someone involved in this issue.
 - ◆ Letters should be 3 paragraphs in length. Your letter should open with an introductory paragraph which explains why you are writing and which states your opinion on the issue, a body paragraph which includes examples to support your opinion, and a conclusion which summarizes and calls for some kind of action.
 - ◆ You could write your letter to owners and/or players of a sports team, members of organizations opposed to the use of Native American mascots, high school and middle school principals, school board members, university trustees, university coaches, and the editor of the local newspaper, etc.

Papers should be:

- 3 paragraph and between 1.5-3 pages in length
- All sources should be cited in footnotes
- Double spaced, in 12 point Times New Roman (or similar) font with 1” margins
- Spelling and grammar checked