

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Crime and Punishment Timeline

Crimes

Punishments

Roman

Anglo-Saxon  
and Viking

Medieval  
and Tudor

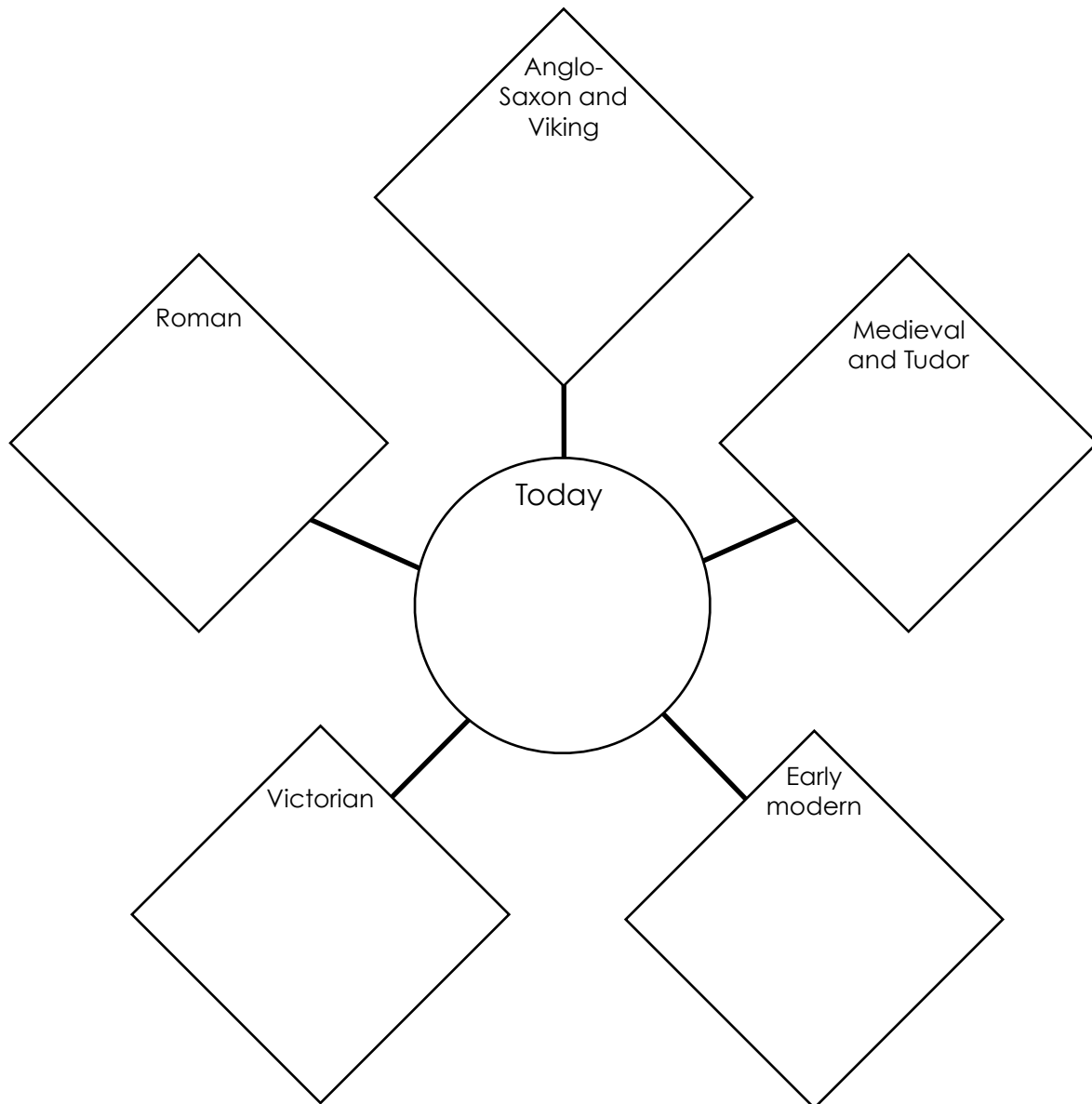
Early  
modern

Victorian

Today

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Crime and Punishment



**Motion:** This house believes that there is less crime now than in the past.

You will need:

- A stopwatch
- A gavel (optional)
- Three tables set out in an open U shape

Choose the chairperson (who introduces the motion and the speakers) and the timekeeper (who times the speeches and gives the speakers a time warning).

Choose three speakers for the proposition and three for the opposition.

Choose eight judges. They will work in pairs to judge a specific aspect of the speakers.

Choose any number of floor speakers.

Give all the above their role cards so they can prepare for the debate. Judges also have judging sheets that they can fill in during the debate.

The rest of the class will be reporters.

Run the debate. Give each speaker a minute to make their point (or longer if they have experience of debating).

The audience (floor speakers and any others) vote at the end of the debate and the judges make a formal decision about which side has won, based on their debating skill.



## Timekeeper

- Decide how you are going to make a signal (clapping/bell/gavel)
- Make sure you know how long each speech is supposed to be and when points of information are allowed
- If the person is still speaking more than 15 seconds after their time has ended, signal continuously and the chairman will ask them to stop
- Keep notes on everyone's actual time

## Chairman

- Welcome audience and announce motion
- Remind of rules
- Introduce six main speakers
- Introduce each speaker:
  - Proposition and opposition speakers in turn
  - Floor speakers
  - Opposition summary
  - Proposition summary
- Go to judges or lead a vote or both

## Proposition speaker

- You are for the motion. You need to be clear about what you are for and have facts to back up your arguments
- Unless you are the first propositional speaker, you will have to respond to the oppositional speakers
- A summary propositional speaker will be responsible for summing up the argument at the end of the debate

## Oppositional speaker

- You are against the motion. You need to be clear about why you are against this and have facts to back up your arguments
- As the propositional speakers will start, you will have to respond to their arguments
- A summary oppositional speaker will be responsible for summing up the argument at the end of the debate

## Floor speakers

- Once the first two propositional and oppositional speakers have spoken, the floor is open to anyone else who wants to speak
- Floor speakers may speak for as long as they want to but may choose just to say a sentence or two to support a point of view
- Floor speakers can state facts or arguments that other speakers haven't touched upon

## Judge

- Judging the speakers is broken into four categories:
  - 1) reasoning and evidence
  - 2) organisation and prioritisation
  - 3) listening and response
  - 4) expression and delivery
- Each judge can be responsible for a different category
- Make notes on each speaker
- Give each speaker a mark out of ten when they have finished speaking



Your job is to judge the propositional and oppositional speakers so you can decide which side you think should win the debate.

Propositional speaker 1:

—  
10

Oppositional speaker 1:

—  
10

Propositional speaker 2:

—  
10

Oppositional speaker 2:

—  
10

Propositional speaker 3:

—  
10

Oppositional speaker 3:

—  
10

## Judge - listening and response

- Mark everyone's names on your scoring sheet
- Make notes on each speaker. Write down if:  
They offer any points of information  
They accept and respond to a point of information  
They rebut someone's argument  
They respond to the floor speakers
- Also write if you think they did it well
- Wait until all the speakers are done before giving them marks out of ten

## Judge - expression and delivery

- Mark everyone's names on your scoring sheet
- Make notes on each speaker. Think about how they use:  
Body language  
Tone of voice  
Eye contact  
Facial expressions  
Use of persuasive language
- Wait until all the speakers are done before giving them marks out of ten

## Judge - organisation and prioritisation

- Mark everyone's names on your scoring sheet
- Make notes on each speaker. Write down whether:  
The points made sense  
The argument was given in a logical order  
They introduced and concluded their speech properly
- Wait until all the speakers are done before giving them marks out of ten

## Judge - reasoning and evidence

- Mark everyone's names on your scoring sheet
- Make notes on each speaker. Write down:  
What their points were  
Whether they explained their points well  
If they have any evidence to support their points
- Wait until all the speakers are done before giving them marks out of ten

1	<b>How did Romans find criminals?</b>		
	They called the police	Whoever was robbed had to find them	Criminals always gave themselves up
2	<b>How did Romans decide if someone was guilty?</b>		
	With a judge and jury	By dipping them in a pond	They left it to the gods
3	<b>What was the most common crime in Roman times?</b>		
	Murder	Computer fraud	Theft
4	<b>Who did Romans turn to if they couldn't find the criminal?</b>		
	The police	They left it to the gods	They asked Batman to help
5	<b>How did Anglo-Saxons and Vikings find criminals?</b>		
	They called the police	They used CCTV	Members of the community searched for them
6	<b>Who was the equivalent of the police in Anglo-Saxon times?</b>		
	Constables	Beadles	Tithingmen
7	<b>How were criminals usually punished in Anglo-Saxon times?</b>		
	Hanging	Paying wergild	Prison
8	<b>If there wasn't enough evidence in medieval times, how could criminals be found guilty?</b>		
	Trial by ordeal	Being outlawed	Being exiled
9	<b>Where could you go for sanctuary in the medieval period?</b>		
	A hospital	A church	The manor house
10	<b>What did you need in order to legally gather firewood in a royal forest in the medieval period?</b>		
	A licence	Nothing, it wasn't a crime	Permission from the police
11	<b>Who replaced tithingmen in the later medieval period?</b>		
	Peelers and Bobbies	Police	Beadles, watchmen and constables
12	<b>What was the punishment for stealing five shillings in the early modern period?</b>		
	Pillory	Cutting off a hand	Death
13	<b>Where were some criminals sent in the early modern period?</b>		
	America	Australia	Prison
14	<b>How many crimes earned the death penalty by 1800?</b>		
	22	220	2200
15	<b>What was a new crime in the Victorian period?</b>		
	Car theft	Anti-social behaviour	Not buying a train ticket
16	<b>What were the nicknames of the new police in the Victorian period?</b>		
	Beadles, watchmen and constables	Bobbies and Peelers	Tithingmen
17	<b>Ninety of what were built between 1840 and 1877?</b>		
	Ships to take criminals to Australia	Prisons	Juvenile correction houses
18	<b>When was the death penalty abolished?</b>		
	1868	1965	1978
19	<b>Which was a new crime for the 20<sup>th</sup> century?</b>		
	Computer fraud	Poaching	Rioting
20	<b>Which is a new kind of punishment in the last hundred years?</b>		
	Pillory	Community service	Transportation

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