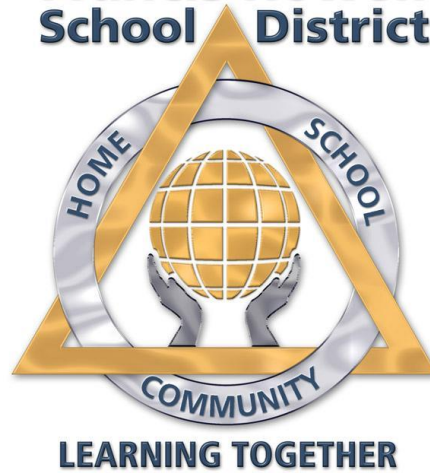


Debate

Curriculum

**Francis Howell
School District**



Board Approved: February 16, 2017

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

Debate is designed to introduce students to the art of argumentation and analysis. Using current issues/resolutions students will develop affirmative and negative arguments while looking at both sides of the issue presented and analyzing it intelligibly. Students will be practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to analyze professional and peer models.

Course Description

In this course students discuss contemporary problems and debate current universal issues. Research techniques, organizational skills, and the fundamentals of oral presentation will be key components. Students will do written casework, in-class evaluations, and formal oral presentations of both policy and value debates.

Debate Curriculum Team

Curriculum Committee

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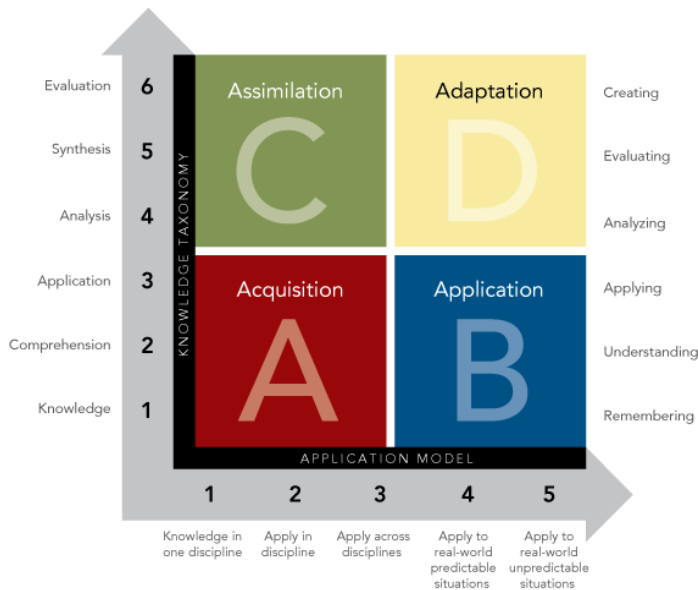
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

English Language Arts Standard Expectations

<http://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf>

u

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Quarter 1
Quarter 2

Unit 1:	Unit 2:
PE Assessment: RI2D, W1A , W2A, W3A, SL1B , SL1C, SL2A, SL2B, SL2C, ISTE2B, ISTE2C, ISTE3A, ISTE3B, ISTE3C, ISTE3D	PE Assessment: RI2D , RI3D, W1A , W2A, W3A, SL1B , SL1C, SL2A, SL2B, SL2C, ISTE2B, ISTE2C, ISTE3A, ISTE3B, ISTE3C, ISTE3D
Unit Standards: RI2D RI3D, W1A, W2A, W3A, SL2A, SL2B, SL1B, SL2C, ISTE2B, ISTE2C, ISTE3A, ISTE3B, ISTE3C, ISTE3D	Unit Standards: RI2D, W1A, W2A, W3A, SL2A, SL2B, SL1B, SL2C, ISTE2B, ISTE2C, ISTE3A, ISTE3B, ISTE3C, ISTE3D

*Bold denotes priority standards

Course Map

	Unit Description	PE Summary	PE Standards
Unit: 9 weeks	Debate in the Real World: Students will learn and practice formulating arguments for and against proposed solutions for real-world problems. These arguments require solid claims, credible evidence, and logical, persuasive warrants. In addition to formulating their arguments, students will prepare and deliver impromptu rebuttals to their opponents' arguments. These skills are used both in formal debate competitions and in informal, everyday conversations.	Students will write an affirmative or negative case related to a Policy Debate or a Public Forum resolution. Students will then debate with classmates in a clash over the resolution.	RI2D , RI1B, W1A , W2A, W3A, SL1B , SL1C, SL2A, SL2B, SL2C
Unit: 9 weeks	Students will learn and practice formulating arguments for and against moral dilemmas. Just like with policy debate/public forum, these Lincoln-Douglas arguments require solid claims, credible evidence, and logical, persuasive warrants that uphold a single value. In addition to formulating their arguments, students will cross-examine each other and deliver impromptu rebuttals to their opponents' arguments. Lincoln-Douglas value debate skills are used both in formal debate competitions and in informal, everyday conversations.	Students will write an affirmative or negative case related to a Lincoln-Douglas resolution. Students will then debate with classmates in a clash over the resolution.	RI2D , RI3D, W1A W2A, W3A, SL1B , SL1C, SL2A, SL2B, SL2C
Final Exams:	Link to Final Summative	.	RI2D , RI1B, W1A , W2A, W3A, SL1B, SL1C, SL2A, SL2B, SL2C

Unit 1: Debate in the Real World

Content Area: Communication Arts	Course: Debate	UNIT: Debate in the Real World
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Unit Description: Students will learn and practice formulating arguments for and against proposed solutions for real-world problems. These arguments require solid claims, credible evidence, and logical, persuasive warrants. In addition to formulating their arguments, students will prepare and deliver impromptu rebuttals to their opponents' arguments. These skills are used both in formal debate competitions and in informal, everyday conversations.	Unit Timeline: one quarter (9 weeks)
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DESIRED Results

Transfer Goal - Students will be able to independently critique others' arguments and create their own arguments with good claims, reputable evidence, and logical, persuasive warrants.

Understandings – *Students will understand that... (Big Ideas)*

1. Debate requires logical reasoning to support opinions.
2. Good claims are judgements and opinions.
3. Good evidence comes from credible sources, and must be fully cited so that a speaker's audience can easily find those sources.
4. A good warrant is persuasive and logical in nature; it does not restate or paraphrase evidence; instead, it explains how the evidence supports the speaker's claim and the speaker's position on the resolution.
5. Competition debates have specific guidelines and rules for presentation, speaking order, and timing.

Essential Questions: *Students will keep considering...*

- How can I help make changes in my society?
- How can I persuade others to agree with my point of view?
- How can I demonstrate credibility and gain trust?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
Students will know that an inference requires reading between the lines.	RI1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	RI1A
Students will know that context clues can help them determine the meanings of unknown words. Students will know that authors use figurative language to give readers insight in a non-literal way.	RI1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI1B
Students will know that a summary reduces a text to main and supporting ideas while leaving out detail.	RI1D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	RI1D
Students will know that not all authors and texts are credible; students will know that they need to examine validity, logic, etc. in order to determine if a source is credible.	RI2D	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	RI2D
Students will know that reading is a vital 21st century skill.	RI3D	Read and comprehend informational text independently and proficiently.	RI3D
Students will know that multiple sources are necessary in order to form a deep understanding of a topic or position. Students will know that different sources have different levels of credibility and that credible sources are the most effective for reliably informing and persuading. Students will know that they have plagiarized unless they cite their sources, and there are consequences for plagiarism.	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using	W1A

		advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Students will know that good writing is well-developed with clear organization and style and that good writing is tailored to specific purposes and audiences.	W2A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
<p>Students will know that writing is a multi-step process of drafting before a final draft is produced.</p> <ul style="list-style-type: none"> A. Students will know that good writing is organized with a clear, central topic. B. Students will know that word choice has an effect on the message. C. Students will know that good writing follows the conventions of standard English, such as grammar and spelling. D. Students will know that transitions help their readers understand how ideas are connected. E. Students will know that technology can help them share their idea, get feedback, and participate in conversations about their ideas. 	W3A	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ul style="list-style-type: none"> A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. 	W3A

		E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Students will know that classroom communities help foster effective communication.	SL1A	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SL1A
Students will know that responses and rebuttals first require thoughtful listening; students will know that asking questions helps lead to deeper understanding; students will know that effective conversations can include differing beliefs and views.	SL1B	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SL1B
Students will know that responses and rebuttals require attention to facts and logic.	SL1C	Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SL1C
Students will know that good vocal delivery skills (including volume, articulation, tone, and rate) are important components of public speaking.	SL2A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.	SL2A
Students will know that good non-verbal delivery skills (including eye contact, gestures, and movement) are important components of public speaking.	SL2B	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body	SL2B

		language or mannerisms that might be distracting to the audience.	
Students will know that message and delivery need to be tailored for audience and purpose in order to effectively convey their ideas.	SL2C	Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.	SL2C

		Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	ISTE2b
		Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	ISTE2c
		Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	ISTE3a
		Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	ISTE3b
		Curate information from digital resources using a variety of tools and methods to create collections of artifacts and demonstrate meaningful connections or conclusions.	ISTE3c
		Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE3d

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#1 #2 #3 #4 #5	RI2D RI1B W1A W2A W3A SL1B SL1C SL2A SL2B SL2C	<p>Description of Assessment Performance Task(s): Students will write an affirmative or negative case related to a Policy Debate or a Public Forum resolution. Students will then debate with classmates in a clash over the resolution. The teacher may choose whether or not to provide outlines to help students prepare their cases. Public Forum outlines are here: affirmative and negative. Policy debate outlines are here.</p> <p>While students debate, the students in the audience should watch and flow the debate using a Public Forum Flow Chart or a Policy Debate Flow Chart. When the debaters finish the debate, they may complete a reflection.</p> <p>Teacher will assess: The teacher will assess the students on the following:</p> <ol style="list-style-type: none"> 1. Introduction and Conclusion 2. Definition of Terms 3. Contentions: Claims, Evidence, Warrants 4. Cross examination 5. Rebuttal 6. Delivery skills: Verbal (volume) and nonverbals (stance, poise, and eye contact) 7. Time limits 8. Works Cited page <p>Performance: Students will show that they really understand when they earn at least three out of four points in each of the above sections. Public Forum/Policy Debate Rubric</p>	<p><u>21 Century</u></p> <p>D</p> <p>critical thinking, communication creativity</p>

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Students will [watch](#) and [critique](#) a short argument. A discussion should follow.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
#1	R12D RI1B	1. Activity: <i>How to Use Debate Vocabulary</i> <ul style="list-style-type: none"> ● Objective: <i>Students will know necessary vocabulary to participate in debate.</i> <ol style="list-style-type: none"> 1. Students will review the presentation. 2. Students will take notes using a worksheet. 	Cues & Questions, Providing Practice, Summarizing & Note Taking	A communication
# 1	R11A RI1B	2. Activity: <i>How to Determine Elements of Logical Reasoning</i> <ul style="list-style-type: none"> ● Objective: <i>Students will be able to create logical statements.</i> <ol style="list-style-type: none"> 1. In pairs, students will read Logical Reasoning handout. 2. Students will discuss reasoning patterns and apply the patterns to examples. 	Cues & Questions, Providing Practice, Identifying Similarities & Differences	B critical thinking, communication, collaboration
#1 #2	RI3D SL1A SL1B	3. Activity: <i>How to Write Good Claims</i> <ul style="list-style-type: none"> ● Objective: <i>Students will understand claims are both defensible and debatable.</i> <ol style="list-style-type: none"> 1. Students will individually read and annotate a handout. 2. Students will discuss the main ideas with a partner, including one thing that surprised them about writing claims. 3. A class discussion will follow. 	Feedback, Summarizing & Note Taking, Providing Practice, Identifying Similarities & Differences,	A <i>Collaboration, Communication</i>

#1 #2	W2A W3A ISTE2B ISTE2C ISTE3A ISTE3B ISTE3C ISTE3D	4. Activity: Claim Writing Practice <ul style="list-style-type: none"> Objective: <i>Students will understand how claims affirm and negate a resolution.</i> <ol style="list-style-type: none"> Students will complete the "Claim Writing Practice" sheet using information found on databases. They will peer-edit each other's claims and offer feedback for improvement. 	Feedback, Reinforcing Effort, Providing Practice,	C critical thinking, communic ation
#1 #3	RI3D SL1A SL1B	5. Activity: How to Find and Cite Credible Evidence <ul style="list-style-type: none"> Objective: <i>Students will the importance of citing credible evidence for their claims.</i> <ol style="list-style-type: none"> Students will individually read and annotate a handout. Students will discuss the main ideas with a partner. A class discussion will follow. 	Feedback, Cues & Questions, Summarizing & Note Taking, Identifying Similarities & Differences, Coop. Learning	A <i>Collaborati on, Communic ation</i>
#1 #3	RI2D W1A W3A ISTE2B ISTE2C ISTE3A ISTE3B ISTE3C ISTE3D	6. Activity: Evidence Writing Practice <ul style="list-style-type: none"> Objective: <i>Students will understand the importance of citing credible evidence for their claims.</i> <ol style="list-style-type: none"> Students will complete the "Evidence Writing Practice" sheet using They will peer-edit each other's claims and offer feedback for improvement. 	Argumentative Writing, Feedback, Cues & Questions, Coop. Learning	C collaborati on, communic ation
#1 #3 #5	RI3D SL1A SL1B	7. Activity: How to Write a Works Cited Page <ul style="list-style-type: none"> Objective: <i>Students will be able to write a Works Cited page for their evidence.</i> <ol style="list-style-type: none"> Students will individually read and annotate a handout. Students will discuss the main ideas with a partner. 	Summarizing & Note Taking, Providing Practice, Coop.	A <i>Collaborati on, Communic ation</i>

		3. A class discussion will follow.	Learning	ation
#1 #3 #5	W1A W3A ISTE2C	8. Activity: <i>Works Cited Page Writing Practice</i> <ul style="list-style-type: none"> Objective: <i>Students will be able to cite their sources using a Works Cited page for their evidence.</i> <ol style="list-style-type: none"> Students will write a Works cited page based on the evidence that they cited on their "Evidence Writing Practice" sheets. They will peer-edit each other's Works Cited pages and offer feedback for improvement. Students can use Google Docs to provide feedback. 	Feedback, Reinforcing Effort/Providing Recognition, Coop. Learning	C critical thinking, communic ation
#1 #4	RI3D SL1A SL1B	9. Activity: <i>How to Write Strong Warrants</i> <ul style="list-style-type: none"> Objective: <i>Students will understand strong warrants explain how their evidence supports5: Evidence their claims and positions on the resolution.</i> <ol style="list-style-type: none"> Students will individually read and annotate a handout. Students will discuss the main ideas with a partner. A class discussion will follow. 	Summarizing & Note Taking, Providing Practice, Coop. Learning	A <i>Collaborati on, Communic ation</i>
#1 #4	W1A W2A W3A	10. Activity: <i>Warrant Writing Practice</i> <ul style="list-style-type: none"> Objective: <i>Students will be able to craft strong warrants to explain how their evidence supports their claims.</i> <ol style="list-style-type: none"> Students will complete the "Warrant Writing Practice" sheet. They will peer-edit each other's warrants and offer feedback for improvement. 	Summarizing & Note Taking, Providing Practice, Coop. Learning	C critical thinking, communic ation
#1 #5	W1A W2A SL1B SL2A	11. Activity: <i>Rebuttal Practice</i> <ul style="list-style-type: none"> Objective: <i>Students will understand that debaters are prepared to make rebuttals.</i> <ol style="list-style-type: none"> Students will watch a recorded Public Forum Debate Sample. After Flowing the opening speech, students write a practice rebuttal speech with an outline. Optional other Public Forum debates here. 	Summarizing & Note Taking, Providing Practice	C critical thinking, creativity
#1 #5	RI3D SL1A SL1B	12. Activity: <i>Guide to Public Forum Debate</i> <ul style="list-style-type: none"> Objective: <i>Students will know the Public Forum process and be able to navigate the process.</i> 	Summarizing & Note Taking, Providing	C critical

	SL2A	<ol style="list-style-type: none"> 4. Students will watch a video on the structure of Public Forum Debate Structure 5. Students will read the "Guide to Public Forum Debate" independently. 6. They will pair up with another student, their partner, and from the information they have gathered from the guide, will answer and complete the questions. 	Practice, Coop. Learning	thinking, communication, creativity
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Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

<https://www.speechanddebate.org>
<http://idebate.org/>
<http://www.speechgeek.com/>
<http://www.youranswerplace.org/>
[@speechanddebate](#)
[Additional Activities](#)

Student Resources:

<https://www.speechanddebate.org>
<http://idebate.org/>
<http://www.speechgeek.com/>
[@speechanddebate](#)
<http://www.youranswerplace.org/>

Vocabulary:

Affirmative: The side that supports the resolution is affirmative. The affirmative case explains why the resolution is correct and is presented during the affirmative constructive (AC).

Claim: Claims are statements that can be denied or affirmed; a claim is one reason to affirm or negate the resolution; it is an opinion or judgement, not a fact.

Clash: Aligning arguments directly to the opponent's point.

Constructive: Constructive speeches are speeches in which debaters introduce their position and advocacy. In Lincoln-Douglas debate the first two speeches are constructives.

Contention: A contention is a major argument in the debate. Both affirmatives (pro) and negatives (con) build their cases with contentions.

Crossfire: The cross examination period where the debaters take turns asking questions. This period is one versus one.

Dropped Argument: An argument that goes unanswered by the opponent.

Evidence: Evidence refers to published literature introduced into the debate to provide support for an argument. In LD, evidence is often of a philosophical nature, usually presented in the form of quotations and analysis of past thinkers. Evidence also comes in the form of examples. Ideally, debaters use evidence culled from significant topic research, which may, and often should, include academic journals, magazines, newspapers, books, and other recent topic specific material. Put simply, presenting evidence is a form of presenting legitimacy, if not proof, for an argument.

Flow: Flowing is a note taking technique. Debaters and judges flow throughout the round to keep track of the arguments being made. The flow may also refer to the notepad itself.

Framework: The lens through which the argument is viewed. This is used to help the audience weigh the points of the case.

Grand Crossfire: The cross examination period in public forum where all four debaters are allowed to speak.

Impact calculus: Using the summary and final focus rebuttal time to compare the arguments left in the round to tell the audience why some arguments should be weighed heavier than others.

Line by Line: Using the flow to argue against the opponent's arguments.

Prep Time: Time that can be used during the debate to get ready and plan for their next speech.

Rebuttal: Rebuttal speeches are shorter speeches later in the debate in which debaters argue over issues that were built during the constructive speeches. As opposed to constructive speeches, rebuttals are a time to get deeper into already introduced argumentation instead of offering new arguments.

Resolution: The topic of the debate. The resolution sets forth the issues to be discussed in the debate and the respective sides affirmative and negative teams will take.

RFD: Reason for Decision. This is the written evaluation by the judge after the conclusion of the round. It includes who won the debate as well as notes on speaking technique and coverage of the arguments.

Roadmapping: Giving the audience a very basic preview of a speech.

Signposting: Giving the audience verbal cues to what part of the speech is being discussed (first, second point, finally, etc.).

Warrant: The so-what factor of your claim.

Unit 2: Debating Your Values in Society

Content Area: Communication Arts	Course: Debate	UNIT: Debating Your Values in Society
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Unit Description: Students will learn and practice formulating arguments for and against moral dilemmas. Just like with policy debate/public forum, these Lincoln-Douglas arguments require solid claims, credible evidence, and logical, persuasive warrants that uphold a single value. In addition to formulating their arguments, students will cross-examine each other and deliver impromptu rebuttals to their opponents' arguments. Lincoln-Douglas value debate skills are used both in formal debate competitions and in informal, everyday conversations.	Unit Timeline: 9 weeks
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DESIRED Results

Transfer Goal - Students will be able to independently critique others' arguments and create their own arguments with good claims, reputable evidence, and logical, persuasive warrants.

Understandings – Students will understand that... (Big Ideas).

1. Lincoln-Douglas debates are philosophical in nature and have a strict structure.
2. Different people have different values and morals that drive their beliefs and actions. When debating a particular resolution, a student may only select one value.
3. Opinions about morals and values must still be supported by factual evidence.
4. They need to anticipate, compose, and use questions during cross-examination.
5. Good debaters use effective strategies to refute an opponent's arguments.

Essential Questions: Students will keep considering...

- How do our moral compasses affect our views?
- How can people have and prioritize such different values?
- How does society function when its members prioritize different values?
- How can I respectfully disagree with others when their values don't match mine?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
Students will know that not all authors and texts are credible; students will know that they need to examine validity, logic, etc. in order to determine if a source is credible.	RI2D	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	RI2D
Students will know that reading is a vital 21st century skill.	RI3D	Read and comprehend informational text independently and proficiently.	RI3D
Students will know that multiple sources are necessary in order to form a deep understanding of a topic or position. Students will know that different sources have different levels of credibility and that credible sources are the most effective for reliably informing and persuading. Students will know that they have plagiarized unless they cite their sources, and there are consequences for plagiarism.	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	W1A
Students will know that good writing is well-developed with clear organization and style and that good writing is tailored to specific purposes and audiences.	W2A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
Students will know that writing is a multi-step process of drafting before a final draft is produced.	W3A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	W3A

<ul style="list-style-type: none"> A. Students will know that good writing is organized with a clear, central topic. B. Students will know that word choice has an effect on the message. C. Students will know that good writing follows the conventions of standard English, such as grammar and spelling. D. Students will know that transitions help their readers understand how ideas are connected. E. Students will know that technology can help them share their idea, get feedback, and participate in conversations about their ideas. 		<ul style="list-style-type: none"> A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	
<p>Students will know that responses and rebuttals first require thoughtful listening; students will know that asking questions helps lead to deeper understanding; students will know that effective conversations can include differing beliefs and views.</p>	<p>SL1B</p>	<p>Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>SL1B</p>

Students will know that responses and rebuttals require attention to facts and logic.	SL1C	Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SL1C
Students will know that good vocal delivery skills (including volume, articulation, tone, and rate) are important components of public speaking.	SL2A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.	SL2A
Students will know that good non-verbal delivery skills (including eye contact, gestures, and movement) are important components of public speaking.	SL2B	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.	SL2B
Students will know that message and delivery need to be tailored for audience and purpose in order to effectively convey their ideas.	SL2C	Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.	SL2C

		Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	ISTE2b
		Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	ISTE2c
		Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	RI1a

		Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	ISTE3b
		Curate information from digital resources using a variety of tools and methods to create collections of artifacts and demonstrate meaningful connections or conclusions.	ISTE3c
		Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE3d

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant 21 Century</u>
#1 #2 #3 #4 #5	RI2D RI3D W1A W2A W3A SL1B SL1C SL2A SL2B SL2C	<p>Description of Assessment Performance Task(s): Students will write an affirmative or negative case related to a Lincoln-Douglas resolution. Students will then debate with classmates in a clash over the resolution.</p> <p>The teacher may choose whether or not to provide outlines to help students prepare their cases: affirmative outline and negative outline.</p> <p>While students debate, the students in the audience should watch and flow the debate using a Lincoln-Douglas Debate Flow Chart. When the debaters finish the debate, they may complete a reflection.</p> <p>Teacher will assess: The teacher will assess the students on the following:</p> <ol style="list-style-type: none"> 1. Introduction and conclusion 2. Definition of Terms 3. Core Value and Value Criterion 4. Contentions: Claims, Evidence, Warrants 5. Cross examination 	D critical thinking communication creativity

		<ul style="list-style-type: none">6. Rebuttal7. Delivery skills: Verbal (volume) and nonverbals (stance, poise, and eye contact)8. Time limits9. Works Cited page <p><u>Performance:</u></p> <p>Mastery: Students will show that they really understand when they earn at least three out of four points in each of the above sections.</p> <p>Scoring Guide: Lincoln-Douglas Debate Rubric</p>	
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
#1	RI3D ISTE3D	1. Activity: Rules of Lincoln Douglas Debate <ul style="list-style-type: none"> ● Objective: Students will know the history of debate and the vocabulary terms within Lincoln Douglas. <ol style="list-style-type: none"> 1. Students will review Important Terms in Lincoln Douglas are here 2. Students will learn history and format of LD after viewing Slides here. 3. Several youtube videos on LD are here. 	Advance Organizers Similarities & Differences	A <i>communication</i>
#1	W2A	2. Activity: Watching Sample LD Debate <ul style="list-style-type: none"> ● Objective: Students will understand affirmative and negative cases. <ol style="list-style-type: none"> 1. Students will have a guide/outline that they can follow along as they see affirmative and negative constructive examples. 2. Students will annotate affirmative and negative LD case speeches, directions for annotating here. 3. Sample Affirmative case here. 4. Sample Negative case here. 	Setting Objectives, Summarizing & Note Taking, Providing Practice, Identifying Similarities & Differences	B <i>communication</i>
#2	RI3D W1A	3. Activity: Lincoln Douglas resolution writing and value selection <ul style="list-style-type: none"> ● Objective: Students will know the elements in an LD resolution and concept of value. <ol style="list-style-type: none"> 1. Reading about resolutions and values here. 2. Students will practice writing resolution and express values that are important to the student using this form. 	Argumentative Writing, Cues & Questions, Providing Practice	B <i>communication</i>

#2	RI3D W1A	<p>4. Activity: Values and Criterion</p> <ul style="list-style-type: none"> Objective: Students will understand values, criterion, and practice using both. <ol style="list-style-type: none"> Students will review a list of values and criterion and read how to choose the best one for a resolution here. Students will read a lesson on different categories of values here. Students will practice selecting values and counter values for several resolutions here. Students will determine value and value criterion here Students will review nine strategies for clashing values in debate here. 	Cues & Questions, Providing Practice, Identifying Similarities & Differences	C critical thinking
#1 #2 #3	RI3D W1A ISTE2B ISTE2C ISTE3A ISTE3B ISTE3C ISTE3D	<p>5. Activity: Philosophy Hunt and Notes</p> <ul style="list-style-type: none"> Objective: Students will be understand debaters rely heavily on philosophers when providing rationales for their ideas. <ol style="list-style-type: none"> Students will research a philosopher and write a 10-12 sentence paragraph about their theories here. Students will present their findings to the class while other classmates take notes on the theories here. Rubric for the paragraph here. 	Cues & Questions, Summarizing & Note Taking, Identifying Similarities & Differences	C critical thinking, communication
#1	RI3D W1A	<p>6. Activity: Lincoln Douglas Case Openings and Definitions</p> <ul style="list-style-type: none"> Objective: Students will understand case openings and be able to use academic vocabulary to analyze them. <ol style="list-style-type: none"> Students will read chapters 8 and 10 about LD case openings and using definitions here. Students will analyze the elements in a case opening and rules for definitions here. 	Cues & Questions, Providing Practice	C critical thinking
#4	W2A	<p>7. Activity: Cross Examination Skills</p> <ul style="list-style-type: none"> Objective: Students will be able to prepare questions for their cases. <ol style="list-style-type: none"> Students will review strategies for anticipating and writing cross examination questions here. Students will review a sample LD here, and write possible cross examination questions. 	Argumentative Writing, Cues & Questions, Summarizing & Note Taking, Providing Practice	C critical thinking, creativity

#5	W1A SL1C SL2A SL2B	<p>8. Activity: Rebuttal Strategies</p> <ul style="list-style-type: none"> Objective: Students will understand the importance of rebuttal strategies to a debate. <ol style="list-style-type: none"> Students will read chapters on available strategies for writing a rebuttal speech here. Students will use that information to select strategies to use in case writing here. Students will review a Affirmative Case and Negative Case and write a rebuttal speech in the affirmation. 	Argumentative Writing, Cues & Questions, Summarizing & Note Taking, Providing Practice	C critical thinking, creativity
#1	W1A	<p>9. Activity: Flowing in LD debate</p> <ul style="list-style-type: none"> Objective: Students will be able to flow a recorded LD case and identify strengths and weaknesses in the case. <ol style="list-style-type: none"> Students will practice flowing debates using flow sheet and case outline here. Students will watch one of the recorded debates here. 	Argumentative Writing, Summarizing & Note Taking, Providing Practice	C critical thinking
#1 #2,	RI3D	<p>10. Activity: Topic Analysis</p> <ul style="list-style-type: none"> Objective: Students will be able to pick their resolution and brainstorm on the topic and contentions. <ol style="list-style-type: none"> In small groups, students will analyze their resolution to prepare writing a case here. 	Argumentative Writing, Providing Practice	C critical thinking, communication, collaboration
#1 #2 #3 #4 #5	W1A W2A W3A	<p>11. Activity: Resources for Performance Event</p> <ul style="list-style-type: none"> Objective: Students will be able to write an outline for their LD debate. <ol style="list-style-type: none"> Students will have access Google classroom to review resources designed to help write their LD case. The teacher can post the following documents: <ol style="list-style-type: none"> Speech Content Review Lincoln Douglas Research Form Quotations for LD LD Flow Sheet LD Case Template 	Argumentative Writing, Summarizing & Note Taking, Providing Practice, Identifying Similarities & Differences	C critical thinking, creativity

UNIT RESOURCES

Teacher Resources:

This may include:

<https://www.speechanddebate.org>

<http://idebate.org/>

<https://www.mshsaa.org/Activities/Info/SpeechDebate.aspx>

<http://www.speechgeek.com/>

[Additional Activities](#)

[@speechanddebate](#)

[@thedebatepolls](#)

<http://www.youranswerplace.org/>

Student Resources:

This may include:

<https://www.speechanddebate.org>

<http://idebate.org/>

[@speechanddebate](#)

[@thedebatepolls](#)

<http://www.youranswerplace.org/>

Vocabulary:

Affirmative: The side that supports the resolution is affirmative. The affirmative case explains why the resolution is correct and is presented during the affirmative constructive (AC).

Best Definitions: Debaters may argue that their definition is superior to that of another debater for a variety of reasons such as setting fair limits for the debate or being used in the literature.

Burden of Proof: A debater who offers an argument must show that it is valid in order for it to be accepted. In Lincoln-Douglas debate, the affirmative team has the burden to prove the resolution true while the negative has the burden to prove the resolution false.

Case: The initial structured presentation of arguments by either the affirmative (1AC) or negative (1NC). Most cases include: definitions, value/criteria, and contentions.

Constructive: Constructive speeches are speeches in which debaters introduce their position and advocacy. In Lincoln-Douglas debate the first two speeches are constructives.

Contention: A contention is a major argument in the debate. Affirmatives and negatives build their cases with contentions.

Criterion: A criterion is a necessary or sufficient standard by which to measure the competing values. It is a conceptual tool used to decide which value should be upheld. There are several interpretations of criteria in LD. There is no definitive answer.

One interpretation is that criteria are a set of standards used to evaluate conflict between the affirmative and negative value premise. Thus, the criteria is contextually found in the resolution through words such as "ought" and "justified" which inform debaters of the type of standards and justifications needed to uphold competing values. For example, in the resolution "violence is a justified response to political oppression," the criteria for the debate are the standards chosen to determine the conditions of when or if violence can be "justified" in response to political oppression. In other words, what determines when or if violence can be justified? The criteria are often referred to as a lens or a weighing mechanism because all arguments in the debate need to be shuttled through the standard.

A second interpretation is that the criteria are the standards used to define the value. In other words, if the value is justice, the criteria are the standards for determining a just conditions. In this interpretation, the values are rarely taken from the resolution, and often taken from the words "ought" or "justified," what in the above definition of are considered the words that define the criteria, not the value.

In any case, by definition, a criteria is a standard, the real question, and one that should be debated in every round, is what it is a standard for and of. It is also critical to know how the value and criteria are intended to relate.

Cross-ex: Cross-ex and CX are both short for cross examination. Cross-ex is the time one debater gets to interact with another debater by asking questions. In Lincoln-Douglas debate, each debater gets four minutes of cross-ex time after his or her opponent's constructive speech. The time can be used for clarification or to set up an argument.

Evidence: Evidence refers to published literature introduced into the debate to provide support for an argument. Lincoln-Douglas debate is less evidence-intensive than Policy Debate. In LD, evidence is often of a philosophical nature, usually presented in the form of quotations and analysis of past thinkers. Evidence also comes in the form of examples. Ideally, debaters use evidence culled from significant topic research, which may, and often should, include academic journals, magazines, newspapers, books,

and other recent topic specific material. Put simply, presenting evidence is a form of presenting legitimacy, if not proof, for an argument.

Flow: Flowing is a note taking technique. Debaters and judges flow throughout the round to keep track of the arguments being made. The "flow" may also refer to the notepad itself.

Prep Time: In Lincoln-Douglas debate, debaters have a total of three minutes of prep time that can be used during the debate to get ready and plan for their next speech.

Rebuttal: Rebuttal speeches are shorter speeches later in the debate in which debaters argue over issues that were built during the constructive speeches. As opposed to constructive speeches, rebuttals are a time to get deeper into already introduced argumentation instead of offering new arguments.

Refutation: Arguing against constructive arguments made by the other debater.

Resolution: The topic of the debate. The resolution sets forth the issues to be discussed in the debate and the respective sides affirmative and negative teams will take.

Spread: Spreading is when one debater makes as many arguments as possible attempting to make too many for the opponent to answer.

Status quo: The status quo is the current situation while the debate is occurring.

Value: A value is an idea that a debater argues is paramount. The contentions in an Lincoln-Douglas case uphold the value. Generally, the debater will present philosophical background to support and explain their value.

Value Objection: The negative debater can offer a competing value that is upheld through their case. The negative must show that this value is superior to the affirmative value.

Voting Issue: Both teams can make voting issues throughout the debate. A voting issue is a reason to affirm or negate. Voting issues are arguments that have been won by one side or another that conclude that the resolution is true or false.