



Introduction to Debate: Decision Making in a Democratic Society

Presented in partnership with:



10-Week Plan

- 1 Introduction to Debate: Fact vs. Opinion, Debate in Society
- 2 Research Methods and Practical Research
- 3 Overview of Argumentation, Case Building, Brainstorming
- 4 Delivery, Overcoming Apprehension, Flowing, Sample Debate
- 5 Continued Case Building Activities
- 6 Practicing Debating in Teams
- 7 Structured Debate Practices in Pods
- 8 Debates
- 9 Debates
- 10 WOW! Exhibition Debates



Introduction to Debate

The Introduction to Debate Apprenticeship extends students' skills in critical thinking and argumentation, and familiarizes them with the process of deliberative decision making in a democratic society. By honing students' skills in research, reading, writing, speaking and listening, they prepare themselves for a culminating debate performance at the WOW. The Citizen Teacher can play upon her/his own strengths in terms of determining a topic of interest for the students, or they can utilize a topic provided by the National Forensic League, Speech & Debate Honor Society.

Standards and Objectives

Citizen Schools Unit Standard #1:

- Citizen Schools students will employ elements of argument (claim, evidence, warrant, impact), understanding the differences between fact versus opinion, and logic versus emotion.

Lesson Objectives

- Research a specific topic, gaining literacy in its unique terminology, and understanding the inherent problems and their causes.
- Claim specific positions of argument, backing with credible evidence, and explaining how that evidence relates.
- Explain implications of each claim.

Citizen Schools Unit Standard #2 & #3

- Citizen Schools students will speak effectively.
- Citizen schools students will listen critically, take effective notes, and refute/rebut specific arguments.

Lesson Objectives

- Speak clearly so the audience can understand.
- Listen attentively to arguments of both the opponents and partner, to accurately capture the "flow" of debate.
- Ensure arguments upheld are extended and supported throughout the debate, and refute/attack opposing arguments consistently.

Guiding Question

- How does the deliberative process of debate allow our society's decision-makers to find the best position and/or course of action on an issue?

Assessment (WOW!)

Four teams of two students each will engage in two back-to-back exhibition "Public Forum" debates. Students not debating will flow the debate, and complete an audience "ballot," expressing their opinions on who won the debate, and why. These opinions themselves must be expressed as cogent arguments, demonstrating what they have learned.

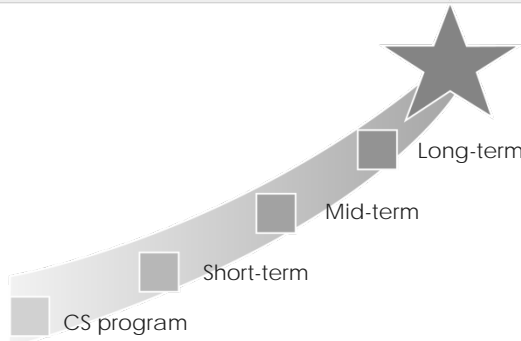
Basic Unit Plan

Week	Connections to Standard/WOW!	Week	Connections to Standard/ WOW!
1	Understand/identify differences between facts and opinions, explore examples of debate in society.	6	Practice debating, employing skills of recitation, extemporizing, listening, and questioning.
2	Conduct research effectively and persistently in order to support a particular position.	7	Practice debating, employing skills of recitation, extemporizing, listening, and questioning.
3	Identify and utilize the components of argument to establish a clear position on an issue.	8	Practice debating, employing skills of recitation, extemporizing, listening, and questioning.
4	Gain confidence in speaking and learn to listen actively to others and take effective, critical notes.	9	Practice debating, employing skills of recitation, extemporizing, listening, and questioning.
5	Collaboratively write a case; predict opposition attacks, and draft defensive "blocks" against them.	10	Assume collective responsibility for collaborative work, respond critically and tactfully to the work of others.



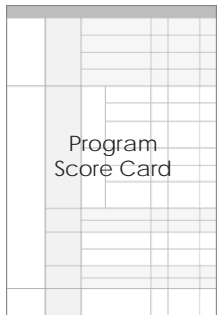
Introduction to Debate

UNIT CONTEXT / BIG IDEA



Debate is one of the most inherently cross-disciplinary learning activities a student can engage in. It employs all four zones of literacy: reading, writing, speaking, and listening through a high level of critical thinking: argumentation. Students learn how to arrange their thoughts coherently and authoritatively, and employ several 21st Century skills through the use of technology, collaboration, and civic awareness. These skills prepare students for rigor in high school and college, as well as in their career paths.

SHARED GOALS



If you teach this unit successfully

- Students will meet all English Language Arts Common Core State Standards in Reading for Information (and in History/Social Studies), Speaking and Listening, and Language.
- Students will gain an understanding of politics and government by exploring current events and issues of public policy.
- Students will learn to lose and win with grace, and learn meaningfully from each debating experience.
- Students will find it's cool to engage with one another socially, on an intellectual level, fulfilling this core need of young adolescents.

TIMELINE OF SKILLS



- Students build a scaffolding of skills that prepares them for a performance assessment demonstrating the culmination of their learning and mastery of Common Core State Standards. These skills span the English language arts literacy spectrum, as well as Bloom's Taxonomy, where students evaluate one another's arguments, as well as create new pathways of solutions to the problems that plague our society.
- Employing information, media and ITC literacy to solve problems collaboratively through critical thinking by creating a debate case, students demonstrate every 21st Century skill.
- The rigor of preparation has been cited as equivalent to research conducted for Master's level thesis, as reported by the National Forensic League.

IMPLEMENTATION NOTES

- Much of students' work will be aided by technology, from researching, to drafting cases, to perhaps even debating. If students use technology when debating, laptops or tablets are preferable. If only desktop computers are available, students should print a formal copy of their final debate cases prior to debating.
- Availability of desks/tables that can face an audience of listeners taking notes is helpful for the actual debate.
- A stopwatch/timing device for tracking speaking and preparation time is needed; the instructor can maintain this responsibility, to keep students free to flow, or s/he can delegate to a different student for each debate.



LESSON PLANS AT A GLANCE

Week	Lesson Objectives	Activities	WOW! Prep
1	<ul style="list-style-type: none"> I can identify key ideas for and real-life purposes for the apprenticeship. I can tell the difference between fact and opinion, and identify examples of both. <p>I can define and apply the terms "fact," "opinion," and "position."</p>	<ul style="list-style-type: none"> -Hook: Ask for students' opinions pertaining to pop culture. -Agenda/Introduction -What is debate -Public Forum (PF) format -Video PF sample -Fact vs. Opinion -Assessment 	<p>Students can identify and rank topics of importance, either from a list provided by the instructor, or generated freely on their own or collaboratively. After the workshop, the instructor will select a topic.</p>
2	<ul style="list-style-type: none"> I can gather information, gain information literacy on a given topic, and conduct ongoing research. I can understand and apply technical terms and vocabulary associated with the apprenticeship and given topic. <p>I can define the terms "research" and "information gathering."</p>	<ul style="list-style-type: none"> -Hook: We seek information constantly -Agenda/Introduction -Information gathering -Research strategies -Scavenger Hunt/Game -Quoting, paraphrasing, summarizing, taking notes - Announce assigned topic - Assessment 	<p>Students will spend time collaboratively brainstorming information gathering strategies and researching for the assigned topic.</p>
3	<ul style="list-style-type: none"> I can support a position with evidence and explain how that evidence relates to the claim. I can explain the impacts of an argument. <p>I can define and apply the terms "claim," "warrant," and "impact."</p>	<ul style="list-style-type: none"> -Hook: Conflict vs. Argument -Agenda/Introduction -Argumentation -Analysis of Ideas -Crossfire/Questioning -Assessment 	<p>Based upon research found in week 2, students will collaboratively brainstorm conclusions they can draw from that evidence.</p>
4	<ul style="list-style-type: none"> I can gain confidence in speaking. I can speak clearly enough for an audience to understand. I can listen actively to others and take effective, critical notes. <p>I can define the terms "confidence," "articulation," "flowing," and "shorthand."</p>	<ul style="list-style-type: none"> -Hook: President Obama speaking -Agenda/Introduction -Confidence and Delivery -Active Listening Strategies -Approaches to Flowing -Video PF sample – student flowing -Assessment 	<p>Students will practice speaking, by reading some of their initial argument structures to their partners, flowing and asking questions (crossfire).</p>



LESSON PLANS AT A GLANCE

Week	Lesson Objectives	Activities	WOW! Prep
5	<ul style="list-style-type: none"> • I can apply the elements of argument to collaboratively construct a case (offense) and blocks against opposition arguments (defense). • I can synthesize research information meaningfully, and warrant it to claims made. 	<ul style="list-style-type: none"> -Hook: Offense vs. Defense in Sports -Agenda/Introduction -Case Structure -Writing Blocks -Assessment 	<p>Students will construct a pro and/or con case, as well as blocks against opposition attacks.</p>
6	<ul style="list-style-type: none"> • I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably. • I can offer constructive criticism to my partner, as well as the opposing team’s debaters, to improve skill in debating. 	<ul style="list-style-type: none"> -Hook: Vince Lombardi on Practice -Agenda/Introduction -Practice Procedures -Practice Debates -Re-Tooling Time -Assessment 	<p>Students will practice with another team, giving feedback as they go. Also, the instructor will visit each practice group, and offer observations. After practice, students will work to “re-tool” as needed.</p>
7	<ul style="list-style-type: none"> • I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably. • I can serve as a respectful audience member and listener, offering a well-reasoned decision to my peers as to who won a debate. 	<ul style="list-style-type: none"> -Hook: Examples of Persistence to Achieve (Abraham Lincoln) -Agenda/Introduction -Structure Practice Procedures -Structured Practices -Re-Tooling Time -Assessment 	<p>Students will spend half of the structured practice debating, and half the time writing a ballot for another set of teams. They will have additional time at the end to consult/re-tool regarding feedback received.</p>
8	<ul style="list-style-type: none"> • I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably. • I can react to criticism positively, and work to improve in the future. 	<ul style="list-style-type: none"> -Hook: The Tournament Experience -Formal Debates -Assessment 	<p>Students will be assigned to two specific debates, and judged by guests (high school students or adults). Each judge will write a ballot, as well as provide a 10-15-minute tactful oral critique.</p>



LESSON PLANS AT A GLANCE			
Week	Lesson Objectives	Activities	WOW! Prep
9	<ul style="list-style-type: none"> I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably. I can react to criticism positively, and work to improve in the future. 	<ul style="list-style-type: none"> -Hook: Debrief Week 8 -Continue Formal Debates -Assessment 	<p>Students will write a reflective journal entry about their tournament experience.</p> <p>The instructor will determine the teams to represent the overall group in the WOW! Showcase.</p>
10	<ul style="list-style-type: none"> I can assume the responsibility for a collaborative work. 	<ul style="list-style-type: none"> -Hook: Set up the Topic and Debate, Summarizing the 9 weeks -Agenda/Introduction -Assessment 	-

Lesson Elements:

Ritual – The opening hook for each class will generate interest and connection to prior knowledge on that week’s particular theme/topic. These often will be stimuli anecdotes or questions to prompt student response and brainstorming.

Assessment- Formative assessment through participation in practice activities can be reflected in a brief journal entry, chronicling students’ struggles and triumphs, and students can volunteer to share some of their thoughts with the class as a whole. The instructor will offer specific prompts for the journals that react to the week’s objectives.

Structures- Journals can be kept online, such as Google Docs, to allow collaboration from the instructor.

Procedures – Procedures vary, depending upon the type of activity, and the instructor should explain these during the weekly agenda/introduction segment, as well as offer reminders as students begin each activity.



Advice for Instructors

Teaching debate will be one of the most rewarding experiences you have as an educator, but it also takes a great amount of planning, guidance of students along the way, and the ability to be as critical as possible while offering constructive and affirming feedback to your apprentices.

Early in the apprenticeship, there is a great deal of conceptual knowledge students must gain to be able to debate. If we think of the training attorneys receive in law school, and the intricacies of the law – and more important, how to argue with the law, then debate can be thought of as a microcosm experience in mastering the essential tools of argumentation.

Later in the apprenticeship, students will spend more time working collaboratively. During this “self-directed” time, it is imperative that the instructor engages with the students to ensure they are on-task and on-track, given the limited time they have to construct their debate cases and begin practicing debate. The old adage, “the work expands to fill the time” is acutely true in debate, and if more time were given, debaters would spend more time looking for additional arguments. While in competitive debate, that is a good thing, for the purposes of learning to debate, it is better for debaters to tackle a more reasonable amount of work and first mastering that before trying to accomplish too much.

When it comes to mixed age groups or ability levels, this is where the instructor’s role truly becomes that of a *coach*. First, consideration should be given to these demographic elements when assigning students to paired teams. Younger students will learn more when paired with an older student, and the older student will further master skills and content when guiding their younger peer. For younger students or students with learning disabilities, the process of debating is not as difficult to master as is the subject matters being debated. More accessible, relevant issues for debate are key for engaging these learners, and special consideration should be made by instructors in those cases. This is also an opportunity to engage older (high school-age) “mentors” – when students need extra help and assistance in executing apprenticeship activities.

In terms of mechanics, it helps to have an even number of students in the class, and particularly, a number evenly divisible by four. If that’s not the case, some creative solutions for 1, 2, or 3 extra students should be considered:
1 extra: this student could be paired with a team as a “third wheel,” and assist them in the process of developing arguments, etc. The three students could alternate debating and observing through the practice and formal debates.

2 extra: this group should constitute a team, and they can be alternated in debates against other teams, giving a “bye” (a round off) when necessary, or asking for another team to volunteer to debate an additional time.

3 extra: a combination of the solutions for 1 or 2 extra students should be employed.

There are myriad resources available from the National Forensic League’s website, such as sample debate cases, topic analyses, video instruction, and sample debates. Many of the lessons call for these to be used, so the instructor should have some familiarity with what is available before beginning instruction. There also are instructional videos on how to use the League’s vast website of resources, as well.



Facts, Opinions & Positions

Understanding the difference between facts and opinions forms the foundation for argumentation. Arguments start with statements of position drawn from attitudes, beliefs and values, in turn, supported by facts.

Lesson Objective:

- I can identify key ideas for and real-life purposes for the apprenticeship.
- I can tell the difference between fact and opinion, and identify examples of both.

I can define and apply the terms “fact,” “opinion,” and “position.”

Lesson Agenda

10 MIN	Hook: Pop Culture Opinions
10 MIN	What is Debate?
10 MIN	Explore Public Forum Format for Debate
20 MIN	Discuss Fact vs. Opinion, with Examples
30 MIN	View Sample Debate
10 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Video of sample round, available online or ordered in DVD form from www.nationalforensicleague.org.

Standards for Unit:

Citizen Schools students will use technical language and vocabulary effectively.

Citizen Schools students will begin to feel comfortable expressing their viewpoints.

Connections:

Using argument in both writing and speaking is important for establishing a clear, credible position on an issue. This will apply in academic papers in HS and college. Debate gives a solid foundation for these skills.

Material:

1. Pens
2. Journals/Notebooks
3. Examples of Facts, Opinions
4. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

10 Minutes

- **Warm Up:** Students' opinions pertaining to pop culture.
- **Say:** Express an opinion about a musician, actor, or other famous person. Ask for a show of hands from classmates to show agreement or disagreement.
- **Transition:** Highlight how opinions vary, and how logical arguments, using facts, are the best way to sway others to your viewpoint.

Introduction of New Material:

10 Minutes

- **Objectives/Agenda:** Overview of debate and its benefits. Understanding the difference between fact and opinion is a somewhat abstract concept for middle school students. Therefore, providing examples is helpful. Students then can share their own examples. It may be fun to explore pop culture. For instance, a person may prefer a particular song or musical artist because of the lyrics and message that person conveys. The content of those lyrics can be observed, documented, and classified. That classification can help determine the purpose of the message. For example, the lyrics in Katy Perry's song, "Firework" state "You don't have to feel like a waste of space..." and continue with "Come on, show 'em what you're worth." This inspires us to understand the value we have, and to live life to the fullest, which is considered a positive attitude. A positive attitude is something we should all strive for. In this example, the citation of lyrics is a fact, and the statement that we should strive for a positive attitude is an opinion. The analysis in between helps us show how the facts support the opinion.
 - **Preview of Assessment:** Consider how society often blurs the differences between fact and opinion, and how debate can help differentiate the two.
 - **Direct Teach:** Definitions: Fact, opinion, position. Format of Public Forum Debate. Sample video of a Public Forum Debate.
- Check for understanding:** Discuss the sample debate. So that students understand the structure for Public Forum Debate, introduce the format: order of speeches and time limits. Explain that each debater gives a 4-min. speech that helps construct their side's case, each student participates in a one-on-one as well as group "Crossfire" question and answer period, and each student gives a summary or closing speech toward the end of the debate to extend information supporting arguments, as well as to attack the opposition's arguments. Watching a sample video of a Public Forum Debate will take about 40 minutes, plus time to debrief the debate. Warn students that debaters will sometimes utilize technical terms particular to the topic they are debating, and you may prepare them with a few terms particular to the video sample you are showing. Encourage students to take notes on things they notice about the debate, and to jot down questions that may arise as they watch the debate, either about the subject matter being debated, or how the debaters debate.
- **Transition:** Ask students to reflect on how using debating can help distinguish between fact and opinion and to help understand an issue more in-depth.

Student Says...



*What is opinion?
How can I support opinions with facts?*

Closer Look!



The instructor may wish to set up the video sample debate by explaining that this is one example, and students new to debate will not be expected to debate with the same proficiency as experienced students in a video example.

The instructor can ask students to suggest debate topics, or the instructor can determine one her/himself.

A **fact** is defined as information that represents something that can be observed in our world, or something that has been proven true, and agreed upon by a number of experts. An **opinion** is defined as someone's viewpoint, judgment, or belief, which may or may not be based upon facts. A **position** is a person's opinion on a particular issue, usually based upon facts. A position forms the foundation for **argument**, which will be explained in greater detail in a later lesson.



Objective:

Introduction of New Material (continued):

10 Minutes

Share the handout, "Public Forum Debate Overview," which outlines the structure of Public Forum. Help students understand the basics before watching the video:

- There are two teams of two partners apiece.
- Each student gives a 4-min. speech that helps construct their side's case, each student participates in a one-on-one as well as group "Crossfire" question and answer period, and each student gives a summary or closing speech toward the end of the debate to extend information supporting arguments, as well as to attack the opposition's arguments.

Practice 1 (We Do):

20 Minutes

• **Practice Summary:** Understanding the difference between fact and opinion serves as the foundation for all debating.

• **Directions:** The instructor will share various statements with students, asking them to identify which ones are fact and which are opinions. Then, students will develop a statement of fact and one of opinion, to share with the rest of the class. Here are some examples of fact:

- Mayor Mercedes Garcia's office is on Main Street.
- Mayor Mercedes Garcia's office is painted yellow.
- Michael Phelps won four gold medals in the 2012 Olympic Games.

Each of these statements represents a "fact," and reports something that exists or happened. Facts can be checked by making our own observation about something, or consulting a credible reference source. For example, we could drive down Main Street to see Mayor Garcia's office, or consult *The World Almanac* to see that Michael Phelps indeed won four gold medals in the 2012 Olympics. Facts also can be proven false. For example, if Mayor Garcia paints her office orange, it is no longer yellow. At one time, her office was yellow, but a change in circumstances has changed this fact. Sometimes, new information is discovered that helps us understand something better. That also can change a fact. This happens often in scientific or historical investigation, as technology and tools for investigation improve. Sometimes, statements of fact based upon simple observation can be misleading. For example, orange and yellow are similar colors. What is Mayor Garcia's office was *originally* orange, and has faded to a yellower color over time?

Opinions are formulated as a result of someone's attitudes, experiences, and beliefs, so they are more questionable. For example:

- "Harry Potter books are more exciting than Hunger Games."
- "Nike sneakers are the best shoes."

In both of these examples, the opinion expressed assigns a value to something, based on someone's experiences and taste. A person can never prove these statements true or false, because viewpoints will always differ based on different expectations or understandings.

• **Debrief:** Highlight gray areas that may have emerged from examples students shared, and how facts can often support opinions. Also, highlight that facts may differ in their credibility/trustworthiness.

• **Transition:** As students prepare to watch the sample debate video, ask them to be ready to differentiate between facts and opinions in the debate.

Missing Parts...



For more on Public Forum Debate, visit the National Forensic League: nationalforensicleague.org

Additional Notes



Careers using debating skills:

- Lawyers
- Politicians
- Business Executives
- Broadcasters



Public Forum Debate Overview

Public Forum Debate involves two teams of two debaters, who support or oppose a particular topic. The clash of ideas must be communicated in a manner persuasive to any citizen judge. The debate should:

- Display solid logic, organization, clear reasoning, and critical thinking
- Show clear links to understandable evidence and expert sources
- Present a clash of ideas by countering arguments of the opposing team, while upholding a position
- Communicate ideas clearly and professionally

Topics are worded as **resolutions**, meaning they suggest *solutions* a problem by establishing a *position*. Teams must understand the meaning of terminology in the resolution so debates have a *clash* of ideas. If the topic were “Resolved: New York City should fund programs that feed persons living in poverty,” it would be vital to understand the concept of *poverty*. A definition from a reference source would help.

A team must develop both a pro and con case, persuasively supported by evidence and reasoning. Given the short nature of a Public Forum round, cases should center on a *few quality* arguments. A team, however, should research several arguments on both sides of the issue, so it can *adapt* its case to the opposing team’s claims as necessary. Having arguments that directly oppose each other will enhance **clash**, or disagreement between teams, which is central to debate. Organization of speeches through effective communication and clear outlines is important so both judges and the opposing team can follow each of the arguments and their supporting evidence.

Debate Format

The round starts with a **coin toss**; the winning team selects **either**: The **side** (pro or con) they will argue
The speaker **order** (begin the debate or give the last speech).

The team that loses the toss will then decide their preference from the option not selected by the winner (*i.e., if the winning team decides to speak last, then the losing team may decide which side they will argue*). The debate, therefore may begin with the con side, arguing against the topic. Teams might consider: Is one side of the topic more acceptable to citizen judges? On which side is the team stronger? On which side of the topic are the opponents stronger? Is the first speaker position critical to “sell” the case by making a good first impression? Is the final focus speech critical for the last word to the judge(s)? Are the opponents so effective in either the first or last speaker position that our team needs to select speaker position rather than side? The first team sits to the judge’s left.



Questioning periods make debate *interactive* to build *clash*. In *crossfire*, both debaters have equal access to the floor, but the first question must be asked to the debater who just finished speaking by a debater from the other team. After the initial question and answer, either debater may question or answer. A debater who attempts to dominate or be rude to his opponent will lose points. Good questions are brief and good answers must meet the question. In the first two crossfires, only the corresponding speakers may participate, and they stand next to each other.

Speeches and Time Limits

Speaker 1 (Team A, 1st speaker)	4 min.
Speaker 2 (Team B, 1st speaker)	4 min.
Crossfire (between speakers 1 & 2)	3 min.
Speaker 3 (Team A, 2nd speaker)	4 min.
Speaker 4 (Team B, 2nd speaker)	4 min.
Crossfire (between speakers 3 & 4)	3 min.
Speaker 1 Summary	2 min.
Speaker 2 Summary	2 min.
Grand Crossfire (all speakers)	3 min.
Speaker 3 Final Focus	2 min.
Speaker 4 Final Focus	2 min.

Each team may use up to two minutes of prep time.



Objective:

Practice 2 (We/You Do):

30 Minutes

•**Practice Summary:** Watching the sample debate gives students an opportunity to comprehend the structure as well as see models for cases and speeches in a debate.

•**Directions:** While formal note taking (“flowing”) for debate will not have been taught yet, students still should take as many notes as possible. The instructor can collect these at the end to assess students’ abilities to critically and actively listen and take notes.

•**Debrief/Transition:** This is important. Asking students to consult their notes and respond to particular question prompts pertaining to arguments and evidence used by debaters, the nature of the crossfire periods, and delivery will help debaters better understand expectations of debating.

✓ **Assessment: Exit Ticket**

10 Minutes

•**Questions:**

Identify statements that are fact with an “F” and opinions with an “O.”

- ___ Shamika’s clothes are pretty.
- ___ Usher is a judge on the NBC television show, “The Voice.”
- ___ Scientists have conducted research that shows the new Crest toothpaste reduces bacteria in the mouth by an average of 81%.
- ___ The 3-D version of *Jurassic Park* is better than the original film.
- ___ First weekend ticket revenues for the 3-D version of *Jurassic Park* were higher than the original film.

Choose one of the following items as a subject. Circle the letter of the subject you choose. Write a list of three (3) statements of fact on the subject, and three (3) statements of opinion.

- A. A TV program that you dislike
- B. A school subject that you think uninteresting or a waste of time
- C. A popular sport that you dislike
- D. A city, town, state or country in which you would not like to live

Facts	Opinions
Now, write a specific position statement on the item you selected as a subject:	

•**Connect learning to WOW!:** Ask students if they feel they are capable of debating, and why or why not.

Field Tips



Calling apprentices by such titles as “debaters” will help prepare them and take ownership of the task of debating in preparation for the WOW!

Any time students express an opinion in class, the instructor should ask them “why?” and encourage them to support their viewpoints with facts.

Recall – give an example of a career that uses debate, and how debate is used in that career.

Field Tips – Engagement



This lesson has been tested in a classroom representing multiple abilities. The key to apprentices to feeling comfortable debating is to allow them the opportunity to “wrap their heads” around how a debate works, and what the key components are. Even while watching a sample debate video may seem passive, apprentices should actively take notes on each argument, so they can chronicle what happened in the debate.

Future Plans



Next week, our key concepts will be information gathering and research!



Research Methods

Understanding how to purposefully and effectively gather information will help debaters develop the best possible cases in support of their positions.

Lesson Objective:

- I can gather information, gain information literacy on a given topic, and conduct ongoing research.
 - I can understand and apply technical terms and vocabulary associated with the apprenticeship and given topic.
- I can define and apply the terms "research," and "information gathering."

Lesson Agenda

5 MIN	Hook: We Seek Information Constantly
15 MIN	Information Gathering, and Research Strategies
25 MIN	Scavenger Hunt/Game
10 MIN	Quoting, Paraphrasing, Summarizing, Notes
30 MIN	Assigned Topic: Overview and Research Time
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Computers and/or reference materials, which students can use for the scavenger hunt.

Standards for Unit:

Citizen Schools students will use technical language and vocabulary effectively.

Citizen Schools students will research a specific topic, gaining literacy in its unique terminology, and understanding of the inherent problems and their causes.

Connections:

Effective research skills and methods are certainly used across the scholastic spectrum for writing papers and creating projects.

Material:

1. Pens
2. Journals/Notebooks
3. List of concepts to search for (scavenger hunt)
4. Overview of Assigned Topic
5. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- **Warm Up:** Examples of everyday research (recipes, determining travel plans, learning about new videogames, find song lyrics)
- **Say:** Remember a time when you wanted to gather information to learn about something that interests you.
- **Transition:** Highlight how gathering information is an ongoing process, and one that becomes more formalized depending on the purposes.

Introduction of New Material:

5 Minutes

- **Objectives/Agenda:** Overview of information gathering and how it differs from the research process.
- **Preview of Assessment:** The quality of research found directly impacts the effectiveness of a debate case.
- **Direct Teach:** Definitions: information gathering and research. Every topic students investigate requires that they gain enough of a working knowledge or literacy on that topic, that they can go forth and research intelligently. This is to say that students need to know enough about a topic to know which key words to search, and to not be taken astray by related issues or irrelevant connotations. Giving an example of searching for a recipe, or learning more about a sport or film helps students understand that we gather information on a variety of topics all the time. Then, those that we want to learn about more in-depth, we research.

While teachers often shy away from general sources, such as *Wikipedia*, the utility of these is equivalent to an encyclopedia during the initial information gathering process. They're not appropriate for research itself, but they sure do help students gain a foothold of understanding. This is why it is so important to delineate between information gathering and research, because then students will understand that *Wikipedia* and sites like it are means to a further end, rather than an end (or source) unto itself. Alternatives to *Wikipedia* include the Encyclopedia Britannica (many schools subscribe to this), www.school.eb.com; and Infotopia, www.infotopia.info.

Teaching students how to use these tools effectively is key. Understanding how hyperlinking within *Wikipedia* articles leads to related topics that might be useful, and that facts are cited with links to sources at the end of the article is important to help students begin to build their strategy for research, once the information gathering process has finished.

- **Check for understanding:** Have students conduct a research scavenger hunt.
- **Transition:** Discuss how students will have time to research and prepare for their own cases.

Student Says...



What is the difference between gathering information and the process of researching?

Closer Look!



A workshop on research with students can first examine the meaning of the word "**research**." The *Encarta World Dictionary* defines research as "The methodical investigation into a subject in order to discover facts, to establish or revise a theory, or to develop a plan of action based on the facts discovered." A further analysis of the word itself reveals the root "**search**," meaning "to look for" or "examine." The prefix means "**re**" means "again" or "back." Hence, the research process is actually preceded by an initial search, which can be thought of as **information gathering**.

Information Gathering: *The initial search for facts to develop a working understanding of an issue. The information found during this process will likely NOT be cited during a debate.*

Research: *information found through more formal, scholarly investigation, which will be cited as supporting evidence to support or attack positions during a debate.*



Objective:

Introduction of New Material (continued):

10 Minutes

Share the handout, "Research Sources," which includes a variety of various places to research for Public Forum Debates. Further, highlight:

- How to gather information (encyclopedic, general reference sources (including how to use Wikipedia responsibly), and how to research (library sources, including journal databases, indices.
- Discuss evaluating the relevance and credibility of sources.

Practice 1 (We Do):

25 Minutes

•**Practice Summary:** A fun way to get students to investigate different types of research sources is a scavenger hunt.

•**Directions:** The instructor will have students collaborate in teams to find various obscure facts about prompts given to the students, requiring students to cite their sources.

•**Debrief:** The instructor will ask a representative from each team to report on the facts, checking for accuracy, as well as source credibility. The instructor can "keep score," giving points for accuracy, and bonus points for more credible sources. The team with the highest score wins!

•**Transition:** The teacher will highlight how teams cited their sources, showing the relevance to quoting, paraphrasing, summarizing, and taking notes.

Introduction of New Material:

10 Minutes

Discuss the difference between quoting, paraphrasing, and summarizing, and how taking effective notes helps with accuracy in all of these approaches. Give examples for each approach, and discuss with students which approaches work best for which situations.

Some of the best debate coaches have a great working relationship with the school and/or community librarian. Asking the librarian to offer students perspectives on information gathering and research can be helpful. Equally as important is knowing what online databases and indices the library has access to, and how to use these most effectively.

Teaching students that research extends far beyond even the vast reaches of *Google* is important. There are myriad search tools available, and knowing what to use for various topics can actually save time. Students just don't understand how a simple search in *Google* seems fast, but in reality, takes more time to sift through information.

Once students begin the process of researching, they will need to take notes. Modeling the difference between (1) direct quotation, (2) paraphrasing, and (3) summarizing will help students understand the utility of each of these methods. For debate, it's important for students to use direct quotation, along with a summary and analysis of the source, which we will cover in a later lesson.

Missing Parts...



For examples of debate research and analysis videos for various debate topics, visit the National Forensic League: nationalforensicleague.org

Other Resources:

"9 Resources for Website Evaluation Lessons," Richard Byrne. Free Technology for Teachers. www.freetech4teachers.com/2009/11/9-resources-for-website-evaluation.html#.UTfaxlPpYug

"Critical Evaluation of Information." Kathy Schrock's Guide to Everything. www.schrockguide.net/critical-evaluation.html

"Evaluating Sources: Overview." Dana Lynn Driscoll, Allen Brizee. Purdue Online Writing Lab (OWL). owl.english.purdue.edu/owl/resource/553/1/

"Evaluating Web Sites", Lorrie Jackson. Education World Lesson Plan. www.educationworld.com/a_tech/techlp/techlp007.shtml

"Finding & Evaluating Sources." Shelby County Schools Student Researchers. scs-student-researcher.wikispaces.com/Finding+%26+Evaluating+Sources

"Tips for Evaluating Sources." Research and Documentation: Online, 5th edition. Hacker Handbooks, Bedford/St. Martin's. bcs.bedfordstmartins.com/resdoc5e/tips-for-evaluating-sources.htm



Research Overview

The process of information gathering, brainstorming, and researching is one where specific steps should be followed. In order to have the best possible information, you should not skip any steps.

Information Gathering

In order to understand an issue enough to research it effectively, you must have a basic understanding, which you can gain from an initial search for information. This may involve consulting a dictionary, either in print form, or such as www.merriam-webster.com. Other general reference sources, including an encyclopedia, or even *Wikipedia* are helpful, but you first should understand how to use these sources to gather information, and that they are not part of the *research* process. In other words, information you gather from an encyclopedia cannot be cited as evidence.

The chief question you should ask yourself when gathering information:

- Which ideas are you searching for? (Overview of topic/issue)

Brainstorming

Once you have a working knowledge of an issue, you can brainstorm possible points you want to make. In debate, that means claims you would make, both in support of as well as in opposition to an issue. This will help focus your research and what you are looking for, although you also should keep an open mind about learning other positions as you acquire evidence.

Research

Research is an ongoing, persistent process of investigating an issue, and for debate or public speaking, it provides the source of evidence cited that helps prove arguments made. The better the evidence, the stronger the arguments will be. Several questions should be asked when researching:

- How will you search? (Strategic use of key words and phrases)
- Where will you look? (Different media – websites, databases and indices, books, periodicals, etc.)
- Why is it relevant? (How it relates to the subject matter you are investigating)

Documentation

It is important to keep track of where you found information, so you can give specific citations, which are necessary in any formal written essay or delivered speech.

- What did you find? (Be sure to keep track of the bibliographic citation for each source you find, so you can more easily cite from it when you write debate cases or speeches).
- When was it written? (Date; more recent sources carry more weight)
- Who wrote it? (In addition to noting the author, be sure to consider the level of expertise the author has for that issue).

Evaluating Sources

There is a lot of information available, particularly with the ease of searching websites? The quality of sources you select to support your ideas can enhance your trustworthiness. Therefore, you must consider such criteria as:

- Author qualifications (education, experience, etc.), beliefs on the issue that may affect the author's opinions, other connections the author may have to the issue that could affect his/her viewpoints.
- How extensive and in-depth the source explores the topic.
- How recent/current the information is. New studies and information constantly update how we understand an issue.
- What is the purpose of the source for providing information? Is it to influence opinion on the issue, or to provide a balanced perspective?
- Is the information accurate? How do you know? Can it be verified with other sources?



Objective:

Practice 2 (We Do):

30 Minutes

•**Practice Summary:** After announcing the topic for the rest of the apprenticeship, the students will have an opportunity to conduct their own investigation.

•**Directions:** Students will spend time collaboratively brainstorming information gathering strategies and researching for the assigned topic.

Spend about 20-30 minutes introducing the concepts of the research.

Any combination of the activities below will work with students in an enrichment or elective situation, and the instructor will decide whether to assign various parts for outside the workshop time ("homework"), or during supervised work-time.

The worksheet, *Critical Evaluation Survey: Middle School Level* is a great activity to acclimate students to the process of evaluating online sources. Other lesson plans have been compiled and hyperlinked at this same source. See www.schrockguide.net/critical-evaluation.html

Conduct a research scavenger hunt, by assigning students specific facts that may be found on the topic they will be debating. Ask students pointed questions from both the proponent and opponent perspectives on the topic. This can be fostered in a game-link approach, simulating a competitive tournament atmosphere, while emphasizing quality of research results. By assigning diverse research tasks (i.e., not just websites, but other types of media, such as databases and indices), they will learn the value of efficient time management, as well as to be persistent in looking for the best sources possible.

You can give students a passage from a research source, and ask them to direct-quote from it, to paraphrase it, and to summarize it, so they understand the different types of note taking.

Allow the students a chance to spend about an hour practicing research, preferably on the topic you will be debating. You may segment this into 30-minute segments: one to focus on the pro side of the argument, and one to focus on the con side.

•**Debrief:** Students should keep track of where they find sources (citations), and document their evidence, so they can refer to it as they build their cases.

•**Transition:** The evidence gained today will directly impact the quality of the cases students prepare as they work toward the WOW! Showcase.

Field Tips



Research is an ongoing and constant process. Students will begin researching for their eventual debates, but should continue to refine their cases with new and additional research as the apprenticeship continues.

Additional Notes



Creating a game-like atmosphere helps motivate students, as well as to prepare them for the stakes of competition.



Objective:

✓ Assessment: Exit Ticket

5 Minutes

•Questions:

1. Match each term with its definition:

- | | | |
|---------------------------------|------------------------|-------------------|
| A. Information Gathering | B. Paraphrasing | C. Quoting |
| D. Research | E. Summarizing | |

___ The initial search for facts to develop a working understanding of an issue. The information found during this process will likely NOT be cited during a debate.

___ To use the exact wording from the original source.

___ To explain the overall point of the original source.

___ Information found through more formal, scholarly investigation, which will be cited as supporting evidence to support or attack positions during a debate.

___ To re-word the original source in your own words.

2. Imagine you must research a particular type of tree. Describe what you would do for each part of the research process:

- Information Gathering
- Research
- Quoting
- Paraphrasing
- Summarizing

•Connect learning to WOW!: Ask students if they feel prepared with good information for their debate cases.

Future Plans



Next week, students will begin combining the evidence they researched with position statements to create arguments!



Argumentation

Understanding and utilizing elements of argumentation will allow students to debate logically, and with credible supporting evidence.

Lesson Objective:

- I can support a position with evidence and explain how that evidence relates to the claim.
 - I can explain the impacts of an argument.
- I can define and apply the terms “claim,” “warrant,” and “impact.”

Lesson Agenda

5 MIN	Hook: Conflict vs. Argument
25 MIN	Argumentation & SPAR Activity
10 MIN	Analysis of Ideas
10 MIN	Crossfire/Questioning
35 MIN	Activity: Brainstorming Arguments
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Computers and/or reference materials, which students can use to continue research or consultation of their research notes from week 2.

Standards for Unit:

Citizen Schools students will use technical language and vocabulary effectively.

Citizen Schools students will employ elements of argument, understanding differences between fact versus opinion, and logic versus emotion.

Connections:

Effective use of argument involves critical thinking and problem-solving, which are key skills in college and career readiness.

Material:

1. Pens
2. Journals/Notebooks
3. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- **Warm Up:** Examples of conflicts in our daily lives (families, chores, homework, peers, teachers, etc.)
- **Say:** Have you ever “lost” a conflict? Would it have gone better if you argued logically? Why or why not?
- **Transition:** Formal, logical arguments allow us to separate emotion from reasoning, in order to reach a conclusion about an issue.

Introduction of New Material:

10 Minutes

- **Objectives/Agenda:** Understand the elements of argumentation and how they work.
- **Preview of Assessment:** A debate case must demonstrate effective arguments.
- **Direct Teach:** Definitions and examples of each element of argument. (See definitions to the right – “Closer Look”)

Example:

Claim: “5 gum is the best tasting chewing gum.”

Data 1: “This is because the *Gallup* poll surveyed Americans in June 2013 and compared the taste several brands of gum, with 5 gum winning the highest percentage of votes.”

Warrant 1: “Gallup is one of the most trusted polling organizations, because of how well they conduct their surveys, and that they are unbiased.”

Data 2: “5 gum uses real fruit juice, according to the label.”

Warrant 2: “The Food and Drug administration requires accurate labeling of food products, and real fruit juice contributes to the flavor.”

Impact: “You should try 5 gum.”

Of course, since this is debate, you can ask students how they might counter this. Ideas might include how each person’s taste buds are different, and how taste is a very personal experience, and how different flavors (strawberry, mint, etc.) might determine the success or failure of a survey.

- **Check for understanding:** Using arguments in SPARs, and engaging in civil crossfire.
- **Transition:** Discuss how students will have time to brainstorm arguments for their own debate cases, using the evidence they found in week 2.

Student Says...



Can I argue logically the next time I am conflicted with someone?

Closer Look!



- **Claim:** the position a debater states.
- **Data:** evidence (information – research) supporting the position
- **Warrant:** explaining how the evidence supports the position (link)
- **Impact:** the relevance/significance of the overall position to the side of supporting or opposing the topic.



Objective:

Practice 1 (We Do):

25 Minutes

•**Practice Summary:** To SPAR is to engage with one another with SPontaneous ARguments.

•**Directions:** Each student will develop a full argument about something. These can be silly topics, and for the sake of time for this example, students can “make up” data/facts, as long as the instructor explains how this approach is unethical when debating or in real-life circumstances. Students will face-off in pairs, responding to their peers with a reverse/opposing SPAR.

Examples: “People who are responsible wear TOMS shoes. This is because the TOMS company uses all natural plant materials and recycled materials to manufacture their shoes. This limits the amount of pollution causes by manufacturing artificial materials. Therefore, as a responsible person, I wear TOMS.”

Example with refutation built in:

“TOMS is a responsible company. This is because they expect all their workers to have safe working conditions and to be paid reasonably. Many companies, such as Nike, having working environments where workers must breathe toxic air. They also underpay their workers for their work. Therefore, you should purchase TOMS instead of Nike shoes.”

Other topic prompts (besides clothing) could include foods, recreational activities, music, TV shows, etc.

•**Debrief:** Each pair of students will share their arguments with the rest of the class.

•**Transition:** The teacher will highlight particularly effective SPARguments, and ineffective ones, redirecting how they could have been improved.

Introduction of New Material (continued):

10 Minutes

Review the “crossfire” format in a debate that students saw in the video example.

Explain that crossfire questions should attempt to accomplish:

- Clarifying a claim or data that was not stated clearly, or that you honestly missed.
- Clarifying an argument that was vague or that did not warrant effectively.
- Challenging the validity, or expertise/credibility of evidence.
- Set up a later argument by asking the opponent’s perspective on an issue.

Also, emphasize the importance of civility during crossfire, which is inherently adversarial – which makes it all the more important to be really nice!

Apprentices should conduct informal practice crossfires about their previous SPARguments. If apprentices have trouble thinking of questions, give them some examples. Often, modeling crossfire questions when students are stuck helps them see where they are missing opportunities. Then, see if they can come up with others.

Missing Parts...



Think of examples of spontaneous arguments in our daily lives (Coke vs. Pepsi, McDonalds vs. Taco Bell, etc.)

*Read this perspective for teachers of argument:
http://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=1001&context=coe_ted*

Additional Notes



Remember that crossfires should be civil, and there should be equivalent “give and take” between the two partners.



Objective:

Practice 2 (We Do):

35 Minutes

- Practice Summary:** This will be productive time where students can work collaboratively on their debate cases.
- Directions:** Based upon research found in week 2, students will collaboratively brainstorm conclusions they can draw from that evidence. They should write these down, whether in a notebook, or in a computer document. These *warrants* will help them in constructing their debate cases.
- Debrief:** Students should make sure they weigh the validity of the arguments with their partners. The instructor should review some of the warrants to ensure they are logically sound.
- Transition:** The arguments prepared today will form the foundation for the cases students prepare as they work toward the WOW! Showcase.

✓ Assessment: Exit Ticket

5 Minutes

•**Questions:**
Take the topic of recycling/reusing, and create an argument as to why we should reuse something, such as a plastic water bottle. Include the elements below:

Claim:

Data:

Warrant:

Impact:

Now, write a crossfire question that clarifies your argument above:

Now, write a crossfire question that challenges something in your argument:

•**Connect learning to WOW!:** Ask students if they feel prepared with effective arguments for their debate cases. If they do feel prepared, ask them if their arguments could stand up to their own crossfire. If they do not feel prepared, ask them where their weaknesses are, and give them some direction as to what direction they might take in strengthening their position(s).

Field Tips



Arguments, like research, are ongoing and constantly undergo review and improvement, based upon feedback received from judges and how the opposing team reacts in each debate.

Future Plans



Students have been informally presenting in various activities, but next week, they will learn to build even more confidence and to present more formally.



Presenting Arguments

Gain confidence and speak effectively in a formal setting.

Lesson Objective:

- I can gain confidence in speaking.
- I can speak clearly enough for an audience to understand.
- I can listen actively to others to take effective, critical notes.

I can define and apply the terms “confidence,” “articulation,” “flowing,” and “shorthand.”

Lesson Agenda

5 MIN	Hook: President Speaking
15 MIN	Confidence and Delivery
5 MIN	Active Listening Strategies
10 MIN	Approaches to Flowing
50 MIN	Activity: Flowing a Debate; Debrief
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Ability to show an online video of the President, as well as an online video or DVD of a sample debate.

Standards for Unit:

Citizen Schools students will speak clearly so the audience can understand.

Citizen Schools students will listen critically, take effective notes, and rebut/refute specific arguments.

Connections:

Communicating clearly is an important skill not only for classroom presentation, but for job interviews, meetings, and sales presentations. Listening is equally as important, since we are held accountable for what others tell us.

Material:

1. Pens
2. Journals/Notebooks
3. Online video of President Obama speaking
4. Video sample of a Public Forum Debate
5. Flowing worksheet format
6. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- **Warm Up:** Video sample of the President speaking
- **Say:** What tactics does the President use when he speaks? Does he use credible arguments?
- **Transition:** We trust people who speak well, as well as those who use credible arguments when speaking.

Introduction of New Material:

15 Minutes

- **Objectives/Agenda:** Explain how we gain confidence, and the elements of effective delivery.
- **Preview of Assessment:** Communication is only as effective as our delivery is clear enough for an audience to understand.
- **Direct Teach:** Definitions and examples of each element of delivery and confidence (see "Closer Look" to the right).
- **Check for understanding:** Ask students questions for examples of effective vs. ineffective delivery. Give them these tongue twisters and quotations to say aloud, and have them practice each element of delivery:

Volume, Clarity, Pause, Gestures

You know New York.

You need New York.

You know you need unique New York

Emphasis, Pause, Confidence, Gestures

Do not put off until tomorrow what you can do today.

Pronunciation, Pause, Clarity, Gestures

In February, the athlete drank from a pitcher of water, and then started reading an interesting book she found at the library.

- **Transition:** As we transition to discussing listening, students will be able to identify elements of delivery as they listen to speakers/debaters.

Student Says...



How can I sound as credible as the President when I speak?

Instructor Asks...

Why do we feel compelled to believe what the President says? Why are we impressed by politicians, in general?

Closer Look!



- **Confidence:** gained from knowing the content of the message, and that sharing that content is more important than the fear of worrying about what people will think. Practice and preparedness are key elements.
- **Volume:** loudness
- **Clarity:** crisply pronouncing words
- **Pronunciation:** saying the words with the correct sounds.
- **Pitch:** varying tone, so as not to be monotonous
- **Pause:** allow the audience to think
- **Gestures:** help emphasize and illustrate, but not distract!



Objective:

Introduction of New Material (continued):

15 Minutes

Active listening, like active reading, involves taking careful notes, and being attentive (avoiding distractions). This influences how well we “flow,” or take notes during debates. Flowing involves shorthand, or symbols and shortcuts for commonly-referred to ideas or technical terms particular to a specific debate topic. Main ideas pertaining to flowing:

- Document who said what, during which speech in a debate
- Connect ideas that relate (when the opposition attacks your own argument, so you can defend it, as well as when you attack the opposition’s arguments, so you can make sure you cover everything).
- Flowing consists of a “tag” or label for each argument, the citation, and warranting information.
- “Pre-flow” means to have your own prepared constructive arguments already flowed, so you can keep track of how the opposing team responds.
- Consider the overall “flow” of arguments from start to finish. Watch for this in the flowing activity coming up.
- Keep yourself organized. There are a variety of approaches to flowing, and one isn’t more correct than the other, as long as your approach is organized, you will be fine.

Practice 1 (We Do):

50 Minutes

•**Practice Summary:** Watching another video sample of a debate will allow students an opportunity to practice flowing.

•**Directions:** Supply students with a sample flow form, and have them take notes on the debate. The instructor should flow on an overhead transparency or on the computer, and compare what s/he flowed to what students flowed.

•**Debrief:** Discuss what everyone heard, and what they flowed. Discuss how we sometimes hear things differently. Analyze the accuracy of how people flowed, acknowledging that this was a new skill to learn, and we all become better at flowing with more experience.

•**Transition:** The teacher will illustrate the “flow” of arguments from start to finish in the sample debate, and which arguments were more effectively and consistently upheld by the debaters, as a result.

Missing Parts...



It is easy to let our minds wander. Active listening takes more self-discipline than active reading, speaking or writing.

The National Forensic League offers resources for flowing, including instructional videos: nationalforensicleague.org.

Additional Notes



Active listening can be applied to listening to lectures, guest speakers, and even taking notes during documentary movies/shows and other instances where we must understand an oral presentation.



Public Forum Flow

Pro Case	Con Response to Pro Case	Con Case	Pro Response to Con Case
Claim 1: Data/ Warrants (Proof): Impact (So What):		Claim 1: Data/ Warrants (Proof): Impact (So What):	
Claim 2: Data/ Warrants (Proof): Impact (So What):		Claim 2: Data/ Warrants (Proof): Impact (So What):	
Claim 3: Data/ Warrants (Proof): Impact (So What):		Claim 3: Data/ Warrants (Proof): Impact (So What):	



Objective:

✓ Assessment: Exit Ticket

5 Minutes

•Questions:

Look at your flow of the video debate and answer the following questions.

1. Give an example of an argument you liked, and why you felt the debater did a good job in constructing it.

2. Give an example of a weaker argument, and what you would have done better. If you cannot identify a weaker argument, then identify a point in the debate where you felt you would have struggled, and what strategies you might use to overcome that challenge.

3. How did the debaters do with delivery? Who was best, and why? Who was weakest, and why?

•Connect learning to WOW!: Communication works as a back-and-forth negotiation, and effective delivery and listening need to happen on both sides for it to be successful, and this is particularly important in a debate, where a judge determines which side is better.

Field Tips



Constantly working to improve both listening and delivery will help us achieve more success in debate, as well as in life.

Future Plans



The next week will be the last opportunity to have a substantial amount of time to prepare for debating; weeks 6-10 will involve practice debates and formal debates.



Case Construction

Students will build a case in support of their position for the given debate topic.

Lesson Objective:

- I can apply elements of argument to collaboratively construct a case (offense) and blocks against opposition arguments (defense).
- I can synthesize research information meaningfully, and warrant it to claims made.

Lesson Agenda

5 MIN	Hook: Offense vs. Defense in Sports
15 MIN	Case Structure
5 MIN	Writing Blocks
60 MIN	Activity: Collaborative Case Construction
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Computers to access research evidence, and to type cases.

Standards for Unit:

Citizen Schools students will claim specific positions of argument, backing with credible evidence, and explaining how that evidence relates.

Citizen Schools students will explain implications of each claim.

Connections:

Case construction is where all the elements of argumentation come together, through strategic organization and planning defense against opposing arguments.

Material:

1. Pens
2. Journals/Notebooks
3. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- **Warm Up:** Explore examples of offense vs. defense in sports, perhaps with video samples, so non-athletic-minded students will have a frame of reference.
- **Say:** How can we use offense strategy for arguments? How can we use defense strategy?
- **Transition:** Considering the strategies and arguments we want to explore, let's now look at how these elements come together in constructing a debate case.

Introduction of New Material:

20 Minutes

- **Objectives/Agenda:** Understand how to structure a case.
- **Preview of Assessment:** The strength of a debate case is in how it arranges arguments, logically and in order of importance.
- **Direct Teach:** Dissect a sample case, or return to the flow from the week 4 sample debate video, to show the elements of a case. Blocks are "plug-in" arguments that can be used after the opposition has attacked the case, to defend against those opposition positions. A case should have the following elements:
 - Introduction (quotation, memorable statistic; something to grab attention)
 - Definitions of key terms in the debate
 - Supporting "contentions" - arguments (claim-data-warrant-impact)
 - Conclusion – review of arguments and stating which way we should vote
- **Check for understanding:** Ask students if they feel prepared to write their own cases, and include all the elements discussed. As students begin writing their own cases, the instructor also should monitor students' progress and ensure all those elements are present.
- **Transition:** Students will have an opportunity to write their own cases, as well as "blocks," which are defensive arguments that rebut against opposition attacks.

Student Says...



Can I think of debate as a sport of the mind and of communication?

Closer Look!



- **Attention-Getter:** the introduction to the case should have a quotation or vivid statistic to grab the audience's attention.
- **Main idea:** a statement that summarizes the team's Pro (or Con) position in favor or against the topic (resolution).
- **Contention:** a complete argument in the case.
- **Conclusion:** a statement reminding the audience/judge to vote Pro (or Con).



Objective:

Practice 1 (We Do):

60 Minutes

- Practice Summary:** Students will spend time collaborating on a case.
- Directions:** Students will work in their paired teams, and one can begin working on a Pro case, while the other works on the Con case. They also should write blocks, and at some point, share each other’s work, so they can review one another’s cases, to make sure they are written well.
- Debrief:** Students will have the opportunity to practice their cases in week 6, so the emphasis this week should be on the preparation process. Instructors should check on apprentices’ progress by reviewing what they have written to check for logic in arguments, and cohesiveness and coherence in writing.
- Transition:** Students can optionally continue tweaking their cases, collaboratively, and over email/online between this week and next.

✓ **Assessment: Exit Ticket**

5 Minutes

- Questions:**
Checklist time! Give an example from the case you’ve written of each of these elements:
 1. Introduction
 2. Definition
 3. Contention
 4. Conclusion
- Connect learning to WOW!:** The cases written this week are what each paired team will use during the “Debate Tournament” that leads into the WOW! Showcase, so students should take care and effort to do their best possible work!

Missing Parts...



Students may need guidance in using word processing tools, as well as other tools for collaborating online.

Additional Notes



The instructor should circulate among the various paired groups to ensure students are on-task during the long practice/activity session, and be available to answer questions. This also would be a great opportunity to incorporate high school tutors to assist with questions.

Field Tips



Each case should be unique, and students can ask for guidance, but instructors and tutors must be careful to not suggest too much, or otherwise, the creative process will be lost. This especially takes maturity by tutors, who might be tempted to “give answers,” rather than guide apprentices in a direction.

Future Plans



Next week will involve practice debates to get a sense of the cases and blocks in action. Each paired team will have some time to reflect and adjust cases as necessary.



Initial Practice Run

Students will have an opportunity to practice, informally, with one other in pairs/teams. This will allow them to “work out the kinks” in either their pro or con case, and get some practice debating in a supportive environment. **This would be a particularly valuable time to have high school student mentors/tutors on-hand to help.**

Lesson Objective:

- I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably.
- I can offer constructive criticism to my partner, as well as the opposing team’s debaters, to improve skill in debating.

Lesson Agenda

5 MIN	Hook: Vince Lombardi on Practice
40 MIN	Practice Debate
20 MIN	Debrief Practice Debate with Other Team
20 MIN	Adjust Cases as Necessary
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Printed cases.

Standards for Unit:

Citizen Schools students will employ elements of argument.

Citizen Schools students will speak clearly so the audience can understand.

Citizen Schools students will listen critically, take effective notes, and refute/rebut specific arguments.

Connections:

This will be the first time apprentices will debate, so they may be nervous. Remind them that the stakes aren’t as high yet, because there will be no “winners” or “losers” in practice, but they should practice *as if* they were competing, so it means more!

Material:

1. Pens
2. Journals/Notebooks
3. Printed Cases
4. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- Warm Up:** Discuss the importance of practice and how every practice should be treated as if it's the "game" itself (as legendary football coach Vince Lombardi always urged his Green Bay Packers team to do).
- Say:** If we treat practice as an actual debate, we will perform better, and be able to identify what isn't working, so we can fix that. Because it's practice, it is okay to make mistakes, because the whole purpose of practice is to find those mistakes and correct them!
- Transition (Procedures):** Remind students that they should treat the practice debates as if they're real: same time limits for speeches, crossfire, etc., and should stay on-task.

Practice 1 (We Do):

80 Minutes

- Practice Summary:** Each pair of students will practice debating against another pair.
- Directions:** The instructor will team up two paired teams of students to practice debating. During the debate, each student should flow the arguments, as well as note things their partners and the other team should do to improve. Today, students will practice EITHER pro OR con, whereas in week 7, they will practice the OTHER case.
- Debrief:** After the debate, students will share feedback with one another, so they can adjust their cases as needed, as well as work on weaknesses with delivery or crossfire questioning and answering.
- Transition:** Students should make note of their weaknesses on their exit ticket, so they can remember to address and work to improve them.

✓ Assessment: Exit Ticket

5 Minutes

- Questions:**
 1. What are my weaknesses?
 2. What do I need to do to improve?
 3. What were my partner's weaknesses?
 4. How can I help my partner improve?
- Connect learning to WOW!** Each time students debate, they practice for the NEXT time they will debate, and continuously get better. Just as a medical practice or legal practice has the word "practice," in these professional disciplines that take years of education, the practitioners only improve after continuously conducting (or practicing) their skills.

Student Says...



What weaknesses do my partner and I have, and what can we do to fix them?

Can my partner help where I'm weaker?

Who is better speaking earlier, and who is more spontaneous and can "think on their feet" and serve as the second speaker in our paired team?

Field Tips



Instructors and tutors should be on-hand to observe and help when students are stuck, but not intervene unless absolutely necessary. They also should let the apprentices figure out what they can do to improve before they offer suggestions. They must function as the "guide on the side," and not the "sage on the stage."

Future Plans



Next week will be a structured practice in pods, so students will have one more opportunity to "fix" weaknesses, and for their other case.



Formal Practice

Students will have an opportunity to practice, more formally, with another pair/team. This will allow them to fine-tune the case they did not receive feedback on in week 6, and get some additional practice debating. As in week 6, **this also would be a particularly valuable time to have high school student mentors/tutors on-hand to help.**

Lesson Objective:

- I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably.
- I can offer constructive criticism to my partner, as well as the opposing team’s debaters, to improve skill in debating.

Lesson Agenda

5 MIN	Hook: Persistence to Achieve
40 MIN	Practice Debate A
40 MIN	Practice Debate B
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** This lesson can be adapted to a variety of seating configurations, although one that encourages discussion contribution and dialogue is ideal.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Printed cases.

Standards for Unit:

Citizen Schools students will employ elements of argument.

Citizen Schools students will speak clearly so the audience can understand.

Citizen Schools students will listen critically, take effective notes, and refute/rebut specific arguments.

Connections:

This will be the second time apprentices will debate. Remind them there still are no “winners” or “losers” in practice, but they should practice *as if* they were competing, so it means more! If mentors are on-hand, they can give more feedback.

Material:

1. Pens
2. Journals/Notebooks
3. Printed Cases
4. Observer Ballots/Critique Sheets
5. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- Warm Up:** Discuss Abraham Lincoln’s persistence to achieve, even after he failed.
- Say:** Practice is the way we persist to achieve in what we do, and the more we practice, the better we get!
- Transition (Procedures):** Remind students that they should treat the practice debates as if they’re real: same time limits for speeches, crossfire, etc., and should stay on-task.

Student Says...



How can I make the most of practices?

Am I working to overcome weaknesses?

What do I still need to do to improve?

Practice 1 (We Do):

80 Minutes

- Practice Summary:** Each pair of students will practice debating against another pair, using the case they did NOT practice with last week.
- Directions:** The instructor will team up two paired teams of students to practice debating. During the debate, each student should flow the arguments, as well as note things their partners and the other team should do to improve. Half the students will debate during one segment, and during the other segment, they will “judge” and offer feedback to another team.
- Debrief:** There only will be a brief moment for observers to offer observations of the debates (not winners or losers, rather, things students should work on to improve). Rather, the observing students should write their suggestions on a ballot form, so their peers can react to the written comments as students write their reflective journal/exit tickets.
- Transition:** On their exit tickets, students should highlight what worked and what didn’t in their practice debates, and what they will do to improve.



Assessment: Exit Ticket

5 Minutes

- Questions:**
 1. What strategies worked in today’s debate? Why?
 2. What do I need to do to improve, and what will I do to improve?

•**Debrief answers/lesson:** See above.

•**Connect learning to WOW!** This is the last practice debate. The next two weeks will be a “tournament” to determine the best two debate teams to represent the overall class in the WOW! Showcase.

Field Tips



Instructors and tutors should be on-hand to observe and help when students are stuck, but not intervene unless absolutely necessary. They also should let the apprentices figure out what they can do to improve before they offer suggestions. They must function as the “guide on the side,” and not the “sage on the stage.”

Future Plans



Next week will be the first tournament.



Debate Tournament, Part 1

Students will debate each other, formally, with judges who assign wins and losses.

Lesson Objective:

- I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably.
- I can offer constructive criticism to my partner, as well as the opposing team’s debaters, to improve skill in debating.

Lesson Agenda

5 MIN	Hook: Persistence to Achieve
40 MIN	Debate A
40 MIN	Debate B
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** A formal seating area for each set of debaters, and a place for judges and audience members should be considered.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Printed cases.

Standards for Unit:

Citizen Schools students will employ elements of argument.

Citizen Schools students will speak clearly so the audience can understand.

Citizen Schools students will listen critically, take effective notes, and refute/rebut specific arguments.

Connections:

This is the tournament! There will be winners and losers, so understanding etiquette, including winning with grace, and losing with dignity, are important.

Material:

1. Pens
2. Journals/Notebooks
3. Printed Cases
4. Ballots
5. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook: 5 Minutes

- Warm Up:** The Tournament Experience – discuss etiquette, formality, etc.
- Say:** A tournament, like any competition, is a formal occasion, where shaking hands, acting courteously, and demonstrating good sportsmanship are really important.
- Transition (Procedures):** The instructor should post a formal itinerary, and students should immediately report to the room/area where they are debating.

Practice 1 (We Do): 80 Minutes

- Practice Summary:** The instructor will assign students to various debates.
- Directions:** The instructor will divide the four debate rounds (A, B, C, and D) as follows (based on the number of judges available) – judges may be high school student mentors, or other interested adults:
 - 1 judge per 4 debaters (each paired team of two students will debate 4 other paired teams).
 - 1 judge per 8 debaters (each paired team will debate 2 other paired teams, and will sit-out two rounds).
 - 1 judge per 16 debaters (each paired team will debate 1 other paired team, and the instructor will judge).

•**Debrief:** The ballot will serve as the means for feedback, and students will reflect on their ballots – and winning or losing – on their exit tickets.

•**Transition:** On their exit tickets, students should highlight what worked and what didn't in their practice debates, and what they will do to improve.

✓ Assessment: Exit Ticket 5 Minutes

•**Questions:**

1. How did I respond effectively to the opposing team's arguments (what did I say, and why did it work?)

2. What could I have done better in both offensive and defensive strategy against my opposition?

•**Connect learning to WOW!** The highest-rated teams will debate in the WOW! Showcase.

Student Says...



What do I need to do to prepare for competition?

Am I working to overcome weaknesses?

What do I still need to do to improve?

Additional Notes



The National Forensic League offers guides and training for judges: nationalforensicleague.org

Field Tips



Any individuals serving as judges should be reminded to keep the rounds moving, to keep time accurately, and to intervene when necessary in crossfires that are "out of hand."

Future Plans



The tournament will continue next week.



Public Forum Classroom Ballot

Date:	Evaluator Name:	Topic:
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Pro Team		<i>Circle 1-3 points in each area for each speaker.</i>	Con Team	
Speaker 1	Speaker 2		Speaker 1	Speaker 2
1☒ 2☺ 3☺	1☒ 2☺ 3☺	Analysis: were the most important topic issues explained?	1☒ 2☺ 3☺	1☒ 2☺ 3☺
1☒ 2☺ 3☺	1☒ 2☺ 3☺	Evidence: were arguments supported with facts and experts?	1☒ 2☺ 3☺	1☒ 2☺ 3☺
1☒ 2☺ 3☺	1☒ 2☺ 3☺	Reasoning: Did conclusions reached flow from the evidence?	1☒ 2☺ 3☺	1☒ 2☺ 3☺
1☒ 2☺ 3☺	1☒ 2☺ 3☺	Crossfire: Were questions and answers to the point and civil?	1☒ 2☺ 3☺	1☒ 2☺ 3☺
1☒ 2☺ 3☺	1☒ 2☺ 3☺	Rebuttal: Were arguments of the opponents effectively countered?	1☒ 2☺ 3☺	1☒ 2☺ 3☺
1☒ 2☺ 3☺	1☒ 2☺ 3☺	Delivery: were speeches organized, projected and clear?	1☒ 2☺ 3☺	1☒ 2☺ 3☺
		← Add up total points →		

A compliment or a suggestion for improvement for each debater:

Pro 1 Name:	Con 1 Name:
Pro 2 Name:	Con 2 Name:

Winning team: <input type="checkbox"/> PRO <input type="checkbox"/> CON	REMINDER: More than one – but no new arguments – may be used in the final focus speech.
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The argument(s) that persuaded my vote:



Debate Tournament, Part 2

Students will continue to debate each other, formally, with judges who assign wins and losses.

Lesson Objective:

- I can practice debating with the prepared case, speaking extemporaneously and clearly, and answering questions capably.
- I can offer constructive criticism to my partner, as well as the opposing team’s debaters, to improve skill in debating.

Lesson Agenda

5 MIN	Hook: Persistence to Achieve
40 MIN	Debate C
40 MIN	Debate D
5 MIN	Assessment: Exit Ticket

Lesson Preparation:

- **Space:** A formal seating area for each set of debaters, and a place for judges and audience members should be considered.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Printed cases.

Standards for Unit:

Citizen Schools students will employ elements of argument.

Citizen Schools students will speak clearly so the audience can understand.

Citizen Schools students will listen critically, take effective notes, and refute/rebut specific arguments.

Connections:

By the end of the tournament, the instructor will determine which two teams will represent the overall group in the WOW! Showcase.

Material:

1. Pens
2. Journals/Notebooks
3. Printed Cases
4. Ballots
5. Exit Tickets



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

5 Minutes

- Warm Up:** Debrief the first part of the tournament, and offer any necessary reminders.
- Say:** This is the second day of the tournament. If you're debating today, remember that this is a new day, and don't worry about what has happened in the past. Just focus on now.
- Transition (Procedures):** The instructor should post a formal itinerary, and students should immediately report to the room/area where they are debating.

Practice 1 (We Do):

80 Minutes

- Practice Summary:** The instructor will assign students to various debates.
- Directions:** The tournament will continue from week 8. The instructor will select from the teams with the most losses and highest speaker points, breaking ties by selecting the teams with the best attitudes, including showing most on-task behavior during practices and other activities.
- Debrief:** The ballot will serve as the means for feedback, and students will reflect on their ballots – and winning or losing – on their exit tickets.
- Transition:** On their exit tickets, students should highlight what worked and what didn't in their practice debates, and what they will do to improve.



Assessment: Exit Ticket

5 Minutes

- Questions:**
 1. What feedback did I receive from today's debate that makes a lot of sense?
 2. What feedback did I receive that doesn't make sense, and why might the judge or audience have drawn that conclusion?
- Debrief answers/lesson:** What did I learn from the overall tournament experience?
- Connect learning to WOW!:** The highest-rated teams will debate in the WOW! Showcase.

Student Says...



What do I need to do to prepare for competition?

Am I working to overcome weaknesses?

What do I still need to do to improve?

Additional Notes



The National Forensic League offers guides and training for judges: nationalforensicleague.org

Field Tips



Any individuals serving as judges should be reminded to keep the rounds moving, to keep time accurately, and to intervene when necessary in crossfires that are "out of hand."

Future Plans



The WOW! Showcase is next week! Student will either debate, or write ballots of their peers.



WOW! Debate Showcase

Two teams will offer a showcase debate, with peers (and mentors) judging, and other audience members observing.

Lesson Objective:

- I can assume the responsibility for a collaborative work.

Lesson Agenda

10 MIN	Hook: Set Up the Topic and Debate
40 MIN	WOW! Showcase Debate
10 MIN	Tabulate and Announce Result of the Debate
20 MIN	Audience Commentary/Debater Q&A
10 MIN	Celebrate with Treats!

Lesson Preparation:

- **Space:** A formal seating area for each set of debaters, and a place for judges and audience members should be considered.
- **Group:** This lesson involves full group interaction, so ensuring students follow basic ground rules of tact and respect are important.
- **Resources:** Printed cases.

Standards for Unit:

Citizen Schools students will employ elements of argument.

Citizen Schools students will speak clearly so the audience can understand.

Citizen Schools students will listen critically, take effective notes, and refute/rebut specific arguments.

Connections:

The showcase debate will allow parents and friends of the apprentices to see the fruits of their efforts over the past nine weeks.

Material:

1. Pens
2. Journals/Notebooks
3. Printed Cases
4. Ballots
5. Treats



Objective: I can identify key ideas for and real-life purposes for the apprenticeship.

Hook:

10 Minutes

- Warm Up:** The instructor will set up the topic and give a brief overview of what the students have learned over the course of the apprenticeship.
- Say:** Welcome to our WOW! Debate Showcase. Our students have worked hard to differentiate between emotional conflict and logical arguments, and today, the
- Transition (Procedures):** The instructor should post a formal itinerary, and students should immediately report to the room/area where they are debating.

Showcase

70 Minutes

- The showcase teams will debate.
- Directions:** The instructor will collect ballots from peers and mentors assigned to judge, and sort the ballots into a “Pro” or “Con” pile, depending on which way each judge voted. In the case of a tie, the instructor will select a winner. The instructor will then announce the number of votes, and which team won.
- Debrief:** The instructor will moderate a question and answer/commentary period with the debaters and audience members.
- Transition:** On their exit tickets, students should highlight what worked and what didn’t in their practice debates, and what they will do to improve.

✓ **Assessment: Treats**

10 Minutes

- While enjoying treats, debaters can tell guests what they learned from the apprenticeship, and how they plan on using debate skills in future classes, and in life.

Student Says...



I have learned to argue, and defend a specific position.

Field Tips



The instructor should remind the audience to silence cell phones and other devices that make noise. The instructor also may wish to videotape the debate, to use as a future example.