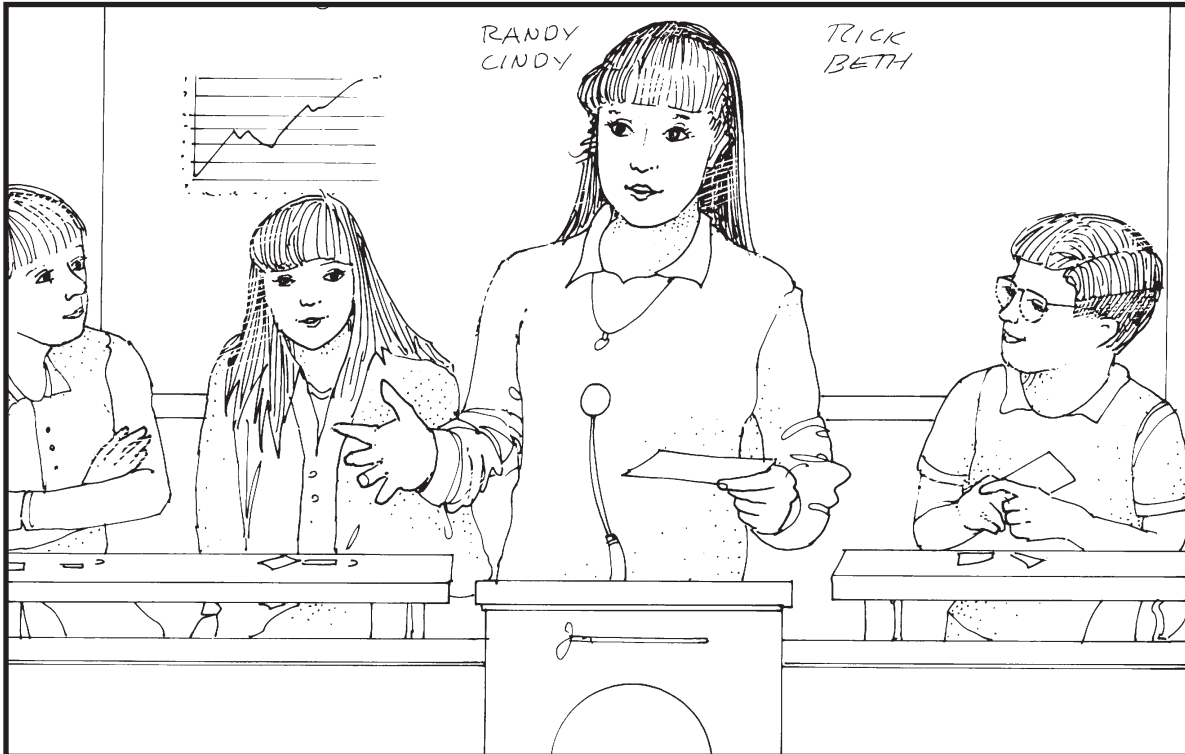

DEBATE MANUAL

JUNIOR HIGH/MIDDLE SCHOOL VERSION



UTAH DEBATE

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The National Energy Foundation is a unique non-profit organization dedicated to the development, dissemination, and implementation of supplementary educational materials and programs. These resources for education relate primarily to energy, water, natural resources, technology, conservation, and the environment. All of NEF's educational resources and services are designed to enrich and enhance instruction. They recognize the importance and contribution of natural resources to our economy, national security, the environment, and our quality of life.

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Murray City Power Department	Salt Lake City School District
Salt Lake Clean Cities Coalition	Washington County School District
Utah State Office of Energy Services	

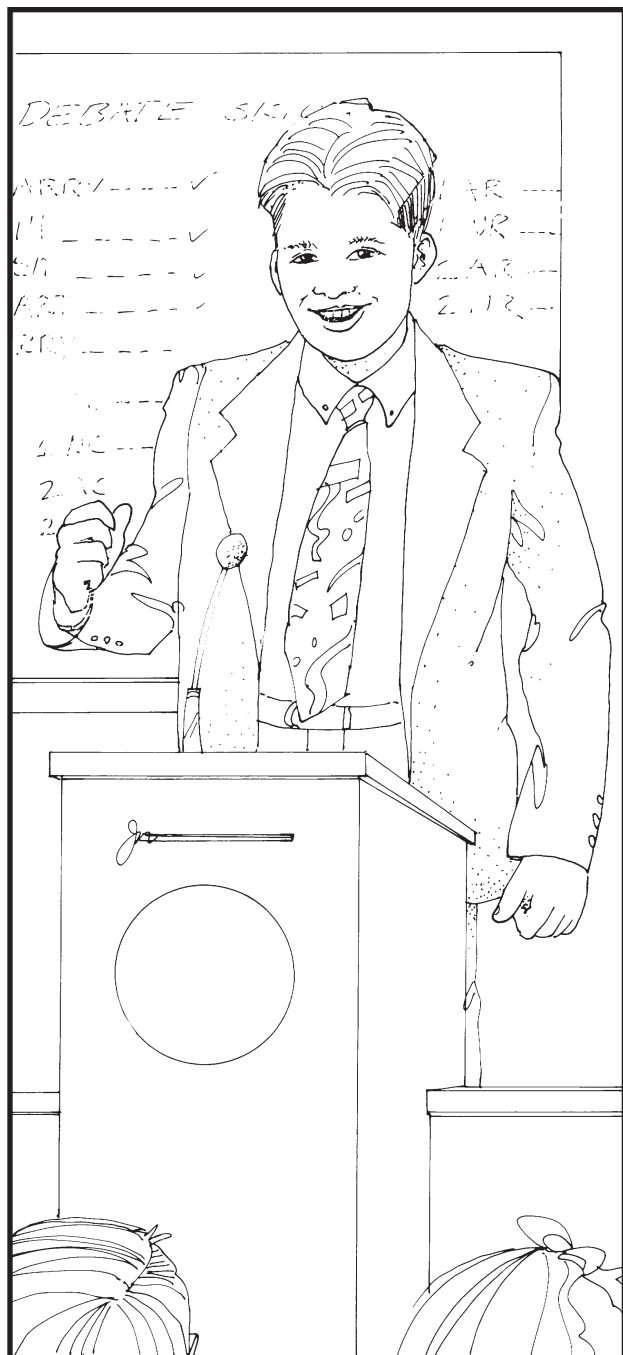
NEF also recognizes and appreciates the talents and expertise of numerous material development specialists, teachers, reviewers, editors, design specialists, artist, and all those who made this project possible.

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DEBATE GUIDE



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This collection of debate lessons and materials has been created to give educators in grades 4–9 a basis from which to teach the elements of debate to their students. The debate topic used in this guide is designed to be accompanied by educational materials and resources from the National Energy Foundation. This correlation of topic and research materials has been assembled so the debate learning process can be as easy and rewarding as possible.

OVERVIEW OF POLICY DEBATE GUIDE

DEBATE is an opportunity for students to use their skills of reading, thinking, writing, speaking and listening in a meaningful situation that can be related to their own lives. Teams of two students research a controversial issue to collect facts and expert opinions for/against a proposed change (stated as a resolution). They prepare cases by using these data and making inferences. Teams face opponents in timed speeches. They attempt to elicit judges' votes by stating a strong case and refuting opponent's claims with contradictory facts and explanations. Elementary students argue either as an affirmative or a negative team. Intermediate students are prepared to argue both affirmatively and negatively.

Debate can be used in the classroom in two ways:

1. As a unit of study, introducing debate skills with the process and information for the debate
2. As a part of the year's curriculum and as an outgrowth of language arts, science, and social studies.

Debate focuses on six main skill areas:

1. ANALYSIS: the higher thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends). In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.
2. ORGANIZATION: the three part organization of a speech—introduction, body, and conclusion.
3. DELIVERY: the presentation of a speech including projection, eye contact, fluency, and style.
4. EVIDENCE: facts, statistics, and expert testimony given in support of an argument.
5. REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions.
6. REFUTATION: identify and counter opponents' arguments and conclusions with reasoning and evidence.

Debate includes specific vocabulary and speech structures.

Each Debate Skill in this guide includes:

- Title
- Objective
- Guidelines
- Debate Vocabulary
- Pre-debate Activities

SCHOOL-WIDE FINAL DEBATES

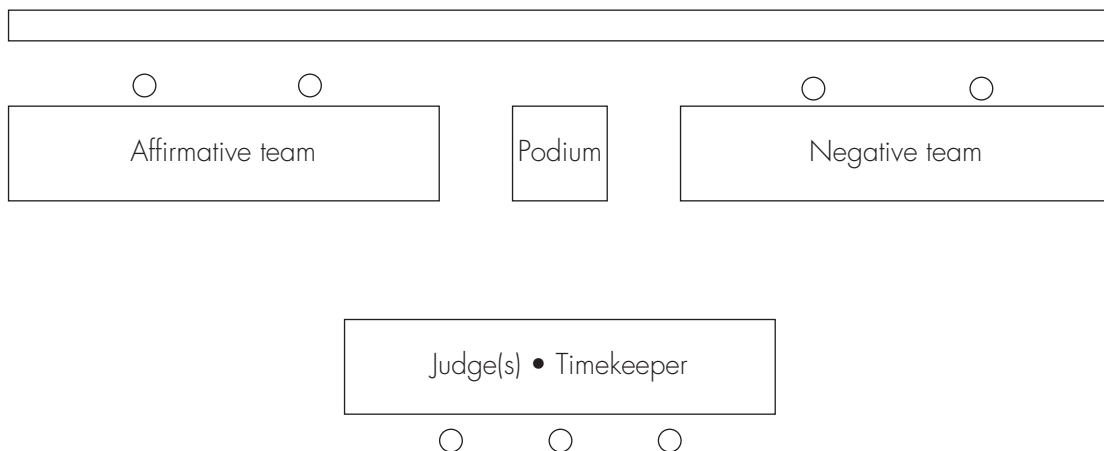
1. Assign half the teams a number and the other half a letter. Numbered teams are affirmative the first round and negative the second round (middle school only).
2. Locate empty rooms, spaces, closets, hallways, etc. (Classrooms with student observers can help other students learn energy and environmental concepts and the debate process.)
3. Each team must also debate twice—once affirmative and once negative.
4. Anyone who isn't debating or judging acts as a timekeeper. (Use time cards or hand signals.)
5. Speaker points are awarded.
6. If you grade debaters, you may base your evaluations on judges' comments, complete ballots and thorough flow charts. (See DEBATE BALLOT in Policy Debate Appendix)

DISTRICT AND STATE (INTER-DISTRICT) DEBATES

District debates are coordinated with Gifted and Talented coordinators, high school coaches and teacher teams. Winners from district meets are invited to attend state level or inter-district meets.

ROOM ARRANGEMENT FOR DEBATE

1. Teams sit at front of room on opposite sides, facing judge, and timekeeper.
2. Speaker stands between two teams at podium or table (if available).
3. Judge and timekeeper must sit where speakers can see them.
4. Names, speaker positions and/or code numbers are put on chalkboard if available.



SUGGESTED TIME LINE OF PRE-DEBATE ACTIVITIES

Listed below are processes and techniques that enhance debate skills. Many activities may already be offered; but, with a slight shift of emphasis students will become stronger in the skills they need to be successful and strong debaters. Suggestions for pre-debate activities are contained within this guide. (Activities may be found in district guides or other books.) We suggest the following chronology for skill mastery:

SEPTEMBER – DECEMBER:

- Brainstorming
- Categorizing
- Forecasting
- Problem solving and decision making
- Analyzing (analysis)
- Evaluating

In language arts:

- Read orally in class
- Memorize poems or speeches
- Read student writing aloud
- Look at both sides of an issue
- Speak extemporaneously
 - a. one minute
 - b. two minute
- Take notes while reading or listening
- Strengthen listening skills
- Enhance learning skills from English textbook
 - a. fact and opinion
 - b. persuasive writing
 - c. cause and effect
 - d. research skills

In language arts or social studies:

- Strengthen newspaper skills
 - a. components of a news article (same components of a debate plan)
 - b. cause and effect
 - c. presentation of information in a story (funnel technique—most important to least)
 - d. find main ideas and supporting ideas
 - e. study advertising techniques
 - f. read about and study current issues, then informally debate the issues

SUGGESTED TIME LINE OF PRE-DEBATE ACTIVITIES – continued

In social studies:

- Find causes and effects of historical events
- Analyze components of history
- Look at both sides of the issues

In math:

- Study statistics
- Go over how to read surveys and opinion polls
- Teach students to read graphs and charts
- Have students use reasoning to explain how they solved problems

In science:

- (Topics usually involve energy, natural resources, or the environment and can easily be addressed in the science curriculum.)
- What is energy?
- How does it affect the environment or natural resources?
- Learn about energy sources
- Learn about alternative energy sources
- Study the environmental issues of energy
- Predict the future of energy or natural resources

About October—as soon as resolution for the year is announced:

- Give students a large manila envelope with a copy of the resolution inside or taped to the front (this is to collect all debate information).
- Discuss the resolution.
- Brainstorm all possible solutions (have student write these down and keep in a folder).
- Brainstorm all possible problems, hindrances or negative responses to the resolution.
- Instruct students to begin collecting all information they find on the subject. Have them share the resolution with their parents so they can help collect information. (If possible, put the resolution in the school newsletter.)
- Set dates for class and/or school meets. Inform students and parents of these dates. (Again, this could be put in the newsletter.)
- Periodically remind students of the resolution and discuss any current trends or topics.
- To assist students in gathering information refer to the RESOURCES section of the Policy Debate Appendix.

IN JANUARY:

- Discuss the resolution again.
- Bring in several news articles, if they're not too long, make a copy for each student. Read and discuss the articles together. Show students how to make and organize evidence cards. Some students like to use three-ring binders instead of the cards. (Instructions on how to do evidence cards is discussed later in this book.)
- Spend an hour once a week building debate vocabulary, discussing the resolution, news articles, and current trends.
- Review any other applicable resources, such as: videos, books, public opinion, etc.
- Near the end of January have students choose their partners.

FEBRUARY – APRIL:

- Attend the debate workshop provided
- Research and study both sides of the issue
- Watch current trends Use the Debate Guide to develop:
 - » Plan
 - » Speeches
 - » Rebuttals
 - » Reasoning
 - » Evidence
 - » Delivery

NOTES:

DEBATE VOCABULARY

Note: All debate vocabulary is important to all debaters; however, the list may be over-whelming to a first time debater. Asterisked (*) words are identified as those words to be learned first.

ACCRUE: to accumulate or to increase

ADVANTAGE: what is gained by adopting the affirmative plan

AFFIRMATIVE*: the side in the debate arguing in favor of the resolution; the side that wants to change the status quo

ANALYSIS*: the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends) [In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.]

ARGUMENT*: a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.]

BRIEF: an outline of an argument with evidence that supports one side of the proposition

BURDEN OF PROOF: the obligation of debaters, affirmative or negative, to prove with evidence and reasoning any argument they introduce

CASE: affirmative arguments that show a need to change

CAUSAL LINK: the logical connection between two events or arguments—the link

CAUSALITY: the relationship between two things in which one is believed to cause the other

CIRCUMVENT: to get around or avoid

CLASH: the term used to refute an argument

CONSTRUCTIVE SPEECH*: the first speech given by each participant in a debate [In this speech, the debater presents the arguments in support of his/her position.]

COUNTER PLAN: alternative plan to the affirmative proposal [A counter plan must be non-topical.]

DELIVERY*: the presentation of a speech including fluency, projection, eye contact, and style

DISADVANTAGE: negative argument indicating that adoption of the plan will result in severe consequences

EVIDENCE*: facts, statistics, and expert testimony given in support of an argument

FLOW CHART: a system of keeping track of arguments given in a debate [A flow chart is for the personal use of each team and is not shown to the judges or other team.]

FLUENCY: the ability to speak knowledgeably about the debate topic with a comfortable pace and smooth delivery

GESTURES: movements of the body, or part of the body, to express or emphasize ideas and emotions

HARM: an undesirable impact or result brought about by a plan or policy

IMPROMPTU: to speak on a topic with a short amount of preparation time

INHERENT: the nature or character of something, a necessary part [Inherent is used to describe a feature or characteristic that exists and will continue to exist in the absence of the affirmative plan.]

JUSTIFICATION: why the resolution, rather than any other program, should be adopted

NEGATIVE*: the side of the debate arguing against the resolution

ORGANIZATION*: the three part organization of a speech — introduction, body, and conclusion

PACE: the rate at which a speaker delivers his/her ideas, arguments, and refutation

PERSUASIVE: to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing.]

PLAN*: the steps given by the affirmative team to implement the resolution and give justification for the plan

PLANK: each separate step of a plan

PREPARATION TIME: the time used between speeches for preparation

PRIMA FACIA CASE: has first appearance of proving a fact [The affirmative has a prima facia burden in the First Affirmative Constructive to demonstrate:

1. topicality (meet resolution)
2. significant harm (need to change)
3. the harm is inherent within the status quo
4. the plan will solve the harm
5. present a plan]

PROJECTION: the ability to make your voice heard clearly and distinctly at a distance [Also, the ability to project feelings and emotions in your voice.]

REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

REBUTTAL SPEECH*: the speech given following the constructive speeches [The debater refutes the arguments of the other team. The rebuttal speech may also be used to clarify, answer the other team's refutations, to summarize arguments, and persuade to own point of view.]

REFUTATION: identify and counter opponents' arguments and conclusions with reasoning and evidence

REFUTE: reasoning and evidence given by one side in a debate to oppose the opponents' arguments and conclusions

RESOLUTION*: the formal statement of the issue to be debated

SIGNIFICANT: the impact, importance, or scope of an issue or a part of the issue

SOLVENCY: the term meaning the problem can be solved [Affirmative reasons that problems identified can be solved with the affirmative plan; negative reasons that problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

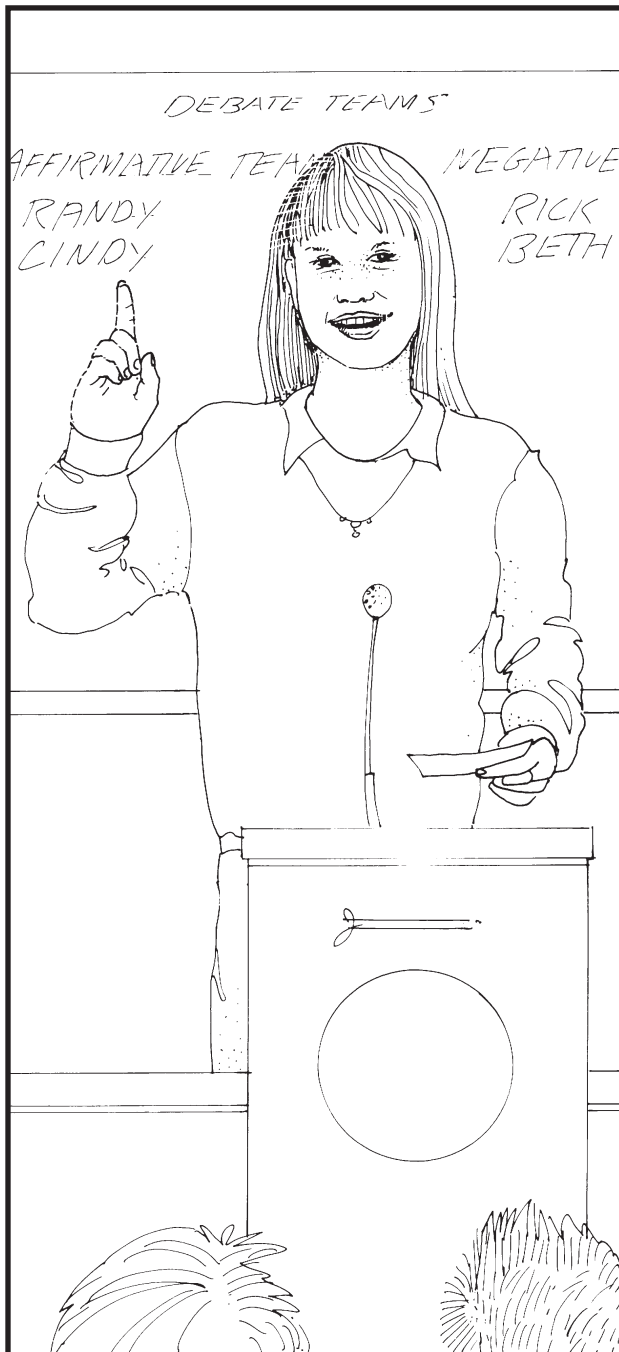
STATUS QUO*: the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

TONE: the quality of voice that includes pitch and clarity of words

TOPICALITY: the state of conformity to the intent of the resolution [A case is topical if it justified the full intent of the resolution. A plan is topical if the needs are solved or the comparative advantages are gained as a direct result of those planks in the plan that implement the resolution.]

NOTES:

POLICY DEBATE



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Teams of two students research a controversial issue to collect facts and expert opinions for/against a proposed change —stated as the resolution. They attempt to persuade judges to their side by stating a strong case and refuting their opponent's claims with contradictory facts and explanations.

DEBATE SKILL 1

TITLE: ANALYSIS

OBJECTIVE:

Students use the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends). In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.



GUIDELINES:

Using logical reasoning, students should be able to:

1. Identify the parts related to an issue.
2. Look at causes and effects to understand the impact of decisions.
3. Compare and contrast the parts of the issue as they relate to the whole.
4. Analyze the direction of current trends (a general tendency or course of direction), then predict future scenarios of where we are heading and the impact of this direction.

DEBATE VOCABULARY:

ARGUMENT: a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.]

PLAN: the steps given by the affirmative team to implement the resolution and give justification for the plan

STATUS QUO: the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

PRE-DEBATE ACTIVITIES:

Analysis can be taught as an isolated skill or through the curriculum. It can then be used to identify comparisons, contrasts, causes and effects, current trends, and future scenarios with logical arguments. (Note: Bloom's Taxonomy is a good source for skill development of analysis.)

ACTIVITY 1:

Use analysis skills to understand the parts of a story.

After reading a story from the basal, students identify each part of the story (introduction and setting, characters, plot and resolution).

ACTIVITY 2:

Use analysis skills to understand the fall of a civilization. (Example: The Roman Empire) Analyze causes and effects of the "Fall of the Roman Empire."

What were the components of the Roman's daily life?

What weakened their society and government?

ACTIVITY 3:

Apply analysis skills to compare and contrast changes.

Compare life in the early 1900's to life now. Students should list all of the changes they can, then place them into categories by years.

Decide which changes had positive and which had negative impacts on society.

ACTIVITY 4:

Use analysis skills to identify current trends and predict the future accordingly.

Identify a current trend, then predict what this will do to the future. (This may be done as a list or used with the FUTURE SCENARIO worksheet found in the Policy Debate Appendix.)

Decide if the impacts will be positive or negative. (Example: What if car travel continues to increase at the current rate, what will be the outcome?)

DEBATE ACTIVITIES:

Analysis of the issues is critical in preparing a logical plan or argument. Sub-problems and related issues must be considered along with the “big problem.”

ACTIVITY 1:

Use analysis skills to understand the causes and effects of the current problem.

Analyze the current situation. Why the resolution and present concern?

Generate as many ideas as possible about the causes of the present problem.

What will be the effects of these? (This could be done as a whole group listing them on the board or individually with each student writing a personal list.)

ACTIVITY 2:

Use analysis skills to understand the problems and sub-problems related to the resolution.

List all the problems related to the status quo.

List any related or sub-problems that are contained within the “big problem.”

On another sheet of paper have students list all of the solutions they can think of for the problems.

Discuss the positive and negative of each pro-posed solution. Will any of these solutions create new problems?

ACTIVITY 3:

Use analysis skills to compare and contrast the parts related to the resolution to identify the most important components of the issue.

Complete the CREATIVE PROBLEM SOLVING sheet found in the Policy Debate Appendix. (The worksheet is self explanatory and will direct the students to focus on major problems and solutions.)

ACTIVITY 4:

Use analysis to identify current trends and forecast the future accordingly.

Identify the current trends of society related to the status quo. What do people do now? Does their current behavior, thinking, or habits create problems now or for the future? Have students fill out the FUTURE SCENARIO worksheet.

Discuss the impact of the future direction.

Will everyone be happy or content with outcomes?

Is there anything that could be done to change the current direction?

What would that accomplish?

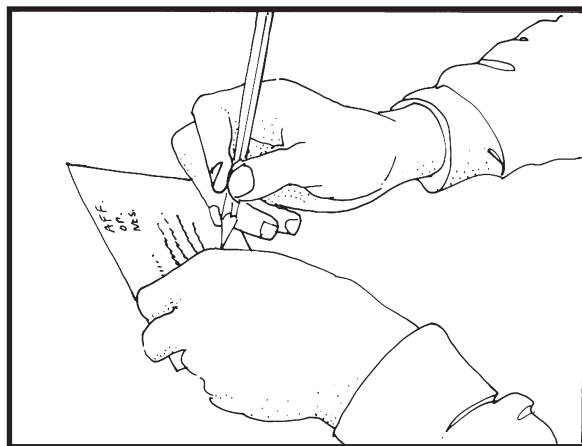
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DEBATE SKILL 2A

TITLE: PERSUASIVE WRITING/SPEAKING

OBJECTIVE:

Students use persuasive writing / speaking skills to influence or convince another to a new idea or a different point of view.



GUIDELINES:

Using persuasive writing / speaking skills, students should be able to:

1. Identify a point of view on an issue and be able to state it.
2. Develop and defend the point of view with reasons, evidence, and examples.
3. Understand and use persuasive skills to convince others.
4. Organize writing / speaking skills into a logical plan of action.

DEBATE VOCABULARY:

ARGUMENT: a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.]

EVIDENCE: facts, statistics, and expert testimony given in support of an argument

ORGANIZATION: the three part organization of a speech—introduction, body, and conclusion

PERSUASIVE: to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing.]

REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

PRE-DEBATE ACTIVITIES:

The skills of organized, persuasive writing / speaking are important to success in debate.

ACTIVITY 1:

Study the power of persuasion.

Using ADVERTISING TYPES found in the Policy Debate Appendix, discuss the different types of advertisement techniques. Have students analyze several magazine, newspaper, T.V. or radio ads. Decide what technique(s) were used. Discuss which types of persuasion would be appropriate for debate. Assign students to write an ad or do further research of advertising techniques.

ACTIVITY 2:

Discuss the correct format for writing a speech or paper. Hand out a copy of P.R.E.P. TALK/ WRITE found in the Policy Debate Appendix. Assign students to write a letter convincing a friend to do an activity with them. Have them use the format provided:

date

Dear Friend,

State your point. What do you want your friend to do?
Give the details of time, place, etc.

Give your friend several good reasons to do this with
you.

Provide evidence or examples of why they would enjoy
this activity.

Restate your point.

Sign your letter.

ACTIVITY 3:ACTIVITY 4:ACTIVITY 5:ACTIVITY 6:ACTIVITY 7:

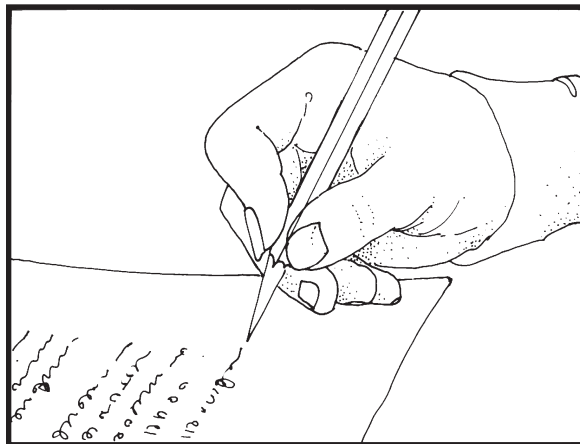
NOTES:

DEBATE SKILL 2B

TITLE: ORGANIZATION OF A PLAN

OBJECTIVE:

Students will plan the organization of a course of action that will change the current direction.



GUIDELINES:

Using organizational skills, students should be able to:

1. Identify the components of a plan. (Who? What? Where? When? Why? How?)
2. List the components of the plan in order of importance and/or order of action.
3. Make a plan that could solve a number of the issues contained within the resolution.
4. Develop a plan that is both realistic and feasible.

DEBATE VOCABULARY:

PLAN: the steps given by the affirmative team to implement the resolution and give justification for the plan

COUNTER PLAN: alternative plan to the affirmative proposal—it must be non-topical Plank each separate step of a plan

RESOLUTION: the formal statement of the issue to be debated

PRE-DEBATE ACTIVITIES:

Planning is a valuable life skill. While it comes naturally for some, planning can be taught to others through activities.

ACTIVITY 1:

Search newspaper articles to identify Who? What? Where? When? Why? How?

ACTIVITY 2:

Plan and organize assignments through the use of time lines.

Give students a long term assignment or project. Using a calendar, have the students fill out the completion date and intermediate check dates. Where will they need to be at each check date? How will this be accomplished? (It is also helpful for students to plan times, workplaces and supplies needed.)

ACTIVITY 3:

Plan a party—real or pretend.

Students should describe their party, then plan all details for the party—decorations, food, rides, etc.

ACTIVITY 4:

Plan how to accomplish the following assignment:

You have been assigned to organize a group of students to clean an area of the roadside that your school has adopted. Set up a plan, then prepare a flyer or poster with all information. (Include who? what? where? when? why? how?)

DEBATE ACTIVITIES:

ACTIVITY 1:

Complete the worksheet in the Policy Debate Appendix titled WHO SHOULD SOLVE THE PROBLEM? Discuss the results. (It is important that students understand the responsibilities and limitations of different governmental levels and agencies.)

ACTIVITY 2:

Write an outline for a plan or counter plan using the worksheet in the Policy Debate Appendix titled PLAN OR COUNTER PLAN.

ACTIVITY 3:

Ask three adults to read the plan and answer these questions:

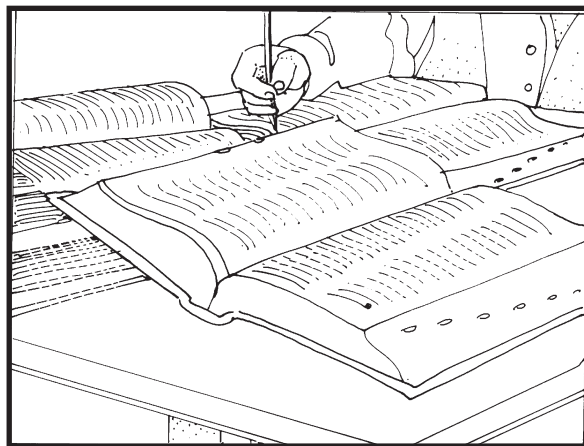
1. Do you think this plan will work? Why or why not?
2. Can you see any flaws in the plan?
3. Do you think the time line for change is realistic?
4. What are your suggestions?

DEBATE SKILL 2C

TITLE: WRITING A DEBATE SPEECH

OBJECTIVE:

Students will write a debate speech.
Secondary speech is five (5) minutes



GUIDELINES:

Using writing and organizational skills, students should be able to: Identify those speeches used by both the affirmative and negative team.

1. Identify and understand the components of each of the speeches.
2. Develop an outline for the First Affirmative Constructive, First Negative Constructive, Second Affirmative Constructive, and Second Negative Constructive speeches.
3. Organize the speeches into the correct order of delivery.
4. Have a clear understanding of the division of labor associated with each speech.

DEBATE VOCABULARY:

All of the terms found in DEBATE VOCABULARY, page 9, are important to this activity. If this activity is going to be copied and given to the students, that section should be included.

FIRST AFFIRMATIVE CONSTRUCTIVE

I. INTRODUCTION

- A. Present the issue with a quote or snappy saying.
- B. State the resolution (use the current resolution).
- C. Introduce yourself and your partner.

II. DEFINITIONS

- A. Define any words from the resolution that are important to your case.
- B. Clarify any terms or abbreviations used in your speech (such as EPA).

III. CASE

This speech should be the most developed version of case.

- A. I will now present our case.
- B. The status quo is not working (inherency and harms).
- C. Briefly state contentions using at least three main points that are complete sentences.

EXAMPLE:

Contention 1: Humans need to be responsible for their water use.

Contention 2: Water is a precious, limited resource.

Contention 3: The protection of our natural environment depends on proper water allocation.

- D. Each main point may have sub-points with evidence to support them.

IV. PLAN and SOLVENCY

- A. This is your big job. Your purpose is to solve all problems listed in the case.
- B. Key the plan with words. Example: "To solve our water problems, we present the following plan."

- 1. Describe the plan.

- a. What is it?
- b. Who will oversee the plan and be responsible?
- c. How will this get done?
- d. When will it be done? (give a time line for completion)
- e. Where will this take place?
- f. Why should this be done?
- g. Predict the cost and who will pay.
- h. Explain penalties for non-compliance.

- C. Advantages - explain how this will solve the current problems.

- D. Key with words.

EXAMPLE: The affirmative plan will accrue the following advantages:

- 1. Water will be used wisely.
- 2. Our natural environment will be protected.

V. ENDING

- A. Go back to your opening statement or have another snappy saying.
- B. Give a persuasive statement to the judges about your speech.

(Note: See Policy Debate Appendix for CASE PRESENTATIONS)

FIRST NEGATIVE CONSTRUCTIVE

I. INTRODUCTION

- A. Introduce yourself and your team (negative).
- B. My partner and I do not support the proposed resolution “(use current resolution)”.
- C. We think...

II. ATTACK FIRST AFFIRMATIVE CONSTRUCTIVE

- A. My opponent says _____, but I disagree because _____.
- B. Hit every single reason that the first affirmative constructive mentions. (Be sure to flow.)
- C. Key words: Where is the proof? I disagree!
- D. Use evidence, examples, and logic.

III. CASE

- A. Say “I will now present the negative case.”
- B. List all the reasons why your team feels the way you do—use examples and evidence.
- C. Key words: “The status quo is just fine (give reasons for this).”
- D. Number your reasons if you wish, and use fingers to emphasize.
- E. This is your BIG job. Spend most of your time here.

IV. CONCLUSION

- A. Summarize – mention your most important reason(s) again.
- B. Restate – the status quo is just fine.
- C. Snappy Ending.

(Note: See Policy Debate Appendix for CASE PRESENTATIONS)

SECOND AFFIRMATIVE CONSTRUCTIVE FOR JR. HIGH/MIDDLE SCHOOL STUDENTS

I. INTRODUCTION

- A. State your name.
- B. My partner and I support the resolution (do not repeat the resolution).

II. ATTACK THE FIRST NEGATIVE CONSTRUCTIVE

- A. My opponent says _____, but _____.
- B. Expose any discrepancies or problems with their case.
- C. Support these with evidence.

III. CASE

This should be an explained extension of your case.

- A. Start by saying "Let me review our case."
- B. Repeat a few of your partner's reasons.
- C. Introduce two or three more reasons.
- D. Each main point must have at least one piece of evidence to prove it.
- E. Each main point may have sub points as needed.
- F. Each sub point must also have evidence to support it.
- G. Sub points are written in complete sentences.

IV. PLAN and SOLVENCY

- A. The first affirmative should fully develop the plan. The second affirmative should restate or deepen the plan.
- B. Start by saying "I will now finish explaining our plan." or "I will now restate our plan."
- C. Explain how this will solve the current problems.
- D. Give reasons of support for your plan.

V. ADVANTAGES

What will your plan do to solve the problems?

- A. Key it with words such as "The affirmative plan will accrue the following advantages:
 - 1. Water will be used wisely.
 - 2. Our natural environment will be protected."

VI. CONCLUSION

- A. The status quo is NOT working—summarize reasons.
- B. Restate the advantages of your plan and why it will work.
- C. End with a snappy saying or a strong statement of persuasion.

(Note: See Policy Debate Appendix for CASE PRESENTATIONS)

SECOND NEGATIVE CONSTRUCTIVE FOR JR. HIGH/MIDDLE STUDENTS

I. INTRODUCTION

- A. Introduce yourself and your team (negative).
- B. My partner and I do not support the resolution: “(use current resolution)”.
- C. We think...

II. ATTACK SECOND AFFIRMATIVE

- A. “The affirmative plan can only cause harm.” Give reasons, examples, and evidence.
- B. Your BIG job is to attack the affirmative’s plan.
- C. You may also attack their case (reasons) if your partner forgot to, or if you have a better example.
- D. Key words: I disagree! Where is the proof?

III. COUNTER PLAN

- A. Only if you want to. This tactic is not necessary.

IV. CONCLUSION

- A. This is also your BIG job. Spend time on it.
- B. Restate the resolution. State that it isn’t necessary.
- C. The main point is _____, and the affirmative team has not.
- D. Have a snappy ending. (Note: See Policy Debate Appendix for CASE PRESENTATIONS.)

ORDER OF SPEECHES – Junior High/Middle School Students

CONSTRUCTIVE SPEECHES:

FIRST AFFIRMATIVE - 5 minutes
FIRST NEGATIVE - 5 minutes
CROSS EXAMINATION - 2 minutes
SECOND AFFIRMATIVE - 5 minutes
SECOND NEGATIVE - 5 minutes
CROSS EXAMINATION - 2 minutes

REBUTTAL SPEECHES:

FIRST NEGATIVE - 2 1/2 minutes
FIRST AFFIRMATIVE - 2 1/2 minutes
SECOND NEGATIVE - 2 1/2 minutes
SECOND AFFIRMATIVE - 2 1/2 minutes

In addition to these times, each Jr. High/ Middle School Policy Debater is allowed 2 minutes "Prep Time". Prep time is time given during the debate in order for students to organize their thoughts and prepare arguments. Students may ask the judge for prep time can at any point during the debate that is between speeches. Prep time should not be taken before the affirmative constructive or before cross-examination. It is recommended before the negative constructive and before rebuttals.

SUGGESTIONS FOR PREP TIME USAGE:

- One minute before negative constructive to make sure that arguments are clear and that student has written down some responses to the 1st affirmative constructive.
- One minute before each rebuttal to give the debater time to organize thoughts and to come up with clear arguments that counter the other side.

In addition to these times, each student will have 2 minutes to use as "prep time." Prep time is time given during the debate in order for students to organize their thoughts and prepare arguments. They may ask the judge for prep time at any point during the debate that is between speeches. Prep time should not be taken before the affirmative constructive or before cross-examination. It is recommended that debaters use prep time before the negative constructive and before rebuttals.

Suggestions for prep time usage:

1 minute before negative constructive to make sure that arguments are clear and that student has written down some responses to the 1st affirmative constructive.

1 minute before each rebuttal to give the debater time to organize thoughts and to come up with clear arguments that counter the other side.

DIVISION OF LABOR FOR JR. HIGH/MIDDLE SCHOOL STUDENTS

CONSTRUCTIVE SPEECHES

FIRST AFFIRMATIVE CONSTRUCTIVE

Introduces self and partner; presents resolution; defines terms; outlines harms in the status quo presents an overview of the case; fully develops the plan making sure the what (is the plan), why (is it needed), when (time-line), who (will do it) and how (will it be funded) are included in the details of the plan; proves harm exists and will get worse if the current trend continues.

FIRST NEGATIVE CONSTRUCTIVE

Introduces self and partner (do not need to restate resolution); refutes case and definitions presented by first affirmative; disagrees with each harm; argues topicality if appropriate; presents own definitions; explains negative points; and emphasizes negative position. Should be persuasive and clear.

SECOND AFFIRMATIVE CONSTRUCTIVE

Refutes first negative point by point say something about everything); preserves original case organization while presenting more detail; addresses all arguments and if negative has missed an argument, points it out, repeats it and summarizes it; gives further details about/deepens the plan; shows how the plan will solve problems

SECOND NEGATIVE CONSTRUCTIVE

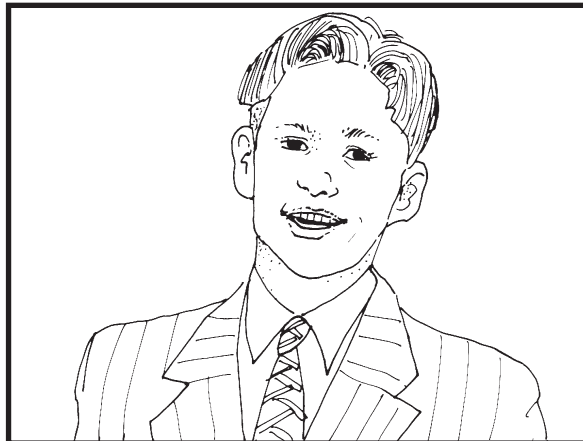
Attacks plan and advantages presented by first and second affirmative; uses workability of plan, solvency of plan and disadvantages caused by the plan. Be creative! Refute any second affirmative arguments (or any arguments left from first affirmative).

See Rebuttals for division of labor in rebuttals.

TITLE: DELIVERY

OBJECTIVE:

Students use speaking skills and a persuasive style to deliver their information to the judge(s). These skills include controlling and varying vocal projection and expression, making eye contact, displaying confidence through voice and body language and using persuasive techniques. Delivery also includes being aware of and observing time limits.



GUIDELINES:

Using delivery skills, students should be able to:

1. Speak in a strong, pleasant, and clear voice that can be easily heard and understood. A variety of pitch and volume can add interest and persuasion to the speaker's points.
2. Maintain a pace that is neither too fast nor too slow, but vary the pace occasionally for interest.
3. Stand straight and tall with no fidgeting, rocking, or distracting movements, but give a natural appearance of confidence with voice expression, eye contact, and gestures that come easily.
4. Use time to think and to choose words carefully. The more comfortable with the topic the students become, the easier it is to be fluent and speak without 'ums', 'ers', 'okays' or nervous panic.
5. The effectiveness of the delivery is often as important in the judging of a debate as the arguments and refutations.

DEBATE VOCABULARY:

FLUENCY: the ability to speak knowledgeably about the debate topic with a comfortable pace and smooth delivery

GESTURES: movements of the body or parts of the body to express or emphasize ideas and emotions [Gestures should be natural, not exaggerated, and should add to your delivery, not detract.]

IMPROMPTU: speaking on a topic with a short amount of preparation time

PACE: the rate at which a speaker delivers his/her ideas, arguments, and refutation in a debate [A very fast rate of delivery is called “spewing” and is not appropriate in an elementary debate. Advanced debaters may pick up the pace of delivery but “spewing” is still not recommended.]

PERSUASIVE: to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing. Opening statements and rebuttals are important times to be convincing and persuasive.]

PROJECTION: the ability to make your voice heard clearly and distinctly at a distance; also the ability to project feelings and emotions into your voice

TONE: the quality of your voice that includes pitch and clarity of words

PRE-DEBATE ACTIVITIES:

NOTE: Students require a supportive atmosphere from teacher and peers to gain the necessary practice to become comfortable with public speaking. Give time for students to talk about fears and concerns as well as numerous opportunities to speak in front of small and large groups. It is important for students to know that stage fright is common to everyone.

ACTIVITY 1:

Discuss experiences students have had speaking in front of groups. How did they feel? What are their concerns? Add your own experiences. Compare feelings about speaking to a thermometer. The temperature goes up (nerves, fears, etc.) as time to speak gets closer. It’s normal. The temperature comes back down as you finish speaking. A feeling of accomplishment is a big part of speaking.

ACTIVITY 2:

Give rewards and support in the way of applause, positive comments, certificates, or points. Involve the students in picking out what others do well. Also, give students many opportunities to speak; the more practice students get, the easier it becomes.

ACTIVITY 3:

Give guidelines for speeches so students know what to expect but build gradually. Start simple, adding techniques and skills as you go. Too much, too soon can be overwhelming, especially for beginning debaters.

ACTIVITY 4:

Help students understand that the audience is important in the speaking process. Make a list of what makes a good audience. Have audience practice listening skills and audience skills while others give speeches.

PRE-DEBATE DELIVERY ACTIVITIES

ACTIVITY 1:

Depending on class size, divide into groups of 10 or less and have each group form a circle. Give group(s) a talking stick that allows each member to talk as long as they have the stick. Give a signal to pass the stick to the next person. Another variation is to tie a large piece of yarn into a circle. Make a knot where the yarn is tied. Students hold onto the yarn, moving it in the circle. First student speaks until the knot reaches him/her, then the next person begins speaking until the knot reaches him/her. Students may speak on their choice of topics or list ideas for topics on the board.

ACTIVITY 2:

Start a chart of 'Speaking Do's and Don'ts. Add one and then practice it with a speech that would be particularly important for that skill. For example: voice projection might be writing and giving a cheer for your school, for homework, a subject in school, or for a team; word emphasis could be taking a sentence and changing the meaning of the sentence by changing the emphasis on each word (He hit me on the nose.); gestures might be playing charades, using not only titles of songs, books, and shows but slogans from the world of advertising, quotations, and phrases that are familiar to students.

ACTIVITY 3:

Watch videos of or listen to speeches such as Martin Luther King's "I Have a Dream" or inaugural addresses or reenact historic speeches and have students evaluate the effective delivery of the speech.

ACTIVITY 4:

Help students become more comfortable with speaking in front of a group by doing choral readings starting with larger groups and growing smaller as students become more at ease. Each chorus should have a leader whose most important task is to make sure the group begins together and keeps at the correct pace. The leader also can control the volume that may change as well as the expression in the reading. Poems, short stories, jokes, and even passages from a textbook can be used for choral readings.

ACTIVITY 5:

Have students read nursery rhymes demonstrating a particularly poor speaking skill or positive speaking skill and have class see if they know what speaking skill is being demonstrated.

ACTIVITY 6:

As a class, write an evaluation form for a speech using the many skills you have been discussing and a rating scale that everyone feels comfortable with. This could be combined with the organizational parts of the speech. See the SPEECH EVALUATION FORM in the Policy Debate Appendix as an example.

ACTIVITY 7:

Have students read poetry to the class using one or all of the speaking skills they have been learning.

ACTIVITY 8:

Have students write an introduction of themselves or a classmate demonstrating as many speaking skills as they can.

ACTIVITY 9:

Show and Tell—Have students bring an interesting object from home and give a detailed description of it. They may describe the object while showing it or place it in a sack and see if students can guess what it is from the description. Give guidelines for length of time.

ACTIVITY 10:

Use the opportunity for students to stand in front of a group in as many subject areas as possible. Instead of handing in written papers, have oral delivery. Examples: oral book reports, presentations on science and social studies points or trends, etc.

ACTIVITY 11:

- a. Impromptu Speech—Write 3 topics on the board:

My favorite sport...

My favorite hobby...

My favorite place...

Students choose one of the topics and give a one minute impromptu speech.

- b. Impromptu Speech—Write 3 new topics on the board:

My biggest irritation...

I get discouraged when...

I hate it when...

Give a one minute impromptu speech with a great beginning.

- c. Impromptu Speech—Can be used as a filler at any time during the day.

Put a variety of topics in a jar and have student draw one. See SPEAKING SKILLS PRACTICE in the Policy Debate Appendix for topic ideas. If students feel really uncomfortable with the topic they picked, they may choose one more time.

- d. Impromptu Speech—Defend or support a quote or a proverb. See the RESOURCES section in the Policy Debate Appendix for examples.

ACTIVITY 12:

Students may write a 'How-To' speech and then demonstrate the 'how to' as they give the speech.

ACTIVITY 13:

Students bring an object from home and 'sell' it as a product, convincing other students they must have it.

ACTIVITY 14:

Students pick a topic from a list of topic ideas and prepare a minute and a half speech at home concentrating on a great beginning and conclusion. Have students write their speech on note cards to get used to using the cards as they talk. When delivering the speech for the class, work on speaking skills. As students become more comfortable with speaking in front of the group, fill out the SPEECH EVALUATION FORM, found in the Policy Debate Appendix, on each student. Teacher may also video tape students and have them fill out the form on themselves. When really comfortable with speaking, have students fill out the form on other students.

AT HOME DELIVERY ACTIVITIES:

ACTIVITY 1:

Give speech in front of mirror watching facial expression and eye contact.

ACTIVITY 2:

Speak for family members and ask for pointers to help make speech better.

ACTIVITY 3:

Deep breathing can be helped by reading a speech while holding a chair out in front of you with straight arms (no resting chair on chest or anything else). Place the speech on the seat of the chair while you read it out loud. This forces breathing from the diaphragm. Breathing this way gives speakers more air and also helps control the pitch of the voice.

ACTIVITY 4:

Practice enunciation by slowly reading a card, exaggerating the hard consonants (g, t, k, p, b, d, etc.) and enunciating each and every syllable. Then build up speed while continuing to over-enunciate. Another enunciation activity is to read a card with a pencil (sideways) in mouth. Practice reading tongue twisters.

ACTIVITY 5:

Try to get in a rhythm by reading to music with a constant beat.

DEBATE DELIVERY ACTIVITIES:

Many of the above activities can be done with the debate topic.

ACTIVITY 1:

Take an issue that may be divided into two or more points of view. Students choose to speak on one point of view. Audience votes for the speaker that is more convincing.

Example: Who gets the water during water rationing?

Points of view: agriculture, recreation, manufacturing and mining, home consumer

Example: Censorship of music lyrics and videos

Points of view: consumer, parents, producers, artist, government

ACTIVITY 2:

Speak for one minute about the resolution—affirmative or negative or a combination.

ACTIVITY 3:

Videotape the prepared part of the constructive speech and fill out an evaluation form on it. Pick out parts for improvement.

ACTIVITY 4:

Videotape a practice debate and critique as a class.

ACTIVITY 5:

Mark cards (if needed) for places to make eye contact, to breathe, or to say a word or words with emphasis.

NOTES:

DEBATE SKILL 4

TITLE: EVIDENCE

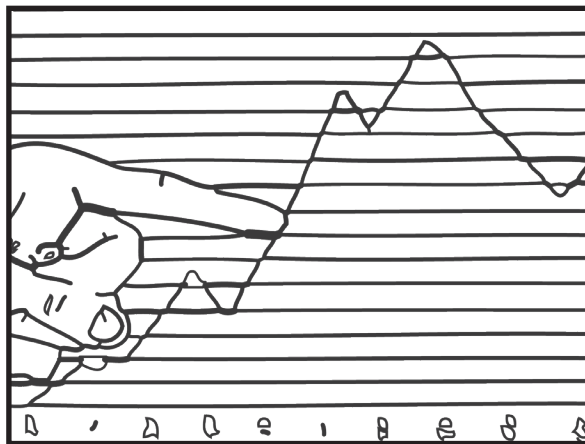
OBJECTIVE:

Students use the skill of research to read for evidence, distinguish between fact and opinion, and record and evaluate sources or information.

GUIDELINES:

Using research skills, students should be able to:

1. Understand that only fact and the opinions of leading authorities in the field, backed by facts, are considered as substantial evidence.
2. Identify evidence as fact or opinion and use it appropriately in a debate.
3. Take notes written in a format which gives easy access to the debater and includes sources.
4. Obtain research from a variety of sources and evaluate it for appropriate use as fact or opinion.



DEBATE VOCABULARY:

AFFIRMATIVE: the side in the debate arguing in favor of the resolution; the side that wants to change the status quo

EVIDENCE: facts, statistics, and expert testimony given in support of an argument

NEGATIVE: the side of the debate arguing against the resolution

PLAN: the steps given by the affirmative team to implement the resolution and give justification for the plan

RESOLUTION: the formal statement of the issue to be debated

PRE-DEBATE ACTIVITIES:

The skills of gathering and using evidence can be taught across the curriculum. When this skill is taught before the introduction of the debate resolution and related debate skills, the student is prepared to gather and use evidence in the debate much more effectively.

ACTIVITY 1:

Use evidence to support answers to questions. In reading literature, science, or social studies materials students are generally given questions to test comprehension. Require students to support answers to questions with facts and quotes from the reading material, giving the page number and the source builds skills to evaluate and use evidence.

ACTIVITY 2:

Distinguish between fact and opinion. Using newspapers and news magazines to discover differing opinions on a topic is helpful in teaching students that all information in print is not fact. Identifying differences between a front page newspaper report and an editorial helps to clarify fact and opinion. Give students a subject in science, literature, or social studies and have them list five facts and five opinions about the subject. Provide students an opinion on a subject or issue and have them find five facts to support the opinion. A guideline for finding facts to support an opinion is to find facts supporting the credibility of the person giving the opinion.

ACTIVITY 3:

Develop good research skills. Reading an article for evidence requires the skill of identifying main ideas and ideas related to a topic. Read an article together as a class and ask students to underline or highlight the three or four words most important in the paragraph. Students can then share and compare words they underlined. Help them evaluate their choice by writing the words on a card (note taking).

Ask: What can you recall about the paragraph from the words on the card?

Ask: How are the words on the card related to the topic?

Students need to repeat this activity many times, in different situations, to learn the skill of identifying important information which precedes note taking. Use of questions helps students to conduct meaningful research. Identify a topic for study such as habitat of an animal or economics of a particular country. Have students write questions about the topic and then look for answers to their questions. Students without research skills generally copy any information that includes the key word of their topic without evaluating the information for value or personal comprehension. Searching for answers to their own questions and only writing that information teaches them to look for appropriate research. Interviewing authorities is a valuable research tool. Students can begin learning the skill of interviewing as a research tool by interviewing parents about a subject or issue, then interviewing a principal, librarian, or school counselor, and then interviewing an authority in the field of science or social studies. An interview should always include the following components, and should be practiced before it is conducted:

1. Purpose of the interview
2. Questions to be asked
3. Planned introduction to the person to be interviewed
4. Recording answers to questions
5. Report of interview: which includes qualifications of the person interviewed related to the topic and purpose of the interview

ACTIVITY 4:

Students should be familiar with basic note taking skills.

1. Notes can be paraphrased in the student's own words.
2. Notes can be quoted (copied) directly and should be identified as quotes.
3. Sources should always be included with notes.
4. Notes should include a title or identifying subject word.
5. Only one subject or idea should be on a card.
6. Students can "cut and paste" information on a card.
7. Notes should be organized in some way to enable appropriate use.

Reading a research article together and preparing note cards as a class is an important first step in note taking. A chapter in a science book, an article in a magazine, or an article from the internet may be used as a beginning activity in learning to take notes. Read the material one paragraph at a time. Ask: What information in this paragraph is related to our topic or question? Record on a card three or four words only of the related information. Write the most important word of the topic or question related to the information as the subject of the card. Write the source, author, name of article, and date on the card. Continue the activity through the chapter or article. When the subject of the card changes, a new card must be used. The following day, students can use their note cards to give a brief oral summary of the material read or write a summary paragraph of the material.

Taking notes from a video or a speaker helps with listening skills.

Before taking notes from a video or a speaker, students need to know what they are listening for. The teacher should identify several questions or topics and have the students write the questions or topics and leave space for their notes. A simple statement like write five facts about topic gives direction. Students begin with a misunderstanding that they are to record every word said and so they do not listen for meaning but listen for words.

Using a famous speech or speaker such as Martin Luther King's speech, "I Have a Dream," is a good lesson in note taking. First ask students to record every word. After a few minutes students are completely lost, stop and evaluate the difficulty of trying to record every word. Ask: "What would be a better approach to taking notes?" Recording key words or ideas that are part of the topic, 'I have a dream,' would eliminate many words. Recording key words without accompanying explanation would eliminate many words. Using symbols or letters for often repeated words would be helpful.

ACTIVITY 5:

Learn to effectively evaluate research.

Students beginning in research generally believe all their research information is of equal value and wish to use every note they have. Learning to choose the more significant research is a valuable skill. Group students in small groups of three or four. Ask a question related to the topic of research. Each group should choose three pieces of information from their research to answer the question. They may only choose three and all in the group must agree that the three pieces of information are the most appropriate.

DEBATE ACTIVITIES:

Evidence is vital in debate. If students have had experience in pre-debate activities which have given them the skills of gathering and using evidence, they are more prepared to gather and use the evidence related to the debate resolution.

ACTIVITY 1:

Introduce debate with the resolution, and as a class study the topic and the vocabulary.

The KWH model is helpful in beginning to gather and use evidence. K—what do we know? W—what do we want to find out? H—how shall we find information? Often students study only the topic—pollution, traffic congestion, water use—and do not study other aspects—county, state, or federal government, programs or mandate, etc. It is important to gather evidence on all areas of the resolution.

K—KNOW: First brainstorm as a class all the information known about all areas of the resolution. This would include the topic, vocabulary, who would be involved, and the action stated in the resolution. Encourage students to look at the resolution from different points of view, the stakeholders, those who have an interest in the topic and what is happening, and what could happen.

W—WHAT: After listing what is known, list questions that the students have related to the resolution. Questions should be about the resolution; not about strategies of debate.

H—HOW: As a class, determine the best way to find information about each of the questions. Assign individuals to small groups to research answers to questions and to bring information to the class, remembering to list sources.

If students have had experience in gathering evidence, they will have the skills to complete this activity more easily.

At this point gathered evidence is shared by the class and information may not be labeled affirmative or negative. Students are encouraged not to take sides.

ACTIVITY 2:

Notes for debate should be easy for the student to use.

As students begin gathering evidence, it is important they have a variety of experiences in preparing note cards. SAMPLE EVIDENCE CARDS can be found in the Policy Debate Appendix.

1. SOURCES

Students do not like the busy work of writing a source on each card, yet it is vital that each piece of evidence have a source. Students can use a card or paper listing all sources and labeling each source with a capital letter—A, B, C. They can then use the letter representing the source on the debate card.

2. SUBJECT AND CATEGORY

It is easy to find and use cards if students title each card with the subject and also code it to categories—Affirmative, Negative, Definition, Plan. Color coding the top corner according to the category is helpful. As students begin research without identifying affirmative and negative, they may not mark all cards as to category in the beginning of gathering evidence.

3. EVIDENCE AVAILABILITY

Depending on time available, coaches may determine how much time is spent in students gathering evidence. If time is limited, coaches may gather the evidence and facilitate students in preparing cards from the evidence.

The National Energy Foundation sponsors a content workshop which provides evidence on the current debate resolution. Some of this information needs to be summarized or simplified by the coach; however, much of it is readily usable by the student.

ACTIVITY 3:

Types of evidence:

1. Statistics- Broad picture of an issue
Students need to have skill in reading charts, tables, and graphs
2. Examples- Facts to apply to one or a number of instances
3. Facts- Information accepted as true
4. Opinion- An authority who is reliable and an expert in the topic
The opinion must be based on facts

Students should work to find at least one example of each of the types of evidence.

NOTES:

DEBATE SKILL 5

TITLE: REASONING

OBJECTIVE:

Students will use the skill of reasoning to bring ideas together to form a logical argument.

Reasoning uses the higher level thinking skill of synthesis as students identify main points, support each with evidence, explain relationships, and draw conclusions.



GUIDELINES:

Using reasoning skills, students should be able to:

1. Identify the steps that move toward a conclusion.
2. Explain how the evidence supports each main point. (Each step in reasoning is a main point which is supported with evidence.)
3. Connect ideas in a logical way by showing relationships.
4. Explain the relationships in terms of their affirmative or negative points.
5. Explain how the conclusion reached relates to the affirmative or negative main points.

DEBATE VOCABULARY:

INHERENT: the nature or character of the problem or issue [This describes a feature that already exists and will continue to exist. The affirmative must use reasoning to explain how the affirmative plan can reduce or eliminate this feature. The negative reasoning needs to show that this feature cannot be reduced or eliminated by the affirmative plan or reasoning.]

SIGNIFICANT: the impact, importance, or scope of an issue or a part of the issue [The affirmative must give reasoning to show the resolution is significant. Each of the main points should have significance. The negative must give reasoning to show that the resolution does not address a significant problem or issue.]

SOLVENCY: the term meaning the problem can be solved [The affirmative reasons that the problems identified in the resolution can be solved with the affirmative plan. The negative reasons that the problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

PRE-DEBATE ACTIVITIES:

Reasoning is a skill that can be used in many areas. Students need to develop this skill before formal debate study, so their research, note taking, and development of argument will fit together in a logical, reasoning format.

ACTIVITY 1:

Learn to provide reasons for answers and comments. Students should develop the skill of adding at least one piece of evidence to answers or comments they give.

Example: Who is the main character of the story?

Why do you think _____ is the main character?

Example: In which kingdom do we find mushrooms?

Why are mushrooms classified in that kingdom?

Students should soon discover that an answer, opinion or fact, is not sufficient; there must be evidence, an idea, fact, or explanation to support the answer or comment. Soon, a simple why? will be reminder enough.

ACTIVITY 2:

Understanding and skill in solving math story problems or any problem that involves more than simple computation is strengthened by adding reasoning. Choose one problem a day and ask students to fold a paper in half length-wise; have them write the answer with the work on one side of the paper and, on the opposite side, write an explanation of how they arrived at the answer. Asking for an explanation of a computation problem such as why do we add numerators and not denominators or why does borrowing in subtraction work, helps students to develop reasoning skills. Teachers generally give the reasoning explanation, and then if the student can work the problem, teachers assume understanding. Most often, however, it is not reasoning which provides the correct answer but following the recipe the teacher demonstrated.

ACTIVITY 3:

Effective reasoning comes in a hierarchy of steps; each higher level carries more weight or power.

Level 1: (simple): Benefits me — "I want it or it will make me happy."

Level 2: (power): Punishment or reward — "I won't like you. I'll punish you. You can have a prize if you do it."

Level 3: Benefits others — "It will help mankind. We're helping the class. We're saving the environment for the future."

Role play with students. Have them argue for something they want. Show them the weakness of a Level 1 argument or how often tantrums are really a Level 1. This is an activity they enjoy, and they discover the levels of their own arguments. Pushing them to give Level 3 arguments develops their reasoning skills.

Example: Give a Level 3 reason why this should be an open book test.

Give a Level 3 reason why the school should not cancel recess or Physical Education.

Give a Level 3 reason why we use the scientific method.

ACTIVITY 4:

Learn to effectively show relationships.

A vital step in the debate process is the connecting of points or ideas to move to a logical conclusion. This is often the skill least used by the young debater.

For students to understand the value of relationships in using reasoning, activities connecting a flow of ideas to a logical and true conclusion are necessary.

Relationships are a connection between ideas which meet together in a conclusion. If information is left out, the conclusion can be incorrect.

Example: A bird has two legs. A bird likes sunflower seeds. A bird can sing.

Karen has two legs. Karen likes sunflower seeds on her salad.

Karen sings in the school choir. Therefore, Karen is a bird.

Answering a question in any subject area, using this guide is helpful in seeing reasoning with relationships.

Example: Because 1. _____ and 2. _____; therefore, _____ is true.

Because 1. the general public could not read during the Middle Ages and 2. the printing press was invented at the close of the Middle Ages and 3. more changes and inventions happened after the Middle Ages, therefore, the ability to read affects change is true.

DEBATE ACTIVITIES:

Evidence needs to be organized in a way to produce reasoning.

ACTIVITY 1:

Write the resolution on the board and the words For and Against. Ask students to name all the reasons why they are for the resolution—list them on the board. Ask students to name all the reasons why they are against the resolution—list them on the board.

With the class, revise the reasons listed and add those you believe were missed until you have a list of points for the affirmative and negative arguments. Students should write each point on a card and then organize their evidence cards under each point. If a point has none or limited evidence, this is an area where students can research more evidence.

ACTIVITY 2:

Developing points for reasoning:

Using the guide: fact, fact, fact, therefore _____ is true, given in the pre-debate activities, students should use three of the points to lead to a true statement.

EXAMPLE:

1. Pollution is harmful to the environment and to our health.
2. Increased population increases traffic and pollution.
3. The government is elected to protect and care for our state and its citizens.

Therefore—the resolution that the state of Utah should implement a program to decrease pollution within our state is necessary.

As students prepare each point to lead to their conclusion, they must show the relationship. This is shown with the evidence.

LIMITING POINTS OF ARGUMENT:

Beginning debaters often use their evidence cards as points in their argument without showing relationships. Often these cards are given as points in their argument and can add up to ten or more points. Debaters are better to limit their points to three and develop those points with reasoning and relationships. Requiring debaters to limit their points helps them to use reasoning and evidence.

ACTIVITY 3:

Using reasoning in refutation.

Each point identified in the reasoning step should be used to prepare a debate brief (argument) both for and against. Each brief should include the following:

1. an introductory statement which includes opinion
2. at least three pieces of evidence to support your opinion
3. concluding statement which strengthens the relationship to other points or to the resolution for or against

The affirmative team needs to be prepared to refute all negative arguments; therefore, preparing rebuttal briefs for each point will help them be prepared in refutation.

Likewise, the negative team needs to be prepared to refute all affirmative arguments; therefore rebuttals must be prepared for each point.

ACTIVITY 4:

Practicing reasoning develops this essential debate skill.

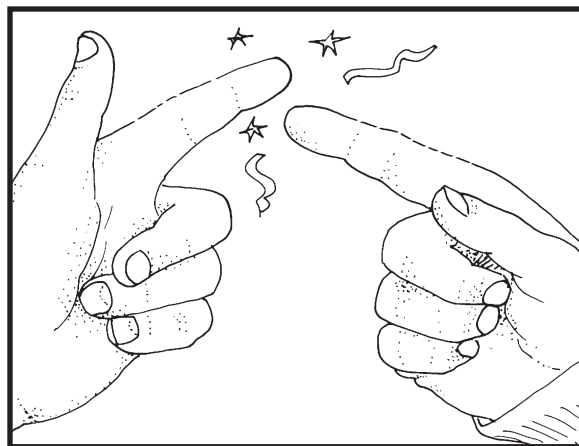
Students should present and support a point through reasoning and also argue against that point through reasoning. Choose a point, affirmative or negative. Ask two students to prepare briefs both for and against the point. The first speaker is given one minute to pre-sent one brief. The second speaker must then choose from his/her prepared briefs, the correct one to use in rebuttal. Debaters are to be prepared with

DEBATE SKILL 6

TITLE: REFUTATION

OBJECTIVE:

Students will use the skill of listening to identify opposing arguments and conclusions. Arguments given by the other team are refuted throughout the constructive speeches as well as the rebuttals by pointing out the problems, flaws, concerns, or errors in the opponents' arguments. Reasoning, analysis, and evidence are used to refute the opposing arguments.



GUIDELINES:

Using reasoning, analysis, and evidence skills, students should be able to:

1. Refute the problems, concerns, and disadvantages of the opposing arguments.
2. Refute all arguments of the opposing team. (Never refute arguments NOT given by the opposing team.)
3. Keep track of the arguments on a FLOW CHART (found on page 64 of the Policy Debate Appendix). Key words, main ideas, abbreviations, and symbols can be used on the flow chart to record arguments.
4. Use refutation as the negative team to emphasize that the significance of the issue is not as serious as the affirmative team is claiming (significance); question the ability of the affirmative plan to solve the problem (solvency); prove the affirmative change will cause more harm than the status quo (harm); or point out missing links in case arguments.
5. Use refutation as the affirmative team to counter the negative arguments by using evidence of significant problems in the current system; emphasize the need for change; point out missing links in case arguments; and show the flaws in the negative arguments.

DEBATE VOCABULARY:

ANALYSIS: the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contracts, causes and effects, and trends) [In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.]

EVIDENCE: facts, statistics, and expert testimony given in support of an argument

FLOW CHART: a system of keeping track of arguments given in a debate [Teams keep track of the opposing arguments as well as making notes about the refutation done by the other team of their own arguments in order to respond to the refutations. Arguments should be marked as having been refuted or having not been refuted. A flow chart is for the personal use of each team and is not shown to the judges or other team.]

HARM: an undesirable impact or result brought about by a plan or policy

REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

REBUTTAL: the second speech of each debater is the last opportunity to refute the opponents' arguments [It is the time to summarize the debate from the perspective of the speaker, persuade the judge to your point of view, and restate your case.]

REFUTE: reasoning and evidence given by one side in a debate to oppose the opponents' arguments and conclusions

SIGNIFICANCE the importance of the problems that are created because of current inadequacies in the present system [(See Debate Skill 5: Reasoning) Negative refutes the affirmative claim of significance by showing that the resolution does not address a significant problem or issue or that the status quo is already addressing the issue.]

SOLVENCY the term meaning the problem can be solved [Affirmative reasons that problems identified can be solved with the affirmative plan; negative reasons that problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

STATUS QUO the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

PRE-DEBATE ACTIVITIES:

LISTENING SKILLS:

ACTIVITY 1:

Divide into groups of two. Assign a topic of interest to the students. One student begins and speaks for one minute. When time is up, the second student summarizes what the first student has said. Trade places and repeat activity. Topics such as:

- What I do in my spare time
- My favorite hobby
- If I could have three wishes
- The best vacation I ever had
- What makes me nervous
- What makes me angry are things students find easy to share.

ACTIVITY 2:

Do the same activity but divide into groups of three. The third person evaluates the listener on his response to the speaker. This person must listen carefully to both people. Rotate the position of speaker, listener, and evaluator.

ACTIVITY 3:

Listen to recordings of songs or speeches. Ask questions about key points or sequence of events. Listen for certain instruments, for rhythms, words, or sounds in the recordings.

ACTIVITY 4:

Divide a paper into squares. Can be 16, 2, 9, or 8 squares. Share a story with the students from a children's book and have them record one key idea in each square. If you choose an unfamiliar story, students will have to judge what the important ideas are in the story. They should try to fill all squares using key words, symbols, shortcuts, and representations of their ideas. They then retell the story to a partner. Note: Listening skills should be part of all curriculum areas and many teacher manuals have listening skill activities.

NOTE TAKING SKILLS:

ACTIVITY 1:

Read together an article from a newspaper, magazine, etc., and highlight the key words from the topic of the article.

ACTIVITY 2:

As a class make a chart of abbreviations or symbols of commonly used words. Hang in classroom and refer to it often.

ACTIVITY 3:

Have students listen to a newscast and write down key words of one of the events being reported.

ACTIVITY 4:

Listen to speeches, teacher presentations, or other student presentations and practice taking notes. Share notes with a partner and compare the similarities and differences in the notes.

REFUTATION SKILLS:**ACTIVITY 1:**

Choose an issue in school or in current events. Have students write an opinion (I support because... or I do not support because...) on the issue on a piece of paper. Fold the paper into a paper airplane. Get into a circle, on the count of three everyone flies his/her plane. Have students pick up a plane that has landed close to where they are standing. Choose a student to read the opinion on the airplane and then refute the argument with an opposing argument.

ACTIVITY 2:

In small groups, come up with a definition of a common object that comes in many different shapes or forms (such as chair, shelter, etc.). Have a group share their definition and other groups refute the definition by sharing examples that may be different than the definition or by showing how the definition is not complete.

ACTIVITY 3:

On the board, brainstorm a list of supporting arguments for an issue. Opposite each argument, find a problem in that argument. Point out that by finding the problems in the argument, you are refuting the argument.

ACTIVITY 4:

Find articles in newspapers, magazines, etc. that try to show two sides of an issue. Discuss if the problems, flaws, or missing links of both sides are discussed or are they just stating their own arguments.

DEBATE ACTIVITIES:**ACTIVITY 1:**

Brainstorm key words, representations, and symbols that pertain to the debate topic. Add to the chart in the room.

ACTIVITY 2:

As a class read one or more articles about the debate topic to pick out key words and important ideas. Try to find articles on both sides of the topic.

ACTIVITY 3:

Pair students as partners, one affirmative student and one negative student. The affirmative student begins and talks for one minute, with the negative student listening for main points. Practice writing down the key words of the debate. As students learn more about the topic, have the negative student refute the affirmative arguments. Switch, and have the negative talk one minute and affirmative write key words and think of refutations.

ACTIVITY 4:

Make a T-chart on the board. Brainstorm affirmative arguments on one side of the 'T' and the refuting argument on the other side. Do the same for negative arguments.

ACTIVITY 5:

Flow a practice or mock debate on the board or overhead projector. Determine how to mark arguments refuted or not refuted (dropped). Think of ways to help the flow be easily read such as using different colored ink for affirmative, negative, plan, refuted, or dropped arguments; arrows forward for continuation of or extensions of arguments and arrows back to arguments from refutations. (See Policy Debate Appendix for a sample FLOW CHART.)

ACTIVITY 6:

Have debate partners make up cards with refutations for opposing arguments. Organize so that they may be easily found in a debate.

REBUTTAL SKILLS:

REBUTTALS:

The final speech given by each debater—this speech rebuilds arguments that have been attacked, refutes the opposition's arguments, and summarizes the debate. It is an opportunity to persuade the judge(s) to your side of the debate. No new arguments are allowed in a rebuttal but extensions of arguments are allowed. It is also an opportunity to further explain evidence used earlier in the debate. It is NOT the time to just reread the same evidence unless more explanation is given along with that evidence. Also, do not refute any arguments not addressed by the opposing team.

When summarizing the debate, it is important to look at the stock issues in the debate. These are issues the judge(s) will take into consideration as he marks a ballot (see sample DEBATE BALLOT in Policy Debate Appendix). They are called voting issues in high school debate.

STOCK ISSUES IN A DEBATE:

Stock issues are those that the affirmative side should support by reasoning and evidence and reemphasize in the rebuttal. The negative can refute these stock issues with reasoning and evidence by minimizing the significance and harm in the system or defending the present system as solving any problems.

SIGNIFICANCE: the importance of the problems that are created because of current inadequacies in the present system

INHERENCY: a problem that is part of the status quo that exists and will continue to exist in the absence of the affirmative plan

SOLVENCY: the ability of the plan given by the affirmative team to solve the problem or problems outlined in the affirmative case

HARM: an undesirable condition in the system that should be given the attention of policy makers The main stock issues for the negative side in a debate are disadvantages and topicality.

DISADVANTAGES: the negative side effects that would result if the affirmative plan were put into effect [These disadvantages will create new harms to the system.]

TOPICALITY: the affirmative side strays from the topic of the debate [The plan of the affirmative has little relevance to solving the case presented by the affirmative team.]

ORDER OF REBUTTAL SPEECHES:

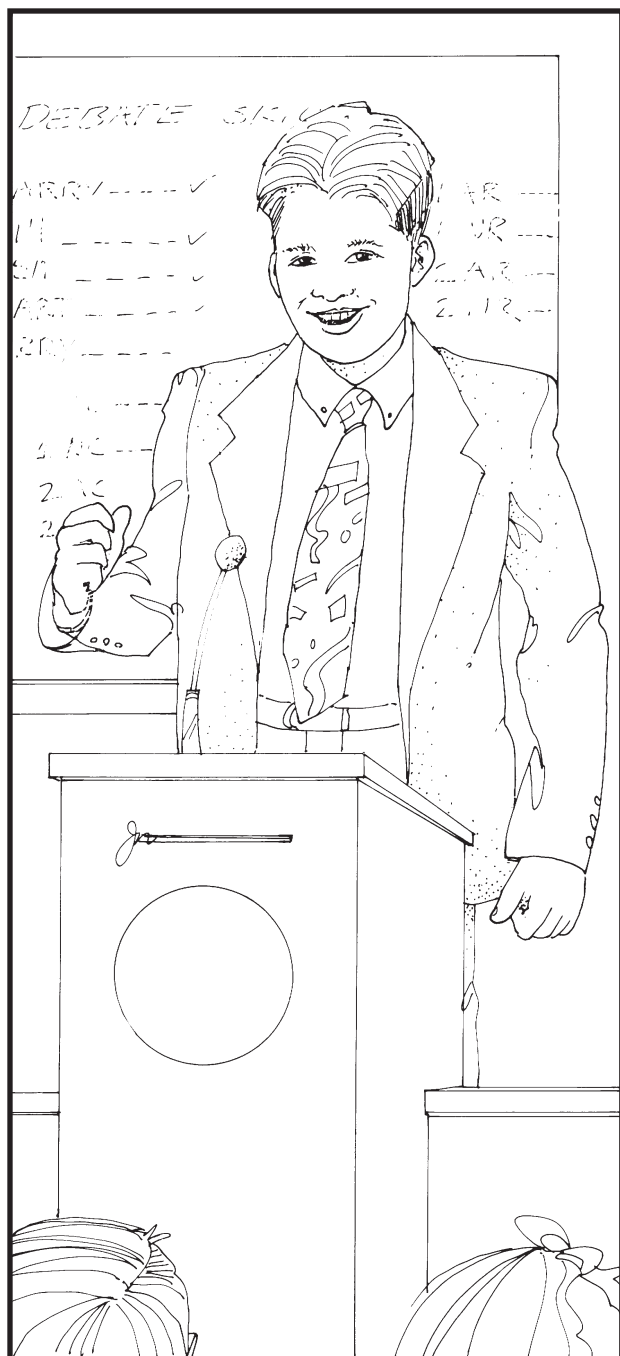
FIRST NEGATIVE: Follows second negative constructive. Continues refuting affirmative case and plan that second negative started in the constructive. Also picks up any arguments second negative may have missed. Restates negative philosophy and points that negative put forth in the constructive speeches. Groups negative arguments to emphasize main points while using logic and persuasion.

FIRST AFFIRMATIVE: Refutes the negative opposition to affirmative's case and plan. Rebuilds case and significance of the topic. Restates why the plan is good and will work and why it is needed. Points out flaws in negative use. Uses logic and persuasion to show advantages to affirmative side.

SECOND NEGATIVE: Summarizes the debate from the negative perspective. The final word for the negative team. Reestablishes negative arguments, definitions, topicality, and evidence. Points out arguments affirmative may have missed or inadequately answered. Refutes stock issues brought out by affirmative side.

SECOND AFFIRMATIVE: Summarizes the debate from the affirmative perspective. The final word in the debate. Briefly recaps the debate—begins with the plan and ends with the case. Emphasizes strong issues and stock issues made in the constructive speeches. Points out arguments that negative may have missed. Calls for acceptance of the plan. Persuades the judge(s) that the affirmative plan is necessary.

POLICY DEBATE INDEX



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NOTES:

ADVERTISING TECHNIQUES

STRAIGHT SELL

businesslike and right to the point

BANDWAGON

everyone else is doing it

SNOB

only the best go for this

ENDORSEMENT

personalizes-examples

- a. famous people
- b. expert
- c. happy neighbors
- d. youth
- e. attractive people

BARGAIN

getting a deal

NEW AND IMPROVED

something better

PUBLIC CONCERN

helps with public problems

HUMOR

gets people involved and relaxed

EMOTIONS

improves feelings

STATISTICS AND DETAILED INFORMATION

makes comparisons

CASE PREPARATIONS

Affirmative: There is a problem!

Argument:

Reasoning: This problem is bad because:

Evidence:

CASE PREPARATIONS

Affirmative: We plan to:

Plan:

Reasoning: This solves the problem by:

Funding:

This plan will cost:

We will raise money to pay for this plan by:

Evidence:

CASE PREPARATIONS

Negative: The status quo is working.
Argument:

Reasoning: Changing the status quo would create these new problems:

Evidence:

CASE PREPARATIONS

Negative: They plan to (action or funding):

Attack on:

Plan:

Reasoning: This plan will have these bad impacts:

Funding:

This plan will cost: (and that's too much)

Raising this money will create problems by:

Evidence:

UTAH HIGH SCHOOL ACTIVITIES ASSOCIATION DEBATE BALLOT

ROUND _____

AFFIRMATIVE TEAM NUMBER _____

JUDGE _____

ROOM _____

NEGATIVE TEAM NUMBER _____

ORGANIZATION
ANALYSIS
EVIDENCE
REASONING
REFUTATION
DELIVERY

Check the square on each item which, on the following scale, describes your evaluation of the speaker's ability and performance.

Please total speaker points and rank each speaker.

5- Superior 4- Excellent 3- Good 2- Fair 1- Unprepared

FIRST
AFFIRMATIVE

5						
4						
3						
2						
1						

Total

Rank

Name:

FIRST
NEGATIVE

5						
4						
3						
2						
1						

Total

Rank

Name:

SECOND
AFFIRMATIVE

5						
4						
3						
2						
1						

Total

Rank

Name:

SECOND
NEGATIVE

5						
4						
3						
2						
1						

Total

Rank

Name:

SAMPLE EVIDENCE CARDS

	Affirmative or Negative
Brief Summary	
Quote	
"	
"	

Water Card

Fresh water makes up less than 3% of Earth's surface.
Water changes, but goes nowhere.

Power of water is strong. Man can use this power for himself.
Water is motion, everything it touches, changes.

LaQuinta — man-made lake

"In Celebration of Water"

Water Program on TBS by National Geographic

January 10, 2010

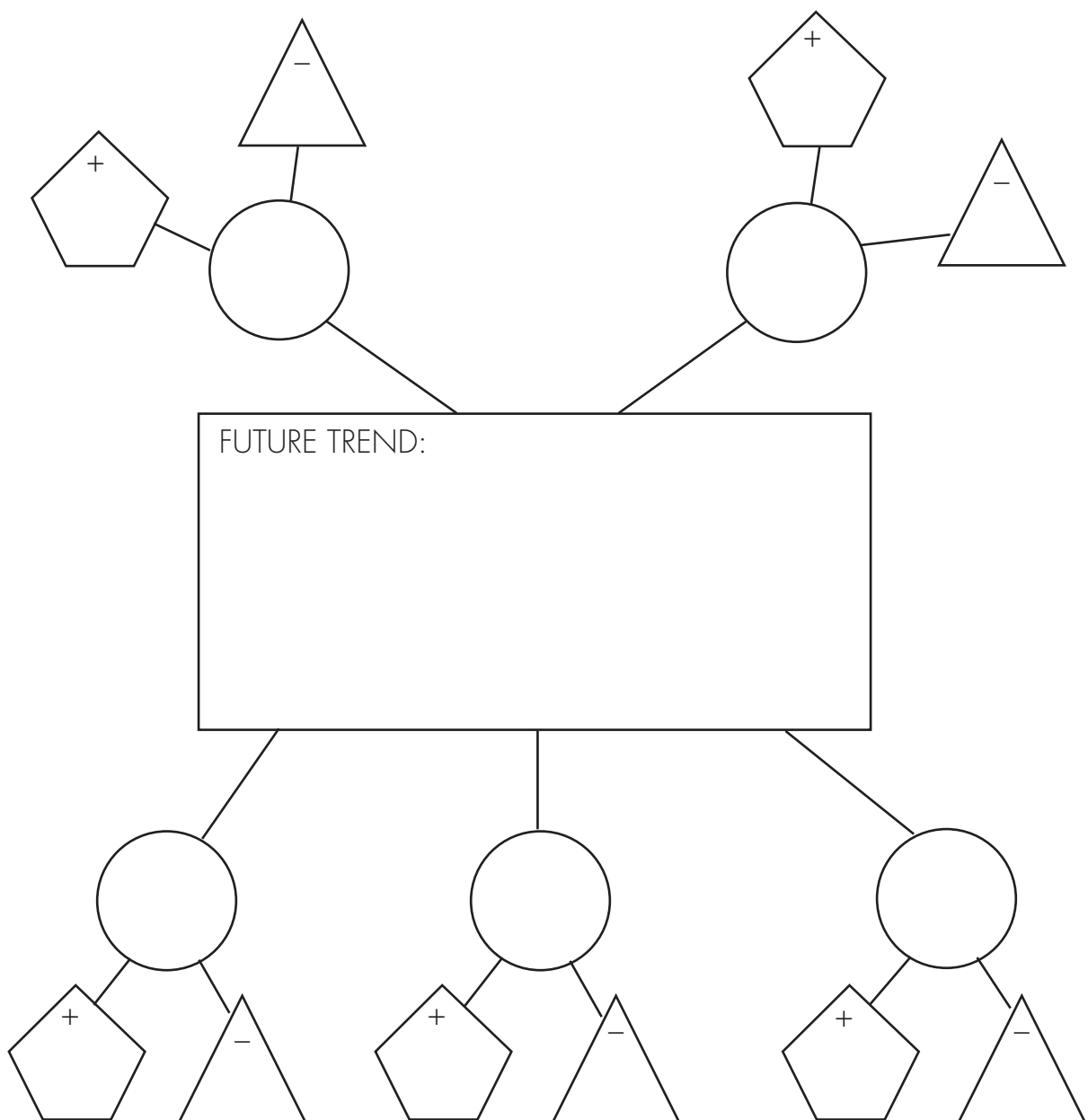
SUGGESTIONS:

1. Use 4" x 6" lined cards (three-ring binder may also be used)
2. Writing must be neat, legible
3. Limit amount of information on each card to a single complete thought
4. Record entire source
5. Use only one side of card if possible

FLOW CHART

First Affirmative	Constructive First Negative	Constructive Second	Affirmative Constructive
First Negative Rebuttal	First Affirmative Rebuttal	Second Negative Rebuttal	Second Affirmative Rebuttal

FUTURE SCENARIO



P. R. E. P. TALK / WRITE

Opening: P. =

POINT

State the point you wish to make.

Body: R. =

REASONS

Give reasons for the point.

E. =

EVIDENCE & EXAMPLES

Give evidence and examples to prove your point and reasons.

Closing: P. =

POINT

Restate your opening point.

PLAN OR COUNTER PLAN

1. What is your general plan?

2. Who will be in charge of implementing the plan?

3. Where will the plan be implemented?

4. How will the change be paid for?

5. When do you expect to complete the project or impact the future trend?

6. Why will this plan work? (Give evidence of how same or similar plans have worked.)

CREATIVE PROBLEM SOLVING

NAME: _____

DATE: _____

Topic:

Situation:

Problem:

Subproblems or underlying problems:

Brainstorm at least 10 solutions to the problem or subproblems:

CREATIVE PROBLEM SOLVING - continued

Choose 5 of the most positive solutions, then put them into the solution grid.

GRID TOTALS	1	2	3	4	5
Criteria					
Solution #1					
Solution #2					
Solution #3					
Solution #4					
Solution #5					

Choose 5 criteria to judge each solution. (Examples: Most cost effective, least amount of time, is within current laws of the state, least disruptive to current system, residents would accept.)

Rate each of the solutions according to the criteria chosen. Use numbers 1–5 with 5 being the best and 1 being the least acceptable.

Total each solution. The solution with the highest number should be the best solution. Analyze this to see if this is accurate. Will solution create any new problems? Will it accomplish what you wish it to?

If your solution seems appropriate, complete the plan worksheet with details of your plan. If your plan does not solve the problem or creates too many new problems, choose another solution.

WHO SHOULD SOLVE THE PROBLEM?

Name: _____

1. Big problems have smaller related problems.
Your job is to identify the smaller, related problem.
Big Problem

Smaller Problems—identify 4

2. There are many people and groups of people who say they can solve the problem.
Federal Government
- President, Congress, Federal Agencies
State Government
- Governor, Legislature, State Agencies
Local Government
- Mayor, Commissioners, City and County Leaders
Private Citizens
- Companies, Organizations, Volunteers, Your Family, You

3. Assignment
Choose one of the smaller problems you listed. Star * that problem.

RESOLUTIONS FOR PRACTICE

Resolved that all Utah schools charge a registration fee.

Resolved that all children who commit serious crimes be tried as adults.

Resolved that Utah raise the legal driving age to 18.

Resolved that all defense areas cut their budget by one half within the next year.

Resolved that Utah allow each child to attend the school of his/her own choice.

Resolved that the U.S. raise federal income taxes to help lower the national debt.

Resolved that animals no longer be used for research.

Resolved that Utah restrict any rising health care cost.

Resolved that Utah discontinue kindergarten.

Resolved that Utah discontinue all school lunch programs.

Resolved that the State of Utah institute ten minutes of prayer or meditation in each school.

Resolved that all students be required to do at least one hour of homework each night.

Resolved that all schools go to year-round education.

Resolved that the State of Utah restrict all students to one hour of TV viewing each day.

Resolved that the State of Utah restrict all students to one hour of video game use each day.

Resolved that the State of Utah restrict all students to one hour of internet use each day.

Resolved that all students attending public schools must wear school uniforms.

Resolved that Utah adopt an alternative fuel plan to reduce air pollutants.

Resolved that all businesses in the State of Utah pay additional taxes to subsidize the state highway program.

Resolved that the U.S. cut further space exploration.

Resolved that the U.S. cut any further monetary assistance to foreign countries.

Resolved that the State of Utah pass stricter gun control laws.

Resolved that the State of Utah pass and enforce a 10:00 p.m. curfew for children under the age of 18.

Resolved that the State of Utah double the number of juvenile detention centers.

Resolved that the State of Utah pass stricter laws against drunk drivers.

Resolved that the State of Utah incorporate a lottery to aid educational funding.

Resolved that all elementary schools install pop and candy machines for student use.

GOVERNMENT AGENCIES

Administrative Office of the U.S. Courts
United States Supreme Court Building
1 First Street, N.E.
Washington, DC 20544

Advisory Commission on
Intergovernmental Relations
Suite 2000, Vanguard Building
1111 Twentieth Street, N.W.
Washington, DC 20575

Council of Economic Advisors
Old Executive Office Building
Washington, DC 20500

Council on Environmental Quality
722 Jackson Place, N.W.
Washington, DC 20006

Department of Agriculture
14th St. & Independence Ave., S.W.
Washington, DC 20250

Department of Commerce
Washington, DC 20230

Department of Defense
The Pentagon
Washington, DC 20301-1155

Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Department of Energy
1000 Independence Avenue, S.W.
Washington, DC 20585

Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, DC 20201

Department of Housing and Urban Develop.
451 Seventh Street, S.W.
Washington, DC 20410

Department of the Interior
C Street Between Eighteenth and
Nineteenth Streets, N.W.
Washington, DC 20240

Department of Justice
Constitution Ave. & 10th St., N.W.
Washington, DC 20530

Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210

Department of State
2201 C Street, N.W.
Washington, DC 20520

Department of Transportation
400 Seventh Street, S.W.
Washington, DC 20590

Department of the Treasury
15th St. & Pennsylvania Ave., N.W.
Washington, DC 20220

International Bank for
Reconstruction & Development
1818 H Street, N.W.
Washington, DC 20433

Environmental Protection Agency
401 M Street, S.W.
Washington, DC 20460

Export-Import Bank of the United States
811 Vermont Avenue, N.W.
Washington, DC 20571

Federal Election Commission
1325 K Street, N.W.
Washington, DC 20463

International Monetary Fund
700 Nineteenth Street, N.W.
Washington, DC 20431

National Labor Relations Board
1717 Pennsylvania Avenue, N.W.
Washington, DC 20570

Nuclear Regulatory Commission
1717 H Street, N.W.
Washington, DC 20555

GOVERNMENT AGENCIES - continued

Representatives and Senators will also provide debate information upon request. Write your Representative or Senator in care of United States House of Representatives or United States Senate, Washington, DC 20515. Two standard publications available to debaters are: a bibliography of materials on the topic, and a publication by the Legislative Reference Service which contains reprints of articles and documents related to the topic.

PRIVATE ORGANIZATIONS AND AGENCIES

Many private organizations provide free or low cost materials. To find a complete list of organizations doing work related to the topic consult the Encyclopedia of Associations for their names and addresses. This source lists all agencies according to field and provides a brief explanation of the organization's purpose. The following is a list of organizations providing free or low cost materials.

American Academy of Political and Social Science 3937 Chestnut Street Philadelphia, Pennsylvania 19104

American Bar Association
750 N. Lake Shore Drive
Chicago, Illinois 60611

Academy for State & Local Government
444 N. Capitol Street, N.W.
Washington, DC 20001

American Enterprise Institute for Public Policy Research 1150 17th Street, N.W. Washington, DC 20036

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

League of Women Voters of the United States
1740 M Street, N.W.
Washington, DC 20036

National Council on Crime and Delinquency 77 Maiden Lane
San Francisco, California 94180

Overseas Development Council 1717
Massachusetts Avenue, N.W.
Washington, DC 20036

The Brookings Institution
1775 Massachusetts Avenue, N.W.
Washington, DC 20036

Robert Maynard Hutchins
Center for Study of Democratic Inst.
Box 4068
Santa Barbara, California 93103

Committee for Economic Development Suite
700, 1700 K Street, N.W.
Washington, DC 20006

Public Affairs Committee
381 Park Avenue South New York, New
York 10016

Resources for the Future
1755 Massachusetts Avenue, N.W.
Washington, DC 20036

United Nations Association of the United
States of America 300 E. 42nd Street New
York, New York 10017

MAGAZINE RESOURCES

Barron's
Brookings Bulletin
Bulletin of the Environment
Federal Reserve Bulletin
Forbes
Foreign Affairs
Fortune
Harpers Magazine
Monthly Labor Review
Nation
Nation's Business
New Republic
Dun's Review
Education Digest
Psychology Today
Science
Science News
Scientific American
Time
Today's Education
UNESCO Courier
UN Monthly Chronicle
U.S. News & World Report
Vital Speeches
New York Times Magazine
Newsweek
Atomic Scientists
Business Week
Clearing House
Commentary
Commonwealth
Congressional Digest*
Current History*
Department of State Bulletin

*These magazines publish issues specifically related to the debate topic each year.

PROVERBS

A bird in the hand is worth two in the bush.
Every cloud has a silver lining.
Too many cooks spoil the broth.
Better the devil you know than the devil you don't.
Do as I say, not as I do.
Early to bed and early to rise makes a man healthy, wealthy and wise.
Do not look a gift horse in the mouth.
Love me, love my dog.
The love of money is the root of all evil.
No news is good news.
When poverty comes in the door, love flies out the window.
When you are in Rome, do as the Romans do.
It is better to travel hopefully than to arrive.
Every advantage has its disadvantage.
One sword keeps the other in the sheath.
A full belly is the mother of all evil.
Look rather on the good of evil men than on the evil of good men.
Who has never tasted what is bitter does not know what is sweet.
He that does not beat his child will later beat his own breast.
Enough is better than too much.
To be happy at home is the ultimate result of all ambition.
I hate a bad man saying what is good.

QUOTATIONS

This will never be a civilized country until we expend more money for books than we do for bubble gum.

—Elbert Hubbard

Few friendships would survive if each one knew what his friend says of him behind his back.

—Blaise Pascal

In giving advice, seek to help, not please, your friend.

—Solon

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned, and however early a man's training begins, it is probably the last lesson that he learns thoroughly.

—Thomas Henry Huxley

Smack your child every day. If you don't know why—he does.

—Joey Adams

Never learn to do anything; if you don't learn, you'll always find someone else who'll do it for you.

—Mark Twain

Worship your heroes from afar; contact withers them.

—Madame Necker

Get happiness out of your work or you may never know what happiness is.

—Elbert Hubbard

He who is not very strong in memory should not meddle with lying.

—Michel de Montaigne

If ever you have a lump of money large enough to be of any use, and can spare it, don't give it away; find some needed job that nobody is doing and get it done.

—George Bernard Shaw

Treat spring just as you would a friend you have not learned to trust.

—Ed Howe

Before you can begin to think about politics at all, you have to abandon the notion that there is a war between good men and bad men.

—Walter Lippman

When you go to buy, use your eyes, not your ears.

—Czech proverb

Examine what is said, not him who speaks.

—Arabian proverb

Welcome everything that comes to you, but do not long for anything else.

—Andre Gide

QUOTATIONS - continued

Beware, lest in your anxiety to avoid war, you obtain a master.

—Demosthenes

If all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.

—John Stuart Mill

If we take vengeance on vengeance, vengeance will never end.

—Vietnamese proverb

Our national flower is the concrete cloverleaf.

—Lewis Mumford

When I look back, the greatest thing that ever happened to me is that when I first picked up a basketball, I was terrible. If things come naturally, you may not bother to work at improving them, and you can fall short of your potential.

—Bob Pettit

Reprove thy friend privately, commend him publicly.

—Solon

Be humble, for the worst thing in the world is of the same stuff as you; be confident, for the stars are of the same stuff as you.

—Nicholai Velimrovic

It is the greatest of all mistakes to do nothing because you can do only a little. Do what you can.

—Sydney Smith

The possibility that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.

—Abraham Lincoln

If you marry, you will regret it. If you do not marry, you will also regret it.

—Soren Kierkegaard

SPEAKING SKILLS PRACTICE

1. School is good because...
2. Homework is...
3. Students should/should not have chores at home because...
4. Sports are good/bad because...
5. Math is...
6. Reading is...
7. Science is...
8. Social studies is...
9. I hate it when...
10. I love it when...
11. Family vacations are...
12. Life is full of...
13. I wish to accomplish...
14. I have a goal to...
15. My future career...
16. Girls are...
17. Boys are...
18. My mom...
19. My dad...
20. My hero is...
21. My favorite color...
22. My favorite food...
23. My favorite holiday is...
24. My best day was...
25. I feel peace when...
26. Something that bugs me is...
27. I am happiest when...
28. My sister is...
29. My brother is...
30. Writing is...
31. Art is...
32. When I'm alone...
33. At night I...
34. Mornings are...
35. The thing that frightens me the most is..
36. When I grow up...
37. After high school I will...
38. After college I will...
39. My lifetime achievement will be ...
40. Happiness is...
41. Sadness is...
42. The most important thing to me is...
43. If I could visit anywhere in the world, I would visit...
44. If I could visit anywhere in the U.S., it would be...
45. Summer is...
46. Winter is...
47. Spring is...
48. Fall is..
49. My best quality is...
50. If I could change one thing, it would be...
51. Rules are...
52. School lunch is...
53. My favorite thing to do is...
54. If I could be someone else, it would be...
55. My best possession is...

SPEECH EVALUATION FORM

Name of Speaker _____

Title or topic of speech _____

	Excellent	Good	Suggestions
Good Beginning			
Eye Contact			
Expressive			
Appropriate Volume			
Good Pace and Use of Time			
Appropriate Gestures			
Evidence of Preparation			
Appropriate Posture			
Good Ending			

Compliment:

Evaluator: _____

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Lincoln-Douglas debate differs from policy debate in that students will be debating individually and they will be debating matters of values. Simply put, in this form of debate students will pre-sent a value, the reasons why this value is the most important, and evidence to back up their assertion.

OVERVIEW

Lincoln-Douglas debate differs from policy debate in that students will be debating individually and they will be debating matters of values. As a result, students will be asked to understand the difference between propositions of fact, policy, and value. Furthermore students will be asked to choose a value and uphold that value as the reason for their belief for or against the proposition. Students will also be asked to present a criteria or a set of standards that a solution must meet in order to be acceptable. Simply, in this form of debate students will present a value, the reasons why this value is the most important, and evidence to back up their assertion. Students will find that there are many philosophical arguments for their values so there is a section of philosophy. Value argumentation is something that we do everyday. Students should find this a natural and comfortable type of argumentation.

Lincoln-Douglas debate is named for the famous debates between Abraham Lincoln and Stephen Douglas. In 1857, the Supreme Court ruled that slaves could be taken to any state, free or not, and still could not sue for their freedom. They also wrote that no free state could force a slave owner to give up his slaves because to do so would force the person to give up his property. The Supreme Court decision was called the Dred Scott decision after the slave who originally sued his master for freedom. In 1858, Abraham Lincoln, the Republican candidate for senator of Illinois, challenged Stephen Douglas, the Democratic candidate, to a series of debates. Stephen Douglas was well known for his speaking skills and Lincoln was gangly with a high-pitched voice. Yet, using logic, Lincoln was able to get Douglas to admit that states should have the right to free slaves even if it meant going against the Dred Scott decision. This caused problems in the Democratic Party since they were counting on Douglas to defend slavery. These debates gained national attention for Abraham Lincoln and emphasize that logic and intellect are as important as speaking skills in debate.

Politicians often make laws that are supposed to reflect the views of society. As teachers and parents, we make rules for our students and families. Are these rules just? Should we have the right to search lockers or is privacy more important? Is civil disobedience justified? Do we, as a society, have obligations to others? These are the types of questions you will be examining when you discuss Lincoln-Douglas debate with your students. You should be able to find questions like these in the news on a daily basis. For example, should we let people burn the flag? Do we have a moral obligation to help other nations when they are in need?

Since the debate guide emphasizes many areas such as delivery, evidence and reasoning, this section will focus more specifically on the types of propositions used in debate, fallacies in debate, and Lincoln-Douglas itself. While there is a vocabulary list included in this section, it should be used in conjunction with the vocabulary in the debate guide. Individual teachers should decide which vocabulary is appropriate for their students.

The guide on philosophy has been added for your convenience. While teachers may choose not to use it, philosophy is helpful in defining criteria.

JUNIOR HIGH / MIDDLE SCHOOL DEBATE VOCABULARY

AESTHETIC VALUE: a value that involves standards of beauty and artistic merit

CRITERIA: a set of standards or a test that a solution must meet

CROSS-EXAMINATION: a period following each speaker's constructive during which the speaker, who has just spoken, is questioned

FACTUAL PROPOSITION: a proposition that is either true or false

LINCOLN-DOUGLAS DEBATE: a form of debate that attempts to resolve value propositions

MORAL VALUE: a value that involves standards of fairness

POLICY PROPOSITION: a proposition that focuses on the desirability of a particular course of action [This proposition is used in policy debate.]

PROPOSITION: a declarative statement—the debate resolution [Propositions of fact are evaluated by their truth, while propositions of value and policy are shown to be desirable or undesirable.]

VALUE: a standard applied to judge whether something is right or wrong, or of greater or lesser worth

VALUE CRITERIA: provide further standards of judgment to evaluate an agreement

VALUE PREMISE: provides a standard of judgment to evaluate whether or not an argument is valid or invalid

VALUE PROPOSITION: a proposition for which there is no right or wrong answer [This type of proposition involves philosophical judgments.]

SKILL 1

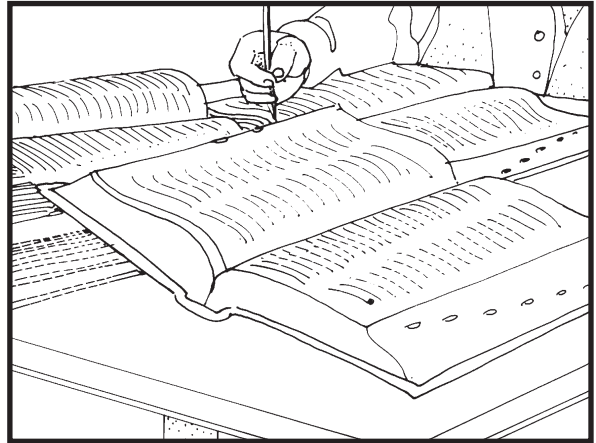
TITLE: PROPOSITIONS

CONCEPT:

Debates are based upon propositions

OBJECTIVE:

Students will understand the three types of propositions.



I. BASIC INFORMATION

- A. Factual Propositions are either true or false
You can prove the proposition with empirical evidence.
 - 1. Example: The sky is blue. I just need to look at the sky.
 - 2. Example: Dogs bark. Listen to a dog.
- B. Policy Propositions focus on the desirability of a course of action
 - 1. Example: We want to curb growth along the Wasatch front because our resources are becoming too strained. (This is the type of debate discussed in the first section of the manual. You create a plan and then discuss the advantages and disadvantages of the proposed plan.)
- C. Value Propositions cannot be answered by knowing the facts or predicting the effects
There is no right or wrong answer for value propositions. In order to argue value propositions, a student must uphold a value. A "value" is simply a standard by which we may judge something right or wrong. We all have a set of values.
 - 1. Example: The environment ought to be valued above growth. In this case, students on the affirmative argue the value of the environment, while students on the negative would value societal growth or development. Students could also value the freedom to own property as an argument for growth.

II. ACTIVITIES FOR PROPOSITIONS

- A. Beginning Activities
 - 1. Students enjoy discussing their favorite cartoons, TV programs, and music. Ask students which has a greater value: television or music. Have students defend their decision using standards and evidence. You may discuss this as a class, have students write it down, or let students do an impromptu debate on the issue.
- B. Advanced Activities
 - 1. Using the PROPOSITIONS WORKSHEET in the L-D Debate Appendix, have students identify whether the propositions are propositions of fact, policy, or value.
 - 2. Have students choose one of the value propositions from the PROPOSITIONS WORKSHEET and debate it with another student in class. Each side gets three minutes to prepare and one minute to present its case.

SKILL 2

TITLE: UNDERSTANDING VALUES

CONCEPT:

Lincoln-Douglas resolutions are constructed upon values

OBJECTIVE:

Students will be able to identify the values within a resolution and apply them to prove or dis-prove the resolution.



I. BASIC INFORMATION

A. What is a value?

1. A value is a standard we use to judge something right or wrong, good or bad.
2. Example: Privacy, loyalty, freedom, democracy
3. Standards can be of different types
 - a. moral values — is something just or unjust?
 - b. aesthetic values — is something beautiful or ugly?
 - c. political values — is something democratic or tyrannical?

B. Our public policies are often founded on what we value as individuals

1. If you value the sanctity of human life you might argue against the death penalty; however, if you value safety you might argue for the death penalty.
2. If you value personal freedom, you might argue against gun control; however, if you value public safety, you might argue for gun control.

C. Value can be arranged into hierarchies. The goal is to prove that your value is more important. Criteria help to identify which value is more important (criteria will be the new concept).

D. Common values and their applications

1. Liberty—people or government should act to insure the greatest amount of liberty
2. Equality of opportunity—policies should give all citizens fair access to jobs and services
3. Democracy—people should be allowed the maximum role in making decisions
4. Justice—Plato's definition: "giving equal amounts to equals and unequal
5. Safety—government should make policies to insure the safety of the people
6. Privacy—right to be left alone without harassment, eavesdropping, or privacy checks
7. Individualism—interests of the individual take preference over those of society
8. Life—prerequisite to all other values—for without life we cannot enjoy the benefits of other values
9. Scientific progress—development or advancement of society
10. Quality of life—avoidance of suffering or pain, "quality" is the measure of the value of life

II. BEGINNING ACTIVITIES

- A. Ask students to pretend they are the supreme rulers of the world. They can do anything they want to do. What rules would they make? Why? What are the values behind them?
- B. Liver transplant simulation—This is a good group activity (see handout in L-D Debate Appendix).
- C. The Green Og—Tell the students that they have been given a Green Og (see hand-out in L-D Debate Appendix). It is half human and half animal. It can only communicate by grunting. It is the last of its kind. Instruct them to write a paragraph on what they plan to do with the Green Og and why. Possible suggestions are: selling it to a circus, giving it to science for research, taking care of it, or putting it on display. Allow students to share their decisions with the class.
- D. Have students list five things they value, five things their family values and five things they think society values. Have students write their values on the board. Have them look for contrast between their values and societal values. Why do contrasts exist? Do they value the same thing their families value? What about society?
- E. Ask students what they would do if their best friend was drowning. Would they save them? What if it meant that they had a really good chance of drowning themselves and both people would die?
- F. Ask students what they value more: freedom or life? Why?

III. ADVANCED ACTIVITIES

- A. There have been times in our history when something was legal that we think is wrong now. For example, segregation was once common and legal, but now is considered wrong. Write an essay about a value that has changed over time.
- B. Find common political questions from the news. Have students choose sides and identify a value that supports their belief. Then have students write about why this value is more important than other values.
- C. For the following resolution list two values you would uphold if you were affirmative.

SKILL 3

TITLE: CRITERIA**CONCEPT:**

Criteria are the part of your argument that supports why one value is more important than another

OBJECTIVE:

Students will understand criteria and be able to apply it to the value in their case.

**I. BASIC INFORMATION**

- A. Good debaters will offer a criterion to measure or compare the truth or merit of each side. A criterion is the standard which can be used to weigh or compare values and arguments. The debaters offer the criterion in each debate. Not only do they have to use it to compare their values and arguments, but also to defend the standard itself.
- B. Criteria are used two ways in debates:
 - 1. The first way is to compare two values. If a debater upholds security and the opponent upholds liberty then the first can use Maslow's Hierarchy of Needs as an example to show that certain values such as safety must be satisfied in order for other values to exist. Thus, security or safety has to be satisfied before others can even be considered.
 - 2. The second way is as a way to link the value to the contentions. For example, a debater may argue that he has chosen the criterion of "the ends justify the means." If the resolution is "Resolved that there is no such thing as a just war," the negative might uphold freedom as a value. He would then argue that to have a free society we have to be willing to go to war therefore justifying war as a means to have freedom.
- C. Criteria can be generally accepted statements, such as these, that are related to a society or government:
 - 1. Preserve the social contract
 - 2. Provide the greatest good for the greatest number
 - 3. Maximize liberty
 - 4. Provide justice
- D. Support for criteria comes from logic and common sense and from quoting other people

like philosophers and historians.

- E. Criteria are the part of Lincoln-Douglas debate that requires some knowledge of philosophy. Values on their own lack meaning without some frame of reference; philosophy used in a debate serves to give reference. Three common concepts used as criteria are: social contract, utilitarianism, and the categorical imperative.
1. The social contract is a political theory that is used to explain the relationship between the people of a nation and its government. The main idea is that the people agree to be governed by a government in order to receive security. In our country, we give up the individual's right to punish law breakers, and in return the government provides us with a justice system. Philosophers behind this theory are Thomas Hobbes, Jean Jacques Rousseau, and John Locke.
 2. Utilitarianism is the theory defined as "the greatest good for the greatest number." The premise behind this idea is that actions should be considered on how much 'good' or 'bad' they may cause. The leading philosophers behind utilitarianism are Jeremy Bentham and John Stuart Mill.
 3. The categorical imperative is a principle that asks people to evaluate their actions on the assumption that their actions would be followed by all people. This is a lot like the Golden Rule—do unto others as you would have them do unto you. Immanuel Kant is the leading philosopher behind the categorical imperative.
- F. Criteria are best looked at as the reasons we value what we value and why it should be weighed above other things. For elementary students, teachers may want to leave out the philosophy behind it. For junior high students, the philosophers make great research assignments. There is a brief section of philosophy in the L-D Debate Appendix.
- G. Simply put, criteria give us the reasons we like or dislike something. They explain why we do or do not value something. Students do not have to use philosophy. When you ask them which is better, they must then have reasons for their decision.
1. Example: Value—light rail Criteria—being environmentally responsible
 2. Example: Value—education Criteria—progress; without education it is hard to progress in this world

II. GENERAL ACTIVITIES

- A. Tell students they have been given 75¢ to buy an apple or a candy bar. If they value health, they will choose the apple, but if they value great taste, they will choose the candy bar. Have students develop criteria for health and for great taste.
- B. Resolved that there should be a mandatory curfew of 10:00 p.m. for all children under 14. Have students pick values for affirmative and negative and then provide criteria to justify each value.

SKILL 4

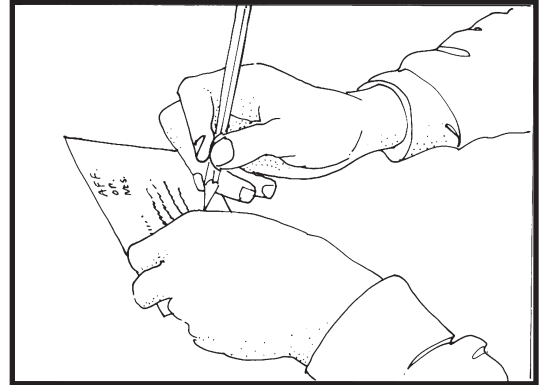
TITLE: ORGANIZATION

CONCEPT:

Lincoln-Douglas organization differs from policy debate in some distinct ways.

OBJECTIVES:

Students will be able to build a Lincoln-Douglas constructive.



II. BASIC INFORMATION

Affirmative Constructive – 3 minutes

Cross-Examination – 1 ½ minutes

Negative Constructive – 3 ½ minutes

Cross-Examination – 1 ½ minutes

First Affirmative Rebuttal – 1 ½ minutes

Negative Rebuttal – 2 minutes

Second Affirmative Rebuttal – 1 minute

In addition to these times, each student will have 2 minutes to use as “prep time.” Prep time is time given during the debate in order for students to organize their thoughts and prepare arguments. They may ask the judge for prep time at any point during the debate that is between speeches. Prep time should not be taken before the affirmative constructive or before cross-examination. It is recommended that debaters use prep time before the negative constructive and before rebuttals.

Suggestions for prep time usage:

1 minute before negative constructive to make sure that arguments are clear and that student has written down some responses to the 1st affirmative constructive.

1 minute before each rebuttal to give the debater time to organize thoughts and to come up with clear arguments that counter the other side.

- A. Negative constructives should consist of the speech and should also leave time for some rebuttal of the affirmative case. Approximately 2 minutes for case and 1 ½ minutes for rebuttal.
- B. Always relate your arguments and evidence to your value premise.
- C. Just as in policy debate, students should be concerned with Introduction, Body, and Conclusion.

II. GENERAL ACTIVITIES

- A. The outline and speech writing activities from Skill 1 may be used again here.
- B. Have students prepare outlines and practice reading affirmative and negative constructives with a partner. Partners take notes and critique one another.
- C. Have each student write definitions of 'honesty' and 'loyalty' on a sheet of paper. Ask some students to volunteer to read their definitions. Discuss the different interpretations. Now, read the dictionary definitions to them. Finally, compare all of the definitions in an attempt to reach agreement on which definition is best.

AFFIRMATIVE SPEECH OUTLINE

I. INTRODUCTION

- A. Open your speech with a quote that pertains to your side of the argument
- B. State the resolution: Say "Because I believe this quote by _____, I must affirm the resolution: " _____ (use current resolution) _____."

II. DEFINITIONS

- A. Introduce this section with key words
Example: "For the purpose of clarification, I will define the following terms..."
- B. Define any words important to your case.

III. VALUE

- A. State your value for the case and define it.
The value that best supports this resolution is _____ defined as _____.

IV. CRITERION

My value of _____ is best supported by the criterion of _____ as explained by _____.

V. CASE

- A. Case should have at least three main points
Contention 1:
Contention 2:
Contention 3:
- B. Each main point should have at least one piece of evidence to prove it.
- C. Each main point may have sub points as needed.

VI. CONCLUSION

- A. Summarize main points and explain to the judge why he/she should vote for you So for the reasons of _____, _____, _____ you should vote affirmative.

AFFIRMATIVE CASE EVALUATION

Name: _____

Name of person whose case you are evaluating:

Evaluate the strengths and weaknesses of each of the following eight areas in the case you read:
Introduction:

Definitions:

Value:

Criterion:

Contention 1:

Contention 2:

Contention 3:

Conclusion:

Overall give the case a score of 1 to 10. Ten is perfect. Justify your score.

NEGATIVE CONSTRUCTIVE

CROSS-EXAMINATION GUIDELINES AND SUGGESTIONS

Cross-examination is an experience that runs across the spectrum from a terror-filled duck-and-weave under pressure to a vaguely confusing and frustrating attempt to clarify important concepts to a boringly dry exchange of specific arguments and evidence quotes. At its best, cross-examination is a way for people to frame the communication event taking place, to make positions and arguments clear, to provide an over arching perspective to view the round, and to cleverly draw out or set up information that will be useful to their own position. At its worst, cross-examination is often a stunning display of a lack of respect for other people, and can become either an antagonistic exercise of verbally aggressiveness, or a disjointed series of requests for details of arguments and evidence.

What is Generally Accomplished?

1. Gather/Clarify information: make the general thesis of arguments clear enough to begin framing responses; carefully verify any vague "absolute," "theory," "decision-rule" or "punishment" arguments raised; separate and delineate mingled clumps of arguments; prioritize getting key and important aspects clarified.
2. Gather/Clarify evidence: Quickly collect key pieces of evidence; where appropriate or useful ask questions about evidence that highlights weaknesses between the claim (tag, label) and the quote. Draw out clear examples of quotes that actually support an opposite construction of the argument; and query any "straw man" quotes where the author concludes otherwise.
3. Expose weak arguments: with tact and acumen, probe arguments that are over-generalized, that feature false causes, that are overdrawn analogies, that are ad hominem only, and that fail a test of reasonableness.
4. Setup arguments: Elicit responses that feed link and impact stories into a major position, or that commit the other team in some way to a weak position on an eventual chain of arguments.
5. Portray presence: Without being overly dramatic, debaters can convey a sense of knowledge and perspective in the questions they choose, and can gain credibility by cooperating in the communicative process.
6. Gain valuable preparation time: Cross-examination time almost always features other partners frantically scrambling to prepare remarks, and any time not used can waste valuable preparation time.

ANSWERING QUESTIONS

Do:

- Answer questions in a straightforward manner
- Control emotions, sarcasm
- Answer to judge – include audience in response
- Avoid over commitment – watch for traps and "links"

Don't:

- Be afraid to say "I don't know"
- Engage in excessive time-wasting; some control over timing in Cross-X period is reasonable, too much angers the judge
- Try to question the questioner – usually not an effective tactic

ASKING QUESTIONS

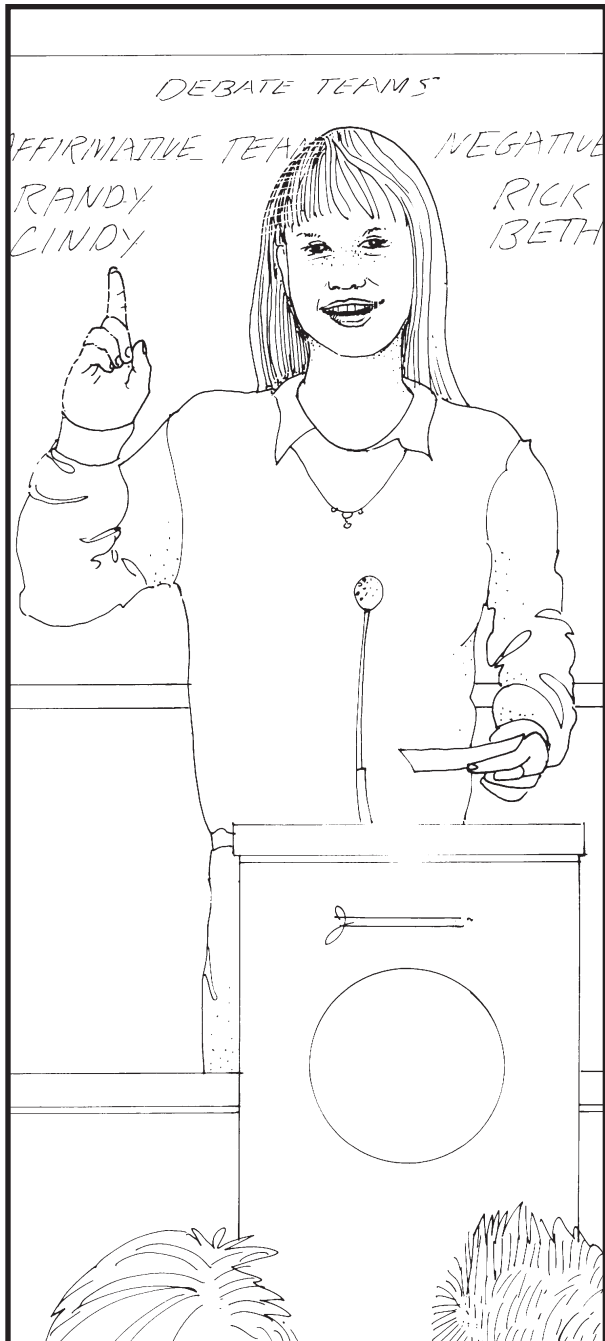
Do:

- Strong question first (especially 2NC of the 1AC) to establish presence
- Keep control (cut off long, winding answers); you can't expect all monosyllabic replies, but you can stop a filibuster
- Focus questions in a line of attack; try and have a strategy going into Cross-X
- Maintain polite, humorous, relaxed attitude
- Use Cross-X answers (or lack of answers) in your speech
- Use all Cross-X time (it is valuable prep time!)
- Go beyond just reiterating the arguments, probe assumptions and quality of evidence

Don't:

- Argue: ask questions, save arguments for speech
- Ask obvious questions ("if we win this, you lose, right?")
- Disclose negative strategy ("Your turns turn the case, right?")
- Bully opponent by continually cutting them off or raising your voice – be aggressive, but not obnoxious
- Ask "What is your answer to..." when they have dropped the argument (don't give them any chance to respond)
- Start off with "Isn't it a fact that..."
- Make personal attacks on the opponent
- Continually interrupt your partner's Cross-X
- Ask long, involved, complex questions

L-D DEBATE APPENDIX



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PHILOSOPHY LESSON PLAN

TITLE: PHILOSOPHY

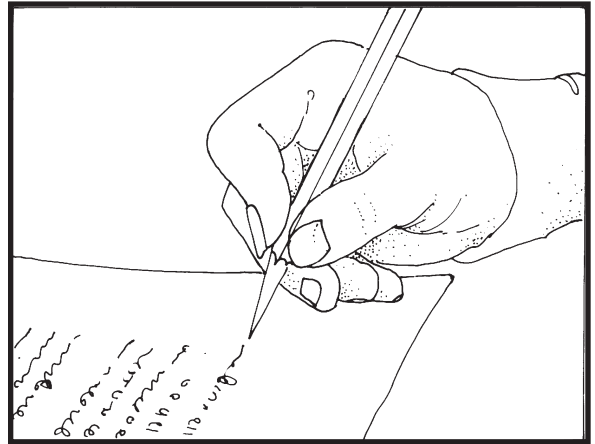
(*Note to teachers: If your students do not use philosophy to back up their values, they should still try to state a criteria, or reason, why something is good or bad.)

CONCEPT:

Philosophy is essential to a good criteria as it adds evidence to back up values

OBJECTIVE:

Students will become familiar with basic philosophical ideas and be able to apply them to debate



I. BASIC INFORMATION

This section will give you some basic concepts of philosophy. These philosophical definitions were taken from CDE's Dictionary of Lincoln-Douglas Debate written by Jim Peterno, 1993.

UTILITARIANISM: *Utilitarianism focuses on the effects of an action. The moral action is that which produces the greatest good for the greatest number. In other words, the happiness and general well-being of the majority should take priority over the individual. Utilitarianism is a theory which attempts to define the scope and freedom of individual liberty under state authority. Because it draws a line between the rights of the individual and the rights of others, utilitarianism is a form of justice.*

Jeremy Bentham

Bentham's basic assumption is that humans by nature avoid pain and seek pleasure. He argues that individual happiness is the supreme good. A person should act in a manner that provides happiness for the greatest number. In other words, happiness would be measure by a quantitative scale (measure happiness by amount or quantity). Those who commit crimes, then, should be punished by the quantity of unhappiness they create. Punishment must produce more in pain than pleasure gained by committing the crime.

Bentham is an "act utilitarian." Act utilitarians uphold two ideals: one, that the worth of an act should be judged according to its pleasant and unpleasant consequences; two, that a person should act in such a way that his act will promote the greatest good for the greatest number.

Critics argue that Bentham's philosophy has two major short comings. First, it

ignores the distribution of happiness. Second, it ignores other important values that a state ought to consider.

John Stuart Mill

Mill believes that happiness is determined by the individual. In addition, he argues that no one individual can determine what will produce happiness for every individual. Thus, he believes that a democracy (which provides for maximum individual participation and creates an environment for the pursuit of happiness) is the best way to secure liberty (man's quest for his own good) and promote happiness. Thus, democracy is an avenue to provide individual happiness to the greatest number.

Unlike Bentham, Mill argues that happiness should be measured on a qualitative scale (consider the overall quality of life and happiness...not just the quantity of happiness). He is hoping, then, to produce a high quality of happiness for the greatest number of individuals.

To define the extent that an individual should be allowed to exercise his liberty, Mill refers to the "harm principle" which says that the only good reason for restricting a person's liberty is to prevent harm to others. Mill argues that punishment should only be used if it would lead to better consequences than non-punishment.

Mill is a "rule utilitarian." Rule utilitarians support three main ideas: one, that the moral worth of an act is judged according to the good or bad consequences that result from following a moral rule of conduct; two, that a person should follow a moral rule that brings more good consequences than another rule would; and three, that all moral rules which produce the greatest happiness for the greatest number should be obeyed.

Critics argue that every individual action has potential negative effects. Also, one could argue that by measuring happiness on a qualitative measure, Mill is no longer a true utilitarian promoting the greatest happiness for the greatest number.

CIVIL DISOBEDIENCE: *Civil disobedience is the theory that one should break a law or rule in order to make society better. The person who practices civil disobedience believes that the society should be respect overall, but that some specific parts of it need to be changed. He respects the idea of the law or rule in general, but believes that a specific law or rule is unjust.*

Henry David Thoreau

Thoreau believes that if a law or rule is unjust, civil disobedience is automatically justified. According to Thoreau, there are three components used to determine whether or not a law or rule is unjust: common sense, individualism, and supremacy of conscience. First, common sense is the belief that ideas should be examined and re-examined. Time honored ideas shouldn't be viewed as sacred. Second, individualism is important because morality is a matter of individual conscience. The state does not have a moral worth of its own—only what the people give it. It is the individual's obligation, then, to resist unjust laws and rules. Finally, supremacy of conscience is what individuals use to determine right from wrong.

Another important belief held by Thoreau is that if an individual decides to

practice civil disobedience, he or she must be willing to accept the consequences of that decision. It does not matter whether the consequences are positive or negative, the individual must be willing to live with them.

Critics attack Thoreau by suggesting that individuals lack the courage needed to disobey when they should, that there is no clear standard of morality, that the individual is less important than the states, and that conscience is not the most important value.

John Rawls

Rawls uses civil disobedience to test his theory of justice. He argues that civil disobedience should be used when there is a conflict between having to comply with laws and defending liberties. Rawls believes that when this conflict arises one of two principles (which compose his theory of justice) has been broken: equal liberty or fairness. Equal liberty is the belief that everyone should be granted the same freedoms and rights to begin with. Fairness is the idea that these freedoms should be equally distributed to all persons. If a person had on a “veil of ignorance” and had to make a decision not knowing what social class he would be in, he would make a fair decision.

Unlike Thoreau, Rawls does not assume that civil disobedience is automatically justified. Rawls lists three conditions under which civil disobedience is permissible: one, it is limited to instances of substantial and clear injustice; two, it must be used as a last resort after all normal appeals within the system have been made (except in extreme cases); and three, the intent of civil disobedience must be balanced with the possible ill effects so that it won’t endanger society.

NOTE: Martin Luther King and Ghandi also promoted the concept of civil disobedience. You might read up on their views of this philosophy.

SOCIAL CONTRACT: *The belief that a person enters into society to secure rights and/or protection (depending on the philosopher). The concept of a “social contract” represents the agreement between the individual and society. The “terms” of this contract differ between philosophers.*

John Locke—(Inalienable Rights)

Locke assumes that all men have certain “natural rights” that existed before society was created and that those rights are good in and of themselves. In the natural state (no government), however, men’s rights conflict and this conflict leads to war. As a result, men enter into society and form a social contract. He also assumes that since man senses the need for self-restraint, he is by nature good and rational.

The “natural rights” that are protected under Locke’s social contract are life, liberty, and property. Property, according to Locke, includes both material possessions and personal fulfillment. Property, then, is similar to the pursuit of happiness. To protect these rights, government is created. Government serves three purposes: one, it establishes laws; two, it acts as an authority and settles conflict; and three, it applies consistent justice.

According to Locke, government does not cause minority suppression. Rather, it

enlarges liberty since, in the state of nature, freedom is limited by the conflicting rights of individuals. To achieve this end, government should promote justice, operate according to the majority rule, and promote equality.

Critics argue that there are two flaws with Lock's idea of social contract. One, there is no proven instance where people first got together and gave their consent to the social contract. Second, people who were born under the government are not at liberty to create another one.

Thomas Hobbes—(Self Preservation)

Hobbes' basic assumption about human nature is that people desire power and are willing to do whatever is necessary (in the absence of government) to get it. People are greedy and can act in destructive ways toward each other when there is no common power to keep them in line.

Hobbes argues that every person possesses the "natural right" (liberty) to act in whatever manner he believes is appropriate in order to preserve his life and the objects which improve his life. Additionally, Hobbes considers all people to be essentially equal.

Hobbes realizes that the state of equality and the freedom to act according to one's own desires will cause a "natural condition" of living in constant fear. To gain a sense of security, people therefore naturally agree to develop a sovereign or government which Hobbes refers to as the "Leviathan". Hobbes argues that a rational sovereign would only propose laws to regulated people when it was necessary for the common good. This concept becomes Hobbes' theory of self-preservation.

Jean-Jacques Rousseau—(General Will)

Rousseau's basic belief is that humans are good by nature but they become corrupt through social interaction. Specifically, Rousseau contends that "man is originally without sin, that he comes into the world a free being, and that he is equipped with the capacity for decency, public spiritedness, candor, and authentic rationality."

This natural innocence, however, is corrupted as people interact with one another. Their natural differences in skill and ability give rise to artificial differences, particularly those of wealth and poverty. The artificial differences result in envy and contempt which lead to a breakdown of the community. Therefore, individuals can never return to the original state of goodness.

The answer to this problem, according to Rousseau, is not to remain in a savage state, but to construct a higher civilization. The social contract in Rousseau's world is meant to be a blueprint for this higher civilization. In order to achieve a higher state of civilization, all individuals must dedicate themselves solely to seeking the common good for all. This dedication is known as the "general will." Because the general will is grounded in a concern for the common good, it can never seek particular objects or interests. Likewise, benefits and burdens must be distributed equally to all citizens.

CATEGORICAL IMPERATIVE: *The belief that the means (the actions a person takes) justify the end (the result or outcome of the action). It is important to not, however, that the end is only justified if and when the means is moral.*

Immanuel Kant

Kant believes that good will is the most important criterion to use when determining the morality of an act. An act cannot be considered moral if the original intention was not of a good will. According to Kant, there are two main ingredients that make up good will: reason and duty.

Acting from a sense of duty means that an individual acts the way he thinks he should, regardless of whether or not it makes him happy or produces any benefits. Furthermore, Kant argues that it is not enough to just do the right thing, an individual must also do it for the right reasons. For example, being kind to others just because it makes you feel good is not enough to make the kindness a moral act. You must be kind because it is your duty.

There are three basic elements to Kant's Categorical Imperative which are listed below:

1. Make sure the principle you act from could be applied to anyone, anytime, in any situation. This belief is known as Kant's "universal law".
2. Don't use other people (or yourself) as simply a means to an end. Treat every person as ends in and of themselves. In other words, Kant considers man to be an end in and of himself.
3. Always act as if you are a member of the "realm of ends".

NOTE: Kant's philosophy is somewhat confusing and often misused. If you are going to use him, you must study his philosophy thoroughly. If someone is using him against you, test their knowledge for misuse.

OBJECTIVISM: *The basic assumption that, to live a moral life, one should be concerned with his own interests. A person should take actions that will benefit himself first and foremost. As Rand would say, the individual must maintain a sense of "rational selfishness".*

Ayn Rand

Rand would argue that the ultimate value or concern is survival. Man's basic means for survival is reason, the process of thinking for one's self, making one's own decisions. Thus, that which is good furthers life and reason; that which destroys life and reason is evil.

Rand would argue that there are three basic values that one must live by in order to attain survival: reason (rationality), purpose (productiveness), and self-esteem (pride). Independence, honesty, integrity, and justice are all essential elements of reason. Using these qualities of reason, man becomes productive and accomplishes his goals. The outcome, then, is that man attains a sense of pride and esteem from his accomplishments. At this point, then, the individual's life is worth sustaining. Throughout this process, man must live for himself, neither sacrificing himself to others or others to himself.

Ultimately, Rand would contend that the achievement of happiness is man's highest moral purpose. However, a man should not choose his actions according to that emotion. The road to happiness may be filled with bitterness and sorrow.

HIERARCHY OF HUMAN NEEDS: *The basic assumption that to live a full and happy life, an individual has five basic needs that must be met. Those needs progress from the most vital and necessary (survival) to the idea (self-actualization).*

Abraham Maslow

Maslow argues that all individuals, regardless of their culture or background, require the same basic needs and strive for the same ultimate goal: self-actualization (the condition of total happiness, or knowing that one has accomplished one's goals and attained a sense of fulfillment). In order to reach a state of self-actualization, one must first attain the needs listed below. The needs must be obtained in order starting at the bottom of the pyramid.

Self-Actualization (see def. above)

Self-Esteem — feeling pride and confidence in one's self and accomplishments.

Love — feeling accepted and liked by others.

Safety — feeling secure in one's environment; knowing that one is protected from potential dangers.

Survival — possessing or having access to the vital necessities (food, water, and shelter).

II. RESEARCH ASSIGNMENT ON PHILOSOPHERS

PART I: Name the philosophy associated with each of the following philosophers

John Locke _____
Immanuel Kant _____
Jeremy Bentham _____
Thomas Hobbes _____
Jean Jacques Rousseau _____
John Stuart Mill _____
Abraham Maslow _____
John Rawls _____
Henry David Thoreau _____
Ayn Rand _____

PART II: Write a short paragraph explaining the following ideas

Utilitarianism

Hierarchy of Human Needs

Objectivism

General Will

Self Preservation

Civil Disobedience

Categorical Imperative

Social Contract

III. OTHER ACTIVITIES

1. Have students research and write a one page report on a philosopher. Then have students do a three minute report on their philosopher.
2. Have students do group projects on the different philosophers or philosophies and then have each group teach a lesson to the class about their assigned philosopher or philosophy.
3. Have students list different values and then decide which philosophies would serve as a criterion for each value.

PROPOSITIONS WORKSHEET

Name: _____

Date: _____

In the space provided, identify each proposition as a proposition of fact, policy, or value.

1. _____ Abraham Lincoln was the sixteenth president of the United States.
2. _____ Honesty is more important than loyalty.
3. _____ The State of Utah should implement a program to substantially decrease traffic congestion.
4. _____ The State of Utah should create a plan to significantly reduce air pollution.
6. _____ Ronald McDonald is a better mascot than the Burger King King.
7. _____ Watching adventure movies is better than watching comedy movies.
8. _____ The symbol of the Democratic Party is a donkey.
9. _____ The State of Utah should establish a plan to increase environmental education.
10. _____ Dogs make better pets than cats.
11. _____ The official bird of the United States is the Bald Eagle.
12. _____ The official bird of the United States should be a turkey.
13. _____ The United States should establish a plan to significantly reduce juvenile crime.
14. _____ Principals should be allowed to search lockers.
15. _____ Year round school is better than traditional school.
16. _____ The State of Utah should develop a plan to substantially decrease growth along the Wasatch Front.
17. _____ The environment should be valued above human beings.
18. _____ George Washington was the first president of the United States.
19. _____ Bugs Bunny is a better cartoon character than Mickey Mouse.

PROPOSITIONS WORKSHEET ANSWER KEY

1. fact
2. value
3. policy
4. policy
5. fact
6. value
7. value
8. fact
9. policy
10. value
11. fact
12. value
13. policy
14. value
15. value
16. policy
17. value
18. fact
19. value
20. value

A LIVER TRANSPLANT

INSTRUCTIONS: You have been chosen to serve on a hospital committee to decide which of seven applicants are to receive a liver transplant. The operation for transplanting a pig liver into a human being has been improved to the point that it is now possible, for the first time, to save the lives of people who would otherwise die of liver diseases. Your hospital is the only one in the world where this operation can be successfully performed. Because the procedure is so costly and complex, only three transplants can be performed each year. You must choose, therefore, only three of the seven applicants.

Keep in mind three important considerations:

1. The applicants are all suffering from a rapidly growing liver tumor. Without a liver transplant all will die within a year.
2. No one can share a liver with anyone else.
3. You are the final authority in this case—you cannot delegate the decision to anyone else.

SEVEN APPLICANTS:

1. White, 29-year-old female bank robber with six children, the oldest of whom is 12 years old; on welfare since she was released from prison last year.
2. White, 70-year-old Swiss businessman (manufactures watches). Family will donate \$3,200,000 to research on liver diseases if he is chosen to get a transplant.
3. 17-year-old delinquent with a high IQ but a three-year drug (nonaddictive) history; currently unemployed.
4. White, female physician, 54 years old—works half time in community health clinic; her other work involves research on vaccines for infectious diseases; had mild heart attack two years ago.
5. Black, female, college scholarship student, age 21, who is carrier of sickle-cell anemia.
6. Male musician, age 36, famous concert violinist and teacher.
7. Oriental male orphan, four years old; otherwise healthy and seemingly bright.

THE GREEN OG

This is a Green Og. It's half human and half animal.

The Green Og is the last of its kind. Some want to destroy it because of its ugliness. Some would buy tickets to see it. Some zoos would love to exhibit it. Some would feature it in horror films, while others want it for medical research.

The Green Og is given to you.



What will you do with it?

Why?

LINCOLN-DOUGLAS DEBATE BALLOT

ROUND _____ ROOM _____ TIME _____ DATE _____ JUDGE _____

Affirmative (code) name _____

Negative (code) name _____

INSTRUCTIONS TO JUDGES:

In making your decision, you might ask yourself the following questions:

1. Which of the debaters persuaded you that their position was more valid?
2. Did the debaters support their position appropriately, using logical argumentation throughout, and evidence where necessary?
3. Which debater communicated more effectively?

CIRCLE THE APPROPRIATE NUMBER:

	SUPERIOR	EXCELLENT	GOOD	AVERAGE
AFFIRMATIVE	50-49-48-47	46-45-44-43	42-41-40-39	38-37-36-35
NEGATIVE	50-49-48-47	46-45-44-43	42-41-40-39	38-37-36-35

AFFIRMATIVE	NEGATIVE
CASE & ANALYSIS	CASE & ANALYSIS
SUPPORT OF ISSUES THROUGH EVIDENCE AND REASONING	SUPPORT OF ISSUES THROUGH EVIDENCE AND REASONING
DELIVERY	DELIVERY
REASON FOR DECISION	

NOTES:

GENERAL COACHING RESOURCES

ADAPTED FROM THE NATIONAL ASSOCIATION OF URBAN DEBATE LEAGUES

http://www.urbandebate.org/coaching_resources.html

COACHING THE BASICS: WHAT IS AN ARGUMENT?

Some people think that “engaging in argument” means being mad at someone. That’s one use of the word “argument.” In debate we use a far different meaning of the term. It means making claims based on logical reasoning and proof.

There are three parts to an argument in debate: the claim, the data, and the warrant. These terms seem kind of formal, and they are. But whether you know it or not, solid arguments that you make every day are based on these concepts.

Here is an example of an argument: “Team X will win the basketball game against Team Y because Team X has taller players than Team Y.”

The “claim” is the bottom line conclusion of the argument – namely in this example that “Team X will win the basketball game.” The “warrant” is the reasoning behind the claim. In this example the reasoning is that the taller team will win the basketball game. The “data” are the facts used to support the warrant. In this example the data is that Team X is taller than Team Y.

COACHING: WINNING CLASH BATTLES

Explain your argument. In this stage you comprehensively explain your argument. This step may take one sentence or several, depending on the time pressure in the speech and the importance of the argument. Explanations should include a statement of the underlying reasoning and proof for your claim.

Resolve the issue. At this stage you explain why you are right and they are wrong. It could be something as simple as pointing out that your evidence is more recent or qualified. Other ways to resolve the issue include: use of historical example, a claim of a consensus viewpoint. The most common way to resolve an argument is to prove that your side contains internal logic that is not assumed by the other side’s argument.

Here is a complete example:

- (1) “Our third argument in the 1AR is that ‘schools are getting worse.’ ”
- (2) “Statistics from all parts of the country indicate test scores are declining.”
- (3) “They say “Schools are getting better.”
- (4) “Our evidence is more recent than their evidence.”
- (5) If we win, this it proves we win inherency, that status quo efforts are failing.”

COACHING THE MECHANICS OF HAVING A DEBATE: FLOWING

Start with the Case Flow. Do this by writing the details of the 1AC Case in the left-most column,

from top-to-bottom. Try to write down the numbers or letters, the tags, the main point of the argument, and any details you can of the evidence that is read. You can use several sheets for the Case Flow to keep the major points of the 1AC separated.

The 2AC (and subsequent speeches) responses should be written down on their appropriate sheet, depending on whether they are answering the Off-Case arguments or rebuilding their Case. Off-Case arguments stay on the Off-Case Flows, and all the Case arguments stay on the Case Flow. Keep the Off-Case Flows separate from each other.

Develop shorthand abbreviations. You'll quickly learn that you don't have time to write out words all the way otherwise you'll miss too much. Come up with shorthand that you (and your partner) can recognize. You can use "AF" to abbreviate "Africa". You can use the letter "T" to abbreviate "Topicality".

COACHING THE LIFE BLOOD OF DEBATE: EVIDENCE

The way to support your arguments is to have evidence. Evidence might come from your own experience or common knowledge. Most evidence for debate rounds comes from research done in the library or on the internet. Generally you look for examples, statistics or testimony that supports the claims you want to make. Evidence comes from books, magazines, journals, newspapers, and web sites. A number of debates are won because one team has better evidence. So what makes evidence "better"?

The Qualities of "Good" Evidence

You want evidence that is full of solid reasoning and warrants, not just claims. Evidence that has reasoning is more persuasive and credible than evidence without it. If someone told you to do something and you asked why and all they said was "Because I said so" they would not be providing a warrant and you wouldn't find their request very persuasive.

You want evidence that comes from qualified sources. Qualifications refer to the credentials or experience of the author of your evidence. Other things equal it is assumed that sources that are more experienced or credentialed are more likely to be right.

The Parts of a Complete Citation

When you find your evidence you are required to have a complete citation before you can use it in a debate round. What makes for a complete citation?

When you find a piece of evidence it is essential that you provide a complete citation for it so that someone can look it up if they want to. Think of it like a bibliography. Getting the source citation correct is often boring and detailed, but it is very important to be done accurately.

A full and complete citation includes: the author, the qualification, the source, the complete date, and the URL or page number. Here is an example:

Michael O'Hanlon, Senior Fellow, The Brookings Institute, Brookings Web Site, November 18, 2007 http://www.brookings.edu/opinions/2007/1118_pakistan_ohanlon.aspx

COACHING THE SPEECH: FIRST AFFIRMATIVE CONSTRUCTIVE

Substance

Your 1AC evidence should have qualifications, and those should be read in the speech itself. Not only does this help establish the credibility for your Case and Plan, but it also sets up possible comparisons with evidence the negative might read. Typically the affirmative has better research on their own Case than the negative does, so they usually have better qualified evidence.

Adjustments to your 1AC are crucial as the year goes on. After you have been to a tournament or two, evaluate your evidence selection in your 1AC. Are there cards in your current 1AC that you seldom use in the rounds? If so, consider taking them out of your speech. Are there cards that you find you are always reading in the 2AC? If so, consider adding those cards.

COACHING THE SPEECH: SECOND AFFIRMATIVE CONSTRUCTIVE

Responding to Off-Case Arguments

The 2AC must respond to each Off-Case argument presented in the 1NC. Generally you want to “group” each Off-Case argument and respond to it with one block of numbered arguments. Front-lines they should be quickly pulled and made ready to read.

The 2AC should diversify the types of answers that are made against each Off-case argument. Do not focus on just one or two specific types of arguments, but instead present a wide variety. This diversity should include “turn” strategies on disadvantages, counterplans and critiques. Designing strong response strategies is equally important as your affirmative Case construction.

Re-Building Your Case

Use the 1AC evidence generously. The 1AC evidence is the strongest in the affirmative file. The 2AC should refer back to the evidence, both the substance of the reasoning in the evidence, as well as the quality of the sources. If the affirmative has written a strong case the 2AC should have to read very little new evidence on the Case side of the debate.

COACHING THE SPEECH: FIRST AFFIRMATIVE REBUTTAL

The First Affirmative Rebuttal (1AR) must cover all of the arguments extended by the negative team in both the 2NC and the 1NR, including the off-case and on-case arguments.

The sheer timing of this is difficult considering the 1AR is only 5 minutes long and the negative block is 13 minutes. Obviously the 1AR must be selective and very efficient.

Strategy

The 1AR should have a strategy in mind for allocating time. Generally the 1AR should allocate their time in proportion to the way the negative block did. For example, if one-third of the negative block was spent on extending a Topicality argument, approximately one-third of the 1AR should be spent answering it. This guideline must be adjusted based on the quality of the negative’s arguments, the strengths of your earlier affirmative arguments, and the importance of each argument toward winning and losing the debate.

The 1AR also needs to think of the speech as a set-up speech for the 2AR. The 1AR must extend a diverse array of arguments so as to provide flexibility for the 2AR. For example, when answering a disadvantage the 1AR should extend link, uniqueness and impact arguments if possible. That way the 2AR can choose among them.

Tactics

The 1AR must respond directly to the negative's arguments. It is not enough to simply repeat your 2AC answers or your 1AC arguments. You must ask yourself, "What arguments did the negative make that would make the most impression on the judge?" then directly answer those arguments. Reminder: your job is to extend, not just repeat, the affirmative arguments. If possible, the 1AR should try to read some supporting evidence. This evidence should be chosen selectively to respond to the most dangerous aspects of the negative strategy.

COACHING THE SPEECH: SECOND AFFIRMATIVE REBUTTAL

Strategy

In addition to summarizing the affirmative arguments, the 2AR must also address all the arguments extended by the last negative speaker. Adapt to their weaknesses. If the 2NR mishandles an argument, capitalize. Be realistic that you may not win every argument in the debate, but explain to the judge how you still win overall.

Tactics

Refer back to the 1AR frequently. You cannot make up new arguments in the 2AR. Sometimes the judge will have a hard time telling whether or not your argument is new or not. The more you refer back directly to your partner's arguments the more it sounds like your 2AR arguments are grounded there, not brand new. This is especially true in relation to evidence that was read.

The agenda of the 2AR should be affirmative arguments, not negative extensions. The 2AR should be based on previous affirmative answers. Signpost back to those arguments and explain them before you address the negative points. This will make sure that you are spending your time on your ground, not on theirs.

COACHING: DESIGNING THE NEGATIVE STRATEGY

Designing the negative strategy is one of the most important aspects of preparation. It is important to focus your energies on coherent and logical positions. There are two kinds of negative strategies: specific and generic. Specific strategies are for Cases that you know about. Generic strategies are for times when you have no specific strategy. This may happen when the affirmative runs a brand new Case.

When you brainstorm, ask some questions about the affirmative. What are the basic assumptions of the affirmative Case? The answers will form the basis of your on-case attack. Who would be hurt by adoption of the plan? The answer to this question will help form the bases of your

disadvantages. Are there any basic questions of philosophy their plan violates? This will help you decide on critiques. Finally, is there some better way to solve the problem? This helps with designing counterplans.

The negative strategy should avoid inconsistent or contradictory parts. The negative almost never benefits from contradictory arguments as you can only win the debate on one or the other. Plus contradictions set up the possibility of the affirmative being able to get out of both.

For example a negative team could extend a topicality argument in the 2NC which the 1AR might spend 1 minute answering. The negative could then concede this topicality argument, gaining an extra minute for the 2NR for covering all remaining arguments of the 1AR. Gaining an extra minute in a 5-minute speech is a huge strategic advantage.

Finally, design strategies that would appeal to a wide variety of judges. Some judges are conservative on debate theory and some are liberal. Some judges have broad views of the topic some have narrow views. It is risky to devise a strategy at home that only would appeal to a narrow range of judges.

COACHING DISADVANTAGES

Burdens of a Disadvantage

Disadvantages must link to the affirmative plan. This means that the negative team must be able to prove that the drawback results from adoption of the specific affirmative Plan. Links can come from the actions of the Plan or the advantages of the Case. Some DA's are based on several "internal links" – like a chain reaction. The affirmative can deny the link to a DA either by proving their Plan will not result in that outcome, or by questioning one of the internal links.

Disadvantages must also be "unique" to the affirmative plan. This burden means that the drawback occurs ONLY when the Plan is passed, that it won't occur in the present system. For example suppose someone suggests that you go to dinner at Wendy's and someone responded by saying, "don't go there, the fries are greasy" (a DA). That person would have to prove that if you didn't go to Wendy's you would be able to find some food that wasn't as greasy. If a DA is not uniquely caused by the affirmative plan it is not a reason to reject it. In our example, suppose the alternative to Wendy's was McDonalds, you could say that McDonald's had greasy food too so going to Wendy's would not have a unique disadvantage of greasy food.

Turns

Often, one of the most powerful arguments an affirmative can make against a disadvantage is to say that their Plan actually has a positive effect in the area of the DA. That means the argument really becomes a net advantage, not a drawback, to adopting the plan. For example, suppose the person proposing we go to Wendy's said that Wendy's offered more grease-free options, like salads and baked potatoes, than any other fast food chain. In our example about the recession, the affirmative might have an argument that their Plan was actually good for the

economy. Both of these would be example of “Turns” to the disadvantage. As you can see, turns are very important arguments and both teams should focus on them.

COACHING COUNTERPLANS

Many times in life we are not confronted with a simple choice between a proposal and the current path. Instead we are faced with one proposal weighed against a second proposal. For example, if your refrigerator breaks down, you may look at the option of buying a new refrigerator compared to the “status quo” of the broken appliance. But more likely you’ll compare one new refrigerator vs. another new one. In debate, when the negative defends an alternative policy and not the status quo, it is said that they are defending a “counterplan” (CP).

[How to Run a Counterplan](#)

Counterplans are policies that are defended by the negative team. It should be presented in the 1NC. It should be written out and be as detailed as an affirmative Plan.

The CP must be a reason to reject the Plan. To explain this, let’s go back to our example. Suppose your idea is to buy a GE refrigerator (the Plan). If someone else in your family said instead “let’s turn the lights on in the living room,” you would likely reject that suggestion as being irrelevant. Obviously, it would be possible to buy the GE fridge and also turn the lights on in the living room. There is no need to choose, so you’d still accept the initial idea.

To test whether or not the CP is a reason to reject the affirmative Plan you ask two questions. First, is it impossible to do both the Plan and the CP at the same time? If the answer is yes, then we are forced to choose. The second question: Is it the case that we should not do both the Plan and the CP at the same time? If the answer is yes, then it is illogical to do both together. In either of these cases the negative also has to prove that the CP is better than the Plan. This test is used to establish whether the CP meets its test of “competition.”

COACHING THE SPEECH: FIRST NEGATIVE CONSTRUCTIVE

[Selection](#)

The 1NC should avoid repetitive arguments. Repeating arguments make it too easy for the affirmative team to answer. This is true both for Case and Off-Case arguments. Make sure your disadvantages do not have similar link or impact arguments. Do not present duplicative Case arguments. The 1NC should attack as many aspects of the affirmative Case as possible.

[Specific Links](#)

Many Off-Case arguments are “generic,” meaning they apply to many different affirmative Plans. This is a powerful weapon for the negative as it helps them be more familiar with their negative strategies. On the other hand, judges may not like it when they think the negative is running the same arguments every round, regardless of whether they really apply to that specific

affirmative Plan. In order to make your generic arguments seem relevant, include a specific link argument in the 1NC shell. That means you should write out a sentence or two that explains the connection between your argument and the specific affirmative.

Analytical Case Arguments

Some debaters think they can't make an argument unless they have evidence. This is not true. Analytical arguments (arguments without evidence) can be very powerful. It is often very easy to poke holes in the affirmative Case by making logical arguments. These types of points should be added to your Case attack, mixed in with evidence-based arguments. Focus your strategy and attacks on the largest, most threatening parts of the affirmative Case.

COACHING THE SPEECH: SECOND NEGATIVE CONSTRUCTIVE

Preparing

Before you stand up to give your 2NC it is really important that you know and understand everything the 2AC said to your arguments. If you need to ask for clarification in cross-examination, you should do that. If you have the time to read through the evidence they read you should try to do that. Asking to borrow the 2AC blocks after the read them is the surest way to make sure you don't miss anything.

Tactics

After the regional overview the 2NC should cover all of the 2AC arguments, usually one-by-one, without skipping over any. On some arguments you'll need to read evidence, in some cases you won't need to. In part that depends on whether the 2AC used evidence or not.

Finally, weigh or assess the impact of winning the Off-Case argument. If it is a DA, explain how it outweighs the affirmative; if it is a K, explain how it undercuts the Solvency or turns the Case; if it is a CP, point out how it solves the case while avoiding the DAs. Reading additional impact evidence is usually a solid strategy.

COACHING THE SPEECH: FIRST NEGATIVE REBUTTAL

The First Negative Rebuttal speech (1NR) is the second part of the Negative Block – where they give back-to-back speeches in the middle part of the debate. The 1NR is a very important part of the overall negative strategy and should not be underestimated. A powerful 1NR puts great pressure on the affirmative team, particularly the First Affirmative Rebuttal.

Case Extension

The 1NR should focus on extending the most powerful attacks on the affirmative Case. Using the 5-step extension technique (page 5), the 1NR should base their speech on the 1NC arguments, while answering what the 2AC had to say on those points. The agenda of this part of the 1NR should be the 1NC. The 1NR should signpost back to the 1NC structure.

The 1NR should be somewhat selective, if necessary, among the various arguments begun in the 1NC, as some of those initial points may not be worth it. Some arguments have “round winning” potential, others are kind of trivial. You likely won’t have time to go for all of the 1NC points, especially if you are expanding them as you are supposed to. So you’ll need to be selective and realistic.

One way for the 1NR to make their extensions more powerful is to read additional evidence. It might even be a good idea to save some of your best Case evidence for reading in the 1NR where it is much more difficult for the affirmative to answer.

Off-Case Extension

Some times the 1NR is assigned to extend an Off-Case argument, such as topicality or a disadvantage. It is possible for the 1NR to do both the Case (or part of the Case) and extend an Off-Case argument. It all depends on where the biggest need is. While it may be possible to do this, you don’t want to spread the 1NR too thin, making all the arguments they cover really easy for the affirmative to answer.

In the Off-Case extension the 1NR should follow the advice given above (page 23) for the 2NC in going for these arguments. Start with a short “regional” overview. Cover the 2AC in a thorough, line-by-line, manner. Read more evidence on the key points. Emphasize the specific link. Weigh or assess the implications of winning that argument.

COACHING THE SPEECH: SECOND NEGATIVE REBUTTAL

The second negative rebuttal (2NR) is the most difficult speech in a debate. It requires substantial coverage and explanation skills. The 2NR must tie together the entire negative strategy, extending each part in detail and creating a favorable impression. They must also cover the many arguments of the 1AR. The 2NR has to balance all these factors, and then throw in being responsible for the strategic decision-making for the team.

Strategies

The most important strategic goal for the 2NR is to, in fact, have a strategy. While this sounds obvious, many 2NR’s simply go through the motions of trying to win every argument. Instead, the 2NR must assess how the strategy is working up to that point and make a decision about the right mix of the Case or Off-Case arguments, and choosing among the Off-Case arguments.

The 2NR must attempt to anticipate the 2AR strategic choices. The more experience you have, the more easily this will come. The more times you debate a certain team the more you can expect what they will go for in the last rebuttal. The 2NR should focus on that strategy and extend enough arguments against it to neutralize it. While the 2NR may want to make some reference to your opponent’s upcoming speech, it is generally more effective to internalize the

chess game and just shape your 2NR to pre-empt their strategy.

Techniques

Repetition is fatal for the 2NR. The goal of the 2NR should be to make five minutes of totally separate arguments. If you sense that you are repeating the same argument in several places in the debate you should correct that by diversifying your positions. Do not over-rely on one argument, one assessment, or one insight.

The 2NR chooses which Off-Case arguments to go for. They have to (very quickly) kick out of the ones they don't want, and then thoroughly extend the ones they do want. On those, they must answer everything the 1AR said on that flow. It is crucial not to miss anything.

Utah Debate Ties to Utah State Seventh Grade Language Arts Core Curriculum

Standard 1: (Reading) Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1: (Word Analysis, Vocabulary Development) Define word meaning through word parts, definitions, and context clues.

Objective 2: (Comprehension of Informational Text) Comprehend and evaluate informational text (i.e., textbooks, advertisements, and posters).

Standard 2: (Writing) Students will write informational literary text to reflect on and recreate experiences, report observations and persuade others.

Objective 1: (Writing to Learn) Retell or summarize and make connections to clarify thinking through writing.

Objective 3: (Revising and Editing) Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

Standard 3: (Inquiry/Research/Oral Presentation) Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1: (Process of Inquiry) Use the process of inquiry to formulate questions and engage in gathering information.

Objective 2: (Written Communication of Inquiry) Write to report information gathered from the process of inquiry.

Objective 3: (Oral Communication of Inquiry) Communicate ideas and information appropriately in a classroom setting.

Utah Debate Ties to Utah State Eighth Grade Language Arts Core Curriculum

Standard 1: (Reading) Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1: (Word Analysis, Vocabulary Development) Define word meaning through word parts, definitions, and context clues.

Objective 2: (Comprehension of Informational Text) Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters, biographies autobiographies, persuasive essays, letters, graphs, and charts).

Standard 2: (Writing) Students will write informational literary text to reflect on and recreate experiences, report observations and persuade others.

Objective 1: (Writing to Learn) Evaluate information, interpret ideas, and demonstrate thinking through writing.

Objective 3: (Revising and Editing) Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

Standard 3: (Inquiry/Research/Oral Presentation) Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1: (Process of Inquiry) Use the process of inquiry to focus thinking toward understanding an idea or concept.

Objective 2: (Written Communication of Inquiry) Write to demonstrate understanding of an idea or concept.

Objective 3: (Oral Communication of Inquiry) Participate in and report on small group learning activities.

Utah Debate Ties to Utah State Ninth Grade Language Arts Core Curriculum

Standard 1: (Reading) Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1: (Word Analysis, Vocabulary Development) Define word meaning through word parts, definitions, and context clues.

Objective 2: (Comprehension of Informational Text) Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, and schedules).

Standard 2: (Writing) Students will write informational literary text to reflect on and recreate experiences, report observations and persuade others.

Objective 1: (Writing to Learn) Compare multiple ideas and perspectives to extend thinking through writing.

Objective 2: (Extended Writing) Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels).

Objective 3: (Revising and Editing) Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

Standard 3: (Inquiry/Research/Oral Presentation) Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1: (Process of Inquiry) Use the process of inquiry to examine multiple points of view.

Objective 2: (Written Communication of Inquiry) Write to analyze multiple points of view.

Objective 3: (Oral Communication of Inquiry) Conduct interviews to support inquiry.

FAMOUS DEBATERS IN HISTORY

James Earl Jones competed in forensics and credits his training in speech with helping overcome stage fright and a stutter. In addition to his on screen roles, he is the voice behind the CNN slogan "This is CNN" and he has also given life to the sinister character Darth Vader in the Star Wars series.

Adam Sandler competed in forensics prior to earning fame on Saturday Night Live and in comedy movies.

Bruce Springsteen was the New Jersey High School Extemporaneous Speaking Champion.

James Dean competed in interpretation in high school.

Former British Prime Minister Margaret Thatcher competed in debate.

Former President Lyndon Baines Johnson taught high school debate in Texas and went on to put several of his debaters in high ranking positions in his administration.

Former President Richard Nixon was a debater in California.

John Kennedy's speech writer and executive assistant Ted Sorenson, not only debated in high school and college.

South African President Nelson Mandela debated in college.

Former Attorney General Janet Reno competed in debate.

Oprah Winfrey competed in Lincoln-Douglas Debate in high school and competed at National Forensics League nationals.