

Debate

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

The Debate Unit will foster the application of rhetorical devices. Students will identify claims and counter claims to be utilized in a debate. Students will learn and practice the Lincoln-Douglas debate tournament procedures. Each team will choose and research a debate resolve. The final product will be a three member team Lincoln-Douglas debate.

Transfer

Students will be able to apply persuasive techniques to debate constructive speeches.

Students will be able to listen to claims and make opposing counter claims.

Students will be able to evaluate and score a debate tournament.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will be able to identify propaganda techniques.

Students will apply their understanding of situation, purpose, and audience to a value resolve topic

Students will practice the format of a Lincoln Douglas Debate

Essential Questions

How do I choose and narrow a debate resolve topic?

Why is it important to research both sides of a resolve topic?

How can I use language to be certain the claim(s) is understood?

How are logos, pathos, and ethos used in debate?

How can the different types of reasoning be used in a debate constructive speech?

How can I cross examine an opponent's speech?

What are the types of supporting materials needed for a successful constructive speech?

Application of Knowledge and Skill

Students will know...

- * Propaganda Techniques
- * The Monroe Motivated Sequence
- * The characteristics of a persuasive speech
- * The difference between a claim and counterclaim
- * The roles of a Lincoln-Douglas Debate: first constructive, second constructive, cross-examiner

Students will be skilled at...

- * organizing major ideas into focal points using details and supporting material based on research

- * analyzing the characteristics of a persuasive speech
- * evaluation of persuasive speeches
- * develop a 4 minute affirmative and negative constructive speech for resolve topic
- * evaluating the credibility and accuracy of each source and noting discrepancies
- * find faulty reasoning during a debate tournament

Academic Vocabulary

- * Monroe Motivated Sequence
- * Maslow Hierarchy of Need
- * claim/counter claim
- * Lincoln-Douglas debate rules and roles
- * debate resolve
- * value proposition

Learning Goal

Students will be able to prepare, present and evaluate a Lincoln-Douglas debate tournament.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 1-- Level 1 Retrieval

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1. derive resolve topics from print and digital sources
 2. compile a bank of resolve speech topics from various sources
 3. identify what values each side of the resolve is defending; eg: utilitarian, artistic, political, etc.
 4. recognize bias in research sources
 5. list and organize information to develop an outline for a constructive speech

Target 2-- Level 2 Comprehension

1. predict claims/counter claims for a given resolve topic
2. classify values within each resolve
3. determine sources needed to defend each claim

Target 3-- Analysis

1. evaluate sources for validity and reliability
2. evaluate an resolve based on affirmative/negative side
3. modify sources materials based on claims made in constructive speech

Target 4-- Knowledge Utilization

1. apply rules and procedures to completed constructive speeches
2. adapt cross examination techniques for learning about an audience
3. generate and test multiple claims/counter claims

Summative Assessment

1. Manuscript of constructive speeches
2. Debate Flow chart
3. Teacher observation/evaluation of Dramatic Reading

Formative Assessment and Performance Opportunities

- 1.. impromptu debates based on articles from *The New York Times*
2. practiced claims/counterclaims/ small cooperative groups
3. Teacher observation.
4. Journal: self -reflection; evaluation of presenters; teacher comments
5. Pair Off activity; practice cross examination of constructive speeches

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

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Public Speaking Today

www.newyorktimes.com

Updatemagazine

www.thinkinfinity.org

www.tedtalks.com

NFL(National and NJ Forensic League) site : rules and procedures for Lincoln-Douglas debate tournament

Lincoln-Douglas NJ HS finalists DVD