

Course Title – Discussion and Debate	
Implement start year – 2015-2016	
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Unit # 2, topic – Lincoln/Douglas Debate	
Transfer Goal – Students will be able to independently use their learning to have a meaningful exchange of ideas about specific values and how they represent our ideals.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.7</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.2</u> 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.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Environmental Literacy <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

- specific and precise measures must be taken to produce a viable value debate.

EU 2

- effective planning and logic is essential in a formal Lincoln-Douglas debate.

EU 3

- clear and distinct speaking skills are key to oral persuasion.

EU 4

- listening and scribing skills are essential to live debates.

Essential Questions:***EU 1***

- What are values and how do they affect our lives and decisions?
- Can one's values change over time?
- What is the role of evidence and logic in debate?

EU 2

- How do effective debaters prepare for value debates?
- How do effective debaters appeal to the judge?

EU 3

- Why are debate ethics and etiquette important?

EU 4

- Why is listening and note-taking essential to debate performance and critique?

Knowledge:

Students will know . . .

EU 1

- the differences between policy debates and Lincoln-Douglas debates.
- the roles of affirmative and negative debater
- key debate terms.
- the big three (value comparison, value criteria, value application).
- library skills.
- five categories of values (political, ethical/moral, artistic, core, pragmatic).

EU 2

- lincoln-Douglas debate format.
- the definition of values.
- strategies to use in Lincoln-Douglas debate construction.
- logical fallacies.

Skills:

Students will be able to . . .

EU 1

- contrast policy debates with Lincoln-Douglas debates.
- create hierarchical value support for their own value.
- role-play and formally debate the roles of affirmative and negative debaters.
- define key debate terms.
- develop an evidence and logic-based argument.

EU 2

- write constructive speeches.
- extemporaneously deliver rebuttal speeches.
- develop appropriate canned and extemporaneous cross examination questions.
- identify logical fallacies.

EU 3

- the effect of proper and improper speaking skills on the outcome of debate.

EU 4

- procedures for flow-charting a debate.
- active note-taking skills during live debate.

EU 3

- differentiate between proper and improper etiquette.
- apply appropriate pacing, volume, and eye contact to a formal policy debate.

EU 4

- flow-chart a live debate.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes on debate terms and all debate protocol.
- Reflections on performance.
- Student-generated observations of live debates (flow charts).
- Post-debate verbal feedback from peers.
- Reactions to previously-recorded championship debates.
- Discussion of current events.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- View and discuss previously-recorded championship debate. (A, M)
- Read and discuss selected chapters from course text. (A, M)
- Compare and contrast policy debates with Lincoln-Douglas debates. (A, M)
- Research and define key debate terms and protocol. (A, M)
- Media Center orientation of controversial issue material. (A)
- Explore electronic databases for fundamental research. (A, M)
- Discriminate between useful and useless internet sources. (M)
- Delineate appropriate ethical standards and debate practices. (A, M)
- Practice cross-examination technique before actual debates. (M)
- List and explain the common types of fallacies debaters use. (A, M)
- Locate the most up-to-date evidence. (A)
- Conduct dry-run performances prior to actual debates. (M)
- Describe how to organize a flow sheet. (A)
- Create a hierarchical value system. (M, T)
- Write constructive speeches. (M, T)
- Create cross-examination questions for performance. (M, T)
- Write rebuttal speeches. (M, T)
- Create self-reflection of performance. (M, T)
- Analyze peer performance. (T)

