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| **Teacher’s Name:** | **Unit Name:****Policy Debate** |
| **Lesson Title****Impact Calculus** | **Indicate which:****Beginner Intermediate Advanced** |
| **Focus Skill:****Impact Calculus** | **Time Frame:****50 mins- for the lesson****2 Hours – for the Impact Calculus Tournament**  |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What is the importance of impact calculus?**  |  |
| **Objective 1** | Students will learn the importance of impacts in a debate round |  |
| **Objective 2** | Students will learn to compare their impacts to that of their opponents using several metrics |  |
| **Objective 3** | Students will be able to communicate the importance of their impact versus that of their opponent |  |

**Overview of Lesson** *(General summary of what will be covered)***:**

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| This lesson is about the importance of impacts in a debate round. While this information is presented in the negative section, it is also important information when you are affirmative. Students will start by learning how to describe their impacts in a debate round. Then they will learn to compare their impact to their opponent’s impacts using the metrics **magnitude**, **timeframe** and **probability**. Students will finally learn how to articulate why their impact makes their opponents impact worse (**turns the case**). This lesson is best to complete as a complement to the disadvantage lesson as the students will use these skills while extending a disadvantage in the block.  |

**PART 2—THE LESSON**

**Detailed Step-by-Step Lesson** *(be sure to include time allocation information)***:**

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| **Session #** | **Time** | **Details of the Lesson** |
| **Day 1** | **10 min** | **Warm Up**- using the 1AC case, make a list of all of the 1AC impacts. Walk through a brief explanation of each impact making sure to focus on internal links. **“Vocabulary Impact Calculus” Handout #1 Link** |
|  | **20 min** | Impact Calculus- Using the notes provided, describe impact calculus making sure to identify why impact calculus is done, and the metrics debaters use to weigh impacts. Teacher Notes: Impact CalculusIn every policy debate, both teams will point out problems caused by their opponents. Affirmatives will present arguments as to why the status quo needs to change while the negative will present arguments as to why this change to the status quo will create new problems. Each side concludes their argument by **impacting** them. **Impacts** are the implications of arguments or why arguments matter. For example, we should avoid economic collapse because it could recreate the circumstances that led to World War II causing a World War III. Another example, we should work to prevent war with China because they have many nuclear weapons and we could have a nuclear World War III. But consider if these arguments were on opposing sides: the affirmative wants to prevent economic collapse but the negative says that the affirmative’s action could cause a war with China. How could you compare these two different impacts?Policy Debaters use **impact calculus** to compare different impacts. Impact calculus uses three main criteria to compare impacts: magnitude, timeframe, and probability. **Magnitude** considers how *large* the impact is – who will be effected, who will be involved, will everyone die, etc. **Timeframe** considers *when* the impact will happen – is it years away, will it happen immediately, is it inevitable, etc. **Probability** considers how *likely* the impact is – is it certain, are the other factors in play, how sure can you be, etc. The team comparing impacts would claim that their impact ‘**outweighs’** that of their opponents if it was larger, quicker, or more probable. **[Stop here and complete the first student activity work sheet] Handout #2, “Impact Calculus Worksheet” Link**The Final metric used to compare impacts is ‘**turns the case**’ – meaning that one impact could make the other worse. It is called turns the case because typically the negative makes these arguments when extending their disadvantage. The negative claims that their impact ‘**turns’** the impacts in the affirmative’s **case**. [Ex. Economic decline turns global warming – when the economy collapses, countries turn to dirtier fuel sources because they are cheaper, this ramps up global warming]The utility of this argument is that if the negative wins economic decline causes more global warming, the affirmative cannot weigh global warming as an impact against economic decline. The affirmative in this example no longer solves global warming, but causes more of it because they cause an economic decline. Optional: Use the attached student hand out for students to take notes.  |
|  | **10 min** | **Impact Calculus Temper Tantrums’ Activity Handout #3 Link** – Included at the end of this lesson. Discuss the answers in class. Use the **Teacher’s Key** **to Temper Tantrums Handout #4** **LinkProtected** to guide the in-class discussion. |
|  | **10 min** | Turns the Case- using the notes provided, describe turns the case arguments. Have the students demonstrate their understanding by providing a few examples using the 1AC and/or 1NC impacts.  |
|  | **HW** | **For homework students should complete the Space War activity at the end of this lesson. Student Space War Handout #5 Link. (Teacher Key: Space War Handout #6) Link Protected** |
|  | **HW** | **For homework students should prepare their impact for the impact calculus bracket tournament.** |
|  | **2 class periods** | **Impact Calculus Tournament** –**Teacher Handout #7 Link Protected** included activity belowTeacher Setup: Impact Calculus Tournament The impact calculus tournament will pit students against each other to see which student’s impact outweighs the others. Students will be assigned one impact and have to weigh their impact against their opponent’s. Either the teacher or the other students (or both) will judge the debate and vote for a winner. The winner will advance to the next round. Included here is a set of impact cards. Feel free to use other impacts to augment if the size of your class is larger than the number of impacts included. **Student Impact Cards Tournament Handout #8 Link** |

**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*Participation in class-wide brainstorming session on the impacts in the affirmative Students will identify impact arguments as either magnitude, timeframe, probability, in the temper tantrums section. Students will compete against other students in the class in an impact calculus tournament Students will integrate impact calculus into practice speeches and practice debates |

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| **Key criteria to measure Performance Task(s) or Key Evidence:***Examples: Rubric, Checklist, etc***.**Students will be able to construct an impact overview extending their impact using probability timeframe and magnitudeStudents will be able to make turns the case arguments to further compare impacts in a debate.  |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:****Formal-** Comparing Impacts homework work sheet, Temper Tantrum Work Sheet**Informal-** Impact Calculus Tournament, |

**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

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| After this lesson is complete students will have to employ this skill time and time again in debates. Arguments can be scaffolded up for difficulty but the basic skill set will be demonstrated each and every round.  |

**Key Resources Used: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| Debate 101. Everything you need to know about policy debate: You learned here (NSDA Policy Text Book) | **NSDA Website** |
| Impact Calculus Vocabulary Handout #1 | **Link** |
| Impact Calculus Worksheet Handout #2 | **Link** |
| Impact Calculus Temper Tantrums Student Handout #3 | **Link** |
| Imp. Calc. Teacher Directions and Key-Handout #4 | **Link Protected** |
| Imp. Calc. Student Activity: Space War Handout #5 | **Link** |
| Imp. Calc. Teacher Key: Space War Handout #6 | **Link Protected** |
| Imp. Calc. Teacher. Tournament Set-U Handout #7 | **Link Protected** |
| Imp. Calc. Students. Tournament Cards Handout #8 | **Link** |

**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
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**Reflections/Review for Future:**

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