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| **Teacher’s Name:** | **Unit Name:**  **Lincoln Douglas** |
| **Lesson Title**  **Role of Values** | **Indicate which:**  **Beginner** Intermediate Advanced |
| **Focus Skill:**  **Introduction to Value Premise/Criteria** | **Time Frame:**  **1 Hour (could be extended)** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What is the value structure in an LD case? How does the value and criteria work in case structure and in rounds?** |
| **Objective 1** | Students will define key terms in the value structure including developing the connection between value and criteria. |
| **Objective 2** | Students will learn the role of the value premise and criteria within the case structure |
| **Objective 3** |  |

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

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| Students will understand the role of the value structure in Lincoln Douglas Debate. The key elements of the framework are: the value premise and the value criteria. |

**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** | **45 mins** | **Define the role of goals in a case: What is your case trying to prove? (Allow students to work on this question with a partner)**  *List several past resolutions on the board. Ask students to gather in small groups to discuss the main goal of each topic in general.*  *Develop a list of goals on the board.* |
|  | **Approx. 2-2.5 hours** | **Before the lesson**:  Point out to the students that in many rounds, there will probably not be a huge difference between values but if there is, the debaters should engage in a value clash. With the different values on the board, ask the students how one would choose between the values or argue for one value in favor of another. In this discussion, students will hopefully come up with (or should be led towards):  1) One value has a closer textual link to the resolution (i.e. the resolution explicitly suggests that value such as in the resolution “Resolved: Capitalism is the most just economic system.”) and therefore that value is superior  2) One value more clearly illuminates the central conflict being posed by the resolution. To do this, students should cite what that central conflict is, explain why this issue is the central conflict of the resolution using the text of the resolution and explain how this value reflects the goal of resolving this conflict  3) The inferior value has no real link to the resolution  4) One value encompasses the other value and describes the totality of the resolutional conflict  5) One value encompasses too much and therefore obscures the resolutional conflict  Once these ideas have been developed, ask the students to break up into pairs. Assign each member of the pair a different value from the board so that half of the students have each value. Give the students a few minutes to individually come up with reasons why their assigned value is superior to their partner’s assigned value. Have the partners then present to each other their arguments and have the partners discuss the strength of each argument. Bring the class back together and have students present which arguments they thought were strongest for each value. Discuss why these arguments were more effective than others.  **Lesson Proper:**  1) Introduce the idea of the value criterion and then the value. To introduce the value criterion, start the discussion by posing a relatively simple question about which students will have divergent opinions. It is best to keep this topic fairly light. Possibilities could include:  - What is the best restaurant in town?  - Who is the best baseball player?  - Who is the most reprehensible celebrity?  Allow students to offer their answers and record them on the board.  2.) Introduce the idea that in an LD round, students will be proposing Value Criteria to answer the question of the resolution. They should understand that the purpose of this is for the student to offer the judge a way to evaluate the round. With this piece of information and the previous exercise, students should be led to understand that picking an effective Value Criterion is the key to controlling the arguments in a round because if they control the Value Criterion, they control which arguments will be important in the round. It is also important for students to understand that the Value Criterion should be something that both sides of the debate can use to answer the question of the resolution.  3.) Students should now brainstorm an appropriate value criterion to measure these values. In other words, they have to pick some way to decide whether a debater can achieve the value. For example, if the students decide upon protection of life as the most important value because the resolution questions if possessing the destructive power of nuclear weapons is worth the potential risk, the question becomes how one could decide which action prevents the most loss of life. A possible value criterion then could be “minimizing the risk of nuclear war” or “minimizing harm to innocent lives.” Suggest to the students that since value criteria are supposed to help evaluate between competing arguments, that value criteria are usually verb phrases. Value criteria that are simply nouns are problematic because they do not tell a judge how to evaluate any of the arguments. Additionally, many value criteria use ideas like “maximizing” and “minimizing” certain outcomes. It would be a good idea for students to come up with a few possible value criteria for each of the listed possible values. |
|  | **HW** | Students should be assigned to come up with a value for the current resolution, an explanation for why they think that value would be appropriate, a value criterion to evaluate this value and a reason why this value criterion would be good mechanism for deciding between arguments. |

**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?)*  **PAIR/GROUP WORK**: Students will develop value paragraphs based on topic chosen by the teacher. Teachers should chose current or past Lincoln Douglas Debate topics.  **KEY TERM QUIZ:** Students will take an information quiz on the content of the role of the value in debate |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  **Check accuracy of the value with the following questions** (a rubric may be designed if needed):  *Is the value holistic and fair to both sides of the debate?*  *Is there warranted evidence supporting the definition and impacts of the value criteria?*  *What is the real world implications of the value criteria?*  *List the possible alternatives to the value.*  *May the value criteria be used on other topics and how?*  *Draw the link story between the value, value criteria and topic* |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **A: Role of the Value Quiz** (Attached PDF)  **B: Role of the Value Refection Assignment**  1. Provide students with a list of two past LD topics and discuss the key terms of each topic.  2. Allow students to develop a full value paragraph for each topic.  Collect the value paragraph and distribute them to other students. Students should annotate the passages using the steps in the lesson to determine if the value paragraph fits the requirements of the topic and case structure. |

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

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| **Future plans:** refutation of key elements in value paragraphs, revising value paragraphs to meet other topics or current topics, advanced research lesson to provide levels of support and evidence for value paragraph structure. |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Role of the Value Quiz** | **Attached** |
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**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Topic Areas** | [**https://www.speechanddebate.org/topics/**](https://www.speechanddebate.org/topics/) |
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**Reflections/Review for Future:**

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| Students should keep neat flows of future rounds for drill work in class on value paragraph responses. This will help the students develop their own value structures but also block responses to value structure they might face in debate rounds.  At times, it will be helpful to review time management with the students on value structure including introducing the different skills in word economy and case development. |