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| Teacher’s Name: | Unit Name:Public Forum, Lincoln Douglas, Policy  |
| Lesson TitleArgumentation in Debate Part 2 | Indicate which: Beginner Intermediate Advanced |
| Focus Skill:Introduction to the concept of argument construction (Toulmin Model) | Time Frame: 105-110 minutes |

PART 1—ESSENTIAL ELEMENTS

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| **Essential Question** | **What are the parts of an individual argument to be used in debate** |
| Objective 1 | Students will understand/identify the parts of individual arguments. |
| Objective 2 | Students will practice constructing complete arguments. |
| Objective 3 |  |

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

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| \*Introduce key concepts: Claim, Data, and Warrants\*Guided practice:1. Have students identify warrants in pre-written debate arguments2. Have students write simple claims, provide data, and explain/identify warrants. |
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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** |
| 1.1 | 5 minutes | **Introductory activity**:Tell the students that there is a difference between an “argument” where two people disagree verbally, and an “argument” in debate. Have them write a brief explanation of what they think a debate argument must include. Ask a few students to share those responses, and use the responses as a way to direct the class into the lecture.  |
| 1.2 | 25 minutes | **Lecture**- **See ppt with lecture notes imbedded. Link to ppt.** |
| 1.3 | 20 minutes | **Guided Practice: Argument in Debate Activity 1** Link |
| 1.4 | Homework | **Argument in Debate Activity 2—**If possible, do the first example together to give guidance. Use provided debate evidence to write a claim and underline the warrants that support that claim. [**NOTE:** This will be a more effective activity if the evidence is changed out to match the current topic.] |
| 1.5 | 10 minutes | **Intro Activity**- Have students choose what they think is their best claim from the homework to present to the class. Have each student stand up and present that claim.  |
| 1.6 | 10 minutes | **Activity**- Based on the information they have learned so far, have the students work in pairs or small groups to predict ways to make answers to claims written in Activity 1. Have each pair or group share out one of those ways.  |
| 1.7 | 15 minutes | Present the information about how to answer arguments using the detailed notes provided on each slide within the powerpoint**. WAYS TO ANSWER ARGUMENTS PPT** |
| 1.8 | 15 minutes | **Activity**- using the homework from the previous day, have students collaborate to make answers to the claims that they wrote for the homework in Activity 2. Let students know that they will have a quiz over this set of information tomorrow.  |
| 1.9 | 15-20 minutes | Give the argument/answers quiz included at the end of these lessons. 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?)**Students will complete the Argument Construction Activity, Part 1 and 2. Handouts |

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| **Key criteria to measure Performance Task(s) or Key Evidence:****Examples: Rubric, Checklist, etc.**Key is given for the Argument Quiz—Link protected |

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| **Assessment Strategies (Identify Informal/Formal Strategies):**Informal: In class activities- paired and groupFormal: Quiz—Link protected |

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

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| After the first debate tournament, bring your flowsheets to class to share various arguments being made on the topic from both sides of the resolution. Do an in-class activity of class discussion or pair/share and make a list of the top 5 arguments on each side of the resolution. Share with the entire class. Develop strategies for creating effective counter-arguments. Make research assignments for these counter arguments. Begin the process of writing “argument briefs” to share with the squad for future tournaments. Each Monday, brainstorm new arguments from the previous tournament, and continue the above process for research, creating new counter- argument positions to add to the squad briefs. |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| NSDA Policy Debate Textbook- Chapter 2 | <https://www.speechanddebate.org/wp-content/uploads/Policy-Debate-Textbook-1.pdf>\*\*requires Resource Package |
| Argument in Debate Guided Activity 1 | Handout 1 Link  |
| Argument in Debate Activity 2 | Handout 2 Link |
| Test and Answer Key | Link (Protected) |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| [The Anatomy of Good and Bad Arguments](http://speechanddebate.adobeconnect.com/p4d2yp9t3u6/)Presented by Chris Riffer | NSDA Website Webinars |
| [Applied Preparation: Using Argumentation in Debate](http://speechanddebate.adobeconnect.com/p9pk60vaw14/)Presented by Stefan Bauschard and Dr. P. Anand Rao | NSDA Website Webinars |

Reflections/Review for Future:

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