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| **Teacher’s Name:** | **Unit Name:****Public Forum Debate, LD, and Policy**  |
| **Lesson Title****Cutting Evidence and Tagging**  | **Indicate which:****Beginner Intermediate Advanced** |
| **Focus Skill:****Find, cut and tag evidence for use in cases and/or rebuttals**  | **Time Frame:****100-225 minutes**  |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **How is the best data culled and organized for use in an argument?** |
| **Objective 1** | Students will cut evidence and distinguish between quality levels of pieces of evidence. |
| **Objective 2** | Students will write appropriate and accurate tags for multiple pieces of evidence. |
| **Objective 3** | Students will identify and include correct citations according to the Rules for Evidence. |

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

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| In this lesson, students will read, cut, and tag evidence. First, students will choose the best pieces of evidence from the samples given. Then, they will read and mark general cuts and then read for best cuts before doing a final cut. After cutting the articles they brought in, students will work to tag the evidence provided and then will tag the evidence they’ve cut. Students will also learn how to properly cite evidence in a debate round.**Vocabulary to Review****Card—**quote or section from an article, book, or journal that can be used to support the argument being made, also called evidence.**Tag—**short sentence or phrase that summarizes a card. |

**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** |
|  | **60 minutes** | **Cutting Cards**Either as homework or in class, have the students watch the **Technical Webinar “How to Cut a Card.”** As they watch, you may consider stopping the webinar and discussing (if you are watching it in class with them) and/or having students take notes. |
|  | **10-15 minutes** | **Hand out and review the Handout 1, “How to Cut Evidence.”** (Tara Tate)Link and **Handout 2** **“How to Cut Evidence”** (Dana Meiter) Link --**[Note**: because LD evidence requires a different focus**, be sure to use the “How to Cut Evidence LD” handout 2A Link for any students who are doing LD**.] |
|  | **15-20 minutes** | Students should choose one of the articles they found for homework in the **“How to Research”** lesson. They need to read the article and put brackets around any section they believe would be a good card.  |
|  | **20-30 minutes** | When everyone has finished**, review the Handout 3, “Good Card, Bad Card. Link”** Then, have each student share what they believe to have the best potential as a card. Have each student read the card and explain why he/she believes it to be the best. Discuss and include focus on what the purpose of the card might be, the connection of the card to the argument, the length of the card (i.e.—does shortening the card cause it to lose value in the argument).[**Note:** depending on the number of students you have, you may need to limit the number of students you have share their card.] |
|  | **20-30 minutes** | **Have students “cut” cards from that article.** This is most easily done in a new document, so you may want to have students find the original articles online and copy and paste from there. 1. They will copy and paste the bracketed sections of the article into a new document.2. They can do this using the Verbatim debate template add on for Word. This will be especially helpful for the Policy students, but others may want to explore it. See the link to the Verbatim Manual below.3. Cutting the card also means underlining and bolding the parts of those cards that they think are important to the argument that they want to make. These will be thewarrants for those arguments. |
|  | **5-10 minutes** | **Tagging Cards****Hand out and review the “Tagging Cards” handout 4** (Meiter) Link**.** Then, discuss the citation**. [Note: you may want to go back to the “Good Card, Bad Card” handout for more info on citations.]** Point out that the required citation for debate includes full name of primary author and/or editor, publication date, source, title of article, date accessed for digital evidence, full URL (if applicable), author qualifications, page number(s). Note that the items bolded in the citation are what MUST be read in a debate; the rest must appear with the card and be in the room during the debate. [**Note:** for more information about citations, see the **Evidence Rules for PF, LD, and Policy**.] |
|  | **5 minutes** | Have students choose one of their cards and write a tag. |
|  | **5-10 minutes** | Have students share some of their cards and tags and discuss, having students pay particular attention to strength of tag, accuracy of citation, and strength of card. |
|  | **10-20 minutes** | Have students tag and source the rest of the evidence they cut from their article. Then, have students share some of their cards and tags with the class, having students pay particular attention to strength of tag, accuracy of citation, and strength of card. |
|  |  | **Homework:** Have students cut and tag the other articles they found **in lesson “How to Research.”**  |

**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?)*Discussion and group work will show level of proficiency as well as areas needed for improvement. Final cutting and tagging of articles found in “How to Research” will be final evidence. |

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| **Key criteria to measure Performance Task(s) or Key Evidence:***Examples: Rubric, Checklist, etc***.**Check strength of cut and tag. Use information in How to Cut and How to Tag handouts to test strength of cut and tag. Additionally, check each element of the citations. |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:****Informal—**throughout lesson in discussion and **group work****Formal—**cutting and tagging and citation of articles found in How to Research |

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

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| How to Cut Cards (Tara Tate) | Handout 1 Link |
| How to Cut Evidence (Dana Meiter) | Handout 2 Link |
| How to Cut Evidence LD (Dana Meiter) | Handout 2A Link |
| Good Card, Bad Card (Dana Meiter) | Handout 3 Link |
| Tagging Evidence (Dana Meiter) | Handout 4 Link |
| Rules for Evidence--Debate | **https://www.speechanddebate.org** |
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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:** |
| **Webinar--Technical--**How to Find, Tag, and Cut Evidence AND How It Secretly Helps on the ACT | **NSDA Resource Package** |
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**Reflections/Review for Future:**

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