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| **Teacher’s Name:** | **Unit Name:** **Public Forum, Lincoln Douglas, Policy** |
| **Lesson Title****The Wonderful World of Research** | **Indicate which:****Beginner Intermediate Advanced** |
| **Focus Skill:****Research** | **Time Frame:****110-155 minutes**  |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What’s the big deal with research in debate?** |
| **Objective 1** | Students will understand and be able to explain the difference in research done on Google vs. databases. |
| **Objective 2** | Students will understand and have the ability to access and research on databases. |

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

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| In this lesson, students will begin by reviewing different types of research (Internet search engine and database) and then learn about the place of research in debate. Additionally, they will work through the process of researching using databases.**Vocabulary to Review****Bias**—“a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned” (dictionary.com) |

**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** |
|  | **60-70 minutes** | **Google vs. Database—**Begin by having the students complete **Handout 1-the Research Scavenger Hunt.** Students will need **access to the internet for this. Additionally, you may want to work through this yourself first to be sure that you are familiar with the databases available to your students. Also, you may want to contact your local library to see if your students who don’t have a library card can sign-up in class.** Some libraries will give you paperwork and allow you to submit it for students. **Also, it would be a good idea for you to talk to your school librarian in order to have log-in information four your school/district databases available for students.**  |
|  | **10-15 minutes** | Have students **read the Handout 2--Research Handout.** Then, discuss. Questions to consider: Why is research important in debate? Is all research created equal? |
|  | **5-10 minutes**  | **Bias in Research—**Ask students what it means to have a bias. Define bias with them. After some discussion, it would be good to look up a definition. **[NOTE:** Dictionary.com has a good one.] |
|  | **5-10 minutes**  | Discuss with students whether bias impacts any aspect of research. Have them think about the possibility that people or organizations have an agenda or something that they want the audience to think, believe, or do. |
|  | **5-10 minutes**  | **Give students a few specific organizations or people and ask them what the bias or agenda of each might be. Companies that do advertisements can be a good place to start with this.**\*\*Colgate—“4 of 5 dentists agree, Colgate is the best.”\*\*Car companies\*\*Makeup companies\*\*Cola companies\*\*Politicians- name 2 from each political party- what are their biases? |
|  | **5-10 minutes**  | Discuss with students what types of organizations might have bias. Questions to consider: What kinds of bias might specific government agencies have? What kinds of bias might specific business organizations have? Education? Think through some of these with students:\*\*Republican Party\*\*Democratic Party\*\*US Chamber of Commerce\*\*PETA\*\*Greenpeace\*\*AFL-CIO\*\*NAACP\*\*NRA |
|  | **10-20 minutes**  | **Follow-up reflection with students:** Is it more or less difficult to find quality research on databases as opposed to Google or another search engine? Which search option provided the most credible research? From where is the more recent research culled—(can you be sure of the date/recency of research found on Google/Search Engines)? |
|  |  | **Homework:** Needs to be done before beginning evidence lesson. Students should use databases and Google Scholar to find at least three articles that could be used for affirmative and three for negative on the topic used in the Resolutional Analysis lesson OR on the current PF, LD, or CX topic. They will need these printed. |

**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?)*Completion of the Scavenger Hunt and discussion at each step |

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| **Key criteria to measure Performance Task(s) or Key Evidence:***Examples: Rubric, Checklist, etc***.**Check quality of answers and articles found for worksheet. Evaluate these based on accuracy, relevance, and credibility, etc. |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:****Informal:** Completion of the Scavenger Hunt as well as research found for topic area |

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

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| If students are having a difficult time with understanding bias, you can also find some articles about a different topic (i.e.—social media use in the college admissions process) from different sources (a college admissions office, a social media advocacy group, etc.) and then have students specifically look for bias and discuss.Have students begin to research for topic on which they will debate and/or topic for which they will watch a debate.  |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Scavenger Hunt** | **Handout 1 Link** |
| Research Handout | **Handout 2 Link** |
| School, Local Library, State Library Websites |  |
| Examples of bias |  |
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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:** |
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**Reflections/Review for Future:**

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