Novice LD Topic Lesson Plans

In 2013, the Board of Directors adopted the use of a reoccurring Novice LD topic. That topic reads: *Resolved: Civil disobedience in a democracy is morally justified*.

One of the reasons for the adoption of a novice-specific topic was to assist teachers in developing materials for classes and practices. As a result, the Association has created a unit of lesson plans built around this specific topic.

This is a suggested set of lesson plans that you could use for your novices in LD. This is by no means an authoritative source on how to teach your students. Additionally, there may be things you want to add to this unit, delete, etc. It's a resource that you can utilize to best fits your needs.

The unit has 11 lesson plans, which cover topics ranging from understanding the nuts & bolts of LD debate to dissecting the topic to constructing arguments specific to the topic. Here is the outline of lessons:

1. LD: An Introduction
2. Topic Analysis
3. Research pt 1
4. Research pt 2
5. Civil Disobedience
6. Democracy
7. Politics & Morality
8. Affirmative Casing
9. Negative Casing
10. Answering Arguments
11. Flowing

If you have materials you would like to share, do not hesitate to contact Steve Schappaugh (steve.schappaugh@speechanddebate.org).

Special thanks to Aracelis Biel, of Collegiate School, for her work in designing these lesson plans.

Enjoy!

Lesson Plan #1

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Introduction to Lincoln Douglas Debate (LD)

Essential Questions:
1. What is the goal of a Lincoln-Douglas debate round?

2. How are LD rounds organized?

3. What should students expect before, during, and after a round of LD debate?

Objectives:
1. We will review the basic structure of a debate round and the purpose of presenting arguments both in favor and against a formal resolution, with the goal of prompting students to think about why reasoned, fair, and structured argumentation is valuable.

2. Students will memorize the structure of the round and learn how to think about the pace and content of any argument that proceeds within a time-limited format.

3. Students will become more familiar with the ways in which the structure of an LD round influences the content of the arguments that can be presented in a debate.

Instructional Materials Needed: We recommend combining this lesson with one of the NSDA instructional videos that introduce LD debate. Further, we strongly recommend writing the speech times and names on the board, or providing the to students on a handout. Novices will likely need to be reminded of speech times many times before memorizing the structure of the round.

Overview of Lesson: We will discuss the structure and purpose of a debate round, as the mechanics of an organized debate are not always obvious to new students. Then, we will discuss the ways in which arguing within a timed, turn-taking, adjudicated forum changes both the form and content of the sort of material students may present, and address questions about the purpose of debate. We conclude with an introduction to the rhetorical techniques students will need to internalize to execute a successful debate round.

Detailed Step-by-Step Lesson:

<u>What is the purpose of a formal debate round? Why not just argue?</u> (10-15 minutes)

- **Defined topic ground focuses our conversation:** The resolution is a statement or question which bounds the scope of the debate which we can have; we know what it relevant to the debate and what is not by looking at the wording of the resolution. This means we can explore one topic or area of interest in greater depth. (Example: *"Resolved: Civil disobedience in a democracy is morally justified."* Doesn't ask about the morality of civil disobedience in general; it asks us to focus our discussion on civil disobedience *in a democracy*.)
- **Clash:** The most crucial thing in a debate round is that you understand the difference in perspective between the affirmative and the negative (otherwise, we can't have a debate!) Where do the two sides differ in opinion? Why? And what does the clash between the affirmative view and the negative view mean we should discuss? What values or perspectives are implicit in the clash between the affirmative and the negative? Identifying the clash between the sides allows us to ask bigger questions. (Example: If we affirm that civil disobedience in a democracy is morally justified, then we may invoke rights claims, such as freedom of expression; if we negate, we may invoke law and order, or majority rule. So, part of our clash may be: How should a democracy organize itself? Should it value rights absolutely, or balance some people's rights against others? What sort of balancing of rights claims is appropriate?)
- **Examining both sides:** Writing cases and defending both sides, despite your own natural inclinations toward one side or the other, expands your intellectual capabilities and aids your understanding of the viewpoints and arguments of others.
- **Time limits**: You can't speak forever! Time limits help you focus your arguments, and the allocation of speech times is intended to make the debate fair.
- **Taking turns speaking:** Allowing each side to introduce a case, refute, and then summarize, in that order, emphasizes that debate is about sustained civil dialogue, not about confrontation or performance.

<u>How is a round of Lincoln-Douglas debate structured?</u> (10-15 minutes)

The Structure Of An LD Debate Round:

6min – 3min – 7min – 3min – 4min – 6min – 3min.

*AC: The Affirmative Constructive (case.)
NCX: The Negative Cross-Examination of the Affirmative; only the negative asks questions; the affirmative answers.
*NC/1NR: The Neg Case (3-4 min) & Neg Refutation of Aff case.
ACX: The Aff Cross Ex of Neg.
1AR: The Aff refutes Neg case and rebuilds Aff case (counter-refutes Neg responses.)
2NR: The Neg rebuilds Neg case and counter-refutes Aff; states reasons for winning.
2AR: The Aff reiterates why Neg isn't good enough to win; states reasons for winning.

*The constructive speeches (cases) are **written before the round**. The AC is 6 min in length; the NC is usually between 3 and 4 minutes.

<u>How does the structure of LD affect the way you construct and articulate arguments?</u> (10-15 minutes)

- Time limits, which diminish as the round moves forward, mean you will have to know the impact or final conclusion of your argument – and articulate it as clearly and straightforwardly as possible.

- All background information, such as definitions or clarifications of the context in which we should evaluate the resolution, should be presented in the first speech.
- The second speech for each debater (or second half of the NC, which becomes the 1NR for a negative) should focus on comparative analysis to avoid the "two ships passing in the night" syndrome that often plagues novice debate rounds. This is another way of saying that debaters should explicitly compare and contrast arguments in their second speeches, and consider comparative analysis a key part of refutation.
- **You cannot introduce new information in any speech beginning with "2" because the opponent does not necessarily have the ability or time to respond to a new argument. We call this informal rule "no new in the two."**
- You need to focus the arguments you are offering the judge as the round proceeds, so it is clear to the judge why they ought to vote for your side of the resolution (and hence, for you as a debater!) A common way to do this is by offering the judge "voting issues" or "voters" or "crystallization" analysis in the last speech.

What sort of work will you need to do before, during, and after a debate round? (10-15 minutes)

- Before the first round of the tournament, you will need to write both of your cases and print them.
- You will also need to "preflow" your own arguments on some blank flow paper (mention this, and emphasize that you will teach this to your students when they learn flowing.)

- During the round, you will need to listen carefully and respectfully, take notes, and synthesize new arguments.

- After the round, we recommend reviewing your notes and thinking about what you did well, and what you can do better.

What are tournaments like? (5-10 minutes)

Over 45 minutes, the two debaters deliver a series of speeches. The entire time, the judge is completely silent. At the end of the 45 minutes, the judge sits and looks at their notes for as long as they need to make a decision. Then, the judge writes a decision on the ballot. At this point, the judge will either say who won – or tell the debaters that they would rather not "disclose" the result. The debate round is now over. The debaters pack up their things and leave.

A tournament iterates this process: there are 3-6 rounds that occur exactly as described above. Then, if a debater has won more than 4 rounds and there are a sufficient number of competitors to allow for elimination rounds, there are anywhere between 3 and 6 more rounds. This time, though, there are three judges forming a panel in the back, and there might be anywhere between 1 and 50 other people packed into the room, watching the round. The stakes are also higher: lose, and you're eliminated. The pool of competitors thus shrinks from 64 to 32 to 16 to 8 to 4, and then to a final round.

Informal Assessment Strategies: In the sections above, be sure to pause for questions. You may also want to end the lesson by asking students the order of speeches, and the time limits. Review as a group. Remember that novices will likely need to review time limits many times before (and sometimes even after!) they debate, in order to feel comfortable with them.

Formal Assessment Strategies: Students may be asked to write about the differences between a formal debate and an informal discussion, to prompt reflection on what type of arguments are most appropriate for a debate round, and what sort of standard of proof they will likely require.

Reflection/Review for Future: Students should be encouraged to think about the scope an implications of each argument they introduce into the round, especially from the perspective of: "how much time do I have to work with this idea? Does it connect with other ideas I introduce(d) in my first speech, or will it connect to ideas I think will convince a judge to vote for me in my last speech?" Encouraging students to keep their audience, goals, and time limits in mind will, we hope, produce debaters with an intuitive sense of which arguments will be the most reasonable and convincing.

Lesson Plan #2

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Introductory topic analysis and defending the affirmative and negative

Essential Questions:
4. What is the resolution about?

5. What types of cases can the affirmative debater write? What types of cases can the negative debater write?

6. How do we construct formal arguments for debate cases?

Objectives:
4. Students will be able to identify and define the critical words in the resolution, and understand what the resolution asks us to evaluate.

5. Students will be able to define the task of the affirmative and negative debaters, respectively, and outline how they might accomplish the task of defending the respective sides.

6. Students will define the parts of a debate argument and outline the function of each.

Instructional Materials Needed: Students who are visual learners may benefit from seeing each part of this lesson neatly diagrammed on a chalkboard, whiteboard, or projector screen.

Overview of Lesson: Students will learn to look for the important terms in the resolution, in order to define the context, scope, and clash that is key to defending both sides of the topic. Next, students will learn several different ways they might construct a case to defend either side. We conclude with a brief overview of the components of a case, and the purpose that they serve.

Detailed Step-by-Step Lesson:

<u>**What is the question under discussion in this topic?**</u> (10-15 minutes)

- **Key terms: Civil Disobedience, Democracy, Morally Justified.**
  - Be sure to highlight that "civil disobedience" and "morally justified" are terms of art, and hence must be defined as units. You would not, for example, define "civil" and "disobedience" separately; nor would you define "justification" in a context that is not "moral justification."
- **Context:** You may prompt students to list modern democracies that have had significant occurrences of civil disobedience (such as the civil rights movement in America.)
- **Clash:** You may prompt to students with this question: *"At its core, which two major concepts in political organization and morality does this topic contrast?"*

  Acceptable answers include:
  - Personal liberty, moral conscience, right to protest bad laws, minority rights in a democracy, etc.
  - Democratic rule of law, the social contract, respect for majority decision making in a democracy, etc.

<u>Defending both sides of the resolution: Locating the Evaluative Phrase and Modifiers</u> (10-15 minutes)

- **What sort of question does the resolution require us to answer?**
    - The resolution is entirely conceptual. There is no action being taken by an agent, save that of the evaluation of moral justification.
    - So, all of our arguments must in some way link back to moral justification, or implicate moral justification. Civil disobedience can produce good or bad effects, but that won't matter if we can't find a way to talk about those good or bad effects being moral or immoral.
- **What are we comparing when we evaluate each side of the resolution?**
    - We will need to define what morality is, and then compare strength of justification within a system of morality.

<u>Understanding Affirmation:</u> (5-10 minutes)

- **Affirming by specific example:** Both democracy and civil disobedience exist in specific historical, political, social, and moral contexts. An argument from specific example might say that civil disobedience is morally justified because of some feature of all currently existing democracies (for example, barriers to voting for minority groups.) You may prompt students to consider how, when, and why civil disobedience has is used in contemporary democracies in order to illuminate ways in which arguments from specific example can be made.

- **Affirming in general or as a complete statement:** This type of affirmative case shows how taking the affirmative side of the resolution will always be categorically right. A affirmative debater that affirms the whole statement in the resolution claims that affirming would be better in any possible world. In this case, the affirmative claims that civil disobedience in a democracy *is always* morally justified.

<u>Understanding Negation:</u> (5-10 minutes)

- **Rejecting the Affirmative's case-specific offense:** This type of negative case simply says, "What the affirmative said isn't true; the truth on the same issues the affirmative is discussing is actually this – "
- **Negating the whole statement**: This type of negative case shows how taking the affirmative side of the resolution will always be categorically wrong. This differs from the specific method of negation, because a negative debater that denies specific affirmative arguments may still admit that affirming *could, in theory*, be better. A negative debater that negates the whole statement in the resolution, however, denies that affirming would be better in any possible world. In this case, the negative would say that civil disobedience in a democracy *couldn't ever* be morally justified.
- **Negating by specific example:** This type of negative case claims that while there may be instances in which the affirmative case seems plausible, certain major exceptions (in which affirming turns out to *not* be morally justified) invalidate or mitigate a major portion of the affirmative's argument. This method relies on the negative debater proving that the resolution is a categorical statement, such that one major counterexample is enough to disprove the rule. In this case, the negative would say that if civil disobedience leads to certain negative effects under certain conditions, you cannot affirm.

<u>Case structure: What do you need to write a case?</u> (10 min)

1. Framework
- **Definitions**: Define the key terms of the resolution in a way that benefits and delineates the scope of your case.
- **Value Premise and Value Criterion**: The value structure of your case highlights the specific conceptual basis for affirmation or negation that you wish to defend. A value should be general (For example: "The social contract," or "Equality,") while the value criterion should delineate a specific way in which the value is accessed through the act of affirming (For example, respectively: "Respect for the rule of law," or "Ensuring democratic participation.")

2. Contentions: Contain the specific arguments for the side of the resolution you are defending; provide a means of organizing your reasons for affirming or negating. Typically, you will have between 1-4 contentions per case, organized by

the issue. Contentions themselves may contain a single claim with multiple warrants, or multiple claims with multiple warrants. Every contention should always have an impact and a link.

3. Evidence: From research which you have done on the topic.

<u>**Argument structure within a contention:**</u> (10-15 min)

Claim: A short, specific, and single premise argument.
* **Descriptive:** A claim about how the world is.
* **Prescriptive:** A claim about how the world should be.

Warrant: A reason for believing the claim is true.
* **Empirical:** Claims about the real world that usually contain data, statistics, or other provable facts.
* **Logical/Analytical:** Well-reasoned analysis of facts, historical examples, or statistics that provide theoretical reasons to believe a claim is true.

Impact: Why a claim matters.

Link: A clear connection between the claim you make and your value structure or the topic itself; alternatively, simply a clear connection between one specific set of claims and another.
* **Internal:** An internal link connects one or more distinct claim-warrant-impact clusters together. For example, if you claim and prove that assembly and protest, intentional law-breaking, and non-violent disruption of civil-social institutions all lead to greater awareness and attention being brought to a specific issue on which a minority group in a democracy requests redress, an internal link will be necessary to connect the "awareness" impacts to some sort of action which can be evaluated in the context of your framework.
* **Framework level:** A link to framework connects an argument or group of arguments to the value criterion. To continue with our previous example, "awareness" may be the first step toward "democratic participation" impacts that directly link to your framework. Without framework links, you may not necessarily be able to prove that increased awareness has any bearing on whether or not civil disobedience is morally justified.

Informal Assessment Strategies: In the sections above where questions to prompt student participation are noted, be sure to ask for a contribution from each student at least once during the lesson.

Formal Assessment Strategies: Students may be asked to identify examples of specific or general affirmation and negation, or identify the claims, warrants, impacts, and links in a set of arguments.

Students may be asked to write short definitions and goals for each component of a case (framework, contentions, evidence) and argument construction (claim, warrant, impact, link.)

Students may be asked to submit an outline of the components of a case in proper order (Framework containing definitions and value premise/criterion; Contention 1 containing a claim, warrant, impact and link; Contention 2 containing a claim, warrant, impact, another claim warrant, and impact, then an internal link and a framework link, etc.) on a sheet of paper, to check conceptual understanding of case elements.

Students may be asked to generate their own set of claims, warrants (have students write out what sort of proof they would require,) impacts and links.

Reflection/Review for Future: Students should be encouraged to assess subsequent topics for key terms, context, and clash.

Each component of a case (framework, contentions, evidence) and argument construction (claim, warrant, impact, link) should be reviewed until students find these elements intuitive.

Lesson Plans 3 & 4

Unit Name: Novice Topic: *Resolved: Civil disobedience in a democracy is morally justified.*

Topic: Topic Research I and II

Essential Questions:
1. How and why do we use research in debate? What terms should we use to research the topic?

2. Where should you look for trustworthy, informative, and useful research material?

3. What do you do with research material, once you have located a good article?

Objectives:
1. Students will learn how and why evidence is important in a debate round.

2. Students will learn how to locate trustworthy, informative, and useful research material.

3. Students will learn how to properly format, cite, and use any evidence they obtain.

Instructional Materials Needed: If possible, this lesson should be taught in a computer lab or in a setting where each student will have access to the Internet. Students should also have access to Word, and be able to download articles and save their work for future reference.

If desired, this lesson may also be taught with the instructor demonstrating each research technique on a computer connected to both the Internet and a projector, so that students may see the process in a central location.

Additionally, you may wish to familiarize yourself with Google Scholar, and any databases that your school may subscribe to, such as JSTOR. You may consult your school librarian or department chair in advance of teaching this lesson to determine what resources are available to you.

Overview of Lesson: This lesson is meant to be split into two, one hour sessions, based on your discretion, as students often move at very different paces, and need to experience more than one guided research session in order to master the basics of locating and using debate evidence.

Students will first learn why debate requires research, and how research is used in the formulation of arguments, via statistics and other factual information about the world; reviews of status quo policy or historical occurrences; analysis which explains the conflict at the heart of the resolution; and theories which explain the various differentiated viewpoints embedded in the topic question itself. Then, students will lean how to search for reliable research materials, such as peer-reviewed academic journal articles and current events information. Next, students will learn how to cite articles and format this information.

Last, students will learn how to format any quotation they decide to make from research materials, and learn how to incorporate such materials into cases.

Detailed Step-by-Step Lesson

Keyword Searching (10 to 15 minutes.)

- **Terms in the resolution**: Review the exact text of the topic (*"Civil disobedience in a democracy is morally justified"*) and highlight the importance of using the exact language of the resolution to create search terms.
- **Terms of art:** Emphasize that "civil disobedience" and "morally justified" must always be used as units.
- **Boolean searching:** Explain the value of AND, NOT, and quotation marks.

    You may prompt students to create at least five different viable search term combinations. Write the full text of the resolution, along with all viable search terms which students have volunteered, on the board (or type these into a projected document) for students to see and reference.

News, Analysis, and Theoretical evidence (20 to 30 minutes.)

- **Google Scholar:** navigate to Google Scholar and enter a combination of search terms. Evaluate the returns with your students. Prompt students to think about which articles look promising and which do not. Pay particular attention to: Year of publication, "cited by", and then, if applicable, the content of the abstract and the availability of the text.
- **Google News:** navigate to Google News and demonstrate how the same set of keywords may produce useful returns for empirical research.
- **The Stanford Encyclopedia of Philosophy:** navigate to the SEP website and enter conceptual keywords such as "democracy" and "civil disobedience." Discuss the value of conceptual texts with students while acknowledging that this material is likely more difficult than most texts they have encountered. Emphasize intellectual curiosity and the value of being aware that complex analysis exists. Encourage students to engage with difficult texts and raise questions.

Reputable Sources: (15 minutes)

- **Journal articles**: Discuss the value of peer review. Discuss the value of papers that cite sources of empirical data and analysis in a Works Cited, Bibliography, or References section.
- **News Articles:** Discuss the value of recent analysis, investigative journalism, easily accessible language, and first person interviews. Contrast to journal articles, particularly in terms of longevity of analysis, access to citations and references, and objectivity.
- **Think Tanks:** Discuss value of private or publically supported organization with a dedicated area of research or viewpoint. Contrast to above sources. Highlight possibility for bias.
- **Blogs:** Discuss value of expert opinions when applicable; strongly caution students to be wary of unattributed or un-attributable opinions.
- **Recognizing Biased Sources:** Discuss how students might detect bias in sources, and look for more objective sources. Discuss also cases in which the opinion of the author is desirable: for example, when an author uses carefully explained logic and reasoning to justify their theorizing.

Second Pass Research: (20-30 minutes)

- **Citation Surfing:** Use a works cited or references section from a paper the class has already located to explain the value of reviewing and possibly locating articles that the author has cited.
- **Using Google Scholar links:** "Related Articles" brings you to articles that Google deems related to the content of the link displayed. "Cited By" brings you to articles that have cited the article in the link displayed.
- **Pursuing Aff vs. Neg arguments:** At this time, Students may wish to modify their search terms to attempt to locate arguments which specifically support either the aff or neg case.

Citation, Carding, and Tagging (20-30 minutes)

- **Components of a complete citation**: Full name of author(s) and/or editors, Title, Source (including volume and issue number, along with pagination, if applicable,) Year of publication, Stable URL if applicable, Date of Access if applicable. Include author qualifications if available. Following these guidelines will make your citation consistent with the National Speech & Debate Association's evidence rules for debate.
- **"Cite"** link on Google Scholar will display a citation in MLA format. Simply copy and paste! Some other cites, such as Merriam-Webster, also feature this function. Be sure to check for consistent formatting.
- **Quoting evidence (known as "cutting cards")**: How to format any quotations you choose to make from the text you wish to cite, so that it may be used as evidence: All evidence quoted should begin at the top of the paragraph that contains the material you wish to quote from, and should end at the end of the paragraph you wish to quote from. We do not use ellipses in debate because we wish to make the entire immediate context of a quote available to our opponent as a method of ensuring academic and competitive transparency. All text should be typed in or converted to a standardized font and size. The conventionally agreed upon font used in a debate case is Times New Roman 12. Quoted text that is read aloud is called the "lined up text in a card." Quoted text that is not read aloud is called the "line down text in a card." Here are the font conventions for each:
  - o "Lined Up" (used to indicate text you are reading aloud) : Times New Roman 12 font bolded and underlined.
  - o "Lined Down" (used to indicate text you are not reading aloud) : Times New Roman 8 font, non-bolded, non-underlined.
- **Ethical Citation principles**: Emphasize to students that full cites are required and that academic honesty and transparency are important values that they must uphold within the debate community. Be sure to offer help for any student who may appear to need practice citing research. This would be a terrific opportunity to tie in the National Speech & Debate Association's Honor Code!
- **Tagging cards:** Cards should be labeled with a one-sentence summary of the claim they justify. This is called tagging a card, and it makes locating evidence for future reference much easier. All cards should be tagged promptly.

Informal Assessment Strategies:

Circulate around the classroom and check that students have located articles and are reading.
Ask students to briefly explain why they have chosen the particular article that they are reading.
Circulate around the classroom and check that students have properly cut a card.

Formal Assessment Strategies:

Students may be asked to turn in 5 properly formatted cards, each with a proper citation attached as a footnote. In each card, check for:

1. A proper tag.
2. A meaningful piece of information or claim in the content of the card.
3. Proper grammar.
4. Proper formatting of card and footnote.

Reflection/Review for Future:

Research is a critical first step towards understanding and writing a case for several reasons:

1. It defines the scope of the topic.
2. It allows us to make more sophisticated arguments.

Properly conducting and formatting research is key to:

1. Locating trustworthy information.
2. Locating secondary sources of information.
3. Following academic and community norms regarding proper citation and use.
4. Keeping track of which materials you have already read and found useful, as well as organizing materials that you intend to use.

Lesson Plans 3 & 4 Appendix – Example of a Card

Civil Disobedience is defined by Peter Suber[1]:

Civil disobedience is a form of protest in which protestors deliberately violate a law. Classically, they violate the law they are protesting, such as segregation or draft laws, but sometimes they violate other laws which they find unobjectionable, such as trespass or traffic laws. **Most activists who perform civil disobedience are scrupulously non-violent, and willingly accept legal penalties. The purpose of civil disobedience can be to publicize an unjust law or a just cause; to appeal to the conscience of the public; to force negotiation with recalcitrant officials; to "clog the machine"** (in Thoreau's phrase) **with political prisoners; to get into court where one can challenge the constitutionality of a law;** to exculpate oneself, or **to put an end to one's personal complicity in the injustice which flows from obedience to unjust law —or some combination of these.** While civil disobedience in a broad sense is as old as the Hebrew midwives' defiance of Pharaoh, most of the moral and legal theory surrounding it, as well as most of the instances in the street, have been inspired by Thoreau, Gandhi, and King. In this article we will focus on the moral arguments for and against its use in a democracy.

Cut from:

"Civil disobedience is a form of protest in which protestors deliberately violate a law. Classically, they violate the law they are protesting, such as segregation or draft laws, but sometimes they violate other laws which they find unobjectionable, such as trespass or traffic laws. Most activists who perform civil disobedience are scrupulously non-violent, and willingly accept legal penalties. The purpose of civil disobedience can be to publicize an unjust law or a just cause; to appeal to the conscience of the public; to force negotiation with recalcitrant officials; to "clog the machine" (in Thoreau's phrase) with political prisoners; to get into court where one can challenge the constitutionality of a law; to exculpate oneself, or to put an end to one's personal complicity in the injustice which flows from obedience to unjust law —or some combination of these. While civil disobedience in a broad sense is as old as the Hebrew midwives' defiance of Pharaoh, most of the moral and legal theory surrounding it, as well as most of the instances in the street, have been inspired by Thoreau, Gandhi, and King. In this article we will focus on the moral arguments for and against its use in a democracy."

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[1] Suber, Peter. Civil Disobedience. Stable URL accessed on 10/19/2013:
http://dash.harvard.edu/bitstream/handle/1/4725008/suber_civ-dis.htm?sequence=1
This essay originally appeared in Christopher B. Gray (ed.), *Philosophy of Law: An Encyclopedia*, Garland Pub. Co, 1999, II.110-113. Copyright © 1999, Peter Suber.

Lesson Plan #5

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: History and Contemporary Theories of Civil Disobedience

Essential Questions:
1. What is civil disobedience?

2. In what contexts is civil disobedience usually used?

3. What are the moral dimensions of civil disobedience, and how might we examine them in light of the question implicit in the resolution?

Objectives:
1. Students will define civil disobedience.

2. Students will review historical instances of civil disobedience and discuss its contemporary context.

3. Students will be pushed to consider civil disobedience in moral as well as political terms, and asked to synthesize their knowledge of both ethics and politics to write cases that answer the question implicit in the resolution.

Instructional Materials Needed: This lesson is in a participatory lecture format, and concludes with a group discussion. You may wish to arrange the desks in a circle or any other open configuration that suits your instructional space, in order to facilitate discussion. Students should be encouraged to take notes. For the first two sections of this lesson, slides or a handout can be generated using the main questions in the lesson plan as an outline.

References: "Civil Disobedience." Merriam-Webster.com. Merriam-Webster, n.d. Stable URL: <merriam-webster.com/dictionary/civil disobedience> Accessed 8/28/14.

Overview of Lesson: This lesson begins with a simple dictionary definition of civil disobedience, then lists components of civilly disobedient action which may or may not be key to the many different functional definitions of civil disobedience. We then proceed to list and examine some historical and contemporary instances of civil disobedience (students should be encouraged to list as many examples as possible, but it is important to remind them that the topic is whether or not civil disobedience is morally justified in a democracy.) We then conclude with a discussion of issues of morality and civil disobedience.

Detailed Step-by-Step Lesson:

<u>Defining Civil Disobedience:</u> (20-30 minutes)
- Simple dictionary definition:
  - Merriam-Webster: "Refusal to obey governmental demands or commands especially as a nonviolent and usually collective means of forcing concessions from the government."

- Components of other possible definitions students may locate:
  - Non-violent resistance
  - Intentional violation of an unjust law to draw attention to or promote its reform
  - Intentional violation of an non-disputed or neutral law to dram attention to reform
  - Civil disobedience with the goal of political revolution or political coup
  - Resistance to the state to force concessions or raise legal reform
  - Resistance to private entities to force concessions or raise legal reform
  - Conscience-based or integrity-based objection to a law
  - Justice-based or social justice-based objection to a law
  - Policy-based or procedural objection to a law

  Remember that your definition has to explain how and perhaps also why civil disobedience would be used in a democracy.

- Why the definition matters to the resolution: Defining Civil disobedience is key to morally justifying or rejecting its use in a democracy

List some examples of civil disobedience, emphasizing examples of civil disobedience within a democracy:
(10-15 minutes)
Historical examples:
- India and South Africa: Mahatma Gandhi. Protests for democratic participation and independence from British rule.
- South Africa: Nelson Mandela, Desmond Tutu. Protests against apartheid, and for democratic rule.
- China: Tienanmen Square protests. Protests for liberal democratic reforms, and against corruption.

Civil Disobedience In Modern *Democracies*:
- US: Susan B. Anthony and the suffrage movement; Martin Luther King, Jr. Rosa Parks, and large scale protests against segregation, voter suppression, and racial discrimination; Vietnam and conscientious objection to war and the draft; Puerto Rico protests over military training exercises; Climate change protests at power plants and during global summits (protests have global scope); Occupy Wall Street protests against private and state fiscal policy (also with a global scope.)
- Ukraine's Orange Revolution and Maidan movement.

How might we morally evaluate civil disobedience?: (20-30 minutes)

This section of the lesson is intended to be utilized for discussion. The instructor should make every effort to facilitate an open discussion in which all students are expected and encouraged to contribute their thoughts.

- **The basic question:** Does a vocal minority have the fundamental right to protest the presumed will of a majority in a society where all citizens have equal access to have their voice be heard and counted?
  - Under what conditions might such a right exist?

Further questions specific to the practice of civil disobedience:
- Is there anything inherently bad about breaking a law? Why or why not?
- What arguments can you think of in favor of the rule of law, and what arguments might invalidate claims that protecting the rule of law is of the highest priority in a democracy?
- Laws protested: Does the civilly disobedient action directly break the law which protestors object to, or other laws that are key for orderly social activities?
- Means of protest: Does even non-violent protest incur any type of harm to other citizens?

Informal Assessment Strategies: Monitoring the discussion regarding moral evaluation of civil disobedience should provide chances to check your students' understanding of the basic structure and use of civil disobedience.

Students may be asked to verbally define or list:

- Types of civil disobedience
- Historical examples of civil disobedience

Students may be asked to analyze and contrast different ways in which civil disobedience might be used, and assess which method they think would be preferable for achieving a specified policy goal in a democracy.

Formal Assessment Strategies: Students may be asked to locate 2 different definitions of civil disobedience, and explain differences and similarities in a written assignment.

Students may be assigned a reading with a summary or carding assignment, at your discretion (please see references section.)

Reflection/Review for Future: Students should be encouraged to think about the ways in which the use of civil disobedience will differ based on context and political goals. Instructors may remind students that civil disobedience is a method of action that can be applied to nearly any political or social cause imaginable (and therefore, past use is not an indicator of potential future use.)

Students should also be encouraged to think about what the definition of a civil disobedience means for argument they make. They should be encouraged to ask cross-ex questions about their opponent's definition of civil disobedience, and synthesize comparative analysis on the subject in debate rounds. Practice rounds and practice cross-ex exercises may help novices practice this method of comparative analysis.

Lesson Plan #6

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Theories of Democracy and Contemporary Democracies

Essential Questions:
1. What is a democracy?

2. What characteristics do all democracies have in common?

3. Why does the resolution include the phrase "in a democracy?"

Objectives:
1. To establish a basic understanding of several different theories of democratic governance.

2. To generate a list of contemporary democracies, and to examine the way that various countries practice democracy; to discuss any differences and similarities between them.

3. To review the way in which the use of the phrase "in a democracy" modifies the resolution.

Instructional Materials Needed: This lesson is in a participatory lecture format. Students should be encouraged to take notes. Slides or a handout can be generated using the main questions in the lesson plan as an outline.

References:
"Deomocracy." Merriam-Webster.com. Merriam-Webster, n.d. Stable URL: <merriam-webster.com/dictionary/democracy> Accessed 8/28/2014.

"Pluralism." Merriam-Webster.com. Merriam-Webster, n.d. Stable URL: <merriam-webster.com/dictionary/pluralism> Accessed 8/28/2014.

"Democracy Index 2012: Democracy at a standstill." Economist Intelligence Unit. 14 March 2013. Stable URL: <pages.eiu.com/rs/eiu2/images/Democracy-Index-2012.pdf> Accessed 8/28/2014.

"Freedom In The World 2014." Freedom House. 24 January 2014. Stable URL: <freedomhouse.org/sites/default/files/FIW2014 Booklet.pdf> Accessed 8/28/14.

Overview of Lesson: Students will learn basic definitions of democracy, and examine theories of democratic governance, with a focus on which features of a democracy are essential and which are incidental. The lesson will be taught from a dual theoretical and contemporary viewpoint; we will examine both what it means for a state to be a democracy, and list some current democracies. We conclude with a discussion of why defining democracy is critical to this debate topic.

Detailed Step-by-Step Lesson:

What is a democracy? (10 minutes)

- Simple dictionary definition:
  - Merriam-Webster: "A government by the people; especially: rule of the majority. : A government in which the supreme power is vested in the people and exercised by the directly or indirectly through a system of representation usually involving periodically held free elections."
- Components of other possible definitions students may locate:
  - The existence of a stable electoral processes
  - Guaranteed civil liberties for the entire population
  - Political efficacy (in contrast to gridlock)
  - A reasonably high degree of political participation
  - Political transparency

- Why the definition matters to the resolution: If we do not define democracy or understand what sort of governance is desirable in a democracy, it will be difficult for us to evaluate whether or not civil disobedience is morally justified under a democratic system of political organization. (Implicit within this entire discussion, of course, is the premise that political systems can be morally evaluated, and that there is a way in which civil disobedience *can* be evaluated through the lens of moral justification. We assume here that adherence with democratic ideals will be that lens.)

How does a democracy differ from other types of government? (20-30 minutes)
- Historically, democracy has not always meant equal participation for all groups, even if the concept of equal participation has existed since Ancient times.
- Historically, however, democracies have always been contrasted with:
  - Monarchies and empires (rule by the elite or distant)
  - Oligarchies and feudalism (rule by the rich, powerful, or landowners)
  - Military rule (rule by force)

  More recently, we can contrast democracy with:
  - Authoritarianism
  - Failed states
  - States with limited franchise or political participation.
- Structurally, democracies emphasize elections (democracy via representation) or popular referendums (direct democracy.) There are multiple ways in which elections, systems of representation, and referendum balloting can be structured. The structure of a democracy can have a very real effect on who is best represented, and how well they are represented.
- You may choose to review some specific methods of classifying countries by degree of democracy in the status quo:
  - The Economist Intelligence Unit maintains an index of 167 countries called the Democracy Index. As of 2012, it grouped countries into 4 different categories based on degree of democracy achieved. 25 countries were categorized as "full democracies." 54 were categorized as "flawed democracies." 37 were listed as "hybrid regimes," and the remaining 51 were labeled "authoritarian regimes."
  - An alternative measure of political freedom and civil liberties is available through Freedom House's Freedom In The World yearly report. The report classifies countries as either "free," "partly free," or "not free," and identifies "electoral democracies" and "liberal democracies" as well.

What sorts of things do all democracies have in common? (5-10 minutes)

A major concept that unites all the common features of a democracy is that of pluralism. **Pluralism** is defined by Merriam-Webster as: "a situation in which people of different social classes, religions, races, etc. are together in a society but continue

to have their own different traditions and interests. : The belief that people of different social classes, religions, races, etc. should live together in society."

And, in sum, it seems that democracies can be said to require:

- Participation
- Trustworthy elections
- Significant and reliable civil freedoms

What sorts of distinguishing features might make some democracies in the status quo different from others? (5-10 minutes)
- Prior History
- Method of government organization
- Frequency of elections
- Transparency of political institutions
- Population statistics and diversity
- Cultural and Sociological norms

Let's list some democracies! (5 minutes)
- Prompt students to list countries that are currently under democratic governance. Here is a rough list:

Argentina	Italy	Sweden
Australia	Jamaica	Switzerland
Austria	Japan	Taiwan
Bangladesh	South Korea	UK
Belgium	Latvia	US
Benin	Lesotho	Uruguay
Botswana	Lithuania	Zambia
Brazil	Macedonia	
Bulgaria	Malawi	
Canada	Malaysia	
Cape Verde	Mauritius	
Chile	Mexico	
Columbia	Mongolia	
Costa Rica	Namibia	
Croatia	Netherlands	
Czech Republic	New Zealand	
Denmark	Norway	
Dominican Republic	Panama	
El Salvador	Papua New Guinea	
Estonia	Paraguay	
Finland	Peru	
France	Philippines	
Germany	Poland	
Ghana	Portugal	
Greece	Romania	
Guyana	Senegal	
Hungary	Serbia	
Iceland	Slovakia	
India	Slovenia	
Indonesia	South Africa	
Ireland	Spain	
Israel	Suriname	

Why does the resolution include the phrase "in a democracy?" (10 minutes)

- How might civil disobedience in a democracy differ from civil disobedience under other forms of governance, and how does this alter what the resolution asks us to evaluate?
- How does a country's status as a democracy effect what type of moral justification we might be looking for on each side of the resolution?

Informal Assessment Strategies: Students may be asked to verbally list:
- Systems of governance that can be contrasted to democracy
- The two different structural types of democracy
- Features which all democracies have in common
- A factor which may effect the way democracy is practiced in a particular country

Formal Assessment Strategies: Students may be asked to locate 2 different definitions of democracy, and explain differences and similarities.

Students may be assigned a reading with a summary or carding assignment, at your discretion (please see references section.)

Reflection/Review for Future: Students should be encouraged to remember that while all democracies may have similar features, this does not mean that every actual existing democracy functions in the same way.

Students should also be encouraged to think about what the definition of a democracy means for argument they make. They should be encouraged to ask cross-ex questions about their opponent's definition of democracy, and synthesize comparative analysis on the subject of democracy in debate rounds. Practice rounds and practice cross-ex exercises may help novices practice this method of comparative analysis.

Lesson Plan #7

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Basic Concepts in Politics and Morality

Essential Questions:
1. What are some common systems of morality?

2. How do we evaluate moral action in the context of political or social arrangements?

3. How can we use our understanding of theories of morality to inform our understanding of this topic, since the resolution asks us for moral justification?

Objectives:
1. Students will be able to explain, compare, and contrast the two major competing Western theories of moral justification: deontology and utilitarianism.

2. Students will apply the principles of the two moral theories to the justification of governmental structures and actions, and articulate any necessary arrangements for moral action that are needed between citizens and a state, through the lens of social contract theory.

3. Students will examine civil disobedience in a democracy through the lens of political morality.

Instructional Materials Needed: This lesson is in a participatory lecture format that concludes with a discussion. You may wish to arrange your instructional space to facilitate a group discussion. Students should be encouraged to take notes. Slides or a handout can be generated using the main questions in the lesson plan as an outline. You may also wish to generate a reading list based on author suggestions below.

References: You may wish to present students with a list of major authors and works representing each area of philosophy we will cover in this lesson. Major Deontologists include Immanuel Kant, Thomas Nagel, and Frances Kamm; and Major Utilitarians include Jeremy Bentham, J.S. Mill, R.M. Hare, and Peter Singer. Enlightenment social contract theorists include Thomas Hobbes, John Locke, J.J. Rousseau, and more modern contract theorists include John Rawls, David Gauthier, and Philip Pettit.

Overview of Lesson: In order to debate this topic, students will require a firm grasp of what it means to "morally justify" an act of civil disobedience. Since the resolution specifies that we are morally evaluating acts of civil disobedience in a democracy, we will begin by examining the two major systems of moral reasoning which are frequently invoked to justify the actions of Western liberal democracies: deontology and utilitarianism. Next, we will examine the question of how we might structure a equal, open, and fair political order that implements moral decisions, through the lens of social contract theory. We will conclude the lesson by asking students to re-think the question at the heart of the topic: how might an act of civil disobedience be justified under any of the moral systems we have discussed? Does the political-moral scaffolding of a democracy permit or reject the use of civil disobedience?

Detailed Step-by-Step Lesson:

<u>What are the most common moral systems used to justify political decisions and political structures?:</u>
(20 minutes)

- **Deontology:** "No matter the outcome (good or bad!) some actions are morally obligatory, and some are morally prohibited;" "Moral status is determined by your own intent, and the absolute obligation to respect the intent of others."
- Morality is defined by compliance with rules, which are sometimes also called side-constraints. In their most simple formulation, side-constraints *prohibit an actor from using any other actor as a means to an end*. In other words, the most basic rule that binds an agent is that all agents must respect each other's agency. This remains the case even when respecting someone's agency leads to undesirable outcomes: you cannot, for example, decide to harvest organs from one non-consenting healthy person, even if you might be able to save the lives of five sick people in the process.
- Deontology's reliance on following rules as opposed to looking at the outcome of those rules can lead to it supporting counterintuitive moral justifications.

- **Utilitarianism:**

(*Classic definitions include "The ends justify the means," and "The greatest good for the greatest number." Both of these phrase deserve a mention, but they often prompt students to imagine and focus on specific scenarios that call for moral decision making; sometimes this impedes students' comprehension of the overall structure and purpose of Utilitarian or Consequentialist moral reasoning. Therefore, we recommend emphasizing the general principle of maximizing desirable effects.*)

- **"The moral worth of an action is determined by any good or bad effects it may have;" "The outcome of an action determines its moral status."**
- It is acceptable to use rules to codify methods of action or types of behavior that are known to produce the best effects. The process of using rules to shorten the amount of prediction and calculation of good vs. bad effects that an actor would have to do is called "rule utilitarianism."
- It is often argued that in order to make decisions for large groups of people (as, for example, a state must do for its citizens, or citizens must do amongst themselves when voting,) it is necessary for an actor to predict and value the best effects that can be expected for the majority of the group.
- Hence, it can be argued that whenever a state or large group has to make a decision that requires moral justification, it should default to evaluating its actions through a utilitarian lens.

What are some factors that impact how we evaluate the moral requirements of a particular political system, such as a democracy? (20-30 minutes)

- **Method of creation of public polic**y: How does the state decide upon the best policy for itself and its citizens? How might it use deontic justifications? How might it use utilitarian justifications? Is one more practical than the other? Is one more moral than the other? Can either ever avoid compromising between competing rights claims, or good effects?
- **Impact on civil society:** How does out method of moral justification impact how citizens operate under the rule of law? How does it effect civil social institutions, such as the press, or various religious groups?

Regardless of the moral system by which a state may be justified, social contract theory is a means of explaining how we come to an agreement on governance by a political system. It requires citizens giving up some of their rights in exchange for stable, equal, and fair protection of rights by the state. Thus, maintaining the social contract usually involves some or all of the following factors:

- Trust between society and the state; trust between discrete groups in society and each other.

- Political legitimacy
- Political efficacy, or the ability of the state to enforce its policies.
- Citizen engagement, or the involvement and consent of citizens in the determination of policy.
- Transparency, or the ability of citizens to access and understand state decision making and action.
- Checks and balances

How might we evaluate civil disobedience through the lens of deontological obligation, utilitarian benefits, and the social contract theory? (10-20 minutes)

You may wish to structure this part of the lesson as a group discussion and facilitate an interactive examination of as many relevant questions as your students can think of. Here are a few to begin with:

- Is it ever acceptable to break the law? What if it is a bad law?
- What might make a "bad law" in the first place?
- How should we balance the interests of particular groups in society when they seem to conflict?
- Is it moral for a democracy to require compromise between the competing interests of various groups or individuals?

Informal Assessment Strategies: We strongly encourage you to review the simple statements of each moral theory at the end of the lesson. We have found that asking students to repeat the simple formulation of each moral system aloud, as a group, increases retention of each concept and boosts student engagement and confidence.

You may also wish to select familiar examples of laws (traffic laws such as stopping at a stop sign, travelling at the speed limit, maintaining a valid license and insurance, etc.) and ask students to justify each through the lens of deontology, utilitarianism, and the social contract.

Formal Assessment Strategies: Students should be prepared to either write a new framework or edit an existing framework at this time. Frameworks ought to be no less than half a page, but no longer than a page and a half. Check for a synergistic understanding of the way in which how we define each separate term in the resolution effects our ability to answer the topic question in favor the affirmative or negative.

Students may also be asked to write between one paragraph and about one page examining the ways in which unwritten or implicit aspects of social contract theory impact their everyday lives.

Reflection/Review for Future: This lesson interacts strongly with lessons on affirmative and negative casing, and with the civil disobedience and democracy lectures. You may wish to monitor students' comprehension of the ways in which the lecture material from the past several lessons interact by requesting case edits once you have taught all the lectures mentioned above.

Students should be encouraged to think about how they will use moral theories and questions of societal organization in their case frameworks. Similarly, students should be encouraged to think about how they might justify, explain, compare, and contract their account of moral justification in a round, especially if their opponent presents differing account of moral justification.

Lesson Plan #8

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Affirmative Casing

Essential Questions:
1. What is the task of the affirmative debater?

2. How do I write an affirmative framework for moral justification?

3. What are some affirmative arguments that can be used for this topic?

Objectives:
1. Review the task of the affirmative debater, types of affirmative cases, and argument structure; Discuss affirmative strategy.

2. Students will outline and assess several options for an affirmative framework.

3. Brainstorm and list and explain a number of affirmative contention level arguments to jumpstart case writing.

Instructional Materials Needed: This lesson is in a participatory lecture format and emphasizes student participation in brainstorming activities. You may wish to conduct argument brain storming in a circle. Once students have identified particular arguments they may write, you may also wish to break them up into groups and have them write the argument, following the claim/warrant/impact/link structure.

 Students should be encouraged to take notes on all argument ideas that are generated. Slides or a handout can be generated using the main questions in the lesson plan as an outline in the initial sections of this lecture.

Overview of Lesson: We begin by briefly reviewing the goal of the affirmative debater and types of affirmative cases and arguments. We then build upon our current knowledge of how to affirm by briefly discussing affirmative strategy, from the standpoint of how cases and arguments should be used in round (this portion of the lecture will later be reviewed when we discuss answering arguments.) Next, we will outline two different structures for affirmative frameworks, and look at options for modifying their content. Last, we will brainstorm a number of affirmative contention level arguments.

Detailed Step-by-Step Lesson:

Review: Understanding Affirmation (5-10 minutes)

- Affirming by specific example
- Affirming In general or as a complete statement

Cases are composed of:
- **Framework**
  - o **Definitions**
  - o **Value structure**
- **Contentions**

- o Organized by the **claim/warrant/impact/link** structure.
- **Evidence**
  - o May be **empirical or analytic**.

Remember that all of our arguments must in some way link back to moral justification in the context of a democracy. Civil disobedience can produce good or bad effects, but that won't matter if we can't find a way to talk about those good or bad effects being moral or immoral.

How To Write An Affirmative Framework: (15-20 minutes)

On this topic, you will need to consider ways in which civil disobedience in a democracy is morally justified.

You thus have several choices when crafting your affirmative framework:
- o Morally justify civil disobedience based on rights that all people have regardless of the political system they live under. (Students will need to specify those rights, be ready to defend why they always apply, and explain how we adjudicate rights claims when they conflict with one another. Students may also want to think about what generates any claim to a "right" in the first place; see the deontology section of the Political Morality lesson.)
- o Morally justify civil disobedience based on the moral features of a democracy (Students will need to explain how and why a political system should be organized in a moral fashion, what that moral organization looks like, and how democracy fits that moral mandate.)
- o Morally justify civil disobedience based on the effects that it may be able to achieve. (Students will need to explain why we should consider outcomes when we take actions, and what outcomes are good or bad. See the utilitarianism section of the Political Morality lesson.)
- Note that there may be other ways to structure an affirmative framework on this topic; out goal here is merely to present several major strategic considerations.
- Generally speaking, a framework needs to provide reasons why the judge should prefer it to any subsequent frameworks that may be introduced into the round. Some reasons to prefer may include: Explanatory power (the framework explains moral justification in a more complete or cohesive way,) scope (the framework is broad enough to account for many different scenarios,) real world accuracy (the framework better explains how civil disobedience could be justified in status quo democracies.) Structure them this way: "Prefer my framework because it provides better explanatory power/scope/accuracy." Students should then briefly analytically justify that claim in a sentence or two.
  - o What sort of **value premises** might an affirmative use?
    - ▪ Egalitarianism, Justice, Morality, Democracy. (Encourage students to brainstorm more.)
  - o What sort of **value criterions** might an affirmative use?
    - ▪ Ensuring Full Civic Participation, Equal Access/Equal Representation, Protecting The Right Of The Minority. (Encourage students to brainstorm more.)

Arguments For Affirmative Cases: (30 minutes)

Brainstorm some contention level arguments for the negative with your students. Arguments may include:

- Civil disobedience is a necessary check on majority rule; Democracies must ensure minority rights.
- Civil disobedience is a means of ensuring progressive social objectives can be heard and evaluated.
- Civil disobedience ensures that bad laws can be brought up for review; breaking a law is a needed first step toward highlighting the ways in which it does not serve society's interests.
- Democracy entails ongoing discussion and civil disagreement; civil disobedience is a necessary and therefore morally permissible means of contributing to social and political dialogue.

Encourage students to morally justify each argument they generate. See assessment strategies below for assignments that may build upon ideas generated during the lesson, and jumpstart case writing.

Informal Assessment Strategies: Be sure to involve all students in the brainstorming process. If a student is off-course, ask them to explain their reasoning and then prompt other students to join you in evaluating it. Emphasize that all contributions are valuable and provide constructive feedback on how to strengthen arguments.

Formal Assessment Strategies: Students may be asked to take three to five brainstormed ideas and format them in a claim/warrant/impact/link structure, then locate cards for each warrant.

Students may be asked to construct an affirmative framework and list (in full sentences,) three reasons why a judge ought to prefer it as the better evaluative framework for the round.

Students may be assigned a reading with a summary or carding assignment, at your discretion (please see references section.)

Reflection/Review for Future: Students may need to be reminded about good research practices when they begin to look for warrants for their arguments. Be alert for students who are having difficulty finding appropriate or specifically targeted research.

Students should be encouraged to think about how they will use each argument to advance their framework. Similarly, students should be encouraged to think about how their framework will interact with their opponent's framework.

This lesson will be reviewed when we discuss answering arguments.

Lesson Plan #9

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Negative Casing

Essential Questions:
1. What is the task of the negative debater?

2. How do I write a negative framework for moral justification?

3. What are some negative arguments that can be used for this topic?

Objectives:
1. Review the task of the negative debater and types of negative cases.

2. Students will outline several options for a negative framework.

3. Brainstorm and list and explain a number of negative contention level arguments to jumpstart case writing.

Instructional Materials Needed: This lesson is in a participatory lecture format and emphasizes student participation in brainstorming activities. You may wish to conduct argument brain storming in a circle. Once students have identified particular arguments they may write, you may also wish to break them up into groups and have them write the argument, following the claim/warrant/impact/link structure.

Students should be encouraged to take notes on all argument ideas that are generated. Slides or a handout can be generated using the main questions in the lesson plan as an outline in the initial sections of this lecture.

Overview of Lesson: We begin by briefly reviewing the goal of the negative debater and types of negative cases and arguments. We then build upon our current knowledge of how to negate by briefly discussing negative strategy, from the standpoint of how cases and arguments should be used in round (this portion of the lecture will later be reviewed when we discuss answering arguments.) Next, we will outline three different structures for negative frameworks, and look at options for modifying their content. Last, we will brainstorm a number of negative contention level arguments.

Detailed Step-by-Step Lesson:

Review: Understanding Negation: (5-10 minutes)

- Rejecting the Affirmative's case-specific offense
- Negating the whole statement
- Negating by specific example

Cases are composed of:
- **Framework**
  - **Definitions**
  - **Value structure**
- **Contentions**
  - Organized by the **claim/warrant/impact/link** structure.
- **Evidence**
  - May be **empirical or analytic**.

Remember that all of our arguments must in some way link back to moral justification, or implicate moral justification. Civil disobedience can produce good or bad effects, but that won't matter if we can't find a way to talk about those good or bad effects being moral or immoral.

<u>**How To Write A Negative Framework:**</u> (15-20 minutes)

On this topic, you will need to consider ways in which civil disobedience in a democracy is not morally justified.

You thus have two main strategic choices when crafting a framework:
- **Articulate an alternate framework** than that which the affirmative is running
  - The affirmative's goal is to prove that civil disobedience in a democracy is morally justified. Therefore, you may choose to construct a framework that provides an alternate account of moral justification.
  - If the affirmative makes a standard utilitarian argument that civil disobedience is justified because it draws attention to and potentially corrects for bad laws, thus providing more benefits or greater democratic access across greater segments of society, the negative's alternative framework may choose to highlight the deontic nature of the rule of law.
  - Generally speaking, when the negative presents an alternate framework, they will need to provide reasons why the judge should prefer the negative's account of moral justification to the affirmative's.
  - What sort of **value premises** might a negative use?
    - Governmental Legitimacy, Democracy, Morality, The Social Contract. (Encourage students to brainstorm more.)
  - What sort of **value criterions** might a negative use?
  - Respecting Democratic Processes/Institutions, Upholding The Rule Of Law. (Encourage students to brainstorm more.)

- Agree to the affirmative framework and work to show that your arguments better achieve their framework goals.
  - If the affirmative does not specify if their framework is utilitarian or deontic, ask for clarification in cross-examination. Be sure to assess and correctly identify how they account for morality and moral justification.
  - If the negative debater does not re-explain how the affirmative framework works and how they are making use of it, it may be difficult for a judge to understand how negative arguments link to it. Be sure to clearly explain that your impacts should be evaluated through their framework.

<u>**Arguments For Negative Cases:**</u> (30 minutes)

Brainstorm some contention level arguments for the negative with your students. Arguments may include:

- Appeals to the Rule of Law: Civil Disobedience encourages law-breaking; this sets a bad precedent. Further, breaking laws does not guarantee that bad laws are removed from the books, or that better

laws are past. Additionally, breaking unobjectionable laws for the purpose of raising awareness may harm social cohesion and promote antisocial behavior.

- Appeals to Moral Consensus: Civil Disobedience may not always be used for morally good ends; society at large is likely more qualified to decide what is moral (good/bad) than a small group of dissatisfied citizens.
- Appeals to Democratic Institutions: Reforms should take place within the system rather than outside of it; laws should not be made under duress from social unrest.

Encourage students to morally justify each argument they generate. See assessment strategies below for assignments that may build upon ideas generated during the lesson, and jumpstart case writing.

Informal Assessment Strategies: Be sure to involve all students in the brainstorming process. If a student is off-course, ask them to explain their reasoning and then prompt other students to join you in evaluating it. Emphasize that all contributions are valuable and provide constructive feedback on how to strengthen arguments.

Formal Assessment Strategies: Students may be asked to take three to five brainstormed ideas and format them in a claim/warrant/impact/link structure, then locate cards for each warrant.

Students may be asked to construct a negative framework and list, in full sentences, three reasons why a judge ought to prefer it as the better evaluative framework for the round.

Students may be asked to compare three negative arguments to three affirmative arguments, with an explanation of how they would comparatively evaluate each, and win each, under their negative framework.

Students may be assigned a reading with a summary or carding assignment, at your discretion (please see references section.)

Reflection/Review for Future: Students may need to be reminded about good research practices when they begin to look for warrants for their arguments. Be alert for students who are having difficulty finding appropriate or specifically targeted research.

Students should be encouraged to think about how the specific arguments they write will interact with an affirmative case. Students should further be encouraged to think about choosing arguments that will allow them to keep the negative case short, but broadly applicable.

This lesson will be reviewed when we discuss answering arguments.

Lesson Plan #10

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Answering Arguments

Essential Questions:
1. How can we recognize important parts of an argument?

2. What are the best ways to answer arguments?

3. What sort of answers will be most efficient for either side of this topic, and how might your answers be arranged into coherent and convincing reasons why a debate judge should vote for you in a debate round?

Objectives:
1. Students will be able to identify the premises and conclusions of their opponent's arguments, and attack them efficiently.

2. Students will learn the difference between refuting their opponent's case (providing the judge with a reason to *not* vote for their opponent, which we can think of as "defense") and advancing an argument for their case (providing the judge with a reason to vote for them, which we can think of as "offense.")

3. Students will be able to synthesize voting issues and compare or weigh analysis in an efficient and direct manner.

Instructional Materials Needed: Students should be prepared with blank white paper to flow on, and two different colored pens if they prefer to flow the affirmative and negative cases in different colors.

Overview of Lesson: We will review argument structure and discuss how to recognize which arguments matter in terms of directly answering the question at the heart of the resolution. Students will learn how to attack their opponent's claims on the most basic level possible, and offer a competing explanation for their opponent's conclusions. Then, we will review methods of organization, summary, and synthesis that will enable a debater to clarify the debate round for a judge.

Detailed Step-by-Step Lesson:

<u>**Quick Review:**</u> (5 minutes)

Cases are composed of:
Framework
- **Definitions**
- **Value structure**

Contentions
- Organized by the **claim/warrant/impact/link** structure.

Evidence
- May be **empirical or analytic**.

The goal of each case is to prove its respective side of the resolution, either via one example or affirmation/negation of the entire statement in the resolution. The negative has the additional option of directly refuting the affirmative with links back to the affirmative's own framework.

"Where do I begin?" How to organize answers to your opponent's case: (20-30 minutes)

Framework first!
- **Definitions:** How does your opponent define "civil disobedience" and "democracy?" Can you agree to the definition, or is there some aspect of it that seems problematic to you?
  - **To argue a definition, you must read a counter definition.** Explain to the judge why your definition is better. Remember, the goal of the debate round is to explain why civil disobedience is or is not morally justified in a democracy, so any change in the definition of what sort of act we're evaluating, or the context we evaluate it in, will effect the way in which you handle the rest of the round.
- **Value Premise and Value Criterion:** Is the value the most desirable concept which (in the context of the resolution) we should aim to uphold? Does the value criterion accurately and reliably measure or define our achievement of the value premise? Can you link your arguments to your opponent's value structure and show that your argument also speaks to their values? Is your value prerequisite to theirs? **Remember: whoever wins the framework gets to decide what is or is not important in the round!**

Contention level
- **Always refute an argument at its most basic level possible.** For example, if you say: "Look at those dark clouds, I think it's about to rain!" I could say either, "Yes, it looks like it's about to rain, but it is not," or "What are you talking about? It's bright and sunny outside!" The first reply concedes one of the premises of the argument, which is that there are dark clouds. It only denies the second premise, which is that dark clouds mean rain is likely. On the other hand, the second reply denies the first premise. If you were arguing about the weather with me, you would now need to back up and prove to me that the sky was filled with dark clouds, before you could continue arguing that dark clouds mean impending rain. **In practice, denying the most basic premise you can find usually means denying some aspect of a claim, not an impact.**
- **Notice that dealing with the first premise means that you need to less work to recoup your argument, and your opponent needs to do more to recoup theirs. This is helpful because it allows you to stay focused on the main elements of your case and you goal: answering the question at the heart of the resolution!**
- **But, claims are usually justified by warrants (either analytical or empirical.)** To deny a claim, you will typically have to deny a warrant. Be sure to identify which claim you are refuting, then immediately move on to either presenting a counter-example or counter-evidence (if the warrant was empirical, and if you have any counter-evidence available to you. If you do not have counter-evidence, don't despair! Think about what sort of evidence would have to exist to invalidate the claim, and *challenge your opponent to show that this counter-evidence does not exist or would be categorically impossible*.)
- **Attacking the impact:** Even if you have rejected the first premise, you can reject the second premise, too. (To continue our weather example, I can say that's bright and sunny out right now, *and* that dark clouds don't always mean rain.) One way to do this is to **deny that the impact matters or claim that both sides can cause that impact.** This is called a "non-unique" argument.

Offense vs. Defense in a Debate: (10-15 minutes)

So far, we have discussed ways to answer arguments. But an even more efficient way to refute your opponent is to co-opt the reasons why a judge would vote for them.

We call this type of an argument a "turn" When you "turn" an argument, you either say that:

- o Your opponent does/does not cause the impact they say they cause, but actually causes the opposite outcome; this is called a **link turn**.
  OR
- o The impact that your opponent claims is good is actually bad (or vice versa.) This is called an **impact turn**.
- o **IMPORTANT: You must choose which type of turn you want to make. You cannot make both types of turn simultaneously, or you will end up saying something like "my opponent doesn't cause a bad thing!" or "My opponent actually causes a good thing!"**
- • **Try to make turns wherever possible.** Answers to your opponent's arguments provide a reason why we *wouldn't* vote for your opponent (hence why we call answers to your opponent's case "defensive arguments",) but turns provide a reason why the judge *should* vote for you (hence why we say they generate "offense.")

Summarizing and Organizing Refutation: (10-20 min)

It's easy to lose track of which arguments are important during a debate round. What should you do to maximize your chances of winning the round?

- • **Framework:** Review and summarize why you are winning the framework: remember, the person who is winning the value and value criterion debate gets to decide what matters in the debate round!
- • **Voting Issues:** Choose two or three important issues in the round. Summarize why you are winning those important arguments, **without making new arguments.** Try to focus on offense instead of defense.
- • **Be sure to end with an explanation of how you answer the question in the resolution!** In this case, you must either morally justify or reject moral justification for civil disobedience in a democracy. All three elements of that question – moral justification for the act, the act, and the context of the act/justification – must be assessed in order for you to successfully affirm or negate.

Informal Assessment Strategies: You may check students' refutation ability by selecting one argument to use as an example. The goal is to have each student answer that argument as he or she sees fit, but to emphasize answering as efficiently as possible. Proceed around the room and then allow any student who wishes to participate a second time (especially those who may have spoken toward the beginning of the task) to have another turn.

Alternatively, each student should select and then "turn" an argument of their choosing. Give all students 5 minutes of silent prep and then proceed around the room, giving each student a set amount of time (we suggest one minute) to complete the task. Setting a timer will help students adjust to arguing under a time limit.

Formal Assessment Strategies: Students may be asked to take three to five arguments and format blocks to them, clearly indicating what sort of answer they are generating, and which part of the argument it attacks (use the claim/warrant/impact/link structure.)

Reflection/Review for Future: Students may need to be reminded about good research practices when they begin to look for evidence that provides specific answers to specific arguments. Be alert for students who are having difficulty finding appropriate materials. In particular, look for students who are having difficulty modifying search terms to find counter-evidence.

Students should be encouraged to think about how they will use their answers each argument to advance their framework, as all arguments, even answers to arguments, must have an impact that will effect the question at the heart at the resolution (and thus provide a judge with a reason to vote for them.)

This lesson should be briefly reviewed when you move on to teaching voting issues.

Lesson Plan #11

Unit Name: Novice Topic (*Resolved: Civil disobedience in a democracy is morally justified.*)

Topic: Flowing

Essential Questions:
1. How do we keep track of which arguments are made in a debate round?

2. How do we condense formal arguments down into simple notes that we may reference during the round or during prep time?

3. What are some techniques for understanding the way arguments interact with each other?

Objectives:
1. Students will practice some basic organizational techniques for debate-specific note-taking

2. Review parts of a round which should always be flowed, and practice flowing them.

3. Students will practice flowing at various speeds and levels of argumentation.

Instructional Materials Needed: You will need to bring and distribute a sufficient quantity of plain white paper (copier paper will do) for your students. We suggest five pages per student. Students should bring, or you may supply, two pens in different colors. We prefer fine-line gel pens for their ease of writing, but any type of pen is sufficient. Do not allow students to use pencils unless there are no other writing implements available; pencil smudges and can be difficult to read.

Overview of Lesson: This lesson will cover one of the most basic and important skills in debate – the art of debate-specific note-taking, which we call "flowing." Students will learn how to set up a flow, how to organize their notes, what sort of things they ought to listen for in a round, and how much text is appropriate. Neat organization, attention, comprehension, visualization, and abbreviation are just a few of the skills which flowing demands, and which we will teach in this lesson.

Detailed Step-by-Step Lesson:

<u>How do we know what has been said in a debate round? How do we keep track of what is said in a debate round?</u> (10 minutes)

- The act of taking notes during a debate is called **"flowing."**
- "Flowing" is short for "flowcharting," and so **a "flow", or set of notes on the round, creates a visual record of what was said, when, and by whom.**

We also use specific techniques to organize this information. **In order to flow, you will need:**

- **Two sheets of paper, oriented vertically*. One page will be for the affirmative, the other for the negative. Each speech in the round will receive its own column on these pages.**
- **At least one pen, but we recommend two, in different colors.**

Pause and check to make sure all students are properly equipped to flow.

*In some areas, it is popular for students and judges to flow a round on one horizontally oriented piece of paper. This is due to an understandable impulse to visualize the entire round on one page. Unfortunately, what single page horizontal flows provide in terms of visual unity, they lack in terms of space to expand arguments. We present the 2 page vertical model here, because we have tried both methods of flowing and believe the 2 page vertical method to be superior.

You will also need to pay very close attention to what the other person is saying.

The first rule of flowing is: ***If your opponent is speaking, you should be writing.***

- Thus, it is important that you concentrate on taking notes at all times during your opponent's speeches. Do NOT try to decide what is important and what is not as your opponent is reading. While flowing, assume everything is important!

The second rule of flowing is: ***Both quantity and quality are important, since your flow is only useful if you can understand the arguments it records.***
- Please make an effort to write in small, neat, legible print
- Use ink that will not smudge (and never use pencil, which can always smudge!)
- Try to write in a straight line across the page

With these things in mind, we proceed to setting up a flow.

How do we organize our flows? (10-15 minutes)

During a round, each debater will use two sheets of paper, one for the affirmative side and one for the negative side, to keep track of arguments made during the round. **Thus, you will always flow arguments and answers to their respective side, regardless of what side you are representing in the round; the only difference will be that you will have "pre-flowed" the case for the side you are representing on that side's flow before the round begins.** (So, an affirmative walks in to a round with their affirmative case outlined in shorthand on their affirmative flow; the negative walks in to a round with their negative case outlined in shorthand on their negative flow.)

- Orient both pieces of paper vertically, as in a book. **Fold (do NOT draw lines) one sheet of paper into 5 columns of equal width.** This can be achieved by folding an initial 1.5" column from either side. Flip the paper and fold in another column to match; continue until the piece of paper has 4 folds to produce 5 columns. **This is your affirmative flow.**
- Fold the other sheet of paper into **4 columns of equal width. This is your negative flow.**
- Label the top of each column on the affirmative flow with the names of the speeches, in chronological order from left to right. The labels are: AC (affirmative case), 1NR (Negative first rebuttal answers to AC), 1AR (First affirmative rebuttal), 2NR, 2AR.
- Label the top of each column on the negative flow with the names of the speeches, in chronological order from left to right. The labels are: NC (negative case), 1 AR, 2NR, 2AR.

Pause to make sure all students have completed these steps correctly.

Components of a case that you will always have to flow, and how to flow them: (15-20 minutes)

Framework: definitions, value premise, value criterion:
- Always flow all analytic analysis in the framework of the case, as the way in which the framework is explained contains important clues as to how your opponent intends to use it.
- Always flow all definitions, abbreviated as "Defn", or underline the word being defined.
- Always flow the value premise, abbreviated "VP." Some common abbreviations for value premises include "J" for justice, "M" for morality, and "D" for democracy.
- Always flow the value criterion/standard, abbreviated "VC." Some common abbreviations for value criterions include "SC" for social contract, "Resp" for respecting, and "Val" for valuing, and "F" for free or freedom, and "Rts" for rights. Hence, "Resp SC" might be "respecting the social contract" and "val basic rts" might be "valuing basic rights."
- Each separate component or analytic should be flowed on a separate line, so as to be easily relocated and answered or extended in the round.

Contentions: parts of an argument
- **Always record the ordinal organization system used by your opponent**. For example, the first contention should be labeled "C1." A "subpoint a) should be labeled "a)". If you miss a number or letter, be sure to ask for clarification on cross-ex.
- **If your opponent labels an impact or link as such, record it as such**. There is no single way to notate either of these things, but one method is to circle a lower case "i" for impact, like this: i. You may also circle a cursive lowercase "l" to indicate a link.

Warrants: Cards:
- Flow author's name and year of publication, and then either underline it, or draw a large slash and indent the content of the card slightly: "Smith14" or "Smith14/".
- Students should listen for a "close quote" or a verbal pause to indicate where the card ended, and then begin flowing the next section of argument on another line. If there is no indication of where the card ended, or the student missed that indication, students should ask their opponent for clarification during cross ex. A good way to do this might be: "What was the last sentence of Smith14?)

Flowing the remainder of a round: (15-20 minutes)

Note that we do not strictly flow cross examination, as it is meant to be an interactive part of the debate. Students are encouraged to consult their flows and make notations of any argument which has been clarified or developed in cross ex, but flowing every word or argument is not necessary.

As we debate, we answer, develop, and extend arguments. Keeping a neat and organized flow is crucial to being able to follow a debate round. Recall that the notes you take on the flow create a visual record of what happened in the round. Since rounds occur over approximately 45 minutes, the way in which you organize your space on the flow should correlate to what happened as the debate round progressed in time. **Flows are, in essence, a spatial-temporal record of a debate round.** There are several techniques and common methods we use to accomplish the task of keeping a neat flow:

- **Notating extensions:** Typically, we will draw an arrow next to the argument which you are extending, or which your opponent has extended. The arrow will extend straight across the flow to the column for the speech in which the extension has been made. You may also write "EXT" and then a part of the argument next to the head of the arrow to indicate which portion is most important, or which portion the opponent has emphasized.
- **Notating voter issues:** You may either write "VOTERS" and then make a list of the voters which you intend to articulate, or which the opponent articulates, or notate "VOTER" next to each

argument. The same is true for "crystallization," which is another term that is sometimes used for articulating which arguments are important.

- **Notating important arguments/unanswered arguments:** We recommend neatly circling arguments that are important, and writing "DROP" next to unanswered arguments which are extended.
- **Notating turns:** Turns should be marked with a symbol to indicate that they are different from plain defensive arguments. One method is to draw a circular arrow, much like you'd draw an @ sign. Another is to simply write, "TURN."

Specific advice for flowing each speech:
- **The 1NR portion of the NC/R:** Be ready to switch flows from the negative case to the affirmative case when the negative debater stops reading and begins making responses. Notate responses next to each argument they address.
- **The 1AR:** Notate extensions and drops carefully; be sure to keep track of both sides of the flow.
- **The 2NR:** Keep track of extensions and voting issues.
- **The 2AR:** Keep track of extensions and voting issues.

Point out to students how the round tends to collapse to just a few simple issues as it proceeds. Encourage them to make analysis clear and voting issues easy to decide for any judge.

Practice Flowing: Distribute three pages of blank paper per student. This task will only test their flowing abilities on one side of the resolution at a time, so have them fold either affirmative or negative flows, depending on what you intend to read. Ask them to label columns and also to number each page and then also write their name in the top right hand corner. You may then proceed to read about two minutes of material at a conversational pace, about two minutes of material at a slightly faster than conversational pace, and then about two minutes at a more speedy pace. Reading one Affirmative case, which is 6 minutes long, will accomplish this goal, but we suggest you time it out beforehand so you can end of pre-existing sections of the case. If you are not comfortable reading, ask a JV debater to read at the paces designated above, cautioning them not to read too fast.

Reiterate this activity using the blank reverse side of the pages and another case.

Informal Assessment Strategies: Read a section of text (about two minutes will do) at a moderate pace. Ask students to verbally identify major parts of the flow, such as definitions, value premise and criterion, contention tags, and author names.

Formal Assessment Strategies: See "Practice Flowing" above. (Distribute three pages of blank paper per student. This task will only test their flowing abilities on one side of the resolution at a time, so have them fold either affirmative or negative flows, depending on what you intend to read. Ask them to label columns and also to number each page and then also write their name in the top right hand corner. You may then proceed to read about two minutes of material at a conversational pace, about two minutes of material at a slightly faster than conversational pace, and then about two minutes at a more speedy pace. Reading one Affirmative case, which is 6 minutes long, will accomplish this goal, but we suggest you time it out beforehand so you can end of pre-existing sections of the case. If you are not comfortable reading, ask a JV debater to read at the paces designated above, cautioning them not to read too fast.)
If you are not reading, circulate around the room and check student progress. Collect the flows and check for organization, spacing, content, and amount that the students were able to follow as the speed increased. If you see a significant drop off at a particular level, repeat the task at the next session, starting with the basic conversational speed, and then proceeding up to and twice repeating the last competent most of your students

can achieve. Continue asking students to label and turn in flows; save these flows for a few weeks and be sure to track student progress and offer help to any student who seems to be struggling.

Students may also turn in pre-flows to be reviewed.

Reflection/Review for Future: Students will need to review flowing frequently during the first few months that they debate. The skill should also be periodically revisited in subsequent years. Emphasis on organization and legibility is important, but should not receive more attention than the student's ability to keep track of an properly answer, extend, or expand upon arguments in a round. Scant flows, poor handwriting and disorganization are not always impediments, although students may need to increase their flowing skill level as they face more difficult competition.

Appendix – Example of Flow Set Up

Affirmative Flow

AC (2AR)	(1NR replies to AC)	(1AR extensions/replies to 1NR)	(2NR)
Obs			
Def			
Advoc			
VP			
VC/standard/burden			
Framework/pre-empts			
1. a Evidence			
b Evidence			
Evidence			
Evidence			
c			
d Evidence			
2. a			
b Evidence			
Evidence			
c			
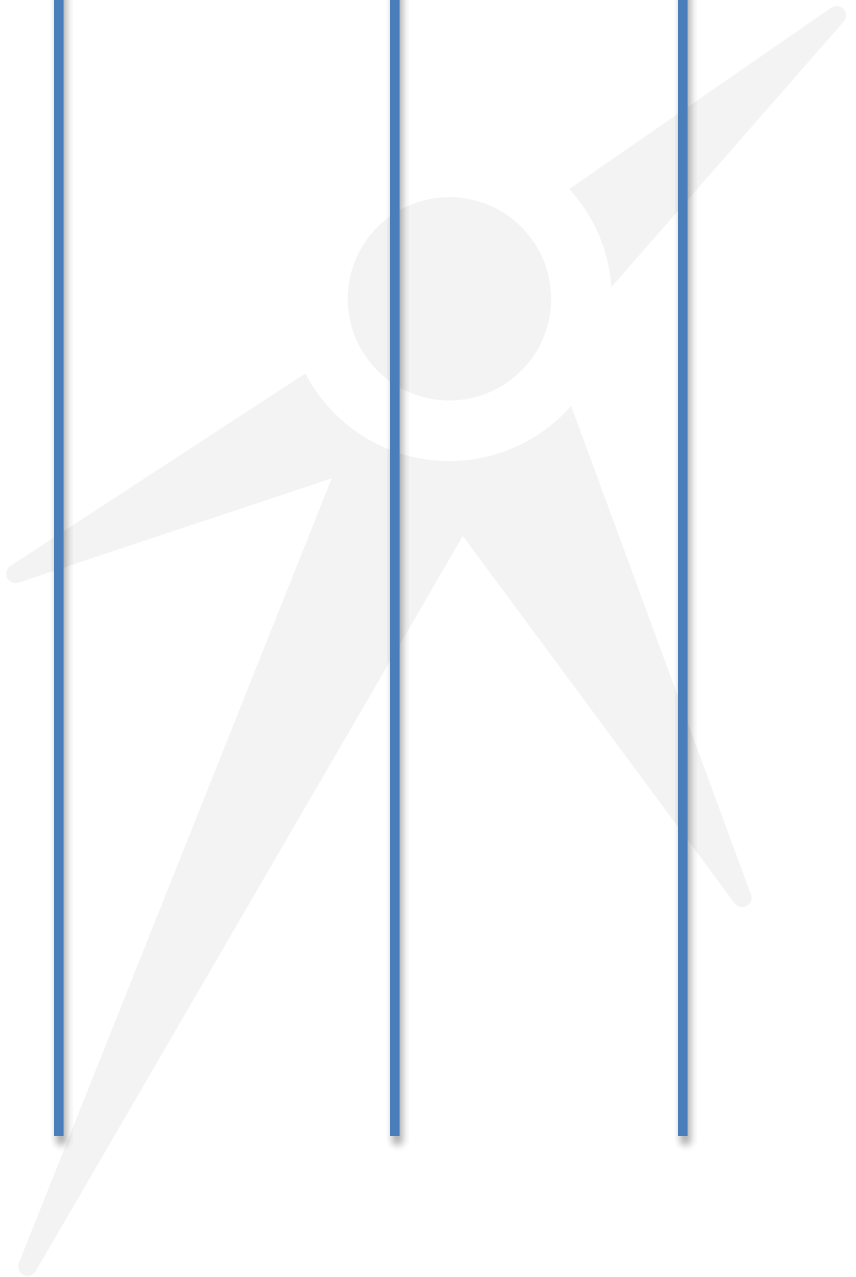
Negative Flow

NC	(1AR replies to NC)	(2NR extensions/replies to 1AR)	(2AR)
Advoc			
VP			
VC/standard/burden			
Framework/pre-empts			
1.			
a			
<u>Evidence</u>			
<u>Evidence</u>			
<u>Evidence</u>			
b			
<u>Evidence</u>			
c			
<u>Evidence</u>			
<u>Evidence</u>			