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| **Teacher’s Name:** | **Unit Name:**  **Public Forum, Lincoln Douglas, Policy** |
| **Lesson Title**  **Lesson 4: The Wonderful World of Research** | **Indicate which:**  **Beginner Intermediate Advanced** |
| **Focus Skill:**  **Research** | **Time Frame:**  **110-155 minutes** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What’s the big deal with research in debate?** |
| **Objective 1** | Students will understand and be able to explain the difference in research done on Google vs. databases. |
| **Objective 2** | Students will understand and have the ability to access and research on databases. |
| **Objective 3** |  |

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

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| In this lesson, students will begin by reviewing different types of research (Internet search engine and database) and then learn about the place of research in debate. Additionally, they will work through the process of researching using databases. |

**PART 2—THE LESSON**

**Detailed Step-by-Step Lesson** *(be sure to include time allocation information)***:**

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| **Lesson #** | **Time** | **Details of the Lesson** |
| **4.0** | **60-70 min.** | **Google vs. Database—**  **Begin by having the students complete the Research Scavenger Hunt (see below).** Students will need access to the internet for this. Additionally, you may want to work through this yourself first to be sure that you are familiar with the databases available to your students. Also, you may want to contact your local library to see if your students who don’t have a library card can sign-up in class. Some libraries will give you paperwork and allow you to submit it for students. Also, it would be a good idea for you to talk to your school librarian in order to have log-in information available for students. |
| **4.1** | **10-15 min.** | **Have students read pages 76-83 in the** [**PF textbook**](https://www.speechanddebate.org/public-forum-and-congressional-debate-textbook/)**. Then, discuss. Questions to consider:** Why is research important in debate? Is all research created equal? |
| **4.2** | **5-10 min.** | **Bias in Research—**  Ask students what it means to have a bias. Define bias with them. After some discussion, it would be good to look up a definition. |
| **4.3** | **5-10 min.** | **Discuss with students whether bias impacts any aspect of research.** Have them think about the possibility that people or organizations have an agenda or something that they want the audience to think, believe, or do. |
| **4.4** | **5-10 min.** | **Give students a few specific organizations or people and ask them what the bias or agenda of each might be. Companies that do advertisements can be a good place to start with this.**  Colgate—“4 of 5 dentists agree, Colgate is the best.”  ??? |
| **4.5** | **5-10 min.** | **Discuss with students what types of organizations might have bias. Questions to consider:** What kinds of bias might specific government agencies have? What kinds ofbias might specific business organizations have? Education? |
| **4.6** | **10-20 min.** | **Follow-up reflection with students:** Is it more or less difficult to find quality research on databases as opposed to Google or another search engine? Which search option provided the most credible research? From where is the more recent research culled—(can you be sure of the date/recency of research found on Google/Search Engines)? |
| **4.7** |  | Homework: Needs to be done before beginning evidence lesson. Students should use databases and Google Scholar to find at least three articles that could be used for affirmative and three for negative on the topic used in the Resolutional Analysis lesson. They will need these printed. |

**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*  Completion of the Scavenger Hunt and discussion at each step |

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

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

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

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

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Scavenger Hunt** | **See below** |
| **School, Local Library, State Library Websites** |  |
| **Examples of bias** |  |
| **PF Textbook, pgs. 76-83** | **https://www.speechanddebate.org/public-forum-and-congressional-debate-textbook/** |
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**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
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**Reflections/Review for Future:**

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**Research Scavenger Hunt**

Directions: Read the information and answer the questions below. To do this, you will need access to the internet in order to explore the databases available to you.

**Google**

Because Google’s algorithm takes into account what is most popular to a worldwide populace, Google is not the best, most credible source out there. In fact, since anyone can purchase a website and put any information on that site, researching via Google can be overwhelming because of the number of hits and also requires some solid credibility checks.

1. Do a Google (or Yahoo or Bing!) search for one of the areas from the resolutional analysis lesson. How many hits were returned?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Of the first two pages, how many of those would actually apply and be good sources for a debate?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain why would they be good sources?

For debate (and really, for most school research), we have other sources that provide better, more credible research.

**Google Scholar**

While Google itself is often too overwhelming to be helpful, Google Scholar provides a search of scholarly articles and law cases which provide more credibility and often more applicability to debate arguments.

1. Do a Google Scholar search for the same area from the resolutional analysis lesson. How many hits were returned?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Of the first two pages, how many of those would actually apply and be good sources for a debate?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain why would they be good sources?

Notice that on Google Scholar, you can see related articles, full text (if there is a pdf attached), and you can see articles that have cited (or referenced) that article.

1. Why might Google Scholar be a better place to research for debate?

**Databases**

These are paid subscriptions to storehouses of newspapers, magazines, etc. that are tagged and filed by topic. Generally, since the author has to be accepted to the magazine or journal or newspaper, the credibility of these are stronger than a general internet search.

**School Databases**

Most schools subscribe to at least a few databases for their students. Gale and Ebsco are popular for student research.

1. Go to your school website and find the database/s that your school subscribes to. List the databases:
2. From your teacher or the school librarian, find out what the user name and password is for these databases.
   1. Username: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Password: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Are these school databases accessible to you from home or places other than school?
3. Choose one of the databases and search for one of the areas from the resolutional analysis lesson. What database did you use? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How many hits were returned?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Of the first two pages, how many of those would actually apply and be good sources for a debate?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain why would they be good sources?

The benefit of databases is that you can do an advanced search and limit your returns based on what articles have full text available as well as what articles are most recent.

1. Do the same search, but this time, go to the advanced search feature and click full text. How many articles are returned?
2. Why might these advanced searches be beneficial?

**NSDA Database**

If your school subscribes to the NSDA Resource Package, you also have access to HeinOnline. This database covers over 250 years of legal history as well as Congressional Records. To access, you simply must be signed in to your NSDA account.

1. Do a HeinOnline search for one of the areas from the resolutional analysis lesson. How many hits were returned?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Of the first two pages, how many of those would actually apply and be good sources for a debate?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain why would they be good sources?
3. Go to the Advanced Search Feature. What limitations can you put on your search?

**Local Library Databases**

In addition to your School and NSDA Databases, usually, local libraries subscribe to some databases that can be accessed by card carrying members. [Note: online access to your local library often includes access to movies, ebooks, audiobooks, and even FREE music!]

1. Go to your local library site and find their databases. List at least two databases that are different from the ones your school subscribes to.
2. If you don’t have a library account, sign-up; if you already do, be sure you have registered so that you can access the online resources. Then, do a database search using a database that your school doesn’t have access to for one of the areas from the resolutional analysis lesson. What database did you use? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How many hits were returned?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Of the first two pages, how many of those would actually apply and be good sources for a debate?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain why would they be good sources?

**State Libraries**

Sometimes, larger, state libraries allow any residents of that state to sign-up for an account to access their online resources including databases.

1. What is at least one database that the state library has that your school or local library does not?
2. Go to the webpage for the library in your state capital. What are the requirements for an online account?
3. If you are eligible for an online account, how do you sign-up?

**Databases to look for?**

Below are some good databases for debate. Circle all that you have access to through either your school, local, or state libraries.

**All-in One Search**

**Academmic Search Premier**

**MasterFILE Premier**

**Opposing Viewpoints**

(For fun)—Free Music from **Freegal Music**

1. Now that you’ve done a bit of exploration into databases, why might using databases in debate be better than a more typical google search?