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| **Teacher’s Name:** | **Unit Name:**  **Introduction to Lincoln Douglas Debate** |
| **Lesson Title**  What is a Value and Criterion? | **Indicate which:**  **Beginner Intermediate Advanced** |
| **Focus Skill:**  Introduction to Value and Criterion | **Time Frame:** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What does it mean to debate values?** |
| **Objective 1** | Students will understand what a value is and will brainstorm some common values individuals and society hold as important. |
| **Objective 2** | Students will understand how to compare values and will practice comparing and deciding what value is most important in various situations. |
| **Objective 3** | Students will explore and begin to understand the purpose of a criterion in a Lincoln Douglas Debate round. |

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

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| While Policy debaters discuss what "comprehensive policy should be enacted to limit immigration in the United States,” the LD debater takes the policy back to its inception. They ponder if “any country should limit any immigration and what value is most important in making that decision. LD does not require a policy for immigration in this example. In this lesson students will learn the universal values that mankind has pondered, how they often conflict with each other (debate) and how we value one value over another. Students will begin to explore the ideas of values and criterions which are fundamental in Lincoln Douglas Debate. Students will brainstorm a list of values and then will practice deciding which values are most important in different situations. Then, students will be given various standards or criteria to apply to the situations on the worksheet and will decide if their answers change based on the specific criteria given.  **Vocabulary**  **Value: Quality that people consider important.**  **Criterion: “a standard of judgment or criticism; a rule or principle for evaluating or testing something” (dictionary.com).** |

**PART 2—THE LESSON**

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

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| **Session #** | **Time** | **Details of the Lesson** |
| **Day 1** | **5-10 minutes** | **Explain** to students that Lincoln Douglas Debate involves debating values. While sometimes both sides will claim the same value for their side, more often, each side chooses a different value. Have students look up the definition of value and decide which definition best fits the type of value that is used in Lincoln Douglas Debate. Answers will vary, but it should be a definition that includes something about a quality (rather than a concrete thing) the people hold as important. |
|  | **15-20 minutes** | **Brainstorm** with students some values. You might need to give them some examples of values. Also, take some time to discuss the meaning of each value with students.  [**Possible values**: justice, liberty, life, individuality, respect, sustainability, unity, trust, virtue, hope, progress, etc.] |
|  | **30-45 minutes** | **Explain** to students that part of Lincoln Douglas Debate is evaluating or comparing values and deciding which is most important in a situation which is defined by the resolution.  **Hand out the Value Comparison Worksheet** **Link**. Have students get into pairs to complete questions 1-12. After they complete questions 1-12, have each pair get with another pair to compare answers; students should discuss/debate and come to consensus when their answers are opposed. Then, have the whole class discuss/debate the answers. [**Note:** if your class is large, you may want to split the class in half to discuss/debate before doing a whole class discussion/debate.] |
| **Day 2** | **10-15 minutes** | **Explain** to students that, while not required, sometimes, in Lincoln Douglas Debate, a debater will give a standard for the judge to use when deciding what value is best. To illustrate, ask a few students to give you the name of their favorite restaurant (McDonalds, Red Robin, Outback, etc). Once you have a few, go back to each student and ask why they chose that restaurant (cheap/price, good service, quality of food, etc.). Then, apply the standards to each of the restaurants (i.e.—would Outback be the best restaurant if you were evaluating on inexpensive price?). |
|  | **15-20 minutes** | Have students go back to the values worksheet. Give the students the criterions/standards for each question (what is in parenthesis can be used to define if the students need definitions) and have them use the criterion to re-evaluate which value is most important.   1. Quality of Life (how good the quality or standard of life is) 2. Progress (how something advances or grows) 3. Cost Benefit Analysis (which gives the greatest benefit for the least cost?) 4. Integrity (whether something is consistently moral and upright) 5. Utilitarianism (doing the greatest good for the greatest number) 6. Pragmatism (what is practical or what works practically) |

**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*  Students will show learning and understanding through the brainstorming and discussion throughout the lesson as well as completion of the worksheet. |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  This lesson is an introductory lesson to begin getting the students to think about values and criterions, so their understanding should be beginning and should grow throughout the lesson. As they advance through the discussion, their debate about which value is most important should improve, but it probably won’t be incredibly advanced yet. |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **Criteria for evaluating worksheet and discussion answers:**  **Clarity of Claim—**student clearly states claim or position he/she is taking for most important value.  **Reasoning/Support—**student gives solid and thorough reasons why he/she believes that value is most important in that situation. |

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

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Value Comparison Worksheet Handout #1** | **Link** |
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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:** |
| **Six Great Ideas by Mortimer J. Adler** | **Amazon.com** |
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**Reflections/Review for Future:**

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