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| **Teacher’s Name:** | **Unit Name:**  **Lincoln Douglas** |
| **Lesson Title**  **What Is Lincoln Douglas Debate?** | **Indicate which:**  **Beginner** Intermediate Advanced |
| **Focus Skill:**  Introduction to Lincoln Douglas Debate | **Time Frame:**  **1 Hour (could be extended)** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What is Lincoln Douglas Debate?** |
| **Objective 1** | Students will understand the general terms of any LD debate. |
| **Objective 2** | Students will be able to find the key parts of the first speeches in a Lincoln Douglas Debate round. |
| **Objective 3** | Students will begin to understand good debating techniques that they should emulate. |

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

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| In this lesson, students will be introduced to some of the basics of Lincoln Douglas Debate. After reading an introduction to LD debate, students will review a basic overview of a debate round and then will watch the first two speeches and first two cross examination periods of a national final round. Throughout the lesson, students will discuss various aspects of Lincoln Douglas Debate.  **Vocabulary**  **Lincoln Douglas Debate**: Debate in which two students debate a single topic or resolution which is based in values.  **Affirmative**: supports the resolution  **Negative**: takes a position other than the resolution  **Resolution:** Topic that is debated by the students.  **Policy Resolution:** Resolution that focuses on whether a policy should be changed or on whether something should be done.  **Value Resolution:** Resolution that focuses on which value, of two presented, is most important in a given situation. |

**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** |
|  | **Homework** | Have students read Unit 1 of the Lincoln Douglas Textbook. **Include the Josh Roberts, Introduction to Lincoln-Douglas PDF Link.** |
| **Day 1** | **5-10 minutes** | **Discuss Unit 1**. You might begin with these questions:   1. What is Lincoln Douglas Debate? [Note: you should incorporate the definition of LD debate here.] 2. What are burdens in LD debate? 3. How do the affirmative and negative defend their positions?   As students answer, try to guide them back to the textbook and the focus in Unit 1. |
|  | **5 minutes** | **Define Lincoln Douglas Debate:**  In Lincoln Douglas Debate, two students debate a prepared resolution, one supporting the resolution (the affirmative) and the other arguing against the resolution (the negative). The resolution, generally, is more based in values rather than policy, so the debate is focused on what is most important or best rather than in a policy or what should be done. |
|  | **20-30 minutes** | **Pass out worksheet (Viewing Guide to LD Debate Handout #1 Link and show video of an LD debate.** Only show the video until after the second cross examination/questioning period).Choose any of the **LD final round videos** from the **NSDA website**.  You should give the students the resolution that will be debated in the video before beginning the video. This will allow the students to complete the first few questions before beginning to watch the debate. Also, have students skim through the questions on the worksheet before beginning the video so that they can see what they are going to be listening for.  You should **stop the video after each speech** to allow the students to get caught up on the worksheet. |
|  | **35 minutes** | **Discussion Questions with Class**  **Note:** the answers will vary. Use the questions below to review the debate. You may also discuss the worksheet directly.  **Both speakers had great first speeches.** Which do you think was the most convincing? Why?  **What was the overall claim of the first speaker? The second?**  **What is one thing you wish was clearer in their speeches? Was there any part that you didn’t understand?**  **If you could ask any of the debaters a question, for clarification or to try to exploit a problem with what they have said, what would you ask?**  **Who was stronger during the questioning time (cross examination)?**  **Who was stronger with their evidence/ cards / warrants / sources?**  **Give me one reason why a judge would like the affirmative or first speaker? The negative or second speaker?**  **We saw some great debating style here. What did these debaters do as far as style or delivery that you liked or didn’t like?** |

**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?)*  Within the context of the lesson, students will be demonstra+ng learning as they brainstorm and  discuss.  More formally, have students individually work through the process with another topic.  Within the context of the lesson, students will be demonstra+ng learning as they brainstorm and  discuss.  More formally, have students individually work through the process with another topic.  Within the context of the lesson, students will be demonstrating learning as they discuss various aspects of the lesson and as they complete the questions while watching the debate. |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  As students discuss and brainstorm, and as you review worksheets, look for key words and phrases that are repeated in the chapter on LD (i.e.—resolution, affirmative, negative, value, etc.). Because this is so new to students, they should come out of this lesson with a basic understanding of LD which will grow as they continue through the lessons. |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **Informal**: Discussion throughout lesson, completion of worksheet |

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

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| Webinars available on NSDA web site |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Lincoln Douglas Textbook** | **NSDA website** |
| **LD Final Round** | **NSDA website** |
| **LD Viewing Guide Worksheet Handout #1** | **Link** |
| **Josh Roberts, Introduction to LD** | **Link (NSDA PDF)** |

**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Introduction to Lincoln Douglas Debate Part 1** | **NSDA Website** |
| **Introduction to Lincoln Douglas Debate Part 2** | **NSDA Website** |
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**Reflections/Review for Future:**

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