**Week 1: Debate**

**Lesson 1: Introduction to Debate**

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| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1,4; Speaking & Listening 1,3 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Debate several debate topics. |
| Language Objective | Defend your position by providing a warrant using the word "because." |
| EBA Activity | 4 Corners |
| Claims/Warrants | Claims:   * College tuition should not exceed $10,000 per year. * Television is a bad influence. * Homework should be banned. * Video violence affects the teenage brain. * The internet influences teens to engage in risky behavior. * Once bad at math, a person will always be bad at math. * Intelligence depends on environmental factors, not genetic factors. * Starting school later is beneficial to teenage brain development. * Physical education should be mandatory for all students every day of the school week. * Students on the debate team should be required to carry a certain grade point average (GPA) in order to participate. * Coaches should be required to give equal playing time to all players regardless of ability at the secondary level. (middle school and high school) * Schools should shift to year-round schooling. * Foreign language should be mandatory in middle school. * School cafeterias should be transformed into food courts with fast food companies supplying meals. |
| Pre-Work | none |
| Procedure | Do Now : Pass out Cornell note graphic organizer for students to take notes. Explain to the class that we are beginning a debate unit, which is designed to prepare everyone for the upcoming first debate tournament. Explain that debate is a game, with teams, points, winners, losers, and trophies. Like many games, it is not always fair. Most importantly, debate is supposed to be fun. Begin to explain the structure of debate, and that we will start warming up with debate topics that students may have a strong opinion about.  Mini-Lesson: On the board or on the overhead projector, explain that we will put up one claim at a time Explain that we will play Four Corners, but this time the object of the game is to persuade people to move to your corner after you have given your claim and warrant.  Guided Practice: 4 Corners (See activity for set-up and procedure). This is a standard Four Corners activity. Present claims to students one by one. As each claim is read, students move to the corner of the room with the sign with which they agree: Strongly agree, Agree, Disagree, Strongly Disagree. They will take two minutes to share their warrants with their group. Students will choose one warrant from the group to share out with the whole class. Do as many claims as time permits. Assign one student leader to be timer.  Mentors/Student Leaders: Distribute mentors/student leaders evenly to each corner. They will help facilitate discussion in each corner and ensure that the students in the corner are prepared to deliver a coherent warrant. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit 1: Lesson 1 Four Corners**

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| --- | --- |
| Claim | Warrant- Reason for your stance. |
| Strongly Agree Disagree Strongly  Agree Disagree |  |
| Strongly Agree Disagree Strongly  Agree Disagree |  |
| Strongly Agree Disagree Strongly  Agree Disagree |  |

**Speech Structure**

“I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the claim

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My warrant for this stance is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**Debate Lesson 1: Using Cornell Notes**

Title: Notes on Debate

|  |  |
| --- | --- |
| **Questions**   * Create questions which elicit critical thinking, not 1 word answers * Write questions directly across from the answers in your notes * Leave a space or draw a pencil line separating questions | **Answers for Review**   * Underline headings and key words. * Take sufficient notes with selective (not too much) & accurate paraphrasing * Skip a line between ideas and topics * Use bulleted lists and abbreviations * Correctly sequence information * Include diagrams or tables if needed for clarification or length |
| What is debate? |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| What is the structure of a debate round? |  |
| round? |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| What is this year's topic? |  |
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|  |  |
|  |  |
|  |  |

Cornell Notes Page 2

|  |  |
| --- | --- |
| **Questions** | **Answers for Review** |
| What are the mainarguments |  |
| in the novice packet? |  |
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|  |  |
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|  |  |
| What are the main arguments |  |
| in the JV packet? |  |
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| **Reflect & Summarize**  In your own words and in complete sentences, write a 3 – 4 sentence summary paragraph. Your summary should cover the main concepts of the notes, be accurate, and have adequate details. | |
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|  | |

**Week 1: Debate**

**Lesson 2: Introduction to Debate**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Analyze the BDL Picture Glossary and debate which picture best represents the term and definition. |
| Language Objective | Defend your position by providing a warrant using the word "because." |
| EBA Activity | Table Debate |
| Claims/Warrants | Claims:   * Picture 1 best represents the term "\_\_\_\_\_\_\_\_\_\_\_\_\_\_." * Picture 2 best represents the term "\_\_\_\_\_\_\_\_\_\_\_\_\_\_." |
| Pre-Work | none |
| Procedure | Do Now: Start with a Community Building Activity: Two Truths and a Lie. See game instructions. The object of the game is to learn more about your peers.  Mini-Lesson : Using the BDL Picture Glossary, students will spend 5 minutes silently looking at it and, if possible, preparing their arguments for which picture best represents the term. Discuss the first example in the BDL Picture Glossary, "Economic Engagement." Ask, "Which picture best describes the term economic engagement?"  Guided Practice: Introduce the terms one by one. Students will debate which picture best represents the given term, using a complete argument, with claim and warrant.  Independent Practice/Exit Ticket: Students will create their own complete arguments with claims and warrants using Cornell notes graphic organizer.  Mentors/Student Leaders: Distribute mentors/student leaders as partners to new debaters. They will help facilitate group discussion and ensure that students understand the terms and phrases. |
| Debriefing | Share one overall positive and address one overall concern about the table debates in a teachable manner. |
| Text | none |

***Two Truths and a Lie***

|  |  |
| --- | --- |
| **SWBAT** | Learn facts about their peers. |
| **Prompts** | N/A |
| **Procedure** | Ask each person in the group to think of and write down two facts about themselves, and one lie.  Each person in the group takes a turn telling the group their three items.  The group then has to agree on which fact they think is a lie. Once the group announces their decision, the speaker tells the group the correct answer. The group then can talk about any of the interesting things they just learned about the new person. |
| **Time** | 5-7 minutes |
| **Mentor/Student Leader(s)** | N/A |
| **Materials** | Scrap paper |

**BDL Picture Glossary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Picture 1** | **Picture 2** | **Term/Phrase** | **Definition** | **Example** | **Non Example** |
| http://www.thoughtsfromaconservativemom.com/wp-content/uploads/2010/09/taxneverenough.jpg | http://www.chinadaily.com.cn/opinion/images/attachement/jpg/site1/20120214/0013729e477110a3ed8e28.jpg | Economic Engagement | A foreign policy strategy which seeks to increase ties between countries through economic interaction. | The US trying to find ways to increase trade with a country it wanted to get closer to politically. | If the U.S. decided to build a national monument in Venezuela to commemorate the life of former President Hugo Chavez. |
| [[ANd9GcTdkjMUtnsMI6ALYyUk30RMOYtKA9hH0OuHU_1T_IW7UWiEajxc](http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/_qLZCK7dYhVA/TU244qH-iQI/AAAAAAAABHE/jVxHQQm78SA/s400/cubaembargo.jpg&imgrefurl=http://truth_addict.blogspot.com/2012/02/cuban-embargo-turns-50-thorn-in-whose.html&h=668&w=1000&sz=147&tbnid=Kg8NwGV27IKvOM:&tbnh=87&tbnw=130&zoom=1&usg=__gCBL4PU1m3JlTBWqlaSSZqZ4i34=&docid=OyogvSc3cRpMuM&sa=X&ei=TaTmUefoENix4AOBkoFo&ved=0CDIQ9QEwATgK&dur=693)](http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/_qLZCK7dYhVA/TU244qH-iQI/AAAAAAAABHE/jVxHQQm78SA/s400/cubaembargo.jpg&imgrefurl=http://truth_addict.blogspot.com/2012/02/cuban-embargo-turns-50-thorn-in-whose.html&h=668&w=1000&sz=147&tbnid=Kg8NwGV27IKvOM:&tbnh=87&tbnw=130&zoom=1&usg=__gCBL4PU1m3JlTBWqlaSSZqZ4i34=&docid=OyogvSc3cRpMuM&sa=X&ei=TaTmUefoENix4AOBkoFo&ved=0CDIQ9QEwATgK&dur=693)  Cuban Embargo (current) | File:Ograbme.jpgEmbargo Act of 1807 | Embargo/ Sanctions | Trade restrictions put in place against target countries with the aim of discouraging certain behaviors like human rights violations or military build-up. | After Burma’s military took over and oppressed their people the US will not sell them weapons. | The US charges Japanese car makers an extra 2.5% to import their cars (example of a duty) |
| http://www.human-rights-hawaii.org/media/m21-human-rights-day.png | http://blog.wsd.net/mawenzel/files/2011/01/human-rights-and-adat.jpg | Human rights | Basic, fundamental rights to which every person is entitled because they are human beings. | It is a human right to be given a fair trial and to be judged as equally as anybody else under the law. | It is not a human right to hurt another person who poses no threat to you. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Picture 1** | **Picture 2** | **Term/Phrase** | **Definition** | **Example** | **Non Example** |
| http://www.adrianjohnson.org.uk/gallery/images/1251476032.jpg | http://t0.gstatic.com/images?q=tbn:ANd9GcSD5exgjBsc_s8V8mblkY8yUmBgz-a10Q-olIpuL9C41_yjec0_aA | International Influence/ Soft Power | A persuasive approach to international relations, typically involving the use of economic or cultural influence. The ability of a nation to persuade other nations to adopt changes by modeling good behavior, rather than the use of force or power. | Germany is forming a very green energy plan for the country and at the same time it is trying to encourage the USA and other European nations to adopt the same type of green energy plan | America going into Vietnam to try and stop them from forming a socialist or communist government by using our military power is an example of something that isn’t soft power |
| Obama | http://www.kantei.go.jp/jp/kan/actions/201009/__icsFiles/afieldfile/2010/09/24/24un1.jpg?w=496&s=100000 | International Relations | The relationships that dictate interactions between countries, their governments, and their people. | Our trade policy. | State taxes are a domestic issue and show nothing about international relations |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Picture 1** | **Picture 2** | **Term/Phrase** | **Definition** | **Example** | **Non Example** | |
| 15-love-law-the-regulator.jpg | http://prairieecothrifter.com/wp-content/uploads/2011/11/iStock_000015102902XSmall.jpg | Moral obligation | An obligation arising out of considerations of right and wrong or a sense of duty or priority imposed by moral standards. | If we have extra money then we should give back and donate money to other people in need. | Buying all of your friends Gucci sunglasses. | |
| http://www.flu.gov/pandemic/history/1918/documents_media/cartoons/cartoon_from_1918.jpg | http://hscweb3.hsc.usf.edu/health/now/wp-content/Jump-NoSmokingSign.jpg | Public Health | An organized effort of a society to improve the health and lifespan of its people. | Creating health clinics which provide free checkups in neighborhoods that cannot afford health care. | Building a trash dump in your neighborhood. | |
|  |  | Totalitarianism | A political system in which the state holds total authority over its society and seeks to control all aspects of public and private affairs. | In Cuba you can be put in prison for saying something the government does not like. | In the US you can say anything and do anything you like so long as it does not injure another person. |

**Week 1: Debate**

**Lesson 3: Introduction to Cuban History**

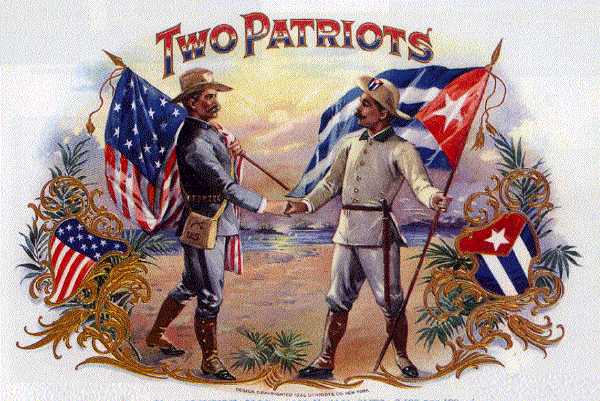
Students will continue learning the “argument = claim + warrant” format while beginning to learn claims and warrants related to the novice case. Remember the difference between **topic** and **case**. The topic refers to the **resolution** (“The United States federal government should substantially increase its economic engagement toward Cuba, Mexico, or Venezuela”) while a case refers to any of the specific sets of plan-based arguments that fall under the resolution. In short, “case” is more specific than “topic.”

At this point, we just want the novice debaters to gain the prior knowledge necessary to debate the case. We’ll focus on case-specific arguments in debate practice.

|  |  |
| --- | --- |
| SWBAT | Make an argument using the format *argument = claim + warrant.* |
| Claims | The following claims are associated with each of the headings in “Cuba: Pre-Revolution, Revolution and The Embargo, and Current Day Statistics”:   * Pre-Revolution: America was Cuba’s hero. * Revolution and the Embargo: The US’ embargo on Cuba was fair. * Current Day Statistics: The embargo has not hurt Cubans. |
| Activity | Table Debates |
| Procedure | * Pass out the “Cuba: Pre-Revolution, Revolution and The Embargo, and Current Day Statistics” handout. * Provide students with the Pre-Revolution Claim: America was Cuba’s hero. * Optional: Before having students read the “Pre-Revolution” section in preparation for a table debate show the videos from “Video Playlist for Cuban Embargo – Novice’s” section labeled “Prior Knowledge - Pre-Revolution and Revolution and the Embargo” * Have students read the section labeled “Pre-Revolution” on the “Cuba: Pre-Revolution, Revolution and The Embargo, and Current Day Statistics.” * Proceed with either a standard four corners or table debate. * Repeat for the remaining 2 claims for the sections “Revolution and the Embargo” and “Current Day Statistics.” |
| Mentors/ Student Leaders | * *During the activity:* Distribute mentors and student leaders evenly to each corner or part of the room. They will help facilitate discussion in each corner or in each pair and ensure that the students in the corner or pairs are prepared to deliver a coherent warrant. * *Debriefing:* Share one overall positive and address one overall concern in a teachable manner. |
| **Materials** | * Videos from “Video Playlist for Cuban Embargo – Novice’s” section labeled “Prior Knowledge” * “Cuba: Pre-Revolution, Revolution and The Embargo, and Current Day Statistics” See pages 89-91 * Four Corners signs. |

**Cuba: Pre-Revolution, Revolution and The Embargo, and Current Day Statistics**

[[1]](#footnote-1)



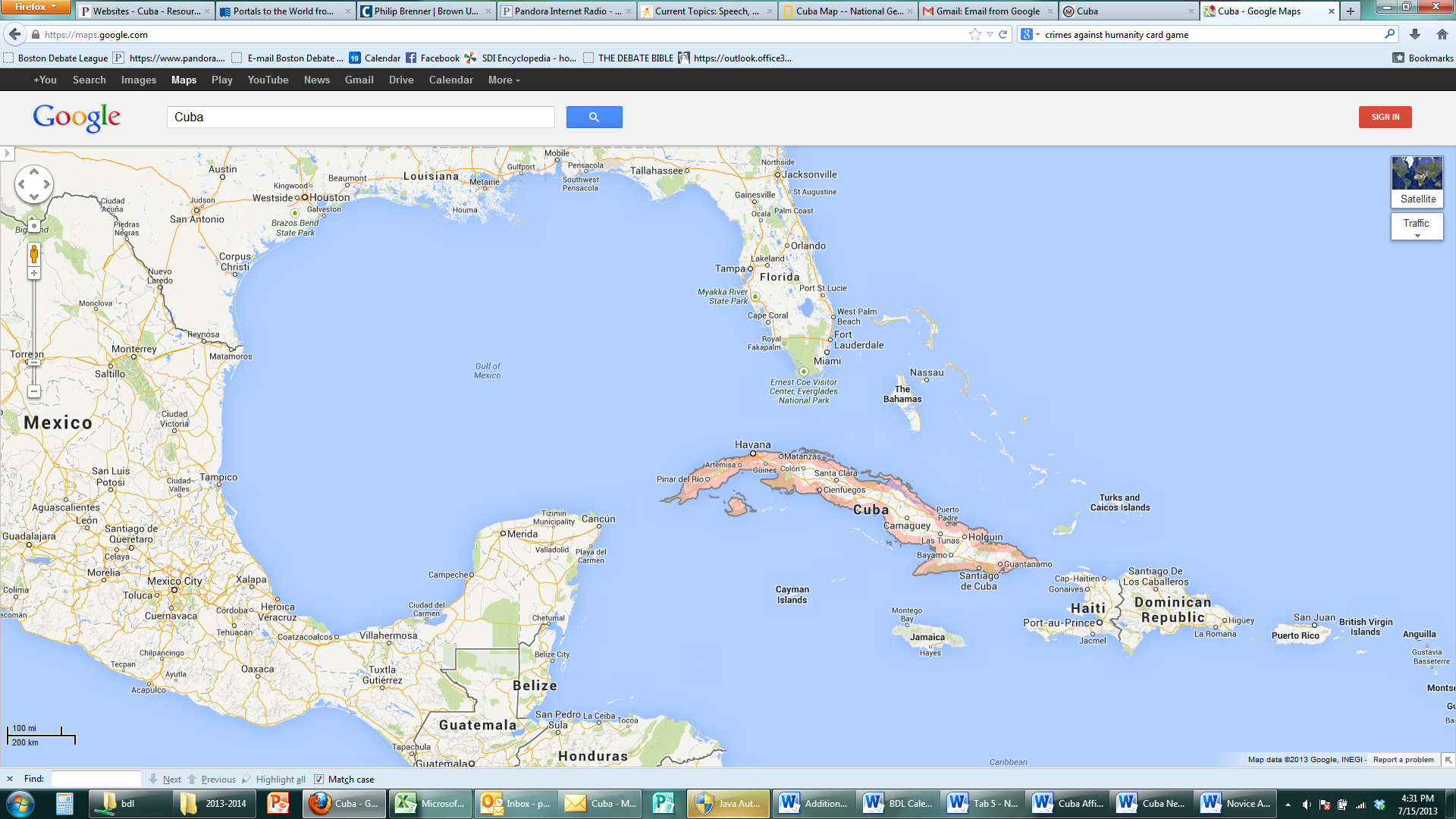
**Pre-Revolution[[2]](#footnote-2), [[3]](#footnote-3)**

Spain controlled the island politically and economically from the early 1500s to 1898. Initially seeking gold, the Spanish very quickly sought profits from the cash crops of tobacco and sugar. After the Haitian revolution, the Spanish enslaved increasing numbers of Africans (not freed until 1886) to make Cuba the largest producer of sugar in the region creating, amongst the free population, a very wealthy class, a small middle class, and a class of poor farmer. By the 1800s many Cubans desired independence from Spain. After many attempts at independence, the Republic of Cuba was created in 1902 with the help of the US who had just won the Spanish-American war. However, Independence created mixed feelings. Although, Cuba’s economy and industry were doing exceptionally well from high sugar prices, producing a growing middle class who were enjoying the material benefits of greater material wealth, the US increasingly controlled the economy and natural resources of Cuba. From 1933 to 1958, the US maintained control through the Cuban dictator Batista, whose corrupt and brutal actions and an economic depression caused by a drop in sugar prices created the support for the successful revolution in 1958.

**Revolution and the Embargo[[4]](#footnote-4)**

Fidel Castro overthrew Batista in 1959. Castro’s government began pushing the US out of its political and economic affairs while reducing the income and wealth gap between the rich and the poor. As communists began to rise up in Castro’s government, many Cubans left for the US, while Cuba grew closer to the Soviet Union (now Russia), the communist super-power. As the US and the Soviet Union were enemies at the time, the US was very unhappy with this growing relationship. As Cuba began taking over US companies in 1960, the US’ relationship with Cuba began falling apart. After a failed US invasion of Cuba in 1961 (Bay of Pigs Invasion), the communist revolution was solidified. To maintain his power, Castro imprisoned and killed political enemies. By early 1962, US President John F. Kennedy ordered a complete economic embargo on Cuba, restricting trade with Cuba in an effort to punish Cuba for its increasing human rights violations, its military build-up, its taking of US property, and its pro-Soviet Union stance. Further, the US hoped that the embargo would hurt the average Cuban bad enough to force them to get rid of Castro. Although critics of Cuba are right to criticize Castro’s human rights abuses and the lack of civil liberties, for example there is no freedom of speech in Cuba, Cuba is often praised for its healthcare, education, and social equality.

**Current Day Statistics[[5]](#footnote-5)**



|  |  |  |
| --- | --- | --- |
| **Fact** | **Cuba** | **USA** |
| **Population** | 11,061,886 (July 2013 est.) | 316,668,567 (July 2013 est.) |
| **Area** | Slightly smaller than Pennsylvania | Half the size of South America |
| **Government Type** | Communist state | Constitution-based federal republic |
| **Economy** | Socialist | Market-oriented |
| **Languages** | Spanish (official) | No official language |
| **Life Expectancy total population** | 78.05 years | 78.62 years |
| **GDP - per capita (PPP):** | $10,200 (2010 est.) | $50,700 (2012 est.) |
| **% over the age of 15 who can read and write:** | 99.8% [2 out of 1000 people cannot read and write] | 99% [10 out of 1000 people cannot read and write] |
| **Unemployment:** | 3.8% (2012 est.) [ 38 out of 1000 people do not have jobs] | 7.6% [76 out of 1000 people do not have jobs] |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit 1: Lesson 3- Four Corners**

|  |  |
| --- | --- |
| Claim | Warrant- Reason for your stance. |
| Strongly Agree Disagree Strongly  Agree Disagree |  |
| Strongly Agree Disagree Strongly  Agree Disagree |  |
| Strongly Agree Disagree Strongly  Agree Disagree |  |

**Speech Structure**

“I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the claim

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My warrant for this stance is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**Week 1: Debate**

**Lesson 4: Introduction to Cuban Government**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Debate capitalism vs. communism/socialism and respond to rebuttals. |
| Language Objective | Construct a complete argument and respond to rebuttals. |
| EBA Activity | Table Debates |
| Claims/Warrants | Claims:   * Socialism has the best potential benefits. * The government, and not private companies, should provide healthcare to its citizens. |
| Pre-Work | none |
| Procedure | * Pass out the “Capitalism, Socialism, and Communism” handout. * Put students into pairs. Randomly assign one student to be affirmative and the other student to be negative. * Announce the claim, “Socialism has the best potential benefits” and allow students preparation time to read the handout titled “Capitalism, Socialism, and Communism” in preparation for the debates. * Optional: Show [Capitalism 05 - Socialism, Capitalism and Democracy Defined [youtube.com, user: ccdenco – 1:12]](http://www.youtube.com/watch?v=-7eHsEDLYJc) before having students read the “Capitalism, Socialism, and Communism” handout in preparation for a table debate. * Debate the claim. * Tell the debaters they will be switching sides and announce the second claim, “The government, and not private companies should provide healthcare to its citizens.” * Optional: Show [Larry King: Bill Clinton (Compares Socialized Health Care v. Privatized, Free-Market Health Care) [CNN, Larry King Live – 11:15-15:45]](http://www.cnn.com/video/?/video/bestoftv/2009/03/12/lkl.bill.clinton.cnn) before having students debate the second claim. * Independent Practice: Have debaters switch sides allow students time to write 2 warrants for or against. Debate the claim. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |
| Text | "Capitalism, Socialism, and Communism" |

**Capitalism, Socialism, and Communism**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Capitalism[[6]](#footnote-6)** | **Socialism[[7]](#footnote-7)** | **Communism[[8]](#footnote-8)** |
| **What do people who follow this economic system believe?** | Human needs are best met when individuals, motivated by making money/profits, compete with each other to provide the best goods/services. In its purest sense, government has no role in economics. | The government should ensure that the “economy's resources should be used in the interests of all its citizens, rather than allowing private owners of land and capital to” accumulate a lot of wealth. | The government owns all property and wealth and makes decisions on what is produced and how it is distributed to meet everyone’s needs while utilizing everyone’s skills. |
| **How valued is individual property?** | Strongly – there is a strong incentive for individuals to own property. | Weakly – individuals are discouraged from owning a lot of property. | No value – no individuals own property. |
| **How involved is the country in deciding what goods are brought into the country?** | No involvement; free trade – best value wins. | Fairly involved. Tariffs, an extra cost, is added onto goods from other countries to make them more expensive. | Totally controlled by the government. |
| **Potential Benefits (in theory)** | Goods are made efficiently, meaning more material wealth for those who make it and for those who buy cheaper goods. | The government covers “basic needs” while allowing for individuals to create businesses that can produce innovation. | Everyone works for the government, who in turns makes sure that everyone’s needs are met; no need to worry about money. |
| **Potential Problems (in theory)** | Profits often come before people leading to great suffering of the lower classes. | The lack of competition and profit rewards in many industries leads to less creativity. | Individual creative and incentive to work hard is lost, everyone is rewarded the same. |

**Week 1: Debate**

**Lesson 5: Practice a Full Debate**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Using the novice packet, have a full debate. |
| Language Objective | Justify your position using constructive arguments and rebuttals. |
| EBA Activity | Full Debate (Committee Style debate) |
| Claims/Warrants | Claims:   * The U.S. should lift its economic embargo on Cuba. |
| Pre-Work | none |
| Procedure | * Divide class into groups of three. One group will be the committee, who will run the debate. One of these three will be the committee chair, who will call the meeting to order and keep track of time. This group can also ask questions of the affirmative and negative teams. (See the setup for Committee Style Debate for more information.) * The other groups will be divided into "affirmative" or "negative" teams, a "question asker" team, or "question answerer affirmative" and a "question answerer negative" team. The question asker team is responsible for coming up with probing questions to ask opposing teams. The question answerer teams will answer questions from opposing teams, using evidence to support their case. * Walk students through the debate order, using the "This is a debate round" handout. Affirmative will lead off with 1AC, followed by 1NC, and so on. * The question asker team will ask all CX questions, and the question answer teams will answer for affirmative or negative, respectively. The "committee" will time all speeches, and also flow the speech with the "flow" handout. Middle school debaters will use the shortened speech times for now. |
| Debriefing | Share three overall positives and address one overall concern in a teachable manner. |
| Text | Novice Packet |

**Week 1: Debate**

**Lesson 5: This is a Debate Round!**

**Full Speech Times**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1AC** | **1NC** | **2AC** | **2NC** | **1NR** | **1AR** | **2NR** | **2AR** |
| 1st Affirmative Constructive | 1st Negative Constructive | 2nd Affirmative Constructive | 2nd Negative Constructive | 1st Negative Rebuttal | 1st Affirmative Rebuttal | 2nd Negative Rebuttal | 2nd Affirmative Rebuttal |
| 8 minutes | 8 minutes | 8 minutes | 8 minutes | 5 minutes | 5 minutes | 5 minutes | 5 minutes |
| *Followed by:*  3 minute CX  2NC cross-examines 1AC | *Followed by:*  3 minute CX  1AC cross-examines 1NC | *Followed by:*  3 minute CX  1NC cross-examines 2AC | *Followed by:*  3 minute CX  2AC cross-examines 2NC |  |  |  |  |

Prep time: 8 minutes per team. Prep time can be used at any time except for before CX.

**Shortened Speech Times** (For practice rounds. Your coach may adjust these as s/he sees fit!)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1AC** | **1NC** | **2AC** | **2NC** | **1NR** | **1AR** | **2NR** | **2AR** |
| 3 minutes | 3 minutes | 3 minutes | 3 minutes | 1.5 minutes | 1.5 minutes | 1.5 minutes | 1.5 minutes |
| 1.5 minute CX | 1.5 minute CX | 1.5 minute CX | 1.5 minute CX |  |  |  |  |

Prep time: 4 minutes per team. Prep time can be used at any time except for before CX.

**Tournament Desk Configuration**

**2N**

**1N**

**2A**

**1A**

**JUDGE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1AC** | **1NC** | **2AC** | **2NC/1Nr** | **1AR** | **2NR** | **2AR** |
| Inherency |  |  |  |  |  |  |
| Harms |  |  |  |  |  |  |
| \*\*\*Plan |  |  |  |  |  |  |
| Solvency |  |  |  |  |  |  |

**Week 2: Debate**

**Lesson 6: Debating U.S. Trade Embargo with Cuba**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Make a complete argument (claim + warrant) about concepts related to the Cuba Embargo affirmative. |
| Language Objective | Defend your position with a "because" statement. |
| EBA Activity | Round Robin Debate |
| Claims/Warrants | Claims:   * U.S. should stop embargo with Cuba. |
| Pre-Work | none |
| Procedure | Do Now : Play "Silent Interviews." See game instructions.  Mini-Lesson: Watch the following video as background information:  [Cuba Still Suffers from US Embargo [CCTV, Michael Voss – 2:04]](http://www.youtube.com/watch?v=smS8KTs8rro).  Pass out the “Is the Claim True? Learning the Affirmative” handout. Have students read Claim 1 and the card that supports it.  As a group, come up with some warrants that support the claim, as well as some warrants that support the negative argument. Explain Round Robin Debate procedures.  Guided Practice: Round Robin Debates. Using one claim for each round, have one student debate the affirmative, then one student will debate the negative. Judge will keep score. After each round, roles change.  Independent Practice/Exit Ticket: As a group, share out arguments for and against U.S. Embargo. Post on large paper.  Mentors/Student Leaders: Distribute mentors/student leaders evenly to each group. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |
| Text | "Is this Claim true?" |
| Homework | none |

**Week 2: Debate**

**Lesson 6: Debating U.S. Trade Embargo with Cuba**

***Game: Silent Interviews***

|  |  |
| --- | --- |
| **SWBAT** | Learn names of and facts about their peers. |
| **Prompts** | N/A |
| **Procedure** | Divide the team into groups of 8-10.  In these groups, have everyone pair-up with someone that the do not know well.  Ask the participants to introduce themselves to their partner.  Instruct the group that from this point forward, speaking is not allowed. This includes whispering, mouthing words, and making sounds, too!  Inform the group that they must tell their partner 3 things about themselves without speaking, similar to a charades game. These things cannot be physical characteristics.  Once all of the partners have finished miming to each other, call everyone back to their group; have each group circle-up. Ask for each pair to verbally introduce their partner to their group of 8-10, as well as the three things that they learned (or think they learned). |
| **Time** | 3-5 minutes |
| **Mentor/Student Leader(s)** | Have a mentor/ student leader monitor each group of 8 to 10. |
| **Materials** | N/A |

**Is the Claim True?** **Learning the Cuba Embargo Affirmative**

**Directions:** Read the following claims. Then read the card (piece of evidence) that supports the claim. Do you agree with the claim? What text supports your claim? Do you disagree? Make up your own argument against the claim!

|  |
| --- |
| CLAIM 1 - **The embargo will not cause Cubans to overthrow their own government.** |
| Guzmán, Emmy award winning journalist, 2013  **The** few but very influential **pro-embargo lobby have put a stranglehold on a** lucid **discussion surrounding Cuba. Five decades of failed policy later, our nation is being held hostage unable to have a cogent discussion on anything Cuba-related.¶ The U.S. embargo has not and will not work. Put in place in 1962** by President John F. Kennedy, **the policy is stuck in a time warp that has nothing to do with modern-day reality**. The most enduring embargo in modern day history is a remnant of a Cold War past when the Soviet Union was the enemy and the world was on the brink of nuclear war. **The thinking was that financial sanctions, which included a ban on travel by American citizens, would collapse the island economy and force people to revolt against Fidel Castro.¶** Over the years, **these sanctions have been eased or toughened depending on political winds**. **In 1992**, disgraced New Jersey Rep. Robert **Torricelli was behind one the cruelest acts which banned, among many things, food and medicine sales to Cuba** and prevented Cuban-American families from sending cash to their relatives. These were tough times and seeing many friends and families suffer because they couldn't visit their elderly mothers more than once every three years, or being prevented from sending them needed supplies, was very painful. Restrictions have eased under President Barack Obama but **there is still a major ban.¶** Enter Jay Z and Beyoncé.¶ **It's 2013 and we need to debate Cuban policy earnestly.** Members of **Congress must stop the cowardice around the issue and stop humoring the delusions of passionate folks stuck in the 1960s** for political votes and favor**. The pro-embargo folks are ignoring the policy's epic failure and fail to recognize that U.S. policy has played into the hands of the Castro brothers, who have sinisterly used it to make the case to their people that if Cuba is starving and the island economy can't grow, it's because of this U.S. policy.**  *Source: Cuba Embargo Affirmative-Novice* |
|  |
| CLAIM 2 - **The Embargo could destroy Cuba’s health care system.** |
| Xinhua News, 2012 **Cuban medical authorities said** on Tuesday **a 50-year trade embargo imposed by the U**nited **S**tates **has severely undermined the country's healthcare system.**¶ **Cuban hospitals suffer restrictions in acquiring imported medical consumables and medicine, advanced medical technology and latest scientific information,** officials said.¶ **The public Institute of Cardiology and Cardiovascular Surgery, where thousands of people receive free medical care** every year from international specialists, **is financially strained by the embargo.**¶ **"We must find alternatives** that sometimes include purchasing from distant markets, buying from third parties, **which means higher prices for these products," said Director of the institute Dr.** Lorenzo **Llerena.**¶ He added **some equipments were simply unattainable, "because they are manufactured in the U**nited **S**tates."¶ **The embargo has caused Cuba a loss of more than 200 million dollars in the medical sector alone** by 2011, representing a significant impact on the tiny Caribbean nation, according to official figures.¶ John Rhodes, a patient, told Xinhua that Cuba had made a great effort for the benefit of all its citizens.¶ "It provides us free medicine across the country, which is highly expensive around the world," he said, adding **"due to the U.S. embargo,** sometimes **we do not have** all **the raw materials and tools to solve** certain **problems** immediately."¶  *Source: Cuba Embargo Affirmative-Novice* |

|  |
| --- |
| CLAIM 3 - **The biggest problem with Cuba’s healthcare is the lack of access to drugs.** |
| Eisenberg, former Professor Emeritus of Social Medicine and Psychology at the Harvard Medical School, 1997  (Leon, “The sleep of reason produces monsters – human costs of economic sanctions,” *The New England Journal of Medicine*, 336:17, pgs. 1248-1250, ProQuest)  Thus, **three unusual outbreaks of medical conditions -- neuropathy, self-inflicted disease, and injuries caused by rioting -- stemmed from U.S. economic sanctions. The sanctions may be aimed at Fidel Castro, but the victims are the ordinary citizens of Cuba**. Castro looks as well fed as ever. **Economic sanctions afflict civilians, not soldiers and not the leaders** of autocratic societies. **Yet the United States continues to employ such sanctions** against dictators (or at least those dictators it suits present policy to condemn). **When the sanctions are applied, they are all-encompassing. The interdicted trade with Cuba includes visits by medical delegations and the mailing of medical journals** such as this one. Whom do medical journals empower, dictators or doctors? **Can freedom be defended by suppressing information any more than by interrupting food supplies or drugs?¶** **Iraq is an even more disastrous example of war against the public health**. Two months after the end of the six-week war, which began on January 16, 1991, a study team from the Harvard School of Public Health visited Iraq to examine the medical consequences of sanctions imposed after the armed conflict. The destruction of the country's power plants had brought its entire system of water purification and distribution to a halt, leading to epidemics of cholera, typhoid fever, and gastroenteritis, particularly among children. Mortality rates doubled or tripled among children admitted to hospitals in Baghdad and Basra. Cases of marasmus appeared for the first time in decades. The team observed "suffering of tragic proportions. . . . [with children] dying of preventable diseases and starvation."5 Although the allied bombing had caused few civilian casualties, the destruction of the infrastructure resulted in devastating long-term effects on health.¶ An international group supported by the United Nations Children's Fund (UNICEF) carried out a more comprehensive study five months later by interviewing members of households selected to represent the Iraqi population.6 The age-adjusted relative mortality rate among children in the eight months after the war, as compared with the five years before the war, was 3.2. There were approximately 47,000 excess deaths among children under five years of age during the first eight months of 1991. **The deaths resulted from infectious diseases, the decreased quality and availability of food and water, and an enfeebled medical care system hampered by the lack of drugs and supplies.¶** **The Cuban and Iraqi instances make it abundantly clear that economic sanctions are, at their core, a war against public health. Our professional ethic demands the defense of public health.** Thus, as physicians, **we have a moral imperative to call for the end of sanctions. Having found the cause, we must act to remove it. Continuing to allow our reason to sleep will produce more monsters.**  *Source: Cuba Embargo Affirmative-Novice, Pg. 6* |
|  |
| CLAIM 4 - **The best thing the US could do for Cubans is to lift the Embargo.** |
| Perez, professor of history & director of the Institute for the Study of the Americas at the University of North Carolina at Chapel Hill, 2010  (Louis, “Want change in Cuba? End US embargo,” *CNN*, September 21, Online: <http://www.cnn.com/2010/OPINION/09/20/perez.cuba.embargo/index.html>)  But **if the administration really wanted to do something in the national interest, it would end the 50-year-old policy of political and economic isolation of Cuba**.¶ The Cuban embargo can no longer even pretend to be plausible.¶ On the contrary, **it has contributed to the very conditions that stifle democracy and human rights** there. For 50 years, **its brunt has fallen mainly on the Cuban people.¶ This is not by accident.** On the contrary, **the embargo was designed to impose suffering and hunger on Cubans in the hope that they would rise up and overturn their government.¶** "The only foreseeable means of alienating internal support," the Department of State insisted as early as April 1960, "is through disenchantment and disaffection based on economic dissatisfaction and hardship."¶ The United States tightened the screws in the post-Soviet years with the Torricelli Act and the Helms-Burton Act -- measures designed, Sen. Robert Torricelli said, "to wreak havoc on that island."¶ **The post-Soviet years were** indeed **calamitous. Throughout the 1990s, Cubans faced growing scarcities, deteriorating services and increased rationing. Meeting the needs of ordinary life took extraordinary effort.¶** And therein lies the problem that still bedevils U.S. policy today. Far from inspiring the Cuban people to revolution, the embargo keeps them down and distracted.¶ Dire need and urgent want are hardly optimum circumstances for a people to contemplate the benefits of democracy. A people preoccupied with survival have little interest or inclination to bestir themselves in behalf of anything else.¶ In Cuba, routine household errands and chores consume overwhelming amounts of time and energy, day after day: hours in lines at the local grocery store or waiting for public transportation.¶ Cubans in vast numbers choose to emigrate. Others burrow deeper into the black market, struggling to make do and carry on. Many commit suicide. (Cuba has one of the highest suicide rates in the world; in 2000, the latest year for which we have statistics, it was 16.4 per 100,000 people.)¶ A June 2008 survey in The New York Times reported that less than 10 percent of Cubans identified the lack of political freedom as the island's main problem. As one Cuban colleague recently suggested to me: "First necessities, later democracy."¶ **The United States should consider a change of policy, one that would offer Cubans relief from the all-consuming ordeal of daily life. Improved material circumstances would allow Cubans to turn their attention to other aspirations**.  *Source: Mass Transit Affirmative – Novice, Pg. 7* |

**Round-Robin Debates**

|  |  |  |
| --- | --- | --- |
|  | **Claim A** | **Claim B** |
| **Round 1** |  |  |
| **Round 2** |  |  |
| **Round 3** |  |  |

**Round Robin Debate 1**

Student 1: Claim A

Student 2: Claim B

Student 3: Judge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Round 1** | | **Round 2** | |
| Warrants | Counterarguments and/or Responses | Warrants | Counterarguments and/or Responses |
| **Claim A:** |  |  |  |  |
| **Claim B:** |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Judge Tally** | | | |
|  | **1 Point for Evidence-Based Warrants** | **2 Points for Responding to Arguments Using Evidence** | **Comments** |
| **Student A** |  |  |  |
| **Student B** |  |  |  |
| **Total Points** |  |  |  |

**Round Robin Debate 2**

Student 1: Judge

Student 2: Claim A

Student 3: Claim B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Round 1** | | **Round 2** | |
| Warrants | Counterarguments and/or Responses | Warrants | Counterarguments and/or Responses |
| **Claim A:** |  |  |  |  |
| **Claim B:** |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Judge Tally** | | | |
|  | **1 Point for Evidence-Based Warrants** | **2 Points for Responding to Arguments Using Evidence** | **Comments** |
| **Student A** |  |  |  |
| **Student B** |  |  |  |
| **Total Points** |  |  |  |

**Round Robin Debate 3**

Student 1: Claim B

Student 2: Judge

Student 3: Claim A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Round 1** | | **Round 2** | |
| Warrants | Counterarguments and/or Responses | Warrants | Counterarguments and/or Responses |
| **Claim A:** |  |  |  |  |
| **Claim B:** |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Judge Tally** | | | |
|  | **1 Point for Evidence-Based Warrants** | **2 Points for Responding to Arguments Using Evidence** | **Comments** |
| **Student A** |  |  |  |
| **Student B** |  |  |  |
| **Total Points** |  |  |  |

**Week 2: Debate**

**Lesson 7: Learning the Affirmative - Evidence Scavenger Hunt**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Find evidence (a warrant) in the card that supports its tagline. |
| Language Objective | Use reading strategies (skim and scan) to find evidence in a text. |
| EBA Activity | Evidence Scavenger Hunt |
| Claims/Warrants | Claims:   * U.S. should lift its economic embargo on Cuba. |
| Pre-Work | none |
| Procedure | Do Now: Play "I Have Never"  Mini-Lesson: Hand out the Evidence Scavenger Hunt worksheet.  Explain that students are given taglines that support the Cuba Embargo Affirmative. In groups of two or three, students will find the warrants which support the tagline, and identify the card it comes from.  Guided Practice: Each time the group finds a warrant, they will call the teacher over, who will assign between one and three points for the warrant, depending on the quality of the evidence. The winning group will have the most points.  Mentors/Student Leaders: Distribute mentors/student leaders evenly to each group. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |
| Text | "Find the Evidence! - Cuba Embargo Aff" |
| Homework | none |

**Find the Evidence!**

**Cuba Embargo Affirmative**

**Directions:** First, read the claim and find the card (pages 4-8 in the Cuba Embargo Affirmative) it comes from. Then, a piece of evidence (warrant) in that card that supports the tagline. The first one is done for you.

|  |  |  |
| --- | --- | --- |
| **Tagline** | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** |
| Despite small changes, United States maintains an embargo that restricts the flow of goods like medical supplies into Cuba. | Pg. 4 – Guzmán, 2013 | “In 1992…banned, among many things, food and medicine sales to Cuba…there is still a major ban” – basically, nothing has really changed since 1962. |
| These shortages contribute to massive loss of life in Cuba – we have a moral obligation to lift the embargo. |  |  |
| Despite the free healthcare and the number of doctors, Cuban healthcare is strained – this is due to the lack of supplies created by the embargo. |  |  |
| The shortage of medical supplies and technologies imposed by the embargo significantly undermines the quality of Cuba’s healthcare system. |  |  |
| Lifting the embargo is essential to restore a free flow of goods and improve the living conditions of Cubans. |  |  |

**Find the Evidence! – Cuba Embargo Aff – ANSWER KEY**

|  |  |  |
| --- | --- | --- |
| **Tagline** | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** |
| Despite small changes, United States maintains an embargo that restricts the flow of goods like medical supplies into Cuba. | Pg. 4 – Guzmán, 2013 | “In 1992…banned, among many things, food and medicine sales to Cuba…there is still a major ban” |
| These shortages contribute to massive loss of life in Cuba – we have a moral obligation to lift the embargo. | Pg. 6 - Eisenberg, 1997 | “The deaths resulted from infectious diseases, the decreased quality and availability of food and water, and an enfeebled medical care system hampered by the lack of drugs and supplies” |
| Despite the free healthcare and the number of doctors, Cuban healthcare is strained – this is due to the lack of supplies created by the embargo. | Pg. 8 - Randall, 2000 | “Universal precautions are not observed in Cuba; for example, the precious few rubber gloves available are reserved for surgical procedures” |
| The shortage of medical supplies and technologies imposed by the embargo significantly undermines the quality of Cuba’s healthcare system. | Pg. 5 - Xinhua News, 2012 | “the management of patients can be difficult” due to a lack of such items as bone-marrow aspiration needles and high-dose formulations  shortages of antibiotics, equipment, current textbooks, and basic medical supplies”  OR  “due to the U.S. embargo, sometimes we do not have all the raw materials and tools to solve certain problems” |
| Lifting the embargo is essential to restore a free flow of goods and improve the living conditions of Cubans. | Pg. 7 - Perez, 2010 | “the embargo was designed to impose suffering and hunger on Cubans in the hope that they would rise up and overturn their government.”  OR  “Throughout the 1990s, Cubans faced growing scarcities, deteriorating services and increased rationing. Meeting the needs of ordinary life took extraordinary effort. |

**Week 2: Debate**

**Lesson 8: Learning the Affirmative - Find the Best Warrant Table Debate**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Understand each cards claim (tagline) and weigh the warrants that support the claim within the text. |
| Language Objective | Use reading strategies (skim and scan) to find evidence in a text. |
| EBA Activity | Table Debates |
| Claims/Warrants | Claims:   * U.S. should lift its economic embargo on Cuba. |
| Pre-Work | none |
| Procedure | Do Now : Hand out the What’s the Best Warrant? worksheet  Mini-Lesson: Put students into pairs. Randomly assign one person to defend “warrant 1” and the other person to defend “warrant 2.” For each card and claim on the worksheet, they will debate which of the two warrants is the best.  Guided Practice: Follow the procedures for a standard Warrant Debate. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |
| Text | "What's the Best Warrant?" |

**What’s the Best Warrant?**

**Cuba Embargo Affirmative**

**Directions:** Read the two warrants for each claim listed below. Your coach will assign you to defend one of them, and you’ll have to tell your table debate opponent why your warrant is the *best warrant* to support that claim. Refer to the card to help you make your argument.

**Card: Cuba Embargo Affirmative, Guzmán, 2013**

**Claim: Despite small changes, United States maintains an embargo that is a bad idea.**

**Warrants:**

1. Put in place in 1962 by President John F. Kennedy, the policy is stuck in a time warp that has nothing to do with modern-day reality. … is a remnant of a Cold War past when the Soviet Union was the enemy and the world was on the brink of nuclear war.
2. U.S. policy has played into the hands of the Castro brothers, who have sinisterly used it to make the case to their people that if Cuba is starving and the island economy can't grow, it's because of this U.S. policy.

**Card: Cuba Embargo Affirmative, Xinhua News, 2012**

**Claim: The shortage of medical supplies and technologies imposed by the embargo significantly undermines the quality of Cuba’s healthcare system.**

**Warrants:**

1. “Cuban hospitals suffer restrictions in acquiring imported medical consumables and medicine, advanced medical technology and latest scientific information”
2. “The public Institute …. where thousands of people receive free medical care every …is financially strained by the embargo.¶ "We must find alternatives that sometimes include purchasing from distant markets, buying from third parties, which means higher prices for these products"

**Card: Cuba Embargo Affirmative, Eisenberg, 1997**

**Claim: These shortages contribute to massive loss of life in Cuba – we have a moral obligation to lift the embargo.**

**Warrants:**

1. “three unusual outbreaks of medical conditions -- neuropathy, self-inflicted disease, and injuries caused by rioting -- stemmed from U.S. economic sanctions. The sanctions may be aimed at Fidel Castro, but the victims are the ordinary citizens of Cuba.”
2. “The deaths resulted from infectious diseases, the decreased quality and availability of food and water, and an enfeebled medical care system hampered by the lack of drugs and supplies.”

**Week 2: Debate**

**Lesson 9: Learning the Negative - Evidence Scavenger Hunt**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Understand each card's claim. Students will also practice responding to arguments in defensive and offensive ways. |
| Language Objective | Use reading strategies (skim and scan) to find evidence in a text. |
| EBA Activity | Evidence Scavenger Hunt |
| Claims/Warrants | Claims:   * U.S. should lift its economic embargo on Cuba. * U.S. should not lift its economic embargo on Cuba. |
| Pre-Work | none |
| Procedure | Do Now : Watch a video for background information:  [Health Care in Cuba (More pro-cuban health care, with good stats) – [CNN, Lou Dobbs Tonight, Brooke Baldwin – 3:20]](http://www.cnn.com/video/?/video/bestoftv/2009/09/02/ldt.baldwin.healthcare.cuba.cnn) *(No Harms – Public Health Strong Now)*   * Mini-Lesson: Hand out the Find the Evidence! worksheet * Students should fill in the middle column (“Identify the card…”) with the page number, author’s last name, and date. * Students should fill in the rightmost column (“Warrant”) with a sentence or two that supports the tagline.   The first row is completed as an example. An answer key can be found.  Guided Practice: Teacher circulates around the room and gives points for the evidence found, between one and three points based on quality. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

**Find the Evidence!**

**Cuba Embargo Negative**

**Directions:** First, read the tagline and find the card it comes from. Then, find a piece of evidence (warrant) in that card that supports the tagline. The first one is done for you.

|  |  |  |
| --- | --- | --- |
| **Tagline** | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** |
| Cuban health care is exceptional – everyone has access to a doctor and coverage is free. | Pg. 6, - Campion, M.D. & Morrissey, Ph.D., 2013 | It is tightly organized, and the first priority is prevention. Although Cuba has limited economic resources, its health care system has solved some problems that ours has not yet managed to address |
| Cuba and the US won’t trade – there’s no market in US for Cuban goods and Cuba won’t abandon relationships with China and Venezuela. |  |  |
| Even with the costs imposed by the embargo, Cuba’s health system is exceptional now. |  |  |
| Lifting the embargo won’t get goods to the Cuban people – the regime controls trade in and out of Cuba. |  |  |
| The Cuban health care industry guarantees basic health coverage – it provides exceptional preventative medicine for all |  |  |

**Find the Evidence! – Cuba Embargo Neg – ANSWER KEY**

|  |  |  |
| --- | --- | --- |
| **Tagline** | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** |
| Cuban health care is exceptional – everyone has access to a doctor and coverage is free. | Pg. 6, - Campion, M.D. & Morrissey, Ph.D., 2013 | It is tightly organized, and the first priority is prevention. Although Cuba has limited economic resources, its health care system has solved some problems that ours has not yet managed to address |
| Cuba and the US won’t trade – there’s no market in US for Cuban goods and Cuba won’t abandon relationships with China and Venezuela. | Pg. 7 – Suchlicki,,2013 | it is not likely to abandon its relationship with China, Russia, Venezuela, and Iran to become a major trading partner of the U.S. Cuba has very little to sell in the U.S. Nickel, one of Cuba’s major exports, is … exported primarily to Canada. Cuba has decimated its sugar industry and there is no appetite in the U.S. for more sugar |
| Even with the costs imposed by the embargo, Cuba’s health system is exceptional now. | Pg. 4 – Barry, 2010 | Cuba has the highest average life expectancy (78.6 years) and density of physicians per capita (59 physicians per 10,000 people), and the lowest infant (5.0/1000 live births) and child (7.0/1000 live births) mortality rates among 33 Latin American and Caribbean countries |
| Lifting the embargo won’t get goods to the Cuban people – the regime controls trade in and out of Cuba. | Pg. 8 - Suchlicki,,2013 | Investors pay the government in dollars or euros and the government pays the workers a meager 10% in Cuban pesos. |
| The Cuban health care industry guarantees basic health coverage – it provides exceptional preventative medicine for all citizens. | Pg. 5 – Garrett, 2010 | the Cuban health system has focused -- successfully -- on prevention… Cuba reduced its infant mortality by 90 percent, and the number of mothers who died from pregnancy-related complications dropped from 125 …to 55 per 100,000. |

**Week 2: Debate**

**Lesson 10: Learning the Negative - Find the Best Warrant**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Students will practice responding to arguments in defensive and offensive ways. |
| Language Objective | Use reading strategies (skim and scan) to find evidence in a text. |
| EBA Activity | Find the Best Warrant Mini-Debates |
| Claims/Warrants | Claims:   * U.S. should lift its economic embargo on Cuba. * U.S. should not lift its economic embargo on Cuba. |
| Pre-Work | none |
| Procedure | Do Now: Community building: Play "Be My Buddy." See game instructions.  Mini-Lesson : Watch a video for background information:   * [Has the US embargo against Cuba failed? (Mauricio Claver-Carone, Director, US-Cuba Democracy Pack) [MSNBC, Melissa Harris-Perry, play 3:20-5:02 and 6:24-8:52]](http://tv.msnbc.com/2013/04/14/has-the-us-embargo-against-cuba-failed/)  *(No Solvency/ Embargo Good).* * Hand out the Find the Best Warrant! worksheet * Put students into pairs. Randomly assign one person to defend “warrant 1” and the other person to defend “warrant 2.” For each card and claim on the worksheet, they will debate which of the two warrants is the best. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

**Week 2: Debate**

**Lesson 10: Learning the Negative - Find the Best Warrant**

***Community Building: Be My Buddy***

|  |  |
| --- | --- |
| **SWBAT** | Learn names of and facts about their peers. |
| **Prompts** | For this activity you must find a different person with whom you share a similarity with for each of the following topics:   * Favorite subject * Book * Dessert * Movies * Transportation * Ancient Egypt * Debate * School * Sports * Music * Games from childhood * Time machine * The T * Hospitals * Ice cream * Candy * Weekends * Weekdays |
| **Procedure** | You must find a different person for each topic. In the buddy column write your buddy’s name. In the similarity column write how you and your buddy are similar in relation to the row’s topic. You can only use a person once. |
| **Time** | 7 minutes |
| **Materials** | Sheet of paper with the topics already written on them. |

**What’s the Best Warrant?**

**Cuba Embargo Negative**

**Directions:** Read the two warrants for each claim listed below. Your coach will assign you to defend one of them, and you’ll have to tell your table debate opponent why your warrant is the *best warrant* to support that claim. Refer to the card to help you make your argument.

**Card: Cuba Embargo Negative, Guzmán, 2013**

**Claim: Despite small changes, United States maintains an embargo that is a bad idea.**

**Warrants:**

1. Put in place in 1962 by President John F. Kennedy, the policy is stuck in a time warp that has nothing to do with modern-day reality. … is a remnant of a Cold War past when the Soviet Union was the enemy and the world was on the brink of nuclear war.
2. U.S. policy has played into the hands of the Castro brothers, who have sinisterly used it to make the case to their people that if Cuba is starving and the island economy can't grow, it's because of this U.S. policy.

**Card: Cuba Embargo Negative, Xinhua News, 2012**

**Claim: The shortage of medical supplies and technologies imposed by the embargo significantly undermines the quality of Cuba’s healthcare system.**

**Warrants:**

1. “Cuban hospitals suffer restrictions in acquiring imported medical consumables and medicine, advanced medical technology and latest scientific information”
2. “The public Institute …. where thousands of people receive free medical care every …is financially strained by the embargo.¶ "We must find alternatives that sometimes include purchasing from distant markets, buying from third parties, which means higher prices for these products"

**Card: Cuba Embargo Affirmative, Eisenberg, 1997**

**Claim: These shortages contribute to massive loss of life in Cuba – we have a moral obligation to lift the embargo.**

**Warrants:**

1. “three unusual outbreaks of medical conditions -- neuropathy, self-inflicted disease, and injuries caused by rioting -- stemmed from U.S. economic sanctions. The sanctions may be aimed at Fidel Castro, but the victims are the ordinary citizens of Cuba.”
2. “The deaths resulted from infectious diseases, the decreased quality and availability of food and water, and an enfeebled medical care system hampered by the lack of drugs and supplies.”

**Week 3: Debate**

**Lesson 11: Preparing for the First Tournament - Shortened Debate Round**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Practice the motions and procedures of a debate round. |
| Language Objective | Justify your position with evidence from the text. |
| EBA Activity | Shortened Debate; Four Corners |
| Claims/Warrants | Claims:   * U.S. should lift its economic embargo on Cuba. * U.S. should not lift its economic embargo on Cuba. |
| Pre-Work | none |
| Procedure | Do Now : Watch a video for background information:   * [Has the US embargo against Cuba failed? (Mauricio Claver-Carone, Director, US-Cuba Democracy Pack) [MSNBC, Melissa Harris-Perry, play 3:20-5:02 and 6:24-8:52]](http://tv.msnbc.com/2013/04/14/has-the-us-embargo-against-cuba-failed/)  *(No Solvency/ Embargo Good).* * Mini-Lesson: Hand out Speech times and a diagram of "tournament configuration" Put the desks in tournament configuration.  1. Assign experienced debaters and student leaders/mentors to serve as judges. 2. Have students deliver shortened speeches based on the novice case files. There might be multiple shortened debate rounds happening at once, depending on how many novice debaters are on your team. 3. Circulate around the room as the speeches are delivered. Remember to keep time and give verbal warnings as the clock runs down. Instead of students requesting prep time (as they would in a typical round), give one minute of prep time before the 2AC, the 2NC, the 2NR, and the 2AR. Use the words “prep time” so debaters get familiar with the concept. 4. Group debrief. Do a Four Corners Activity to understand the debaters’ reactions. Some prompts are: “I felt confident about giving my speech, I felt nervous about reading in front of the judge, Cross-X was my favorite part, I am worried about giving an 8 minute speech.” 5. Give positive feedback based on what you, the judges, and the student leaders/mentors heard during the speeches. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

**This is a Debate Round!**

**Full Speech Times**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1AC** | **1NC** | **2AC** | **2NC** | **1NR** | **1AR** | **2NR** | **2AR** |
| 1st Affirmative Constructive | 1st Negative Constructive | 2nd Affirmative Constructive | 2nd Negative Constructive | 1st Negative Rebuttal | 1st Affirmative Rebuttal | 2nd Negative Rebuttal | 2nd Affirmative Rebuttal |
| 8 minutes | 8 minutes | 8 minutes | 8 minutes | 5 minutes | 5 minutes | 5 minutes | 5 minutes |
| *Followed by:*  3 minute CX  2NC cross-examines 1AC | *Followed by:*  3 minute CX  1AC cross-examines 1NC | *Followed by:*  3 minute CX  1NC cross-examines 2AC | *Followed by:*  3 minute CX  2AC cross-examines 2NC |  |  |  |  |

Prep time: 8 minutes per team. Prep time can be used at any time except for before CX.

**Shortened Speech Times** (For practice rounds. Your coach may adjust these as s/he sees fit!)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1AC** | **1NC** | **2AC** | **2NC** | **1NR** | **1AR** | **2NR** | **2AR** |
| 3 minutes | 3 minutes | 3 minutes | 3 minutes | 1.5 minutes | 1.5 minutes | 1.5 minutes | 1.5 minutes |
| 1.5 minute CX | 1.5 minute CX | 1.5 minute CX | 1.5 minute CX |  |  |  |  |

Prep time: 4 minutes per team. Prep time can be used at any time except for before CX.

**Tournament Desk Configuration**

**2N**

**1N**

**2A**

**1A**

**JUDGE**

**Week 3: Debate**

**Lesson 12: Preparing for the First Tournament - The Stock Issues**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Students will learn the Stock Issues by creating their own "story," i.e., a simplified affirmative case. |
| Language Objective | Write a simplified affirmative case, using a graphic organizer. |
| EBA Activity | Four Speech Table Debate |
| Claims/Warrants | Claims:   * Students who are bullied are more likely to drop out of school and commit suicide. |
| Pre-Work | none |
| Procedure | Do Now : Watch a video on middle school bullying for background information:  http://www.teachertube.com/viewVideo.php?video\_id=213761   * Mini-Lesson: Introduce the Stock Issues: Harms, Inherency, Plan, and Solvency. Hand out "The Stock Issues" handout. Read through the second example together on bullying. Copy the organizer, "Stock Issues- Creating a Story" on two sides of handout. Using the topic of "bullying," fill in side one. * Guided Practice: In pairs, choose a topic from the list of claims, and complete side two of "Stock issues - Creating a Story." * Share out: Pairs share their stories. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

**The Stock Issues – Creating a Story**

The Stock Issues refer to the central aspects of a case. They are referred to as: **Topicality**, **Harms**, **Inherency**, **Plan**, and **Solvency**.

Here is an explanation of The Stock Issues using an example affirmative.

|  |  |  |  |
| --- | --- | --- | --- |
| **Stock Issue – aka HIPS** | **Question it Asks** | **Example** | **Create Your Own!** |
| **H**arms | What is the problem? Why does the problem matter? |  |  |
| **I**nherency | Why isn’t something being done about it? |  |  |
| **P**lan | What action/policy can we take/put in place to solve the problem |  |  |
| **S**olvency | How can we solve the problem? |  |  |

Now, arrange your story in the same order our cases are organized:

**Inherency –**

**Harms –**

**Plan:**

**Solvency –**

**The Stock Issues**

The Stock Issues refer to the central aspects of a case that prove why the **Plan** (example of the resolution) is a good idea. They are referred to as: **Topicality**, **Harms**, **Inherency**, and **Solvency**.

Here is an explanation of The Stock Issues using an example affirmative.

|  |  |  |
| --- | --- | --- |
| **Stock Issue\*** | **Question it Asks** | **Example** |
| **Topicality** | How is the plan an example of the topic/resolution?  [This is taken for granted unless the negative runs a topicality argument against the affirmative. Unless the negative runs topicality, the affirmative does not need to **explicitly** explain why it is topical.] | **Resolution:** The US Federal Government should substantially increase its funding for mental health.  **Topical plan:** The US Federal Government should require free mental health counseling for all students accused of bullying.  **Non-topical plans:** The State of *Massachusetts* should provide free pre-school for all 4-year olds. (The resolution necessitates that the plan must be done by the federal government, not the state and that they plan deals with mental health, not education). |
| **Stock Issue – aka HIPS** | **Question it Asks** | **Example** |
| **H**arms | What is the problem? Why does the problem matter? | Students who are bullied are more likely to drop out of school and commit suicide. |
| **I**nherency | Why isn’t something being done about it? | There is a lot of school bullying and it will not stop itself and furthermore, nothing we are doing now will stop it. |
| **(P**lan) – stock issues prove this is a good idea. | What action/policy can we take/put in place to solve the problem | The US Federal Government should require free mental health counseling for all students accused of bullying. |
| **S**olvency | How can we solve the problem? | Students bully other students because of their own mental health issues, so if they are counseled and they become better, they will stop bullying others. If students are not bullied they will not drop out of school or commit suicide because of bullying. |

\*One of the most common ways of organizing a case and the way our core files are organized is in the following order: Inherency, Harms, (Plan,) and Solvency (All good Plans start “**I**n **H**igh **S**chool”). Sometimes you will hear debaters talking about their case’s “advantages.” Typically, this means that the cases are organized similarly with Advantages (combination of inherency and harms) presented first, followed by Solvency.

**Week 3: Debate**

**Lesson 13: Preparing for the First Tournament - Mexico Rural Development Aff**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Understand each cards' claim (tagline) and weigh the warrants that support the claim within the text. |
| Language Objective | Use reading strategies (skim and scan) to identify key information. |
| EBA Activity | Table Debate |
| Claims/Warrants | Warrants within 1AC of Mexico Rural Development Aff:   * Drug related violence in Mexico is increasing due to lack of jobs in rural development assistance in Mexico * The root of current drug violence in Mexico is lack of economic opportunity for rural farmers. |
| Pre-Work | none |
| Procedure | Do Now : Hand out "What's the Best Warrant?" worksheet.   * Mini-Lesson: Put students into pairs. Assign one person to defend "1" and the other "2." For each card and claim on the worksheet, they will debate which of the two warrants is the best. Model this once with two student leaders. * Guided Practice: Follow the procedures for a standard Table Debate. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

**What’s the Best Warrant?**

**Mexico Rural Development Aff – 1AC and Select Extensions**

**Directions:** Read the two warrants for each claim listed below. Your coach will assign you to defend one of them, and you’ll have to tell your table debate opponent why your warrant is the *best warrant* to support that claim. Refer to the card to help you make your argument.

**1AC - Harms**

**Card: Mexico Rural Development Affirmative, Gautreau, 2012**

**Claim: Farmers grow illegal crops, like marijuana plants, out of necessity.**

**Warrants:**

1. Villages are too far removed from market access points, a situation made worse by the mountainous topography, making it difficult to sell alternative crops, and there are few profitable types of legal crops that can grow in the rocky soil
2. Many drug-producing regions in Mexico continue to lack sufficient funding for alternative development initiatives.

**Card: Mexico Rural Development Affirmative, Keefer, 2008**

**Claim: The US should be very concerned about the effects of increased drug-related violence**

**Warrants:**

1. Mexican stability serves as an important anchor for the region. With networks stretching into Central America, the Carib- bean, and the Andean countries, Mexican DTOs undermine the security and reliability of other U.S. partners in the hemisphere, corrupting high-level officials, military operatives, and law enforcement personnel;
2. The unchecked power and violence of these Mexican DTOs present a substantial humanitarian concern and have contributed to forced migration and numerous U.S. asylum requests

**Card: Mexico Rural Development Affirmative, Weinzierl, 2004**

**Claim: Structural violence, i.e., poverty is the greatest threat to life in Mexico.**

**Warrants:**

1. Structural violence is normally invisible, because it may appear to have had other (natural or violent) causes
2. Structural violence is also the main cause of behavioral violence on a socially and epidemiologically significant scale (from homicide and suicide to war and genocide).

**Advantage Add-On: US Drug Consumption**

**Card: Mexico Rural Development Affirmative, US Department of Justice, 2011**

**Claim: The US should care about stopping the root cause of drug production in Mexico.**

**Warrants:**

1. In cases where a component involves incapacitation (as with drug-induced incarceration, specialty treatment, and hospitalization), society essentially pays twice: once to deal with the problem behavior of an individual and again because after the behavior has been dealt with, the individual becomes nonproductive.
2. The estimates presented above place illicit drug use on par with other serious chronic health problems in the United States. A recent study conducted by the National Institute of Diabetes and Digestive and Kidney Diseases (2008) estimated that diabetes costs the United States more than $174 billion each year.

**Answering the Affirmative Case**

When you’re answering the affirmative, there are certain techniques you can use. This section will discuss on-case arguments (arguments that specifically answer the Stock Issues). Later, you’ll learn about off-case arguments—like disadvantages, counterplans, and kritiks—which are general arguments that can be applied to a number of different affirmative cases.

The lessons and activities in this section will deal with answering the stock issues, and learning the Cuba Embargo and Mexico Rural Development negative cases. As always, these activities can be applied to cases beyond the two that are described here.

**Week 3: Debate**

**Lesson 14: Preparing for the First Tournament - Mexico Rural Development Neg**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Find evidence (a warrant) in the card that supports its tagline. |
| Language Objective | Use reading strategies (skim and scan) to identify key information. |
| EBA Activity | Evidence Scavenger Hunt. |
| Claims/Warrants | Warrants within negative case file of Mexico Rural Development: |
| Pre-Work | none |
| Procedure | Do Now : Hand out "Find the Evidence!" worksheet.   * Guided Practice: Have students work in pairs to complete the worksheet. * Group Discussion: Use Answer keys for Mexico Rural Development. |
| Debriefing | Share one overall positive and address one overall concern in a teachable manner. |

**Find the Evidence! – Mexico Rural Development Negative – ANSWER KEY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Claim** | | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** | |
| **Textual Evidence** | **Analysis – How does the text support the claim?** |
| Example | Medical shortages contribute to massive loss of life in Cuba. | Eisenberg, 1997 | “The deaths resulted from infectious diseases, the decreased quality and availability of food and water, and an enfeebled medical care system hampered by the lack of drugs and supplies” | Without access to cheaper drugs and supplies in the US many Cuban’s die, unnecessarily from preventable diseases. Access to these drugs would be a simple fix that would prevent many deaths. |
| The economy is improving now | | Flannery, 2013 | Chrysler, GM and Ford have all invested billions of dollars and hired thousands of workers in Mexico | Several acceptable answers. |
| Violence is decreasing in Mexico | | Castañeda, 2012 | willful homicides per hundred thousand inhabitants. From the early 1990s through 2007, violence in Mexico declined from around 20-odd willful homicides per hundred thousand a year to about 8 per year in 2006 and 2007 | Several acceptable answers. |
| The aide will make Mexico more dependent on the US | | Bräutigam, 2000 | Large amounts of aid delivered over long periods, create incentives for governments and donors that have the potential to undermine good governance and the quality of state institutions. These incentives are not always acted on, but when they are, large amounts of aid may reduce local ownership, accountability and democratic decision-making, | Several acceptable answers. |
| Farming is not sustainable in Mexico | | Tegel, 2012 | The lack of rain is forcing the region’s farmers to draw ever more heavily on the aquifers lying below their fields. Yet that is no solution either.¶ The aquifers’ sole source of replenishment is the rain itself. | Several acceptable answers. |
| The demand for drugs in the US is what persuades people to grow drugs. | |  | There is more than enough demand globally to attract and sustain traffickers who are willing to take the risks to satisfy that demand. And since the illegality of the trade creates a huge black market premium | Several acceptable answers. |

**Find the Evidence!**

**Mexico Rural Development Neg**

**Directions:** First, read the tagline and find the card it comes from. Then, find a piece of evidence (warrant) in that card that supports the tagline. The first one is done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| **Claim** | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** | |
| **Textual Evidence** | **Analysis – How does the text support the claim?** |
| Medical shortages contribute to massive loss of life in Cuba. | Eisenberg, 1997 | “The deaths resulted from infectious diseases, the decreased quality and availability of food and water, and an enfeebled medical care system hampered by the lack of drugs and supplies” | Without access to cheaper drugs and supplies in the US many Cuban’s die, unnecessarily from preventable diseases. Access to these drugs would be a simple fix that would prevent many deaths. |
|  |  |  |  |
|  |  |  |  |
| **Claim** | **Identify the Card it Comes From** | **Warrant (Supporting Statement/Evidence)** | |
| **Textual Evidence** | **Analysis – How does the text support the claim?** |
|  |  |  |  |

**Week 3: Debate**

**Lesson 15: Preparing for the First Tournament - Intro to DR. MO**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 |
| BPS Arts Standards | Theatre Content Standards 1 &2 |
| Content Objective | Respond, line-by-line, to each one of their opponent's arguments. |
| Language Objective | Use DR MO strategy to respond to opponent's arguments. |
| EBA Activity | Four Speech Table Debate |
| Claims/Warrants | Claims:   * The President of the U.S. should make more than $400,000 a year. * The US is still a "superpower." |
| Pre-Work | none |
| Procedure | Do Now : Hand out "Answering Arguments with DR. MO" worksheet.   * Mini-Lesson: Explain DR. MO methods to your students and then have the students answer the sample arguments. When answering, the students will have to identify which of the DR MO techniques they are using. * Guided Practice: Hand out a copy of "Line-by-line debating." Demonstrate how line-by-line debating works and how to fill out your flow sheet. In pairs, have students finish the last column to make sure that students understand the process. * Have students use these worksheets to debate line-by-line in a Standard Four Speech Table Debate. |

**Answering Arguments with DR. MO**

Answering arguments is hard but, you’re in luck because DR. MO will help you win MOre arguments.

|  |  |  |
| --- | --- | --- |
| **D** | Deny | Argue that the argument is simply untrue |
| **R.** | Reverse | Argue that the opposite of what they said is actually true (example: “They say that colonizing Mars will bring world peace, when in fact it will simply be another fighting ground for resource greedy nations”) |
| **M** | Minimize | Acknowledge that their argument may have some truth to it, but say that it really doesn’t matter as much as they say it does |
| **O** | Outweigh | Acknowledge that their argument may be true but something else matters much more than this tiny argument |

Try DR. MO’s techniques by answering the sample arguments.

|  |  |  |
| --- | --- | --- |
| **Sample Arguments** | **Which DR. MO Technique?**  **D/R/M/O?** | **Answer** |
| Downloading music for free is wrong. |  |  |
| Schools should regularly drug test their students because America has a drug problem. |  |  |
| The US should invade Canada |  |  |
| Owning nuclear weapons makes the US safe. |  |  |

**Introduction to Line-by-Line**

**Claim:** Students should have to wear uniforms to school.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 - Speaker A | 1 - Speaker B | 2 - Speaker A **[See 1A]** | 2 - Speaker B **[See 1B]** |
| Students should have to wear uniforms to school for the following 3 reasons:  1) **Stops Bullying -** Uniforms prevent students from being judged/bullied by other students for what they wear.  2) **Builds Community** –Just like in the military, uniforms help develop a sense of community and school identity that makes students like school more.  3) **Saves money -** Uniforms will help parents save money as students won’t pressure them into buying clothes their families cannot afford so that they can fit in at school | Students should not have to wear uniforms to school:  1) **Makes bullying worse** – Instead of just making fun of a kids clothes to make them feel bad, bullies will now step up their game and make fun of who a person is, leaving permanent emotional scars.  2) **Clothes ≠ Community**  – Community, even in the military is based off of shared experiences not wearing the same colors.  3) ˃**Doubles Clothing Budget** – Not only will students still want the same, expensive after school clothes but now students will compete over who wears the most expensive khakis, which are more expensive than jeans.  Note: When speaking start by saying “#1 my opponent said \_\_\_\_\_, my response to that is\_\_\_\_\_” | Students should have to wear uniforms to school:  1)  2)  3)  Note: When speaking start by saying “#1 my opponent said \_\_\_\_\_, my response to that is\_\_\_\_\_” | ‘Students should not have to wear uniforms to school:  1)  2)  3)  Note: When speaking start by saying “#1 my opponent said \_\_\_\_\_, my response to that is\_\_\_\_\_” |

**Practicing Line-by-Line**

**Claim:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 - Speaker 1 | 1 - Speaker 2 | 2 - Speaker 1 | 2 - Speaker 2 **[Fill this in from 1B]** |
| [Affirm Claim]…  for the following 3 reasons:  1)  2)  3) | [Negate Claim]…  1)  2)  3)  Note: When speaking start by saying “#1 my opponent said \_\_\_\_\_, my response to that is\_\_\_\_\_” | [Restate Claim]…Now I will respond to speaker 2’s 3 answers.  1)  2)  3)  Note: When speaking start by saying “#1 my opponent said \_\_\_\_\_, my response to that is\_\_\_\_\_” | [Negate Claim]…Now I will respond to speaker 1’s 3 answers. |

1. Map Data © 2013 Google [↑](#footnote-ref-1)
2. http://www.cubagob.cu/ingles/otras\_info/historia.htm [↑](#footnote-ref-2)
3. http://www.oxfordreference.com.proxy.bc.edu/view/10.1093/acref/9780199295678.001.0001/acref-9780199295678-e-590?rskey=uXEmIv&result=10 [↑](#footnote-ref-3)
4. http://www.oxfordreference.com.proxy.bc.edu/view/10.1093/acref/9780195176322.001.0001/acref-9780195176322-e-388 [↑](#footnote-ref-4)
5. https://www.cia.gov/library/publications/the-world-factbook/geos/cu.html [↑](#footnote-ref-5)
6. http://www.oxfordreference.com.proxy.bc.edu/view/10.1093/acref/9780199696321.001.0001/acref-9780199696321-e-1283?rskey=OBP5qd&result=4 [↑](#footnote-ref-6)
7. http://www.oxfordreference.com.proxy.bc.edu/view/10.1093/acref/9780199696321.001.0001/acref-9780199696321-e-2896# [↑](#footnote-ref-7)
8. http://www.oxfordreference.com.proxy.bc.edu/view/10.1093/acref/9780199696321.001.0001/acref-9780199696321-e-3513?rskey=eGMM74&result=519&q= [↑](#footnote-ref-8)