

9-11-2009

Foundations of Forensics: The Role of Debate Throughout History [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Foundations of Forensics: The Role of Debate throughout History

Grade Level: 9-12

Subject/Topic Area(s): Debate

Designed By: Lori Ingersoll

Time Frame: 6 -7 weeks

School District: Fort Bend ISD

School: Hightower High School

School Address and Phone: 3333 Hurricane Lane, Missouri City, TX 77459;
281-634-5240

Brief Summary of Unit

This unit will focus on both the history and significance of debate as a communication tool utilized to resolve conflict and discover truth. By addressing the prevalence of controversy in everyday life, students will consider the various actions that individuals and groups employ in an effort to advocate change and call for justice. As these actions are examined, students will focus on the role of communication in controversial issues, both past and present. (i.e. civil rights, human rights, connections to personal life)

With the foundational knowledge of communication as a key element to resolve conflict and discover truth, the focus will then shift to the role of debate specifically as a tool to provide citizens with necessary information to make well-informed decisions by concentrating on forms of debate in society, particularly debate as a competitive event. Special emphasis will be placed on the evolution of communication and debate as our society changes.

Students will conclude the unit with a performance task that will ask them to engage in a modern day competitive form of debate (public forum) to discuss resolutions that will press students to advocate or oppose the importance of debate in school, in history and in society.

Unit: The Evolution of Debate

Grade: 9-12

Stage 1: Desired Results

Understandings

Students will understand that...

- Controversial issues arise in aspects of personal, social, public, and professional life in modern society.
- Over time, changes in society impact communication and decision making processes.
 - *The structure and format of debate evolves over time to remain relevant and valuable as such changes occur.*
- Throughout history, debate and argumentation have been/are widely used to make decisions and reduce conflict.

Essential Questions

- How do we deal with controversy?
- How do changes in our society (i.e. values, technology, etc.) impact communication and decision making processes?
 - How do changes in our society impact the structure and format of debate?
- Why does debate matter?
 - Why is it important to use debate to solve problems and reduce conflict?

Knowledge

Students will know...

- Historical information on public speaking and debate in society.
- Historical information on the evolution of forensic speaking events.
- Examples of major controversial issues in society.
- Communication channels used by advocates/opponents of controversial issues in society.
- Various forms of communication are in some manner arguing a point.
- Format and structure of major debate events (CX, LD, PF).
- Debate etiquette.
- Pertinent debate terms.
- Basic argumentation strategies.

Skills

Students will be able to...(Debate TEKS)

(1) Examine the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:

(A) identify and discuss the historical and contemporary use of debate in social, political, and religious arenas;

(B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and

(C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.

(D) utilize argumentation skills and debate structure to knowledgeably debate a modern day controversial issue.

Stage 2: Assessment Evidence

Performance Task:

1. In-class Public Forum Debate:

Students will have the opportunity to participate in a form of the most recently developed form of competitive debate, public forum debate. Students will be assigned a resolution from the following choices:

1. Resolved: That debate should be a required course for high school graduation.
2. Resolved: That debate should be limited to its original competitive form. (i.e. Policy Debate with a focus on rhetoric and persuasion; no other events such as LD, PF, etc.)
3. Resolved: Debate is the most effective means of discovering truth and understanding opposing viewpoints.

Students will work with a partner to research this issue, build an affirmative or negative case and prepare responses to opposition. They will have the opportunity to utilize the skills and knowledge they have been acquiring throughout the unit to build these cases, and will have the opportunity to comprehend the value of debating an issue by playing an active role as a participant in a debate.

Note: See Public Forum Debate assignment for preparation requirements, schedule and rubric.

Follow-up reflection:

Students will be given a graphic organizer to reflect on the following questions. This will be due on the final day after all in-class debates have concluded.

Sample Questions:

1. Did you feel strongly for or against the controversial issue? Were you assigned the side you agreed or disagreed with?
2. Did you believe what you were saying when you debated? Were you influenced by information presented by your opponents?
3. Do you feel that the issue is resolved now that you have completed the debate?
4. Do you believe that your opinion on the issue has changed now that you have heard both sides of the case for/against your topic?
5. What are the benefits/drawbacks of a structured debate?

*Note: See “Follow-up Reflection” graphic organizer and “Day 18” for debriefing details.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- *Exit slips and checks for understanding*
- *“Assessing the Commentary” worksheet*
- *Quiz: History of Speech and History of Forensics*
- *Quiz: Format of Public Forum Debate*
- *Final Draft: Affirmative and Negative PFD Cases and checklists*
- *Responding to Arguments Assignment*
- *Self and peer-assessment: Public Forum Debate*
- *Unit Exam: Public Forum Debate, The role of debate in society*

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

How do we deal with controversy? Controversy in Communication

Day 1: The Art Case: A Study of Controversial Issues (created by Stacy Thomas, adaptations by Lori Ingersoll)

- a. Handout a copy of the painting Guernica by Picasso to each student and allow the student to respond in a journal describing what they see and their reaction to the piece.
- b. Handout a copy of the lyrics from Simon & Garfunkel's song 7 O'Clock News/Silent Night. Play the song and have students record responses in the journal, similar to step "a."
- c. Handout a copy of a black and white photo from WWII (woman sobbing & saluting Nazis) and respond via journal.
- d. Students meet in groups, are given captions to each piece, and are allotted time to discuss their original and developing opinions and reactions.
- e. Groups then answer the following questions:
 - a. What do you believe the artist/creator is trying to say/prove in this work?
 - b. Do you think the artist/creator has made an effective case? Why or why not?
 - c. How might art (music, movies, novels, etc.) be a form of debate?
- f. Conclude with a full class discussion of the various forms of communication that individuals encounter in their lives and the ways in which such communication often attempts to argue a point. Emphasize the significance of becoming aware of such messages in order to think critically about communication in all its diversity of forms.
- g. Using large pieces of butcher paper, create a chart with the events focused upon in this lesson (i.e. Guernica, WWII, Vietnam, Civil Rights) which were the focus of much controversy. Brainstorm ways that these events were communicated focusing on the questions, "How did people come to know the "truth?" How did any resolution occur?"
- h. Exit slip: Think of a controversial issue in your lifetime. (This could be a personal controversial issue, or a controversial issue you have heard on the news recently). How is this issue being discussed? How are people learning the "truth" about these issues?

How do we deal with controversy? Controversy in Society

Day 2: Viva La Causa: Exploring the Film (created by Teaching for Tolerance, adaptations by Lori Ingersoll)

1. Warm up: Provide students with a photo of one of the influential members of the strike/boycott/movement. Have them write a short description of the person using only what they see in the photo.
2. Introduce the film to students, and ask students to take out their photos. View the film as a whole class.
3. Think-Pair-Share: Give students a handout to write their thoughts with the following questions as prompts:
 - a. What kind of injustices did the workers hope to undo by going on strike? How did these injustices undermine their humanity?
 - b. What is non-violence, and what role did it play in the struggle?
 - c. Why did the strikers need help from others? What kinds of things did the strikers ask them to do in support of *la causa*? Why were the actions of these allies important?
 - d. What factors motivated people to get involved in *la causa*?
 - e. What did workers gain as a result of the strike and boycott?
 - f. What did our nation gain in the process?
 - g. The title of the film is *Viva La Causa*, which means "Long live the cause." What message is the filmmaker trying to send to you?
4. At the end of the film, have students discuss answers with a partner, and then share answers with the class to discuss the issue.
5. Ask students to individually reflect again on their photos and refer to their brief descriptions. Ask volunteers to share: How were students' first impressions similar to and different from the persons' actual lives? How did the individual support *la causa*? As a class, discuss how it took the actions of these individuals and tens of thousands more to bring justice to farmworkers.
6. Conclude by referring back to the butcher paper chart created last class: Add "Human Rights-Cesar

- Chavez” and brainstorm actions taken by citizens to promote change and to expose the “truth.”
7. [If time]: Create a second chart using the exit slips from Day 1. This chart should focus on current controversial issues that the students listed (personal or political) and how citizens “come to know the truth” or “advocate change.”

Day 3: Civil Rights

[If there was no time on Day 2 to complete #7, begin class by creating chart listed as Day 2, #7]

1. Present Civil Rights issues using Teaching for Tolerance video—“The Children’s March”.
2. Debrief “The Children’s March.”
3. Take excerpts from MLK speech and Malcolm X speech and ask students to compare/contrast the strategies taken by each of these Civil Rights leaders.
4. Conclude by adding information to the “Civil Rights” section of the butcher paper chart (from day 1)
5. At this point, review the charts—noting various controversial events in history and the many ways that individuals and groups worked to uncover the truth and advocate change. Guide students to note the ways that **communication** served as a vital element in any of the change (Nonverbal: Marches, artwork, photographic images. Verbal: Speeches, debates, songs. Written: letters.). *Introduce: In this class, we’ll specifically focus on communicating verbally through a structured forum known as debate.*
6. Exit slip: Split the class in half: One half will answer: Do you believe that each of these issues (written on butcher paper chart #1) has been resolved? Why or why not? How could we resolve any remaining issues? The second half will answer: Do you believe that each of these issues (chart #2, current issues) will be resolved? Why or why not? How could we resolve any of these issues?

Day 4: -Viva La Causa: The Immigration Debate (created by Teaching for Tolerance, adapted by Lori Ingersoll)

1. Begin class by debriefing responses given on the exit slips the previous class period. Allow this discussion to lead into how many continuing issues (in this case, immigration) are not currently resolved, but there are many people communicating opinions for/against the issue. It is our job, as critical consumers, to find the truth and to make informed decisions, which can lead to potential resolution or at least an understanding to “agree to disagree.” One of the best ways to make these informed decisions is to become informed on both sides of the issue (key in a successful debate).
2. First, review the Assessing the Commentary Handout with students and talk to them about the assessment. They will be asked to assess Cohen's essay on four measures: clarity of position, degree of support for assertions, organization and tone. Students also will be asked to identify three issues raised in Cohen's essay about which they'd like to know more. Have students read the essay and complete the assessment sheet.
3. Ask students a few follow-up questions: What is Cohen's thesis? What are points that support his thesis? Do you agree or disagree with Cohen? Why?
4. Collect the students' handouts and group them according to the interests. Next, students will be asked to research key issues raised by Cohen's essay.
5. Inform students that their small groups must present a spontaneous lecture responding to Cohen's essay. It should (1) explain and expound on a specific part of something mentioned in the original essay and (2) express their agreement or disagreement with Cohen. The framework for their commentary can be something like the following:
 - a. **Paragraph One:** Introduction in which students tell the reader about Cohen's essay
 - b. **Paragraph Two:** Students mention the item that most piqued their interest in Cohen's article.
 - c. **Paragraphs Three-Five:** Students research and write about the topic that piqued their interest, presenting at least three related facts.
 - d. **Paragraph Six:** Students agree or disagree with Cohen.
6. Take a class poll to see if any group changed their opinion on the issue due to facts presented by another group. Why or why not?

Day 5- Buffer Day

How do changes in our society (i.e. values, technology, etc.) impact communication and decision making processes?

Day 6: History of Speech (created by Brooke Blevins, adapted by Lori Ingersoll)

1. Introduce “history of speech” significance: As students begin to understand the significance of communication in “finding the truth” and “resolving conflict,” it is important to also note that communication strategies have evolved over time, based on culture, location, values, technology and the like
2. Teacher will hand out student outline sheets for note taking. Teacher will explain the procedure for using these forms.
3. Explain that the study of rhetoric began in Ancient Greece and Rome. Together with the students brainstorm on the board several reasons why the study might have started in those regions and at that time period. Teacher will need to help steer the conversation to get at the heart of the material.
4. Discuss major philosophers and researchers involved in the study of rhetoric. Have students brainstorm famous philosophers they knew existed at that time in history. Explain the main characters in the development of this discipline using the PowerPoint presentation and teacher notes
5. Show clip from “Gladiator”
6. Discuss difference between Greek and Roman Culture
7. The teacher will do an oral review with the class over the major philosophers (based on information presented in the Powerpoint) prior to the students working in groups as a check for understanding.
8. Students will be put into groups of 5-6 people. Each group will be given a philosopher we have studied in class. In their groups, students will create a visual representation of their philosopher and his theories using different colored Play Dough. Groups will have about 30 minutes to create their representation. Each group will take a tour of the other groups visuals. Each group will also have 2-3 minutes to present their visual to the class.
9. Homework: Students will write a brief paragraph describing which approach to rhetoric they agree with most. This will act as an admittance slip for the next class period.

Day 7: Debate in our culture and throughout history.

1. Inductive Method: Taba
 - a. Provide students with definitions of communication, democracy, debate, etc. and ask students to write down the similarities/differences.
 - b. Provide students with photos of presidential debates, courtrooms/juries, committees, etc. and ask students to write down the similarities/differences.
 - c. Show students video/transcripts of debates both past and present and ask them to write down similarities/differences.
 - d. Using the information discovered in steps a-c, have students write out potential conclusions about how long debate has existed in society, why debate has been used over time, and what specific characteristics it has (both past and present).
 - e. Discuss as a class what inferences were made and why. Support correct assumptions and guide students to understandings that have yet to be uncovered.
2. If time, show video of a recent debate and have students analyze the debate using knowledge acquired during the first phase of Day 7’s lesson.

How do changes in our society impact the structure and format of debate?

Day 8: History of Forensic Events: The Great Debaters/CX Round compare/contrast (Quiz on Day 9)

1. Using the foundational knowledge of rhetoric (presented during Day 6) and major philosophers vital to the role of communication throughout history along with the role of debate in society, lead into debate as a competitive forensic event.
2. Anticipatory set: Show video clip of debates in “The Great Debaters,” and the National CX Round competition. Ask students to complete a Venn Diagram, comparing and contrasting the debates seen on film.
3. Discuss the similarities and differences found in film and use this information to lead into the evolution of debate events over time.
4. Lecture Bingo: Use powerpoint to inform students of the types of debate, years created, etc . Students will have bingo cards to follow along during the lecture and will complete the cards as they hear information in the lecture. Students with a “Bingo” will be awarded 2 bonus points (or some other

- prize) on the quiz the following class period.
5. Review History of speech, history of debate (in society) and history of debate (in competition) to prepare students for the quiz the following class period.

Why does debate matter? Why do we use debate to solve problems/reduce conflict?

Day 9: Public Forum Debate

1. Quiz: History of speech and debate
2. Mini-jigsaw using 3 page "Public Forum Debate Handout" found at nflonline.org. Split students into groups to become "experts" on the assigned section. Students may choose a creative way to present the information.
3. All groups present after creating a presentation. Students will then all receive the "Public Forum Debate Handout." Students will be informed that they will have a short quiz the following day on the format of Public Forum Debate.

Day 10: Public Forum Debate: Case building

1. Short PFD Format Quiz.
2. Advance Organizer: Show 20 minutes of Public Forum Debate from NFL Nationals 2008/2009. Discuss observations and questions.
3. Assign Performance Task, partners and resolutions; Present and review rubric
4. Teaching new material: Discuss the performance task and the structure of a Public Forum Debate Round (refer to video when necessary to provide models of the format and content).
5. Guided practice: Individually, give students 15 minutes to read through a sample affirmative and sample negative public forum debate case, highlighting important points and writing questions in the margins. After they have had time to read, allow students to discuss this information in groups (10 minutes) to see if others can answer any questions written in the margins and to compare main points highlighted. At the conclusion of the 10 minutes, discuss findings as a class and provide oral feedback to guide students to the key components of an affirmative case.
6. Independent practice: Assign student teams a resolution. Students should begin outlining affirmative/negative cases with key points from their own ideas, noting where they need supporting materials.

Day 11: Research in computer lab/library

1. Check in: Major questions and concerns that arose while preparing cases?
2. Provide students with key research suggestions (websites, appropriate articles, etc.) before beginning individual workdays.
3. Allow teams to research individually and to continue working on a rough draft case (affirmative and negative). Teacher will check in with each team individually throughout the class period to clarify any lingering questions.
4. Rough Draft Cases Due (need two copies: One for teacher, one for students)
5. Exit slip: 3 things you've learned today-2 things you have questions about -1 thing you're looking forward to next class.

Day 12: Research in computer lab/library

1. Begin class by using a revised tuning protocol (pair teams to create groups of 4, with each team focusing on either an affirmative or negative case)
2. After students receive feedback from peers, provide students with written feedback from the teacher on the rough drafts turned in on Day 11
3. Students use remaining time to revise their case, using the feedback from teacher and peers
4. Final Draft Cases Due

Day 13: Refutation and Responses preparation with opponents

1. "What shape are you in?" check.
2. Teacher will review this handout to determine confidence levels of students as they approach the in-class debate day. Discuss any major concerns to ensure student confidence.

3. Use 4 corners to provide students with strategies to refute arguments and to extend their arguments during in-class debates.
 - a. Select a statement appropriate for your students, read aloud the statement, and give students 5 minutes to collect their thoughts about the topic. Then ask students if they strongly agree, agree, disagree, or strongly disagree with the statement. Direct those who strongly agree to move to the corner of the classroom where the Strongly Agree sign is posted, those who agree to move to the corner of the classroom where the Agree sign is posted, and so on...
 - b. Hopefully, you have four groups gathered in different corners of the classroom. Appoint one student in each corner to be the note taker, and give students 5-10 minutes to discuss with the other students in their corner the reasons they strongly agree, agree, disagree, or strongly disagree.
 - c. Have students from each corner present their "case" for the position that they chose. After all positions have been stated, allow students the opportunity to change positions (in case one side presented information that changed a student's mind)
 - d. After this, ask students to choose one "case" that they want to refute. Allow students to have 5 minutes to create an argument against one of the four corners. At the conclusion of 5 minutes, have students from each corner present their "rebuttal."
 - e. After the first round, discuss problems/confusion to clarify any questions that have arisen as they tried to refute the original information.
4. Individually, have students complete "Responding to arguments" handout. Provide students with a resolution and ask them to create a response for/against the resolution and pass the handout to a partner. The partner will then write a response. The teacher will check for understanding.
5. Review the rubric and expectations one final time to ensure students understand what is needed to be prepared for the following day. (Review Public Forum Debate Video if necessary)
6. Draw for speaker order

Day 14: Buffer Day

Day 15: In-class debates (2 debates each class period, audience flows/critiques)

Teacher will share expectations of participants and audience members. A brief description of how to take notes, or "flow" will be shared in order for students to follow along. At the conclusion of each debate, students will be asked to judge the debate and determine a winner, citing their reasoning. When both debates have concluded, questions can be answered and the teacher will provide an oral critique.

Day 16: In-class debates continue (2 debates each class period, audience flows/critiques)

Day 17: In-class debates continue (2 debates each class period, audience flows/critiques)

Day 18: Reflections

1. Follow-Up Reflections are due
2. Students will participate in a chalk-talk to discuss responses to their "follow-up reflections," responding to the main questions and to one another using this forum to debrief.
3. Students will complete PFD Self and Peer Assessment
4. Unit test over PF structure, history of speech, debate events, historical issues

CONGRATULATIONS!

You have been invited to participate in the most recent form of competitive debate:
Public Forum Debate.

The National Forensic League is trying to make some key decisions that will impact the future of debate, and in order to make these decisions, they will use information and analysis from your case and debate in order to vote on these potential changes.

The following topics are up for debate:

1. Resolved: That debate should be a required course for high school graduation.
2. Resolved: That debate should be limited to its original competitive form. (i.e. Policy Debate with a focus on rhetoric and persuasion; no other events such as LD, PF, etc.)
3. Resolved: Debate is the most effective means of discovering truth and understanding opposing viewpoints.

Follow the steps below and check beside the step when you complete that item to ensure that you will provide the National Forensic League with the information that they need in order to make these vital decisions.

[Remember, you must present this information following the Public Forum Debate structure, or the NFL members will disqualify you and your teammate.]

_____ Step 1: You will be assigned a partner and a resolution.

a. Circle the assigned resolution above (#1-3).

b. Your name and Partner's name: _____

c. We will be debating the PRO/CON side. (Circle assigned side).

_____ Step 2: Learning the PFD format. (Quiz) I have attached my quiz to this paper, corrected.

_____ Step 3: Write a rough draft case. I have attached my rough draft case checklist.

_____ Step 4: Turn in your final draft case. I have attached my final draft case checklist.

_____ Step 5: Learning how to refute an argument. I have attached the "responding to arguments" assignment.

_____ Step 6: Participate in the in-class debates. (See rubric for grading. Major grade.)

_____ Step 7: Complete "Follow-up Reflection." I have attached this reflection.

Steps 1-7 and the supporting materials are all due on _____.

Public Forum Debate: Preparation Schedule

Date: _____ Day 1: Video of PFD: Understand structure, case building practice,
Structure Quiz

Date: _____ Day 2: Computer lab/library research: rough draft cases due

Date: _____ Day 3: Final computer lab/library research day: final draft cases due

Date: _____ Day 4: Refutation and Responses: practice and preparation:
Responding to arguments assignment due.

Date: _____ Day 5-7: In-class debates!

Date: _____ Day 8: Reflection, assessment and feedback: Follow-up Reflection

Public Forum Debate: Expectations and Voting Requirements

	Exceeding Expectations	Meeting Expectations	Room for Improvement	Needs Revision
Case Construction (40)	Well organized with arguments building throughout the case. Uses 3 main arguments with numerous credible sources to support claims.	Organized, uses at least 2-3 main arguments with credible supporting evidence. Presents major reasons as to why there is currently a problem.	Uses 2-3 arguments to prove why there is a current problem. Lacks organization and clarity. Uses evidence, but credibility is questionable.	Uses less than 2 arguments to prove why there is a current problem. Confusing organization. Lacks necessary evidence to support claims.
Rebuttals (20)	Responses are thoughtful, logical, and are supported by evidence. Directly attack claims made by the opponent and clearly state the argument to which they respond.	Responses to opponent's arguments are thoughtful and logical. Presentation is organized and specifies which argument they are attacking from the opponent to signpost.	Responds with information, but connections are not made with specific opponent's arguments. Responses lack logic or credible evidence.	Responses are not made, or are made with no connection to the opponent's case.
Delivery (20)	Eye contact with judge/audience. Speaker has excellent volume and pace. Speaks with passion and influences audience members by his/her rhetoric.	Eye contact with the judge and audience. Speaker is clear by using the appropriate volume and pace. Speaks using language that audience members can understand.	Makes eye contact occasionally. Could be louder/softer or could change the speed of speech to ensure clarity. Using unfamiliar language which may confuse the audience.	Speaker is unclear and at times audience members are unable to understand arguments due to volume, pace, or language
Etiquette (20)	Student maintains eye contact with judge and audience. Speaks in a professional manner and always eloquently addresses claims made by the opponent.	Student maintains eye contact only with judge and audience. Student rarely makes eye contact with opponent. Attacks arguments, not opponents.	Students occasionally make eye contact with opponent. Some attacks are not relevant to the argument itself and appear to attack the opponent.	Student exhibits poor conduct by focusing on personal issues instead of the debate at hand.

My in-class debate date is: _____

Public Forum Debate: Format Quiz

Fill in the blanks below with the correct information, using your knowledge of the structure of PFD

- Speaker 1 (Team A, 1st speaker).....
- Speaker 2 (Team B, 1st speaker).....
- Crossfire (between speakers 1 & 2).....
- Speaker 3 (.....)..... 4 min.
- Speaker 4 (Team B, 2nd speaker)..... 4 min.
- Crossfire (.....)..... 3 min.
- Summary..... 2 min.
- Summary..... 2 min.
- Grand Crossfire (.....)..... 3 min.
- Speaker 3 Final Focus.....
- Speaker 4 Final Focus.....
- Bonus: How much "prep time" is allotted per team?*

Name:

Public Forum Debate: Format Quiz

Fill in the blanks below with the correct information, using your knowledge of the structure of PFD

- Speaker 1 (Team A, 1st speaker).....
- Speaker 2 (Team B, 1st speaker).....
- Crossfire (between speakers 1 & 2).....
- Speaker 3 (.....)..... 4 min.
- Speaker 4 (Team B, 2nd speaker)..... 4 min.
- Crossfire (.....)..... 3 min.
- Summary..... 2 min.
- Summary..... 2 min.
- Grand Crossfire (.....)..... 3 min.
- Speaker 3 Final Focus.....
- Speaker 4 Final Focus.....
- Bonus: How much "prep time" is allotted per team?*

Follow-up Reflection

<p>Did you feel strongly for or against your resolution? Were you assigned the side you agreed or disagreed with? Explain.</p>	
<p>Did you believe what you were saying when you debated? Were you influenced by information presented by your opponents?</p>	
<p>Do you feel that the issue is resolved now that you have completed the debate? Why or why not?</p>	
<p>Do you believe that your opinion on the issue has changed now that you have heard both sides of the case for/against your topic? Explain.</p>	
<p>What are the advantages and disadvantages of a structured debate as a way to inform an audience?</p>	

Case building checklist

- Gain the audience’s attention. We have an introductory statement to begin the case.
- Resolve statement. We utilize the phrase “Therefore, we stand fully resolved that _____.”(PRO)/ “therefore, we negate the resolution _____.”(CON)
- We have 2-3 main arguments. (These should state why the current scenario is a problem, if you are the PRO team, or why the current scenario is NOT a problem and why the resolution passing would be a BAD idea, if you are the CON team.)
 - _____ = Argument 1
 - _____ = Argument 2
 - _____ = Argument 3
- We have evidence (a mix of facts, statistics, expert quotations, studies, polls, real-life examples, anecdotes, analogies, and personal experience.) to support each of our arguments.
- Conclusion: We have summarized our arguments.
- Conclusion: We have restated our position. (Ex: Therefore, we stand resolved _____; therefore, we negate _____)

Name: _____

Case building checklist

- Gain the audience’s attention. We have an introductory statement to begin the case.
- Resolve statement. We utilize the phrase “Therefore, we stand fully resolved that _____.”(PRO)/ “therefore, we negate the resolution _____.”(CON)
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- Conclusion: We have summarized our arguments.
- Conclusion: We have restated our position. (Ex: Therefore, we stand resolved _____; therefore, we negate _____)

Argument:

Response/Refutation: (Team 1)

Response/Refutation: (Team 2)

Response/Refutation: (Team 1)

Response/Refutation: (Team 2)

Response/Refutation: (Team 1)

Response/Refutation: (Team 2)

Public Forum Debate: Self and Peer Assessment

Ranks: 1: Poor → 3: Average → 5: Excellent

Self Assessment:

1. How well did you use your preparation time in class and outside of class?

1 2 3 4 5

Comments:

2. How prepared did you feel before and during the debate?

1 2 3 4 5

Comments:

3. What was your greatest challenge during this project? Why?

4. What is one thing that you learned through this project?

5. What would you do next time to improve upon your case writing or in-class debate?

Public Forum Debate: Self and Peer Assessment

Ranks: 1: Poor → 3: Average → 5: Excellent

Peer Assessment: Partner's name: _____

1. How would you rate your partner's effort during this project? (Case building and debating)

1 2 3 4 5

Comments:

2. How prepared do you think your partner was for our in class debates?

1 2 3 4 5

Comments:

3. What is one thing that your partner contributed to the project?

4. What was most difficult about working with a partner for this project?

5. What was one (or more) advantage(s) of working with a partner for this project?

6. Anything else you would like for me to know?
