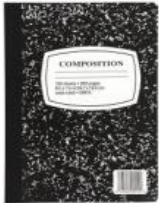


# Friday

April 10, 2015 (4.10.15)

## Materials Needed



Comp. Notebook  
+ Pen or Pencil

## Agenda

### Time Estimate

### Activity

|    |   |
|----|---|
| 10 | Warm Up   |
| 3  | Deadlines & Reminders                           |
| 3  | GP Study Guide: Concept 3                       |
| 20 | Notes: The Basics of Debate                     |
| 10 | Watch: Sample Debate on <i>Legal Voting Age</i> |
| 5  | Discuss: First Debate Topic                     |
| 25 | Watch: TED Talk on Education (K. Robbins)       |

# Warm Up

April 10, 2015 (4.10.15)

Volume-O: 3 (Team Voices)


Time: 5 Minutes

---

## SAT Word(s) of the Day:

[from the root word “ab” = to move away from]

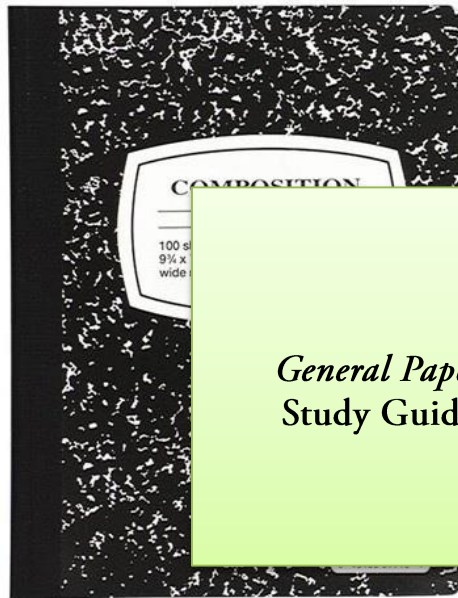
Abase (v), abate (v), aberration (n) = “to lower in quality”

- 
1. Write down the **SAT Word(s) of the day** and its definition. Now, choose one of the words and **design a sentence** that uses a context clue to help give away its definition (Example: “Bob was an amicable person; he loved donating money to homeless people and always had a smile on his face.”)
  2. Today we start debate. What do you think you know about debate and how it works?

# Reminders & Deadlines

| Date Given      | Assignment                  | Due Date   |
|-----------------|-----------------------------|------------|
| Thursday<br>4.9 | ▪ Bring headphones to class | NEXT CLASS |

# Transition



*General Paper*  
Study Guide



Study Guide

The BIG Question:  
How can I create, sustain, (and win!) arguments against others?

Key Text(s):  
Non-Fiction Texts, Self-Directed Writing

Concept 1:  
The Devices of Argument  
(appeals, propaganda, and rhetoric)

1. What are the “appeals” and how are they used to persuade me?
2. What is propaganda and how is it used?
3. What are rhetoric and rhetorical devices and why are they used?

Vocabulary  
Logos, pathos, ethos, credos, propaganda, rhetoric, rhetorical devices

Concept 2:  
The Toulmin Method

4. What is the Toulmin Method and how can it help me construct better arguments?
5. How does “backing” work in an argument?

Vocabulary  
Toulmin, claim, evidence, warrant, backing, qualification/rebuttal

Concept 3:  
“The Debate League”

6. How are debates structured and run?

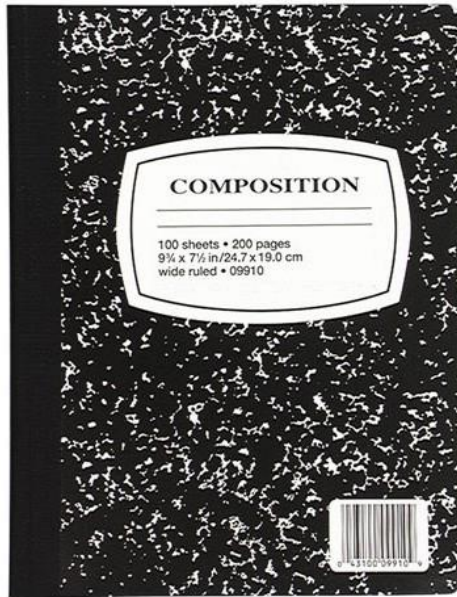
Vocabulary

Speaker positions (proposition vs. opposition), heckling, points of information (POI)

Concept 4:  
Writing A Seamless Argument

Vocabulary

# Transition



Notes

# What is Debate?

- "You enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before.
- You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress."



# What is Debate?

- "You enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before.
- You listen for a while, until you decide that you have caught the tenor of the argument; then you **put in your oar**. Someone answers; you answer him; another comes to your defense. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress."

# Debate Information & Structure

- Debate is:
  - A contention in an argument AND
  - A method of interactive and representational argument AND
  - A form of discussion.
- Consists of two, 3-person teams that debate a chosen topic.
- Topics come from:
  - Current events (death penalty, global warming) OR
  - Philosophical questions that have no right or wrong answer.
- “Motion” = a statement made from a topic (Ex: “Should abortion be legal?”)



# Debate “Positions”

1. The Proposition (Group of 3)
  - Sits to judge's left
  - Makes the case FOR the topic/motion (“Pro”)
2. The Opposition (Group of 3)
  - Sits to judge's right
  - Makes the case AGAINST the topic/motion (“Con”)
3. The Judge: decides who wins/loses
4. The Audience
  - Cannot communicate or give information to Prop./Opp., but can “heckle”...
  - “Heckle” = banging hand on desk when debaters take the floor/make a valid point; calling out “Hear! Hear!” or “Shame!”



# Six (6) Steps to Debate

## 1. **First Prop.** (3 min) \*

1. First speech in debate; introduces the topic and outlines major arguments “for” the motion.

## 2. **First Opp.** (3 min) \*

1. Responds to FP; outlines major arguments AGAINST motion.

## 3. **Second Prop.** (3 min) \*

1. Goes into greater detail about points made by First Prop; can also respond to arguments made by First Opp.

## 4. **Second Opp.** (3 min) \*

1. Can respond to First/Sec Prop; can add depth to previous arguments made, etc.

## 5. **Opp. Rebuttal** (2 min)

1. No new arguments allowed; refute Prop. arguments; explains why Opp. should win based on arguments made.

## 6. **Prop. Rebuttal** (2 min)

1. Final speech given; answers arguments presented in Second Opp./Opp. Rebuttal; explains why Prop. should win based on arguments made.



\* POI = “points of information”

- After first minute of these speeches, other team can make a statement or pose question to speaker;
- Speaker must recognize you (“I’ll take your point”); if not (“No, thank you”), sit down.

# Watch: Sample Debate on *Legal Voting Age*

## Directions (Volume: 3):

- Watch first 10 minutes
- Watch for positions, POIs, heckling.



First Debate Topic

*Topic:* **Education**

**Motion:**

“School is Bad for Children”

# Watch: TED Talk on Education

## Directions (Volume: 3):

- Watch TED Talk
- Teams: Discuss motion (“School is Bad for Children”) based on video; record responses in notebook

