

# Red Book

Sourcebook for Lincoln-Douglas Debate: Teacher Edition

**Chris Jeub**

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*Red Book for Lincoln-Douglas Debate*

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**The purchase of this sourcebook entitles its owner to digital downloads of the following:**

- Digital copies of materials related to this print edition of *Red Book*.
- Spotlight cases for each league (NSDA, NCFCA and Stoa) for the competitive season. The leagues release their topics in the spring, and we release the Spotlight Cases in August.
- New lessons and study guides for each league topic.
- [Optional] Subscription to *Red Membership*, additional materials released throughout the competitive season to help prepare students for academic competitions and tournaments.

For a complete explanation of how *Red Book* works and each of these digital addenda, read the complete Introduction. To download the digital e-resources, please follow the directions below:

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NOTE: Monument Publishing will never sell editions of this sourcebook without providing the following year's August addendum for NSDA, NCFCA and Stoa. If the current year's addendum is not available, you may need to update this edition.

Tournament season normally begins in the fall. Subscribing to *Red Membership* or *Teachers Membership* are optional benefits to competitive debaters who seek new briefs and materials for tournament participation. To start your membership, add the desired membership to your cart. You will be automatically subscribed to weekly updates and downloads:

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# Teacher Edition

Welcome to *Red Book for Lincoln-Douglas Debate: Teacher Edition*! We are thrilled to offer this guide to help make your Lincoln-Douglas teaching as smooth as it possibly can be. You likely fall into one of three types of “teachers”:

1. Classroom Teacher. You have a group of students in a school or school-like environment, and the students all of their own copies of *Red Book for Lincoln-Douglas Debate* as their text.
2. Club Coach. You are teaching Lincoln-Douglas debate as an extracurricular activity. Your job is to prepare your competitors for their first tournament.
3. A Hybrid of Both Teacher and Coach. You could be a parent or even a student who is teaching himself or herself.

Whatever the case, this Teacher Edition comes with additional resources meant to empower you in your teaching/coaching experience. This special edition comes with the exact same pages as the student edition sourcebook, but it has several added benefits for you as a teacher:

- Coil binding to easily fold out and reference while teaching.
- Previews of every lesson, a quick reference speaking directly to you as a teacher.
- Possible timelines for teaching the content of each lesson.
- Page numbers that correlate with the student sourcebook.
- Answers to each lesson handout written straight into the sourcebook pages.

You will also find appendixes added at the end of this special teacher edition. These pages are not included in the student sourcebook:

- Appendix I: Lesson Previews. This appendix gives an overview of the lessons and a suggested schedule to help you adapt your class to your individual classroom needs.
- Appendix II: Reproducibles. This appendix is an easy access to the handouts that are in the student sourcebook. You have permission to reproduce them as you need for your class.
- Appendix III: Drills and Games. These are great space-fillers to help students prepare for their speaking and debating in your class.

- Appendix IV: Scrimmage Instructions. When it comes time to apply the learning and conduct debates, you may find it helpful to structure an organized scrimmage. These instructions scale back tournament direction to the bare basics.

**TEACHER NOTE.** There will be some additional helps spread throughout this Teacher Edition that are grayed-out and bolded. This means that these are teacher-specific and are not viewable in the Student Edition Sourcebook.

Whether you're an experienced coach or a brand new teacher, we applaud your efforts in teaching the wonderful activity of debate. We believe it is one of the most helpful disciplines that can be taught, and we hope *Red Book for Lincoln-Douglas Debate* makes your job incredibly successful.



# Table of Contents

<b>INTRODUCTION.....</b>	<b>5</b>
<i>What Is Lincoln-Douglas Debate?</i> .....	5
<i>Unit and Lesson Plans</i> .....	6
<i>Scope and Sequence</i> .....	8
<i>Adapting the Schedule</i> .....	9
<i>Your Digital Addenda</i> .....	10
<i>What’s Legal, What’s Not</i> .....	11
<b>IMPORTANT CHANGES TO THIS EDITION.....</b>	<b>11</b>
1. <i>Red Book is releasing before the resolutions</i> .....	11
2. <i>Red Book is now written for both competitors and classrooms</i> .....	12
3. <i>Red Book now has a “Membership” edition specifically for competitors</i> .....	12
<b>UNIT I — STRUCTURE OF LINCOLN-DOUGLAS DEBATE .....</b>	<b>13</b>
<b>LESSON 1: BASIC PREPARATION FOR LINCOLN-DOUGLAS DEBATE</b> .....	<b>15</b>
<i>Expect the Topic</i> .....	16
<i>Expect Rules of Engagement</i> .....	16
<i>Expect to Flow</i> .....	17
<i>Expect to Learn</i> .....	19
<i>Worksheet for Lesson 1</i> .....	20
<i>Extension for Lesson 1</i> .....	22
<b>LESSON 2: SPEAKER RESPONSIBILITIES</b> .....	<b>23</b>
<i>Primary Responsibilities</i> .....	24
<i>Secondary Responsibilities</i> .....	25
<i>The Judge</i> .....	26
<i>Worksheet for Lesson 2</i> .....	28
<i>Extension for Lesson 2</i> .....	30
<b>LESSON 3: FLOWING</b> .....	<b>31</b>
<i>Why Flowing Is So Important</i> .....	32
<i>Flowing the First Two Columns</i> .....	32
<i>Flowing the Last Three Columns</i> .....	38
<i>Worksheet for Lesson 3A</i> .....	42
<i>Worksheet for Lesson 3B</i> .....	43
<i>Extension for Lesson 3</i> .....	44
<b>UNIT II — STRATEGY OF LINCOLN-DOUGLAS DEBATE .....</b>	<b>45</b>
<b>LESSON 4: YOUR VALUE PROPOSITION</b> .....	<b>47</b>
<i>Basic Logic</i> .....	48
<i>The Major Premise</i> .....	48
<i>The Minor Premise</i> .....	49
<i>Introduce Your Value</i> .....	51
<i>Worksheet for Lesson 4</i> .....	54
<i>Extension for Lesson 4</i> .....	56
<b>LESSON 5: CONTENTIONS</b> .....	<b>57</b>
<i>Writing Contentions</i> .....	57
<i>Applications</i> .....	60
<i>Conclusion</i> .....	61

<i>Worksheet for Lesson 5</i> .....	62
<i>Extension for Lesson 5</i> .....	63
LESSON 6: THE REBUTTALS .....	65
<i>The Rebuttals</i> .....	65
<i>Evidence in Lincoln-Douglas Debate</i> .....	66
<i>Refuting Contentions and Applications</i> .....	68
<i>Voting Issues</i> .....	69
<i>Worksheet for Lesson 6</i> .....	71
<i>Extension for Lesson 6</i> .....	72
<b>UNIT III — MODEL RESOLUTIONS FOR YOUR DEBATES</b> .....	<b>73</b>
LESSON 7: CIVIL DISOBEDIENCE .....	75
<i>Understanding the Resolution</i> .....	76
<i>Examples of Civil Disobedience</i> .....	78
<i>Your Model Cases</i> .....	80
<i>Worksheet for Lesson 7</i> .....	82
<i>Affirmative Case: National Interest</i> .....	84
<i>Negative Case: Popular Sovereignty</i> .....	88
LESSON 8: PRIVACY VS. SECURITY .....	91
<i>Understanding the Resolution</i> .....	92
<i>Examples and Applications</i> .....	94
<i>Your Model Cases</i> .....	97
<i>Worksheet for Lesson 8</i> .....	98
<i>Affirmative Case: Presumption of Innocence</i> .....	100
<i>Negative Case: General Welfare</i> .....	104
LESSON 9: LIBERAL ARTS VS. PRACTICAL SKILLS .....	107
<i>Understanding the Resolution</i> .....	108
<i>Examples and Applications</i> .....	108
<i>Your Model Cases</i> .....	110
<i>Worksheet for Lesson 9</i> .....	111
<i>Affirmative Case: Job Adaptability</i> .....	112
<i>Negative Case: Career Outlook</i> .....	116
<b>UNIT IV — READY FOR COMPETITION</b> .....	<b>119</b>
LESSON 10: YOUR LINCOLN-DOUGLAS DEBATE LEAGUE .....	121
<i>The Three Main Debate Leagues</i> .....	122
<i>Watch for Rules and Resolutions</i> .....	124
<i>Start Studying—And Let the Resolutions Guide You</i> .....	125
<i>Worksheet for Lesson 10</i> .....	127
<i>Extension for Lesson 10</i> .....	127
LESSON 11: PREPARING FOR TOURNAMENTS .....	129
<i>Worksheet for Lesson 11</i> .....	130
<i>Extension for Lesson 11</i> .....	130
LESSON 12: NEW SPOTLIGHT CASES .....	131
<i>Worksheet for Lesson 12</i> .....	131
<i>Extension for Lesson 12</i> .....	131



<b>RED MEMBERSHIP .....</b>	<b>132</b>
<b>GLOSSARY .....</b>	<b>133</b>
<b>ANSWER KEYS.....</b>	<b>135</b>
<b>APPENDIXES — SPECIAL ADDITIONS FOR TEACHERS AND COACHES .....</b>	<b>141</b>
APPENDIX I: LESSON PREVIEWS .....	143
<i>Unit I: Structure of Lincoln-Douglas Debate (Lessons 1-3)</i> .....	143
<i>Unit II: Strategy of Lincoln-Douglas Debate (Lessons 4-6)</i> .....	145
<i>Unit III: Model Resolutions for Your Debates (Lessons 7-9)</i> .....	147
<i>Unit IV: Ready for Competition (Lessons 10-12)</i> .....	148
APPENDIX II: REPRODUCIBLES .....	149
<i>Worksheet for Lesson 1</i> .....	150
<i>Worksheet for Lesson 2</i> .....	152
<i>Worksheet for Lesson 3A</i> .....	154
<i>Worksheet for Lesson 3B</i> .....	155
<i>Worksheet for Lesson 4</i> .....	156
<i>Worksheet for Lesson 5</i> .....	158
<i>Worksheet for Lesson 6</i> .....	159
<i>Worksheet for Lesson 7</i> .....	160
<i>Worksheet for Lesson 8</i> .....	162
<i>Worksheet for Lesson 9</i> .....	164
<i>Worksheet for Lesson 10</i> .....	165
APPENDIX III: DRILLS AND GAMES .....	167
<i>Structure Deviation</i> .....	167
<i>Speaking Drills</i> .....	167
<i>Cross-examination Ring</i> .....	168
<i>10-Minute Cross-examination</i> .....	168
<i>Piranha Pack</i> .....	168
<i>Crutch Marbles</i> .....	169
<i>Flow Check</i> .....	169
<i>Two-minute IARs</i> .....	169
<i>Echo Tags</i> .....	169
<i>Cave Man Debate</i> .....	169
<i>Four Corners Debate</i> .....	169
<i>Application Power Grab</i> .....	170
APPENDIX IV: SCRIMMAGE INSTRUCTIONS .....	171
<i>Pre-scrimmage Preparation</i> .....	171
<i>Invitations</i> .....	172
<i>Tab Room</i> .....	172
<i>Some More Suggestions</i> .....	176
APPENDIX V: TEACHER MEMBERSHIP .....	177



# Introduction

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Abraham Lincoln and Stephen Douglas debating in the 19<sup>th</sup> century.

Welcome to *Red Book*! You're in for an awesome journey of the specific structure of debating called Lincoln-Douglas debate. This introduction is important, especially if you are new at this activity. You will learn what this type of debate is and how *Red Book* helps you be a great debater.

## ***What Is Lincoln-Douglas Debate?***

Lincoln-Douglas debate is a one-to-one debate format named after the infamous debates between Abraham Lincoln and Stephen Douglas in the 19<sup>th</sup> century. To compete for a congressional seat, Lincoln and Douglas set up a series of debates across the state of Illinois to try to sway voters. Though Lincoln lost the congressional race, the popularity of the debates helped build his credibility with the new Republican Party, eventually leading to his nomination for President of the United States. It can be argued that the training Lincoln received in debate helped put him in office at a pivotal moment in American history.

## Introduction

If you know your history, you know that Abraham Lincoln was a defender of human rights, and Stephen Douglas was a defender of state rights. This was the most contentious issue in our nation at the time, and the tension built up to the Civil War. Slavery was both a political issue as well as moral. In the 19<sup>th</sup> century, the Lincoln-Douglas debates debated what we valued as a country.

There was a *structure* and a *strategy* to the original Lincoln-Douglas debates. These were one-on-one debates (structure) that debated value propositions (strategy). In this spirit, the National Forensic League (now the National Speech and Debate Association) started the unique debate of values in 1979 giving it the nineteenth century namesake “Lincoln-Douglas” debate.

Today, several leagues adopt Lincoln-Douglas debate, and in those leagues it is one of the most popular debate formats. When the leagues release their resolutions, students prepare affirmative and negative cases to debate in class and competition.

*Red Book* teaches you the structure and strategy to debating, plus gives you model cases from real resolutions to help you grow as a successful Lincoln-Douglas debater. There is also a digital addendum that releases in August that will bring you more up-to-date lessons for your learning. The print copy and the digital addendum together lead you through four units of study to fully prepare you for Lincoln-Douglas debate.

### ***Unit and Lesson Plans***

*Red Book* consists of four units with three lessons for each unit, totaling twelve lessons in all. Depending on the size of the class and the time allowed for everyone to debate, these twelve lessons may fill up a semester or an entire year. The content of the units will bring you through a learning sequence of *understanding*, *learning*, *modeling*, and *debating*. More specifically, the four units will consist of:

UNDERSTANDING	LEARNING	MODELING	DEBATING
<p><b>Unit I: Structure</b></p> <p>This unit helps you gain an understanding of the essentials for the Lincoln-Douglas debate round, as well as your responsibilities for the speeches in the round.</p>	<p><b>Unit II: Strategy</b></p> <p>This unit walks you through case development and responding to your opponent's case, both for affirming and negating the resolution.</p>	<p><b>Unit III: Model Resolutions</b></p> <p>This unit consists of three lessons, each exploring unique resolutions that were debated in previous years. You will conduct your first scrimmages in this unit.</p>	<p><b>Unit IV: Competition</b></p> <p>The majority of the content in this unit is part of your digital download. You will explore the resolutions unique to your league and prepare for your first competition.</p>

Consider Units I and II your educational venture through the complexities of academic Lincoln-Douglas debate. Get ready to do a lot of studying through new vocabulary and ideas that may seem cumbersome at first, but they are necessary foundations for debating. You do the actual debating in Units III and IV.

You may want to expand these units and include more lessons. Since *Red Book* provides for you sourcebook material in Unit III plus the digital material for the year's resolution in Unit IV, teachers may assign their own resolutions, or clubs come up with their own for a fun activity. As long as new resolutions come out and your edition of *Red Book* is current, Monument Publishing will publish lessons for years and years to come.

## Scope and Sequence

The chart below helps give you an idea of the logical order of the learning material.

Lesson	Title	Objective
<b>Unit I</b>	<b>Structure of Lincoln-Douglas Debate</b>	
Lesson 1	Basic Preparation for Lincoln-Douglas Debate	<i>Learn the structure of Lincoln-Douglas debate.</i>
Lesson 2	Speaker Responsibilities	<i>Understand the responsibilities of each speech in the Lincoln-Douglas debate round.</i>
Lesson 3	Flowing	<i>Learn why flowing is so important and how to effectively flow/pre-flow constructive and rebuttal speeches.</i>
<b>Unit II</b>	<b>Strategy for Lincoln-Douglas Debaters</b>	
Lesson 4	Your Value Proposition	<i>Learn and construct the first half of the Lincoln-Douglas debate case: the value proposition.</i>
Lesson 5	Contentions	<i>Learn and construct the second half of the Lincoln-Douglas debate case: the contentions.</i>
Lesson 6	The Rebuttals	<i>Learn how to rebut your opponent and defend your position in the debate.</i>
<b>Unit III</b>	<b>Model Resolutions for Your Debates</b>	
Lesson 7	Case 1: Civil Disobedience	<i>“Resolved: Civil disobedience in a democracy is morally justified.”</i>
Lesson 8	Case 2: Privacy vs. Security	<i>“Resolved: When in conflict, the right to individual privacy is more important than national security.”</i>
Lesson 9	Case 3: Liberal Arts vs. Practical Skills	<i>“Resolved: In formal education, liberal arts ought to be valued above practical skills.”</i>
<b>Unit IV</b>	<b>Ready for Competition</b>	
Lesson 10	Your Lincoln-Douglas Debate League	<i>Learn about the opportunities offered by each league and how to initially prepare for your first tournament.</i>
Lesson 11	Preparing for Tournaments	<i>Study the new Lincoln-Douglas resolutions for your upcoming competitions.</i>
Lesson 12	Spotlight Cases	<i>Select an affirmative and negative Spotlight Case to your league’s specific resolution.</i>

We created each lesson to be completed within one week of study. This will vary with class sizes, the number of teachers or coaches available for scrimmages, and how much discussion will fill your activities. But, generally, each lesson comes with a suggested schedule that follows:

1. Day 1: A lesson reading plus a worksheet to test comprehension.

2. Days 2-3: Discussion or an activity that helps reinforce the lesson's objective.
3. Day 4-5: Units I and II will continue with discussion or activity, and Units III and IV will conduct scrimmage debates.

### *Adapting the Schedule*

If you are either a more experienced debater or would rather dive headfirst into your league's debate resolution, you may do so with the digital addenda that releases before competitive season. Unit III covers three specific resolutions that have been run in previous years of competition, but Unit IV brings in the spotlight cases of the current year. Use the digital addendum that pertains to your league, and you'll have material for the current competitive season.

This is where the subscription to *Red Membership* is extremely valuable. You will be able to further extend your units to include many more *Red Membership* cases. This print copy of *Red Book* comes with free access to three cases, but *Red Membership* releases new material every Monday throughout your tournament season. We do this for several competitive events with what we call "Monument Mondays." If you subscribe, you will grow to have great expectations for the new releases, especially if you are preparing for an upcoming tournament.

Membership is also handy for yearlong classes, especially for club settings. You can either continue the Scope and Sequence throughout the year, or skip Unit III altogether to focus solely on your league's resolution. For yearlong classes, consider this extended Unit III with subscriptions to *Red Membership*:

Lesson	Title	Objective
<b>Unit III</b>	<b>League-specific Topic Study</b>	
Lesson 7	Spotlight Case #1	Master more of the topic and the model case.
Lesson 8	Spotlight Case #2	Master more of the topic and the model case.
Lesson 9	Spotlight Case #3	Master more of the topic and the model case.
Lesson 10	<i>Red Membership Case</i>	Master more of the topic and the model case.
Lesson 11	<i>Red Membership Case</i>	Master more of the topic and the model case.
Lesson 12	<i>Red Membership Case</i>	Master more of the topic and the model case.
Lesson 13, etc.	<i>Red Membership Case</i>	Master more of the topic and the model case.

For noncompetitive classes, *Red Book* provides an extensive amount of source text for you to plug into Unit III. The digital downloads in Unit IV cover three different leagues (NSDA, NCFCA, Stoa), allowing you an additional nine lessons. Filling up a year of content with deeper analysis of each resolution would be simple, not to mention a lot of fun debating. Following the educational lessons of Unit I and II, consider this extension for Unit III:

## Introduction

Lesson	Title	Objective
<b>Unit III</b>	<b>Spotlight Cases</b>	
Lesson 7	NSDA Discussion (Taken from the digital download in Unit IV)	Study the discussion chapter provided in the NSDA download and master the current topic.
Lesson 8	Debate Case #1	Master more of the topic and the model cases.
Lesson 9	Debate Case #2	Master more of the topic and the model cases.
Lesson 10	Debate Case #3-4	Master more of the topic and the model cases.
Lesson 11	NCFCA Discussion (Taken from the digital download in Unit IV)	Study the discussion chapter provided in the NCFCA download and master the current topic.
Lesson 12	Debate Case #1	Master more of the topic and the model cases.
Lesson 13	Debate Case #2	Master more of the topic and the model cases.
Lesson 14	Debate Case #3-4	Master more of the topic and the model cases.
Lesson 15	Stoa Discussion (Taken from the digital download in Unit IV)	Study the discussion chapter provided in the Stoa download and master the current topic.
Lesson 16	Debate Case #1	Master more of the topic and the model cases.
Lesson 17	Debate Case #2	Master more of the topic and the model cases.
Lesson 18	Debate Case #3-4	Master more of the topic and the model cases.

Depending on your school, club, or class size, your teacher or coach will most likely adapt this Scope and Sequence as he or she sees fit. For competitors, we strongly encourage *Red Membership*. Additional study helps, as well as cases, will be released throughout the competitive season to help prepare you for tournaments.

### ***Your Digital Addenda***

The summer addendum releases in August. The content that we prepare for you comes from three different leagues that release their resolutions for the current year at different times. These leagues are:

1. National Speech and Debate Association (NSDA) releases Lincoln-Douglas resolutions a month before a two-month competitive timeframe. Resolutions run Sept/Oct, Nov/Dec, Jan/Feb, Mar/Apr and one for the national tournament in June. Your download will include cases for the Sept/Oct resolution.
2. National Christian Forensics and Communication Association (NCFCA) runs one resolution every year that lasts the entire year. They release this resolution at their national tournament in June.
3. Stoa (not an acronym, but the name of their league) releases two Lincoln-Douglas resolutions at their National Invitational Tournament of Champions in May. These resolutions are both run at their national tournament, but tournaments during the competitive season are allowed the opportunity to run either resolution or both.



The August addendum will have material specific to your league's new resolutions and some download materials for you. These materials are stored in the cloud on Monument Publishing's web servers. You may download these materials by following the instructions at "Accessing Your Downloads" page at the beginning of this book.

### ***What's Legal, What's Not***

This is proprietary intellectual content, so please respect its copyright. **Simply put, if you do not own *Red Book*, you may not use it or share its content.**

Thank you for respecting the copyright of *Red Book*. It allows us to continue to teach, coach, and pump more of our time into the activity. Likewise, we know that your ownership will provide the necessary tools to make sure you are as prepared as possible for your debating.

**NOTE for Teacher Edition.** *Red Book for Lincoln-Douglas Debate: Teacher Edition* comes with the complete copy of the student edition sourcebook. Though teachers have access to this content, this does not give the teacher permission to share the content with students who do not own *Red Book for Lincoln-Douglas Debate*.

## **IMPORTANT CHANGES TO THIS EDITION**

If you're already a debater and a loyal owner of *Red Book*, you are probably surprised at the changes in this edition. There are three significant changes to the new *Red Book*.

### ***1. Red Book is releasing before the resolutions***

All previous editions of *Red Book* were shipped hot off the press, sometimes as late as September. We're changing that now with the release of *Red Book* early in the school year, even during the previous year of competition. The model cases in this book are used as samples or models for how to write a case. This year's debaters won't miss anything because the new material for the upcoming resolutions will be provided later. As explained earlier, these will be provided in the August addendum.

We call the cases in the addendum the "Spotlight Cases," and *Red Book* owners have enjoyed these early releases in years past. Not only that, but you will have access to brand new lessons on the new resolution for your league as well. For competitors, this resolution-specific material is most helpful when studying before the competitive season begins. You will still have this, but it will now be part of the digital addendum that comes after the printing of *Red Book*.

## ***2. Red Book is now written for both competitors and classrooms***

An early release allows us to publish in all sorts of markets that we couldn't do in previous years. Most conventions are in the spring, and educational catalogues pull their content together to prepare for the upcoming school year. Most importantly, teachers typically purchase for their fall classes earlier in the spring, and now *Red Book* is available for their preparation.

*Red Book* has now been adapted for more effective use in classrooms. We took the educational content of our previous *Red Books* and adapted them into specific units and a lesson plan strategy. Teachers and coaches of new students—as well as self-study students—will find this easy-to-follow sourcebook extremely efficient for learning debate.

But competitors will not be disappointed with this last reason for change...

## ***3. Red Book now has a “Membership” edition specifically for competitors***

*Red Book* will prepare you for your first tournament. But throughout the competitive season, you will want *Red Membership*, a subscription-based website that releases cases and other materials throughout the academic year. We will continue to pump out debate material for you, including new affirmative and negative cases.

As an owner of *Red Book*, you will have access to the new history and status quo chapters for your league's current resolution, plus the four Spotlight Cases referenced above. However, the materials will continue beyond that for *Red Membership* subscribers. This will include additional cases during the fall and winter as debate cases unfold during the season.

For information on subscribing to *Red Membership*, see the section at the end of this book.

# Unit I

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## Structure of Lincoln-Douglas Debate

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There is little more exciting than being able to stand up for your beliefs, communicate them with conviction, and advocate for a better world. This is what Lincoln-Douglas debate does for you.

But before you begin, you need to understand the basic structure to the game. Unit I gives you the essentials to help you become a great debater.

**TEACHER NOTE:** This unit helps students gain an understanding of the essentials for the Lincoln-Douglas debate round, as well as their responsibilities for the speeches in the round. The objectives of each of the lessons are:

**Lesson 1:** Learn the structure of Lincoln-Douglas debate.

**Lesson 2:** Understand the responsibilities of each speech in the Lincoln-Douglas debate round.

**Lesson 3:** Learn why flowing is so important and how to effectively flow/pre-flow constructive and rebuttal speeches.

Turn to Appendix I for lesson summaries.



# LESSON 1: BASIC PREPARATION FOR LINCOLN-DOUGLAS DEBATE



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## Objective of Lesson 1:

Learn the structure of Lincoln-Douglas.

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Lincoln-Douglas debate is an academic and competitive exercise that has a common framework and follows a specific format in every debate round. Not knowing the framework and format may give you some anxiety. Like any sport or classroom exercise, most anxiety has to do with a lack of understanding. Not knowing what to expect, the idea of standing in front of a judge or teacher, and debating an opponent is the most terrifying thing in the world. Relax. Every debater starts out wondering where to start. This unit walks you through the four things you should expect that will form the framework and structure of Lincoln-Douglas debate.

### ***Expect the Topic***

Debaters find the topic of discussion in the “resolution.” The resolution is what all debate competitors in your class will be debating; it is a proposition that you will either affirm or negate. Individual debaters will prepare “affirmative” positions, and the same debaters will prepare “negative” positions. All debaters must prepare to “affirm” and “negate” the resolution, since they can be assigned to either position right before a debate round starts. The entire stage is set around the resolution.

In *Red Book*, we chose three resolutions to model, each of which came from previous years’ real competition in the three leagues we already mentioned (NSDA, NCFCA and Stoa). These resolutions are word-for-word:

1. *Resolved: Civil disobedience in a democracy is morally justified.*
2. *Resolved: When in conflict, the right to individual privacy is more important than national security.*
3. *Resolved: In formal education, liberal arts ought to be valued above practical skills.*

You may or may not have any strong opinion on any of the issues these resolutions raise. That’s okay, but there are many who do. There are philosophers throughout history who are both for and against these resolutions. As a debater, you get to learn from those who passionately argue these issues by diving into *both* sides of the topic.

This brings us to one of the most controversial yet exiting elements of advocacy debate: *understanding both sides*. This is an educational element missing in much of modern education, but it is perhaps the most crucial in bringing about the best change. If social discourse merely includes advocates for one side of important issues without ever considering opposing views, then we leave ourselves susceptible to narrow-mindedness and ignorance.

For each of the topics you’ll study, the more you will know about them, and the better debater you will become. Expect that. The affirmative debater is out to convince the judge that upholding his or her value is best on the affirmative side, and the negative will attempt to convince the judge that upholding the other side’s value is best when negating the resolution. All the rest you will learn concerns developing a winning strategy to make sure you convince your tournament judge or your teacher.

### ***Expect Rules of Engagement***

Envision two debaters—one on the affirmative and one on the negative—sitting at opposite sides of a table with a lectern in the middle. The lectern faces the judge, typically a teacher, an alumni graduate debater, or a community member who has been asked to participate. The judge has a ballot and a flowsheet to take notes as you debate your opponent. The round will last approximately 40-45 minutes,

## Lesson 1: Basic Preparation for Lincoln-Douglas Debate

of which each speaker will speak 19 minutes (13 minutes of speeches, three minutes of asking cross-examination questions, and three minutes of answering).

Here are the speeches and the time they are allotted. For now, understand the speaker responsibilities:

**Affirmative Constructive (AC)** – 6 minutes

Cross-examination (CX): Negative asks questions of the affirmative – 3 minutes

**Negative Constructive + 1<sup>st</sup> Negative Rebuttal (NC/1NR)** – 7 minutes

Cross-examination: Affirmative speaker asks questions of the negative – 3 minutes

**1st Affirmative Rebuttal (1AR)** – 4 minutes

**2nd Negative Rebuttal (2NR)** – 6 minutes

**2nd Affirmative Rebuttal (2AR)** – 3 minutes

There is also an allotment of three or four minutes for each debater that is measured throughout the round that can be used in between speeches for preparation (“prep time”). Your teacher may provide either three or four minutes, but suffice it to say that NSDA allows four minutes and NCFCA and Stoa leagues allow three. Prep time begins when the previous speaker sits down and is charged against the debater whose job it is to speak next. The time can be budgeted in any fashion by either debater—they can use a little bit of it before each speech, or they could use it all before one speech and none before the others.

There are duties for each of the speakers, and you should make a strong effort of figuring out the responsibilities for each speaker. We cover those in the next lesson.

### ***Expect to Flow***

Motivational writer Stephen Covey made a famous adaptation of a French proverb years ago when he wrote: “Seek first to understand, then to be understood.” Before you can answer someone’s arguments and get yours across, you must first have a full comprehension of the other side’s arguments.

“Flowing” a round is the note-taking process throughout the debate round. It is probably the most crucial initial skill for the beginning debater to learn. Flowing is where we seek first to understand and document the arguments being made by the other side before we begin answering them. We will have an entire lesson later in Unit I devoted to the subject of flowing.

A flowsheet tells you a lot about the round. There are strategies that make a lot of sense once you get your mind around the flow. Remember your job as a debater: convince the one grading you. It’s either your teacher in the classroom or the judge at a tournament. Some of the strategies you learn as you become good at flowing will help you convince the teacher/judge.

Flowing a debate round can be challenging, but it is absolutely essential and there is no substitute for it. One good way to get started is by seeing what a good completed flow should look like. Take a look

## Unit I: Structure of Lincoln-Douglas Debate

at the following sample flowsheet. You see that the speeches flow from column to column, and debaters enter in the arguments as they are presented.

AC Affirmative Constructive 6 min. speech, 3 min. CX	NC/INR 1st Negative Constructive and 1st Rebuttal 7 min. speech, 3 min. CX	IAR 1st Affirmative Rebuttal 4 min. speech	2NR 2nd Negative Rebuttal 6 min. speech	2AR 2nd Affirmative Rebuttal 3 min. speech
<p><u>I. Defs</u></p> <p>Net 1 Sec. Piv. Card 2</p> <p>Valer = Presumption of Innocence → Pres at lat. upheld on Neg → V. Value A Pres of Innocence → Latent</p> <p>C2 = 4th Best Standard → C2. Reason is just in to protect, not ignore. CX asked! → C2: Defers "debate" → Debate only makes conflict situations → Moral: what is who we have SGPC the resolution</p> <p><u>II. Contentions</u></p> <p>1) 4th Best Std violated App. MIA Database → MIA good example of neg! → If MIA sufficient, none with happened → Missing point: Small violations CX</p> <p>2) 4th Best Std. based on facts App. Market in body → shows MIA stands → C2 + C3 = shows conflict, not control, but only of bullet → C2 + C3 = no, shows how negating the res leads to make it primary → C2 + C3: negating best std. neg. control, prop. of "guilt"</p> <p>3) Primary, must be more neg. App. VBB. Placemore Det → V2 - Value Clash flows are → My value still superior</p>	<p>V1 - Hope for Aff SGPC</p> <p>Modern history</p> <p>Google</p> <p>V2 - Value Clash flows are</p> <p>V3 - Value Aff!</p>	<p>V. Generalization</p> <p>C2: Purpose of Guilt</p> <p>C1: Net 1 Sec. upheld guilt</p> <p>App. SGPC: Holy law → App. Works in Holy, not law → Still defensible</p> <p>C2: Primary during upheld Guilt. history</p> <p>a) Modern history → a) Modern necessities! → Missing point: not same</p> <p>b) So last century - Google → b) Google: "Do not kill" → Missing point: last value</p>	<p>Disqual!</p>	

In this example, debaters are tasked with doing three things simultaneously.

1. Debaters need to listen to whoever is presenting. For example, when the AC is giving his or her speech, the negative debater is busy listening to the key points of the AC. Not only listening, but writing them down (flowing) in the AC column—the leftmost column in the flow shown above.
2. Debaters need to record the arguments. This takes quite a bit of practice, but it becomes easier the more you do it. This is proper note-taking. As the speaker is speaking, record the speech on the flow. By the time the NC begins, both debaters' flows should have the AC column filled out; by the time the negative finishes, both should have the NC/1NR column filled out; and so on.



3. Debaters need to prepare for their next speech. This means that, if you are the negative, you are not only *listening* and *recording* on the flow during the AC, you are also “*pre-flowing*” for the next speech. It is common for the negative to sit back down after the cross-examination in order to pre-flow the next speech. Likewise, the affirmative will be “pre-flowing” during the NC/1NR. Throughout the entire round, the next speaker is always pre-flowing his or her upcoming speech before it happens. The only one in the room who does not need to pre-flow is the judge, who will be flowing in real time as the debaters give their cross-examinations and speeches.

There are many skills you’ll learn from debate, and flowing is one that will stick with you throughout college and life. Not much gets by a debater. This is because they are trained to listen, record, and prepare their thoughts—all simultaneously.

### ***Expect to Learn***

Debate teaches you two major things that go beyond the topic and even beyond the activity itself.

First, you will learn to communicate. At timed moments in your debate scrimmages, you will be expected to walk to the lectern and give reasoned, articulate arguments and responses to your opponent’s arguments. If you doubt yourself in your speaking ability, that doubt will go away with the practice that debate allows. You will be a more confident, more influential, and more disciplined communicator because of the activity of debate.

Second, you’ll learn about competition. Whether you register for a tournament or not, debate is incredibly competitive. Even in a classroom setting, you will feel the adrenaline when you take the podium for the first time, and you’ll want to *win*. We believe this is healthy. Ride that competitive urge and have fun!

## Worksheet for Lesson 1

Name: Teacher Edition – Answer Key Date: \_\_\_\_\_

**Read Lesson 1. Answer the following questions in the spaces provided.**

1. List the four expectations of Lincoln-Douglas debaters:

Expect the Topic.

Expect Rules of Engagement.

Expect to Flow.

Expect to Learn.

2. What topics do each of the resolutions in this *Red Book* cover?

Topic #1: Civil Disobedience

Topic #2: Privacy vs Security

Topic #3: Liberal Arts vs Practical Skills Education

3. Do you have any strong opinions on one of these topics? Pick one and write a sentence or two about your current opinion. “I believe that...” and briefly why:

**Answers may vary.**

*Note: there is no wrong answer for #3. As a debater, you will be required to argue both sides of the resolution.*

Lesson 1: Basic Preparation for Lincoln-Douglas Debate

4. Mark “T” for true, and “F” for false on the following *Rules of Engagement* for Lincoln-Douglas debate.

- F   a. The affirmative gets the first word in the round, and the negative gets the last.
- T   b. Each debater gets a total of 19 minutes of speaking time during the 42-minute debate.
- F   c. Every speech in the round must be memorized in advance.
- F   d. Each debater is allowed 5 minutes of prep time for the round.

5. What three things do debaters need to do to properly flow during a round?

Debaters need to   **Listen to whoever is presenting**  .

Debaters need to   **Record the arguments**  .

Debaters need to   **Prepare for their next speech**  .

# Extension for Lesson 1

To help understand what goes on in a debate round, it helps to see one in action. Follow this link to watch a debate round in action: [MonumentPublishing.com/redbook-lesson1](http://MonumentPublishing.com/redbook-lesson1), or utilize *Red Book Videos* from the Monument Publishing store. You should be able to identify the following from the video. Be prepared to discuss this in class or club with your peers.

1. The resolution being debated is:

2. In your own words, give a short explanation of your impression of each of the speeches.

AC	NC/1NR	1AR	2NR	2AR

3. Which side (affirmative or negative) do you believe won this round? Give a reason for your decision.

# LESSON 2: SPEAKER RESPONSIBILITIES



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## Objective of Lesson 2:

Understand the responsibilities of each speech in the Lincoln-Douglas debate round.

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As with any game, you will have responsibilities. When you fully understand your speaker responsibilities, for the affirmative and the negative, you will begin to understand how to win debates.

## ***Primary Responsibilities***

### Affirmative Constructive (AC)

This is the opening speech of the debate round. The affirmative presents a six-minute case that supports the resolution. The content of this speech is normally read from a prepared case. It goes through an expected outline of (1) presenting definitions, (2) presenting a value, and (3) presenting contentions that build the case that the affirmative side of the resolution should be supported by the judge.

EXAMPLE: The AC gets up and makes the case that civil disobedience ought to be justified in a democracy. The affirmative upholds the value of “national interest,” making the claim that civil disobedience can protect the national interest. An application that proves his point: Vietnam protests.

### Negative Constructive and 1<sup>st</sup> Negative Rebuttal (NC/1NR)

This seven-minute speech has two functions: one is to negate the resolution (which is referred to as the constructive), and the second is to argue against the affirmative’s position (referred to as the first rebuttal). The negative generally begins by reading a three- to four-minute prepared case and then rebuts the affirmative.

EXAMPLE: The first function (the constructive speech) is given in the first few minutes. The negative makes the case that civil disobedience is *not* justified in a democracy. She upholds “popular sovereignty,” defined loosely as government of the people, and makes the contention that civil disobedience erodes popular sovereignty. Two applications are given: speed limits and the Ferguson looting. The second function (the rebuttal) takes up the rest of the time. The negative makes the claim that the affirmative value (national interest) is valued higher on the negative side of the resolution, especially when valued with popular sovereignty. She also attacks the contention and its application, arguing that the Vietnam protests of civil disobedience helped lose the war.

### 1<sup>st</sup> Affirmative Rebuttal (1AR)

After the two constructive speeches and one rebuttal from the negative, the judge should be eager to hear what the affirmative has to say in return to the somewhat-long seven-minute speech from the negative. He or she will use the examples and logical arguments already presented in the round to prove points made. The affirmative has four minutes to rebut the negative’s case and respond to the allegations made against his or her case.

EXAMPLE: The 1AR addresses five clashes so far in the debate. (1) He attacks the negative’s value of popular sovereignty, claiming it is not a license for unjust laws. (2) He attacks the first application of speed limits, making the observation that this is not an example of civil disobedience as defined by either debater. (3) He attacks the second application, the looting in Ferguson, explaining that the original protests were civil, but looters took over. (4) He defends his value of the national interest,

## Lesson 2: Speaker Responsibilities

arguing that the negative side cannot solve for unjust popular sovereignty on the negative side of the resolution. (5) He defends his attack on the application given, that of the Vietnam War protests, saying that history is not on the side of the negative's claim that Vietnam was a war that could have been won.

### 2<sup>nd</sup> Negative Rebuttal (2NR)

This is the last chance the negative has to speak in the round. The negative must address the arguments made in the previous speech and present the judge with a summary of reasons why the negative should win the round. This speech is six minutes long.

EXAMPLE: The negative approaches the lectern and gives three voting issues that she hopes the judge will vote for the negative side of the debate. First, she claims “popular sovereignty” trumps “national interests” and restates what she said in the first rebuttal, that both values are upheld on the negative side. Second, she claims a win on applications, reminding the judge of how the Vietnam protests are a poor example of successful civil disobedience, and also defending the affirmative's attack on her two applications. And third, she concludes by rereading the resolution, emphasizing that civil disobedience is *not* valued in a democracy.

### 2<sup>nd</sup> Affirmative Rebuttal (2AR)

This is the last speech in the round. It is a tricky speech to execute because it is only three minutes long and the debater must respond to everything in the round and present the judge with reasons to vote for the affirmative.

EXAMPLE: The affirmative debater chooses to use the same sequential voting issues as the negative, but addresses the negative's arguments in each. First, the affirmative turns the negative's speech around: “national interests” trump “popular sovereignty,” and he refers back to previous speeches and the cross-examination. Second, he continues to defend the Vietnam protests and insists that the negative ignored his attacks, invalidating both of her applications. And third, he affirms the resolution and asks the judge to do the same.

### ***Secondary Responsibilities***

Civil disobedience is the first of three resolutions you will be debating later in this class. Like these two debaters in the example speeches above, you will be debating what *should* be valued, and perhaps conflicts between opposing values. We'll get more into that in later lessons, but for now, there are a couple of other elements you need to understand in the structure of a debate round.

### Cross-Examination

After each constructive speech, the speaker is examined by his or her opponent. This is the only time in the debate that the two debaters will directly speak to each other. One side—the opposing side to who just spoke—is allowed to ask questions for clarification or to poke rhetorical holes in the opponent's

case. The negative first examines the affirmative, and then after the NC the affirmative examines the negative. Each cross-examination is three minutes long.

### Timing

Every debate round walks through specifically timed speeches. There is typically a timekeeper in the room that records the speaking time and keeps debaters on track with hand signals. Sometimes the tournament will ask either the judge to time the round or the students to time themselves, keeping track of their opponent's speech length. Every debate round runs along this same format. It will not take you long to put this to memory:

<b>Affirmative Constructive</b>	<b>Negative Cross-Examination</b>	<b>Negative Constructive &amp; 1<sup>st</sup> Rebuttal</b>	<b>Affirmative Cross-Examination</b>	<b>1st Affirmative Rebuttal</b>	<b>Negative 2<sup>nd</sup> Rebuttal</b>	<b>2nd Affirmative Rebuttal</b>
6 minutes	3 minutes	7 minutes	3 minutes	4 minutes	6 minutes	3 minutes
<b>Both sides have 3 (NSDA guidelines) or 4 (NCFCA and Stoa guidelines) minutes of prep time</b>						

### Prep Time

Debaters should use every spare minute of the debate round to prepare for their upcoming speeches. Each debater is given three or four minutes of “prep time” to use before any of their speaking times. In other words, the debaters can ask to use their prep time right before they go to the lectern for their speeches. Time is typically utilized right after the debater cross-examines his or her opponent, and right before the debater speaks the 2<sup>nd</sup> rebuttal.

### ***The Judge***

While there is a lot more to understanding the Lincoln-Douglas debate round, these are the basic elements that you need to understand. There is one more worth mentioning: *the judge*.

Remember this: *you are out to persuade the judge*. Not your opponent, none of your classmates, nor anyone in your audience. The purpose is not to persuade anyone else but your judge. He or she is the one holding your ballot, and he or she fully expects the both of you (you and your opponent) to hold a position in the round. This is why you always face your judge—even during cross-examination—to keep this perspective throughout the debate.

All the speeches are strategically placed to give everyone equal time to make their arguments and conduct a robust debate. The table below summarizes the responsibilities of both speakers.



Lesson 2: Speaker Responsibilities

Affirmative Speaker	Negative Speaker
<ol style="list-style-type: none"><li>1. Deliver the AC</li><li>2. Answer the negative's cross-examination</li><li>3. Cross-examine the NC</li><li>4. Deliver the 1AR</li><li>5. Deliver the 2AR</li></ol>	<ol style="list-style-type: none"><li>1. Ask questions of the AC</li><li>2. Deliver the NC/1NR</li><li>3. Answer the affirmative's cross-examination</li><li>4. Deliver the 2NR</li></ol>

## Worksheet for Lesson 2

Name: Teacher Edition – Answer Key Date: \_\_\_\_\_

**Read Lesson 2. Answer the following questions in the spaces provided.**

1. Place “aff” or “neg” in the blank next to each explanation of responsibility.

Aff a) The debater who gets the first and the last word in the debate.

Neg b) The debater who delivers the longest speech.

Aff c) The debater who agrees with the resolution.

Neg d) The debater who has to give a constructive speech and a rebuttal in the same timeframe.

Neg e) The debater who gets to lead the first cross-examination.

Aff f) The debater who gets to address his or her opponent in the first rebuttal.

2. Fill out the missing elements in the flowchart:

<u>Affirmative</u> Constructive	Cross- Examination	<u>Negative</u> Constructive & 1 <sup>st</sup> <u>Rebuttal</u>	Cross- Examination	<u>Affirmative</u> Rebuttal	<u>Negative</u> Rebuttal	<u>Affirmative</u> Rebuttal
<u>6</u> minutes	<u>3</u> minutes	<u>7</u> minutes	<u>3</u> minutes	<u>4</u> minutes	<u>6</u> minutes	<u>3</u> minutes
Both sides have <u>3-4</u> minutes of prep time						

3. With the example given on civil disobedience, give one question you would have asked the opposing debater.

Affirmative Question:

**Answers may vary.**

Negative Question:

**Answers may vary.**

4. When are the two times when you are allowed to use prep time?

**The two times you are allowed to use prep time are before each time you approach the podium.**

5. Explain why you face your judge during cross-examination. What principle of debate encourages such a strange practice?

**You face the judge because he or she is the person you are out to persuade (not your opponent). This helps keep perspective throughout the debate.**

6. Do you think you would be better on the affirmative or negative side of the debate? Give at least one good reason in your response.

**Answers may vary.**

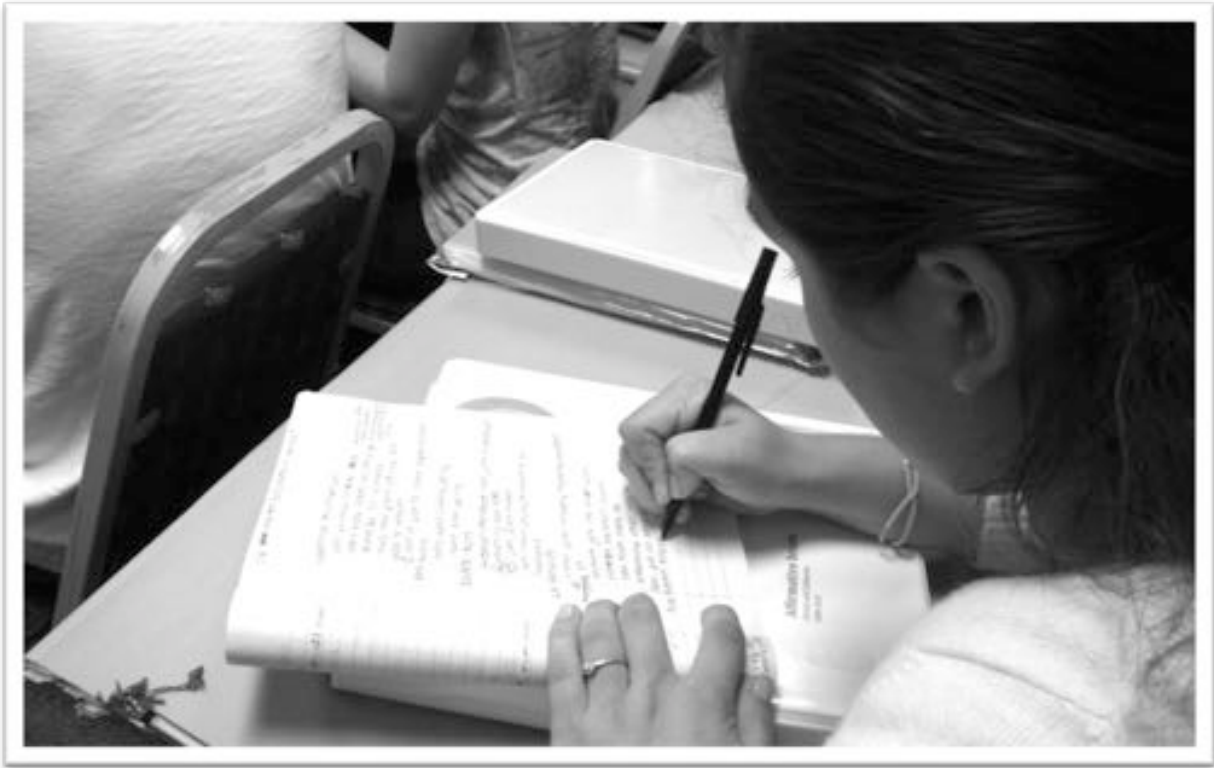
## Extension for Lesson 2

You now have a deeper understanding of what you will need to prepare for in your upcoming debates. Come up with a simple value resolution that you and your friends could debate (or your teacher may provide one for you). Make sure the resolution has a value conflict within it that you and your peers need to argue both sides. For example, “*Cats are superior to dogs.*”

Fill out a brief explanation of what *you* would be doing if you were debating. The first has been done for you, but feel free to add to what has been entered.

AC	<p>Aff: <i>I would approach the lectern with a copy of my affirmative case valuing felines over canines.</i></p> <p>Neg: <i>I would flow the entire aff case and ask questions of the affirmative debater.</i></p>
NC/1NR	<p>Aff:</p> <p>Neg:</p>
1AR	<p>Aff:</p> <p>Neg:</p>
1NR	<p>Aff:</p> <p>Neg:</p>
2AR	<p>Aff:</p> <p>Neg:</p>

# LESSON 3: FLOWING



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## Objective of Lesson 3:

Learn why flowing is so important and how to effectively flow/pre-flow constructive and rebuttal speeches.

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You’ve observed already that “good flowing” is essential to winning a debate. Unfortunately, there is no magic set of instructions about flowing that can make someone good at it. While it can be explained by definition, success at it requires lots of practice, so you will have to be willing to put in the effort if you want to become good at flowing. Rest assured it will pay off: It is not a coincidence that winning debaters are always good at flowing.

Flowing is the process of writing down a well-organized, legible summary of all the arguments made by both debaters. It is essential to effective debating and you should not bother competing in debate or taking a debate class if you are not willing to do it. Improved flowing is the single biggest thing most beginning debaters can do to improve their chances of winning debate rounds.

***Why Flowing Is So Important***

Why is flowing so important? Because, *“if you don’t flow it, you don’t know it.”* In the words of renowned debate coach and author Vance Trefethen, *“You have to flow every time; that, my friends, is the bottom line.”* Make these quotes part of your debating mantras.

You will not be able to remember all the arguments the AC made five minutes after he made them. You will then not be able to remember all the arguments the NC/1NR made, and the problem keeps snowballing as the debate progresses. When the 1AR gets up and says, “Remember what the negative said in his first speech?” you will have no idea what he is talking about if you didn’t flow it.

You will be able to tell when debaters don’t flow well. You will hear a statement like this: “Now in the last speech, he said something about the history of Russia.” This tells you that your opponent is trying to recall something off the top of his head, but he really doesn’t have an accurate summary of it written down, and he probably doesn’t know what he’s talking about. “Something about Russia”—that could be anything.

If his flow had been complete, he would have said it more like this: “Now in the last speech, his third contention raised the issue of Communist Russia, saying that it brought high hopes to the onset of the nation following World War II...” See how much better that is? Notice how much more persuasive this guy sounds already? He’s on the right track because he’s flowing better.

In the last two lessons, you observed debate rounds and understand the five columns of the flowsheet. Now let’s dig deeper into how to utilize that flowsheet in order to make you an excellent debater.

***Flowing the First Two Columns***

We provided you with some templates for a flowsheet, but the idea could be just as easily mapped out on a 11x14 inch legal pad. Turn it sideways and divide it into five columns, labeling each column with the five speeches of the round (AC, NC/1NR, 1AR, 2NR, 2AR). Remember that cross-examination does not have to be flowed. You should have something that looks like this:

AC	NC/1NR	1AR	2NR	2AR

### Lesson 3: Flowing

Once we know where all the speeches will go, we then focus on writing brief summaries of each argument, plus any additional information that might be needed to help us respond intelligently to the points made in the round. The AC is the first speech in the round, so let's consider an example of how it would be flowed. Below is a greatly simplified sample of one of the cases you will be studying in Unit II, a model from a resolution run in the NCFCFA in 2015: "Resolved: When in conflict, the right to individual privacy is more important than national security." We simplified it quite a bit for this lesson in order to zero-in and focus on the skills of proper flowing.

*In June of 2015 it was announced that the TSA had failed to detect fake bombs and weapons in 67 of 70 tests. CNN reported on an internal investigation of the Department of Homeland Security's Office of the Inspector General: quote, "[investigators] were able to get banned items through the screening process in 67 out of 70 tests it conducted across the nation." <sup>1</sup> This is why I stand resolved that, "When in conflict, the right to individual privacy is more important than national security."*

*Observation 1: Definitions.*

- *Privacy: "the state of being free from unwanted or undue intrusion or disturbance in one's private life or affairs."*
- *National Security: "a collective term for the defense and foreign relations of a country."*
- *Conflict: "incompatibility or interference, as of one idea, desire, event, or activity with another."*

*Observation 2: Value and Criterion. My value is the Presumption of Innocence, defined as, "Treating people as if they are innocent until proven guilty." Presumption of innocence was at the core of the original American experiment. Any government official was bound to strong probable cause, had tough requirements for warrants, and by law had to give you the benefit of the doubt.*

*My criterion, to demonstrate when the presumption of innocence is being upheld is the Fourth Amendment Standard. The founding fathers carefully balanced our right to privacy with our need for security. They established guidelines for when searches of private property and persons can be legitimate. The Fourth Amendment establishes these three criteria:*

- 1. The search must be reasonable.*
- 2. There must be probable cause.*
- 3. The search must be accompanied by a warrant for a specific place.*

*This is really important! Only when all three of these standards are being upheld are you being presumed innocent. Let's explore how the misguided cause of national security has trampled these standards in:*

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<sup>1</sup> Eric Bradner and Rene Marsh, "Acting TSA director reassigned after screeners failed tests to detect explosives, weapons." CNN June 2015. <http://www.cnn.com/2015/06/01/politics/tsa-failed-undercover-airport-screening-tests/>

## Unit I: Structure of Lincoln-Douglas Debate

### *Observation 3: My contentions*

#### *Contention 1: Fourth Amendment Standard is violated.*

*When we uphold the negative position and allow government to put security over privacy, it is inevitable that our Fourth Amendment rights will be unconstitutionally violated. An example of this is NSA surveillance. The NSA maintained a massive telecommunications metadata program. So, what on earth is that? It is a giant system designed to keep track of whom you call, when you called them, and how long you talked. Never heard of it? That's because it started after a secret ruling in 2006 by the Foreign Intelligence Surveillance Court. It was hidden from nearly all of America until it was leaked in 2013.*

*For many Americans, that information is highly sensitive. Family members, therapists, doctors, banking calls—all tracked by the NSA. This was a massive breach of the Fourth Amendment, clearly outside of the legal limitations on government. When the government believes they can search you—not only without warrant, but in secret—they treat you as guilty from the beginning. This program was unreasonable, it was not based on any probable cause, and no warrants were issued. National Security leads to a breakdown in our constitutional rights.*

#### *Contention 2: Fourth Amendment violation bears no fruits*

*Just like at the airport, we may be tempted to accept these transgressions as necessary: a measure of national security. However, this temptation is false.*

*New America, a think tank for public policy, did a study of the 225 individuals charged with terrorism in the United States and found that, “The controversial bulk collection of American telephone metadata, which includes the telephone numbers that originate and receive calls, as well as the time and date of those calls but not their content, under Section 215 of the USA PATRIOT Act, appears to have played an identifiable role in initiating, at most, 1.8 percent of these cases.”*

*This proves that your government abused your rights, misused your trust, and invaded your privacy, all for a program that has, at the absolute best, a 98.2% failure rate at detecting terrorists! It is clear to see that no true security will come from handing over privacy to the cause of national security.*

#### *Contention 3: Privacy must be more important*

*We have identified that the government violates our right to privacy and that this violation doesn't protect us. This leads us to the obvious conclusion: our right to privacy must take priority or we lose rights for no reason.*

*Fortunately, we have recently seen several steps in the right direction. On June 2, 2015, the Senate passed the USA-FREEDOM act. It revokes the NSA's ability to obtain mass warrants, instead requiring them to obtain a specific targeted warrant for a reasonable search. This new bill upholds the Fourth Amendment standards for our privacy, and it treats you like a normal innocent civilian, not a terrorist waiting to be found.*

What should appear on both of the debaters' flowsheets? Remember that the affirmative must flow its own arguments too, and a smart affirmative will pre-flow the outline of his AC onto his flow before he even gets to the tournament. Everyone should have a flow that looks something like the one below:



### Lesson 3: Flowing

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard  3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act				

Before continuing, let's look at what is flowed, how it's flowed, and what isn't flowed. First, notice the widespread use of abbreviations. Some are commonly used, like NSA for "National Security Agency" and USA-FREEDOM for the bill the case sites. But other definitions are used by the debater herself: "DEFs" for definitions; "Amt" for Amendment; "Std" for standard. You will develop a consistent set of abbreviations that you can understand, and you will use these over and over again to save space on the flow. Everything that can be abbreviated should be.

Next, notice what's NOT on the flow. The definitions usually don't need flowing unless you hear something crazy. Here's why. If you're listening as the negative and you don't hear anything crazy in the definition, then you probably won't challenge it anyway. What's the use of writing this down if you're not going to make anything out of it? Just write down the words that the AC defined, in case he left one out. You can always get the exact definitions from the copy of the AC that you will ask for in the cross-examination.

Something else not on the flow: citations. Lincoln-Douglas debate focuses on the philosophical ideas and the conflict situations that the resolution presents. When a piece of evidence is presented—as the CNN report was presented in the introduction—debaters aren't as tasked with citing this evidence as they are in policy or advocacy debates. That said, however, listen for the crazy report or the crazy claim, just as you did with the definitions. If the AC cited some crazy statistic that said 99% of NSA screening ended up in pat-downs, the negative would definitely want to see that piece of evidence and challenge its claim.

Notice what *is* on the flow: The entire outline of the AC. Anyone looking at this column can quickly figure out that the debater had three definitions, a value and criterion, and three contentions. And under

each contention the AC had an application, which is neatly summarized on the flow. If your flow doesn't give you the essential facts described in this paragraph, your flow isn't good enough and you need more practice flowing.

What happens next? Many would say, "Well, the negative gets up and speaks and everyone flows what she says." Not quite. The next thing that happens is that the negative "pre-flows" her upcoming speech. "Pre-flowing" is a technique used by winning debaters that often separates them from the novices. It means that the negative, after she cross-examines the affirmative, will return to her desk and take essential prep time to write down short summaries of what her arguments will be in the NC/1NR. Prep time is used to pre-flow your arguments for your next speech.

Pre-flowing accomplishes two goals: First, it gives the negative an outline of what she is going to say so that she can remember all the arguments she wants to make and can give an accurate summary at the start of the speech. Second, it means she has her own speech on the flow for the rest of the round. Since you cannot flow and speak at the same time, this is the best and sometimes only way to have a flow of your own speeches. This is essential because later you will need to refer back to what you said in earlier speeches, and if you haven't flowed them, you will not be able to do that.

Never, ever go to the lectern in a Lincoln-Douglas debate with an empty column under your name on the flow. If you are the NC/1NR, your NC/1NR flow should be filled out before you get up there. If it isn't, go back and sit down, because you are not ready to give your speech. The same goes for all the other speeches.

The pre-flow done by the negative will be similar to the real-time flow taken by your opponent and your judge: a list of summarized and abbreviated references to the negative arguments. Let's suppose that the negative plans to give her own case for the negative side, plus a rebuttal of the 1AC. Whether you are the affirmative or the judge, you will begin flowing at the bottom of the second column to best lay out the arguments in the NC/1NR. Here is the negative's speech, summarized here for brevity (in a real debate, she would have to be much more thorough):

Intro: many of Al-Qaeda's plans are foiled

Value: General Welfare

Criterion: Purpose of Government

Contention1: National Security upholds General Welfare

Application: Salafist Group for Preaching and Combat. The Al-Qaeda cell tried, but Italian police knew better than to let privacy put lives in danger. In Italy, wiretaps are a common tool used to keep tabs on suspicious people. When police overheard three terrorists putting the finishing touches on their conspiracy, they promptly arrested them. The plot was foiled and thousands of lives were saved.

Contention2: Privacy doesn't uphold General Welfare

### Lesson 3: Flowing

- a) Modern luxury = 100 years ago, privacy meant nothing
- b) So last century = Rise of internet makes privacy nothing  
Application: Google

In response to the Affirmative Case:

1. Both value and criterion is better upheld on the negative side of the resolution. Look at Value and Criterion: The negative value (general welfare) supports affirmative value (presumption of innocence), and the negative criterion (the Purpose of Government) upholds the affirmative criterion (the Fourth Amendment Standard).  
Vote negative.
2. NSA Database is an example of how the resolution should be negated, not affirmed. NSA acts out the purpose of government (general welfare), but they overstepped and have corrected. Presuming everyone innocent would not protect the people.
3. Contentions 2 and 3 show the conflict resolved, but only when the negative position is upheld. In other words, NSA abused its purpose, and the USA FREEDOM act corrected them.

Before jumping into what the negative will flow on her flowsheet, consider that the negative will cross-examine the affirmative beforehand. This three-minute cross-examination could draw out an admission to help prepare for a stronger NC/1NR. For example, the negative plans to show how national security (the value that the negative will run, but the affirmative doesn't know it yet) can be upheld without violating Fourth Amendment presumption of innocence. Knowing this, the negative may ask questions to try to get the affirmative to admit that governments may uphold security without violating privacy.

The diagram below shows how the flow will appear after the NC/1NR:

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	<div> <div>→</div> <div>V – Pres of Inn upheld on negative side</div> </div> <div> <div>→</div> <div>Crit – Purpose of gov't is to protect, not ignore. CX: admitted!!</div> </div> <div> <div>→</div> <div>NSA prob example of neg!</div> </div> <div> <div>→</div> <div>C2&amp;C3 = shows conflict resolved, but only with neg ballot</div> </div> <hr/> <div> <div>V: General Welfare</div> <div>Crit: Purpose of Gov't</div> <div>C1: Nat'l Sec upholds Gen Welfare</div> <div>App: SGPC...Italy knew</div> <div>C2: Privacy doesn't uphold Gen'l Welfare</div> <div>a) Modern luxury</div> <div>b) So last cnt'ry - Google</div> </div>			

Notice a few additional features of the NC/1NR flow. First, we can draw arrows that connect related material across from the 1AC. We did that for every argument listed by the affirmative. We didn't do it with definitions because the negative debater didn't contest any of the definitions.

Second, note again the abbreviations that appear in the 1NC column. These are similar to the abbreviations we used to represent the 1AC material with its own unique flair. "V" for value, "C1" and "C2" for first and second contentions, "Gen'l" and "Gov't" for general and government, and so on. If you compare this column with the outline provided above the flow, you'll see how this negative debater chose her abbreviations wisely. As long as she can recall the shortened words, she's got nothing but time to save.

Third, notice the pre-flowed "CX" abbreviation. The negative debater tagged this after her cross-examination of the affirmative. Why? Because she asked the question, "Is it possible for a government to uphold security while protecting privacy?" The answer was "yes" by the affirmative, which led to the argument that negating the resolutions—at least in non-conflict situations—was the better way to go.

The cross-examination of the negative by the affirmative will follow, and the affirmative will take some prep time to set up his rebuttal speeches. Let's see how he does below.

### ***Flowing the Last Three Columns***

Like the negative did, the affirmative will also try to gain some admissions in the cross-examination. This will serve to be a little tougher, though, because the negative has the advantage of knowing what the affirmative is running (the AC has already been flowed and responded). In this example, we're going to assume the negative stuck to her guns and didn't admit much at all, giving the affirmative little choice but to move forward with the following 1AR:

Value: The affirmative position is to presume innocence, and that isn't on the negative side.

Criterion: The negative said I admitted that the purpose of government was to protect privacy, but the resolution only brings into light conflict situations. The affirmative isn't required to be absolute.

C1: If the NSA originally had affirmed the resolution, the abuse of its power would have never happened. My point is that to avoid future situations like that of what we had with the NSA, we must affirm the resolution.

C2&3: Likewise, negating the resolution leads to abuse of powers, not affirming it.

SGPC: The scope of the resolution is, for this debate, within the United States.

(1) What works in Italy may work in Italy, but not the US.

(2) The negative needed to go all the way to Italy to find an example where perhaps negating is justified.

Value and Criterion: The purpose of government should uphold Fourth Amendment Standard, even if they don't.

Modern Luxury? No, it is a modern necessity!

Google: Their motto is "do no evil," not violate privacy rights.

The affirmative chooses to go straight down the flow for the 1AR:

### Lesson 3: Flowing

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	V – Pres of Inn upheld on negative side Crit – Purpose of gov't is to protect, not ignore. CX: admitted!! NSA prob example of neg! C2&C3 = shows conflict resolved, but only with neg ballot ----- V: General Welfare Crit: Purpose of Gov't C1: Nat'l Sec upholds Gen Welfare App: SGPC...Italy knew C2: Privacy doesn't uphold Gen'l Welfare a) Modern luxury b) So last cnt'ry - Google	V – Value of Pres of Inn stands true Crit – Didn't "admit", debate only includes conflict situations If NSA affirmed, never w/h happened C2&C3 = no, shows how neg'ing the res leads to abuse of priv ----- App: Works in Italy, not US a) Modern necessity! b) Google: "Do No Evil"		

The 1AR is arguably the most difficult speech of the round. In only four minutes, the affirmative is required to rebut everything in a seven-minute speech. You can see that the affirmative wanted to explain a bit against the value and criterion of the NC/1NR (in the preceding outline, he had planned, "Value and Criterion: The purpose of government should uphold Fourth Amendment Standard, even if they don't"), but three minutes into the speech he decided to drop it from the flow. He may have had it pre-flowed in the 1AR column, but he made a quick decision to get on with the negative contentions instead, and he secretly hopes the negative doesn't notice.

There is no cross-examination following the 1AR, but the negative takes the remainder of her prep time to pre-flow her 2NR speech. Here's an outline of what she is planning to say, followed by the way she pre-flows it on her flowsheet:

Value: The 1AR response is no response at all. It is merely repeating what he said in the AC.

Criterion: The affirmative claims that the resolution only applies to conflict situation. I agree! The conflicts presented in the round all show how affirming the resolution led to compromises of the general welfare.

C1: The affirmative is missing the point. The NSA has the responsibility to protect the general welfare of citizens. Small violations of privacy are sometimes needed.

C2&3: No, negating the resolution leads to general welfare, which is the purpose of government.

Value and Criterion: The affirmative accepts! What is omitted from the flow is omission to the opposition. Therefore, the negative accepts and must uphold general welfare as the purpose of government.

SGPC: The resolution is not narrowed to just the US. The Italy application is just as debatable as the NSA.

Modern Luxury: The affirmative did not respond to the idea that privacy was not an issue 100 years ago.

Google: The point was not Google's motto; the point was how privacy is no longer so valued in society because of the Internet.

# Unit I: Structure of Lincoln-Douglas Debate

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	V – Pres of Inn upheld on negative side Crit – Purpose of gov't is to protect, not ignore. CX: admitted!! NSA prob example of neg! C2&C3 = shows conflict resolved, but only with neg ballot ----- V: General Welfare Crit: Purpose of Gov't C1: Nat'l Sec upholds Gen Welfare App: SGPC...Italy knew C2: Privacy doesn't uphold Gen'l Welfare a) Modern luxury b) So last cnt'ry - Google	V – Value of Pres of Inn stands true Crit – Didn't "admit", debate only includes conflict situations If NSA affirmed, never w/h happened C2&C3 = no, shows how neg'ing the res leads to abuse of priv ----- X App: Works in Italy, not US a) Modern necessity! b) Google: "Do No Evil"	V – LWIS Crit – Agreed: Which is why we must aff res Missing point: small violations okay C2&C3 = negating leads to gen'l welfare, purp of gov't ----- Dropped! Still debatable a) Missing pt: not issue b) Missing pt: lost value	

Notice two new markings in the 2NR flow. The first argument given is marked as “LWIS.”

Unfortunately, the 1AR made the beginner’s mistake of merely repeating what he said earlier rather than responding to the NC/1NR value argument. Rather than trying to re-write or summarize a worthless blurb like that, this clever negative debater abbreviated it as LWIS, which stands for “look what I said (LWIS) back in the earlier speech.” It means the affirmative gave no real response and just repeated what he said earlier. All it takes is four letters to remind the negative of that on a flow.

Second, notice the long line with the “X” in the middle with the simple word “dropped” at the arrow. In this round, it turns out the negative did, in fact, notice that the value clash was dropped by the affirmative, and she pre-flowed this fact by drawing it into the flow. Not only that, she explained when at the lectern the impact of dropping this from the debate: omission means admission. The affirmative will have a tough time repairing himself, we’ll see.

Though the affirmative has the last word in the round, he has only three minutes to get it in. Rather than directly refute every point on the flow—which may normally be a good strategy—the affirmative decides to write three voting issues in the last column. He will refer to previous arguments, but they will be shaped as such:

Voter 1: The applications flow affirmative. The NSA example is a far more superior and impactful example than the negative’s insistence of an Italian conflict and a loose interpretation of history.

Voter 2: The value clash flows affirmative. I may have dropped the negative’s value, but that doesn’t nullify the superiority of my value and criterion.

Voter 3: The resolution must be affirmative. If the judge votes negative, he will be sacrificing privacy and allowing government to violate Fourth Amendment rights. Vote affirmative!

### Lesson 3: Flowing

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	V – Pres of Inn upheld on negative side Crit – Purpose of gov't is to protect, not ignore. CX: admitted!! NSA prob example of neg! C2&C3 = shows conflict resolved, but only with neg ballot ----- V: General Welfare Crit: Purpose of Gov't C1: Nat'l Sec upholds Gen Welfare App: SGPC...Italy knew C2: Privacy doesn't uphold Gen'l Welfare a) Modern luxury b) So last cnt'ry - Google	V – Value of Pres of Inn stands true Crit – Didn't "admit", debate only includes conflict situations If NSA affirmed, never w/h happened C2&C3 = no, shows how neg'ing the res leads to abuse of priv ----- App: Works in Italy, not US a) Modern necessity! b) Google: "Do No Evil"	V – LWIS Crit – Agreed: Which is why we must aff res Missing point: small violations okay C2&C3 = negating leads to gen'l welfare, purp of gov't ----- Dropped! Still debatable a) Missing pt: not issue b) Missing pt: lost value	V1: Applications flow Aff SGPC Modern Luxury Google V2: Value Clash flows Aff My value still is superior V3: Vote Aff!

Notice that the affirmative drew arrows to remind him where the arguments were on the flow. For each of the voting issues, he will refer back to the arguments made earlier in the round and come up with responses.

The flow is now complete. It was a useful tool during the round, but its usefulness does not end at that point. Some debaters fail to flow the 2AR because they don't realize that a flow's benefits are not confined to the immediate round. In the competitive season when you're going from tournament to tournament, you will use these flows to prepare for the next tournament.

Take the outline of the cases presented and prepare a rebuttal brief from it. There may be other debaters using the same case, so don't assume that it only applies to the one debater you heard in this one round. Go do more research and come up with better arguments than the ones you gave in this round.

In debate club, you may share your negative flows with your friends. They, too, can start preparing for those tough cases and applications you came up against in competition. Clubs that review flows together can often think of powerful arguments that didn't come up during the round. Everyone can be better prepared next time.

**TEACHER NOTE:** Monument Publishing's coil-bound flowsheets come in handy when reviewing debate rounds together with students. See "flowsheets" at [MonumentPublishing.com](http://MonumentPublishing.com).

## Worksheet for Lesson 3A

Name: **Teacher Edition – Answer Key**

Date: \_\_\_\_\_

**Read Lesson 3 through the first two columns of the flowsheet. Answer the following questions in the spaces provided.**

1. Fill out and take note of the following, taken from the introduction of Lesson 3:

Flowing is the process of writing down a well-organized, legible  
summary of all the arguments made by all the debaters.

2. In the first two lessons, do you feel you have grasped the importance of flowing? Explain.

**Answers may vary.**

3. When the AC is finished with his or her speech, who in the room should have the first column filled out?

Circle:

The affirmative

The negative

The judge

4. Explain why debaters typically do not write down the definitions other than just the words that are being defined. Include in your answer when it would be appropriate to write down the full definition.

**A debater may assume that the other debater will define the terms with credentialed dictionaries. However, it is appropriate to challenge definitions that attempt to bring the debate outside the boundaries of the resolution.**

5. Why aren't citations written down? When would these be part of the flow?

**Citations are not written down unless the debater plans to bring up a source indictment or question the authority of the evidence.**

6. Explain the concept of pre-flowing. Is it ever appropriate to approach the lectern without your speech pre-flowed?

**The concept pre-flowing is the process of outlining your arguments before going to the lectern to give your next speech. It is never appropriate to approach the lectern without your speech pre-flowed (though sometimes the timer will run out and you will need to anyway).**

7. The cross-examinations do not need to be flowed on a debater's flowsheet. Why is this the case?

**Cross-examinations do not need to be flowed because nothing in the CX is weighed in the round until it is referenced in a speech.**



## Worksheet for Lesson 3B

Name: Teacher Edition – Answer Key

Date: \_\_\_\_\_

**Read Lesson 3 through the rebuttal speeches. Answer the following questions in the spaces provided.**

1. Explain what the abbreviation LWIS stands for and why it is a useful strategy on your flowsheet.

**Look What I Said. It is a useful strategy to signify that an opponent merely repeated what he/she said in a previous speech rather than replying to your argument.**

2. Why is the 1AR such a difficult speech in the round? How does flowing help make this speech possible?

**The 1AR has only four minutes to cover the entire negative block. But thankfully, a good 1A has a clear flowsheet to keep him on track!**

3. How much time should a debater take showing a dropped argument?

**Debaters should not spend too much time showing a dropped argument.**

4. Explain why a flow should be completed to the very end and why debaters should hold onto their flowsheets after the round.

**The flow represents the entire debate round. These are extremely valuable in preparing briefs against the arguments and cases presented.**

## Extension for Lesson 3

Return to the video debate at [MonumentPublishing.com/redbook-lesson1](https://MonumentPublishing.com/redbook-lesson1), or if your teacher provides another video, return to that. Watch the video and flow the debate round on a flowsheet. Be sure to follow the format provided in this chapter.

# Unit II



## Strategy of Lincoln-Douglas Debate

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The elements of the Lincoln-Douglas debate round carries strategies that will help you be the persuasive debater that will win ballots. Understanding the values of the debate, as well as how to construct strong cases, will make sure you are a most successful debater.

**TEACHER NOTE:** This unit walks students through case development and how to launch a debate round with a strong strategy to both affirm and negate the resolution. The objectives of each of the lessons are:

**Lesson 4:** Learn and construct the first half of the Lincoln-Douglas debate case: the value proposition.

**Lesson 5:** Learn and construct the second half of the Lincoln-Douglas debate case: the contentions.

**Lesson 6:** Learn how to rebut your opponent and defend your position in the debate.

Turn to Appendix I for lesson summaries.



# LESSON 4: YOUR VALUE PROPOSITION

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	V – Pres of Inn upheld on negative side Crit – Purpose of gov't is to protect, not ignore. CX: admitted!! NSA prob example of neg! C2&C3 = shows conflict resolved, but only with neg ballot V: General Welfare Crit: Purpose of Gov't C1: Nat'l Sec upholds Gen Welfare App: SGPC...Italy knew C2: Privacy doesn't uphold Gen'l Welfare a) Modern luxury b) So last cnt'ry - Google	V – Value of Pres of Inn stands true Crit – Didn't "admit", debate only includes conflict situations If NSA affirmed, never w/h happened C2&C3 = no, shows how neg'ing the res leads to abuse of priv App: Works in Italy, not US a) Modern necessity! b) Google: "Do No Evil"	V – LWIS Crit – Agreed: Which is why we must aff res Missing point: small violations okay C2&C3 = negating leads to gen'l welfare, purp of gov't Dropped! Still debatable a) Missing pt: not issue b) Missing pt: lost value	V1: Applications flow Aff SGPC Modern Luxury Google V2: Value Clash flows Aff My value still is superior V3: Vote Aff!

## Objective of Lesson 4:

Learn and construct the first half of the Lincoln-Douglas debate case: the value proposition.

Now you know what will be expected of you in terms of the rules of the game. With the structure of a debate round understood, now you can focus on what you need to do as an individual debater. You'll be putting strategy into your debating. This first lesson of Unit II specifically dives into the core element of your case, the value proposition. It is highlighted in the flow above, taken from Lesson 3's flowsheet activity.

Though speaking in front of a teacher or a tournament judge is where the debate is won, the weeks and months of preparation beforehand—in your schoolwork—is the preparation that seals the deal. Great debaters will be so well prepared that they will be ready for anything in the round. Lincoln-Douglas debaters do this by first understanding how values work into their debating.

### ***Basic Logic***

Before being able to effectively persuade the judge to value certain ideas over your opponent's, you need to be able to think logically. *How to think* must precede *what to think*. Champion debaters will eventually come up with winning arguments for and against the resolution, but it first takes deliberate study of logic and reason.

Logic is defined a number of different ways, though it is easy to view it as “mathematical thinking.” As math brings order to the physical world, so logic brings order to our thoughts, our beliefs, and our behaviors.

A basic mathematical equation can be written out as:  $1 + 2 = 3$ . We can substitute letters, as in algebra, and these letters can signify values other than numerical values, such as:

$$a + b = c$$

Let's try plugging in some values:

$$\text{black} + \text{white} = \text{gray}$$

Simple enough, right? This mathematical equation becomes a logical equation when we plug in statements of fact to lead to a conclusion. Consider this:

$$\text{Protesters are lawbreakers} + \text{Lawbreakers should go to jail} = \text{Protesters should go to jail}$$

Is this true? Perhaps so, but you may certainly disagree with its truth. Is it valid? Validity and truth are different. A true statement may not necessarily be valid, and vice versa. In this case, the equation is most definitely valid (all the variables in the equation do not invalidate the logic), but the truth of the equation is debatable.

We have been using “equation” to define this logical reasoning, but a more accurate term is “syllogism.” A syllogism is simply a model of reasoning where a conclusion is drawn from two premises. You know the answer is 3 because you added  $1 + 2$ . As debaters, the better able you are to deconstruct an argument into a syllogism, the better able you are to develop persuasive arguments and win debate rounds.

### ***The Major Premise***

Do citizens of a democracy have no other choice but to follow unjust laws? Does the government have the right to search your emails? Should you go to technical college or seek a liberal arts education? These are the resolutional topics you'll be studying in this class, and they all are essentially written as logical syllogisms.

#### Lesson 4: Your Value Proposition

Many people refer to Lincoln-Douglas debate as “value debate,” and this is because of the central core of the cases presented by both debaters: the value. The value serves much like the major premise of a logical syllogism: it is the weighing mechanism that brings you to the conclusion of the round, either affirmation or negation of the resolution. The judge needs to decide which side of the resolution to vote for, and he or she will vote for the debater who convinces the judge that that one value lends to the decision for the affirmative or negative.

Let’s take an example from one of the three resolutions you will be studying: *Resolved: When in conflict, the right to individual privacy is more important than national security*. Why would you support this resolution? Why would you disagree with the resolution?

You would decide to support or reject the resolution based on what you value more. For example, do you value individual privacy? If the idea of some government official reading your email bothers you, then you value individual privacy. But if surrendering that privacy to allow that government official the ability to catch terrorists who threaten our national security, then you value national security. One perspective affirms the resolution and the other negates it.

However, as the debater, you are out to *persuade* the judge. He or she may come to the round with a preconceived notion of which is more important: individual privacy or national security. This is where you present a value, the major premise to support your conclusion, and this value you present does not need to be the two offered in the resolution (individual privacy or national security). In fact, *not* using these blatant values of the resolution can help support the side of the resolution you are called to uphold. You would not be saying that privacy should be protected or national security is more or less important. It would be more persuasive to choose a weighing mechanism to judge which of these is valued more.

On the affirmative, you may say that in conflict situations, innocent people must always be presumed innocent. “Presumption of Innocence” may be the value for which you affirm the resolution. The negative, on the other hand, may choose a value like “General Welfare” to counter the affirmative’s value and negate the resolution.

In this resolution between privacy and national security, *presumption of innocence* and *general welfare* are conflicting values. This is what debaters like to call “value clash.” It is the battle over that which your judge will decide.

#### ***The Minor Premise***

Before coming to the conclusion that your side of the resolution must be voted for, you may need a minor premise to accompany the major premise. One such minor premise is “criteria.” A criterion (the singular form of “criteria”) is a method of either achieving your value, limiting your value, or

measuring what kind of value you have. A criterion is often used in Lincoln-Douglas debate cases when debaters feel they need to explain their value in more detail. There are three popular types of criteria:

1. Measuring Criterion. This determines when your value is achieved. For example, let's say you are valuing *equality*. But equality for what? You would use a criterion of *human rights* to measure how valuable equality is. A measuring criterion tells you to what extent you find something valuable.
2. Stepping Stone Criterion. This helps you when you need to link your value to the resolution. Let's say you wanted to show how democracies are more just. *Justice* is your value. You could choose a criterion of *accountability* to support *justice*. The more *accountable* a government is, you argue, the more *just* it will be. A stepping stone criterion helps make those logical links.
3. Limiting Criterion. This sets parameters—or “limits”—for your value. *Liberty* as a value is great, but absolute liberty—freedom with no boundaries—is chaos. Individuals would have freedom to do terrible, horrible things. A criterion of *rule of law* would naturally limit *liberty*. Only liberty that functions within the law would be the kind of liberty you are advocating. A limiting criterion sets parameters for the use and power of your value.

*Equality*, *justice*, and even *liberty*, while all three are very noble values, can be interpreted very differently. The criteria in these examples allow the debater to explain in more detail their value. But criteria are not always needed. Some values don't have inherent contradictions in them that need a criterion. When values are more specific, or the criterion is not debated much at all, there is no reason to put one in your case. The values of “national interest” and “popular sovereignty,” values used in sample cases in Lesson 7, are good examples of values that do not need criteria. They use other minor premises to support the major premise.

The next minor premise available to you: the value link. A value link is a debater's attempt to show the judge how the value is important to the resolution. It is “linking” the value to the topic being debated. As previously mentioned, Lesson 7's affirmative value of “national interest”: it isn't very easy to understand how civil disobedience would somehow uphold the value of a nation's interests. Two value links are given in this case: (1) Common Goal and (2) Civic Duty. When you read the case, you'll understand how value links are necessary to persuade the judge that, yes, your value upholds the resolution.

A third minor premise is “reason to prefer” (RFP). These work particularly well for negative cases because they can contrast with an opposing value quite well. The NC runs his or her case after the



affirmative’s case, and a debater can explain why the negative value should be preferred over the affirmative value. Lesson 7’s negative case runs an RFP to uphold its value.

You can see that a logical syllogism is being made, and the syllogism represents your case. Here it is mapped out:

Major Premise	Minor Premise	Conclusion
Value	Criterion Value Link Reason to Prefer	Resolved (or Not): The affirmative (or negative) side to the resolution

### ***Introduce Your Value***

The value proposition will follow the introduction of your case. We’ll cover the contentions in the next lesson, but for now, consider how you will introduce your judge and your opponent to the major and minor premise leading up to the conclusion. There are elements to the introduction that will help ease your judge into considering voting for your side of the resolution. The elements of an introduction include the opener, stating the resolution, the definitions, and an optional resolutional analysis.

#### Opener

“Once upon a time...” “In a galaxy far, far away...” “Four score and seven years ago...” Each of these gives you an idea about the tale that is going to unfold. An opening to a case is where you set the tone for what you will be discussing throughout the rest of the debate. This can be done with a story, with a quote, with shocking evidence, or with an analogy.

Debate can be somewhat boring, but your opener is your chance to engage your judge. An opener need not be exhausting—no more than twenty or thirty seconds—and is meant to grab the judge’s attention.

#### Resolution

Stating the resolution is a nice way to firm up your opening. It helps bring you and your judge “to the point.” Word-for-word, either affirming it or negating it, the resolution is an announcement that you’re ready to dive in. This is much like stating a thesis in a written paper.

#### Definitions

Definitions are more important than you may think. It may be tempting to trivialize them, but how debaters choose to define a word can change the direction of the discussion and make or break your case. An introduction will take a minute or so to lay down the line on definitions. Here are three considerations on what to define.

- *Key Words*. You should define all key words in the resolution as well as pertinent key words in your case. When deciding which definitions to put in your case, consider: (1) What definitions help explain your case? (2) What does the judge need to understand? (3) Are you interpreting any words differently than the “common man” would? If you ask yourself these questions, you should have a pretty good idea of what words in the resolution need to be defined.
- *Phrases vs. Individual Words*. Another thing to consider is how to define phrases. The third resolution in Unit III sets up a conflict of “formal education” between “liberal arts” and “practical skills.” If you look up any of these phrases independent of one another (e.g., “liberal” and “arts”), you would find quite a strange resolution. Based on how you are interpreting the resolution, you need to decide whether you are defining phrases within the resolution or individual words.
- *Sources*. When finding definitions for your case, it is best to consult many different dictionaries before deciding on a definition to use. Other sources to define terms are also useful, like philosophical quotations or operational definitions.

A healthy exercise for any resolution that Lincoln-Douglas debaters need to study is making a thorough study of the key words and phrases within the resolution. You do this by looking them up from many different sources. These will typically make for great conversations in your class and among your debate friends.

### Resolutional Analysis

This optional section is where you explain to the judge how you see the resolution and what burdens you believe you have to fulfill to win or lose. Abbreviated RA on your flow, a resolutional analysis explains your view on the meaning behind the resolution as a whole.

The first case in Unit III tackles the resolutional idea of civil disobedience. The author takes the time to explain a resolutional analysis of “passive resistance.” He says:

“Other ways that you could break a law—like robbing a bank or committing an act of terrorism or violently looting—don’t count as civil disobedience. Civil disobedience is peaceful, respectful law-breaking on moral grounds.”

Do you see how this sets the stage for the debate? If the negative tried to pigeonhole the affirmative into including theft, terrorism, or looting as acts of civil disobedience, the affirmative could go back to his resolutional analysis and remind his opponent (and the judge!) that these examples aren’t what are being debated. A resolutional analysis isn’t always necessary, and it is an optional addition to the introduction of your case.

#### Lesson 4: Your Value Proposition

Congratulations! You have wrapped up the first half of your case writing. To tell you the truth, understanding the value proposition is arguably the more difficult half of the case to understand. In the next lesson we will fill in the holes with more concrete ideas and examples to help you flesh out a solid debate case.

## Worksheet for Lesson 4

Name: Teacher Edition – Answer Key Date: \_\_\_\_\_

**Read Lesson 4. Answer the following questions in the spaces provided.**

1. What is the term used for an “equation of logic”? Syllogism

Write one in the space below:

**Examples may vary.**

2. Lincoln-Douglas debate is sometimes referred to as Value debate. Why?

**Because of the central core of the cases presented by both debaters: the value.**

3. Explain what a “value” is in a debate case.

**The value serves much like the major premise of a logical syllogism: it is the weighing mechanism that brings you to the conclusion of the round.**

4. What are the three minor premises that may be used to support the value?

a) Criterion

b) Value Link

c) Reason to Prefer

#### Lesson 4: Your Value Proposition

5. Underline words in the following example resolutions that would be worth defining for a debate round. “Democracy” in the first resolution was underlined for you.

*Civil disobedience in a democracy is morally justified*

*The most important quality in a society is honesty.*

*When in conflict, cultural unity should be valued above cultural diversity.*

*The use of deadly force in the defense of one’s household is morally acceptable.*

*Privacy is overvalued.*

*The United States ought to more highly value isolationism.*

6. Look up the word “democracy” from three different resources. Write the definitions below.

(a) Source: \_\_\_\_\_. Definition:

**Answers may vary.**

(b) Source: \_\_\_\_\_. Definition:

**Answers may vary.**

(c) Source: \_\_\_\_\_. Definition:

**Answers may vary.**

7. Are there any significant differences between these definitions? Explain.

**Answers will depend on the sources gathered.**

## Extension for Lesson 4

You now know how values fit into debate rounds. You may return to the debate you watched in Unit I, or watch another provided by your teacher. Get used to hearing the major premise (value), the minor premise (criteria, value link, or reason to prefer) that leads to the conclusion (the resolution). Use the space below to explain in detail the value proposition from each case in the round.

Affirmative:

a) Major Premise

b) Minor Premise

c) Conclusion

Negative:

a) Major Premise

b) Minor Premise

c) Conclusion

# LESSON 5: CONTENTIONS

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	V – Pres of Inn upheld on negative side Crit – Purpose of gov't is to protect, not ignore. CX: admitted!! NSA prob example of neg! C2&C3 = shows conflict resolved, but only with neg ballot V: General Welfare Crit: Purpose of Gov't C1: Nat'l Sec upholds Gen Welfare App: SGPC...Italy knew C2: Privacy doesn't uphold Gen'l Welfare a) Modern luxury b) So last cnt'ry - Google	V – Value of Pres of Inn stands true Crit – Didn't "admit", debate only includes conflict situations If NSA affirmed, never w/h happened C2&C3 = no, shows how neg'ing the res leads to abuse of priv App: Works in Italy, not US a) Modern necessity! b) Google: "Do No Evil"	V – LWIS Crit – Agreed: Which is why we must aff res Missing point: small violations okay C2&C3 = negating leads to gen'l welfare, purp of gov't Dropped! Still debatable a) Missing pt: not issue b) Missing pt: lost value	V1: Applications flow Aff SGPC Modern Luxury Google V2: Value Clash flows Aff My value still is superior V3: Vote Aff!

## Objective of Lesson 5:

Learn and construct the second half of the Lincoln-Douglas debate case: the contentions.

The logical syllogism framework explained in Lesson 4 is all fine and dandy for laying the foundation for the reasoning, but it lacks one important element of persuasion: *support*. A debate that concludes following the introduction of a major and minor premise will most often fall of deaf ears and hardly be persuasive at all. Judges will be left begging for more, particularly for examples and substance for the conclusion you're trying to get them to come to. You'll be "filling in the blanks," and those blanks are called "contentions."

### Writing Contentions

Contentions give examples and support for the value framework you presented. These can be considered the "meat" of your case, and they should be the persuasive elements that bring your judge

to vote for your side of the resolution. Your judge will likely have blanks to be filled.<sup>2</sup> Here's an example:

*Resolved: A nation is best protected by a volunteer army.*

**Value: Morale** (will to fight). Training and equipment being equal, the victor on the battlefield will be one with the most committed, enthusiastic soldiers. Thus, a nation is best protected by an army with high morale.

**Contention: Volunteers have the best morale.** Because they chose to be there, volunteers are more cooperative and less likely to run away in the face of danger.

The contentions and framework form the assertions in the logical syllogism. Together, they amount to the logical conclusion on the resolution:

A = B

B = C

Therefore, A = C

Volunteer armies have the best morale (Contention).

Nations are best protected by soldiers with high morale (Value).

Therefore, a nation is best protected by a volunteer army (Resolution).

That's the flow of a debate case. Put two connected observations in one end, and a single result comes out. Contentions + Framework = Resolution.

Contentions are the easiest part of your case to write. In fact, they write themselves! They follow this formula:

Subject in the Resolution > Connecting Verb/Phrase > Bottom of Framework

The resolution in the example above was *Resolved: A nation is best protected by a volunteer army*. The subject is "volunteer army" and the connecting verb/phrase is "best protected." The first contention wrote itself:

Subject: "Volunteer armies..."

Connection: "...have the best..."

Framework: "...morale."

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<sup>2</sup> The concepts of this section were developed mostly from Travis Herche, a contributor of many of the cases to *Red Book* and an available online coach. See [www.TravisHerche.com](http://www.TravisHerche.com) for more information.



## Lesson 5: Contentions

With practice, you should be able to quickly write contentions. The only variable is the connecting phrase, which will indicate either a positive or a negative relationship with the framework.

*Resolved: Ninjas are better than pirates.*

**Value: Style.** This is defined as “a distinctive manner of action beyond the practical.” Acting in a stylish manner is worthy of “style points.”

**Value Link: Gives Meaning.** Ninjas and pirates are incomparable in any scope other than style. They are so radically different that this is the only way the resolution can make sense.

**Contention 1: Ninjas are stylish.** They have cool outfits, throwing stars, and smoke bombs. Everything they do is cool. Ninjas don’t have to be so stylish, but they choose to be. They create a culture of stylish excellence.

**Contention 2: Pirates are not stylish.** Pirates are ruthlessly efficient. They use improvised weapons, wear whatever they can find, and eat garbage. Their needs and tactics are simple. They’re nothing better than muggers with a boat.

See? Contentions write themselves!

Subject: “Ninjas/Pirates...”

Connection: “...are/are not...”

Framework: “...stylish.”

Competitions won’t have resolutions comparing ninjas and pirates, but debates like these are a lot of fun to have with friends. The point here is to show you how easy it is to write contentions when you understand the strategic steps of a syllogism. Here’s another example:

*Resolved: Country life is better than city life.*

**Value: Emotional Health.** This is defined as “a sense of peace and joy; stability; maturity.”

**Value Link 1: Broad Choice.** The resolution makes a broad claim about one lifestyle versus another. We need a broad value that can capture this dichotomy, and Emotional Health does that.

**Value Link 2: Ensures Great Life.** Whatever life throws your way, you can handle it if you’re emotionally healthy.

**Contention 1: Country life promotes emotional health.** Being outdoors gives you perspective. Being alone gives you room to think. A slower pace of life gives you a chance to process life events.

**Contention 2: City life destroys emotional health.** The fast, crowded, dirty world of the city dehumanizes you and sucks the life out of you. It takes from you and offers you no chance to recover.

Again, the contentions are very easy to write once the value is in place:

Subject: “Country Life/City Life...”

Connection: “...promotes/destroys...”

Framework: “...emotional health.”

When you understand the components of the typical Lincoln-Douglas debate case—value; your choice of a criterion, value link or RTP; and contentions—you are well on your way to pulling together debate cases for the resolutions you will be covering in debate.

### *Applications*

Logic alone doesn’t provide adequate substance to best persuade a judge that your side to the resolution stands superior to your opponent’s. Contentions often beg for real-world examples, and these examples are called “applications.”

Applications can reference history, items in the news, stories or analogies, or philosophical truths. Debaters often come across the applications before writing a strong contention, and that is perfectly okay. Applications most often appear under the contentions, but they may also be used in the resolutional analysis or even value links. Wherever applications are used, present the contention first, then reference your application to bring substance to your claim.

Notice how the contentions listed from the cases in Unit III utilize their applications to help justify their own claims.

- Resolution debating civil disobedience.  
Contention: “Civil Disobedience can protect National Interest”  
Application: Vietnam protests.
- Resolution debating privacy vs. national security.  
Contention: “Privacy must be more important.”  
Application: The USA FREEDOM Act.

## Lesson 5: Contentions

- Resolution debating liberal arts education vs. practical skills education.

Contention: “Practical skills have a strong outlook.”

Application: Engineering

Take good care when selecting your applications for your contentions. Truth be known, applications are often just the thing that wins a judge over. Though Lincoln-Douglas is “value” debate, it is definitely magical how much applications underscore a debater’s syllogism so strongly that judges often have the chosen application as their reason for their decision.

### ***Conclusion***

Conclusions have power, often providing a strong case with the necessary impact to persuade the judge. A well-rounded conclusion will restate the value, reference the logical flow of the contentions, and remind the judge to vote for the “correct” side of the resolution.

You will see there is a predictable outline of a solid Lincoln-Douglas case. While cases may venture outside this outline, you can generally count on the following:

1. Introduction
  - a. Opener
  - b. Resolution
  - c. Definitions
  - d. Resolutional Analysis
2. Value
  - a. Criterion or Value Links
  - b. Reason to Prefer
3. Contention 1
  - a. Application
4. Contention 2
  - a. Application
5. Contention 3
  - a. Application

Affirmatives will attempt to write a case which may be read aloud within the six-minute timeframe of the AC. Negatives have seven minutes, but they should allow at least three minutes—maybe four—in the NC/1NR for their rebuttal. Negatives, therefore, should write cases that are three to four minutes in length when reading aloud, giving them enough time to rebut.

The rebuttals—the other half of the flow—is what we’ll cover in the next lesson.

## Worksheet for Lesson 5

Name: **Teacher Edition – Answer Key**

Date: \_\_\_\_\_

**Read Lesson 5. Answer the following in the spaces provided.**

1. What is a contention?

**A contention gives examples and support for the value framework you present.**

2. In the following resolutions, (1) underline the subject or subjects once and (2) the verb or verbal phrase twice.

*Resolved: Cats are better than dogs.*

*Resolved: Civil disobedience in a democracy is morally justified.*

3. Write contentions for each of these resolutions and value proposition.

*Resolved: Cats are better than dogs.*

Value: Relaxation. This is defined as “the state of being free from tension and anxiety.”

Affirmative Contention: **Cats are naturally free from tension and anxiety.**

Negative Contention: **Cats are full of tension and anxiety.**

*Resolved: Civil disobedience in a democracy is morally justified.*

Value: Liberty. This is defined as “the state of being free within society.”

Affirmative Contention: **Civil disobedience ensures freedom within society.**

Negative Contention: **Civil disobedience threatens freedom within society.**

4. For the following resolutions, provide a common application.

Resolution	Affirmative Application	Negative Application
Adolescents ought to have the right to make autonomous medical choices.	<b>Hiding evidence of abuse.</b>	<b>Parental rights.</b>
In a democracy, voting ought to be mandatory.	<b>Australia (where they have mandatory voting.)</b>	<b>US (who does not have mandatory voting.)</b>
Competition is superior to cooperation as a means of achieving excellence.	<b>Smart Phone and Airports</b>	<b>Military</b>
Governments have a moral obligation to assist other nations in need.	<b>Refugee crisis</b>	<b>Illegal immigrants</b>

## Extension for Lesson 5

Consider the following conclusion. Each premise is derived from the resolutions you will be studying in the next unit. Fill in a value and one of the following minor premises: a criterion, a value link, or a RTP. Then write a short paragraph explaining why your choices affirm the conclusion, plus list examples of this reasoning.

**Conclusion: That a liberal arts education should be valued above a practical skills education.**

Major Premise:

Minor Premise:

Why:

**Contentions:**

1.

2.

3.

NOTE: Congratulations, you just outlined a debate case. The “conclusion” is your side to the resolution. Major premise is your value and minor premise is your choice of a criterion, value link, or RTP. The “why” is an explanation of this framework, and your contentions follow.



# LESSON 6: THE REBUTTALS

AC	NC/1NR	1AR	2NR	2AR
1. DEFs: Nat'l Sec, Privacy, Conflict 2. Value = Presumption of innocence Crit = 4 <sup>th</sup> Amt Standard 3. Contentions 1) 4 <sup>th</sup> Amt Std is violated App: NSA database 2) 4 <sup>th</sup> Amt Std bears no fruit App: New America study – shows NSA abuse 3) Privacy must be more important App: USA-FREEDOM act	V – Pres of Inn upheld on negative side Crit – Purpose of gov't is to protect, not ignore. CX: admitted!! NSA prob example of neg! C2&C3 = shows conflict resolved, but only with neg ballot V: General Welfare Crit: Purpose of Gov't C1: Nat'l Sec upholds Gen Welfare App: SGPC...Italy knew C2: Privacy doesn't uphold Gen'l Welfare a) Modern luxury b) So last cnt'ry - Google	V – Value of Pres of Inn stands true Crit – Didn't "admit", debate only includes conflict situations If NSA affirmed, never w/h happened C2&C3 = no, shows how neg'ing the res leads to abuse of priv App: Works in Italy, not US a) Modern necessity! b) Google: "Do No Evil"	V – LWIS Crit – Agreed: Which is why we must aff res Missing point: small violations okay C2&C3 = negating leads to gen'l welfare, purp of gov't Dropped! Still debatable a) Missing pt: not issue b) Missing pt: lost value	V1: Applications flow Aff SGPC Modern Luxury Google V2: Value Clash flows Aff My value still is superior V3: Vote Aff!

## Objective of Lesson 6:

Learn how to rebut your opponent and defend your position in the debate.

You are almost ready to debate. Are you getting excited? Perhaps you're nervous. Be assured that you have studied the basic tenets of how to build up strong cases for your debating. However, that is only half of your responsibility. You are also required to oppose your opponent's case, go on offense, and attack his or her attempt to uphold the opposite side of the resolution.

### *The Rebuttals*

You will see that each debater has specific times set aside for direct refutation. In order:

- Negative 1NR – Approximately 3 to 4 minutes after the reading of the negative case are dedicated to the first negative rebuttal.
- Affirmative 1AR – Following the negative's second speech, the affirmative will attack the negative case *and* defend the attacks of the negative case.

- Negative 2NR – The final negative speech of the round, the negative will attempt to respond to every argument presented in the round.
- Affirmative 2AR – Concluding the round, the affirmative has the final say on arguments that have spread across the flowsheet.

Both debaters are doing many of the same things when they are refuting one another. They just have different times in the debate round to do it. If you need a refresher on *what* exactly you need to do *when*, refer back to Lesson 2 on speaking responsibilities. This lesson digs deeper into three strategies for Lincoln-Douglas rebuttals.

### ***Evidence in Lincoln-Douglas Debate***

The best Lincoln-Douglas debaters are able to gather a broad body of knowledge, organize this knowledge to be able to retrieve it, and use the evidence in their debate rounds to increase their chances at winning the ballot. Evidence is considered much more important in other debate formats like policy and public forum, but don't underestimate it in Lincoln-Douglas. Evidence can be key to successful persuasion.

What is it about evidence that makes you a better debater? For one thing, it makes you a credible person. Fifteen-year-olds don't know nearly as much as experts do. You may claim with all sincerity that your ideas are better than your opponent's, but unless you show that you have some credible backing to your claims, judges won't believe you.

More importantly, research is a skill that will empower you throughout life. For example, the next lesson requires for you to debate civil disobedience; you'll be wise to read up on it before you stand before your judge. And that goes for taking a position on a career choice, a political controversy, and a referral of any kind. You will not be a disagreeable person when challenged, nor will you be a gullible person when not. Your research guides you, the facts bring clarity to your beliefs, and you will be a better person because of it.

Consider this: The world would be a much more peaceful place if everyone were a debater. Why? Because debaters don't assume they know it all, they pause and reflect when challenged with a contrary claim, and they are eager to seek the truth in life. Debaters know what it means to embrace truth, and it is the truth you find in your research that will bring much freedom in your life.

There are several kinds of evidence, and you should use some of these in your case writing. But all of them have an angle at rebutting them. Let's go through them and show you the strengths and weaknesses of each.



1. Expert. An expert is someone who is knowledgeable on a particular subject. If you quote an expert, have a full citation of the source material with you. Cases in *Red Membership* all have sources fully footnoted for reference in the debate round. You can refute so-called “experts” with what is called “source indictments.” Sometimes experts—whether true or not—have people who have criticized them and their work. A rebuttal against an expert can be a source indictment that can turn an argument around to your advantage.
2. News. Citing a news event can be helpful when proving a point or a contention. Like an expert, be sure to footnote the source’s author, title, publication, date, and hyperlink. Quoting from *The New York Times* or other news sources is a great way to prove objective or descriptive facts. You can refute questionable news sources and impugn your opponent for lack of credibility. *The New York Times* is a pretty safe source, but what about politically motivated news sources like *Mother Jones* or *World Net Daily*? These don’t have as much credibility and should be challenged in the debate round.
3. Source Document. A source document is an important original written work. The case on civil disobedience references the Constitution of the United States, a very credible source document that may be used to back up your arguments. Other examples include a bill or act of Congress, a Supreme Court decision, or a significant piece of literature. Debaters can usually find a problem with these documents, particularly if they’ve been around for a significantly long time. The Constitution, for example, may be challenged with the fact that it has been amended 27 times. A debater can challenge the most respected source documents.
4. Reference. A reference is an authority to which people turn for basic knowledge. Dictionaries, encyclopedias, and manuals all count as references. These are great for proving most facts or even endorsing your position. However, they may struggle in a clash against more qualified pieces of evidence, which is why references should only be used for basic definitional citations. This is how to attack references: pull out more credible evidence to counter your opponent’s weak references.
5. Common Knowledge. This is the body of knowledge that most everyone can agree on. “Air is necessary for human life” is a good example of common knowledge. Common knowledge is often used to prove most assertions in a debate. This can be challenged when the knowledge your opponent is invoking isn’t necessarily common. “Everyone knows that air in Los Angeles is more polluted than air in San Francisco.” Whether that is true or not is beside the point; you can argue that this isn’t common knowledge. You can demand credible evidence for any claim that is used to prove a point. If you believe a judge would agree that the claim is not common knowledge—that the claim needs to be warranted with a piece of evidence—you could win the argument and maybe even the round.

### ***Refuting Contentions and Applications***

Some of the strongest arguments in a debate round come out of the contentions, and applications of those contentions tend to stick prominently in a judge's mind. You don't want this to happen with your opponent's contentions and applications. You want to bring doubt into the judge's mind, and you can do this with these five techniques.

#### No Link

If an application is unrelated to the topic area or doesn't prove the contention being run, it has "no link." Claiming this essentially neutralizes the application.

*Negative Contention: Civil disobedience erodes popular sovereignty.*

*Application: Speed limits*

Response: No link. Breaking speed limits is not an act of "civil" disobedience; it is just an act of disobedience to the law for selfish reasons. Speed limits do not reflect on civil disobedience.

#### Non-unique

If the application proves (or disproves) both sides of the debate equally, it is "non-unique." This is of the same flavor as "no link" in that this, too, neutralizes the application.

*Negative Contention: Civil disobedience erodes popular sovereignty.*

*Application: Speed limits*

Response: Non-unique. If an American would like to protest speed limits, he or she could do so by breaking the speed limit. Such anarchy would be extremely unsafe. Therefore, the application of speed limits serves the affirmative side just as much as the negative side.

#### No Impact

Moral and immoral resolutions call for applications that matter. The judge should be able to look at an application and immediately understand its moral charge. Saving lives: good. Losing lives: bad. This moral charge goes beyond your abstract value. It should be *obvious*. Genocide violates your value of justice, but even if it didn't it would still be clearly wrong. That's the mark of a strong application. Without this charge, an application can be refuted with a "no impact" response. This essentially asks: who cares?

*Affirmative Contention: The government undervalues privacy.*

*Application: TSA airport security.*

Response: No impact. The TSA isn't hurting anyone by checking everything thoroughly. Sure, your privacy is infringed upon, but all that does is take a few minutes out of your day.

### Counter-warrant

A warrant is proof that something is true. An application is the most common kind of warrant in value debate. A counter-warrant argues that evidence is outweighed by contrary evidence. It is a special form of objection because it says that the argument cannot be true even though you have not directly refuted its support.

*Contention: Liberal arts colleges promote slothfulness.*

*Application: Missouri student protests.*

Response: Counter-warrant. In my case, I presented proof of what these protesters accomplished in their protests. This outweighs the warrantless claim that liberal arts colleges promote slothfulness.

Counter-warrants are strategically powerful because they focus the debate back on your case. Run counter-warrants if you have applications that are superior in scope or impact to your opponent's.

### Turn

A turn contends that a certain argument from your opponent helps your position more. A turn does not dispute major facts of an application, but tweaks, adds to, and reinterprets them.

*Contention: The government undervalues privacy.*

*Application: TSA airport security.*

Response: Turn. Violation of privacy helps the TSA confiscate an average of four weapons a day, which helps prove my point that the government correctly values privacy to a low degree.

### ***Voting Issues***

A voting issue, or “voter,” is a reason for the judge to vote for you. It is run in the last speech of each side, the 2NR and 2AR. They are made up of the reasons your judge should vote for your side of the resolution. Three voting issues are typically a good number, and hopefully your judge will agree with the reasons you give.

Here is how to come up with your voting issues. Look over your flow before getting up to give your second rebuttal. You will probably find three issues that float to the top—they were the most contentious parts of the round, which are usually the most memorable—and you can word that issue with a statement. This tag line will be followed by your reasoning, referencing the exchanges you had in cross-examination or responding to your opponent's most recent attack.

A good use of your prep time (probably the *rest* of your prep time before your second rebuttal) would be to come up with a clever way to reveal your voting issues. Use of alliteration, a sequential list, or

## Unit II: Strategy of Lincoln-Douglas Debate

referencing clever zingers that will be remembered after the round—these are all wisely used in the final rebuttals. It will take practice, but before you know it, you will be whipping up reasons to vote for your side of the resolution and you'll be winning debate rounds.

## Worksheet for Lesson 6

Name: **Teacher Edition – Answer Key**

Date: \_\_\_\_\_

**Read Lesson 6. Answer the following in the spaces provided.**

1. Explain why evidence is important in Lincoln-Douglas debate.

**It makes you a credible person, and research is a skill that will empower you throughout life.**

2. Match the following.

a. Expert

d. Reference

b. News

e. Common Knowledge

c. Source Document

  d   An authority to which people turn for basic knowledge, e.g., dictionaries or encyclopedias.

  a   Someone who is knowledgeable on a particular subject.

  c   An important original written work like a significant piece of literature.

  b   Example would include *The New York Times*.

  e   The body of knowledge that most everyone can agree on.

3. Match the following.

a. No Link

d. Counter-warrant

b. Non-unique

e. Turn

c. No Impact

  a   If an application is unrelated to the topic area or doesn't prove the contention being run.

  b   If the application proves (or disproves) both sides of the debate equally.

  c   When the judge is able to look at an application and immediately understand its moral charge.

  d   Argues that evidence is outweighed by contrary evidence.

  e   Contends that a certain argument from your opponent helps your position more.

## Extension for Lesson 6

In one of the debates you have watched in previous lessons, come up with voting issues for both the 2NR and 2AR. Write them below. Be prepared to defend your choice with your peers in class or club.

### Affirmative

1)

2)

3)

### Negative

1)

2)

3)

# Unit III



## Model Resolutions for Your Debates

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Now you know what it takes to argue for or against a value resolution. Do you feel ready to give debating a try? The following lessons in Unit III lead you through two cases for three resolutions, each case a strong model for Lincoln-Douglas debate. You're in for a great time debating some fantastic value topics.

**TEACHER NOTE:** This unit consists of three lessons, each exploring important issues that constitute a strong debate. This is when you will conduct your students' first scrimmages. The resolutions for each of the lessons are:

**Lesson 7:** *"Resolved: Civil disobedience in a democracy is morally justified."*

**Lesson 8:** *"Resolved: When in conflict, the right to individual privacy is more important than national security."*

**Lesson 9:** *"Resolved: In formal education, liberal arts ought to be valued above practical skills."*

Turn to Appendix I for lesson summaries.





# LESSON 7: CIVIL DISOBEDIENCE



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## The Debate of Lesson 7:

“Resolved: Civil disobedience in a democracy is morally justified.”

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If you were faced with having to obey a law that you knew was unjust, how would you respond? Would you obey the law anyway? Or would you resist the law, intentionally break it, and follow your conscience?

When citizens believe they are faced with an unjust law, they have the option of *disobeying*. When they willingly and publicly break the law they are protesting, they bring attention to their cause. Democracies tend to see such disobedience as “civil,” arguably a valid and effective way to protest the law. Though several examples throughout the history of democracy can be cited as effective, there are

other examples that show civil disobedience going awry. Law and order also has its rightful place in a democracy, and the willful disobedience of its laws can get out of hand.

This is what you'll be debating in this lesson. *Resolved: Civil disobedience in a democracy is morally justified.* To prepare you for your debate, you will have to accomplish the following:

1. Understand the origins of civil disobedience as a form of protest.
2. Explore examples that have succeeded and failed.
3. Study two model cases—one affirming and one negating the resolution.

### ***Understanding the Resolution***

It is helpful to start your understanding of the resolution by defining the terms. Consider:

1. Civil Disobedience. A general definition can be, “the refusal to obey certain laws or governmental demands for the purpose of influencing legislation or government policy” (Dictionary.com). Examples could include breaking the law directly, but also could be disobedience in unlawful picketing or refusing to pay taxes that help fund the protested law.
2. Democracy. There are several political interpretations of what a “democracy” is, but the important concept to grasp for this lesson is that a democracy is a form of government that consists of the will of the people. Whether through representation or direct participation, the idea is that a democracy is a “government by the people” (Dictionary.com).
3. Morally Justified. Morality is brought into the debate here. Webster’s Dictionary calls morality “beliefs about what is right behavior and what is wrong behavior.” The “right behavior” for the affirmative would be civil disobedience, and for the negative civil disobedience would be “wrong behavior.” It is or isn’t “justified.”

Breaking the law is not always reserved for miscreants. Since perhaps the very first laws of government, resistance to laws by those who deemed them unjust was sometimes considered heroic or even saintly. Particularly when facing a more powerful, tyrannical government, peaceful and purposeful resistance often worked. The ideas of philosophers would spread the more they were accused of corrupting the young, religions spread as their martyrs were persecuted, and war protesters often were more successful at ending wars than military opposition.

Government resistance has always been around, but what about resistance to a government “of the people,” specifically in a democracy? This is how the term “civil disobedience” came about. Henry David Thoreau coined it when he wrote *Essay on Civil Disobedience* in 1848 as his reasoning behind his protest to the issues of his day. Taken from his essay:

“If the injustice is part of the necessary friction of the machine of government, let it go, let it go: perchance it will wear smooth—certainly the machine will wear out... but if it is of such a nature that it requires you to be the agent of injustice to another, then I say, break the law. Let your life be a counter-friction to stop the machine. What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn.”

Since Thoreau’s display of civil disobedience, several others have used it to successfully reform the status quo. Notable examples from the last century include Mahatma Gandhi gaining Indian independence from Great Britain and Martin Luther King, Jr. leading the Civil Rights Movement—both accomplished with intentional displays of civil disobedience. Therefore, affirmatives can argue that civil disobedience is morally justified.

Gandhi and King are success stories. Negative debaters will argue that civil disobedience doesn’t always go so well. Most governments—especially democracies—allow for peace protests. Civil disobedience opens the door to chaos and anarchy within the social structure that would have allowed for resistance to be handled peacefully. A most recent example of civil disobedience gone awry is the Ferguson looting and riots. A debater can make a strong argument that lawful protests—which was how the Ferguson chaos originated—would have been much more effective in protesting the status quo than unlawful disobedience.

Here is another angle to the negative position: The law does not need to be broken in order to overturn an unjust law. Inherently part of the democratic process is the ability to modify current law through voting or petitioning representatives. The underlying principle in democracies is “majority rules,” and protesting the law is violating this moral principle. If you are in the minority and you stand morally against the existing law of your democracy, then walk the walk of the democratically informed citizen and write your congressman, lobby your government, inform your fellow citizens, maybe even run for office, but disobeying the law is not “morally justified.”

Besides, who is to say what laws are morally okay to break? Civil disobedience may work from time to time in overturning a bad law, but what’s to stop those who want to overturn good laws? Would the affirmative like to allow neo-Nazis the same moral standing as Martin Luther King? Whether civil disobedience works or not is beside the point; the resolution is claiming it to be “morally justified.” The negative argument will make the claim that, indeed, it is not.

As you can see, this debate can get heated. Let’s take some more time researching some examples of civil disobedience to become better equipped to take up this debate.

### ***Examples of Civil Disobedience***

The affirmative will bring up examples showing the moral justification of civil disobedience, and the negative will counter these examples. Let's explore a few issues that generally serve as magnets for civil disobedient protests.

#### Government Oppression

Some of the examples already presented deal with laws of the government that are oppressive to a particular group of people. Some of the world's most notable heroes were civil disobedient leaders who protested the discriminatory laws of their time. These examples in history will become most common in your debates. It is wise to know much about them, especially these three:

1. Mahatma Gandhi (1869-1948) is responsible for leading India out of British control. Gandhi spent approximately 30 years steadily and peacefully resisting the British Empire. His movement eventually won with independence in 1947 and the adoption of a Constitution in 1950. Unfortunately, Gandhi was assassinated in 1948 and was not afforded the opportunity to lead India as an independent nation.
2. Martin Luther King, Jr. (1929-1964), the nonviolent leader of the 1960s Civil Rights Movement, cited Gandhi as one of his main influences for his civil disobedience. King wrote much about his "pilgrimage to nonviolence," where he was convinced that winning the battle for civil rights meant winning hearts and friendship rather than humiliation and defeat. History has arguably favored King's nonviolent civil disobedience.
3. Nelson Mandela (1918-2013) is an interesting contrast to Gandhi and King. Mandela's life work was to rid South Africa of the racist laws of apartheid, and he eventually succeeded, but he was a controversial leader who abandoned civil disobedience early in his efforts. He spent a total of 27 years in prison trying to overcome his "uncivil" disobedience, in and out of attempts to overthrow the government. Though he earned the Nobel Peace Prize in 1993, he often resorted to arms and terrorism to protest apartheid. Mandela, when contrasted with Gandhi and King, may be used as an example of how much more successful peaceful civil disobedience can be.

Whether civil disobedience is pragmatically effective is definitely debatable. The unrest in Ferguson, Missouri, after the fatal shooting of Michael Brown started as peaceful protests. The unrest quickly escalated to rioting, arson, and looting that brought in heavily armed police. This is an example of peaceful civil disobedience getting out of hand. Negative debaters could reference this kind of example.

## War

Thoreau’s civil disobedience was to protest a specific war, the Mexican-American War of 1847, where he penned in his cell the article *Civil Disobedience*. Since then, a war doesn’t go by without some sort of protest against it, all citing civil disobedience as the movement’s moral reasoning. Arguably the most prominent example of anti-war protesting through civil disobedience was observed during Vietnam.

This was a 20-year war, but Americans do not seem to recognize the Vietnam War as more than an extreme “conflict.” Our involvement in the troubled region of Asia escalated through the 1960s and 1970s through three presidential administrations—Eisenhower, Kennedy, and Johnson—with the final withdrawal with the fall of Saigon in 1975 under President Nixon. This prolonged and tiring war coupled with the mandatory draft to support it gave way to incredibly negative discontent among the American people.

At the war’s peak in 1968, anti-war demonstrations increased dramatically and, arguably, these demonstrations led to the eventual downturn of America’s commitment to Vietnam. As explained by the International Center on Nonviolent Conflict:

“U.S. troop levels in Vietnam peaked in 1968 at 540,000, with more than 300 Americans being killed every week. Despite this, an NLF/North Vietnamese offensive at the end of January underscored the unwinnability of the war. The nomination of pro-war candidates by the two major political parties despite widespread anti-war sentiments, combined with violent police actions against anti-war demonstrators at the Democratic National Convention in Chicago and elsewhere, served to further radicalize the anti-war movement. A countercultural group calling themselves the Yippies staged innovative actions and guerrilla theater, radical priests raided offices of draft boards, destroying records, and prominent veterans of the civil rights struggle, including Martin Luther King, Jr., became increasingly outspoken against the war. The news media began to become more skeptical in its war coverage and mainstream churches and unions began to speak out more boldly. Blockades of thoroughfares and other forms of nonviolent direct action became increasingly common. These pressures forced the Johnson administration to begin peace talks with the North Vietnamese and NLF and to suspend the bombing of North Vietnam.”<sup>3</sup>

Not only did the civil disobedience of the Vietnam protesters free America from this specific war, but the military draft has not been instituted since. Every war or military conflict since 1975 has been

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<sup>3</sup> Stephen Zunes and Jesse Laird. “The US Anti-Vietnam War Movement.” International Center on Nonviolent Conflict. January 2010. <https://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries?sobi2Task=sobi2Details&sobi2Id=21>

predicated on the strong political promise that the engagement will be short-lived and expedient. In fact, though there was not a strong civil disobedient response to George W. Bush's Gulf War, it can certainly be argued that the longevity of the war and the premature declaration of victory wore on the patience of Americans.

The obvious counterargument to the effectiveness of war protests would be how unsupportive these protests are to American interests. Perhaps there was a case to be made with Vietnam, but do all of America's conflicts need to be protested? Is there ever a just war in the eyes of those protesting? Perhaps not, and negative debaters will likely rebut by showing how our troops and American interests must be supported.

### Taxes

Would you like to take a guess at Thoreau's act of civil disobedience? He refused to pay his taxes. In his view, the revenue obtained from his taxes would go to the American-Mexican War, an unjust war, which forced Thoreau to protest on his conscience and refuse his participation through his government's taxation.

Don't confuse a tax "resister" with a tax "protester." A protester does not believe taxes are legitimate and are often protesting in secret as a way to evade taxation. A resister, on the other hand, will refuse to pay taxes as a civil disobedient gesture of protest to a particular government policy. In both Thoreau's case and Mahatma Gandhi's famous Salt March that started his life of protest, these men refused taxation in order to protest—or, rather, "resist"—a moral cause. Both served prison time for their resistance.

The negative should try to blur the distinction between a resister and a protester. The latter is not what the affirmative will try to claim. However, taking part in a democracy means using lawful means to persuade the electorate. Refusing to pay your taxes because of an unpopular law is really just trying to find a reason to avoid taxation. Participate in the democracy and pay your taxes, which is the moral thing to do.

### ***Your Model Cases***

Civil disobedience gets results, and there are many examples throughout history of noble acts of civil disobedience. Whether these results are morally justified in a democracy "of the people" and "for the people" is debatable. The two cases presented in *Red Book* will attempt to set the stage for you.

The affirmative case was written by debate coach and former champion Travis Herche. He preempts the assumed negative position by choosing to value "national interest" for the weighing mechanism for the affirmative side. This affirmative position will argue that in order to protest unjust wars where no political party in the democracy will object, truly patriotic people will use civil disobedience to protest

## Lesson 7: Civil Disobedience

the war. This case focuses mainly on the example of the Vietnam War protests of the 1960s and 1970s as its strongest application.

Travis also wrote the negative case. The value he chooses to uphold is “popular sovereignty,” defined loosely as “government created by and subject to the will of the people.” The argument goes that since a democracy is technically a popular sovereignty, civil disobedience morally disrupts this sovereignty. The act drowns out the discourse that is supposed to shape our public policy. The simple act of obeying speed limits is referenced as an application, as well as the more complicated chaos of the Ferguson looting and riots.

## Worksheet for Lesson 7

Name: **Teacher Edition – Answer Key**

Date: \_\_\_\_\_

**Read Lesson 7. Answer the following in the spaces provided.**

1. Put to memory the debate resolution:

*Resolved:* **Civil disobedience** in a **democracy** is **morally justified**.

2. Who created the term “civil disobedience” and when did he create it?

**Henry David Thoreau coined it when he wrote *Essay on Civil Disobedience* in 1848 as his reasoning behind his protest to the issues of his day.**

3. Explain how Gandhi’s civil disobedience influenced Martin Luther King, Jr.

**Martin Luther King cited Gandhi as one of his main influences for his civil disobedience.**

4. Did Nelson Mandela adopt Gandhi and King’s methods of civil disobedience? How effective was Mandela in his approach to repealing apartheid?

**Mandela at first adopted civil disobedience, but eventually turned to violence to protest apartheid. It is debatable, but some have argued that Mandela’s violence prolonged the cause.**

5. What American war brought civil disobedience to a most notable level? Did it work, and has it curbed how anti-war protests conduct themselves since?

**The Vietnam War brought civil disobedience to a notable level. Answers may vary to whether or not it curbed how anti-war protests now conduct themselves.**



6. Explain the difference between a tax “resister” and a tax “protester.”

**A tax “protester” does not believe taxes are legitimate, and they are often protesting in secret as a way to evade taxation. A “resister” will refuse to pay taxes as a civil disobedient gesture of protest to a particular government policy.**

EXPLAIN: Is there a law in effect today that you personally believe is unjust? What kind of civil disobedience do you believe would help overturn this unjust law? Would such acts be effective?

## AFFIRMATIVE CASE: NATIONAL INTEREST

Renowned philosopher Henry David Thoreau once said: “Under a government which imprisons unjustly, the true place for a just man is also a prison.”

In keeping with that time-honored tradition, I am *Resolved: Civil disobedience in a democracy is morally justified.*

Let me begin with a...

### Resolutional Analysis: Passive Resistance

The American Heritage Dictionary defines civil disobedience as: “Refusal to obey a law as a result of moral objections, especially through passive resistance.”<sup>4</sup>

Other ways that you could break a law—like robbing a bank or committing an act of terrorism or violently looting—don’t count as civil disobedience. Civil disobedience is peaceful, respectful law-breaking on moral grounds.

Now let’s move to the most important part of the debate.

### Value: National Interest

National Interest is defined by West’s *Encyclopedia of American Law* as: “A broad term for any matter of public concern that is addressed by a government in law or policy.”<sup>5</sup>

Here are two reasons why national interest is the best way to assess civil disobedience:

#### Value Link 1: Common Goal

There are many parties impacted by civil disobedience: protesters, other citizens, police, lawmakers, and so on. National interest is the one thing they all have in common, making it the perfect measure for the resolution.

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<sup>4</sup> The American Heritage Dictionary of the English Language, Fifth Edition, 2015 by Houghton Mifflin Harcourt Publishing Company. <https://www.ahdictionary.com/word/search.html?q=civil%20disobedience>

<sup>5</sup> West’s Encyclopedia of American Law, edition 2. Copyright 2008 The Gale Group, Inc. All rights reserved. <http://legal-dictionary.thefreedictionary.com/National+interest>

## Value Link 2: Civic Duty

Citizens have a responsibility to serve their country in various ways, like voting or serving on juries. This responsibility is a moral obligation. It's an obligation to serve others, and it's an obligation to repay the debt to government created by police, military, courts, and the other things government provides to its people.

So the question you're facing as the judge is simple: is it possible that passive resistance is in the best interests of a nation? If it is, you will vote affirmative at the end of the round. The answer lies in my final point, my one and only contention.

## Contention: Civil Disobedience can protect National Interest

As citizens of a democracy, we do not have a duty to blindly accept whatever our government tells us. Quite the opposite: we have a duty to ask questions, to think critically. Criticizing our country is far more patriotic than setting off fireworks, because it actually makes the future better.

Here in Western civilization, we have a saying: "*Lex iniusta non est lex.*" That's Latin for: "Unjust law is not law."<sup>6</sup>

It's a way of saying that citizens ought to disregard unjust civil laws in order to respect a higher moral law.

Modern democracies have a time-honored tradition of civil disobedience, resisting unjust laws, and drawing public attention so change can happen peacefully. Let me give you an example.

## Application: Vietnam Protests

American soldiers slogged through the miserable jungles of Vietnam in search of a victory that couldn't possibly be won. Over the nearly twenty-year war, we dropped four times the tonnage of bombs we used to flatten Germany in World War II.<sup>7</sup>

It is now generally accepted that the Vietnam War was a catastrophe. We drafted thousands of young Americans and sent them across the ocean to a jungle quagmire. A total of 58,000 Americans came home in body bags, and 5 million Vietnamese died, the vast majority of them civilian.<sup>8</sup> The staggering death toll is hard to understand because it was fought on a continent we had no business sending

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<sup>6</sup> Australian Law Dictionary <http://www.oxfordreference.com/view/10.1093/oi/authority.20110810105255773>

<sup>7</sup> "Vietnam: Cambodia Bombing." <http://zfacts.com/node/251>

<sup>8</sup> 2 million civilian casualties in the North, 2 million in the South, and 1.1 million military casualties. [http://www.rjsmith.com/kia\\_tbl.html](http://www.rjsmith.com/kia_tbl.html)

soldiers to. Here's one way to wrap our minds around it: if the Vietnam War were fought today on American soil, the entire population of California would have been killed.<sup>9</sup>

As if that wasn't bad enough, the dictator we were fighting to protect—Ngo Dinh Diem—was guilty of human rights atrocities. Those who didn't vote for him were beaten by government agents. He ordered his police to open fire on unarmed crowds. Many believed that Diem was actually insane. He was so bad that his own people engaged in acts of civil disobedience against him—most famously when a monk self-immolated to protest religious persecution in his country.

So I ask: How should citizens of a democracy protest such a war? The negative may argue that participating in the voting is the democratic way, but both Democrats and Republicans supported the continuation of this failing war. Should Americans have accepted the unjust war as the fate of their country?

In his essay "Civil Disobedience," Henry David Thoreau wrote:

"If the injustice is part of the necessary friction of the machine of government, let it go, let it go: perchance it will wear smooth—certainly the machine will wear out... but if it is of such a nature that it requires you to be the agent of injustice to another, then I say, break the law. Let your life be a counter-friction to stop the machine."<sup>10</sup>

"Break the law." That's exactly what patriotic Americans across the nation did to "stop the machine." In the face of prosecution, protesters defiantly burned their draft cards. They preferred prison or exile to betraying their country by participating in an unjust war. By 1972, there were more conscientious objectors than actual draftees.<sup>11</sup>

The peaceful, law-breaking protests of the Vietnam War changed public opinion, shortening the war and permanently ending the use of the draft in America. It's a great example of morally justified civil disobedience.

According to the International Center on Nonviolent Conflict:

"The nomination of pro-war candidates by the two major political parties despite widespread anti-war sentiments, combined with violent police actions against anti-war demonstrators at the Democratic National Convention in Chicago and elsewhere, served to further radicalize the

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<sup>9</sup> 12% of Vietnam's population died. 322 million Americans x 12% 38.6 million. Population of California: 38.8 million.

<sup>10</sup> Taken from "On the Duty of Civil Disobedience" at [http://www.transcendentalists.com/civil\\_disobedience.htm](http://www.transcendentalists.com/civil_disobedience.htm)

<sup>11</sup> Jessie Kindig, "Draft Resistance in the Vietnam Era." The Great Depression in Washington State Project. Retrieved November 11, 2015 from [http://depts.washington.edu/antiwar/vietnam\\_draft.shtml](http://depts.washington.edu/antiwar/vietnam_draft.shtml)

## Lesson 7: Civil Disobedience

anti-war movement. A countercultural group calling themselves the Yippies staged innovative actions and guerrilla theater, radical priests raided offices of draft boards destroying records, and prominent veterans of the civil rights struggle, including Martin Luther King, Jr., became increasingly outspoken against the war. The news media began to become more skeptical in its war coverage and mainstream churches and unions began to speak out more boldly. Blockades of thoroughfares and other forms of nonviolent direct action became increasingly common. These pressures forced the Johnson administration to begin peace talks with the North Vietnamese and NLF and to suspend the bombing of North Vietnam.”<sup>12</sup>

In a democracy, we should be able to trust that our government will act in the best interests of the country. But on the rare occasions that it does not, conscientious citizens have a responsibility to stand up and say “no.” Thank you.

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<sup>12</sup> Stephen Zunes and Jesse Laird. “The US Anti-Vietnam War Movement.” International Center on Nonviolent Conflict. January 2010. <https://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movementsand-campaigns-summaries?sobi2Task=sobi2Details&sobi2Id=21>

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## NEGATIVE CASE: POPULAR SOVEREIGNTY

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In a tyrannical country like North Korea, you either like the laws you live under or you don't. Either way, you can't change them. In a democratic country like the United States, we can debate and vote and elect and cause change. Civil disobedience throws a monkey wrench into that process, which is why I stand against it.

Let me begin with a...

### **Resolutional Analysis: Morality not Guaranteed**

If you vote for this resolution, you will support the misguided conscientious protestors mentioned by the affirmative. But you'll also support people throwing out all kinds of good laws because they violate personal moral codes. Unfortunately, we don't get to pick and choose who gets to be civilly disobedient. You either affirm this resolution as a general rule that anyone can embrace, or you opt for the more prudent route of saying that civil disobedience is generally not justified.

So let's talk about moral justification:

### **Value: Popular Sovereignty**

Popular sovereignty is operationally defined as: "Government created by and subject to the will of the people."

Here's why popular sovereignty is the best way to measure this resolution:

### **Reason to Prefer: Best System**

While the majority isn't always right, it is more likely to be right than any alternative. Democratic nations are the best way to ensure the government rules in the best interests of the people, rather than the rulers or a powerful few. This is why Winston Churchill said: "It has been said that democracy is the worst form of government except for all those other forms that have been tried from time to time

...<sup>13</sup>

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<sup>13</sup> Richard M. Langworth. "Democracy is the worst form of Government..." 26 June 2009.  
<https://richardlangworth.com/worst-form-of-government>

## **Contention: Civil Disobedience erodes Popular Sovereignty**

Taking the law into your own hands is an attack on popular sovereignty, as shown in three sub-points. The second and third sub-points will have applications, so leave plenty of space on your flowsheet.

### **A) No Ideal Law Code**

Put a thousand people in a room and ask how many think our current laws are completely perfect. No hands will go up. Some people want more gun control, others less. Some people like sales tax, others don't.

It is impossible to create a law code that satisfies everyone. So instead, we create one that represents the majority will of the people.

Again, democracies thrive because political power rests in the people, not on a single person. But civil disobedience throws that all way and establishes a single ruler again, as shown in sub-point B.

### **B) Individual Sovereignty**

Civil disobedience tosses out ideas like democracy, free elections, political discourse, and the rule of law. It effectively declares a one-person anarchy. It says: "The rules don't apply to me, but if I can change them, then the rules will apply to everyone else."

### **Application: Speed Limit**

Speed limits represent the will of the people. If you choose to exceed the limit, you're declaring a personal exemption from the law of the land. You're effectively declaring yourself to be a one-person sovereign nation until you stop driving. Now imagine driving on the highway at the speed limit and knowing that someone around you didn't care about the rules of the road. That would be terrifying because you know the stakes. Following the law is a matter of life and death.

Rather than the grown-up version of throwing a tantrum, citizens should take advantage of the fact that they live in a democracy. That brings me to the third sub-point.

### **C) Drowns Out Rational Discourse**

Sadly, the spotlight tends to shine brightest on the loudest and most obnoxious people. Sometimes there are bad laws that need changing. Good citizens use peaceful, legal methods to protest and change the laws. But often, a small minority of rambunctious hotheads gets caught up in the same cause and ruins the tone of the conversation.

### **Application: Ferguson**

When most people think of the 2014 unrest in Ferguson, Missouri, they think of burning buildings, looters sprinting down the road clutching TVs, and military police tossing flash bangs.

The civil disobedience that warranted calling in the National Guard wasn't just tragic because of the mindless destruction it caused. It was also tragic because it stole attention from the real protest—thousands of law-abiding citizens peacefully organized to chant and sing songs calling for peace and equality. Beyond the tear gas, there were good citizens linking hands to protect businesses from looters. The crowd included a state senator, musicians, and even the Missouri Highway Patrol Captain.

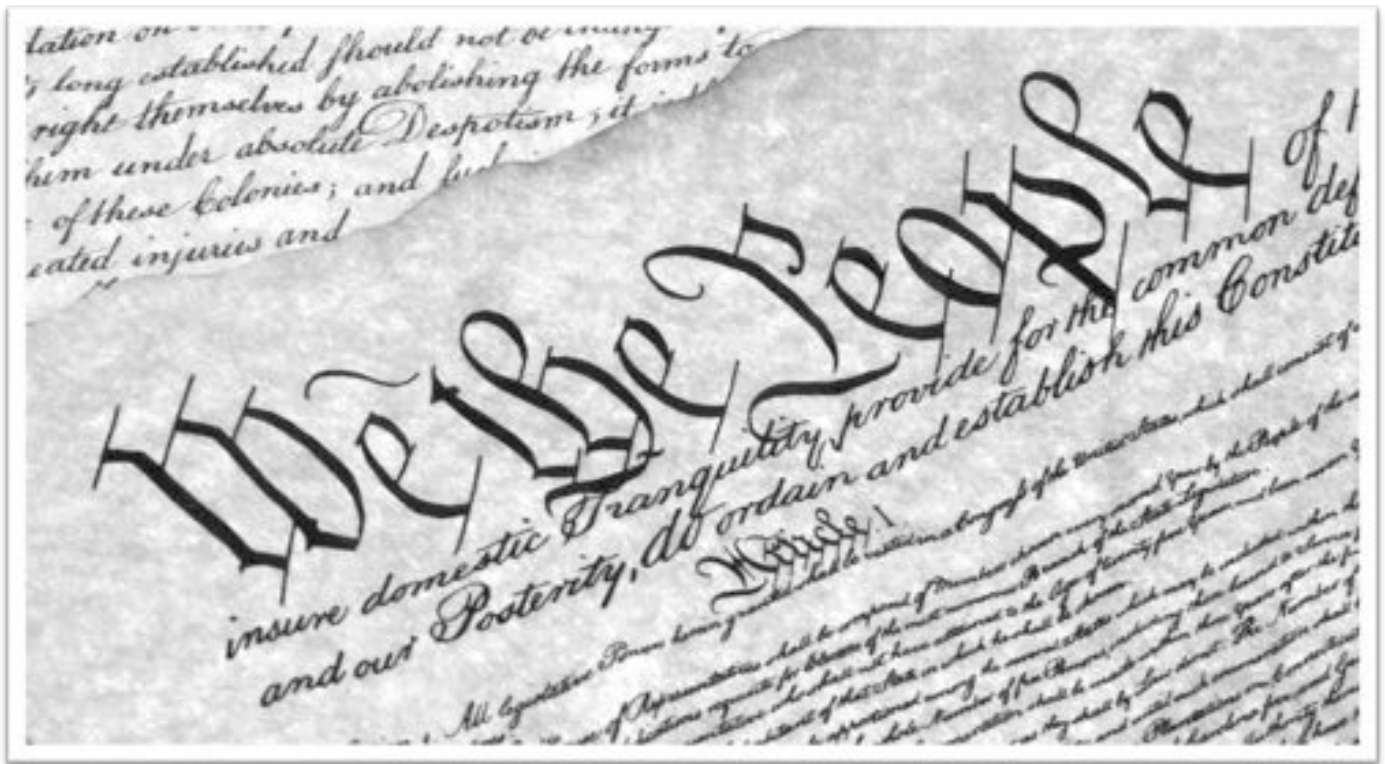
The conversation should have been about police use of force and treatment of African Americans. Instead, it was about burning gas stations.

Again, there are sometimes bad laws that deserve protest. But that does not justify breaking the law and stealing the microphone from calmer voices. The consequences of affirming civil disobedience are looting, rioting, and chaos. Even terrorism—one of the most morally reprehensible acts we know—is just an extreme form of civil disobedience.

In the name of having a country with laws, I hope you'll reject this resolution.



# LESSON 8: PRIVACY VS. SECURITY



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## The Debate of Lesson 8:

“Resolved: When in conflict, the right to individual privacy is more important than national security.”

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In the aftermath of 9/11, many argued that federal agencies could have done more to prevent the tragedy if they had been able to gather and share more information. *Privacy*, they argued, was valued above *security*, making us vulnerable to the terrorism of the infamous day. Since then, our country has swung the pendulum to the other side of the conflict, and some say too much. Our *privacy* is one of our country’s most important personal rights, and every time we surrender our privacy for national security we are surrendering one of the core fabrics of our free society.

This conflict didn’t originate from 9/11, though, and the conflict isn’t always so consequential. Some measures of security, even those that give up our privacy, are perfectly reasonable. We give up our name, address, and insurance information when we register our cars with the government. The exchange is valuable to us and all of society: the assurance that all drivers have done the same, that

they have all gotten the insurance necessary to keep us all safe on the roads. Likewise, while people complain about the thick security of airports—especially the intrusive privacy violations of pat-downs and searching personal luggage—does anyone really expect we should go back to 1969 when airports had no security? We had plenty of privacy, but 71 airplanes were hijacked worldwide in that single year. Such surrender of privacy helps keep us safe in the sky.

The conflict between the two important values—*privacy* and *security*—is what this resolution is about. You are going to take an affirmative and negative side to the resolution, *Resolved: When in conflict, the right to individual privacy is more important than national security*. To prepare you for your debate, you will have to accomplish the following:

1. Understand the conflicts between privacy and security.
2. Develop core understanding of applications surrounding the conflicts.
3. Study two model cases—one affirming and one negating the resolution.

### ***Understanding the Resolution***

Three definitions within this resolution are important. Let's analyze these:

1. **National Security.** This may be defined as “the protection or the safety of a country’s secrets and its citizens” (Macmillan). Any government’s most important service is to protect its citizens and their collective interests.
2. **Privacy.** A broad definition of this word would be “the state of being away from public attention” (Merriam-Webster). Countries that don’t respect their citizens’ right to privacy would hardly be considered part of the Western democratic world. A more legal definition from *Black’s Law Dictionary* highlights the debate better: “the right that determines the nonintervention of secret surveillance and the protection of an individual’s information.” Compared to Macmillan’s definition of “security,” individuals, not just a government, have “secrets” (or “information”) worthy of protection from the government’s “secret surveillance.”
3. **When in Conflict.** This phrase sets you up to delve into situations where national security and individual privacy are “in conflict.” Both the affirmative and negative sides will explore situations when an individual’s privacy and national security threatened one another.

We’ll dive into examples of the conflict situations soon, but let’s first explore where these ideas of privacy and security come from. It is introduced upfront in the Preamble of the Constitution (emphasis added):

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, *provide for the common defence*, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

The Constitution set up our government, “the People of the United States,” and it very explicitly lays out one of its most important purposes: “provide for the common defence” (spelled “defense” in today’s American English). The Constitution itself gets even more specific:

1. Article 1, Section 8: Many of the 18 powers given to government are powers of national defense. Congress can build up a navy and armies, address piracy and other world conflicts, and declare war as needed to protect the Union.
2. Article 2, Section 2: “The President shall be commander in chief of the Army and Navy of the United States.” This is the first duty assigned to the President.
3. Article 4, Section 4: “The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion.” Here again is a foundation for the government to provide national security.

It is safe to say that the Constitution is clear that “national security” is a most important duty of the federal government. However, the same preamble that makes this justification also limits the government of its purpose. Again, with emphasis added:

*“We the People* of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, *promote the general Welfare*, and *secure the Blessings of Liberty to ourselves and our Posterity*, do ordain and establish this Constitution for the United States of America.”

The purpose of national security is not to protect a government’s secular interests from that of its people. The government—at least in America—consists of “we the people,” and the people’s “general welfare” and “liberty” and “posterity” are the values that must be protected.

The Constitution does not explicitly mention “privacy,” but it has consistently been upheld as a strong value of the Constitution through the Fourth Amendment, which states:

“The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”

Parse the words of this Amendment carefully and notice some words and concepts that are there. Debaters will be parsing these words, too, in their rounds:

1. “Persons, houses, papers, and effects.” The Founders could not have imagined that someday people would communicate by sending electronic messages through wires or air. Where do megabytes, sound waves, or web pages fit into “the right of the people to be secure”? The communication age has definitely raised questions about our privacy.
2. “Their.” This little word makes a big difference in today’s email world. If a copy of your email is sitting on Google’s server, it might arguably be “theirs” and not “yours.” Your “papers” are secure from search, but the one sitting electronically on Google’s servers isn’t “yours.” At least that’s what some legal scholars say. Others have argued that there is no difference between “papers” and “electronic mail.”
3. “Unreasonable searches and seizures.” The Fourth Amendment may sound like it protects individuals completely, but it doesn’t. A huge amount of court litigation centers around what is “unreasonable.” In the communication age, legal analysts refer to the Fourth Amendment’s “expectation of privacy.” If you expected your conversations were private, they are protected by the Fourth Amendment. But today, who really expects privacy in the World Wide Web?

Can you think of examples of conflicts between the two Constitutional responsibilities of privacy and national security? As a debater, you’ll likely bring up some of the following.

### ***Examples and Applications***

Remember, some of the most convincing arguments you make will be the examples you use in your debating. These “applications” are examples of your values “applied.” Let’s highlight some general applications for you to think about, as well as give you the quick perspective of the affirmative and negative.

#### Law Enforcement

Governments do electronic surveillance to investigate crime by collecting information about who is talking to whom and what they are saying. That evidence can point out who the bad guys are and provide the incriminating evidence that can put them behind bars.

- Affirmative: Upholding privacy, you will propose better safeguards to increase requirements for warrants for wiretaps and criminal surveillance.
- Negative: Upholding national security, you would of course find examples where the government overstepped its need to do so.

### Intelligence Agencies

Numerous bills have been passed in recent years meant to rein in the intelligence agencies that react (or over-react) to reasonable fears of terrorism. The National Security Agency (NSA) uses technology to sweepingly monitor electronic communications of everyone, not just people they suspect are participating in terror activities. Is this right or wrong?

- Affirmative: Privacy of innocent citizens should be upheld when in conflict with national security. The NSA and other intelligence agencies need to monitor only suspected criminals, not the vast majority of innocent citizens.
- Negative: Citizens today should expect our government to take reasonable precautions to monitor electronic communications for the sake of finding dubious activity from terrorist organizations. Besides, if someone wants their communications to be private, then don't use electronic media to do so. Everyone should expect the government—for the sake of national security—to be watching.

### Airport Security

We all surrender our privacy when we attempt to board a plane, and we feel most violated when we suffer through pat-downs and have Transportation Security Agency (TSA) agents search our luggage. Since 9/11 when terrorists hijacked airplanes and flew them into the World Trade Center and the Pentagon, the government has deemed air travel as a reasonable place for citizens to surrender their privacy for the sake of national security.

- Affirmative: Now that we have over a decade of application of such security precautions, do we really need the level of security we have today? Much has been said that the TSA has become abusive in their privacy violations, making the argument that we have overvalued national security at the expense of our privacy.
- Negative: There may be individual examples of abuse of power, but there have been many documented examples of terrorist plots being foiled by the TSA's insistence on security measures. In today's world of terror, we do not afford the luxury of privacy during air travel.

### Drones

Drones are unmanned motorized aircraft that fly with cameras intended for surveillance. Many domestic applications include agricultural monitoring, personal property security, motion picture filmmaking, newsgathering, and recreational photography. The trouble starts when the government uses drones for domestic surveillance, essentially violating the privacy of its citizens.

- Affirmative: Without proper restrictions, state surveillance via this expanding area of technology threatens both individual privacy and civil liberty. Regulatory reform is imperative to prevent the government from gaining further control in the name of security.
- Negative: Courts have ruled that US citizens have no expectation of privacy in things that are publically visible. Airspace is public space, and under current law drones have open season on viewing everyone and everything they can. Since there is no “expectation of privacy,” drones are perfectly “reasonable” forms of search and seizure, especially when in conflict with national security.

### Email

Here’s an interesting fact of current history: In 1986 Congress passed the Electronic Communications Privacy Act (ECPA), with all good intentions, in a world that had never heard of the Internet. Today many email systems routinely store all emails on big servers, and the government has taken it upon itself to search these servers for evidence to convict criminals. Though “papers” are protected under the Fourth Amendment from unreasonable search without warrants, courts have interpreted private computers as private and online databases as not. But technology today is minimizing the PC and most everything—the “papers” of individual citizens—are kept on databases in the cloud.

This is a big deal in today’s public policy world. At the time of writing *Red Book*, the Email Privacy Act is making its way through committees in Congress. Nevertheless, Lincoln-Douglas debaters should debate the value behind such policies:

- Affirmative: By all means, emails are private correspondence between individuals. No one writes emails thinking the government may—whenever it wants—read and take them. This conflict situation just goes to show how we must value privacy more than national security.
- Negative: Email privacy unnecessarily slows down investigations of terrorism, hence a threat to national security. The public should know that emails stored on external servers are not private, and they shouldn’t have any expectation of privacy in them.

### The USA FREEDOM Act

Congress passed the USA FREEDOM Act on June 2, 2015. For the most part, it sided with privacy. While it restored some of the original PATRIOT Act, it imposed new limits on the bulk collection of metadata on US citizens. It also clarified roving wiretaps to better focus on suspected terrorists alone—not average, everyday Americans. The act even played off the use of the PATRIOT acronym, making a “backronym” for USA FREEDOM: United and Strengthening America by Fulfilling Rights and Ending Eavesdropping, Dragnet-collection and Online Monitoring Act. Even the US Congress can be clever.

Now that this law has passed, Lincoln-Douglas debaters can keep on debating the issue and keep arguing the predicted problems of the USA FREEDOM Act. It arguably contains provisions that will interfere with the functioning of FISA courts and may threaten national security.

- **Affirmative:** The USA FREEDOM Act was a step in the right direction. A good debater will be able to find examples of violations of privacy that led to the act being passed in the first place. And has America suffered any national security risk since its passing? Arguably no.
- **Negative:** The USA FREEDOM Act was a step in the wrong direction. It is based on the exact opposite concern our government should have: protecting its citizens from the clear and present danger of terrorism. We are letting down our guard. Why? Because we're not negating this resolution.

### ***Your Model Cases***

Do you see a pattern here? I bet you do. Current policies either take our privacy for the sake of national security, or they risk our national security for the sake of privacy. This is a worthy debate to have—both for policy and for value.

For this lesson, we chose one case for affirmative and one for negative. Beginning debaters will use these cases in their scrimmages, and more advanced debaters may venture into their own case ideas. Let your teacher decide how deep you will go into this resolution.

On the affirmative side, you will value the “presumption of innocence.” This case appeals to illegal surveillance methods, uncomfortable screening practices, and the general distrust of government. By upholding the affirmative side of the resolution, the government has guidelines to follow—what the case calls the “Fourth Amendment Standard”—that are good for all of America.

On the negative side, you will value “general welfare.” You will lean on real-world examples of massive, systematic privacy invasions being used to save thousands of American lives. You will make the strong case that compromising privacy for the sake of national security is a low-cost and high-reward compromise. When lives are on the line—which is the conflict of this resolution—of course, vote negative.

## Worksheet for Lesson 8

Name: **Teacher Edition – Answer Key**

Date: \_\_\_\_\_

**Read Lesson 8. Answer the following in the spaces provided.**

1. Fill in the words from the objective of this lesson:

To understand the conflicts between privacy and security, to develop core understanding of applications surrounding the conflicts, and to study two foundational cases—one affirming and one negating the resolution.

2. For the underlined parts of the preamble of the Constitution, place AFF above parts of the preamble that affirm the resolution and NEG above the parts that negate the resolution.

**AFF**  
We the People of the United States, in Order to form a more perfect Union, establish Justice,  
**NEG**  
insure domestic Tranquility, provide for the common defence, promote the general Welfare,  
**AFF**  
and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this  
Constitution for the United States of America.

3. Do you agree that the most important duty of the federal government is to protect its national security? Explain. **Answers may vary.**

4. The word “privacy” is not mentioned in the Constitution. What part of the Constitution implies individual protection of privacy?

**The Fourth Amendment.**

5. The following is a list of how applications on the affirmative and negative may be used. Mark whether these examples would be better on the AFF side or the NEG side. Be prepared to explain why.

**Neg** a) An NSA technology filters thousands of emails through a program and discovers a terror cell plotting to bomb a public event.

**Aff** b) In filtering these same emails, the NSA discovers criminal gambling activity and turns the emails over to local authorities to pursue a conviction.



**Aff** c) A team of journalists successfully smuggles firearms onto airplanes at significant airport facilities, despite heavy TSA security.

**Neg** d) The TSA has never reported a single terrorist plot foiled by its own security.

**Neg** e) A government drone is used to discover a terror cell and foil the plans for a terror attack.

**Aff** f) The government has drones flying in public places, forcing citizens to behave themselves.

**Neg** g) No terror attacks reported since the passing of the USA FREEDOM Act.

**Aff** h) Several terror attacks reported since the passing of the USA FREEDOM Act.

6. Write a paragraph explaining which side of the resolution you personally agree with, and explain your reasoning behind your opinion.

**Answers may vary.**

## AFFIRMATIVE CASE: PRESUMPTION OF INNOCENCE

### Introduction

If you travel by air, you probably have the drill memorized. As you approach the security checkpoint, you remove your shoes, belt, and jacket. You put all of your personal items into a scanner and step forward to be examined. You probably don't mind; after all, this prevents terrorists from killing you and hundreds more. Right?

If this has been you, you aren't going to like what I have to say next. In June of 2015 it was announced that the TSA had failed to detect fake bombs and weapons in 67 of 70 tests. CNN reported on an internal investigation of the Department of Homeland Security's Office of the Inspector General: quote, "[investigators] were able to get banned items through the screening process in 67 out of 70 tests it conducted across the nation."<sup>14</sup>

Make no mistake: you are not trading your privacy for security; you are being robbed of privacy for no benefit. That is why I stand resolved that, "When in conflict, the right to individual privacy is more important than national security."

### Definitions

Let's begin by addressing the definitions of today's terms:

- Privacy: "the state of being free from unwanted or undue intrusion or disturbance in one's private life or affairs."
- National Security: "a collective term for the defense and foreign relations of a country."
- Conflict: "incompatibility or interference, as of one idea, desire, event, or activity with another."<sup>15</sup>

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<sup>14</sup> Eric Bradner and Rene Marsh, "Acting TSA director reassigned after screeners failed tests to detect explosives, weapons." CNN June 2015. <http://www.cnn.com/2015/06/01/politics/tsa-failed-undercover-airport-screening-tests/>

<sup>15</sup> All definitions taken from Dictionary.com: <http://dictionary.reference.com>

## **Resolutional Analysis: Philosophies of Approach**

This resolution presents a comparison between two underlying philosophies of our national approach to public policy. One approach favors the privacy of individuals, advocating strong protections and restricting government power. The other favors our national security, even to the detriment of individual rights and freedoms. The core conflict in this debate is between the legitimacy of these governmental approaches.

## **Value: The Presumption of Innocence**

My value is the Presumption of Innocence, understood as, “Treating people as if they are innocent until proven guilty.” Presumption of innocence was at the core of the original American experiment. Any government official was bound to strong probable cause, had tough requirements for warrants, and by law had to give you the benefit of the doubt.

But that American understanding has been threatened in today’s surveillance world. Instead, the American public is treated as if they are guilty until proven innocent, a perversion of our rights. I believe that the government must treat you as though *you* are innocent until *they* prove you guilty.

## **Criterion: Fourth Amendment Standard**

My criterion, to demonstrate when the presumption of innocence is being upheld as the Fourth Amendment Standard. The founding fathers carefully balanced our right to privacy with our need for security. They established guidelines for when searches of private property and persons can be legitimate. The Fourth Amendment establishes these three criteria:

1. The search must be reasonable.
2. There must be probable cause.
3. The search must be accompanied by a warrant for a specific place.

This is really important! Only when all three of these standards are being upheld are you being presumed innocent. Let’s explore how the misguided cause of national security has trampled these standards in:

## **Contention 1: Fourth Amendment Standard is violated**

When we uphold the negative position and allow government to put security over privacy, it is inevitable that our Fourth Amendment rights will be unconstitutionally violated.

An example of this is NSA surveillance. The NSA maintained a massive telecommunications metadata program. So, what on earth is that? It is a giant system designed to keep track of whom you have called, when you called them, and how long you talked. Never heard of it? That's because it started after a secret ruling in 2006 by the Foreign Intelligence Surveillance Court. It was hidden from nearly all of America until it was leaked to the media in 2013.

For many Americans, personal information is highly sensitive. Family members, therapists, doctors, banking calls—all tracked by the NSA. This was a massive breach of the Fourth Amendment, clearly outside of the legal limitations on government. When the government believes they can search you—not only without warrant, but in secret—they treat you as guilty from the beginning. This program was unreasonable, it was not based on any probable cause, and no warrants were issued. National security leads to a breakdown in our constitutional rights.

## **Contention 2: Fourth Amendment violation bears no fruits**

Just like at the airport, we may be tempted to accept these transgressions as necessary: a measure of national security. However, this temptation is false.

New America, a think tank for public policy, did a study of the 225 individuals charged with terrorism in the United States and found that, “The controversial bulk collection of American telephone metadata, which includes the telephone numbers that originate and receive calls, as well as the time and date of those calls but not their content, under Section 215 of the USA PATRIOT Act, appears to have played an identifiable role in initiating, at most, 1.8 percent of these cases.”<sup>16</sup>

This proves that your government abused your rights, misused your trust, and invaded your privacy, all for a program that has, at the absolute best, a 98.2% failure rate at detecting terrorists! It is clear to see that no true security will come from handing over privacy to the cause of national security.

## **Contention 3: Privacy must be more important**

We have identified that the government violates our right to privacy and that this violation doesn't protect us. This leads us to the obvious conclusion: our right to privacy must take priority or we lose rights for no reason.

Fortunately, we have recently seen several steps in the right direction. On June 2, 2015, the Senate passed The USA FREEDOM act. It revokes the NSA's ability to obtain mass warrants, instead

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<sup>16</sup> “Do NSA's Bulk Surveillance Programs Stop Terrorists?” New America, January 13, 2014.  
<https://www.newamerica.org/international-security/do-nsas-bulk-surveillance-programs-stop-terrorists/>

## Lesson 8: Privacy vs. Security

requiring them to obtain a specific targeted warrant for a reasonable search. This new bill upholds the Fourth Amendment standards for our privacy, and treats you like a normal innocent civilian, not like a terrorist waiting to be found.

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## NEGATIVE CASE: GENERAL WELFARE

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Ten years ago, an Al-Qaeda cell known as the Salafist Group for Preaching and Combat devised a massive terror plot intended to outdo the horrors of September 11. They planned major coordinated attacks on ships, railways, and sports stadiums.

Had they succeeded, thousands of people would have died and the entire world would have been left reeling. And, had privacy been upheld, that's exactly what would have happened. Fortunately, it was not. Lives were saved by commitment to national security, which is why I am resolved: "When in conflict, individual privacy is NOT more important than national security."

### Value: General Welfare

General Welfare is defined as: "The concern of the government for the health, peace, morality, and safety of its citizens."<sup>17</sup>

Here's why General Welfare is the best way to decide between national security and privacy:

### Reason to Prefer: Purpose of Government

Governments are founded to serve their people. If a country has healthy, happy, prosperous people, we call it well-governed. If not, the government has failed. That's why general welfare is named in the Preamble of the US Constitution: "promote the general welfare."

So the question is: which is more essential for the welfare of citizens: national security or privacy? I'll answer that question in two contentions.

### Contention 1: National Security Upholds General Welfare

National security is the most fundamental and universally accepted component of effective governance. It is our safeguard against the horrors of invasion and terrorism. Without it, we simply don't have a country.

Privacy advocates naively insert themselves between us and our own safety. When more rational minds prevail, lives are saved.

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<sup>17</sup> Definition taken from The Free Dictionary: <http://legal-dictionary.thefreedictionary.com/General+Welfare>

## Application: SGPC

As I mentioned in the introduction, SGPC stands for Salafist Group for Preaching and Combat. The Al-Qaeda cell was right on track to launch a series of major attacks that would have cast the horror of 9/11 into a shadow. Soon before launch, three leaders of the cell met just south of Naples, Italy. Fortunately, Italian police knew better than to let privacy put lives in danger. In Italy, wiretaps are a common tool used to keep tabs on suspicious people. Italian authorities use more than 100,000 wiretaps per year,<sup>18</sup> empowering counter-terrorist agents to stop attacks before they happen. When police overheard three terrorists putting the finishing touches on their conspiracy, they promptly arrested them. The plot was foiled and thousands of lives were saved.<sup>19</sup>

## Contention 2: Privacy doesn't uphold General Welfare

The way some people talk about privacy, you'd think it was fundamental to our existence. But the fact is, privacy is more of a fad that's on its way out. Let's take a look at two sub-points followed by an application.

### a) Modern Luxury

Up until the last century or so, the whole notion of privacy meant nothing.

Professor Lawrence Friedman is a prize-winning, internationally acclaimed legal historian. In his book *Guarding Life's Dark Secrets*, he says:

[Read only the underlined] “In an important sense, privacy is a modern invention. Medieval people had no concept of privacy. They also had no actual privacy. Nobody was ever alone. No ordinary person had private space. Houses were tiny and crowded. Everyone was embedded in a face-to-face community. Privacy, as idea and reality, is the creation of a modern bourgeois society.”<sup>21</sup>

If the human race survived for millennia without it, we know privacy is not fundamental, nor is it a human right. It's a luxury. Choosing privacy over national security is like spending your grocery bill on a fancy car.

But it gets even sillier.

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<sup>18</sup> “Italy Having Second Thoughts over Commonplace Wiretaps.” Associated Press. May 21, 2012.  
<http://www.azcentral.com/offbeat/articles/2008/06/10/20080610italy-wiretaps0610-ON.html>

<sup>19</sup> “January 2006: Huge U.S. Terror Plot Is Foiled By Domestic Wire Taps.” *SeekFind.net*. August 2010.  
[http://www.seekfind.net/January\\_2006\\_Huge\\_US\\_Terror\\_Plot\\_Is\\_Foiled\\_By\\_Domestic\\_Wire\\_Taps.html](http://www.seekfind.net/January_2006_Huge_US_Terror_Plot_Is_Foiled_By_Domestic_Wire_Taps.html)

## b) So Last Century

With the rise of the Internet, privacy is on its way back out. Each passing year brings more technology smaller, smarter, faster, and more convenient than ever before. Regardless of how we feel about the resolution, privacy is already dead. That doesn't mean you can't still get alone time or keep secrets, but it means that we're really not giving up anything when we choose to uphold national security.

### Application: Google

Google has earned its position as the most visited website in the world by making the entire world accessible at our fingertips. But in order to make our lives easier, Google learns just about everything about us, from what we're interested in to who our friends are to what's on our schedule to what our medical issues are.

I quote Caitlyn Dewey from *The Washington Post*:

I'll probably Gchat a friend and ask if she wants to grab dinner. After that, I'll Google a couple of restaurant options and check out their menus (in Chrome, naturally) and eventually settle on a spot for dinner. I'll e-mail my friend to confirm. And when the appointed date arrives, knowing my sense of direction, I'll probably use Google Maps to figure out how to get there.<sup>20</sup>

Privacy is all good and well where it exists, but it is already just about out the door. Even at its high point, it's nothing more than a modern luxury. The sad fact is that there are bad people out there in the world, and they'll stop at nothing to hurt us. We can't compromise on national security. Thank you.

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<sup>20</sup> Caitlyn Dewey, "Everything Google knows about you (and how it knows it)," *The Washington Post*, November 19, 2014. <https://www.washingtonpost.com/news/the-intersect/wp/2014/11/19/everything-google-knows-about-you-and-how-it-knows-it/>



# LESSON 9: LIBERAL ARTS VS. PRACTICAL SKILLS



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## The Debate of Lesson 9:

**“Resolved: In formal education, liberal arts ought to be valued above practical skills.”**

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The resolution in this lesson helps capture an argument that has been brewing for a few decades, especially in guidance counseling offices of high schools. Chances are good that you will face this decision soon as you prepare for graduation. Should you go to a liberal arts college? Or should you go to a more technically focused school and jump into a job? This is the conflict that the value resolution covers in this lesson.

You are going to take an affirmative and negative side to the resolution, *Resolved: In formal education, liberal arts ought to be valued above practical skills*. To prepare you for your debate, you will have to accomplish the following:

1. Understand the conflicts and differences between liberal arts and practical skills education.
2. Develop core understanding of applications surrounding the two educational philosophies.
3. Study two model cases—one affirming and one negating the resolution.

### ***Understanding the Resolution***

There are three definitions in this resolution that house the conflict debaters will be arguing over in this lesson:

1. Formal Education. “Formal” is defined by Dictionary.com as “being in accordance with the usual requirements, customers, etc.; conventional.” Simple enough, but the same dictionary has two definitions of “education,” as explored in the next two definitions of the resolution.
2. Liberal Arts. The first definition on Dictionary.com for “education” is “the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.” This is the kind of education most people would refer to as a “liberal arts” education. It is a more general education that encompasses many fields of study. This is sometimes contrasted with...
3. Practical Skills. The next definition of “education” on Dictionary.com is “the act or process of imparting or acquiring particular knowledge or skills, as for a profession.” This may be considered career or technical training specific for a “practical skill.”

Both types of educators see themselves as preparing their students for the real world. On the one hand, you have the liberal arts teacher teaching children things like social sciences and all sorts of things that the student may not ever need in real life. The other hand—the practical skills teacher—sees such things as a waste of valuable educational time. Instead, the practical skills teacher works hard to prepare his or her students for professions with skills necessary to do well.

### ***Examples and Applications***

Do you see the conflict? There are several advocates for both sides of this debate. Let’s look into a few of them.

Marc Tucker, the CEO of the National Center on Education and the Economy, suggests that high schools should be viewed as a new home for the liberal arts curriculum. He recommends that educators “reconceive the last two years of high school as serving the same purpose that we used to allocate to

the first two years of college: providing a solid base of knowledge and skill that can be used throughout one's life, no matter what path that life takes over the years.”<sup>21</sup>

A nationally ranked high school in Texas called the Liberal Arts and Science Academy seeks to “produce graduates with exceptional knowledge and skills in English, other languages, mathematics, science, social studies, and technology” in order to equip their students to “make a significant contribution to community, state, and nation.”<sup>22</sup> Additionally, there are sixty-four “middle college high schools” in California that offer programs that allow the potential for a student to graduate from high school with the equivalent of an Associate of Arts degree.<sup>23</sup> Other such schools are found across the country.

Clearly, high school educators are wrestling with the very issues raised by this debate resolution. While practical skill training may seem to be occupationally specific in its orientation, liberal arts education is designed to prepare students for life as a whole, teaching them to be good citizens both on and off the job.

The popularity of Mike Rowe and the Discovery Channel's *Dirty Jobs* has given rise to the importance of vocational education. Rowe's foundation (called the Mike Rowe Foundation) exists to provide educational opportunities for students who have a specific trade in mind. Practical skills are at the center of what the foundation espouses, and Mike Rowe claims that liberal arts education—or education in general in America—is “profoundly disconnected.” He cites a trillion dollars in education loans, record high unemployment, and three million good jobs that no one seems to want as examples of an education system gone awry.<sup>24</sup>

Vocational or tech schools share in Rowe's alternative education vision. Rather than encouraging students to go to college, these schools usually take half the time (they're mostly two-year degrees) and cost a fraction of a liberal arts degree. Better yet, graduates are usually geared up and ready to get to work in the trade for which they were trained. Opportunity Nation is a bipartisan campaign aimed at closing the opportunity gap in America, and the director, Mark Edwards, explained the conflict this way:

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<sup>21</sup> Tucker, Marc. "High School: A New Home for the Liberal Arts Curriculum?" Education Week. Education Week, 10 July 2012. Web. 15 June 2015.

[http://blogs.edweek.org/edweek/top\\_performers/2012/07/high\\_school\\_a\\_new\\_home\\_for\\_the\\_liberal\\_arts\\_curriculum.html](http://blogs.edweek.org/edweek/top_performers/2012/07/high_school_a_new_home_for_the_liberal_arts_curriculum.html)

<sup>22</sup> "Mission Statement." Liberal Arts and Science Academy. lasaonline.org, n.d. Web. 12 July 2015.

<http://www.lasaonline.org/about/mission.jsp>. URL is changing and new domain is currently under construction. You may contact Fred Cutler, the school's IT Director at (512) 414-1900 or fred.cutler@austinisd.org for current URL.

<sup>23</sup> "CCEMC." CCEMC.org. California Coalition of Early and Middle Colleges, 2015. Web. 12 July 2015. [www.ccemc.org](http://www.ccemc.org)

<sup>24</sup> Taken from Profoundly Disconnected: <http://profoundlydisconnected.com>

“We’ve done a disservice in this country by suggesting that there’s only one path to success, which is to get a bachelor’s degree. There are many good-paying jobs available today that, quite candidly, a four-year Bachelor of Arts degree does not prepare them for... We need to expand how we think about success. It’s just a smarter, more nuanced way of thinking about workforce development.”<sup>25</sup>

This resolution will likely get you thinking about your own values on education. Are you up for going to college and getting the most out of your post-secondary years by giving you a well-rounded, robust liberal arts education? It’ll arguably come at a cost, but perhaps it is worth it. Just as much, you could entertain a faster, more applicable, and less expensive alternative of a school that values giving you practical skills.

### ***Your Model Cases***

Whichever you end up choosing for your life after high school, you will likely do so with a fair amount of knowledge about the choice. Why? Because you’re going to debate *both* sides of the debate. Let’s delve into two perspectives for this model round, but don’t limit yourself to just these. Keep exploring the conflicts between a liberal arts and practical skills education. You’ll be better off in your future if you do.

On the affirmative, you will value “job adaptability.” The case makes the strong point that the trend toward practical skills education is turning back to liberal arts. Citing journal pieces, the case brings attention to the technical “half-life” of modern trades and how technical cultures (e.g., China and Japan) have rethought their value of what makes a strong technical education. Much more valuable in job preparation is the ability to be flexible enough to the changing world. Affirming the resolution helps to that end.

Not surprisingly, the negative side takes a more practical approach and values “career outlook.” This case first contends that the most difficult jobs attainable in today’s world market are jobs catering to a liberal arts education. The second contention paints a much brighter picture for the practical skills student. Engineering and manufacturing are applications given to help convince the judge that a negative ballot is in order.

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<sup>25</sup> Allie Bidwell, “Vocational High Schools: Career Path or Kiss of Death?” US News and World Report, May 2, 2014. <http://www.usnews.com/news/articles/2014/05/02/the-return-of-vocational-high-schools-more-options-or-the-kiss-of-death>

## Worksheet for Lesson 9

Name: **Teacher Edition – Answer Key**

Date: \_\_\_\_\_

**Read Lesson 9. Answer the following in the spaces provided.**

1. Have you had a conversation with your parents or guidance counselor about liberal arts or practical skills education? What are your initial thoughts about the two pathways?

**Answers may vary.**

2. The three definitions in this lesson were taken from Dictionary.com. Find a different source for these definitions and write them in the space provided.

Formal Education:

**Answers may vary.**

Liberal Arts:

Practical Skills:

3. Do any of these definitions from different sources change in meaning from Dictionary.com? Explain.

**Answers may vary.**

4. After reading the lesson, which side do you think will be easier to debate?

**Answers may vary.**

## AFFIRMATIVE CASE: JOB ADAPTABILITY

### Introduction

Suppose for a moment that I am a liberal arts student at UCLA. In order to graduate, I must take credits of English, history, language, math, and science. My ultimate goal is to get an MBA and go into business. But, one might ask, how do classes in history, language, or science contribute to a successful business career? So goes the argument against a liberal arts course of study.

I seek to prove that a liberal arts education is actually foundational to other pursuits and am firmly resolved that: *Resolved: In formal education, liberal arts ought to be valued above practical skills.*

### Definitions

Before I explain my position in more detail, I'll provide the following definitions:

- Formal education: An education that is “classroom-based, provided by trained teachers.”<sup>26</sup>
- Liberal arts: A “college or university curriculum aimed at imparting general knowledge and developing general intellectual capacities in contrast to a professional, vocational, or technical curriculum.”<sup>27</sup>
- Practical skills: Derived from both individual definitions: “The ability to do something”<sup>28</sup> and “appropriate or suited for actual use”<sup>29</sup> Prioritizing practical skills means choosing the most pragmatic course of study to the exclusion of other fields.

Before I continue I want to give context in the way of resolutorial analysis:

### Resolutorial Analysis

Liberal arts foundation – I want to make it clear that by valuing a liberal arts education I am in no way indicting the importance of the hard sciences. My position is merely that everyone, engineers, scientists, and doctors included, will benefit from a foundation in the liberal arts. By valuing liberal arts, we hone important skills like creativity, critical thinking, and problem solving, which all contribute to our ability to adapt in any workforce. Incidentally, my value is:

<sup>26</sup> From *Enhancing Education*, © 2002 Corporation for Public Broadcasting.  
<http://enhancinged.wgbh.org/started/what/formal.html>

<sup>27</sup> Encyclopedia Britannica. <http://www.britannica.com/topic/liberal-arts>

<sup>28</sup> Merriam-Webster Dictionary. <http://www.merriam-webster.com/dictionary/practical>

<sup>29</sup> Merriam-Webster Dictionary. <http://www.merriam-webster.com/dictionary/skill>

## **Value: Job Adaptability**

Job adaptability is operationally defined as flexibility and the ability to react successfully to changing circumstances both within the workplace and within the overall labor force.

People may generally complain about their jobs, but jobs are an extremely important part of our lives. The ability to adapt to a constantly changing workplace and workforce environments ensures personal livelihood as well as the continued functioning of our economy.

### **Value Link: Goal of Education**

While the goal of formal education is not exclusively to land a job, this end is nonetheless a very important part of education. Yet that education will have been a useless waste of resources if it does not equip us to tackle changes at work. Unfortunately, a pragmatic training in practical skills greatly limits our ability to adapt. This brings me to:

## **Contention 1: Practical Skills Hamper Adaptability**

The problem with prioritizing practical skills is that it requires one to view education from a purely pragmatic standpoint. Using this logic, one would conclude that, because of the great need for software engineers right now and the high potential salary, one should study computer science and ignore the liberal arts altogether. Unfortunately, this approach limits job adaptability for those entering the workforce or a specific industry.

### **A: Practical skills eliminate flexibility**

Valuing practical skills demands that you specialize in a specific field. However, just as technology advanced past vacuum tubes, punch cards, and floppy drives, the workforce must constantly adapt to changing situations and standards. One example of this is the astonishing rate at which practical engineering knowledge becomes obsolete. Liberal arts educators teach people to be flexible; practical skills educators do not.

**Application 1: Engineering half-life.** The National Academy of Engineering published a fascinating study:

“A decade ago, a group of experts estimated the half-life of an engineer’s technical skills—how long it would take for half of everything an engineer knew about his or her field to become obsolete. For mechanical engineers it was 7.5 years. For electrical engineers it was 5. And for

software engineers, it was a mere 2.5 years, less time than it takes to get an undergraduate degree. Today, those numbers are surely even smaller.”<sup>30</sup>

The study continues, coming to the harsh conclusion:

“A generation ago, an engineer could expect to carve out a niche in one well-defined area...and remain there for a lifetime. No longer. As technological change accelerates...engineers must be prepared to switch nimbly to a new field when the old one peters out.”<sup>31</sup>

The important, varied, adaptable problem-solving skills developed in a liberal arts education enable engineers to succeed. Strict practical skills don’t.

## **B: Practical skills overlook critical thinking**

Critical thinking, a key skill that is developed through a rigorous liberal arts education, is integral for success in the workplace. The ability to process information in different forms from different sources and draw rational conclusions is important to every profession. Unfortunately, many proponents of practical skills overlook this. At most universities, students on a strictly practical track can avoid literature, English, philosophy, language, and the arts altogether. While seemingly more efficient, this approach ignores crucial skills necessary for job adaptability. An example of this is the:

**Application: Asian labor stagnation.** When we hear about labor in Asia we often think of the millions of workers performing both skilled and unskilled tasks for the American consumer. But for the past decade a startling change has taken place. China and Japan specifically have placed so much emphasis on practical technical skills, to the exclusion of any form of liberal arts education, that workers have become less adept to creative problem solving and critical thinking. This is beginning to negatively impact the competitiveness of Chinese and Japanese industries, causing both nations to reconsider their approach to education.<sup>32</sup>

So here’s the alternative:

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<sup>30</sup> Lifelong Learning for Engineers: Riding the Whirlwind. National Academy of Learning, Winter 1996.  
<https://www.nae.edu/Publications/Bridge/LearningforEngineers/LifelongLearningforEngineersRidingtheWhirlwind.aspx>

<sup>31</sup> Ibid, ellipses added. The full quote: “A generation ago, an engineer could expect to carve out a niche in one well-defined area—automotive steering systems, say, or chemical plant instrumentation—and remain there for a lifetime. No longer. As technological change accelerates and product lines rise and fall in ever-diminishing life cycles, engineers find themselves switching jobs more often, to the point that those starting out today may hold half a dozen jobs over their careers, even if they manage to remain with the same company throughout. So besides staying abreast of developments in their own specialties, engineers must be prepared to switch nimbly to a new field when the old one peters out.”

<sup>32</sup> Carol T. Christ. “Myth: A Liberal Arts Education Is Becoming Irrelevant.” American Council on Education. Spring 2012. <http://www.acenet.edu/the-presidency/columns-and-features/Pages/Myth-A-Liberal-Arts-Education-Is-Becoming-Irrelevant.aspx>



## **Contention 2: Liberal Arts Enable Flexibility**

Liberal arts education, by definition, gives workers in all fields the tools they need to truly think. Learning a practical technical skill only goes so far. Without the ability to reason and communicate, workers in any field will be unable to adapt to changing conditions. This is relevant when viewed from the macro perspective of entire economic sectors, and when considered from the micro perspective of creative problem solving in specific labor applications.

In order to promote job adaptability we must value liberal arts in formal education.

## NEGATIVE CASE: CAREER OUTLOOK

I'm excited to argue against this resolution because it means I get to dispel some of the big myths about today's job market. There's this widely held belief that jobs you do with your hands are dirty and low-tech and don't pay well. But nothing could be further from the truth. So we're going to shake free from that myth—and this resolution.

Let's start with my:

### Value: Career Outlook

Career outlook is operationally defined as: "The likelihood that a student will be able to obtain meaningful, stable, well-paying work soon after graduation."

Here's why this is the best way to measure the resolution:

#### Reason to Prefer: Purpose of Education

Modern formal education was invented as a way to prepare students for jobs other than what their parents did. It is the foundation of the dream that you can grow up to be anything if you study and work hard.

That's why education is structured in terms of careers, and why your choice of a college major is so important. Career outlook is the whole focus and purpose of education, which makes it the only suitable way to measure this resolution.

### Contention 1: Liberal Arts Have Weak Outlook

For liberal arts majors, the real world after graduation is less "Indiana Jones" and more "moving back in with your parents." That's because so many people want these jobs, but there are very few actual jobs in those fields to go around. Not everyone gets to be a ballerina.

Rick Newman wrote an article in *The Exchange* in 2013 titled: "The 10 Worst Majors for Finding a Good Job." He listed: Business Management, Criminal Justice, Drama/Theater Arts, Anthropology, Liberal Arts and Sciences, History, Psychology, Biology, English, and Economics.<sup>33</sup>

Every entry in that list is, either wholly or in large degree, based in liberal arts.

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<sup>33</sup> Rick Newman. "The 10 Worst Majors for Finding a Good Job." *The Exchange*. June 18, 2013. <http://finance.yahoo.com/blogs/the-exchange/10-worst-majors-finding-good-job-121045408.html>

That doesn't mean everyone should avoid liberal arts, or that it's always a mistake to study them. But it does mean that having everyone focus on liberal arts as a rule of thumb—which is what the resolution proposes—is a recipe for failure.

## **Contention 2: Practical Skills Have Strong Outlook**

Everyone knows there's a job crisis for college graduates. Here's the thing: that crisis is only for people who studied liberal arts.

People who study practical skills are often being hired before they even graduate. The demand for skilled workers and a potentially high salary are enormous.

### **Application 1: Engineering**

Engineering is one of the most important fields in the modern age, driving growth and innovation in every sector of the economy. Engineers enjoy tons of job offers with great salaries.

PayScale lists bachelor's degrees by salary potential. Here are the top entries:

Petroleum Engineering, Nuclear Engineering, Actuarial Mathematics [which is applied math used for things like calculating insurance], Chemical Engineering, Electronics and Communications Engineering, Computer Science and Engineering, Electrical and Computer Engineering, Systems Engineering, Aeronautical Engineering, Computer Engineering, Mining Engineering, Electrical Engineering, Mechanical Engineering, Aerospace Engineering, and Computer Science and Mathematics.<sup>34</sup>

In other words, 13 of the top 15 majors are engineering, and the remaining 2 are applied professional math. Not one of them overlaps with liberal arts. There is a huge demand for good engineers, and students who choose to focus on it have excellent career outlook.

### **Application 2: Manufacturing**

Forget what you've heard about downsizing in factories. Anywhere but Detroit, the demand for skilled practical laborers is skyrocketing.

CNN reported in 2012:

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<sup>34</sup> "Highest Paying Bachelor Degrees by Salary Potential." *Highest Paying Bachelor's Degrees*. PayScale, 2015-2016. Web. 21 Sept. 2015. <http://www.payscale.com/college-salary-report/majors-that-pay-you-back/bachelors>. From a chart of the 2015-2016 report.

“As millions of young Americans struggle to land jobs, students in manufacturing trade schools are sitting in a sweet spot. They're being hired even before they graduate.”

The article goes on to quote Jimmy Hodges, dean of applied technologies at Wallace State Community College, saying:

“Young people in the country think manufacturing is nasty and dirty,” he said. “Not so. It’s clean, high-tech, and the pay isn’t bad.”

By “not bad” he means the average salary for a new hire is

“about \$40,000 a year, with the potential to jump to \$55,000 to \$65,000 in less than two years.”<sup>35</sup>

Let me conclude with this thought.

A lot of college students are scared right now because they’ve seen last year’s seniors graduate and fail to get jobs. And it’s true; it’s really hard to get your career going when you made the mistake of upholding the resolution.

Again from Rick Newman of *The Exchange*:

“Sure, the human psyche is fascinating and bottomless. That doesn’t mean somebody’s willing to pay you to study it, which may be why one of the top jobs held by recent psych majors is barista, earning about \$19,000 per year.”

But crucially, the future doesn’t have to be bleak. Practical skills jobs are awesome and there are plenty to go around. We just have to choose our education wisely by rejecting the resolution.

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<sup>35</sup> Kavilanz, Parija. "Nine Months in Trade School. Job Guaranteed." *CNN Money*. Cable News Network, 23 July 2012. Web. 21 Sept. 2015. <<http://money.cnn.com/2012/03/14/smallbusiness/trade-schools/index.htm>>.

# Unit IV

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## Ready for Competition

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Each of the resolutions studied in Unit III was adapted from three debate leagues. Part of your ownership of *Red Book* includes the August release of four cases—two affirmative and two negative—specifically written for the current year’s competition. Unit IV gives you the framework for mastering these cases, along with further instruction on how to become a great competitive debater.

**TEACHER NOTE:** The majority of the content in this unit is part of your digital download. Your students will explore the resolutions unique to their league and prepare for their first competition. The objectives for each of the lessons are:

**Lesson 10:** Learn about the opportunities offered by each league and how to initially prepare for your first tournament.

**Lesson 11:** Study the new Lincoln-Douglas resolutions for your upcoming competitions.

**Lesson 12:** Select an affirmative and negative Spotlight Case to your league’s specific resolution.

Turn to Appendix I for lesson summaries.



# LESSON 10: YOUR LINCOLN-DOUGLAS DEBATE LEAGUE



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## Objective of Lesson 10:

Learn about the opportunities offered by each league and how to initially prepare for your first tournament.

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Your ownership of *Red Book* includes digital downloads specifically tailored to three leagues, each of which can take your Lincoln-Douglas debate training to a whole new level. In August, we upload brand new lessons that correspond to the source texts provided for you in Unit III, but in Unit IV they deliver on the resolutions from the following leagues:

- The National Speech and Debate Association (NSDA)
- The National Christian Forensics and Communications Association (NCFCA)
- Stoa (not an acronym, but the name of a classical architectural structure)

These three leagues consist of hardworking and dedicated educators and parents, all willing to run tournaments for students trained in Lincoln-Douglas debate. Every year is different from the previous—resolutions, rules, adaptations, new formats, innovative strategies—and students and teachers have to adjust. The change is good, and the debate activities available are diverse and filled with opportunity.

### ***The Three Main Debate Leagues***

You may already know in which league you will compete. The following are summaries of each, along with websites for more information. You should bookmark and/or subscribe to the websites when you become part of their individual communities.

#### NSDA—[www.speechanddebate.com](http://www.speechanddebate.com)

The longest-lasting and largest debate league in America is the National Speech and Debate Association. Formerly known as the National Forensic League (NFL), the NSDA started in 1925. The league offers charter membership to all public, private, and home schools. The league boasts of 150,000 students, 3,500 schools and, 1.4 million alumni. Its mission:

*The National Speech and Debate Association believes communication skills are essential for empowering youth to become engaged citizens, skilled professionals, and honorable leaders in our global society. We connect, support, and inspire a diverse community of honor society members committed to fostering excellence in young people through competitive speech and debate activities.*<sup>36</sup>

Membership is done primarily through schools where students register as their own school or join a local school program. Each school applies for league membership and is entered in a points system. Students are then given a PIN number for their school for which the points they are awarded at tournaments become points affiliated with the member school. A school membership is \$99 per year, and each student membership is \$15. Membership lasts a lifetime.

Schools gather for competition at *local*, *district*, and *national* invitational tournaments. Local tournaments are considered “practice” tournaments that students prepare for the district tournaments. District tournaments are sanctioned events that allow students the opportunity to compete for the NSDA National Tournament. The National Tournament is in June at a disclosed location that varies from year to year.

Other debate events besides Lincoln-Douglas Debate include Congressional Debate, Policy Debate, and Public Forum Debate. The NSDA also offers several speech events. Lincoln-Douglas debate

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<sup>36</sup> Taken from the NSDA website: <http://www.speechanddebate.org/mission>



started in the NSDA in 1980 with the resolution, “Resolved: The strength of the present methods of funding the social security system outweighs the weaknesses.”

NCFCA—[www.ncfca.org](http://www.ncfca.org)

The longest-lasting homeschool speech and debate league is the National Christian Forensics and Communications Association. Started by the Home School Legal Defense Association in 1996, the NCFCA has become one of the largest nationally recognized homeschool extracurricular organizations in the United States. Its mission:

*The mission of the National Christian Forensics and Communications Association (NCFCA) is to promote excellence in communications through competitive opportunities where homeschool students develop the skills necessary to think critically and communicate effectively in order to address life issues from a biblical worldview in a manner that glorifies God. In keeping with its Mission Statement, the National Christian Forensics and Communications Association (NCFCA) has developed a Philosophy and Vision Statement to guide league activities.<sup>37</sup>*

NCFCA is centrally structured and sectioned into ten geographical regions. Families may “affiliate” with the NCFCA for \$100, a discount if completed before September 15, a penalty if completed after December 31. The president governs over regional coordinators, who likewise govern over state coordinators. Debate rules are put together by the league, typically released before the end of the calendar year, and are subject to clarification throughout the school year. State leadership runs local or state tournaments, while national NCFCA leadership runs individual regional tournaments through its ten regions and three open tournaments throughout the year. State tournaments qualify competitors to the state’s regional tournament, and the regional and open tournaments qualify competitors directly to the national tournament. The league also awards what they call “At-large Slots,” given to students who have the opportunity to qualify to nationals based on their participation in their regional and state tournaments. NCFCA Nationals commences sometime in June, its date and location announced the previous year.

All qualifying tournaments must be sanctioned by the NCFCA, and hosting an open tournament (meaning it is open to the entire nation no matter what region a student is from) is done by the national leadership. By the end of the calendar year, students and coaches should have a calendar of tournament opportunities within their region where they can apply the skills learned in *Red Book*.

Lincoln-Douglas debate was the NCFCA’s second announced event starting in 2001. The resolution was, “That the restriction of economic liberty for the sake of the general welfare is justified in the field

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<sup>37</sup> Taken from the NCFCA website: <https://www.ncfca.org/who-we-are/our-mission/>

of agriculture.” The NCFCA also provides competitive tracks for several speech events and policy debate.

Stoa—[www.stoausa.org](http://www.stoausa.org)

A “stoa” in Greece and Rome was a gathering place for philosophers and citizens to mingle and exchange ideas. The name Stoa Speech and Debate League is derived from this classical architectural structure. Stoa started in 2009 and is estimated to have a membership roughly as large as NCFCA’s. Like the NCFCA, Stoa serves home-educated students nationwide. Its website states the following on its About Us page:

*StoaUSA.org purposes to inform, encourage, and equip members of the Christian homeschool speech and debate community. This reflects the purpose of the Stoa organization: “To train Christian homeschooled students in Speech and Debate in order to better communicate a biblical worldview.”<sup>38</sup>*

A Stoa membership cost is \$50 per family, and coaches with no competing children are able to register as a member for \$25. Families become “members” of Stoa. Stoa is decentralized in governance, allowing states and local clubs to run their own tournaments throughout the year. Stoa’s responsibilities are limited to (1) running Stoa’s national tournament called the National Invitational Tournament of Champions (NITOC), and (2) creating the qualifying rules for tournament directors and competitors to measure up the coming year of competition to get to NITOC.

NITOC is open to all homeschool speakers and debaters regardless of the league in which they participate. There are two types of tournaments that are able to qualify to NITOC: (1) tournaments that include NITOC events, and (2) tournaments that model NITOC itself. All tournaments are “open” tournaments in that students from other states are able to travel to any tournament they wish (provided there is room at the tournaments).

Stoa tournaments are loaded into the National Christian Homeschool Speech and Debate Rankings website [www.speechranks.com](http://www.speechranks.com), a Stoa-sponsored database where students are able to track their competitive success. Depending on the points and the number of qualifying checkmarks a student receives, members will receive an invitation to NITOC in April or May.

### ***Watch for Rules and Resolutions***

This is a lot of information, so it may help to narrow down the bare essentials. This involves the rules and resolutions from the league you are competing in.

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<sup>38</sup> Taken from the StoaUSA website: <http://www.stoausa.org/about>

## Lesson 10: Your Lincoln-Douglas Debate League

First, the rules. Each league makes its own set of modifications each year. *Red Book* doesn't zero in on league specific nuances or rules that the leagues adopt. We stick to the basic speech formats and enjoy teaching strategy—no matter what the league. That said, it is important to seek out the Lincoln-Douglas debate rules and read them word-for-word. Do not be caught missing an important change that could have easily been adjusted in your debate preparation.

Second, the resolutions. Each league releases their own Lincoln-Douglas resolutions through a detailed voting process of its members. Members can participate in the selection of their debate topics, narrowing down the resolution to what the individual membership desires. Release dates are roughly:

1. NSDA: Five resolutions are released every year, one month before tournaments start:
  - a. Resolution #1 September/October competitions
  - b. Resolution #2 November/December competitions
  - c. Resolution #3 January/February competitions
  - d. Resolution #4 March/April competitions
  - e. Resolution #5 for the National Tournament in June
2. NCFCA: One resolution for the year released at the NCFCA National Tournament in June.
3. Stoa: Two resolutions for the year, both announced at NITOC in May.

### ***Start Studying—And Let the Resolutions Guide You***

Once the resolutions drop, you should start studying. As you learned in previous lessons, let the research guide you. Once you know the topic, pick up a good book on the topic and start reading. We're not into telling you what to believe on any of the topics, but we are telling you to be knowledgeable and studied up before developing your own opinions.

This will inevitably lead you to choosing the best case topic for debating. But beware of this most naïve amateur statement from novices: "What a great resolution! I have this really fantastic idea for a new case already!" Sorry to be blunt, but if you aren't already well versed on the topic, then you don't have a great case idea.

Such thinking puts the cart way in front of the horse. The debater who thinks that way will waste a lot of time looking for others who agree with them, and those people probably don't exist. Debaters who sit around trying to think up great case ideas and then run off to find applications or philosophers who support them are doing it exactly backwards because they have failed to recognize one important fact:

Few of us are qualified to propose great new ideas off the top of our heads (even though we may think we are). You will have to do a lot of background reading before you are ready to write solid cases of your own. The reason is simple: You have to find out what the experts on the topic are saying about what should be believed in the conflict situations that the resolutions set up. Those are the people whom you are going to quote.

Read as much as you can about the topic, and at some point something surprising will happen. You will come across an expert who says something like, “If only people valued X, it would make life much better...” Take that philosopher’s article and use it as the basis for a new case idea. You know it’s a “great idea” because there’s actually a really smart guy or gal who said it! Look for other articles by that expert and see what else he or she wrote about it. These articles taken together will become the background from which you can write a good case.

## Worksheet for Lesson 10

Name: **Teacher Edition – Answer Key** Date: \_\_\_\_\_

**Read Lesson 10. Answer the following in the spaces provided.**

1. Which league will you be competing in?

**Answers may be NSDA, NCFCA or Stoa, depending on the league the student participates.**

2. For the league you are competing or interested in, fill out the following:

- a. The cost of membership is \$ \_\_\_\_\_ per \_\_\_\_\_.
- b. The league has approximately \_\_\_\_\_ (how many?) members.
- c. The name of the national tournament is: \_\_\_\_\_.
- d. The Lincoln-Douglas resolution for the new year releases (approx.)  
\_\_\_\_\_.

**Answers may vary depending on the league chosen.**

3. Visit your league's website. Find out these most recent pieces of information:

- a. The name of the league's president: \_\_\_\_\_
- b. The date, city, and venue of the next national tournament:
- c. Other debate events include:
- d. Other speech events include:

**Answers may vary depending on the data found on the website.**

## Extension for Lesson 10

The extension lesson for Lesson 10 will be part of the download resources in the August addendum to *Red Book*.



# LESSON 11: PREPARING FOR TOURNAMENTS

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## Objective of Lesson 11:

Study the new Lincoln-Douglas resolutions for your upcoming competitions.

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The tricky part in being 100% prepared for your first tournament is getting the required source texts for your training. *Red Book* is a “sourcebook,” meaning we deliver to you the necessary sources for preparation. This book gives you a certain amount of model cases in this print edition, but the digital addendum that comes out in August is really where you kick off your competitive success. With the help of the digital addendum, you will find your preparation to be most excellent for your first tournament.

Revisit the Introduction for an explanation on how to download your supplemental materials for your league. A wealth of information lies within these foundational documents, and you will pace yourself through the lessons you find for your specific league. The point of this lesson is to master the topic you will be studying for your first tournament. Much like you did for each lesson in Unit III, you will:

- Study the definitions. The online lesson will thoroughly analyze the specific words of the resolution, turning over every rock of discussion to help give you guidance to what you need to study.
- Study the values. The online lesson will help you explore various value propositions to consider when analyzing the resolution.
- Study the applications. Historical and philosophical considerations will be thoroughly explored in the addendum. This lesson will help you understand much.

Spotlight cases will be studied in the next lesson. For now, dive into the topic and become as fluent with the sum of knowledge as you can.

## **Worksheet for Lesson 11**

The worksheet for Lesson 11 will be part of the download resources in the August addendum to *Red Book*.

## **Extension for Lesson 11**

The extension lesson for Lesson 11 will be part of the download resources in the August addendum to *Red Book*.



# LESSON 12: NEW SPOTLIGHT CASES

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## Objective of Lesson 12:

Select an affirmative and negative Spotlight Case to your league's specific resolution.

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Up until now you have been given model cases from which to debate, particularly just one affirmative and one negative per resolution. These models were examples for you to master the structure of Lincoln-Douglas debate. You're now preparing for the big league, and you will be studying much more to prepare for your upcoming tournament.

Download your spotlight cases for this lesson. These foundational cases, written by champion debaters, are provided for each of the three leagues. This addendum will be more developed than Unit III in that you will have six total model cases—three affirmative and three negative—rather than one of each. Consider yourself three times more prepared than you were in Unit III, and that is good! Your teacher or coach may choose to extend this lesson to fully master the additional case material.

If you are not preparing for a league-specific tournament, the addendum is essentially three complete lessons that can fill out an entire year. Again, refer back to the Introduction for creative ways to adapt these materials to a classroom atmosphere. You could have a lot of fun debating the resolutions provided without ever stepping into a tournament.

## Worksheet for Lesson 12

The worksheet for Lesson 12 will be part of the download resources in the August addendum to *Red Book*.

## Extension for Lesson 12

The extension lesson for Lesson 12 will be part of the download resources in the August addendum to *Red Book*.

# Red Membership

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Unit IV comes with digital access to lessons that help you with competitive opportunities in your league. You will do well at your first tournament with this assistance, but you should keep applying yourself. You can do this by becoming a member of *Red Membership*.

**Become a *Red Membership* member and learn how to extend its downloads throughout the competitive season.**

Consider *Red Membership* a membership for the serious competitor—the one who wants to bring home trophy after trophy. Membership releases cases, briefs, and other resources that will help you in your competitive success. Depending on the league you compete in, you will enjoy a release calendar that empowers you with more than just the Spotlight Cases and their briefs. Check out our calendar at [MonumentPublishing.com](http://MonumentPublishing.com).

As a debate student, each one of the online releases can become a lesson in and of itself. You essentially have an immense amount of source material that you can drop into unit template. You will receive:

- A summary of the debate case, an explanation from the author directly.
- A fully worded debate case that can be run word-for-word if you wish.
- Rebuttal strategy for an opposing debater should it reach competition level.
- More sources to come!

Visit [MonumentPublishing.com/store/red-membership](http://MonumentPublishing.com/store/red-membership) to order your membership today.

# Glossary

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The *Red Book* glossary covers basic debate terminology to serve Lincoln-Douglas debaters with a quick reference to helpful terms.

## A

***affirmative*** The side of the academic debate that defends, argues for, and promotes the resolution.

***argument*** Reasoning used in debate based on evidence or proof.

## B

***brainstorm*** Process of generating ideas without restrictions.

## C

***citation*** The act or process of crediting another's ideas. Usually includes author, title of work, name of publication, and date.

***constructive speech*** Taking place at the beginning of the debate round, the speeches given by each side of the debate to introduce the arguments that focuses on their side of the resolution.

***contentions*** Statement used as a heading for a major stock issue or value in the debate, sometimes also called "observations" or just "points."

***criterion*** A standard by which a value is measured.

***crystallization*** The process at the end of a debate of grouping arguments to make a final point.

***cross-examination*** Three-minute time allowed in a debate for one side of the round to ask questions of the other side. Following each constructive speech in the policy round, the opposing debater asks questions, and the debater that just gave the speech, answers.

## D

***debate*** A process of inquiry and advocacy seeking reasoned judgment on a proposition. Debate allows for two or more sides advocating their positions on a given issue under some set of rules with some kind of judgment to follow from a judge or audience (*Basic Debate Terminology* by Steve Hunt, Lewis & Clark).

***definitions*** The first observation of the traditional debate case that defines necessary terms of the resolution and any other pertinent terms the affirmative deems necessary.

***delivery*** The act or manner of giving a speech.

***drop*** When a debater fails to or chooses not to respond to an argument in the debate round. The consequences of dropping an argument depend on what other arguments have not been dropped and how vital the dropped argument is to the overall position of the debater that dropped it. Dropping one argument may or may not cause loss of the round.

## ***F***

***flowing*** The system of note-taking used by debaters and judges that documents in writing how all the arguments of the round “flow” together.

***flowsheet*** A template or sheet of paper with rows or columns used to keep track of the “flow” of arguments.

## ***N***

***negative*** The side of the academic debate that attacks and argues against the affirmative side of the resolution.

## ***O***

***observations*** Contentions, broad argument outlines, goals or stock issues given in a constructive case.

## ***P***

***policy*** “A definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions” (Merriam-Webster Online Dict. 2007, [www.m-w.com/dictionary/policy](http://www.m-w.com/dictionary/policy))

## ***R***

***reasoning*** The process by which we come to logical conclusions.

***rebuttal speech*** Taking place at the end of the debate round, speeches given by each side of the debate to answer the arguments initiated in the constructive speeches. It is important to note that no new arguments can be brought up in the rebuttals, but only new responses on existing arguments.

***resolution*** The proposition adopted by a specific debate league giving the subject matter of which all debaters will debate in league tournaments.

## ***S***

***status quo*** The term used to represent the present state of affairs, the way things are now.

## ***T***

***tag*** The use of a word or phrase at the top of a piece of evidence to serve as a quick reference.

***turn*** The attempt of one debater to use the argument of their opponent to their advantage by showing that the alleged bad impact is actually good.

## ***V***

***voting issues*** Sometimes used synonymously with stock issues, these are the issues a judge typically “votes” on.

# Answer Keys

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## ***Lesson 1***

1. Topic, Rules of Engagement, Flow, Learn
2. Civil disobedience, individual privacy vs. national security, liberal arts vs. practical skills education.
3. Answers may vary.
4. a) F  
b) T  
c) F  
d) F
5. Listen to whoever is presenting  
Record the arguments  
Prepare for their next speech

## ***Lesson 2***

1. a) aff  
b) neg  
c) aff  
d) neg  
e) neg  
f) aff
- 2.

<u>AC</u> Constructive	Cross- Examination	<u>NC/1NR</u> Constructive	Cross- Examination	<u>1AR</u> Rebuttal	<u>2NR</u> Rebuttal	<u>2AR</u> Rebuttal
<u>6</u> minutes	<u>3</u> minutes	<u>7</u> minutes	<u>3</u> minutes	<u>4</u> minutes	<u>6</u> minutes	<u>3</u> minutes
Both sides have __ minutes of prep time (NSDA allows 4 minutes, NCFCA and Stoa allows 3 minutes)						

3. Answers may vary.
4. The two times you are allowed to use prep time are before each time you approach the podium.
5. You face the judge because he or she is the person you are out to persuade (not your opponent).  
This helps keep perspective throughout the debate.
6. Answers may vary.

### ***Lesson 3A***

1. Flowing is the process of writing down a well-organized, legible summary of all the arguments made by both debaters.
2. Answers may vary.
3. All three should be circled.
4. A debater may assume that the other debater will define the terms with credentialed dictionaries. However, it is appropriate to challenge definitions that attempt to bring the debate outside the boundaries of the resolution.
5. Citations are not written down unless the debater plans to bring up a source indictment or question the authority of the evidence.
6. The concept pre-flowing is the process of outlining your arguments before going to the lectern to give your next speech. It is never appropriate to approach the lectern without your speech pre-flowed (thought sometimes the timer will run out and you will need to anyway).
7. Cross-examinations do not need to be flowed because nothing in the CX is weighed in the round until it is referenced in a speech.

### ***Lesson 3B***

1. Look What I Said. It is a useful strategy to signify that an opponent merely repeated what he/she said in a previous speech rather than replying to your argument.
2. The 1AR has only four minutes to cover the entire negative block. But thankfully, a good 1A has a clear flowsheet to keep him on track!
3. Debaters should not spend too much time showing a dropped argument.
4. The flow represents the entire debate round. These are extremely valuable in preparing briefs against the arguments and cases presented.

### ***Lesson 4***

1. An “equation of logic” is called a syllogism. Examples may vary.
2. Lincoln-Douglas debate is sometimes referred to as value debate...because of the central core of the cases presented by both debaters: the value.
3. The value serves much like the major premise of a logical syllogism: it is the weighing mechanism that brings you to the conclusion of the round.
4. a) Criterion  
b) Value Link  
c) Reason to Prefer
5. Answers may vary. These are suggested words to emphasize:

*Civil disobedience in a democracy is morally justified*

*The most important quality in a society is honesty.*

*When in conflict, cultural unity should be valued above cultural diversity.*

*The use of deadly force in the defense of one's household is morally acceptable.*

*Privacy is overvalued.*

*The United States ought to more highly value isolationism.*

6. Answers may vary.
7. Answers will depend on the sources gathered.

## Lesson 5

1. A contention gives examples and support for the value framework you present.
2. *Resolved: Cats are better than dogs.*  
*Resolved: Civil disobedience in a democracy is morally justified.*
3. Answers may vary. Here are examples:

*Resolved: Cats are better than dogs.*

Value: Relaxation. This is defined as “the state of being free from tension and anxiety.”

Affirmative Contention: Cats are naturally free from tension and anxiety.

Negative Contention: Cats are full of tension and anxiety.

*Resolved: Civil disobedience in a democracy is morally justified.*

Value: Liberty. This is defined as “the state of being free within society.”

Affirmative Contention: Civil disobedience ensures freedom within society.

Negative Contention: Civil disobedience threatens freedom within society.

4. Answers may vary. Here are examples:

Resolution	Affirmative Application	Negative Application
Adolescents ought to have the right to make autonomous medical choices.	Hiding evidence of abuse.	Parental rights.
In a democracy, voting ought to be mandatory.	Australia (where they have mandatory voting.)	United States (who does not have mandatory voting.)
Competition is superior to cooperation as a means of achieving excellence.	Smart Phone and Airports	Military
Governments have a moral obligation to assist other nations in need.	Refugee crises	Illegal immigrants

## Lesson 6

1. It makes you a credible person, and research is a skill that will empower you throughout life.
2. d  
a  
c  
b  
e
3. a  
b  
c  
d  
e

## **Lesson 7**

1. Resolved: Civil disobedience in a democracy is morally justified.
2. Henry David Thoreau coined it when he wrote *Essay on Civil Disobedience* in 1848 as his reasoning behind his protest to the issues of his day.
3. Martin Luther King cited Gandhi as one of his main influences for his civil disobedience.
4. Mandela at first adopted civil disobedience, but eventually turned to violence to protest apartheid. It is debatable, but some have argued that Mandela's violence prolonged the cause.
5. The Vietnam War brought civil disobedience to a notable level. Answers may vary to whether or not it curbed how anti-war protests now conduct themselves.
6. A tax "protester" does not believe taxes are legitimate, and they are often protesting in secret as a way to evade taxation. A "resister" will refuse to pay taxes as a civil disobedient gesture of protest to a particular government policy.

## **Lesson 8**

1. To understand the conflicts between privacy and security, to develop core understanding of applications surrounding the conflicts, and to study two foundational cases —one affirming and one negating the resolution.
2. We the People = aff  
provide for the common defence = neg  
promote the general Welfare = neg  
secure the Blessings of Liberty to ourselves and our Posterity = aff
3. Answers may vary.
4. The Fourth Amendment.
5. Explanations may vary.
  - a) Neg
  - b) Aff
  - c) Aff
  - d) Neg
  - e) Neg
  - f) Aff
  - g) Neg
  - h) Aff
6. Answers may vary.

## **Lesson 9**

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.

## **Lesson 10**

1. Answers may be NSDA, NCFCA or Stoa, depending on the league the student participates.



### Answer Keys

2. Answers may vary depending on the league chosen.
3. Answers may vary depending on the data found on the website.

### ***Lessons 11 and 12***

Answers for Lesson 11 and 12 are found on the digital addendum released in August.



# Appendixes



## Special Additions for Teachers and Coaches

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The following appendixes are available to use to help make your teaching easier.



# APPENDIX I: LESSON PREVIEWS

The following are guides for you to read before teaching each lesson. Set aside ample time to read the preview and the entire lesson before teaching. Each preview gives you a summary and a suggested timeline for you to consider when mapping out your class.

Please understand that the previews are suggestions only. These suggestions were written with a traditional classroom in mind. You will need to adapt to your class schedule as needed. The scope and sequence explains the objective of each lesson, and if you as the teacher keep the objective in perspective, you should be able to adapt your lesson to fit your school's timeline.

## ***Unit I: Structure of Lincoln-Douglas Debate (Lessons 1-3)***

### **Lesson 1**

The objective of Lesson 1 is, “Learn the structure of Lincoln-Douglas debate.” The chapter explains this by walking the student through the four important expectations he or she can expect in your debate class. These expectations are:

- Expect the Topic. Every debate round has a resolution, and students can expect to study whatever the resolution states.
- Expect Rules of Engagement. These are the “rules of the game,” and students can expect to learn the rules just as any sport.
- Expect to Flow. Flowing is the most important and most difficult skill to master in debate. Students will dedicate all of Lesson 3 to flowing.
- Expect to Learn. Students will learn a lot about the topic and how to come up with the best ideas for answering affirmative or negative to the resolution.

Suggested schedule:

- Hour 1: The lesson is short enough to consider reading aloud. Write each expectation on the board and discuss each of them. Encourage students to ask questions, but feel comfortable deferring many of the answers for “later in class.” Assign the handout for completion as homework.
- Hour 2. Turn to the handout in this teacher edition and review each of the questions, providing answers to the students. Comprehension of the four expectations is not as crucial as later

lessons, so we recommend you use this lesson's handout as review rather than grading. Class discussion for each question will help reinforce the objective.

- Hour 3: The extension lesson introduces the student to a real debate round. The recording is 45 minutes long. Take a short amount of time to talk through the topic on the video, a topic you will cover in more detail in Unit III.
- Hour 4: You will continue with the extension study and watch the rest of the entire debate. Depending on the attention spans of your students and the time available with them, you may feel free to stop the tape in this lesson. The extension lesson in Lesson 2 references this same recording.

## Lesson 2

The objective of Lesson 2 is, "Learn the responsibilities of each speech in the round," and your job as teacher is to help debaters pay special attention to the responsibilities. Reference the simplified flowsheet from the extension lesson in Lesson 1 to reference the speaker responsibilities. Refer to the debate round from the previous lesson often as you work through Lesson 2. Writing each speech on the board would be an effective way to center this lesson in the minds of the students: AC, NC/1NR, 1AR, 2NR, and 2AR.

Suggested schedule:

- Hour 1: Assign the lesson reading for the students. Comprehension of this lesson is important, so collecting the handouts as homework and grading them may be an option you would like to do for your class.
- Hour 2. Collect remaining handouts. Draw the chart from the extension lesson on the board and walk through each of the speaker responsibilities as referenced in the extension lesson. Reference the video debate as needed to make sure students understand the different responsibilities.
- Hour 3: If you graded the lesson handout, hand them back to the class, taking time to reference any problem area the students had with the lesson. As the extension lesson suggests, return to the video or find another debate to walk through to reinforce this lesson's objective. If alumni of debate are available, you may have them scrimmage for the class, allowing you to interrupt and explain the responsibilities of each speaker.
- Hours 4-5: Continue either watching the previous lesson's debate or modeling another debate for the students. By the end of this lesson, students should have a solid grasp on their responsibilities for their debate round.

### Lesson 3

The objective of Lesson 3 is, “Learn why flowing is so important and how to effectively flow and pre-flow constructive and rebuttal speeches.” This is perhaps the most important lesson of the entire *Red Book for Lincoln-Douglas Debate*. You may encourage students, too: Many debaters skip over this lesson, but this lesson alone separates champions from mediocre debaters.

Students have now spent a good amount of time observing either the video debate round or the model round you provided in Lesson 2. You also have the model debate round that the lesson references in Lesson 3 for flowing. This wraps up a tightly structured unit on the “structure” of debate.

Suggested schedule:

- Hour 1: This lesson is the longest lesson of the class, which is why the handout is separated into two sections (3A and 3B). Take this opportunity to assign one with the emphasis of constructives and cross-examinations, the other on rebuttals. You may assign the reading accordingly, instructing students to only complete the reading that correlates with Handout A.
- Hour 2. Do not collect Handout 3A for grading. On a whiteboard or chalkboard, draw a five-column flowsheet and head each column with the appropriate header. Referencing Handout A, discuss the responsibilities of each of the constructive speeches, writing abbreviations of the responsibilities on the board in the appropriate columns. If time allows, erase the abbreviations and reference one of the previous debates, writing the actual flow from these rounds on the board. Assign the rest of the reading and Handout 3B for the next hour.
- Hour 3. Continue the discussion on the whiteboard flowsheet, either abbreviating the rebuttals on the whiteboard, listing the actual flow from one of the previewed debate rounds, or both. Collect Handout 3B for grading.
- Hours 4-5: Hand back Handout 3B. Consider the extension lesson for the rest of Lesson 3. However, your students may be ready to jump into Unit II: Strategy of Lincoln-Douglas Debate. If you feel students have mastered the objectives of Unit I’s lessons, move ahead with Unit II. If not, take time to go through the extension lesson until master of the structure of debate rounds.

## ***Unit II: Strategy of Lincoln-Douglas Debate (Lessons 4-6)***

### Lesson 4

This lesson is on the value proposition, and the objective of Lesson 4 is, “Learn and construct the first half of the Lincoln-Douglas debate case: the value proposition.” Essentially, the entire

lesson is focused on only the first half of the constructive speeches, hence the shaded parts in the picture at the beginning of the chapter. This lesson takes the time to focus on the syllogism, and the syllogism is what your students will use to build their value for their debate.

Suggested schedule:

- Hour 1: As with Lesson 1, consider reading this reading aloud. As you read about the elements of logic, discuss and answer questions. Write *Major Premise*, *Minor Premise* and *Conclusion* on the board and fill out examples as you do so. At the end of the hour, assign the rest of the reading and completion of the handout.
- Hour 2. Collect the Lesson 4 handouts. As the extension activity instructs, cue up the video and re-watch the AC. Instruct the students to “flow” the AC on a separate piece of paper, and you may model the flowing on the whiteboard as the video plays. Speed or thoroughness of information is not as crucial as listening for the headings of each of the elements: *Major Premise*, *Minor Premise* and *Conclusion*.
- Hours 3-5. Hand back the Lesson 4 handouts, graded. Depending on how much your students understand the value proposition, consider adding more debate rounds to study. You could return to the video debate and discuss the NC just as you did the AC. You may reference alumni experience, other debates online, or preview the cases either in Unit III. If you are preparing for tournament competition, introducing a case from your league resolution would be appropriate.

## Lesson 5

The objective of Lesson 5 is, “Learn and construct the second half of the Lincoln-Douglas debate case: the contentions.” Remind students of one of the principles of Lesson 1: you are debating to persuade the judge, not the opponent. Emphasize that the contentions often become “voting” issues for judges, so mastery of how to create persuasive and impacting contentions is very important.

Suggested schedule:

- Hour 1: Assign the lesson reading for the students. Collect the handouts as homework and grade them the following hour.
- Hour 2. Write out the same outline as in the extension lesson on the board and walk through each section. You may reference some of the same syllogisms from the previous lesson. Work together to write out contentions of each. If students have computers or notebooks at their disposal, have them come up with applications for contentions discussed.



- Hours 3-5: Continue either watching the previous lesson's debate or modeling another debate for the students. By the end of this lesson, students should have a solid grasp of debate case development for Lincoln-Douglas debate.

## **Lesson 6**

The objective of Lesson 6 is, "Learn how to rebut your opponent and defend your position in the debate." This is the remainder of the flowsheet, as pictured at the beginning of this lesson. This will conclude the basic "need-to-know" elements of debating before heading into the actual debate rounds in Unit III.

Suggested schedule:

- Hour 1: Before assigning the lesson reading, have students turn to one of the cases in Unit III, preferably one of the cases already discussed in your class. Analyze the round as you flow it on the board in front of the room. Follow by assigning the lesson reading for the students. Assign the reading for the next hour.
- Hour 2: Collect the handouts as homework and grade them the following hour. If able, keep the flow from the previous hour on the board. Referencing the extension lesson, consider "voting issues" for the round you flowed. Have students come up with their own as if they were judging the round.
- Hours 3-5: Consider more flowing and voting issue analysis until complete mastery of the entire debate round from the class. If students show comprehension and desire to move onto their debating, move onto Unit III.

## ***Unit III: Model Resolutions for Your Debates (Lessons 7-9)***

These lessons will be largely administrative for you as the teacher. You will need to consider the number of students you have, the time allotted for debate rounds, and the number of assistants (coaches or alumni) you have to complete all the rounds. A small class of eight students should easily get through 4-5 hours of debate rounds for each lesson.

Here are some considerations for Lessons 7-9:

- Be sure to spend ample time studying the topic for each lesson. Emphasize that knowledge in (a) the resolution and (b) the applications is crucially important for any level of successful debating.

- Print copies of flowsheets and have them available at the front of the room. Consider having flowpads (available at [MonumentPublishing.com](http://MonumentPublishing.com)) for students to keep track of their progression.
- Set up the room with the debaters facing a whiteboard, and you as the judge (or an assistant) write the flow on the whiteboard. Students will be able to follow along and see exactly what the judge flowed.
- If it is not possible for all students to debate at once, have observers flow the round. Recall Lesson 3's motto: "Flow every time; that, my friends, is the bottom line." Hand in flows for grading.
- If you are teaching your class to compete in a specific league, consider skipping Lessons 7-9 altogether. Download the online addendum for your league and dive in.

#### ***Unit IV: Ready for Competition (Lessons 10-12)***

As explained in *Red Book*, Unit IV is pretty much a carbon copy of Unit III with the exception of substituting the league-specific resolution. However, four cases for each side of the resolution are provided online. This should increase the competitive agenda for the debaters as they will need to be ready for several different cases, not just one.

If you are teaching debate as a class, consider teaching all three resolutions from the online addendum. If you are teaching debate as a club getting ready for competition, only teach other league resolutions if you feel more practice with the structure and strategy of debate is needed. If you feel your students are ready, dive in and download the online materials. You and your students are ready to compete!

# APPENDIX II: REPRODUCIBLES

The sourcebook pages in this teacher edition are not allowed to be reproduced for student use. Be sure to have all your students purchase their own copy of *Red Book for Lincoln-Douglas Debate*. However, there are supplies available to you to copy and use as needed to teach the structure and strategy of debate. The following pages consist of each of the lesson handouts and flowsheets as scrimmages are needed. Make as many copies of these as you wish.

You may also want to make copies of league-specific information on Lincoln-Douglas debate. Revisit Lesson 10 to refresh yourself on the league you are choosing to compete, and download helpful information for your class (e.g. ballots, event rules, etc.).

Remember that this edition of *Red Book* comes with a digital addendum that is released in August. These added lessons will bring much value to you and your classroom. Be sure to revisit the title page and download your files.

# Worksheet for Lesson 1

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

**Read Lesson 1. Answer the following questions in the spaces provided.**

1. List the four expectations of Lincoln-Douglas debaters:

Expect the \_\_\_\_\_.

Expect \_\_\_\_\_.

Expect to \_\_\_\_\_.

Expect to \_\_\_\_\_.

2. What topics do each of the resolutions in this *Red Book* cover?

Topic #1: \_\_\_\_\_

Topic #2: \_\_\_\_\_

Topic #3: \_\_\_\_\_

3. Do you have any strong opinions on one of these topics? Pick one and write a sentence or two about your current opinion. "I believe that..." and briefly why:

*Note: there is no wrong answer for #3. As a debater, you will be required to argue both sides of the resolution.*

4. Mark “T” for true, and “F” for false on the following *Rules of Engagement* for Lincoln-Douglas debate.

- \_\_\_\_\_ a. The affirmative gets the first word in the round, and the negative gets the last.
- \_\_\_\_\_ b. Each debater gets a total of 19 minutes of speaking time during the 42-minute debate.
- \_\_\_\_\_ c. Every speech in the round must be memorized in advance.
- \_\_\_\_\_ d. Each debater is allowed 5 minutes of prep time for the round.

5. What three things do debaters need to do to properly flow during a round?

Debaters need to \_\_\_\_\_.

Debaters need to \_\_\_\_\_.

Debaters need to \_\_\_\_\_.

## Worksheet for Lesson 2

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

Date: \_\_\_\_\_

**Read Lesson 2. Answer the following questions in the spaces provided.**

1. Place “aff” or “neg” in the blank next to each explanation of responsibility.

\_\_\_\_\_ a) The debater who gets the first and the last word in the debate.

\_\_\_\_\_ b) The debater who delivers the longest speech.

\_\_\_\_\_ c) The debater who agrees with the resolution.

\_\_\_\_\_ d) The debater who has to give a constructive speech and a rebuttal in the same timeframe.

\_\_\_\_\_ e) The debater who gets to lead the first cross-examination.

\_\_\_\_\_ f) The debater who gets to address his or her opponent in the first rebuttal.

2. Fill out the missing elements in the flowchart:

_____	Cross- Examination	_____	Cross- Examination	_____	_____	_____
Constructive		Constructive & 1 <sup>st</sup>		Rebuttal	Rebuttal	Rebuttal
___ minutes	___ minutes	___ minutes	___ minutes	___ minutes	___ minutes	___ minutes
Both sides have ___ minutes of prep time						

3. With the example given on civil disobedience, give one question you would have asked the opposing debater.

Affirmative Question:

Negative Question:

4. When are the two times when you are allowed to use prep time?

5. Explain why you face your judge during cross-examination. What principle of debate encourages such a strange practice?

6. Do you think you would be better on the affirmative or negative side of the debate? Give at least one good reason in your response.

## Worksheet for Lesson 3A

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

**Read Lesson 3 through the first two columns of the flowsheet. Answer the following questions in the spaces provided.**

1. Fill out and take note of the following, taken from the introduction of Lesson 3:

Flowing is the process of \_\_\_\_\_ a well-organized, legible  
\_\_\_\_\_ of all the \_\_\_\_\_ made by all the debaters.

2. In the first two lessons, do you feel you have grasped the importance of flowing? Explain.

3. When the AC is finished with his or her speech, who in the room should have the first column filled out?

Circle:          The affirmative          The negative          The judge

4. Explain why debaters typically do not write down the definitions other than just the words that are being defined. Include in your answer when it would be appropriate to write down the full definition.

5. Why aren't citations written down? When would these be part of the flow?

6. Explain the concept of pre-flowing. Is it ever appropriate to approach the lectern without your speech pre-flowed?

7. The cross-examinations do not need to be flowed on a debater's flowsheet. Why is this the case?



# Worksheet for Lesson 3B

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

**Date:** \_\_\_\_\_

**Read Lesson 3 through the rebuttal speeches. Answer the following questions in the spaces provided.**

1. Explain what the abbreviation LWIS stands for and why it is a useful strategy on your flowsheet.
2. Why is the 1AR such a difficult speech in the round? How does flowing help make this speech possible?
3. How much time should a debater take showing a dropped argument?
4. Explain why a flow should be completed to the very end and why debaters should hold onto their flowsheets after the round.

## Worksheet for Lesson 4

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

**Read Lesson 4. Answer the following questions in the spaces provided.**

1. What is the term used for an “equation of logic”? \_\_\_\_\_

Write one in the space below:

2. Lincoln-Douglas debate is sometimes referred to as \_\_\_\_\_ debate. Why?

3. Explain what a “value” is in a debate case.

4. What are the three minor premises that may be used to support the value?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

5. Underline words in the following example resolutions that would be worth defining for a debate round. “Democracy” in the first resolution was underlined for you.

*Civil disobedience in a democracy is morally justified*

*The most important quality in a society is honesty.*

*When in conflict, cultural unity should be valued above cultural diversity.*

*The use of deadly force in the defense of one’s household is morally acceptable.*

*Privacy is overvalued.*

*The United States ought to more highly value isolationism.*

6. Look up the word “democracy” from three different resources. Write the definitions below.

(a) Source: \_\_\_\_\_. Definition:

(b) Source: \_\_\_\_\_. Definition:

(c) Source: \_\_\_\_\_. Definition:

7. Are there any significant differences between these definitions? Explain.

## Worksheet for Lesson 5

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

Date: \_\_\_\_\_

**Read Lesson 5. Answer the following in the spaces provided.**

1. What is a contention?

2. In the following resolutions, (1) underline the subject or subjects once and (2) the verb or verbal phrase twice.

*Resolved: Cats are better than dogs.*

*Resolved: Civil disobedience in a democracy is morally justified.*

3. Write contentions for each of these resolutions and value proposition.

*Resolved: Cats are better than dogs.*

Value: Relaxation. This is defined as “the state of being free from tension and anxiety.”

Affirmative Contention: \_\_\_\_\_.

Negative Contention: \_\_\_\_\_.

*Resolved: Civil disobedience in a democracy is morally justified.*

Value: Liberty. This is defined as “the state of being free within society.”

Affirmative Contention: \_\_\_\_\_.

Negative Contention: \_\_\_\_\_.

4. For the following resolutions, provide a common application.

Resolution	Affirmative Application	Negative Application
Adolescents ought to have the right to make autonomous medical choices.		
In a democracy, voting ought to be mandatory.		
Competition is superior to cooperation as a means of achieving excellence.		
Governments have a moral obligation to assist other nations in need.		

## Worksheet for Lesson 6

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

Date: \_\_\_\_\_

**Read Lesson 6. Answer the following in the spaces provided.**

1. Explain why evidence is important in Lincoln-Douglas debate.

2. Match the following.

a. Expert

d. Reference

b. News

e. Common Knowledge

c. Source Document

\_\_\_\_\_ An authority to which people turn for basic knowledge, e.g., dictionaries or encyclopedias.

\_\_\_\_\_ Someone who is knowledgeable on a particular subject.

\_\_\_\_\_ An important original written work like a significant piece of literature.

\_\_\_\_\_ Example would include *The New York Times*.

\_\_\_\_\_ The body of knowledge that most everyone can agree on.

3. Match the following.

a. No Link

d. Counter-warrant

b. Non-unique

e. Turn

c. No Impact

\_\_\_\_\_ If an application is unrelated to the topic area or doesn't prove the contention being run.

\_\_\_\_\_ If the application proves (or disproves) both sides of the debate equally.

\_\_\_\_\_ When the judge is able to look at an application and immediately understand its moral charge.

\_\_\_\_\_ Argues that evidence is outweighed by contrary evidence.

\_\_\_\_\_ Contends that a certain argument from your opponent helps your position more.

## Worksheet for Lesson 7

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

**Read Lesson 7. Answer the following in the spaces provided.**

1. Put to memory the debate resolution:

*Resolved:* \_\_\_\_\_ *in a* \_\_\_\_\_ *is*  
\_\_\_\_\_.

2. Who created the term “civil disobedience” and when did he create it?

3. Explain how Gandhi’s civil disobedience influenced Martin Luther King, Jr.

4. Did Nelson Mandela adopt Gandhi and King’s methods of civil disobedience? How effective was Mandela in his approach to repealing apartheid?

5. What American war brought civil disobedience to a most notable level? Did it work, and has it curbed how anti-war protests conduct themselves since?

6. Explain the difference between a tax “resister” and a tax “protester.”

EXPLAIN: Is there a law in effect today that you personally believe is unjust? What kind of civil disobedience do you believe would help overturn this unjust law? Would such acts be effective?

## Worksheet for Lesson 8

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

**Read Lesson 8. Answer the following in the spaces provided.**

1. Fill in the words from the objective of this lesson:

To understand the \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_, to develop core understanding of \_\_\_\_\_ surrounding the conflicts, and to study two foundational \_\_\_\_\_ —one \_\_\_\_\_ and one \_\_\_\_\_ the \_\_\_\_\_.

2. For the underlined parts of the preamble of the Constitution, place AFF above parts of the preamble that affirm the resolution and NEG above the parts that negate the resolution.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

3. Do you agree that the most important duty of the federal government is to protect its national security? Explain.

4. The word “privacy” is not mentioned in the Constitution. What part of the Constitution implies individual protection of privacy?

5. The following is a list of how applications on the affirmative and negative may be used. Mark whether these examples would be better on the AFF side or the NEG side. Be prepared to explain why.

\_\_\_\_\_ a) An NSA technology filters thousands of emails through a program and discovers a terror cell plotting to bomb a public event.

\_\_\_\_\_ b) In filtering these same emails, the NSA discovers criminal gambling activity and turns the emails over to local authorities to pursue a conviction.



\_\_\_\_\_ c) A team of journalists successfully smuggles firearms onto airplanes at significant airport facilities, despite heavy TSA security.

\_\_\_\_\_ d) The TSA has never reported a single terrorist plot foiled by its own security.

\_\_\_\_\_ e) A government drone is used to discover a terror cell and foil the plans for a terror attack.

\_\_\_\_\_ f) The government has drones flying in public places, forcing citizens to behave themselves.

\_\_\_\_\_ g) No terror attacks reported since the passing of the USA FREEDOM Act.

\_\_\_\_\_ h) Several terror attacks reported since the passing of the USA FREEDOM Act.

6. Write a paragraph explaining which side of the resolution you personally agree with, and explain your reasoning behind your opinion.

## Worksheet for Lesson 9

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

Date: \_\_\_\_\_

**Read Lesson 9. Answer the following in the spaces provided.**

1. Have you had a conversation with your parents or guidance counselor about liberal arts or practical skills education? What are your initial thoughts about the two pathways?

2. The three definitions in this lesson were taken from Dictionary.com. Find a different source for these definitions and write them in the space provided.

Formal Education:

Liberal Arts:

Practical Skills:

3. Do any of these definitions from different sources change in meaning from Dictionary.com? Explain.

4. After reading the lesson, which side do you think will be easier to debate?

## Worksheet for Lesson 10

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

**Read Lesson 10. Answer the following in the spaces provided.**

1. Which league will you be competing in?
  
2. For the league you are competing or interested in, fill out the following:
  - a. The cost of membership is \$\_\_\_\_\_ per \_\_\_\_\_.
  - b. The league has approximately \_\_\_\_\_ (how many?) members.
  - c. The name of the national tournament is: \_\_\_\_\_.
  - d. The Lincoln-Douglas resolution for the new year releases (approx.)  
\_\_\_\_\_.
  
3. Visit your league's website. Find out these most recent pieces of information:
  - a. The name of the league's president: \_\_\_\_\_
  - b. The date, city, and venue of the next national tournament:
  - c. Other debate events include:
  
  - d. Other speech events include:

AC

Affirmative Constructive  
6 min. speech, 3 min. CX

NC/1NR

1st Negative Constructive and 1st Rebuttal  
7 min. speech, 3 min. CX

1AR

1st Affirmative Rebuttal  
4 min. speech

## 2NR

2nd Negative Rebuttal  
6 min. speech

2AR

2nd Affirmative Rebuttal  
3 min. speech

Date: \_\_\_\_\_

Tournament: \_\_\_\_\_

City, St: \_\_\_\_\_ Round: \_\_\_\_\_

Round: \_\_\_\_\_

Aff. \_\_\_\_\_

Neg: \_\_\_\_\_

Decision: Aff / Neg



# APPENDIX III: DRILLS AND GAMES

The following activities can be used as fillers for classes to assess comprehension of many of the lesson objectives and to fill out a school schedule.

## *Structure Deviation*

A 45-minute debate round is sometimes not conducive to classroom teaching. Consider shorter debates to take focus off of structure and put more teaching emphasis on strategy. The following are some deviations of times.

- Standard time: 45 minutes. 6 (3) 7 (3) 4 6 3
- Shortened time: 30 minutes. 5 (2) 6 (2) 3 4 2
- Constructive emphasis: 20 minutes. 4 (1) 5 (1) 3 1 1
- Micro LD: 18 minutes. 3 (1) 4 (1) 2 2 1
- Speed LD: 5 minutes. 1 2 1

## *Speaking Drills*

If you are preparing for debates during the class or getting ready to travel to a tournament, taking time to do some speaking drills will help immensely. Here are some ideas.

- Pen Drills. Have students put a pen in their mouths and read an entire case aloud. Focus on clarity, pace and pronunciation.
- The O Drill. Have students read an entire contention while putting “o” in between every word. This gets them thinking about their words and avoids lazy speech.
- Be Like a Reporter. Have students read contentions as if they were reporters. This draws them out of monotone styles and gets them to focus on voice reflection.
- Emoticon. Have students read contentions while the teacher shouts out emotions. “Sad,” “happy,” “excited,” etc. Students must reflect the emotion of the contention.
- Lion/Lemon Face. Have students begin by stretching their faces out as much as possible (lion faces): eyes wide, eyebrows up, mouth as big as possible. Then do the opposite (lemon faces):

eyes clenched, mouth pursed, nose wrinkled. Alternate as quickly as possible between the two.<sup>39</sup>

### ***Cross-examination Ring*<sup>40</sup>**

Form a circle with approximately 10 students in each circle. Depending on your class size, you may need to break this activity into groups. One person reads his or her 1AC aloud to the entire class, or the teacher uses a sample case from *Red Book* or other resource. Go around the circle: the first person asks the reader a question, then the second person asks the previous questioner, and so on. Everyone gets to be a questioner, then a responder.

As the teacher/facilitator, use the time to discuss the case and understanding the topics the students raise. You also get the opportunity to discuss the strategies behind cross-examination. A group of ten students can turn this into an hour-long activity.

### ***10-Minute Cross-examination*<sup>41</sup>**

Debate rounds cross-examine for only three minutes. As the title for this activity suggests, this CX lasts for an entire 10 minutes. If you as the teacher feel comfortable doing this, you be the examiner. This exercise will force you to turn over every stone in the student's case and really push your opponent. You may want to assign students to be the examiner, but the real beneficiary of this activity will be the examinee. He or she will:

- Be forced to think hard on intricacies of their case.
- Be a defendant of every angle they need to defend.
- Stay calm under pressure for 10 straight minutes.
- Find scaling back to three minutes to be a breeze.
- Be able to consider weak points of the case.
- Get rid of crutch words.

### ***Piranha Pack***

A debater presents his or her case. The entire class has an unlimited time to cross-examine the case reader. There are no follow-up speeches, just the time for the speech reader to be “attacked” by “piranha.” Use the opportunity to teach case readers to defend their position as advocates for their cases. Likewise, use the opportunity to teach the examiners to ask good questions in a cordial fashion.

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<sup>39</sup> Taken from Travis Herche of Lodi, California, in *Keys to Lincoln-Douglas Debate*. Monument Publishing 2012.

<sup>40</sup> Taken from Melissa Cortes of Idaho Falls in “Teaching Activities for Debate Classes,” presentation given at 2015 NSDA Nationals, Dallas, TX.

<sup>41</sup> Taken from Matthew Erickson, Stoa 2012 National Lincoln-Douglas Champion, at a Training Minds Camp in 2013.

***Crutch Marbles***

If students have a difficult time with crutch words like “um” and “uh,” consider adopting this drill. When students give speeches and a crutch word is used, drop a marble into a jar or can. Make sure the crutch is emphasized to help train the students to avoid using them. You may pass the jar/can to observing students while you focus on content of the speeches for teaching.

***Flow Check***

Have a student or assistant coach deliver an AC, NC, or other prepared speech. Everyone must flow. Students then must stand up and recite the speech by reading their flow, reciting the speech as best as they can. Use the opportunity to ask questions of the student who flowed to make sure they listened, recorded and understood the original speech.

***Two-minute 1ARs<sup>42</sup>***

The 1AR is the most difficult speech in the round where the affirmative debater has the most content to cover in the most confined amount of time. Students often do not cover the entire 1AR and end up losing time. Go back to a flowsheet where the 1AR didn’t go very well and time the student in giving the 1AR in only one minute. Details will be dropped, but students will find it possible and will tighten up their ability to deliver the 1AR.

***Echo Tags<sup>43</sup>***

Try this drill when watching a scrimmage debate. Whenever a debater reads a tag, have the student pause and let the observers repeat the tag back. Until the audience repeats the tag, the debater is not allowed to go on. This is helpful for students to stay simple in their tagging. If the audience doesn’t get the tag, it is likely that the judge will not, either. It also helps those who are listening (and flowing) keep track of the debate.

***Cave Man Debate***

After flowing an entire 45-minute debate round, have students rewrite the entire debate in “cave man” language. Constructive speeches can be only 12 words long, rebuttals 7. Which words are most important on the flow? List these words. Reconstruct the debate round as “cave people.” Another variation of Cave Man Debates is “twitter” debates. Narrow the speeches to 140 characters.

***Four Corners Debate***

This is a popular game that gives students the opportunity to see how argumentation and persuasion works. Tape or hang four signs in four corners of the room: *agree*, *disagree*, *strongly*

<sup>42</sup> Taken from Jon Bateman, 2011 Stoa National Debate Champion of Lincoln-Douglas debate.

<sup>43</sup> This drill is also adapted from Travis Herche’s *Keys to Lincoln-Douglas Debate*.

*agree, strongly disagree.* Read a resolution and have the students gravitate to separate corners of the room. As students don't know about the issues or topics of the resolution, use the opportunity to discuss them. If any student is undecided, have them stay in the center. Then go around to each corner to have students give verbal arguments on why people (in the center of the room and in other corners) should move to their corner. After each presentation, have students move corners if they wish.

***Application Power Grab***

Read a resolution to the students and brainstorm together a list of arguments (as many as you have time). Break up into either groups or individually and have students find two applications supporting the argument. Go around the room and have students share their applications. Use the opportunity to discuss the weak and strong points of the applications (i.e. relation to the resolution, believability, etc.).



# APPENDIX IV: SCRIMMAGE INSTRUCTIONS

Coordinating a scrimmage is the ultimate step in providing the environment for good, competitive learning. An understanding of the elements of a scrimmage gives you a good idea of what is involved. You will be able to scale small (your classroom) and large (inviting other schools to a real tournament). The following is a list of the basics for coordinating your own scrimmage debate.

## ***Pre-scrimmage Preparation***

First, secure a proper facility. The building should have the number of rooms needed to conduct rounds. If your scrimmage is an invitational, make sure you cap the number of competitors to the number of rooms you have available. For Lincoln-Douglas debate, two debaters per room is the maximum number of students. So, for example, if you have ten rooms, you will be able to allow 20 students.

Second, secure the date. Consider four rounds can be comfortably run, six rounds if you really squeeze it in. Scrimmages often included other formats of debate (e.g. policy or public forum debate) or speech events.

Third, create a tournament schedule. You need to have a registration opening and closing time, a general session, debate schedule, a break for lunch and/or dinner, and a time for the final rounds. Much will depend on the facilities and events offered, whether you will be offering debate and speech or just one or the other, and how many days you would like to stretch the tournament. You ultimately will need to custom-make your schedule. Consider this simple schedule:

### **One-Day Scrimmage**

8:00 AM	Registration
9:00 AM	Round 1 debate
10:00 AM	Round 2 debate
11:00 AM	Round 3 debate
12:00 Noon	Lunch
12:30 PM	Round 4 debate
1:30 PM	Round 5 debate
2:30 PM	Round 6 debate
4:00 PM	Semi-final Round

#### Appendix IV: Scrimmage Instructions

5:00 PM	Break and Dinner
5:30 PM	Final Round
7:00 PM	Awards and Adjourn

Fourth, establish the rules of the tournament. If you are preparing your students for competition, it is wise to study your league's website and establish the rules for your scrimmage. Try not to venture off the beaten path of the league rules. If you do, make sure it is clear from the onset what rules will change for your tournament.

Finally, establish a budget for your scrimmage. Consider all the costs involved and make sure your student fees will cover these costs. Many clubs use tournaments to cover the costs as well as raise money for their own club.

#### ***Invitations***

The simplest scrimmage will be to your students in your class. You may also invite other debate clubs or schools. Whichever the case, your scrimmage invitation will have the following elements:

- Date(s) of event
- Place and directions of the event
- Contact people with phone numbers, emails
- The rules of the debate format(s) offered
- The debate resolution(s) to be debated
- Deadline and instructions for registration
- The cost of the tournament

When finished, mail or email the invitations to your fellow coaches or league of students. Make your announcement in plenty of time for people to respond accordingly for your scrimmage.

#### ***Tab Room***

The heart of the debate tournament lies in the tabulation room, abbreviated "tab room."

Unauthorized personal are forbidden from entering because results of individual rounds are not to be revealed during the scrimmage. Keep parents, students, alumni and nosy coaches out. That said, you will likely solicit the help of parents, alumni and coaches to help you keep tabulation rolling. Establish a professional code of conduct for all those in the tab room to make sure the integrity of your scrimmage stays intact.

For this appendix, we will explore a most basic form of tournament: the round robin. In this format, debaters swap from affirmative to negative each round, and all debaters debate all those

#### Appendix IV: Scrimmage Instructions

in the opposite column. A typical round robin of four rounds before setting up outrounds is as follows:

Round 1	Round 2	Round 3	Round 4
Aff/Neg	Aff/Neg	Aff/Neg	Aff/Neg
A vs. F	F vs. E	D vs. F	F vs. C
B vs. G	G vs. A	E vs. G	G vs. D
C vs. H	H vs. B	A vs. H	H vs. E
D vs. I	I vs. C	B vs. I	I vs. A
E vs. J	J vs. D	C vs. J	J vs. B

You will notice that all debaters receive the opportunity to debate an even amount of affirmative and negative sides. Also, no two debaters ever meet twice. Pretty simple, right?

Not quite. Problems arise as individual needs arise. Debaters A and F may be cousins and cannot debate each other; and perhaps debater H got sick and needed to sit out Round 1; and perhaps debater D, I and G are all in the same club and know each others' cases; and so on. Such complications are very common when running a scrimmage.

There are several electronic solutions for tabulation, programs designed to help maintain data integrity and keep tabulation moving along swiftly. For scrimmages that invite other schools, we strongly recommend adopting electronic tabulation software. They typically cost money, but having electronic back ups is incredibly valuable. For a practice or classroom scrimmage, use tabulation cards.

Tabulation cards are 4x6 index cards with records of a certain amount of information. There are three cards used in the tab room: (1) debater card, (2) judge card, and (3) room card.

#### Room Card

The room card will be a 4x6 card with the room information needed by the tab room to consider. Sometimes rooms aren't available throughout an entire tournament, or some sort of restrictions needs to be considered while assigning rounds. This is the most basic card of the three tab cards:

#### Appendix IV: Scrimmage Instructions

Room Number:
Rounds available (circle)  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <span>I</span> <span>II</span> <span>III</span> <span>IV</span> <span>V</span> <span>VI</span> </div>
Restrictions:

#### Debater Card

The debaters get their own cards, too. This card has the most detailed information and is most closely monitored throughout the scrimmage. Here is a typical debater card:

Name:						
Rnd	Side	Opponent	Pts	W/L	Record	Judge
I						
II						
III						
IV						
V						
VI						

You will take these cards and lay them out atop a table in the tabulation room. You may start with the first round's round-robin example, and very well move on to the same second round. However, as conflicts come about, you will have the flexibility of a stack of cards to move around as needed to make for a more justified debate schedule.

As you proceed from round to round, a few things need to be observed. First, be sure to record information accurately. Having two people leaning over each other's shoulders to record round

#### Appendix IV: Scrimmage Instructions

results is an easy way to avoid mistakes. Second, be sure no two debaters meet each other in the same tournament. This may seem nearly impossible if numbers are low, but at all costs try to avoid it. If no alternative remains, make sure they do not meet each other on the same sides. Third, be sure the same judge does not judge the same debater. A judge can judge the same debater only if (1) they listened to the other side (Aff, not Neg; or Neg, not Aff) of that particular debater, or (2) they gave the debater the win the first time. While instances may call for a little “fudging” due to judge shortages, try your best to keep your judges and rounds as clean as possible.

#### Judge Cards

The final card is the judge card. Like students, judges often have conflicts with judging certain debaters or clubs. On the judging cards, have the judge names and any conflict they may have. Parents, for example, are not allowed to judge their own children. Cell phone number and round availability are other helpful information for a judge’s card. A judge card can look like this:

Name:	Cell:						
Conflicts:							
Rounds available (circle)							
I	II	III	IV	V	VI	Semi	Final

Before every round, the tab room coordinators will lay out the round with variations of the postings. Four columns of cards will be laid out: ROOM, AFF DEBATER, NEG DEBATER and JUDGE. Coordinators will soon realize how nicely the cards lay out on the table and how easy it is to single out individual conflicts or problems. Once everything is set for the next round, tabulation fills in the cards and writes out a poster for the next round. A rough posting of a scrimmage round will look like this:

#### Appendix IV: Scrimmage Instructions

<u>Room#</u>	<u>Aff</u>	<u>Neg</u>	<u>Judge</u>
112	Debater A	Debater J	Mr. Tough
113	Debater B	Debater I	Mrs. Stock
114	Debater C	Debater H	Mr. Issue
115	Debater D	Debater G	Mrs. Biased
116	Debater E	Debater F	Mr. Delivery

#### *Some More Suggestions*

This appendix is a very simplified explanation of a scrimmage. It will help in conducting your own in-class scrimmages, but is only the rudimentary basics and is not a substitute for a larger tournament. Your league has extensive guides in how to run these. We suggest you visit your league website to download its guide.

That's not to say you cannot have a lot of fun with these simplified scrimmage instructions. Other suggestions to make your scrimmage successful are:

- Have scrimmage ballots and flowsheets printed ahead of time for judges to take.
- Assign someone to check all ballots when handed into the tab room.
- Make copies of completed ballots and stuff them in envelopes assigned to each debater or club.

Order awards and have a fun award ceremony to congratulate those debaters who did well.

# APPENDIX V: TEACHER MEMBERSHIP

As you know, Unit IV comes with digital access to lessons that help you with competitive opportunities in your league. We hope you encourage your students to become *Red Members*, especially if they end up in competition. Students will then be able to access weekly downloads throughout the competitive season and stay up-to-date with the latest in their league.

But what about you as the teacher/coach? You may consider becoming a member of the special Teacher Membership. You gain access to all the *Red Membership* files that the students receive, but you will also gain access to all other membership files from any of the Monument Publishing membership events.

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