

# Mrs. Scarlett's Debate Curriculum Map

	August	September	October	November	December
Forms	Public Speaking Persuasive speech Impromptu speaking	Public Forum Four-Corners debate	Parliamentary Debate Congressional Debate Policy Debate	Lincoln-Douglas	Lincoln-Douglas
Skills	Rhetorical Moves (Logos, Ethos, Pathos, Deductive and Inductive Reasoning, Logical Fallacies, open and closed questions, ) Speaking Skills	Rhetorical Moves (Logos, Ethos, Pathos, Deductive and Inductive Reasoning Logical Fallacies) Building a three point case and flowing through arguments Building debate vocabulary	Writing Debate Cases Constructions with accurate citations Student draft bills Impromptu speaking Conclusion and premise	Outlining Note Taking Achieving values persuasively Understanding criteria	Giving useful feedback to fellow debaters Review and Practice for final speech
Activities	Viewing debates to identify rhetorical moves (Don't Eat Anything with a Face) Impromptu speaking exercises Media analysis for persuasive speech	Public Forum analysis (Ban College Football) Writing public forum cases Working with templates of strong cases Cataloging information for accessibility in debate	In-class research and writing to create solid cases Parliamentary procedure Congressional debates in-class	Final huge LD debate with guest judges In-class workshopping of cases and research for both sides of debate	LD debates in class Post-mortem and video analysis Anonymous student feedback case outlining LD flowsheets
Assessments	Present persuasive speech on rhetoric of persuasion in media	Public Forum speech in teams Logical Fallacies quiz Logos, Ethos, Pathos quiz Inductive and deductive logic Outline of four cases	Debates Public Forum quiz Parliamentary quiz Congressional bill	Drafts of cases Check of source cards before debate	LD debates with guest judges and audience (possibly)
Reading	Bertrand Russell case Winston Churchill speeches St. Crispin's Day Speech Persuasive techniques in advertising Jib Fowles 15 "need" appeals Excerpts Aristotle's "Rhetoric" Idebate "advertising is harmful"	Excerpts from "Three Modes of Persuasion" from <i>Classical Rhetoric for the Modern Student</i> <i>Declaration of Independence</i> Sojourner Truth "Ain't I a Woman?" LEP in Speeches from <i>Julius Caesar</i> Anna Howard Shaw "Fundamental Principles of a Republic"	William Wilberforce "Abolition" speech to Parliament The Stock Issues	Idebates research for chosen debate Handbook for Arguments excerpts Understanding Value-Criterion Multiple responses to Ham/Nye debate to ID values Sample Neg and Aff. LD cases <i>The Ultimate LD debate handbook</i>	Individual research for LD debate Constructing cases for both sides of values debate
Video Clips	Henry V speech Regan Speech Mr. Smith Goes to Washington The King's Speech Advertisements utilizing persuasion	Intelligence Squared public forum debate "Ban College Football" Student "Ban Handguns" public forum debate	Margaret Thatcher speaking to Parliament Parliamentary debate clips from other countries	Bill Nye/Ken Ham values debate Intelligence Squared values debate chosen by class	Students' LD debate post-mortems

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## RHETORIC AND DEBATE- E470

Students will study and practice the theory, techniques, and application of various forms of persuasion and debate, including Public Forum, Lincoln-Douglas, Congressional, Policy, and Parliamentary debate. Students will research, analyze research literature, take notes on video, write debate cases, and organize for and participate in debates, practicing oral analysis, persuasion, and refutation.

Mrs. Scarlett's general priorities are as follows:

1. Make students aware of various methods of debate
2. Teach students the elements of argumentation and the avoidance of fallacies
3. Have students formulate original cases on issues and ideas that have intellectual depth and merit
4. Prepare students to argue with confidence in other classes

Mrs. Scarlett's goals in pursuing the above priorities are listed below.

- a. To train students to think logically and coherently
- b. To develop students' capacities for logical expression
- c. To make students more proficient in eloquent and accurate (researched) writing
- d. To increase students' ability to recognize truth and defend it with grace and resolve
- e. To bolster students' public speaking abilities
- f. To foster an environment of intellectual clashing always tempered with empathy
- g. To encourage students to live by Voltaire's famous quip, "I disapprove of what you say but I will defend to the death your right to say it".