**UDL CURRICULUM FEBRUARY 24 – MARCH 31**

Topic Area: American Political Process + Criminal Justice + Osterweis prep

February 24 – February 28

* **Remind your students that the second tournament of the semester will be this Saturday at Yale from 2 pm to 6 pm. (5 minutes)**
	+ As always, encourage them to attend because tournaments are fun, enormously beneficial for improving as debaters, and conclude with free pizza and prizes. They can also attend as observers!
	+ Ask students who attended last month’s tournament to talk briefly about their experience and deliver a plug for attending.
	+ Also give students a head’s up that the New Haven City Championship will NOT be on Saturday, April 26 (because that’s Spring Fling) and will instead be on Friday, April 25 from 3 to 7.
	+ Finally, remind them to save their flows from the tournament! You can discuss them in practice next week.
* **Topic discussion: American Political Process (20 minutes)**
	+ Ask students to brainstorm potential topics they might encounter, and emphasize that this topic area is NOT current events in American politics. It’s about *how* we make policy more than *what* policies we make.
	+ How do we decide who gets to vote? Which groups are currently restricted from voting, and why? Historically, which groups in America have not been allowed to vote?
		- What were the arguments in favor of restricting the vote? How do those arguments compare to today’s rationales for prohibiting non-citizens, felons and children from voting?
		- What are the mechanisms by which voting can be restricted? Discuss tools that can be used to prevent people from exercising their legal right to vote.
			* I.e. poll taxes, literacy tests and the grandfather clause used to prevent African-Americans from voting in the South up until the 1960s. Are current efforts in some states to require voters to show ID meaningfully similar to those policies?
		- How are voting districts set? Discuss the role of gerrymandering in increasing political polarization.
	+ How do we choose which candidates to support?
		- Discuss some factors that correlate with party affiliation, such as parental party affiliation, socioeconomic status, gender and race. (Obviously, emphasize that neither major American political party is monolithic and that there are *trends* in party affiliation rather than rules or even generalizations.) It might be interesting to ask students to think about how they developed their political views.
		- Discuss the role of media in elections. How can journalists help voters become more informed? When and how can the media impede voters from making informed choices?
		- Discuss campaign finance. How does the need to fundraise change politicians’ campaign strategies and policy platforms? Should political donations be protected as free speech? American elections are becoming more and more expensive—is this inherently problematic? Why or why not?
* **Practice Round (45-60 minutes)**
	+ Divide your students up into groups:
		- If you have fewer than 4 kids, have assistant coaches fill in, so you can do a full 2 vs 2 practice round
		- If you have 4 kids, then divide them up into 2 teams of 2
		- If you have 5 or 6 kids, divide them up into 2 teams of 2-3. Where needed, you can have a different person give the PMR than the person who gave the PMC. Same with the LOC and the LOR.
		- If you have 7 kids:
			* If you have 2 or more coaches, divide them up and do 2 prounds. Either one assistant coach can fill in for the empty spot or, if you have a student who is up to the challenge, s/he can iron (wo)man
			* If you only have 1 coach, have all of the kids who are not participating in the round flow. Afterward, they can discuss the ideas that they had that didn’t come up in the round!
		- If you have 8 or more kids
			* Same as for if you have 7 kids, only you don’t need an assistant coach to fill in.
	+ For this practice round, use the topic *THB the two-party system is good for the United States.* After the round, give as much constructive feedback as time will allow for!
* **OR, if most of your students are relatively new to debate, consider showing footage of a college debate round instead.** Students can see what a strong round looks like and practice flowing arguments (briefly review this if your students lack experience with flowing). You might also show one speech, such as a PMC, and then work together to outline a potential LOC before watching the rest of the round.
	+ Links to rounds:
		- <http://www.parlidebate.com/recordings.php?id=287> Presidents should serve one 6-year term. There is a little bit of cursing in the PMC but the resolution is relevant to the tournament topic.
		- <http://www.parlidebate.com/recordings.php?id=333> Should liberal democracies ban a pill that prevents children from being born gay?

March 3 – 7

* **Discuss Saturday’s tournament. (20 minutes)**
	+ What worked well and what didn’t? How did students feel about the topics? (If they had major issues with them, please let me know what the problems are so that I can write better topics in the future!) What skills do students need to focus on in the future?
	+ Go over each round and help students brainstorm how they might have developed stronger arguments and rebuttals, delivered better impacts, or weighed the round more effectively. Hopefully, they saved their flows from the tournament. Look over these with them and offer advice on flowing as well.
* **Remind students about Osterweis!** Held on Yale’s campus on Sunday, March 30 for most of the morning and afternoon (probably around 9 to 6:30 if it’s like last year). It’s a great opportunity to compete with students from all across the state and experience a slightly different debate format. It happens the weekend after we return from spring break, so be sure to give students a head’s up, especially if you’re not sure you’ll be able to have practice over break.
* **Debate baseball (45 minutes)**
	+ Divide the students into two teams. Starting with one team, go through the line and give students at topic, one at a time. Give the first student a topic. Immediately, they have to start speaking in support or against the topic. If they speak for longer than 30 seconds, they make it to first base. If they speak for longer than 60 seconds, they make it to second base. If they speak for longer than 90 seconds, they make it to third base, and if they speak for longer than 2 minutes, then it is a home run! After the first student from team A goes, each student from team A goes in turn. Once all of the students from team A have gone, it is team B’s turn to be “at bat.” The team rotates who is at bat until the time is up. A player scores when they get to home base! Whichever team has the most points at the end of the game wins! (The students may have 15 seconds after you ask the question to begin talking) *Note: if your students do not have trouble speaking for longer than 1-2 minutes then change it up such that 1 minute is a single, 2 minutes is a double, 3 minutes is a triple, etc.*
	+ Topics to use:
		- Should animal testing be banned?
		- Are single sex schools good for education?
		- Should the driving age be raised to 18?
		- Should physician assisted suicide be legal?
		- Should states ban cosmetic plastic surgery?
		- Should violent video games be banned?
		- Should there be a right to bear arms?
		- Should beauty contests be banned?
		- Should the drinking age be lowered?
		- Should prisoners be allowed to vote?
		- Can terrorism ever be justified?
		- Should people be vegetarian?
		- Should torture be used to obtain information from terrorists?
		- Should alcohol be banned?
		- Should prostitution be legal?
		- Should teachers be able to interact with students via social networking sites?
		- (Feel free to add your own topics! The topics don’t have to be serious, but can be silly as well!)

March 10 to 21

* **Try to ensure your team holds at least one practice during this time period in order to maintain continuity.** Consider asking your team’s leaders to run a practice (or two practices!) at the normal time. They can plan their own lesson or use the curriculum below. Either way, running a practice is a great way for them to engage deeply with the content they teach. It also gives them the chance share their personal insights with teammates! Or perhaps your faculty adviser is interested in running a practice. For Friday schools, Becca will be in town the second Friday of the break and may be able to run practices in other coaches’ absence.
* **Focus On Delivery.** Ask students, “what makes a speech persuasive?” Discuss delivery as well as content. (30 minutes)
* Go over some Dos and Don’ts
	+ Do:
		- Speak loudly and clearly
		- Be confident when you speak
		- Make eye contact
		- Refer to your notes
		- Signpost clearly and have an easy-to-follow organizational structure
		- Maintain a comfortable speaking pace, and slow down to emphasize important points
		- Practice good word economy. Don’t say the same thing several different ways. Say it once, say it well, move on to the next thought.
		- Use as much of your time as you can.
		- Fake it til you make it. Even if you are unsure of the topic or not fully comfortable with your arguments, your delivery should convey total command of the material.
		- Use gestures to emphasize your points
	+ Don’t
		- Mumble
		- Look down at the floor or cover your face
		- Talk too quietly
		- Repeatedly say “like” or “um”
		- Conclude with “That’s all I have”
		- Talk too quickly
		- Forget to breathe
		- Stare at your notes constantly
* Have each student deliver a 2 minute speech either supporting or opposing the topic *THW ban the death penalty*, focusing on delivery. After each speech, discuss the student’s delivery and which aspects of their delivery were good, and what could be improved.
* <http://www.youtube.com/watch?v=jiN7z25iqpg>
	+ What are the problems with this speech’s delivery? What does this speech do well? (This speech is just really hilarious to watch, so if you get a few spare moments at practice your students will probably enjoy it. The Hillhouse guys thought it was hilarious.)
* **Drill: Stop-and-Go Round! (45-60 minutes)**
	+ Split your students into two groups. One group is Gov, one is Opp. Give students 10 minutes to plan 3 opening constructive speeches for the topic *THW place non-citizens in the jury pool.* (If necessary, clarify that this means they would be eligible for jury duty just as citizens are, and required to present themselves for selection if notified.)
	+ Each side nominates one student to deliver the opening speech.
	+ After the opening speeches have been delivered, students return to their groups and strategize for the next 2 constructive speeches. Ask them to consider new arguments they might make on their side of the house (it’s easy to forget that you are allowed to present new arguments in the second two constructive speeches!) and plan effective counter-arguments. Also ask them to consider:
		- Whether there are competing definitions of terms or burdens. If so, how will they convince the judge that their definition is the correct one?
		- What the most important arguments are in the round so far. These might be arguments that appear (directly or indirectly) on both sides of the house, or arguments that have particularly strong impacts. How can they make sure they win the most important arguments?
		- What the less important arguments are. Is there anything the other team said that seemed like a throw-away argument or an afterthought? If so, probably best to plan to spend less time on this point. Or, if it was a frivolous or ridiculous claim, blow it out of proportion to try to force the other side to defend something silly.
		- For the Gov side, did Opp drop any of your arguments? If so, hammer the dropped arguments in your next constructive speech and remind the judge that Opp failed to address key points.
	+ Each side nominates a new member to deliver the next constructive speech.
	+ Reconvene, and plant out the rebuttal speeches. Ask each side to try to determine three “questions of crystallization” that they can answer in a way that favors their side. These questions should address the major themes of the round and the major areas of clash. The answers to these questions should be substantiated by arguments they’ve provided earlier in the round. This format of rebuttal speeches can be really tricky for beginners, so if they’re having trouble, consider showing the last two speeches of a college round. If they just see the final two speeches, they probably won’t be able to follow all the arguments, but they’ll be able to see the format. If time permits, consider showing the constructive speeches (even just the first two) as well.
		- <http://www.parlidebate.com/recordings.php?id=408>
		- This one is on the resolution *It should be possible to pardon individuals convicted of treason by national referendum* so it addresses April’s topic, Criminal Justice.
	+ If time permits, discuss the round. How can the strategies employed during the brainstorming sessions between the major chunks of the round be used in an actual round?

March 24 – March 28

* **Remind students about Osterweis!** Sunday, March 1, 9 am to 6:30 pm or so. (Though most of the afternoon is out-rounds and students are certainly not required to stay if they don’t advance and would like to leave.) Lots of fun and the chance to compete against teams from all over Connecticut!
* **Discuss the Osterweis format. (10 minutes)** All the speech times are the same, but teams choose from three resolutions instead of being assigned one. When students arrive at their round, they’ll flip a coin. The winning team gets to choose either the resolution or which side they’d like to be on. After they have chosen, the resolution is selected. Then, the side that did notchoose the resolution gets to select a side. After resolution and sides have been chosen, both teams have 15 minutes to prep. The resolutions address “American political issues that should be familiar to the average high school student.”
* **Osterweis format practice round. (45 - 60 minutes)**
* Hold a round from start-to-finish in the Osterweis format. If you have more than six students, hold two practice rounds simultaneously. Use the three resolutions : THB assisted suicide should be legal in the United States; THW allow foreign-born citizens to be president of the United States and THW use force to spread democracy internationally. Make sure to follow the coin flip-choosing sides and resolution process so that students are familiar with it for the tournament.
* After the round, give as much feedback as you have time for.