**UDL November Curriculum**

Content Area: Civil Liberties

*Note: This curriculum goes up one week past the November tournament (November 8th). There will be a new curriculum for the second half of November and all of December, so that the December tournament will have a different focus from the November tournament, and students will have had time to prepare for that content area*.

**Week 1 (October 28 – November 1):**

1. Discuss upcoming tournament (November 8th)
   1. The second tournament of the year will be on Friday, November 8th from 3:00 PM to 7:00 PM
   2. The focus area of the tournament will be the same as the focus area of the month: civil liberties
   3. A pizza dinner will be provided at the tournament!
   4. Try to gauge the initial interest for the tournament. Discuss transportation options to make sure that that isn’t the limiting factor for anybody who wants to attend!
   5. FRIDAY COACHES: This may be your last chance to gauge interest before the tournament, unless you are planning on having practice immediately preceding next week’s tournaments. Get the names of the students who are interested in attending, and email the list to Erin at erin.cofrancesco@yale.edu.
2. Discussion: Civil liberties in general (20 minutes)
   1. What is a civil liberty? Have students think of examples of civil liberties
      1. Examples may include: freedom of speech, freedom of expression, freedom of religion, right to privacy, freedom from discrimination, right to due process, and many others!
   2. Why might civil liberties be important? When can they be overridden?
      1. Be sure to hit on the role of the government versus the individual.
      2. Discuss libertarianism—the idea that the government should meddle minimally in the people’s lives. The value that
      3. Discuss what’s best for society versus what’s best for the individual. For example: it might be useful to ban some free speech to protect the overall welfare of society (ex: Neo-Nazis marching in Skokie, IL). At the same time, those utilitarian benefits need to be weighed against the individual rights of citizens.
      4. Moreover, is the government the best actor to determine whether an individual’s liberty should be restricted in specific instances? What problems might ensue if the government were allowed to make these sorts of judgment calls whenever they wanted?
   3. The discussion might go in a myriad of directions. Let it! The goal of this discussion is to get the students thinking about civil liberties, the role of the government in restricting them, and how rights and dignity should be weighed against overall social utility.
3. Debate (45-60 minutes)
   1. Divide up the students into rounds, consisting of two teams in each round. Teams may have 1-3 students (ideally 2, but use your discretion).
   2. For this round, use the topic: THW allow the use of torture.

**Week 2 (November 4 – November 8):**

1. Discuss upcoming tournament (November 8th)
   1. The second tournament of the year will be on Friday, November 8th from 3:00 PM to 7:00 PM
   2. The focus area of the tournament will be the same as the focus area of the month: civil liberties
   3. A pizza dinner will be provided at the tournament!
   4. Get the names of the students who are interested in attending, and email the list to Erin at [erin.cofrancesco@yale.edu](mailto:erin.cofrancesco@yale.edu).
2. Drill: 6 minutes rounds (45-60 minutes)
   1. The goal of this drill is to focus on the absolutely most important things to say, be concise, and keep it simple.
   2. Do practice rounds, where every single speech in the practice round is only 1 minute long. Prep time is 5 minutes before the round. If you have enough students, then you can rotate it out so that one group is prepping while the other is debating (this means that they will have 6 minutes of prep, but it should be fine.) If this is something that your students absolutely *cannot* do, then have the constructive speeches be two minutes apiece, and the rebuttal speeches be one minute apiece.
   3. Because the goal is concision, pound them down after one minute. Do not give them any extra time.
   4. Remind students that it is better to decrease the number of points rather than to decrease the level of warranting for any of their points. They still need to be able to justify
   5. Rotate the teams around between rounds.
   6. If the students don’t understand any of the topics, explain them! These topics may require a little bit of knowledge, so this is a great opportunity to learn that knowledge!
   7. Topics (don’t feel free to go in this order or use all of them. Just pick the ones that you like the most, or else feel free to come up with your own!):
      1. THB that the NSA surveillance program is justified.
      2. TH supports a right to privacy.
      3. THW criminalize the consumption of meat.
      4. THB that the US government’s use of drone strikes is justified.
      5. THW legalize drugs.
      6. THW permit schools to randomly search students’ lockers
      7. THB that students should be allowed to use government subsidized vouchers in order to attend religious schools.
      8. THW require a photo ID in order for individuals to be able to vote in elections
      9. TH supports the use of stop and frisk policies by police officers.
3. Rebuttal Practice
   1. Using topics (and the content of rounds) that were used in the previous exercise, have students deliver rebuttal speeches. After each speech, give feedback. Make sure that the rebuttal speeches accomplishes the following goals:
      1. Is clear/easy to follow
      2. Crystallizes the debate into the major issues that have come up.
      3. Clearly explains why their side has one with the debate
      4. Engages with both sides’ argumentation in the round; doesn’t just ignore everything the other side said
   2. Discuss these goals with your students.

**Week 3 (November 11 – November 15):**

1. Discuss past tournament (15-20 minutes)
   1. What did they feel went well?
   2. What did they think they could have improved upon?
   3. Did they hear any really good arguments over the weekend?
      1. If yes, discuss these arguments and together, brainstorm how you might be able to deal with them.
   4. What topic did the students find the most difficult?
      1. For this topic, brainstorm arguments for both sides. Then, for all of the arguments that you have brainstormed, come up with possible responses to those arguments!
2. Discussion: First Amendment Rights (20-30 minutes)
   1. What are the rights protected by the First Amendment?
      1. Freedom of speech
      2. Freedom of the press
      3. Freedom of religion
      4. Right to assembly
      5. Right to petition the government for grievances
   2. What does each of these rights mean?
   3. How do these rights interact with one another? Can you protect some of them without protecting all of them?
   4. Why are these rights important? Going through each of them, list the pros and cons of having absolute protection of these rights. What other interests might need to be balanced against these rights?
3. Drill: Popcorn round (30-45 minutes)
   1. Ask students to, in partnerships, brainstorm ideas for one side of the topic “THBT school administrations should be able to censor school-sponsored student run newspapers.” One side of the room should cover Gov and the other should cover Opp.
   2. Have a “round” that you chart on the board. Each person should provide one argument when you call on them: so, to form a “PMC,” you should call on three people, each of whom will provide one independent point, to form an “LOC,” you should call on around six people, three of whom will provide an independent off-case point and three of whom will address the specific arguments in the PMC, and so on. Stop before you get to the rebuttals.
   3. If time remains, have students practice giving rebuttals, based on the “round” that just occurred.