



**LINCOLN-DOUGLAS
DEBATE:
VALUES IN CONFLICT
2nd Edition**

Teacher's Manual
By
Stan Lewis, Diana Carlin and Dana V. Hensley

Textbook by
Jeffery Wiese and Stan Lewis

INTRODUCTION TO THE TEACHER’S MANUAL

The purpose of the Teacher’s Manual is to give debate teachers and coaches suggestions on how best to instruct students on principles of Lincoln-Douglas. This book was designed to be useful to both new and experienced Lincoln-Douglas coaches. Knowing a subject is not necessarily the same as knowing how to teach the subject. Thus, this manual emphasizes activities that will ultimately help students master Lincoln-Douglas debate. The Teacher’s Manual is designed to stimulate your creativity as a teacher and your thinking about Lincoln-Douglas.

As the first and second chapters of the student textbook illustrate, Lincoln-Douglas is truly an event that awards special people. It is an event worthy of your instructional time because it profits a debater by teaching essential life skills. Instructors should realize that Lincoln-Douglas is not a passive learning experience. Lincoln-Douglas cannot be taught without active participation by students. Teaching Lincoln-Douglas in only a traditional classroom environment is analogous to teaching football in a classroom. Students ultimately learn Lincoln-Douglas through experience in practice rounds, classroom activities, and tournament participation.

To help students gain mastery in Lincoln-Douglas requires devotion to several disciplines. First, students of Lincoln-Douglas must practice speaking again and again. Debaters must overcome the fear of public speaking in order to succeed. Conquering this fear is a gradual process. From the beginning of the text, students are encouraged to get up in front of others and “get their feet wet,” if only for a short time. After the students write their cases, they should practice as frequently as possible. Just as an athlete practices his or her game daily, the debater must also devote time and energy to practice. True excellence comes by no other means.

The second discipline critical to success is writing. Writing is a key element in the assignments given in the text. Essays predominate instead of exams. Writing is the internal speech of the brain; it employs the same organization, analysis, and communication skills as verbal speech. The ability to formulate ideas, thought and information into words is the essence of writing. This ability is also the essence of verbal communication. Through writing, a debater learns to formulate ideas, employ creativity in solving problems, increase mastery over the human language, and develop the ability to say complex thoughts in simple, efficient sentences. Writing is a critical part of the debate experience, and is the fastest way, other than practice rounds, to develop skills.

For more traditional debate classroom settings, quizzes are included. These can be graded or can be used as self-tests to help students check their understanding of basic principles. Tests over some of the basics can be given before and after initial tournament participation to help students see how much they progress through competition.

In addition, the teaching of debate can be enhanced by the use of audio and/or video equipment, mirrors to see physical gestures, classroom interaction, and critiques.

The last of these is especially important in helping students develop confidence. Ballots and comment forms are included in the manual to help you and others provide feedback.

Instructors also should foster the feeling of being part of a debate “team.” At times a student will plateau at a level that is relatively successful and stop progressing. If students feel responsibility to the team, however, they will be motivated to push themselves to new heights.

Simply, the Teacher’s Manual is designed to assist instructors in providing the opportunity for individual students to grow in their speaking and thinking skills. May that process continue to be an exhilarating experience for each of you!

HOW TO USE THE TEXTBOOK

Regardless of whether your program is co- or extra-curricular, you should remind students of several things as they use the text. First and foremost is that the material may be confusing, complex, and difficult to comprehend at times. This is true when learning anything new. Encourage students to read the chapters or confusing sections several times, to ask questions of you and experienced debaters, and to review early chapters once they have attended a tournament.

Second, encourage students to take the text with them to tournaments. It will provide a quick reference if they forget what they should do in a particular speech or if they don't remember what a term means.

Third, remind students that learning how to debate is not accomplished simply by reading about it. They must perform the activity to truly make sense out of the theory. Thus, stress the need for activities and practices.

The following sections give specific advice as to how to use the text in a variety of instructional settings.

As Part of a Class (Full Year)

If you coach within the framework of a regularly scheduled class, use this text as you would any other. Assign chapters, discuss them, use the assignments at the end of each chapter and in this manual as starting points for activities, and give quizzes over the reading material.

Since the concepts of values and value hierarchies are difficult for most high school students to fully comprehend, begin slowly. Do not try to get through too many of the chapters prior to the first tournament. You can always go back and discuss the intricacies of rebuttals, cross-examination, and prep time use once students have some experience. You will notice that some concepts, such as the competing theories of Lincoln-Douglas, are introduced early and then are elaborated on several chapters later. In the first few weeks, it is only necessary to acquaint students with the fundamental terms. As they experiment with values arguments through the suggested activities, they will understand the more detailed chapters better. The following time line is suggested for using the book when you have students enrolled in a full year of forensics. It assumes that students will participate in more than one event with extemporaneous speaking, original oratory, or expository speaking being some of the more likely events.

Use the first few weeks to slowly initiate students into the world of values and the organization and mechanics of Lincoln-Douglas debate. Show a video or have advanced debaters give a demonstration. Remind students that you do not expect them to perform at this level immediately. Depending on when the first tournament experience takes place, the following schedule will need to be adjusted. It is advisable to have students read the

following chapters prior to the first tournament: 1, 2, 3, 4, 5, 6, 9, 10, 11, 13, 14, 19, 21. It is important that you at least summarize the content of the later chapters even if there isn't time for students to read them. Be prepared to review these chapters after the first competition or practice rounds. The weekly schedule below suggests the point at which each chapter should be reviewed during the course of the semester.

Semester Course

Week One	Chapters 1 and 2
Week Two	Chapter 3
Week Three	Chapter 4
Week Four	Chapter 5
Week Five	Chapter 6
Week Six	Chapter 7
Week Seven	Chapters 8 and 9
Week Eight	Chapter 10
Week Nine	Chapter 11
Week Ten	Chapter 12
Week Eleven	Chapters 13 and 14
Week Twelve	Chapters 15 and 16
Week Thirteen	Chapters 17 and 18
Week Fourteen	Chapters 19 and 20
Week Fifteen	Chapters 21 and 22

As an Extra-Curricular Activity

If you coach on a purely extra-curricular basis, have students familiarize themselves with the following chapters prior to the first tournament: 1, 2, 3, 4, 5, 6, 10-13, 14, 19, and 21. Use tutoring sessions, peer teaching, and practice rounds as a means of teaching the basic skills necessary for competition. As students gain experience, refer to the more specialized skills discussed in the remainder of the book as the need arises after observing comments from ballots and behaviors in practice rounds.

Provide students with a handout giving them suggestions as to where in the book that they can find assistance with various problems they are having in rounds. The following is a sample set of recommendations:

Prior to the first tournament read Chapters 1 through 15

■ Understand values	Chapters 1-5
■ Lack of evidence or use of evidence	Chapters 6, 7, 10, 12
■ Delivery	Chapters 1, 2, 17, 21
■ Organization	Chapters 4, 5, 6, 8, 9, 11, 12, 13, 14
■ Argumentation	Chapters 3, 4, 5, 6, 12, 13, 14, 16,
■ Cross-examination	Chapter 15

TEACHING STUDENTS ABOUT VALUES

The concept of a value is a difficult one for many young students to grasp. Since Lincoln-Douglas debate centers on value conflicts, it is imperative that students understand what values are and how they influence and affect our lives. To assist students in gaining such understanding, values analysis should be taught on three levels: (1) the nature of values and their effect on decision making; (2) the values inherent within a given topic; and (3) the conflict between opposing values presented in a debate.

The first level of value analysis should be taught without reference to the topic to be debated. Its purpose is to help students become familiar with the language of values. Refer to the works of Milton Rokeach (see *The Nature of Values*, New York: The Free Press, 1973) and others listed in the bibliography under the heading of “Values Theory” to prepare general lectures on the nature of values. The introduction to values should include explanations of the common classifications of values: moral, aesthetic, pragmatic, and political.

Introductory discussions and lectures also should introduce the concept of a values hierarchy and its implications for Lincoln-Douglas debaters. All values cannot be achieved equally and simultaneously; some values are subordinate in that they help to achieve a higher or core value. Debaters need to realize that the heart of the clash in values debate is disagreement over the arrangement of values in a hierarchy.

It is also important to show debaters the relationship between values and the policies they produce. The subsequent policy implications of a value should be shown as one factor influencing the hierarchical arrangement of values. To demonstrate this relationship, select a general policy area such as health care. Have the students list the values associated with it and the types of policies that would result from various arrangements of the values. At the same time that students are uncovering the relationship between values and policies, they also should be learning about the role facts play in value discussions. Explain that facts support the ordering of values; past experiences indicate that types of policies or other implications of a particular ordering of values. In the health care example, students should be forced to tell why they believe that certain values will produce certain results. As they explain their observations, they will introduce facts and other types of evidence. This exercise allows them to see how evidence enters into Lincoln-Douglas debate.

In this initial phase of values analysis, students need to be comfortable with value terms. Provide them with lists of values such as those Rokeach’s works supply or lists such as the following taken from Steele and Redding’s study of American values (“The American Value System: Premise for Persuasion,” *Western Speech Journal*, 26, 1962, 85-90): puritan and pioneer morality, the value of the individual, achievement and success, change and progress, ethical equality, equality of opportunity, effort and optimism, efficiency, practicality and pragmatism, rejection of authority, scientific and

secular rationality, sociality, material comfort, quantification, external comfort, humor, generosity and consideration, and patriotism.

In essence, the first level of value analysis should introduce a framework for topic analysis that includes identification of values, ordering of values into hierarchies, value conflicts, and the relationship of values to facts and policies.

The second level of value analysis is topic analysis. Provide students with a list of past Lincoln-Douglas topics, or create your own list. Show students that some topics have clearly stated value conflicts. An example is “Liberty is preferable to life.” Others are worded more as policy topics or incorporate policy statements such as, “Resolved: That the protection of public safety justifies random, mandatory drug testing throughout society.” Have students list all of the possible values that could be debated on both types of topics. Be sure to stress that students should not stop with the obvious, clearly stated value comparisons but should look for core values or related values to establish hierarchies. Explain that students should approach policy-oriented Lincoln-Douglas topics by examining the values that produce one policy or the other.

There are two ways to identify values inherent in Lincoln-Douglas topics of either variety. The first is through brainstorming, and the second is by identifying value terms used in research sources. Debaters should generate lists, identify hierarchies suitable for cases on each side, and design a rationale to support the hierarchy. Students also should brainstorm a research strategy for locating the support for values hierarchies appropriate to both the affirmative and negative arguments. It is helpful to have novice debaters divide up the initial research and have reports and sharing periods until they are confident about locating information. By having students work in groups to research this information, novices can learn from more experienced students, or a group of all novices can bolster one another’s confidence through mutual discovery.

Once a debate ensues, the third level of values analysis – argument analysis – takes place. Values’ positions should be identified clearly in terms of hierarchies and should be compared and contrasted. Rationale statements should suggest why one set of values takes precedence over another. It is at this point that factual evidence, policy implications, and even hypothetical policies become a means of illustrating the effects of elevating one set of values over another.

At the argumentation stage, it is possible that both debaters may defend the same core value. When this occurs, the conflict lies in the ordering of subordinate values. This is especially true when debating policy oriented topics. The policies identified in the topic may represent the differing subordinate values. Thus, topics that appear to be purely policy statements can be examined within a values framework if debaters first state the values represented by the topic, why those values are important, and how a particular policy either preserves or jeopardizes a value.

This stage of analysis is taught best through practice rounds. Avoid full-scale debates until students feel comfortable with putting a case together. Have all the students prepare affirmative and negative cases. Select a student to give an affirmative case to other students. Have students cross-examine the speaker. Don't worry about the time limitations at this stage. After the questions become redundant, ask someone to present a negative case. Have a cross-examination period. As a class, construct the first negative rebuttal portion of the debate based on the two constructive speeches. This exercise helps students understand the nature of values conflicts and rebuttals.

To help students pull together the material in the first five chapters, which cover the three levels of value analysis, introduce the following activity based on the diagram on page 8 (the issue is education). Proceed as follows:

1. Give each student a copy of the diagram.
2. Determine as a class one or more topics that could be derived to debate the issues outlined on the diagram. Select one of the topics as the topic for the class debate.
3. Divide the students into two groups: one to take the position outlined on the right. Depending on the topic selected, either side could serve as the affirmative or negative.
4. Using the information on the diagram as a starting point, have each group outline a case. The group should incorporate as much of the information as possible. In the process, the students should incorporate the methods for comparing values described in Chapter 5.
5. The affirmative group members should describe their thinking on the case. Have the negative group cross-examine them. After the cross-examination, have the negative present its case and a rebuttal. Proceed with the affirmative group cross-examining the negative. Follow this with rebuttals from each side to stimulate the order of an actual debate. Do not worry about time limitations.

This exercise will take more than one class period, but it is well worth the time to help students understand how to apply the theory discussed in the first five chapters.

W

hy do we seem unable to resolve so many of our big problems?

Normally when a group of people attacks a difficult problem, the debate involves only arguments over personally preferred, often conflicting, solutions. Little gets accomplished that way.

Resolving these issues requires making choices, often between passionately held core beliefs and values.

True resolution of such difficult issues can happen only after everyone identifies the core values from which their competing solutions arise and recognizes the existence of those competing values. Most often, solutions are found in the area of compromise between competing core values.

This segment of The People Project explores some of the core values involved in the area at issue, in this case education.

These are not all of the core values, but they illustrate the analytical process that leads to useful discussion of solutions.

Attached to each set of competing core values are the sort of solutions that are likely to be suggested by people who hold those core values. You can identify other core values and add to the list of likely solutions.

EDUCATION: WHERE ARE YOU COMING FROM?

The Problem: Most people believe that the education provided to children does not properly prepare them to compete on a global basis.



The goal of education is a minimum, standard education for every person.

People who hold this value tend to support such solutions as:

- Getting academically tough
- Raising minimum standards for all
- Setting goals
- Strengthening discipline
- Reducing costs through efficiency

WHAT ARE THE STANDARDS?

Among the things standing in the way of easy solutions are these sorts of considerations:

The goal of education is to provide individualized teaching according to the way children learn and their natural levels of ability

People who hold this value tend to support such solutions as:

- Hiring more teachers, creating smaller classes by raising taxes if necessary
- Developing magnet schools
- Involving parents more deeply
- Creating specialized coursework
- Grouping students of similar ability and developing different programs accordingly
- Setting a two-track curriculum



The goal of education is to produce a well-rounded citizen

People who hold this value tend to support such solutions as:

- Emphasizing classic liberal-arts courses, such as literature, basic math, history, social sciences and philosophy
- Using post-education training to learn jobs
- Encouraging college
- Providing cultural courses, such as music, art and drama, as opposed to practically oriented courses, such as home economics and typing

WHAT'S THE OBJECTIVE?

The object of education is to produce people who can fill jobs.

People who hold this value tend to support such solutions as:

- Tracking students and directing vocation-oriented curricula
- Promoting technical schools
- Encouraging early choices about job areas
- Developing specialized skills
- Working with businesses to provide skills that can be used immediately in a job
- Giving credit for on-the-job training from an employer
- Guaranteeing the proficiency of graduates



Schools are responsible for education

People who hold this value tend to support such solutions as:

- Providing complete programs, such as day care, meal supplements, etc.
- Teaching values and life-preparedness
- Little or no homework

WHO'S RESPONSIBLE

Families are responsible for education

People who hold this value tend to support such solutions as:

- Insisting on parent involvement
- Teaching values at home
- Neighborhood schools
- Homework, with parent involvement

©1992 The Wichita Eagle & Beacon Publishing Company. Reprinted with permission

CHAPTER NOTES: OBJECTIVES AND ACTIVITIES

Chapter 1 The Nature of Lincoln-Douglas Debate

Objectives:

This chapter teaches the general nature of Lincoln-Douglas debate. By contrasting L-D debate with policy debate the general boundaries, parameters, and principles upon which L-D is founded are better understood.

After completing this chapter, the students should be able to:

1. Define Lincoln-Douglas debate and identify the characteristics it shares with all debate events.
2. Explain how the formats for Lincoln-Douglas and policy debate differ.
3. Explain how the resolutorial requirements for Lincoln-Douglas and policy debate differ.
4. Explain how the debating styles used in Lincoln-Douglas and policy debate differ.
5. Discuss the unique benefits of participating in Lincoln-Douglas Debate.

Activities:

1. Have students list several current events and the major value issues involved in each. As a group, write Lincoln-Douglas topics relating to each of the major events.
2. Show students a video of a Lincoln-Douglas debate or have experienced members of the squad conduct a demonstration. Discuss the debate. Be sure to introduce each speech and remind students of its respective time limitations.
3. Discuss real world examples of value debates. Consider the school, community, and the nation.
4. Have students discuss personal applications of the issues discussed in the Lincoln-Douglas debate topics listed in Appendix A of the text.

QUIZZES

Chapter 1: The Nature of Lincoln-Douglas Debate

1. Lincoln-Douglas debate topics concern policy decisions.
 True False
2. Lincoln-Douglas debate is a persuasive speaking event involving two contestants.
 True False
3. Lincoln-Douglas topics are generally worded to contain an object of evaluation, an evaluative term, and often a context in which to compare the values.
 True False
4. Lincoln-Douglas debate tournaments use the same topic throughout the year.
 True False
5. Because the affirmative debater begins and ends the debate, he / she has an advantage of extra speaking time.
 True False
6. Each debater in a Lincoln-Douglas debate round presents one constructive and one rebuttal speech.
 True False
7. Lincoln-Douglas debate is more evidence intensive than policy debate.
 True False
8. Preparation time is designed to help debaters collect thoughts, prepare for the next speech and relax.
 True False
9. Policy debater can limit the debate to a discussion of specific examples of the resolution, but in value debate the debaters must uphold the resolution as a whole.
 True False
10. Lincoln-Douglas is a blend of oratory and debate.
 True False