

Texas University Interscholastic League

**Contest Event: Debate
(Lincoln Douglas and Cross Examination)**

The contest trains students to analyze a problem, conduct thorough and relevant research, and utilize principles of argumentation and advocacy in presenting the most effective case for or against a given proposition. Debate provides invaluable training in critical thinking, quick responses, defending worthy ideas and attacking invalid ideas. It teaches students to tolerate other points of view. Debate exists only in democratic societies, and no democratic society can exist without debate.

The Texas Essential Knowledge and Skills (TEKS) are categorized by course area and grade level. The following are course area abbreviation used for the TEKS in Speaking:

English Language Arts and Reading = ELAR 1-4;
World Geography = WG, World History = WH, US History = USH, Government = Gov
Debate = DEB I-III

Each TEKS begins with the outline number for the appropriate course area.

Texas Essential Knowledge and Skills	Contest Knowledge and Skills
<p><u>Research and Analysis (Note: Specific topics for analysis will vary depending on current debate resolutions.):</u></p> <p>(6) Proof. The student utilizes research and proof in debate. The student is expected to: (A) locate and use a variety of reliable technological and print sources; (B) identify and apply standard tests of evidence for choosing appropriate logical proofs; (C) demonstrate skill in recording and organizing information; and (D) observe ethical guidelines for debate research and use of evidence. (DEB I-III) (24)(A) & (21)(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States. (USH, WH) (24)(E) & (21)(D) Evaluate the validity of sources based on language, corroboration with other sources, and information about the author. (USH, WH) (29)(F) Identify bias in written, oral and visual material. (USH) (21)(E) Evaluate government data (WH) (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence; (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical</p>	<p><u>Research and Analysis (Note: Specific topics for analysis will vary depending on current debate resolutions.):</u></p> <p>-Conduct in-depth research on the topic or topics implicit within the given cross-examination or Lincoln/Douglas resolution.</p> <p>-Utilize a variety of valid print publications, i.e. newspapers, books, periodicals, government documents and studies, as well as valid electronic databases to investigate national and international topics and issues.</p> <p>-Utilize a variety of valid print and electronic sources to investigate the implied social, political, economic, or cultural issues inherent within the resolution.</p> <p>-Analyze information and evidence gathered from research as a basis for generating relevant questions and brainstorming ideas for logical approaches to debating issues.</p> <p>-Analyze information and evidence gathered from research to design affirmative and negative cases in Cross Examination or Lincoln/Douglas debate.</p>

<p>events;</p> <p>(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;</p> <p>(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; (WG)</p> <p>(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:</p> <p>(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;</p> <p>(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;</p> <p>(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;</p> <p>(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;</p> <p>(E) examine debates and compromises that impacted the creation of the founding documents; (Gov)</p> <p>(3)(A) Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy.</p> <p>(B) Analyze the impact of political changes brought about by individuals, political parties, interest groups or media, past and present. (Gov)</p> <p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p> <p>(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;</p>	
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(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;

(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;

(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);

(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

(F) analyze selected issues raised by judicial activism and judicial restraint;

(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and

(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(Gov)

(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:

(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;

(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and

(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.

(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(A) understand the roles of limited government and the rule of law in the protection of individual rights;

(B) identify and define the unalienable rights;

(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;

(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in

<p>selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;</p> <p>(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and</p> <p>(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism. (Gov)</p> <p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p> <p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p> <p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and</p> <p>(C) understand the factors that influence an individual's political attitudes and actions.</p> <p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p> <p>(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and</p> <p>(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms. (Gov)</p> <p>(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence;</p> <p>(B) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;</p> <p>(C) analyze information by sequencing, categorizing, identifying cause-and-effect</p>	
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relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(D) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

(E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

(F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(G) identify bias in written, oral, and visual material;

(H) support a point of view on a social studies issue or event; and

(I) use appropriate mathematical skills to interpret social studies information such as maps and graphs. (WH)

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic. (ELAR 1-4)

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;

(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. (ELAR 1-4)

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as

<p>necessary to refocus the research plan; (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and (C) critique the research process at each step to implement changes as the need occurs and is identified. (ELAR 1-4)</p>	
<p><u>Using Research and Analysis to Develop Arguments and Draft Cases:</u></p> <p>n. The student identifies and applies the basic concepts of debate case construction. The student is expected to: (A) identify the roles and responsibilities of the affirmative and negative positions; (B) explain and apply the distinctive approaches to prima facie case construction; and (C) use a variety of approaches to construct logical affirmative and negative cases. (DEB I-III) (29)(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, and finding main idea, summarizing, making generalizations, and predictions and drawing inferences, and conclusions. (USH) (29)(D) Use the process of historical inquiry to research, interpret, and use multiple sources of evidence. (USH) (32)(A) Use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution. (USH) (32)(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (USH) (15)(A) Identify and give examples of different points of view that influence the development of public policies and decision-making processes on the local, state, national, and international levels. (B) Explain how citizenship practices public policies, and decision-making may be influenced by cultural beliefs. (WG) (17)(A) Describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive. (WG) (8)(E) explain how certain provisions of the U.S.</p>	<p><u>Using Research and Analysis to Develop Arguments and Draft Cases:</u></p> <p>-Select valid proofs (statistics, instances, and expert testimony) that meet standard tests for evidence (source qualifications, source credibility, source bias, etc.) as a basis for constructing prima facie cases for debate.</p> <p>-Utilize logical and effective strategies and argumentation models as a base for sound logic and reasoning (inductive, deductive, cause-effect, problem-solution, syllogism) to construct cases and argue claims in debate.</p> <p>-Fulfill responsibilities of the affirmative in Cross Examination debate to develop and organize a prima facie case that includes conscientious use of complete and accurate information, complete and accurate documentation of evidence, and logical reasoning to develop a compelling view of the resulting problem and a workable plan that offers advantages to the status quo or a workable solution to the problem or need stated or implied within the resolution.</p> <p>-Fulfill responsibilities of the affirmative in Cross Examination debate to include and address standard debate issues (topicality, workability, inherency, solvency).</p> <p>-Fulfill responsibilities of the negative in Cross Examination debate to develop and organize logical approaches to negative arguments focused on standard and specific issues within the given resolution (straight refutation, defense of the status quo, counterplan, minor repair) to clash directly with the specific affirmative case and arguments presented by the opposing affirmative team</p> <p>-Use research and analysis in Lincoln/Douglas debate to analyze the specific resolution to</p>

<p>Constitution provide for checks and balances among the three branches of government; (F) analyze selected issues raised by judicial activism and judicial restraint; (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system. (Gov)</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning; (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; (ELAR 1-4)</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments. (ELAR 1-4)</p>	<p>determine underlying values (social, pragmatic, moral, political) that can logically provide a basis for argument in the debate.</p> <p>-Apply research and analysis in Lincoln/Douglas debate to explore and develop argument that stems from historical, legal, or cultural ramifications. -Develop an affirmative case in Lincoln/Douglas debate that includes a compelling view of the topic and issues inherent within the resolution to clearly address the harms or benefits of the situation addressed in light of the basic value chosen to provide a basis for the affirmative case.</p> <p>-Fulfill responsibilities of the negative in Lincoln/Douglas debate to utilize research and analysis to analyze the resolution to determine specific values implicit within the resolution to provide a basis for argument that directly clashes with the affirmative case used by the opposing debater.</p> <p>-Fulfill responsibilities of the negative in Lincoln/Douglas debate to develop a compelling view of the harms and benefits inherent within the situation implicit within the resolution in light of the negative value that directly clashes with the affirmative case used by the opposing debater.</p> <p>-Develop logical and ethical arguments that can be used for extension and backing in rebuttal and refutation to present, attack, or defend argument in Lincoln/Douglas and Cross Examination debate.</p>
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Effectively Use Evidence and Argumentation in Speeches:

(8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:
(A) listen critically to formulate responses;
(B) take accurate notes during argumentation (flow a debate);
(C) analyze and apply a variety of approaches for refuting and defending arguments;
(D) recognize and use effective cross-examination strategies; and
(E) extend cross-examination responses into refutation. (DEB I-III)
(30)(A) Create written, oral and visual presentations of social studies information. (USH)
(25)(E) Use the process of historical inquiry to research, interpret and use multiple sources of evidence. (WH)
(29)(H) Use appropriate skills to analyze and interpret social studies information. (USH)
(16)(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
(C) an organizing structure appropriate to the purpose, audience, and context;
(D) information on the complete range of relevant perspectives;
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone. (ELAR 1-4)

Effectively Use Evidence and Argumentation in Speeches:

-Utilize standard approaches for organizing speeches to organize constructive speeches and rebuttals including an introduction, body, and conclusion.

-Utilize effective rhetorical strategies (previews, sign posts, internal summaries) to give clarity and continuity to arguments.

-Use ethical and effective strategies as questioners in cross examination to generate information and argument that can be extended in refutation to expose error, inadequacy, or contradictions in arguments and to present an advantage to the questioner's position in the debate.

-Use ethical and effective strategies as the questionee to give concise truthful answers that are consistent with the position taken in the debate.

Make Effective Presentations:

(9) Delivery. The student uses effective communication skills in debating. The student is expected to:
(A) use precise language and effective verbal skills in argumentation and debate;
(B) use effective nonverbal communication in argumentation and debate;
(C) use effective critical-listening strategies in argumentation and debate;
(D) demonstrate ethical behavior and courtesy during debate; and

Make Effective Presentations:

-Use standard debate terminology effectively in presenting, questioning, and refuting arguments.

-Use standard and technical language appropriately, effectively, and correctly. (grammar, syntax, and pronunciation)

-Use appropriate nonverbal strategies (voice, eye contact, gesture, movement) to communicate effectively with judges and gain acceptance for the debater's position.

<p>(E) develop extemporaneous speaking skills. (DEB I-III)</p> <p>(29)(G) construct a thesis on a social studies issue or event supported by evidence. (WH)</p> <p>(30)(B) Use correct social studies terminology. (USH)</p> <p>(20)(C) Analyze and defend a point of view on a current political issue. (Gov)</p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. (ELAR 1-4)</p>	<p>-Use verbal and nonverbal strategies effectively to make articulate presentations and arguments in debate.</p> <p>-Use verbal and nonverbal strategies appropriately and effectively to make ethical presentations and extend courtesy to competitors, judges, and audience members.</p>
<p><u>Listening to Team Members and Opposition to Evaluate Messages:</u></p> <p>(5) Evaluate. The student and designated individuals evaluate the project. The student is expected to:</p> <p>(A) use designated strategies to evaluate the project and the presentation; and</p> <p>(B) analyze problems related to the project and assess implications for future projects. (DEB I-III)</p> <p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p> <p>(C) evaluate the effectiveness of a speaker's main and supporting ideas. (ELAR 1-4)</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and</p>	<p><u>Listening to Team Members and Opposition to Evaluate Messages:</u></p> <p>-Develop and use critical and deliberative listening skills to analyze oral arguments.</p> <p>-Take effective notes to flow the debate.</p> <p>-Utilize critical, deliberative, and reflective listening skills to generate rebuttal arguments and questions to be used in cross examination.</p> <p>-Develop and use effective critical, deliberative, appreciative, and empathic listening strategies and skills to evaluate and critique debates and to respond to critiques and evaluations of others.</p>

ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria. (ELAR 1-4)	
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