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| **Teacher’s Name:** | **Unit Name:**  **Lincoln Douglas** |
| **Lesson Title**  **Crystallization** | **Indicate which:**  **Beginner** Intermediate Advanced |
| **Focus Skill:**  **Identify and Developing Crystallization** | **Time Frame:**  **1 Hour (could be extended)** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **How can using crystallization and voting issues help organize the final speech in Lincoln Douglas Debate?** |
| **Objective 1** | **Students will learn the structure and placement of voting issues with in the debate round** |
| **Objective 2** | **Students will defend and respond to different levels of voting issues for the debate round.** |
| **Objective 3** |  |

**Overview of Lesson** *(General summary of what will be covered)***:**

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| Crystallization and voting issues are an important aspect of the debate process. The skills are used to breakdown the flow/notes and arguments made in the round in order to provide the judge a more comprehensive view of the round. In essence, the debaters need to break down the round for the judge and give the “bottom line.” Students need to synthesize and compare analysis in order to establish correct and effective crystallization.  **Vocab to Review**  **Crystallization—at the end of the last speech for each side, debaters break down the debate for the judge highlighting the arguments the debater believes to be most important and explaining why his/her side wins.** |

**PART 2—THE LESSON**

**Detailed Step-by-Step Lesson** *(be sure to include time allocation information)***:**

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| **Session #** | **Time** | **Details of the Lesson** |
| **1** | **20 mins** | Review the time line of the debate round, placing emphasis on where crystallization should occur (last few minutes of the NR (Negative Rebutal), 2AR (2nd Affirmative Rebutal) or throughout the entire NR if the student points out voting issues as he/she goes down the flow. |
|  | **Approx. 2 hours** | **Teach:** Hand out Crystallization Handout and discuss with students.  **ACTIVITY:**  1) Show students the last two speeches from the round they watched in the “What is LD Debate” lesson. As they watch, they should review and add to their flows from that round. After watching, have students pair up and write out the voting issues for both the aff and the neg in the format listed above.  2) Using the students’ cases, have them write out 2 to 3 voting issues for each of their cases. Obviously, these cannot reference what their opponents did wrong, but these should concisely and cleanly explain several reasons why their side should win the ballot. Make sure the students are not saying, “my first contention is my first voting issue”; rather, they should specifically identify the argument. Because the students won’t be addressing any opponent’s arguments, these should each be about 30 – 45 seconds. If they are longer than that, the student has not been concise enough.  3) Once students have done practice rounds, they can redo the voting issues from these rounds until they can deliver them efficiently and persuasively. |
|  | **HW** | Students should watch and flow a debate round and make specific notes on the structure of the voting issues and the placement of the voting issues within the round. |
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**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*  **Students will participate in discussion throughout and will practice writing and revising voting issues for various speeches.** |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  **Students will show their understanding as they discuss the concepts and analyze and write voting issues for speeches they watch. Students will also show increased understanding as they incorporate voting issues into their own debates.** |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **Informal: Discussion**  **Formal: writing voting issues** |

**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

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| **Have students use their flows to revise and re-deliver rebuttal speeches from past competitions. This revision and re-delivery will help students refine their skills in using the structure and being concise.** |

**Key Resources Used: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Crystallization Handout** | **Attached** |
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**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
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**Reflections/Review for Future:**

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