

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;
Social Studies = SS, World Geography = WG, World History = WH, US History = USH, Government = G
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) & (25)(B) 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. (SS, USH, WH) (24)(E) & (25)(F) Evaluate the validity of sources based on language, corroboration with other sources, and information about the author. (SS, USH, WH) (24)(F) & (25)(G) Identify bias in written, oral, and visual material. (SS, USH, WH) (21)(A) Use historical geographic, and statistical information from a variety of sources such as databases, field interviews, media service, and questionnaires, to answer geographic questions, and infer geographic relationships. (B) Analyze and evaluate the validity of multiple sources of geographic information such as primary and secondary sources, aerial photographs and maps. (SS, WG) (1)(A) Explain major political ideas in history such as natural law, natural rights, divine rights of kings, and social contract theory.</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>

(B) Identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism. (SS, G)

(2)(A) Analyze the principles and ideas that underlie the Declaration of Independence and the U. S. Constitution; including those of Thomas Hobbes, John Locke, and Charles de Montesquieu.

(B) Analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U. S. government.

(C) Analyze debates and compromises necessary to reach political decisions using historical documents. (SS, G)

(3)(A) Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy.

(B) Analyze the impact of political changes brought about by individuals, political parties, interest groups or media, past and present. (SS, G)

(4)(A) Analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan.

(B) Analyze the economic significance to the United states of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East. (SS, G)

(5)(A) Analyze and evaluate the consequences of policy that affects the characteristics of a place or region.

(B) Analyze and evaluate the consequences of government policy that affect the human characteristics. (SS, G)

(6)(A) Analyze government policies that influence the economy at local, state, and national levels. (SS, G)

(7)(B) Analyze the importance of free speech and press in a democratic society. (SS, G)

(8)(D) Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

(E) Analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness. (SS, G)

(9)(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.

(F) Analyze selected issues raised by judicial activism and judicial restraint.

(I) Analyze the structure and functions of local government. (SS, G)

(10)(B) Categorize government powers as national state, or shared.

(C) Analyze historical conflicts over the respective roles of national and state governments.

(10)(D) Evaluate the limits on the national and state governments in the U.S. federal system of government. (SS, G)

(13)(B) Analyze advantages and disadvantages of federal, confederate, and unitary systems of government.

(C) Analyze advantages and disadvantages of presidential and parliamentary systems of government. (SS, G)

(14)(A) Understand the roles of limited government and the rule of law to the protection of individual rights. (SS, G)

(14)(B) Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms.

(C) Analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution.

(D) Analyze the role of each branch of government in protecting the rights of individuals.

(F) Analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. (SS, G)

(15)(B). Evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good.

(C) Evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good.

(D) Analyze the consequences of political decisions and actions on society. (SS, G)

(17)(A) Analyze different points of view of political parties and interest groups on important contemporary issues.

(B) Analyze the importance of free speech and press in a democratic society. (SS, G)

(18)(A) Evaluate a political policy or decision in the United States that was a result of changes in American culture.

(B) Analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration. (SS, G)

(20)(B) Analyze the reaction of government of scientific discoveries and technological

innovations. (SS, G)

(21)(A) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(D) Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference.

(F) Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (SS, G)

(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 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

<p>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>(7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:</p> <p>(A) identify the roles and responsibilities of the affirmative and negative positions;</p> <p>(B) explain and apply the distinctive approaches to prima facie case construction; and</p> <p>(C) use a variety of approaches to construct logical affirmative and negative cases. (DEB I-III) (24) & (25)(C) 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. (SS, USH, WH) (24)(D) & (25)(E) Use the process of historical inquiry to research, interpret, and use multiple sources of evidence. (SS, USH, WH) (26)(A), (23)(A) & (23)(C) 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. (SS, USH, WH, WG, G) (26)(B), (23)(B) & (23)(D) 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. (SS, USH, WH, WG, G) (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. (SS 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. (SS, WG) (18)(A) Describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivation on cultural change. (SS, WG) (7)(A) Explain the effects of international U.S economic and political policies. (B) Explain the government’s role in setting international trade policies. (SS, G)</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, and recency) 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 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.</p>

<p>(9)(G) Explain the major responsibilities of the federal government for domestic and foreign policy. (SS, G)</p> <p>(13)(A) Compare the U.S. system of government with other political systems. (SS, G)</p> <p>(14)(E) Explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government. (SS, G)</p> <p>(15)(A) Explain the difference between personal and civic responsibilities. (SS, G)</p> <p>(18)(C) Describe an example of a government policy that has affected a particular racial, ethnic, or religious group. (SS, G)</p> <p>(21)(C) Explain a point of view on government issues. (SS, G)</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;</p> <p>(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;</p> <p>(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;</p> <p>(B) uses a variety of formats and rhetorical strategies to argue for the thesis;</p> <p>(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments.</p>	<p>-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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(ELAR 1-4)	
<p><u>Effectively Use Evidence and Argumentation in Speeches:</u></p> <p>(8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:</p> <p>(A) listen critically to formulate responses;</p> <p>(B) take accurate notes during argumentation (flow a debate);</p> <p>(C) analyze and apply a variety of approaches for refuting and defending arguments;</p> <p>(D) recognize and use effective cross-examination strategies; and</p> <p>(E) extend cross-examination responses into refutation. (DEB I-III)</p> <p>(24)(G) Create written, oral and visual presentations of social studies information. (SS, USH)</p> <p>(25)(E) Use the process of historical inquiry to research, interpret and use multiple sources of evidence. (SS, WH)</p> <p>(26)(C) Interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines and maps. (SS, WH)</p> <p>(25)(C) & (26)(D) Transfer information from one medium to another, including written to visual, and statistical to written or visual, using computer software as appropriate. (SS, US, WH)</p> <p>(21)(B) Create a product on a contemporary government issue or topic using critical methods of inquiry. (SS, G)</p> <p>(22)(D) Create written, oral, and visual presentation of social studies information. (SS, G)</p> <p>(16)(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p> <p>(C) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(D) information on the complete range of relevant perspectives;</p> <p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;</p> <p>(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</p> <p>(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone. (ELAR 1-4)</p>	<p><u>Effectively Use Evidence and Argumentation in Speeches:</u></p> <p>-Utilize standard approaches for organizing speeches to organize constructive speeches and rebuttals including an introduction, body, and conclusion.</p> <p>-Utilize effective rhetorical strategies (previews, sign posts, internal summaries) to give clarity and continuity to arguments.</p> <p>-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.</p> <p>-Use ethical and effective strategies as the questionee to give concise truthful answers that are consistent with the position taken by the questionee in the debate.</p>

<p><u>Make Effective Presentations:</u></p> <p>(9) Delivery. The student uses effective communication skills in debating. The student is expected to:</p> <p>(A) use precise language and effective verbal skills in argumentation and debate;</p> <p>(B) use effective nonverbal communication in argumentation and debate;</p> <p>(C) use effective critical-listening strategies in argumentation and debate;</p> <p>(D) demonstrate ethical behavior and courtesy during debate; and</p> <p>(E) develop extemporaneous speaking skills. (DEB I-III)</p> <p>(24)(G) & (25)(G) Support a point of view on a social studies topic. (SS, US, WH)</p> <p>(25)(A) & (26)(A) Use social studies terminology correctly. (SS, US, WH)</p> <p>(22)(B) Apply appropriate vocabulary, geographic models, generalizations, theories and skills to present geographic information.</p> <p>(C) Use geographic terminology correctly. (SS, WC)</p> <p>(17)(C) Express and defend a point of view on an issue of contemporary interest in the United States. (SS, G)</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><u>Make Effective Presentations:</u></p> <p>-Use standard debate terminology effectively in presenting, questioning, and refuting arguments.</p> <p>-Use standard and technical language appropriately, effectively, and correctly. (grammar, syntax, and pronunciation)</p> <p>-Use appropriate nonverbal strategies (voice, eye contact, gesture, movement) to communicate effectively with judges and gain acceptance for the debater's position.</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</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,</p>

<p>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 ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria. (ELAR 1-4)</p>	<p>appreciative, and empathic listening strategies and skills to evaluate and critique debates and to respond to critiques and evaluations of others.</p>
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