

Debater _____

Viewing Lincoln Douglas Debate

While watching this debate, complete the questions below.

In Lincoln Douglas Debate, two students debate a prepared resolution, one supporting the resolution (the affirmative) and the other arguing against the resolution (the negative). The resolution, generally, is more based in values rather than policy, so the debate is focused on what is most important or best rather than what should be done.

The timing of the debate is as follows:

Speech	Time limit	Responsibility of Debater
Affirmative Constructive	6 min	Present the affirmative’s case.
Cross Examination	3 min	Negative speaker asks affirmative speaker questions about the affirmative case.
Negative Constructive	7 min	Present the negative’s case AND present arguments against the affirmative’s case.
Cross Examination	3 min	Affirmative speaker asks negative speaker questions about the negative case.
Affirmative Rebuttal	4 min	Refute the opposing side’s arguments and rebuild own case.
Negative Rebuttal	6 min	Refute the opposing side’s arguments and rebuild own case and give reasons to vote Negative.
Affirmative Rebuttal	3 min	Refute the opposing side’s arguments and rebuild own case and give reasons to vote Affirmative.
Prep Time	4 minutes	Each debate can use part of this time between various speeches to prepare their next speech.

For this assignment, you are only going to watch the first two speeches and cross examinations.

What is the topic for this debate that you are watching?

What is the affirmative arguing?

What is the negative arguing?

Explain one of the main arguments / points that this first debater (affirmative) is trying to make? These are called “Claims” or “contentions.”

List one piece of evidence this debater uses to support the claim. [Note: The evidence the debater uses are different quotes and/or sources while s/he is supporting his/her claim (in debate terms, you will often hear the words “warrant” and “card” to describe your sources).]

The debater will establish *why* the argument is significant in the round. This is called the impact. How does the debater establish that her/his arguments are significant? (Basically – how does s/he connect everything together?)

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After the affirmative speech, the negative speaker is given a chance to ask the affirmative speaker questions to clarify the affirmative’s points and/or to begin to show flaws in the affirmative’s argument. What was the best question asked by the negative?

Explain one of the main arguments / points that this second debater the negative is trying to make? These are called “Claims” or “contentions.”

List one piece of evidence this debater uses to support the claim. [Note: The evidence the debater uses are different quotes and/or sources while s/he is supporting his/her claim (in debate terms, you will often hear the words “warrant” and “card” to describe your sources).]

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The negative speaker is also expected to make points showing the affirmative's points are wrong. List at least one argument the negative makes against the affirmative.

After the negative speech, the affirmative speaker is given a chance to ask the negative speaker questions to clarify the negative's points and/or to begin to show flaws in the negative's argument. What was the best question asked by the affirmative?

General comments: What do you notice about the confidence of the debaters? The appearance of the debaters? Is there anything that you don't like about their poise or their gestures?
