

LINCOLN-DOUGLAS DEBATE AND ELECTIONS

Course and Grade Level: Grade 7-12 American History

Objectives/Goals for Students: After completion of this lesson the students will be able to understand and appreciate the Lincoln-Douglas debate, elections, and the current election/current events.

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Resources

Lincoln-Douglas debate excerpts, <https://www.nps.gov/liho/learn/historyculture/debates.htm>

Guidelines for the debate (attached)

Debate clips and info <http://generationnation.org/index.php/learn/entry/candidate-debates>

Venn-diagram website, <https://www.gliffy.com/uses/venn-diagram-software-template/>

Instructions

1. As a warm up, give the students excerpts of the Lincoln-Douglas debates. (The excerpts can be found here, <https://www.nps.gov/liho/learn/historyculture/debates.htm>) Tell the students that since the election is coming up they will be looking at both sides of the debate. Let the students read the excerpts and let them give their opinions about what they are reading. At the end let them know that this is the debate Lincoln and Douglas that occurred in 1858. (10- 15 min.)
2. After the warmup give the students notes or background information about the debates, what lead to them how they turned out, and what happened as a result of the debates. (20-30 min.)
3. Next, after the students have been given the background information about the debates, divide the class in two and have the class take a side in the debates. Using the excerpts from the warm up, have students use this as their cheat sheet for the debate. Assign each person a role and give them each a description of the role. Attached is a sheet with descriptions of each role and what the students should do during the debate. Give the students some time to prepare their argument. Monitor the debate and give the students incentives to participate. (20-30 min)
4. Finally, show your students clips of the debate for current presidential candidates. (<http://generationnation.org/index.php/learn/entry/candidate-debates>) Have students create a Venn-diagram to compare and contrast the debate between Lincoln-Douglas and the current presidential candidates. They can either compare the debates as a whole or even the different candidates. The students can either use a piece of paper to create their own or online using the following website, <https://www.gliffy.com/uses/venn-diagram-software-template/> (30-45 min.)

Closure: To wrap up the lesson, you can have different students present their diagrams and talk about the key points. Another option is to project or create a Venn-diagram on the board and have the students fill in the diagram using their own information. (10 min.)

MORE RESOURCES AND ACTIVITIES

Help your students to learn about government and history, find and analyze information, understand how informed, active citizens participate in democracy through elections and more. Find curriculum alignment guides, candidate and debate information, video, text, images, and more activities plus information about the student vote at www.GenerationNation.org/learn

Lincoln-Douglas Style Debate Procedure

A. This style of debate has two sides. The side which favors the proposition is called the Affirmative position, and the side that opposes the proposition is called the Negative position. This style is very reliant on time and good decorum.

B. You will need to fill the following jobs with members of your team. Everyone on your team must have at least one job.

<u>Affirmative Position</u>	<u>Negative Position</u>
Moderator -Announces the debate and calls debate to order.	Timekeeper -Keeps speakers within time constraints.
Name:	Name:
Lead Debater -Presents the overall argument of the Affirmative position.	Lead Debater -Presents the overall argument of the Negative position.
Name:	Name:
Question Asker -Asks the Negative position team questions about its argument.	Question Asker -Asks the Affirmative position team questions about its argument.
Name:	Name:
Question Answerer -Must be able to answer questions about team's position.	Question Answerer -Must be able to answer questions about team's position.
Name:	Name:
Rebutter -Responds to the arguments raised by the questions.	Rebutter -Responds to the arguments raised by the questions.
Name:	Name:
Closer -Sums up Affirmative position, referring to new issues raised in the debate.	Closer -Sums up Negative position, referring to new issues raised in the debate.
Name:	Name:

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C. Read through the following procedures so that you are very clear about what is expected of you.

Step by Step Procedures:

1. Moderator announces proposition to be debated.
For example: "The death penalty is wrong, and should not be allowed in the U.S."
2. The Moderator must introduce each speaker after the Timekeeper calls time.
3. The Timekeeper must now keep track of the time, letting participants know when they have one minute left to speak and when their time is up.
4. 5 Minutes: Lead Debater for the Affirmative position presents position.
5. 3 Minutes: Question Asker from the Negative position team asks questions of Question Answerer from the Affirmative position team.
6. 5 Minutes: Lead Debater for the Negative position presents argument.
7. 3 minutes: Question Asker from the Affirmative position team asks questions of Question Answerer from the Negative position team.
8. 3 Minutes: Affirmative Rebutter responds to the arguments raised by the questions.
9. 3 Minutes: Negative Rebutter responds to the arguments raised by the questions.
10. 5 Minutes: Affirmative Closer sums up position, referring to new issues raised in the debate.
11. 5 Minutes: Negative Closer sums up position, referring to new issues raised in the debate.

Source: <https://www.teachervision.com/us-civil-war/lesson-plan/2543.html>

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