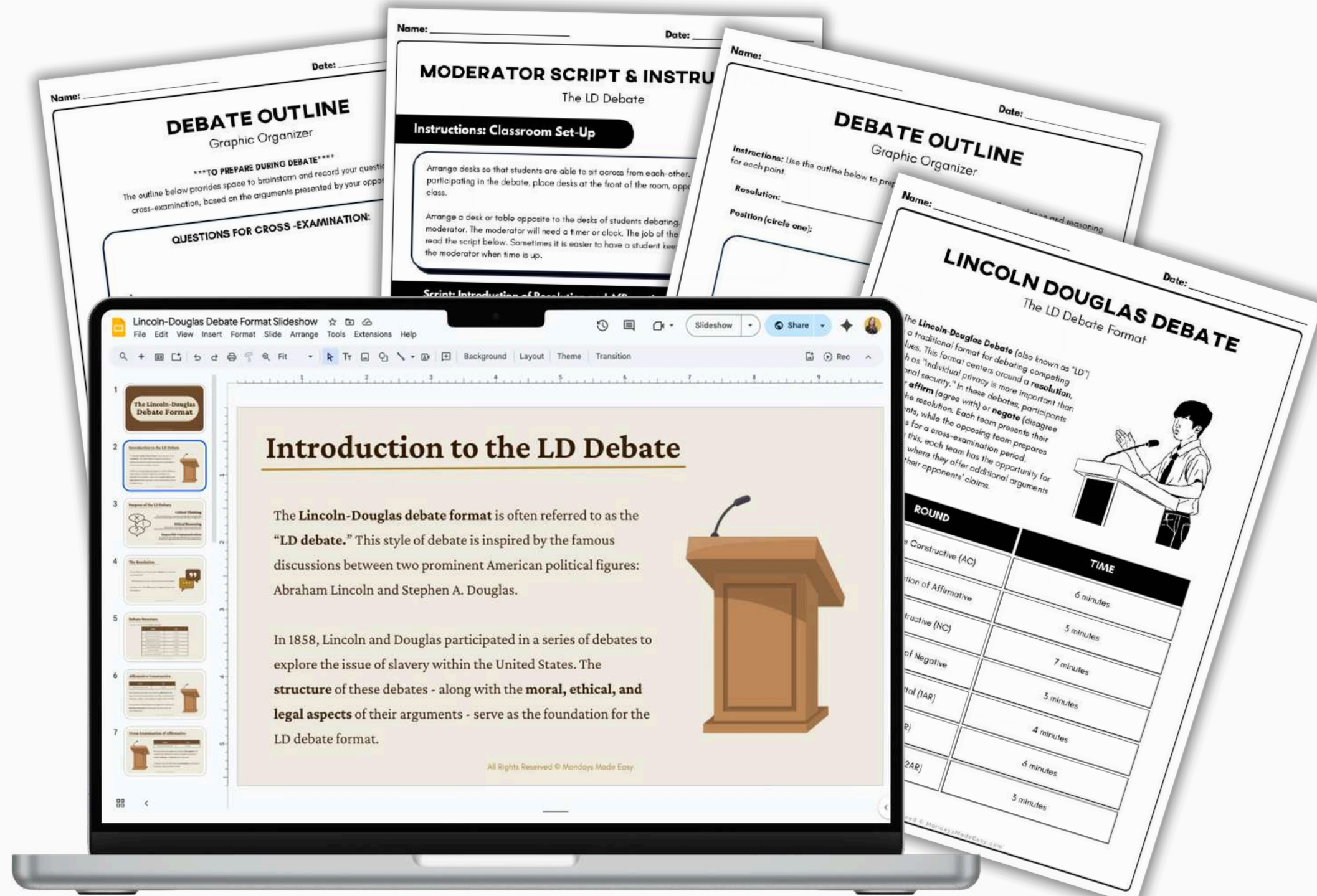


Lincoln-Douglas Debate Outline

This debate unit includes everything you need to lead a memorable class debate!



- **Introduce students to competitive debate style** with a ready-to-teach slideshow and handout that simplify the Lincoln-Douglas format.
- **Support diverse learners using differentiated graphic organizers** that guide students through argument development and rebuttals.
- **Facilitate stress-free debates** with a pre-written moderator script and customizable rubric designed to streamline assessment.

Engage your students in a style of debate that they'll love!

PURCHASE HERE

See what others are saying...

Here's what teachers like you are loving about this **Lincoln-Douglas Debate Outline!**

 **So Helpful to My Classes**

This was so helpful to me and my students. We are all new to the world of debate, so I needed all the assistance I could get. Everything was clear and well crafted!

– Keira L.

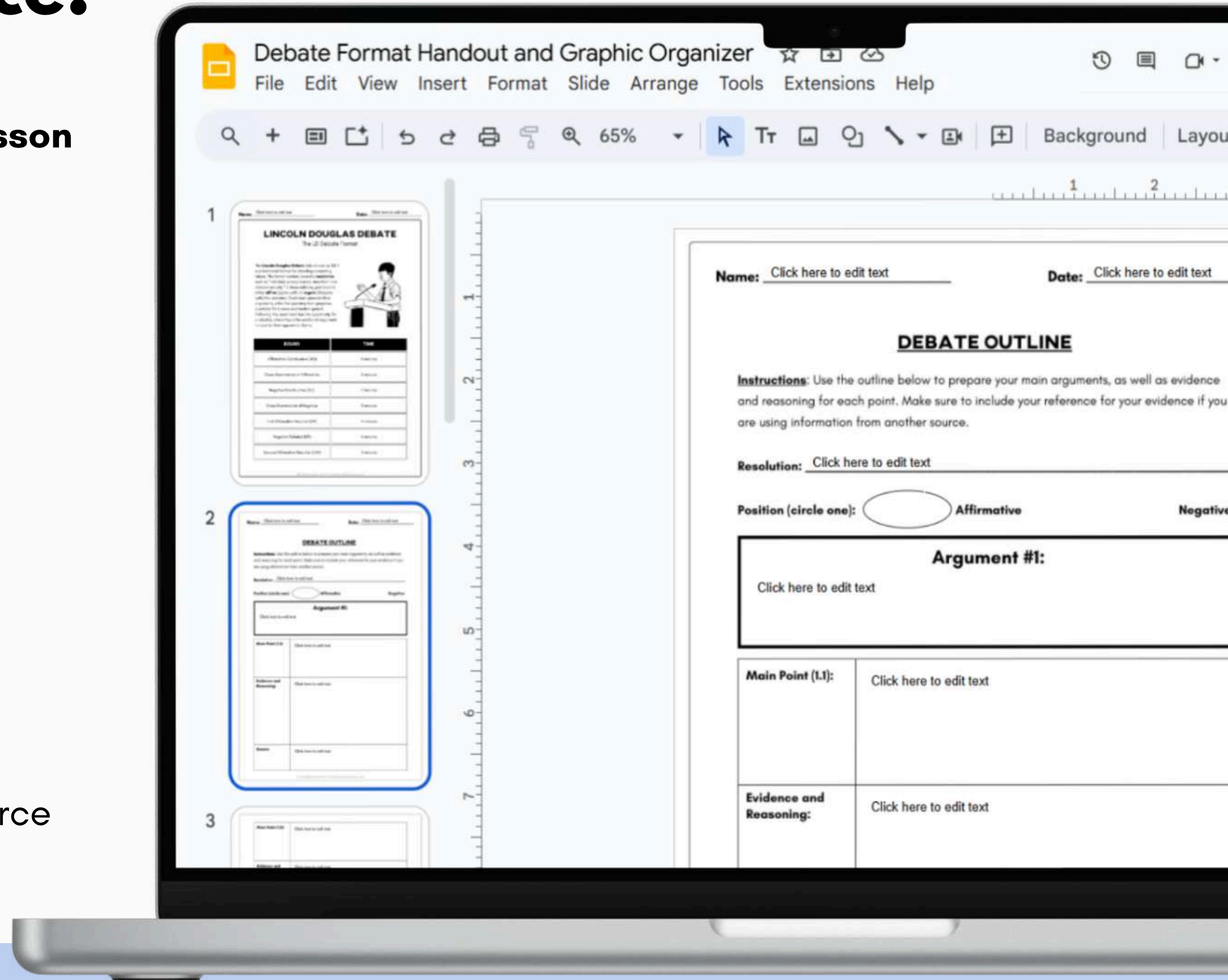
 **Life Saver**

This is my first year as a debate coach with a majority brand-new team. This helped ALL of us understand and prep for tournaments.

– Sarah G.

Included with this resource:

- ✓ Lincoln-Douglas Debate Format **Slideshow Lesson**
- ✓ Lincoln-Douglas Debate Format **Informational Handout**
- ✓ Debate **Graphic Organizer**
- ✓ **Differentiated** Debate **Graphic Organizer**
- ✓ **Teacher Moderator Script** and **Debate Instructions**
- ✓ **Editable** 4-Level Debate **Rubric**
- ✓ **Teacher Instructions** for how to use this resource



Includes Digital Resources!

Includes Interactive Slideshow Lesson

This slideshow gives an overview of the debate structure and explains how students can prepare for success

Preparing for Success

Spend time searching for the case; t

Understanding current issues ability to explore

Introduction to the LD Debate

The **Lincoln-Douglas debate format** is often referred to as the “**LD debate**.” This style of debate is inspired by the famous discussions between two prominent American politicians, Abraham Lincoln and Stephen A. Douglas.

In 1858, Lincoln and Douglas participated in a series of debates to explore the issue of slavery within the United States. The **structure** of these debates - along with the **moral, ethical, and legal aspects** of their arguments - serve as the foundation for the LD debate format.

Affirmative Constructive

Round	Time
Affirmative Constructive (AC)	6 minutes

The participants that affirm the resolution (**affirmative**) will open the debate by presenting their case. This case includes arguments, evidence, and reasoning in support of the resolution.

During this time, the participants that negate the resolution must **listen attentively** and preparing for the next round: the cross-examination.

Purpose of the LD Debate

Critical Thinking

This style of debate encourages participants to engage with research and philosophical reasoning to develop an argument.

Ethical Reasoning

Participants must explore the moral, ethical, and philosophical dimensions of the topic to defend their position.

ation

ponent; it interests.

The Lincoln-Douglas Debate Format

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Students will **learn the debate process** step-by-step!

Debate Informational Handout and Graphic Organizer

Students can use these materials to research and prepare for their formal debate

Name: _____ Date: _____

DEBATE OUTLINE

Graphic Organizer

Instructions: Use the outline below to prepare your arguments, as well as evidence and reasoning for each point.

Resolution: _____

Position (circle one): **Affirmative** **Negative**

Name: _____ Date: _____

DEBATE OUTLINE

Differentiated Graphic Organizer

*****TO PREPARE DURING DEBATE*****

The outline below provides space to brainstorm and record your quest cross-examination, based on the arguments presented by your oppo

QUESTIONS FOR CROSS -EXAMINATION:

- 1.
- 2.
- 3.

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Name: _____ Date: _____

DEBATE OUTLINE

Graphic Organizer

Main Point (1.2):	
Evidence and Reasoning:	
Source:	

All Right

Name: _____ Date: _____

DEBATE OUTLINE

Graphic Organizer

Argument #2:

Main Point (2.1):	
Evidence and Reasoning:	
Source:	

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Name: _____ Date: _____

DEBATE OUTLINE

Differentiated Graphic Organizer

Instructions: Use the outline below to prepare your arguments, as well as evidence and reasoning for each point.

Resolution: _____

Position (circle one): **Affirmative** **Negative**

Argu Name: _____ Date: _____


Main Point:	
Evidence:	

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LINCOLN DOUGLAS DEBATE

The LD Debate Format

The **Lincoln-Douglas Debate** (also known as "LD") is a traditional format for debating competing values. This format centers around a **resolution**, such as "individual privacy is more important than national security." In these debates, participants either **affirm** (agree with) or **negate** (disagree with) the resolution. Each team presents their arguments, while the opposing team prepares questions for a cross-examination period. Following this, each team has the opportunity for a rebuttal, where they offer additional arguments to counter their opponents' claims.



ROUND	TIME
Affirmative Constructive (AC)	6 minutes
Cross-Examination of Affirmative	3 minutes
Negative Constructive (NC)	7 minutes
Cross-Examination of Negative	3 minutes
First Affirmative Rebuttal (1AR)	4 minutes
Negative Rebuttal (NR)	6 minutes
Second Affirmative Rebuttal (2AR)	3 minutes

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Includes
**Differentiated
Graphic
Organizer!**

Teacher Instructions and Moderator Script

Fill in the blanks to adapt this moderator script for any debate topic

Name: _____ Date: _____

MODERATOR SCRIPT & INSTRUCTIONS

The LD Debate

Instructions: Debate

Negative Rebuttal (NR) 6 minutes

Script: Introduction of Second Affirmative Rebuttal (2AR)

"Thank you negative team. Your allotted time is finished. We will now turn it over to the affirmative position, which will present their final rebuttal. Affirmative team, this is your final opportunity to solidify your case and make any closing remarks. You have 3 minutes."

Instructions: Debate

Second Affirmative Rebuttal (2AR) 3 minutes

_____ for _____ opinion.

Name: _____ Date: _____

MODERATOR SCRIPT & INSTRUCTIONS

The LD Debate

Instructions: Debate

Negative Const _____

Script: Introduction

"Thank you negative team. Your allotted time is finished. We will now turn it over to the affirmative position, which have 3 minutes."

Instructions: Debate

Cross-Examination _____

Script: Announce

"Thank you affirmative team. Your allotted time is finished. We will now turn it over to the negative position, which will present their cross-examination. Negative team, you have 3 minutes."

Instructions: Debate

Affirmative Constructive (AC) 6 minutes

Script: Introduction of Cross-Examination of Affirmative

"Thank you affirmative team. Your allotted time is finished. We will now turn it over to the negative position, which will present their cross-examination. Negative team, you have 3 minutes."

Instructions: Debate

Cross-Examination of Affirmative 3 minutes

Script: Introduction of Negative Constructive (NC)

"Thank you negative team. Your time for cross-examination is finished. We will now continue with the negative position, which will present their arguments. Negative team, you have 7 minutes."

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Name: _____ Date: _____

MODERATOR SCRIPT & INSTRUCTIONS

The LD Debate

Instructions: Classroom Set-Up

Arrange desks so that students are able to sit across from each-other. If not all students are participating in the debate, place desks at the front of the room, opposite to the rest of the class.

Arrange a desk or table opposite to the desks of students debating. This is for the moderator. The moderator will need a timer or clock. The job of the moderator is to read the script below. Sometimes it is easier to have a student keep time, and inform the moderator when time is up.

Script: Introduction of Resolution and Affirmative Constructive (AC)

"Good afternoon students. Today we will be debating whether or not _____ . When it comes to the topic of _____ , most would readily agree that _____ . Where the agreement ends, however, is on the question of whether or not _____ . While some are convinced that _____ , others believe that _____ .

Let us be reminded that the goal of this debate is not to fight with one another; rather, we will be discovering the best answer for everyone. Remember to be respectful to one another, to let one another speak, and to only speak when it is our turn.

We will now turn it over to the affirmative position, which will be presenting their arguments. Negative team, please prepare your questions while your opposition presents their arguments. Affirmative team, you have 6 minutes."

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FACILITATE WITH EASE!

Includes Editable & Ready-to-Print 4-Level Rubric

Modify this rubric to meet the unique needs of your classroom

Level Rubric: Lincoln-Douglas Debate

Edit View Insert Format Tools Extensions Help

100% Normal text Times ... 10 B I U A

Name: _____ Grade (%) _____

Lincoln-Douglas Debate: 4-Level Rubric

Category	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
Knowledge	The team provides less than three arguments to defend their position The team does not follow the outline provided or falls short of time limits beyond one minute See comments below	The team provides three arguments to defend their position; arguments require more evidence and reasoning The team somewhat follows the outline provided but exceeds time limits beyond one minute See comments below	The team provides three arguments to defend their position; arguments demonstrate sufficient evidence and reasoning The team follows the outline provided and meets time limits within one minute	The team provides three strong arguments to defend their position; arguments demonstrate an exceptional level of evidence and reasoning The team successfully follows the outline provided and meets time limits within 30 seconds
Inquiry	Arguments demonstrate limited understanding of the resolution Critical thinking skills are approaching success See comments below	Arguments demonstrate some understanding of the resolution Critical thinking skills demonstrate some success through an exploration of the resolution See comments below	Arguments demonstrate a satisfactory level of understanding of the resolution Critical thinking skills meet expectations through an exploration of the dimensions of the resolution	Arguments demonstrate an exceptional level of understanding of the resolution Critical thinking skills exceed expectations through an exploration of the ethical, moral, and philosophical dimensions of the resolution
Communication	Most speaking is done by one member Members do not speak clearly or at an appropriate pace Members do not make eye contact with opposition and/or are disrespectful See comments below	Only some team members participate in speaking Members speak clearly or at an appropriate pace, but not both Members make minimal eye contact with opposition and are mostly respectful See comments below	The team shares the opportunity to speak somewhat equally amongst all members Most members speak clearly and at an appropriate pace Most members make eye contact with opposition and are respectful at all times	The team shares the opportunity to speak equally amongst all members Members speak clearly and at an appropriate pace Members make eye contact with opposition and are respectful at all times

Name: _____ Grade (%) _____

Lincoln-Douglas Debate: 4-Level Rubric

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Application	Team members develop less than three cross-examination questions See comments below	Team members develop three cross-examination questions See comments below	Team members develop three cross-examination questions that prompt a satisfactory discussion	Team members develop three thoughtful cross-examination questions that prompt a rich discussion

Comments:

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