



## 5.1 Cards from Newspapers

---

*This activity introduces basic research skills. It can be used to develop research skills as well. This basic exercise is useful for beginning and more advanced debaters alike. The cards students find can be used to update your class's files and integrated into competitive and practice debates. In the process, students gain more practice reading and analyzing newspapers to find support for their debate arguments.*

### **Time Allotment**

This activity is a take-home assignment.

### **Objectives**

By the end of this activity, students will:

- practice locating useful articles in national newspapers.
- practice identifying useful facts and arguments in newspaper articles.
- create a set of briefs that can be used in a debate round.

### **Materials and Preparation**

Access to recent copies of several national newspapers.

### **Method**

Students should locate a given number of newspaper articles that relate to the current debate topic from national newspapers such as *The New York Times*, *The Financial Times*, *The Christian Science Monitor*, *The Washington Post*, and *The Wall Street Journal* using the Internet. You can direct the assignment by assigning different students to look at different newspapers, or focusing on specific cases or disadvantages.

Once they have found their articles, students should identify the useful pieces of evidence in each article and prepare briefs, complete with citations and tags for each card.

Have students turn in the briefs along with a copy of the original articles they found for you to evaluate and correct.

Possible follow-up activities:

Have several students deliver a one-two minute speech explaining one of their articles, how it relates to the current debate topic, and their opinion about the events described in the article.

These "updates" can be copied and distributed to the debate team to integrate into their evidence files. Before you distribute these briefs to the class, you may want each student to revise them after you or one of their peers looks over the brief and makes suggestions for improvement.