

## 9.3 Group Case Construction

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*This activity introduces affirmative case structure. In this activity, students present the components of affirmative cases in their own words. It is a good way for students to learn about affirmative case structure and familiarize themselves with the central arguments made in affirmative cases.*

### **Time Allotment**

40-60 minutes

### **Objectives**

By the end of this activity, students will:

- be introduced to articulating their ideas in structured arguments.
- be able to summarize an affirmative case.

### **Materials and Preparation**

Choose several 1ACs from this year's topic, preferably ones that students will be either use or run up against in debate rounds. Write out signs for each component of the cases. The specific components will vary depending on the structure of the cases. Examples are: inherency, solvency, plan, harms, advantages, etc.

### **Method**

Divide the class into groups (one student for each sign.) Hand out the signs to each group. Each student should have a specific sign, denoting a specific component of a case (for instance, solvency). Hand each group a photo copy of a different 1AC. Each student should have the pages of the 1AC that correspond to the component of the case listed on her sign.

Tell each group to discuss and prepare to explain in their own words the corresponding components of their 1AC to the class.

Once each group has prepared their presentation, each group member should give a short speech on her component. In this way, each student will speak and each group will present, in order, the components of their case.