



6.1 Meeting the Evidence

Students will take turns summarizing the evidence that supports a particular position for the class. The class will be introduced to several different arguments, and the presenter will gain a deeper knowledge of one position. Students should have enough knowledge of the topic to read evidence and prepare summaries of the main arguments independently before being asked to complete this activity.

Time Allotment

This activity is a take-home assignment. In class the next day, a select number of students will give 2-5 minute in-class presentations.

Objectives

By the end of this activity, students will:

- be introduced to several different arguments related to the current debate resolution.
- practice identifying the main argument in a piece of evidence.
- develop presentation and leadership skills.

Materials and Preparation

Each student will need pieces of evidence from a different argument related to the current resolution to prepare. Each student should have 3-8 cards of evidence to read – the shell of a disadvantage, a contention of a 1AC, etc – and that evidence should contain a complete argument or scenario. If it is not possible or practical for each student to have a different argument, you can prepare multiple sets of cards from 3-6 different argument positions. That way, multiple students might have the same cards from the same position, but the class will still be able to hear presentations on multiple positions during the report backs.

Method

During the last ten minutes of a class period, give each student a set of pieces of evidence to read. As an assignment, each student should paraphrase each card and be prepared to explain their assigned argument to the group the next day.

The next day in class, select student presenters and have them briefly summarize the evidence that supports their position in their own words. Afterwards, have the class cross-examine the student presenter about the position.

Variation: Have these presentations over the course of several days, and have each student give 1-2 such presentations over the course of the semester. Or, anytime that an exercise requires that the class be familiar with the a particular argument before they begin, send the shell of the argument home with one student the night before and have that student give an introductory presentation to the class the next day before the activity begins.