



9.4 Stock Issues in Evidence

This activity introduces the skill of using evidence to support basic case arguments. In the activity, students identify stock issues in evidence.

Time Allotment

15-30 minutes

Objectives

By the end of this activity, students will:

- be able to identify each of the stock issues in evidence.
- be able to identify the main ideas in a text.
- be introduced to logical burdens in advocacy.

Materials and Preparation

1AC evidence on stock issues, without tag lines. Make several photocopies of a 1AC. Cut the cards out of each 1AC, making sure to cut off the tag lines. Depending on the size of your class and the size of the small groups you divide the class into, you may need to do this with 1AC evidence from multiple cases.

Method

Divide the class into small groups. Give each group cards from a different component of the 1AC. For example, one group with solvency, one with inherency, one with harms, etc. Tell the class that each group has evidence from one component of a 1AC. Give the group a set amount of time (five minutes, perhaps) to determine which stock issue they believe they have. Tell them to decide on a stock issue, and then to write an explanation of why they believe their evidence supports the stock issue they picked.

Have the class give presentations. Have each group read their evidence to the class, explain what stock issue they think it serves, and why. If they are unsure, ask them what confused them about the evidence and discuss it as a class.

A modified version of this activity can be used to introduce disadvantages, counterplans, negative evidence, etc. Use the activity to get students talking about how evidence relates to organizing structures of arguments while they learn about new argument positions.