

HIGH SCHOOL
LESSON DESIGN FOR KIRBY LEARNING
WEEKLY LESSON PLANNING FORM

Teachers Love Grade/Subject: 9-12 US/World History Nine Weeks: 3rd Date: March 2016 Lesson Length: 5

Curriculum Connections: Unit Introduction: **The Korean War is often referred to as the "Forgotten War," nearly as many Americans lost their lives in Korea as did in Vietnam.**

Curriculum Objectives:

1. This week we will discuss the events that led to the Cold War and the first "Hot War" conflict of the Cold War with the War in Korea.
2. So that we can analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC RH.9-10.3
3. We will know we got it when 80% of all students have demonstrated mastery of the subject at hand based on our weekly assessment scores.
4. It's important I learn this because these past events are interconnected to the global world in which we live

<u>Weekly Lesson Objective</u>	<p>The Learner Will:</p> <ul style="list-style-type: none"> •Explain how Mao Zedong and the communists gained power in China •Identify areas associated with US containment policies •Recognize US Cold War foreign policies •Describe the causes and progresses of the war in Korea •Read and interpret Cold War documents •Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman and the final disposition of the Koreas •Identify the long term effects of the Korean War
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Weekly Concepts: **The Cold War in Korea: Korean War**

Big Idea: Many Asian nations became leaders in the global economy.
Relevance: South Korea was one of the world's poorest countries at the end of the Korean Conflict. However, it now has one of the strongest economies in the world. Japan surged with American rebuilding assistance after World War II and China is emerging as a financial center of the world as they are one of the world's leading producers of products and generating trillions of dollars in income. **TNSS: W58, W59, W76, W77,**

Big Idea: Support was garnered for the Vietnam war due to President Eisenhower's 'Domino Theory' gaining justification after the failure to prevent the spread of Communism to China and North Korea
Relevance: The Korean War was the first conflict to be fought with the goal of containing communism. This conflict ended in a stalemate and frustrated many Americans as communism began to spread throughout Asia. During the conflict the North Koreans were supported by Communist China, whose support led to the stalemate rather than a resolution to the conflict uniting North and South Korea. Shortly after the close of the Korean War, Eisenhower expressed his Domino Theory, which eventually was used as justification for the support of South Vietnam against the Communist in the North. **TNSS: US. 76, US. 77, US 75, US. 80**

<u>Lesson Time Line</u>	<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<u>Motivation/Bellwork</u>	<p>Literacy Connection 1: Daily Vocabulary Word: communism</p> <p>Literacy Connection 2: Bellwork: Daily Speednote: What is the difference between a "cold war" and a "hot war"?</p> <p>Today in History-3/28- 1885 The Salvation Army is officially organized in the United States.</p> <p style="text-align: center;">7 mins</p>	<p>Literacy Connection 1: Daily Vocabulary Word: containment</p> <p>Literacy Connection 2: Bellwork: Daily Speednote: What is your idea of freedom?</p> <p>Today in History-3/29- 1951 The Chinese reject Gen. Douglas MacArthur's offer for a truce in Korea.</p> <p style="text-align: center;">7 mins</p>	<p>Literacy Connection 1: Daily Vocabulary Word: stalemate</p> <p>Literacy Connection 2: What do you believe are the benefits of communism? Bellwork: Daily Speednote:</p> <p>Today in History-3/30- 1981 President Ronald Reagan is shot and wounded in Washington, D.C. by John W. Hinkley Jr.</p> <p style="text-align: center;">7 mins</p>	<p>Literacy Connection 1: Daily Vocabulary Word: 38th parallel</p> <p>Literacy Connection 2: Bellwork: Daily Speednote: What if America had a "38th parallel", what would it be like to have our country divided into two individual nations?</p> <p>Today in History-3/31- 1776 Abigail Adams writes to husband John that women are "determined to foment a rebellion" if the new Declaration of Independence fails to guarantee their rights.</p> <p style="text-align: center;">7 mins</p>	<p>Literacy Connection 1: Daily Vocabulary Word: Central Intelligence Agency (CIA)</p> <p>Literacy Connection 2: Bellwork: Daily Speednote: Do you think the government spies on Americans? If so, how and why?</p> <p>Today in History-4/1- 1951 United Nations forces again move northward across the 38th Parallel in Korea.</p> <p style="text-align: center;">7 mins</p>
<u>Guiding Questions</u>	What were the effects of the Cold War on the American people and the domestic decisions of the American government?	What was the cause and effect of the Korean War on Korea, American policy in Asia, and American society?	How did the conflict between Truman and MacArthur over the Korean War affect American Society?	How did President Truman use the power of his presidency to limit the spread of communism in East Asia?	What is the relationship today between the United States, China, North Korea and South

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					Korea?
<p><u>Daily Strategies, Activities, Distributed Practice, Intervention</u></p>	<p>Knowledge and Comprehension: TLW: Identify the following terms-Jiang Jieshi Douglas MacArthur Mao Zedong limited war 38th parallel SEATO</p> <p>Unit: The Cold War (1945-1960)</p> <p>Chapter 17 Sec 2-Note-Taking guide and Korean War Facts</p> <p>Application: Audio Analysis-Witness History CD- General Lewis B. Puller; 5 US Navy Crosses</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What is a Navy Cross? 2. Who is General Lewis B Puller? 3. What is significant about the situation currently facing the General and his troops during the Audio Analysis? 4. Why does the General make light of the situation or make a joke at such an intense time? 5. How would you have responded if you were faced with the same situation? <p>Whole Group Discussion – Student reaction & Student perspective of Korean War General Puller Audio Presentation</p> <p>Visual Analysis Color Transparency- The Korean War-Written response of a visual analysis from actual images from the Korean War-3 Images</p> <p>Note-Taking Transparency – 198</p> <p>Analysis: Witness History Video: <i>A Land Divided: The Korean War</i>-Oral Response and Student Handheld Response Board based on ½ of film footage presented during this lesson</p> <p>Link to Literature-Little Red Book of Quotations-</p> <ol style="list-style-type: none"> 1. Who had the book? 2. Why was this book so important to so many people? 3. How was Mao presented to the Chinese people? 	<p>Knowledge and Comprehension: TLW: Identify the following terms-Jiang Jieshi Douglas MacArthur Mao Zedong limited war 38th parallel SEATO</p> <p>Unit: The Cold War (1945-1960)</p> <p>Chapter 17 Sec 2-Note-Taking guide and Korean War Facts</p> <p>Application: Witness History CD- General Lewis B. Puller; 5 US Navy Crosses</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What type of leader do you assume of General Puller? 2. What do you believe to be the type of relationship between a soldier and a general during battle? 3. What do you expect to be the outcome for General Puller and his troops? <p>Whole Group Discussion – Student reaction & Student perspective of Korean War General Puller Audio Presentation</p> <p>Visual Analysis Color Transparency- The Korean War-Written response of a visual analysis from actual images from the Korean War-3 additional images</p> <p>Note-Taking Transparency – 198</p> <p>Analysis: Witness History Video: <i>A Land Divided: The Korean War</i>-Oral Response and Student Handheld Response Board based on second ½ of film footage presented during this lesson</p> <p>Link to Literature-The Banning Letter Review-</p> <ol style="list-style-type: none"> 1. What was the "Emblem" Mr. Banning was referring to? 2. Why was he returning it to President Truman? 3. What sort of treatment did Mr. Banning wish for Margaret Truman? 4. How do you believe President Truman felt after reading the letter? 	<p>Knowledge and Comprehension: TLW: Identify the rules and regulations of debate</p> <p>Unit: The Cold War (1945-1960)</p> <p>Chapter 17 Sec 2-Note-Taking guide: The Two Sides of Korea</p> <p>Application: Debate in Action Great Debaters in History: Presidential Debates</p> <p>Whole Group Discussion</p> <p>Analysis: TLW participate in a hands-on debate forum.</p> <ul style="list-style-type: none"> • The goal of this activity is to serve as the Korean War of Words • After 2 two days of intense fact finding, about the ideas of capitalism vs communism, students will battle and settle the stalemate of the Korean War through the Korean War of Words • Students will be divided into groups of three and broken down further into two groups within the three units. • Students will interact and practice with a moderator and time keeper in preparation for the final rounds of debates on Monday • Mondays Final Debates will settle the years long stalemate and establish a unified Korea in our classroom through the Korean War of Words <p>NOTE* Please utilize detailed Debate Lesson Plan for further implementation of debate activities-This is Day One of Four</p>	<p style="text-align: center;">Korean Society Debate Project Preparation</p> <p>NOTE* Please utilize detailed Debate Lesson Plan for further implementation of debate activities-This is Day Two of Four</p>	<p style="text-align: center;">Korean Society Debate Project Preparation</p> <p>NOTE* Please utilize detailed Debate Lesson Plan for further implementation of debate activities-This is Day Three of Four</p>
<u>Weekly</u>	Daily Exit Ticket	Daily Exit Ticket	Daily Exit Ticket	Daily Exit Ticket	Daily Exit Ticket

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<p><u>Closure</u></p>	<p>What activity will students complete to summarize their understanding of the day's lesson? Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>How will this activity be assessed? Peer Assessment Network</p> <p>When will it be returned if taken up? Immediately</p>	<p>What activity will students complete to summarize their understanding of the day's lesson? Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>How will this activity be assessed? Peer Assessment Network</p> <p>When will it be returned if taken up? Immediately</p>	<p>What activity will students complete to summarize their understanding of the day's lesson? Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>How will this activity be assessed? Peer Assessment Network</p> <p>When will it be returned if taken up? Immediately</p>	<p>What activity will students complete to summarize their understanding of the day's lesson? Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>How will this activity be assessed? Peer Assessment Network</p> <p>When will it be returned if taken up? Immediately</p>	<p>What activity will students complete to summarize their understanding of the day's lesson? Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>How will this activity be assessed? Peer Assessment Network</p> <p>When will it be returned if taken up? Immediately</p>
<p><u>Weekly Extend and Refine Knowledge</u></p>	<p>Synthesis: North Korea V. South Korea Debates</p> <p>Students will work in groups to tackle a large scale research project that delves deep into the Korean War and will culminate with a series of small debates presented by various members of the group representing both North & South Korea.</p>	<p>Synthesis: North Korea V. South Korea Debates</p> <p>Students will work in groups to tackle a large scale research project that delves deep into the Korean War and will culminate with a series of small debates presented by various members of the group representing both North & South Korea.</p>	<p>Synthesis: North Korea V. South Korea Debates</p> <p>Students will work in groups to tackle a large scale research project that delves deep into the Korean War and will culminate with a series of small debates presented by various members of the group representing both North & South Korea.</p>	<p>Synthesis: North Korea V. South Korea Debates</p> <p>Students will work in groups to tackle a large scale research project that delves deep into the Korean War and will culminate with a series of small debates presented by various members of the group representing both North & South Korea.</p>	<p>Synthesis: North Korea V. South Korea Debates</p> <p>North Korea v South Korea Class Debate Day</p>
<p><u>Weekly Assessments/Student Products & Performances, Technology Integration</u></p>	<p>Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>Assessment is ongoing</p> <ul style="list-style-type: none"> • Textbook • Guided Notes • WH Audio CD • WH Transparency Set • Technology Edition of Student Text • WH Video 	<p>Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>Assessment is ongoing</p> <ul style="list-style-type: none"> • Textbook • Guided Notes • WH Audio CD • WH Transparency Set • Technology Edition of Student Text • WH Video 	<p>Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>Assessment is ongoing</p> <ul style="list-style-type: none"> • Textbook • Guided Notes • WH Audio CD • WH Transparency Set • Technology Edition of Student Text • WH Video 	<p>Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>Assessment is ongoing</p> <ul style="list-style-type: none"> • Textbook • Guided Notes • WH Audio CD • WH Transparency Set • Technology Edition of Student Text • WH Video 	<p>Progress Monitoring Transparency will serve as the day's assessment tool</p> <p>Assessment is ongoing</p> <ul style="list-style-type: none"> • Textbook • Guided Notes • WH Audio CD • WH Transparency Set • Technology Edition of Student Text • WH Video

Love Korean Society Daily Lesson Plan Supplement
United States History: Reconstruction to the Present

Topic: Korean Society

Lesson Plan Author: B M Love

Length of Lesson: 4 Days

Common Core Strategies Addressed in this Lesson:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

TN Social Studies State Standard Addressed in this Lesson:

1. **US.77** Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman and the final disposition of the Koreas.

AVID Strategies Addressed in this Lesson:

2. **Writing** – demonstrate cornell writing style to support thinking and highlight understanding of Korean War, the idea of containment, the concepts of communism and capitalism
3. **Inquiry** – analyze, understand and clarify their own thought process on the ideas of communism, capitalism and containment and apply those ideas to help foster their debate responses
4. **Collaboration** – students will work in a group setting to engage in informal discussions amongst their group members to formulate both constructive and rebuttal responses for class debates
5. **Reading** – students will work in a group setting to take notes from other members of the group and cite text specific ideas, understand complex passages of text, make

predictions, and summarize their own thought processes as expressed through their student developed debate responses

Essential Questions: What has been the effect of the Korean War on Korea and American foreign policy in Asia?

Objectives of this lesson: The goal of this activity is to serve as the Korean War of Words. After 2 two days of intense fact finding, about the ideas of Korean War, containment, capitalism and communism, students will battle and settle the stalemate of the Korean War through the Korean War of Words. Students will debate the theories of containment, communism and capitalism.

Differentiation Strategies to be utilized during this lesson:

Cooperative Learning Groups	Guided Discussions	Rubrics
Guided Questions	Student Leaders	ESL Texts
Debates	Student Technology Stations	Image Analysis
Higher Order Questioning	Movement	Graphic Organizers
Student Whiteboards	Student Maps	Student Map Books
Silent Gallery Walk	Four Points	Student Readers

Materials, Technology and Resources to be used in this lesson:

Document Camera	SMART Board	Personal Whiteboards	Class Content Textbook
Overhead Transparency	Television/DVD	Classroom Library	Digital Textbook
Laptop Station	Whiteboard Projector	Computer Software	Online Learning Resources
Student Desktop Computers	Student Printer Station	Personal Maps	Student Class Materials: Highlighter/Dry Erase Markers/Erasers/Red Pins

Other Materials: _Rules of Debate Guide and Korean Society Class Debate – Judging Form

Research Sources: _Student Textbook, Student Digital Textbook, Library of Congress Website, Foreign Policy Research Institute Website, _____

Key Vocabulary Terms:

Capitalism	Communism	containment
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Instructional Planning: Day One Based on 50 Minute Class Sessions

Warm-Up Activity:	Time Attempt 7 Mins	Whiteboard Daily Agenda/Bellwork Activity
Teacher Input:	Time Attempt 12 Mins	Debate Introduction & Class Presentation on review of Korean War, communism,

		capitalism and policy of containment with student handout
Teacher Model Activity (I do)	Time Attempt 3 Mins	Demonstration of a short constructive speech and a rebuttal
Guided Practice (We do)	Time Attempt 7 Mins	Student volunteers demonstrate debate tactic in sample media presentation
Advanced Practice (They do)	Time Attempt 8 Mins	Student volunteers in class attempt to demonstrate debate tactic in class example presentation
Teacher Input:	Time Attempt 2 Mins	Class division into groups of four and further group break down
Independent Practice (You do)	Time Attempt 5 Mins	Student volunteers in class attempt to demonstrate debate tactic in class example presentation
Closure	Time Attempt 6 Mins	Class Wrap Up & Exit Ticket Activity

Instructional Planning: Day Two

Warm-Up Activity:	Time Attempt 7 Mins	Whiteboard Daily Agenda/Bellwork Activity
Teacher Input:	Time Attempt 5 Mins	Teacher allows students to move back into identified teams, prepares additional debate footage for viewing and begins to model the thought process of assembling a constructive speech and rebuttal
Teacher Model Activity (I do)	Time Attempt 5 Mins	Identifies and presents completed sample responses while receiving student questions
Guided Practice (We do) & Advanced Practice (They Do)	Time Attempt 20 Mins	Student groups demonstrate and engage in preparing constructive and rebuttal responses for class debate
Teacher Input: Occurs during Student Guided/Advanced	Time Attempt 20 Mins	Monitor and guide class discussions to ensure

Practice		adequate progress
Independent Practice (You do)	Time Attempt 8 Mins	Student groups volunteer sample speeches during one on one session with instructor
Closure	Time Attempt 5 Mins	Class Wrap Up & Exit Ticket Activity

Instructional Planning: Day Three

Warm-Up Activity:	Time Attempt 7 Mins	Whiteboard Daily Agenda/Bellwork Activity
Teacher Input:	Time Attempt 5 Mins	Students move into group assignments/Judging Process introduced
Teacher Model Activity (I do)	Time Attempt 3 Mins	Demonstration of a class judging process-all students will engage in the judging process by scoring the presenting teams that currently take the floor
Guided Practice (We do), Advanced Practice (They Do)	Time Attempt 3 Mins	Student groups demonstrate judging process by judging sample debate footage shown on day one to demonstrate mastery
Independent Practice (You do)	Time Attempt 25 Mins	Students Debates begin with the first topic pulled at random and that team presents while all other students utilize student judging forms <i>*NOTE each student should be allowed to judge two group and participate in one debate round</i>
Teacher Input:	Time Attempt 4 Mins	Class scoring session for the first debate round
Closure	Time Attempt 3 Mins	Class Wrap Up & Exit Ticket Activity

Instructional Planning: Day Four

Warm-Up Activity:	Time Attempt 3 Mins	Whiteboard Daily Agenda/Bellwork Activity
Teacher Input:	Time Attempt 1 Mins	Students move into group assignments/Judging Process introduced

Independent Practice (You do)	Time Attempt 18 Mins	Students Debates begin with the first topic pulled at random and that team presents while all other students utilize student judging forms <i>*NOTE each student should be allowed to judge two group and participate in one debate round</i>
Teacher Input:	Time Attempt 4 Mins	Class scoring session for the debate round
Independent Practice (You do)	Time Attempt 18 Mins	Students Debates begin with the first topic pulled at random and that team presents while all other students utilize student judging forms <i>*NOTE each student should be allowed to judge two group and participate in one debate round</i>
Teacher Input:	Time Attempt 4 Mins	Class scoring session for the debate round
Announce Formative Assessment	Time Attempt 2 Min	Class wrap up and announce that assessment will be 2 Days After Debate Activity Completion

Qualities of 21st Century Learners:

Leader/Main Contributor	Technology User	Ethics	Adaptability
Personal Accountability	Self Direction	Team Contributor	Personal Responsibility
Social Responsibility	Multi-lingual	Financial Literacy	Global Awareness
Effective Communicator	Critical Thinker	Media Literacy	Curious Researcher

Korean Society

Rules of Simple Class Debate

1. Divide your class into three groups. Assign each group one of three of the following topics: the concept of containment, communism or capitalism. Within each of the three groups divide the group further into two smaller teams.
2. Now that there are two teams established in each of the three groups, each consisting of three speakers. One team is the Affirmative and the other team is the Negative. The goal of the debate is for one team to triumph in proving their debate points
3. There are two types of speeches given during the class debate. They are constructive responses and rebuttals. Constructive responses will make up the first rounds of the debate and rebuttals will complete the closing rounds of the class debates. Constructive speeches are just that; utilized to build a team's argument. Rebuttals are the summary of all points made during the debate team's constructive arguments and the opportunity to deconstruct the opposing team's argument. Student jurors should be prepared to deliberate immediately following the close of the debate.
4. Each team has three constructive speeches, and two rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate. The rules of the class debate require the affirmative to support some specified action by some particular individual or group.
 - Debate Speaking Times
 - 1st Speaker-Affirmative-Constructive Response #1 = 2 minutes
 - 1st Speaker-Negative-Constructive Response #1 = 2 minutes
 - 2nd Speaker-Affirmative-Constructive Response #2 = 2 minutes
 - 2nd Speaker- Negative-Constructive Response #2 = 2 minutes
 - 3rd Speaker-Affirmative-Constructive Response #3 = 2 minutes
 - 3rd Speaker- Negative-Constructive Response #3 = 2 minutes
 - 1st Speaker-Affirmative-Rebuttal Response #1 = 2 minutes
 - 1st Speaker- Negative -Rebuttal Response #1 = 2 minutes
 - 2nd Speaker- Negative -Rebuttal Closing Argument = 1 minutes
 - 2nd Speaker-Affirmative-Rebuttal Closing Argument = 1 minutes

At the end of each debate round, allow students 4 minutes to collect, reflect and record their final thoughts by scoring the Student Judging Forms. After the allotted time, collect all Judging Forms from all student groups after each round of debates, for a total of three collection times. Tabulate your final scores at the close of the third round, announce and reward prizes!

5. No revision of position of a team is permitted during the debate.
6. He who asserts must prove. Each team must support its arguments with enough evidence to convince an intelligent but previously uninformed person that it is more reasonable to believe their points of the debate versus the opposing team. Facts must be accurate. Visual materials are permissible, and once introduced, they become available for the opponents' use if desired.
7. No new constructive arguments may be introduced in the rebuttal period.
8. The student jurors must base their final decisions entirely on the material presented, without regard for other material which a team may have previously possessed.

Korean Society Class Debate – Judging Form

(Point totals are a guideline, and may be split in whatever way the judge deems necessary—for example, one team may earn 9 or 4 points in a category. However, this form should be duplicated on each side in the event of judging more than one round of debates.)

Debate Topic _____

Did the students remain on topic?

- The students remained on topic the entire time frame and clearly understood the topic – 10 points
- The students remained on topic the majority of the time allotted– 8 points
- The students were caught off guard and did not address the topic appropriately– 0 points

Affirmative _____ **Negative** _____

Did the students give valid responses?

- The students gave excellent responses/information that were understandable and clearly related to the topic – 10 points
- The students gave appropriate responses that were understandable – 8 points
- The students were caught off guard/not following the flow of discussion/unprepared in response – 0 points

Affirmative _____ **Negative** _____

Were the students clear and concise?

- The students spoke loud enough to be heard, clearly got to the point, didn't ramble, etc. – 10 points
- The students were loud enough to be heard, had a point, and didn't ramble – 8 points
- The students didn't speak loud enough to be heard, didn't have a point, or rambled – 0 points

Affirmative _____ **Negative** _____

Was the student using good listening skills?

- Did the students show respect during the entire presentation?
(Paying attention, considerate of speaker, etc.)
- Yes – 10 points
- No – 0 points

Affirmative _____ **Negative** _____

Effectiveness of any visual aids? (Additional points up to 10 per team.)

Affirmative _____ **Negative** _____

Comments or Additional Points/Point Deductions:

Speaker Ranks-Please rank speakers in order of personal performance according to your perspective with 1 being the most effective speaker and 10 being the least effective speaker.

____ 1 st Speaker-Affirmative-Constructive Response	____ 1 st Speaker-Negative-Constructive Response	____ 2 nd Speaker-Affirmative-Constructive Response
____ 2 nd Speaker- Negative-Constructive Response	____ 3 rd Speaker-Affirmative-Constructive Response	____ 3 rd Speaker- Negative-Constructive Response
____ 1 st Speaker-Affirmative-Rebuttal Response	____ 1 st Speaker- Negative -Rebuttal Response	____ 2 nd Speaker-Affirmative-Rebuttal Closing Argument
____ 2 nd Speaker- Negative -Rebuttal Closing Argument		

Highest point earners: Affirmative or Negative

If a team member is grossly disrespectful, that team will be disqualified.