**Lesson Focus: Speech and Debate and the Three-Axes**

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**Stage 1 – Desired Results**

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| **Established Goal(s)/Content Standard(s):**  •To teach debaters the applications of the three-axes model in the context of political discourse and competitive debate round. |

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| **Understanding (s)**  Students will understand:   * The importance of balanced political discourse * The three-axes model of politics   + Progressives: oppression   + Conservatives: barbarism   + Libertarians: coercion | **Essential Question(s):**   * How can the three-axes model corroborate or contradict discourse in a competitive debate round? How can the three-axes model allow for a fuller understanding of political argumentation? |

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| **Student objectives (outcomes):**  Students will be able to:   * What key knowledge and skills will students acquire as a result of this unit?   An understanding of the three-axes and their application:  Oppression and justice (Progressivism)  Barbarism and moral compass (Conservatism)  Coercion and individual liberty (Libertarianism)   * What should they eventually be able to do as a result of such knowledge and skill? Students will be able to identify and explain the components of the three axes model, as well as apply it in the context of direct case application, in round. Furthermore, students will develop rebuttal arguments to the three axes mode for in round application. Additionally, students will actively participate in discourse about both sides of an argument, incorporating evidence and analysis for all perspectives. |

**Stage 2 – Assessment Evidence**

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| **Performance Task(s):**   * Through what authentic performance task(s) will students demonstrate the desired understandings? In class debate round * By what criteria will “performances of understanding” be judged? Student and teacher debate flow and oral critique of round | **Other Evidence:**   * Through what other evidence will students demonstrate achievement of the desired results? Competition ballots and self critiques |

**Stage 3 – Learning Plan**

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| * Hook and Direct Instruction   + Display various political cartoons. Ask students to identify, based on only on the cartoon what the affiliation is that it is associated with (conservative, progressive, libertarian).   + Explain the meaning of the three political ideologies - Progessive, Conservative, and Libertarian   + Explain the three axes model and its inclusion in debate construction. * Student Activity/Application   + Students create a visual/graphic organizer that clarifies or explains each political affiliation/axes.   + Have students read Chapter One and discuss possible applications of the arguments in the context of a competitive debate round. They should create both arguments and counterarguments that utilize the discussion found in Chapter One.   + Students might consider the application of the axes model on common debate values(for Lincoln-Douglas Debate) including: justice, morality, and liberty. |