



WASHINGTON POST ARCHIVE

Vice President Richard M. Nixon, left, and Sen. John F. Kennedy after their second presidential debate, October 1960.

President George W. Bush,  
right, and Democratic  
Presidential candidate Sen.  
John Kerry during their third  
debate, October 13, 2004,  
Arizona State University.



Republican presidential candidate  
Texas Gov. George W. Bush, right,  
listens as Democratic presidential  
candidate Vice President Al Gore  
speaks at their first presidential  
debate, Tuesday, Oct. 3, 2000.

## INSIDE

7 Tom Toles

10 Analysis  
of a Debate

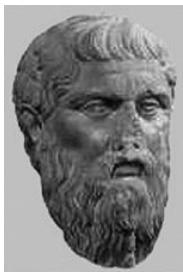
12 Great  
Debaters

17 Head  
to Head

An Integrated Curriculum For The Washington Post Newspaper In Education Program

## A Word About Debate

Debate, the focus of February's NIE online guide, has natural news pegs. Candidates, vying to be their party's nominee for president, are participating in televised debates and *The Great Debaters* is currently showing in area theaters. These debates, though different in style, follow in a rich tradition.



**Protagoras**

Egyptian princes debated at the pharaoh's court in 2080 B.C. Students of Protagoras of Abdera, an Athenian scholar who is considered the father of classical debate, debated one another more than 400 years before Christ. Leaders of the American revolution studied argumentation and rhetoric in colonial colleges or in debating societies or lyceums.

Debate has been intrinsic to our defining of democracy. John W. Davis, II, in "Words as Weapons," writes of a *Washington Post* article in which excerpts from the diary of Mrs. Anna Maria Thornton are used. She records her "encounters with an 18-year-old slave in her house named Arthur Bowen in 1835. ... Arthur grew fond of drinking 'ardent spirits' while befriending free Negroes in a debating society who talked with him about slavery, the Constitution and his rights as a human being."

In elementary grades, students can begin their debate training in Socratic seminars. Conducting research and organizing arguments are other important skills to train the mind to look at all sides of an issue or idea. Whether involved in class debates or in school district, regional and national debates, students will improve their speaking, research and critical thinking skills. Students have the potential to be engaged in investigating complex issues and discussing important ideas.

**Lesson:** Debate trains students to look at all sides of an issue, to examine complex ideas and to develop oral, research and critical thinking skills.

**Level:** Low to high

**Subjects:** English, Debate

**Related Activity:** Journalism, Government

**NIE Online Guide**  
**Editor — Carol Lange**  
**Art Editor — Carol Porter**

**Contributing to this guide —** Alan Weintraut, Annandale (Va.) High School, shared his analysis of a political debate activity. Caroline Goldstrom, Keane Mill Elementary School, Springfield, Virginia, provided background materials for conducting Socratic seminars.

**Send comments about this guide to:**  
 Margaret Kaplow, Educational Services Manager, kaplowm@washpost.com

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

### **Debate**

Each section of this guide offers a suggested activity. Select from these the ones that best meet your grade level, subject matter and academic goals.

#### **Consider What Is Important**

Ask students to list ten issues or activities that are important to them. For younger students this list may include having more recess time or doing less homework. For older students, owning a car, finding employment or providing homes for homeless families may be listed. Take time to share these ideas in the classroom.

Model the next step with the class. Write one of the topics shared by the class on the board. Ask students to brainstorm reasons this is a good idea and ways to realize this activity. After students have suggested the means and the people needed for attainment, create a parallel column to list obstacles to achieving the goal and reasons this goal is not a good idea.

From the list of ten, each student is to select one issue or activity to develop into a statement of action. For example, "Seniors should be required to volunteer ten hours a month to community service" or "Lunch time should be extended five minutes for eighth graders."

List six to ten reasons to support this idea and ways to achieve the goal. Then list six to ten obstacles to be confronted or reasons to not support this activity. Some questions they may ask themselves when compiling the lists:

- Who would need to be persuaded?
- What are the best reasons for this to be achieved?
- What is the main reason this should not happen?

They are to write a persuasive essay.

- In the first paragraph, they are to introduce the topic/issue/idea.
- In the next paragraph(s), they will introduce the first obstacle/reason against and its solution/flaw: "Some consider this ...; however, in the blank study ..." or "Blank, blank may be true, but ...."
- In the third paragraph/section, students present the strongest obstacle and counter with its weakness or limitations.
- In the fourth paragraph/section, students present the strongest reason for their idea to happen.
- At the end they summarize with the benefit to themselves and others if their issue/idea were to happen or the means to achieving this project.

#### **Define Terms**

As you introduce debate and the different styles of debate, teachers might begin by defining "debate." A debate is an argument about a topic or resolution. The set of rules that govern it are designed to give each side a fair chance.

Defining the diction of the resolution is important to debate. Give students sample resolutions and ask them to define the terms.

#### **Hold a Socratic Seminar**

Provide students with an opportunity to share their ideas and debate different points of view in a Socratic seminar. To set up the seminar, give students a short story ("The Parsley Garden"), speech ("I Have a Dream"), poem ("Dream Variations") or a *Washington Post* article, editorial, commentary or KidsPost article to read. "Socratic Seminar" is provided as a guide.

### **Debate Online**

[www.nflonline.org/Main/HomePage](http://www.nflonline.org/Main/HomePage)

#### **National Forensic League**

Since 1925, the NFL has encouraged high school students to participate in speech and debate activities and competitions. Site offers resources, curriculum guides, code of honor and events.

[www.debate-central.org](http://www.debate-central.org)

#### **Debate Central**

The National Center for Policy Analysis provides resources for high school debaters.

[www.dcdebate.org/](http://www.dcdebate.org/)

#### **District of Columbia Urban Debate League**

Since 2002 sponsoring debate tournaments and supporting teachers.

[www.pbs.org/wnet/aaworld/society/debate.html](http://www.pbs.org/wnet/aaworld/society/debate.html)

#### **Race & Society: Debate**

PBS Web site for the debate section of its African American World series.

[www.schooltube.com](http://www.schooltube.com)

#### **SchoolTube**

Select "Speech and Debate" from Video Guide.

CONTINUED ON PAGE 4

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 3

After reading the text, students write an explanation and a reflection on their reading. Some of the questions they could answer are:

- What is the main idea of the text?
- Why do you agree or disagree with this idea?
- Does this text remind you of actions or ideas in other works?
- Have you experienced a similar encounter or event? Tell us about it.

Students write three to five open-ended questions that apply to the selection. In class each student shares at least one of the questions. Students select the best questions that will become the seminar questions the following day.

Teachers should model the role of seminar leader during students' first experiences:

- "What I heard you say was \_\_\_\_\_. "
- "Where in the text is the evidence for what you said?"
- "Miss Aneebo, can you compare Mr. Nied's response to what you heard Ms. Kyle say?"

Through a series of seminars, students become more proficient in sharing their ideas, thinking critically, supporting their ideas with examples and evidence, and respecting the opinions of others.

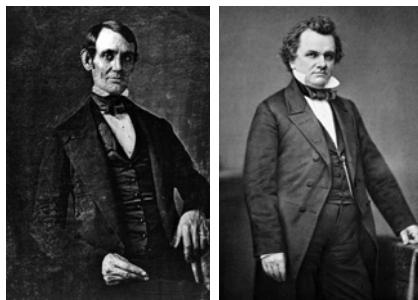
### Meet Lincoln and Douglas

Introduce students to political debate through the Lincoln-Douglas debates of 1858. By seeing the candidates for office together, voters in Illinois could evaluate the individuals in person, addressing the same issues and questions.

When Douglas agreed to engage

in debate with Lincoln, he presented terms to make the exchange fair to both. Use the Library of Congress site for students to discover these two historic figures, the debates and time period through original documents.

This introduction to candidates Lincoln and Douglas could lead to Lincoln-Douglas debates or to a study of presidential debates. A study of setting, dress, interaction of the candidates and formality of the debate can be as interesting and revealing as the issues debated.



LIBRARY OF CONGRESS

### Abraham Lincoln debates Stephen A. Douglass for Illinois seat in the U.S. Senate, 1858.

Kennedy established his command of the television medium in the first televised presidential debates. Ronald Reagan twenty-four years later in 1984 showed his wit when he promised during a debate not to "make age an issue in this campaign. I am not going to exploit, for political points, my opponent's youth and inexperience."

### Meet the Great Debaters

Introduce students to the debating societies that existed in America's first colleges and among enslaved and free Africans in America. The stories of these debaters could be celebrated during Black History Month. Orators like Frederick

### Lincoln-Douglas Debate

[www.nps.gov/archive/liho/debates.htm](http://www.nps.gov/archive/liho/debates.htm)

#### Lincoln-Douglas Debates of 1858

National Park Service resource provides transcripts of six debates between candidates Abraham Lincoln and Stephen Douglas who sought to be a U.S. Senator from Illinois in 1858.

<http://memory.loc.gov/ammem/index.html>

#### American Memory, Library of Congress

Search the archives for "Lincoln-Douglas Debate" to locate letters between Lincoln and Douglas that established the debates and other original documents related to the debates.

[www.museum.tv/debateweb/html/index.htm](http://www.museum.tv/debateweb/html/index.htm)

#### The Great Debate

The Museum of Broadcast Communications presents the History of Televised Presidential Debates, beginning with the 1960 Kennedy-Nixon debate. Video clips, newspaper coverage, documentary clips, reflections of those who were there, and curriculum resources.

[www.nflonline.org/AboutNFL/SpecialEvents](http://www.nflonline.org/AboutNFL/SpecialEvents)

#### Lincoln/Douglas Debate

Instructional guide that explains the debate structure and how to prepare. Also includes introduction to Original Oratory, Dramatic Interpretation, Public Forum and Policy Debate.

[debate.uvm.edu/learnld.html](http://debate.uvm.edu/learnld.html)

#### Lincoln/Douglas Instructional Videos

Tapes prepared for Internet streaming, free.

[www.debate-central.org/learn/](http://www.debate-central.org/learn/)

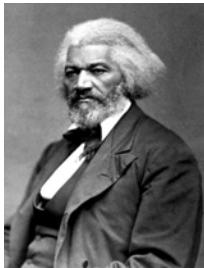
#### Learn About Debate

Resources to distinguish Cross-Examination and Lincoln-Douglas styles of debate

CONTINUED ON PAGE 5

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 4



LIBRARY OF CONGRESS

**Orators Frederick Douglass and Lucy Stone.**

Douglass and suffragists such as Lucy Stone knew that words were more powerful than guns. Stone helped establish a secret debating society for women when she was a student at Oberlin and taught fugitive slaves. Poet Paul Lawrence Dunbar was a member of his high school debating society in the late 1800s.

In 1908 the earliest recorded debate between historically black colleges took place between Howard and Shaw universities. In 1923 Ralph Bunche was president of the UCLA debating society and one of the top debaters in the college circuit; in 1950 he was awarded the Nobel Peace Prize.

The movie *The Great Debaters* is based on the true story of the debate team at Wiley College and their win over the University of Southern California (Harvard in the movie). Before viewing the movie, teachers may wish to

provide a short background on debating societies and the Jim Crow South.

Teachers may ask students to write a review of the movie.



**Ralph Bunche, former UCLA debate champion.**

After discussion of students' views, give students

"*Great Debaters: Simply Eloquent*," a review by Post critic Stephen Hunter. Do they agree or disagree with Hunter's points?

### Evaluate the Candidates

Whether or not presidential debates meet the definition of formal debates, they say much about the need for effective communication, strategies for developing an argument, and listening to others' comments.

Teachers could show excerpts from the first televised presidential debate to discuss and compare with current campaign and presidential debates.

"Assignment: Analysis of a Debate" guides students as they watch a televised debate of the candidates seeking nomination and the presidential hopefuls. For the 2008 Campaign, questions could include:

- How does an early debate in Iowa contrast to a debate with fewer candidates in Los Angeles in the same theatre where the Academy Awards are given or at a presidential library? Held at a time that was convenient to a national audience, how many Californians listened at 5:00 p.m.?
- Should individuals seeking their party's nomination for president spend so much money? Does the American public get the best candidate or the person who was able to raise the most money? Do wealthy individuals have an advantage over less wealthy people seeking office?
- Does co-sponsorship of televised debates by *YouTube*, *politico.com*, and CNN make the debates more democratic? Do questions

## The Great Debaters

[www.mefeedia.com/entry/the-african-american-debating-tradition/5863487/](http://www.mefeedia.com/entry/the-african-american-debating-tradition/5863487/)

### The African-American Debating Tradition

The Kojo Nnamdi Show audio podcast. Debate holds a special place in the history of American academia, particularly among historically black colleges and universities.

[www.spartacus.schoolnet.co.uk/USAfarmerJ.htm](http://www.spartacus.schoolnet.co.uk/USAfarmerJ.htm)

### James Farmer

One of the Wiley debaters, founder of the Congress on Racial Equality (1942), organizer of CORE's student sit-ins and Freedom Rides (1961), and Assistant Secretary of Health, Education and Welfare (1969).

[www.english.uiuc.edu/maps/poets/s\\_z/tolson/tolson.htm](http://www.english.uiuc.edu/maps/poets/s_z/tolson/tolson.htm)

### Melvin B. Tolson

Teacher, poet, and Wiley College inspirational debate coach

[www.wileyc.edu/greatdebaters.php](http://www.wileyc.edu/greatdebaters.php)

### Wiley College

"The Great Debaters and Wiley College" summarizes the reel story and the real story.

CONTINUED ON PAGE 6

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 5

presented from citizens via the Internet expand the concept of a town hall meeting? When visitors vote on the questions they want asked is the public more engaged in the selection process?

- Read the candidates' profiles found on [washintonpost.com](http://washintonpost.com) and the candidates' official Web sites. What do you expect them to emphasize in that particular debate (location, demographics, timing)?
- To what extent do dress, mannerisms, eloquence, charisma and wit influence the audience and viewers?

### **Write About a Debate**

After viewing or attending a debate, write about the event. Read and mark up "McCain vs. Romney on Iraq: Republicans' Four-Man Debate Dominated by Two" and "Head to Head, Clinton, Obama Shelve Rancor: Democrats Point to Differences — Especially With Republicans." Would a reader recognize the debate he or she observed in the article? Does the debate come to life through the descriptions, quotations and additional information?

- Note the details about setting, audience and candidates' appearance.
- Do the writers include interaction between candidates, moderator and candidates and candidates and audience?
- Are issues highlighted?
- Does the reporter support claims? For example, is there evidence to support use of terms such as "sharply disagreed," "repeated a line of attack that helped," "clearly frustrated," and "bickered."
- Does the reporter include his or her own opinion?

### **Debate**

"Resolved: We Will Be Prepared to Debate" is provided as one basic approach to organizing a debate of candidates. This may be used as an assignment sheet or as a progress report. Teachers who are experienced with debate will refine the requirements according to the debate style they want their students to experience.

Teachers will list the candidates and issues. Group students so that all candidates will be represented and each issue debate will have all candidates present.

After student groups have selected or been assigned their candidate and issue, discuss the traits of an effective speaker and debater. These will include clarity of expression, poise, and the ability to listen to the opposition and to connect with the audience. They come prepared and organized with an understanding of the opposition's perspective and command of their own stand. The class agreement on the traits can form the individual and team evaluations of performance.

Introduce some basic fallacies of logic, such as *ad hominem*, red herring and bandwagon. After defining the terms, apply them to the debate experience. For example, why should debaters avoid *ad hominem* attacks on their opponent's motives or on them as persons?

Class sessions will also cover the importance of defining terms, knowing the opposition's stand on the issue and organizing the research. Teachers may have downloaded podcasts of each issue so student groups can listen to their topic from another source.

## **Topics: February 2008**

### **National Debate**

2008 Lincoln Douglas Debate Topic, January-February

Resolved: It is just for the United States to use military force to prevent the acquisition of nuclear weapons by nations that pose a military threat.

### **D.C. Debate**

#### *High School Debate*

School-Based

Resolved: All D.C. public schools should have childcare facilities on site.

D.C.

Resolved: The D.C. government should ban use of plastic bags by retail establishments.

National/International

Resolved: In a democracy, civic disobedience is a necessary weapon in the fight for justice.

National/International

Resolved: Animal testing does more good than harm.

#### *Middle School Debate*

School-Based

Resolved: All D.C. public schools should offer only organic foods on their menus.

D.C.

Resolved: The District of Columbia government should ban the use of plastic bags in retail establishments.

National

Resolved: Congress' proposal to increase CAFE standards to 35 miles per gallon by 2020 is not enough.

International

Resolved: Water privatization does more good than harm.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

# The Washington Post

AN INDEPENDENT NEWSPAPER

*Tom Toles*

2008 Candidate Guide								
CANDIDATE	HILLARY	OBAMA	EDWARDS	ROMNEY	MCCAIN	GIULIANI	HUCKABEE	BIG FRED
IMAGE	ROBOT MACHINE.	TOO GOOD TO BE TRUE.	THE UNDER-STUDY.	ALL THINGS TO ALL PEOPLE.	THE REAL DEAL. SORT OF.	THE CRAZY MAN.	THE PREACHER.	LAZYBOY.
MESSAGE	HAS ALL THE ANSWERS.	WILL BRING US ALL TOGETHER.	"CAN I SAY SOMETHING NOW?"	WILL SAY ANYTHING TO GET ELECTED.	STRAIGHT TALK, WHEN CONVENIENT.	"YOU'RE ASKING FOR IT!"	DOESN'T BELIEVE IN EVOLUTION.	"I'LL LET YOU KNOW WHEN I'M ACTUALLY RUNNING."
IF ELECTED	THE ANSWER IS BILL.	TOO GOOD TO BE TRUE.	VICE PRESIDENT EDWARDS.	WON'T GET ELECTED.	NO LONGER CONVENIENT.	WE'D GET IT.	DEVOLUTION.	WASN'T ACTUALLY RUNNING.

**Toles** ©2008 THE WASHINGTON POST SOMETHING FOR EVERYONE! - 

Thursday, Jan. 24, 2008

An Integrated Curriculum For The Washington Post Newspaper In Education Program

# The Washington Post

AN INDEPENDENT NEWSPAPER

*Allen C. Guelzo*

## Lincoln-Douglas: The Real Thing

On Aug. 21, 1858, two of the most ill-matched political candidates in the nation walked onto a hastily built platform in northern Illinois and created a legend. One of them was a second-tier Republican lawyer with big ambitions but little to show for them after 20 years of trying. His name was Abraham Lincoln.

After a flying start as a state representative, Lincoln had been elected to Congress in 1846. But after that everything petered out. A run for the U.S. Senate in 1855 failed after a strong early showing. In 1858 he was getting a second chance at it, but if he lost it would probably be his last. And since his opponent was Stephen A. Douglas, the most powerful man in the Senate and the best-known Democrat in the country, Lincoln's candidacy looked like just another forlorn hope.

A month into the campaign, lagging in visibility and short of funds, Lincoln challenged Douglas to a series of debates — outdoors, unrehearsed — in seven locations around the state. At a time when popular community entertainments included mano-a-mano encounters such as wrestling, horse racing and knife fighting, one-on-one debating seemed a perfectly natural forum for political contests, too. And the Lincoln-Douglas debates certainly had their share of entertaining features. Brass bands hired by Republicans and Democrats struggled to drown each other out. Banners with raw sexual innuendoes and crude racial insults billowed over the heads of the crowds. At one debate, someone shied a melon at Douglas and struck him on the shoulder.

But what set the Lincoln-Douglas meetings apart from modern political debates was the seriousness with which the participants went at their task and the extent to which their audiences paid attention. Each debate featured an hour-long opening by one candidate (Lincoln and Douglas took turns as the leadoff),

an hour-and-a-half reply from the other and then a half-hour rejoinder from the first speaker. And all seven debates had only one topic: slavery, and whether it should be legalized in the newly organized western territories. But far from being bored by these three-hour marathons, Illinoisans turned out in crowds of

and Douglas were speaking, they proceeded as though they were writers composing a treatise on their subject. Douglas was more tempted to win points with rhetoric, while Lincoln poured his energies into reasoning his way through the slavery issue. But both debaters were full of development, exposition and analysis that could have been printed on the pages of a book without any noticeable reworking. In 1860, the debates were issued in book form and became an election-year best-seller.

By contrast, the four Kennedy-Nixon debates of 1960 were carefully managed spectacles, constructed by staffers recruited from public relations and advertising firms. Each candidate was limited to an eight-minute opening and a 2½-minute rejoinder, so that any idea bigger than a paragraph had to be shoved aside. What made the difference on Election Day was not anything either actually said, but the images they had projected into living rooms: Kennedy the Movie Star, Nixon the Shadow.

Judged by the debates of Lincoln and Douglas, those of the 2008 campaign have more in common with a game show, emceed by grimacing journalists playing "Wheel of Gotcha." The right balance of freshness and gravitas, the right focus-group-polished phrase, and the relentless incantation of "change" — these have become the substance of modern campaign debates, as though an election were a choice of wardrobe. Nor is it likely, in what we now call debates, that a candidate like Abraham Lincoln — homely, awkward, but determined to run an issue to its roots — would survive the first click of the remote.

**Stephen Douglas and Abraham Lincoln at their 1858 debate in Galesburg, Ill., as depicted at the Abraham Lincoln Presidential Museum in Springfield, Ill.**



BY SETH PERLMAN — ASSOCIATED PRESS

15,000 to 20,000, listening with an intensity that would rival that of an "American Idol" audience.

Lincoln lost the election on a technicality. But not the debates. He came so close to upsetting the great Douglas that his name began appearing among the front-runners of the Republican Party, and in 1860 the Republicans nominated him as their presidential candidate.

The centennial of the Lincoln-Douglas debates in 1958 laid the ground for the head-to-head Kennedy-Nixon presidential debates in 1960, as well as for all subsequent presidential face-offs. The great difference between Lincoln-Douglas and Kennedy-Nixon, however, lay in the medium: Lincoln and Douglas met in the open air; Kennedy and Nixon went on television. For all the carnival-like features of the debates of 1858, those three-hour duels gave the candidates time to establish principles, defend arguments, deploy logic. And even though Lincoln

*Allen C. Guelzo is the Henry R. Luce Professor of the Civil War Era at Gettysburg College and author of "Lincoln and Douglas: The Debates That Defined America."*

Sunday, Feb. 3, 2008

## Socratic Seminar

You will read a work. In a Socratic seminar, you will share your ideas.

Leader of My Seminar \_\_\_\_\_

Title of the Work Read \_\_\_\_\_

Author of the Work Read \_\_\_\_\_

Type of Work Read (circle) Essay, Newspaper Article, Poem, Short Story, Speech,

Other: \_\_\_\_\_

*On your own paper complete the three parts of this preparation for a Socratic seminar.*

1. In a paragraph tell about an idea that the author presented in this work. This idea can be the theme, the interaction between characters, an observation about life or an issue that is discussed.
2. Select five words from the text that you do not know or that you think are interesting. Write each word and the sentence from the text in which you discovered the word. Use your dictionary to find the part of speech and definition of the word as it is used in the sentence. Think of a synonym and an antonym for the word. Finally, use the word in a sentence that you write.

This part of the assignment will look like this:

### **hurly-burly**

**Original Sentence:** Kashgar's main event, the Yekshenbe Bazari, or Sunday Bazaar, dates back 2,000 years. It is a gathering of medieval aspect, a hurly-burly of trade conducted by 100,000 Uighurs from surrounding villages.

**Part of Speech:** Noun

**Definition:** Commotion, hubbub

**Synonym:** Tumult

**Antonym:** Calm, peacefulness

### **Your Sentence:**

As the school day ended, the halls became a hurly-burly of vibrant colors, jostling backpacks and exploding laughter.

3. Think about the work that you read. What parts of the work and ideas would you like to talk about with your classmates? Did something confuse you? Do you find a certain idea intriguing, but impractical?

Compose three open-ended questions. These should be worded so discussion will take place as other students share their ideas, reactions and explanations. For example, after reading "The Parsley Garden," you may ask: Does one theft as a young person define you as a thief? What is fair punishment?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Assignment: Analysis of a Debate

*Politics makes for good entertainment as well as serious business, especially when the leader of the free world is being chosen. Depending on the format, the debates between candidates can be more theatre than substance, but always a lesson in civics and civil engagement.*

*When you watch a debate, you are viewing candidates beyond the sound bite of the evening news or a paid advertisement. Your challenge in this assignment is to analyze the candidates, unscripted and exposed to questions. Use the following to guide your viewing and to form your analysis.*

### FIRST IMPRESSIONS

#### *The Observation*

What is the setting?

Are the candidates seated/standing? How formal or informal?

What are the candidates wearing? Are the men all in suits? Color of their suits and ties? Does the female candidate also wear pants? What top does she wear? What color is her outfit?

#### *Your Opinion*

### ENGAGEMENT

#### *The Observation*

What is the format? Listen to the moderator explain the rules.

Was the audience admonished to be quiet or allowed to respond?

Watch for nuanced interaction between the candidates.

What interaction took place between candidates and audience?

Were any fallacies of logic committed? If yes, what and by whom?

Did the camera show members of the audience who could influence viewers?

Did the camera capture facial expressions or gestures that influence the way a candidate is viewed?

Which issues were prominent in the questions of the moderators and others?

Look for substance and support of issues.

Did candidates answer the questions or respond with their own favorite topics?

Give three salient quotations from the debate.

#### *Your Opinion*

### FINAL TAKE

Invariably we look for a winner to a debate. Who do you think won the debate? Give three reasons why you select this candidate.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Resolved: We Will be Prepared to Debate

You and your partner will be engaging in a debate of a current issue. Since this is an election year, you will represent one of the candidates who are seeking their party's nomination. You are to know the stand taken by your candidate on the designated issue as well as the stands taken by your opponent(s).

Candidate \_\_\_\_\_

Issue \_\_\_\_\_

Date of the Debate \_\_\_\_\_

### Research

You must read and/or listen to a minimum of six sources to understand your candidate's position on your issue.

- The Washington Post*
- [www.washingtonpost.com](http://www.washingtonpost.com) (articles and Campaign 2008 sections such as The Trail)
- Official Web site of your candidate
- Official Web site of the opposition
- Other:
- Other:

### Candidate's Position on the Issue

Summarize at least three main aspects of your candidate's position on the issue.

- 1.
- 2.
- 3.

### Opposition's Position on the Issue

Summarize at least three main aspects of the opposition's position on the issue.

- 1.
- 2.
- 3.

### Closing statement

On an additional sheet, provide the closing statement that your team plans to present.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

# 'Great Debaters': Simply Eloquent

## *A Smart Take on a Story About the Power of Thought*

BY STEPHEN HUNTER  
*Washington Post Staff Writer*

• Originally Published December 25, 2007

One thing is clear from the beginning of *The Great Debaters*. Denzel Washington, who directed as well as stars in the film, knew that for it to inspire, motivate, educate, shame and grip, first of all it had to entertain.

So he turns the tale of how tiny black Wiley College, of Marshall, Tex., out-argued the white national debate champion in 1935 into a rouser, a stunner, almost a jubilee of emotion and suspense by the old standards of Hollywood melodrama, circa the time

the actual events themselves took place.

Washington opens his film not in the august halls of the hero-institution that spawned the great debaters but in a honky-tonk swamp crib, where the hooch flows freely, the beat-beat-beat of the music is powerful, and the boys and girls (but mostly girls) are dancing up a storm to beat the devil down or bring him up, whatever. It's bravura staging, almost a pure musical number that calls up the era — a sense of the Old South in the depth of the Depression, where folks took pleasure where they could find it — and introduces the movie's two

antagonists and its two symbolic points of view.

Mel Tolson — though he's a poet, debate coach, labor organizer and mentor, we don't know it yet, because he's in his shabby country clothes — saves young Henry Lowe from tragedy when Henry fixes on a young woman affiliated with another, larger man. Henry escapes, owing the older man everything, but he's too prideful to acknowledge the debt. And that will be their relationship as Mel (Washington) coaches Henry (Nate Parker) and three others to a significant assertion of black

CONTINUED ON PAGE 13



PHOTOS BY DAVID LEE — THE WEINSTEIN COMPANY; THE WASHINGTON POST

**Denzel Whitaker and Jermaine Williams, at left, and Nate Parker and Jurnee Smollett, right, celebrate a college debate victory in The Great Debaters.**

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 12

intellectual chops on a national scale in American history. Mel will always be a realist, taking what is available without a fight, a day at a time; and Nate will always be a radical, wanting that fight now, steaming with aggression. That dynamic pretty much defines the movie.

Still, time and time again, Washington the director brings a set piece, usually put to music (like a fantasy dance sequence) or violence (a horrific evocation of a lynching) engineered to give the movie the broadest popular appeal. By and large, he succeeds. It's a David and Goliath tale played to the max, all stops pulled out. Manipulative? You bet. That's the point, after all. Truthful? Well ... more or less, or perhaps less or more. And maybe that's not the point.

Washington's Mel sounds the film's clarion at an early moment, citing the philosophy of the infamous slug who gave his name to the word "lynch," and understood the practice of oppression with extreme acuity: Keep the slave's body strong but his mind weak. Use his muscles, steal his brain. Keep him stupid, uneducated, hating himself for the inferiority that you have imposed upon him, and that will keep him docile and productive and childish. It is Mel and a handful of other black intellectuals — many of them in the then-ongoing Harlem Renaissance of which Tolson was aware, but not a member — who understood this and sought to destroy it not with Molotov cocktails and tommy guns but with books.

So the movie tells how the whirlwind of a smart guy from up North comes to the small Southern school and by the strength of charisma and passion prods his charges to learn to fight — the punch and counterpunch, the overhand, the left, the right, the uppercut, the body blow, the head shot — but with words, not fists. The script watches as he takes his young charges — besides Henry, there's James (Denzel Whitaker) and

Samantha (Jurnee Smollett) and, for a time, Garrett (Jackson Walker) — and puts them in a crucible of tension and oratorical exercise to toughen them up for the struggle ahead.

The movie is full of great performances: Washington is the faculty upstart to Forest Whitaker's stolid college president. To watch these two great actors going after each other and the camera in a mini-debate at a holiday party is one of the big pleasures of the movie and the year. Parker, Walker and Whitaker (who, though he shares parts of names of the big stars, is related to neither of them) are terrific, even if the parts are more emblem than character.

But the movie belongs to Smollett. There's such passion and pain in her performance. She plays a woman named Samantha Booke, who wants to be Texas's third practicing African American female lawyer. She's dignified, but her hold on dignity is precious; she's brilliant, but her confidence in her mind is trembly; she's beautiful but won't let it go to her head; she's vulnerable, though she tries to hide it. And she's

fantastic, particularly in convincing you how, though assailed by doubts, clouded with emotion and racked with fear, she finds a voice that's musical in its purity. If they should ever make a movie of Anne Moody's great memoir *Coming of Age in Mississippi* (and I hope they do), Smollett is the actress for the lead role.

Washington the director is at his best when the movie is in the South, and he can evoke both the heat of a long summer day, the shabby-genteel clapboard houses, the near-universal fear among blacks, even university presidents, when they run into white folks who have the law, the culture and a bad attitude on their side. He really makes you feel all that almost effortlessly.

He's less successful in the North, where the white people tend to become stereotypical. I suppose it's all right that the screenplay changes the school that Wylie beat from University of Southern California to Harvard, and I suppose it's all right that Harvard is represented not as racist but as an almost iconoclastic paradigm of sanctimonious white superiority, full of epicene aristos who mean well but just can't stop believing in their own superiority. Harvard certainly doesn't need me as a defender any more than it needed me as a student. But it should be noted that the great university on the River Charles was and is a font of progressive and liberal thought, and that the philosophers whose transcendentalism made the Civil War a possibility and influenced Robert Gould Shaw, who led a black unit to its (and his) death in a bloody Civil War battle, were all its products. All that is something along the lines of the university's motto, "Veritas," that the movie neglects to mention.

But it's broad-stroke populism, preaching redemption through education and hard work and serious application of the muscles of the brain. It's a great family movie, if not historically perfect, and something that a lot of people are going to like a lot.



**Forest Whitaker as a college president and debate coach Denzel Washington argue points in Washington's film about black college debating.**

An Integrated Curriculum For The Washington Post Newspaper In Education Program

# McCain vs. Romney on Iraq

## *Republicans' Four-Man Debate Dominated by Two*

BY MICHAEL D. SHEAR AND JULIET EILPERIN  
*Washington Post Staff Writers*

• Originally Published January 31, 2008

SIMI VALLEY, Calif., Jan. 30 — The Iraq war again emerged as a flash point between Sen. John McCain (Ariz.) and former Massachusetts governor Mitt Romney in a debate Wednesday, after McCain accused Romney of supporting timetables for withdrawing U.S. troops from the battlefield.

In their final presidential debate before Republicans in 21 states vote Tuesday, McCain repeated a line of attack that helped propel him to victory in Florida's primary and he questioned Romney's foreign policy judgment, prompting an angry rebuttal from the former governor about McCain's use of misleading statements and "dirty tricks."

Romney insisted that he has "never, ever" backed a timetable for withdrawal,

prompting McCain to shoot back, "Of course he supported a timetable." Romney called McCain's attacks "reprehensible" and said they amounted to "an attempt to do the Washington-style old politics."

The two bickered for most of the 90-minute debate, televised by CNN, at the Ronald Reagan Presidential Library, aided by a format that did not limit their response time. The result was a freewheeling discussion that underscored the extent to which the GOP nomination battle has narrowed to a two-man contest.

Both men came into the debate itching for a fight. Former Arkansas governor Mike Huckabee and Rep. Ron Paul (Tex.) also took part in Wednesday evening's forum, sponsored by CNN, the Politico Web site and the *Los Angeles Times*.

The continued tension between Romney and McCain clearly frustrated

the other two participants. "This isn't a two-man race," Huckabee said. "You want to talk conservative credentials? Let me get in on that." Later he begged the questioners to turn the "spigot" of questions back on for him and Paul.

The debate was a reprise of the nasty week of campaigning in Florida and offered a preview of the week to come, as McCain and Romney skip across the country, holding rallies in airport hangars instead of town hall meetings and airing television commercials in some of the nation's biggest cities.

In the opening minutes, Romney demonstrated how determined he is to blunt the momentum McCain gained in Florida. Answering the second question from moderator Anderson Cooper, he noted McCain's support for campaign finance reform and his sponsorship,

CONTINUED ON PAGE 15



BY MARK TERRILL — ASSOCIATED PRESS

**Seated in front of a plane that President Ronald Reagan used were, from left, Mike Huckabee, Ron Paul, John McCain and Mitt Romney, who participated in a debate at the Ronald Reagan Presidential Library in Simi Valley, Calif. The forum was moderated by, at right, Jim VandeHei of the Politico Web site, Janet Hook of the Los Angeles Times and Anderson Cooper of CNN.**

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 14

along with Democrats, of legislation on immigration and energy that many Republicans opposed.

After calling McCain a "good Republican," he said that "those views are outside the mainstream of Republican conservative thought. . . . I'd also add that if you get endorsed by the *New York Times*, you're probably not a conservative."

That opened a door for McCain, who noted wryly that he had received endorsements from newspapers in Boston, Romney's home town.

"I'll guarantee the *Arizona Republic* will be endorsing me, my friend," McCain said with a grin.

He then lit into Romney's record as governor, leaving him on the defensive for the next 10 minutes as McCain accused him of raising fees and imposing a "government mandated" health-care system in Massachusetts.

"He raised taxes by \$730 million," McCain alleged. "He called them fees. I'm sure the people that had to pay it, whether they called them bananas, they still had to pay \$730 million extra."

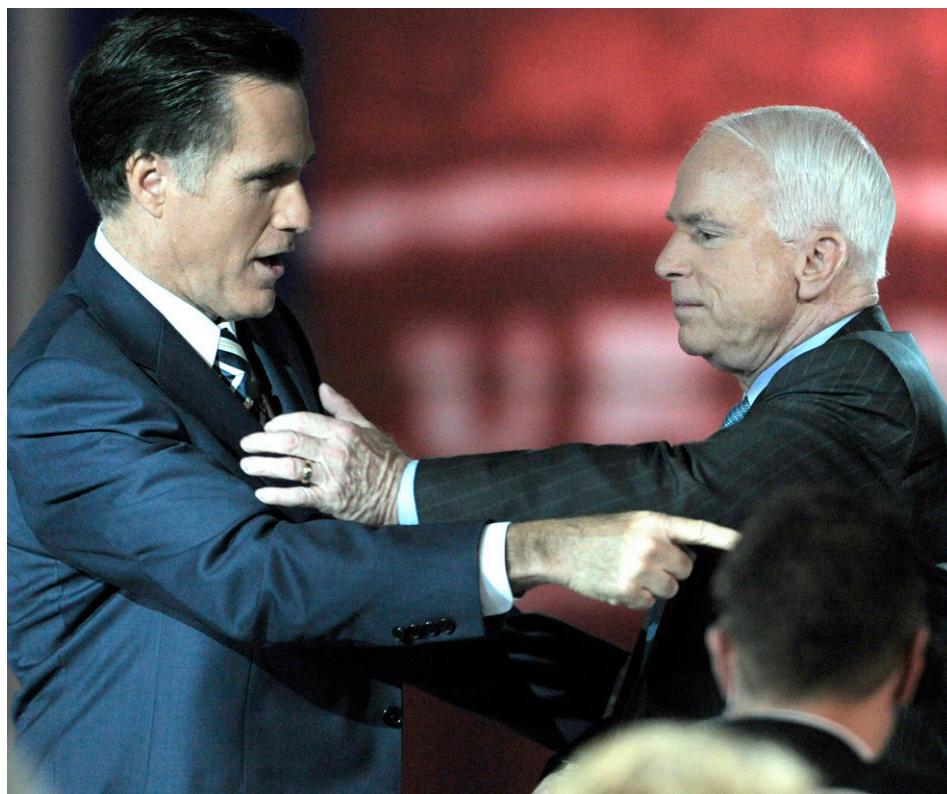
He also accused Romney of " saddling" Massachusetts with \$240 million in debt related to the new health-care system.

The charges forced Romney into a long defense of his gubernatorial record. "Okay, I've got a little work to do," he said. "Let me help you with the facts, Senator."

Romney challenged the studies that McCain based his criticisms on and said he raised fees by \$240 million, not \$730 million, as part of an effort to close a \$3 billion budget shortfall without raising broad-based taxes. And he said he left the state with a surplus, not a deficit.

On health care, he said, "a lot of people talk about health care. I'm the only one who got the job done."

Huckabee, in his rare moments in the spotlight, touted his 10 1/2 years



BY MARK TERRILL — ASSOCIATED PRESS

**McCain, right, tries to move past Romney after their acrimonious 90-minute debate.**

as governor of Arkansas, saying that he balanced the state's budget annually and supported amendments to protect human life and marriage.

"I believe in less government," he said. "I believe in lower taxes, not higher."

When asked whether he would still support expanding the I-95 between Bangor, Maine, and Miami to help stimulate the economy, Huckabee quipped that he would change the location of his proposal now that the presidential primary battleground has shifted.

"I said that when I was in Florida," he said, referring to the location of Tuesday's primary. "Today we might look at a western highway that would go down the California coast."

Paul had few opportunities in the first half of the debate. He answered a

question about the state of the nation's economy by saying that "we're not better off, we're worse off," blaming that on an flawed monetary system and a foreign policy that is bankrupting the country.

"The standard of living is going down today," Paul said. "It's going down and the middle class is hurting."

The debate opened with Cooper asking the participants to assess the nation's economic well-being by using the measurement that President Ronald Reagan once did: Are we better off economically than we were eight years ago?

The candidates all struggled to express their sense of gloom about the country without blaming President Bush for his stewardship.

CONTINUED ON PAGE 16

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 15

"Let's not blame President Bush on this," Huckabee said.

"This president did pull us out of a deep recession," Romney said.

Later, when asked whether they would have, like Reagan, appointed Supreme Court Justice Sandra Day O'Connor

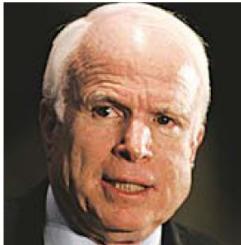
even though her appointment and later rulings angered abortion opponents, neither Huckabee nor McCain was willing to criticize the late president. Huckabee said it would be "stupid" to question Reagan's decisions as a guest in the Reagan Library, while McCain praised O'Connor and said he would appoint Supreme Court justices like John G. Roberts Jr. and Samuel A. Alito

Jr., "who have a proven record of strict interpretation of the Constitution of the United States of America."

Romney, however, made a veiled criticism of Reagan by saying: "I like justices that follow the Constitution, do not make law from the bench. I would have much rather had a justice of that nature."

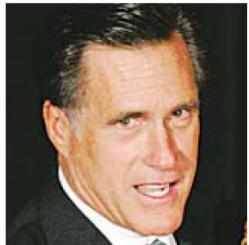
### The Rundown: Republican Presidential Debate

#### What They Said



**John McCain**

*"I know how to lead. I led the largest squadron in the United States Navy. And I did it out of patriotism, not for profit. And I can hire lots of managers, but leadership is a quality that people look for. And I have the vision and the knowledge and the background to take on the transcendent issue of the 21st century, which is radical Islamic extremism."*



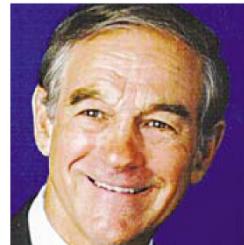
**Mitt Romney**

*"I do not propose, nor have I ever proposed, a public or secret date for withdrawal. It's just simply wrong. And by the way, raising it a few days before the Florida primary, when there was very little time for me to correct the record, when the question that was most frequently asked is 'Oh, you're for a specific date of withdrawal,' sort of falls in the kind of dirty tricks that I think Ronald Reagan would have found to be reprehensible."*



**Mike Huckabee**

*"I'm very sensitive to this, having been a governor and watched some of our National Guard troops spend three out of five years in active duty. If we're going to engage them, we have to make sure we've got enough troop strength of regular Army and our Air Force and Navy that we don't have to have extended deployments out of our Guard and reserve units."*



**Ron Paul**

*"We have a foreign policy where we blow up bridges overseas and then we tax the people to go over and rebuild the bridges overseas and our bridges are falling down and our infrastructure is falling down. So, yes, this money should be spent back here at home. We have a \$1 trillion foreign operation to operate our empire. That's where the money is. You can't keep borrowing from China. You can't keep printing the money."*

#### By the Numbers

Number of times each candidate mentioned these words:

Candidate	Reagan	Stimulus	Timetable
Sen. John McCain (Ariz.)	12	1	14
Ex-Massachusetts governor Mitt Romney	19	2	4
Ex-Arkansas governor Mike Huckabee	8	2	0
Rep. Ron Paul (Tex.)	3	0	0

\*Includes variations of the word

#### Quip of the Day

**HUCKABEE:** *"The average American is sitting in traffic 38 hours a year. That's a full workweek, not on vacation, not spent with their kids, stuck in traffic, just sitting there behind the wheel, pointing fingers, usually one at a time, at other motorists and very upset with what's going on around them in this traffic."*

An Integrated Curriculum For The Washington Post Newspaper In Education Program

# Head to Head, Clinton, Obama Shelve Rancor

## *Democrats Point to Differences – Especially With Republicans*

BY DAN BALZ AND ANNE E. KORNBLUT  
*Washington Post Staff Writers*

• Originally Published February 1, 2008

LOS ANGELES, Jan. 31 – Hillary Rodham Clinton and Barack Obama set aside personal hostilities here Thursday night but sharply disagreed on who has the better combination of leadership and experience to defeat Republicans in November and lead the country as president.

Heading toward a critical round of primaries and caucuses on Tuesday, the two remaining contenders for

the Democratic nomination focused their strongest words on Republicans, particularly President Bush and Sen. John McCain (Ariz.), the party's presidential front-runner.

For almost two hours, Obama and Clinton examined their differences on the Iraq war, health care, immigration and governing style, with Clinton emphasizing her lengthy résumé and experience and Obama challenging her about judgment and the ability to inspire the country.

"It is imperative that we have a president, starting on Day One, who can begin to solve our problems, tackle these

challenges and seize the opportunities that I think await," Clinton said.

"Senator Clinton, I think, fairly has claimed that she's got the experience on Day One," Obama later replied. "And part of the argument that I'm making in this campaign is that it is important to be right on Day One."

There were occasional barbs, but nothing that approached the candidates' war of words in Myrtle Beach, S.C., last week. When Thursday's debate ended, the two rose and exchanged private comments amid smiles and laughter.

CONTINUED ON PAGE 18



BY ELISE AMENDOLA — ASSOCIATED PRESS

**Barack Obama and Hillary Clinton applaud the crowd before their debate at the Kodak theatre in Hollywood.**

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**The Rundown:** Democratic Presidential Debate**What They Said**

*"We both have said that we need to have a strike force that can take out potential terrorist bases that get set up in Iraq. But the one thing that I think is very important is that we not get mission creep, and we not start suggesting that we should have troops in Iraq to blunt Iranian influence. If we were concerned about Iranian influence, we should not have had this government installed in the first place. We shouldn't have invaded in the first place. It was part of the reason that I think it was such a profound strategic error for us to go into this war in the first place."*



Barack Obama

*"Well, I would, with all due respect, say that the United States government is much more than a business. It is a trust. It is the most complicated organization. But it is not out to make a profit. It is out to help the American people. It is about to stand up for our values and to do what we should at home and around the world to keep faith with who we are as a country. And with all due respect, we have a president who basically ran as the CEO, MBA president, and look what we got. I am not too happy about the results."*



Hillary Rodham Clinton

**By the Numbers**

Number of times each candidate mentioned these words\*:

\*Includes variants of the word.

Candidate	Health	Iraq	Bush
Sen. Hillary Rodham Clinton (N.Y.)	36	11	15
Sen. Barack Obama (Ill.)	24	11	7

**Quip of the Night**

*"You know, Mitt Romney hasn't gotten a very good return on his investment during this presidential campaign."*

**Obama**, responding to a question regarding Romney's strength as a successful CEO

THE WASHINGTON POST

CONTINUED FROM PAGE 17

"We're having such a good time," Clinton said toward the end of the forum. "We are. We are. We're having a wonderful time." "Yes, absolutely," Obama agreed.

Each candidate had good moments. The two dueled to a draw during a long and detailed discussion about their competing health-care plans. Clinton scored points on immigration when Obama challenged her leadership on the issue. Obama rallied when the issue of the Iraq war was raised late in the debate.

Neither candidate appeared willing to risk the kind of clash that marked their battle before the South Carolina primary. Instead, they hewed to strategies designed to give them the upper hand after this Tuesday's 22 Democratic primaries and caucuses in what remains a fierce and extremely competitive nomination battle.

In the first debate since former senator John Edwards (N.C.) ended his candidacy, Clinton and Obama remarked that no matter the outcome of the contest, Democrats will make history by selecting either the first woman or the first African American as their presidential nominee.

"What I think is exciting is that the way we are looking at the Democratic field, now down to the two of us, is we're going to get big change," Clinton said.

Her answer came in response to a question about the endorsement Obama received Monday from Sen. Edward M. Kennedy (Mass.) and how she responded to the liberal icon's call for a new generation of leadership to match that of the late president John F. Kennedy, his brother.

Clinton, a senator from New York, said both candidates have passionate supporters and prominent endorsers. But she added: "You have to, as voters, determine who you think can be the best

president, to tackle all those problems on Day One, waiting in the Oval Office, who can be the best nominee for the Democratic Party to be able to withstand whatever they decide to do on the other side of the aisle, and come out victorious."

Obama, a senator from Illinois, countered that the presidency is more than that and that he believes he is better equipped than Clinton to provide the country with the leadership needed after eight years of a Bush administration and an era of polarized politics.

"We are bringing in a whole generation of new voters, which I think is exciting," he said. "And part of the task, I believe, of leadership is the hard nuts-and-bolts of getting legislation passed and managing the bureaucracy. But part of it is also being able to call on the American people to reach higher."

CONTINUED ON PAGE 19

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 18

Clinton was challenged to explain why it would be good for the country to have another Clinton in charge after 20 years in which either a Bush or a Clinton has occupied the Oval Office.

"It did take a Clinton to clean after the first Bush, and I think it might take another one to clean up after the second Bush," she said to enthusiastic applause.

The Kodak Theatre, site of the Academy Awards ceremony in the heart of Hollywood, served as the venue for Thursday's forum, and the pre-debate spectacle on the streets outside rivaled Oscar night. Hollywood stars scrambled to get what was considered one of the hottest tickets in town, and while the audience was filled with television and movie luminaries, many others came up empty-handed, according to reports.

The debate was sponsored by CNN, the Los Angeles Times and the Politico Web site. CNN's Wolf Blitzer served as moderator, with Doyle McManus of the Times and Jeanne Cummings of Politico also questioning the candidates.

Clinton and Obama were solicitous of Edwards and his wife, Elizabeth, eager to win a possible endorsement from their departed rival and even more focused on appealing to his supporters, who could help make the difference in Tuesday's contests.

On the subject of the Iraq war — arguably the issue that has shaped the course of the Democratic contest — Obama made a crisp if familiar argument: that his judgment about the invasion reflected a broader skill for understanding the world. Obama also said his consistent opposition to the war would make him a stronger candidate in the general election.

"You know, Senator Clinton mentioned the issue of gravitas and judgment," he said. "I think it is much easier for us to have the argument when we have a nominee who says,

'I always thought this was a bad idea, this was a bad strategy. It was not just a problem of execution.' Clinton countered that she had believed that sending weapons inspectors back into Iraq at the time Congress approved the war resolution in 2002 was a "credible idea," repeating her contention that she did not know that Bush was going to invade.

She argued that she believes in "coercive diplomacy," but when faced with repeated questions about her decision not to support an alternate measure, she sought to focus on comparing their Senate records.

"I certainly respect Senator Obama making his speech in 2002 against the war," she said. "And then, when he came to the Senate, we've had the same policy because we were both confronting the same reality of trying to deal with the consequences of George Bush's action."

Early on, the pair sparred over health care, each citing it as an area in which they have policy differences. They dwelled on health insurance, focusing on details and differing on how to bring the most people into a national insurance network. Still, on a night when civility

reigned, Obama said their health-care proposals are about 95 percent similar.

Immigration produced subtle differences between the two. Responding to a question about whether illegal immigrants had impacted jobs and wages for African Americans, Obama rejected the premise. "To suggest somehow that the problem that we're seeing in inner-city unemployment, for example, is attributable to immigrants, I think, is a case of scapegoating that I do not believe in, I do not subscribe to," he said.

Clinton, citing a conversation she shared with an African American man in Atlanta on Thursday night who said that construction jobs now increasingly seem to be held by illegal immigrants, countered by saying, "I believe that in many parts of our country, because of employers who exploit undocumented workers and drive down wages, there are job losses. And I think we should be honest about that."

McCain was invoked throughout the debate, both in the context of Iraq and on economic issues. Obama jabbed at him for having first opposed the Bush tax cuts and now supporting their extension. "Somewhere along the line, the Straight Talk Express lost some wheels," he said.

Clinton and Obama consistently sought to focus on their differences with the other party. Pointing to Wednesday's Republican debate at the Ronald Reagan Presidential Library in Simi Valley, Calif., Clinton described the candidates as "more of the same."

"Neither of us, just by looking at us, you can tell, we are not more of the same," she said. "We will change our country."



BY DAVID MCNEW — GETTY IMAGES

**Sens. Barack Obama and Hillary Clinton face off at the Kodak Theatre in Hollywood. The debate was the first since John Edwards's pullout left the Democratic race a two-way battle.**

*Ann Kornblut reported from Washington. Staff writer Alec MacGillis in Los Angeles contributed to this report.*

An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Academic Content Standards

*This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.*

### Maryland

**English Language Arts:** Compose oral, written, and visual presentations that express personal ideas, inform, and persuade (Standard 4, Writing, 4.2)

**English Language Arts:** Compose to persuade by supporting, modifying or refuting a position using effective rhetorical strategies (Standard 4, Writing, Grade 8, Objective D)

**English:** The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society (Reading, Reviewing and Responding to Texts, Grade 9-12, Indicator 1.2.5)

### Virginia

**English:** The student will use effective communication skills in group activities. (Oral Language 3.1, Grade 3)

**English:** The student will develop and deliver oral presentations in groups and individually. (Oral Language 8.2, Grade 8)

**English:** The student will make informative and persuasive presentations.

- a) Gather and organize evidence to support a position.
- b) Present evidence clearly and convincingly.
- c) Support and defend ideas in public forums. (Oral Language 11.1, Grade 11)

### Washington, D.C.

**English, Argument and Persuasive Text:**

Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion or logic) in a contemporary political speech. (9.IT-A.8, Grade 9)

**English, Research:** Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research. (9.R.1, Grade 9)

**English, Argument and Persuasion:**

Recognize common fallacies such as the appeal to pity, the personal attack, double-speak, the appeal to common opinion, and the false dichotomy; understand why these fallacies do not prove the point being argued. (11.IT-A.10, Grade 11)

The Maryland Voluntary State Curriculum Content Standards can be found online at <http://mdk12.org/mspp/vsc/index.html>.

Standards of Learning currently in effect for Virginia Public Schools can be found online at [www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml](http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml).

Learning Standards for DCPS are found online at [www.k12.dc.us/dcps/Standards/standardsHome.htm](http://www.k12.dc.us/dcps/Standards/standardsHome.htm).