

Thematic Unit:
“Don’t Do Drugs”

English Language Arts
9th grade

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Rationale

The purpose of this unit is to encourage the students to think critically about the dangers of peer pressure and drug use, the importance of finding oneself and maintaining this chosen identity in various contexts, to understand the consequences of one's actions, and to see the world from another person's perspective. I hope that after going through this six week unit, the students will have a better understanding of their identity, as well as a critical eye for what is shown in the media and amongst peers and friends. This unit will focus on perspective, media, persuasion, and identity. It is also to persuade students from using drugs and alcohol.

This unit consists of four primary sources: someone who has dealt with a drug tragedy, a police officer that has seen the tragedies of drug use, a nurse to explain the effects of drug use, and Nancy Reagan's speech 'Just Say No.' By having someone with a drug tragedy speak to students about the experience (whether that person used drugs themselves or whether a close friend or family member used drugs) the students will be able to see the emotional effects that drugs can have on a person or a person's family and friends. Students will be able to see a different perspective on drug use. They will begin to see the emotional aspect of something that is mostly seen as being physically detrimental. Students may not understand the effect their choices and behaviors have on other people, but they will begin to see how one person's choice can affect many other people. The idea of having a police officer come in will show students that the police are not out to take away people's pleasure or rights, but to bring about a society that is safe for them and others. The officer will bring a more logical perspective to the idea of not using drugs, in contrast to the emotional perspective that the other source would bring. The nurse will bring the physical and psychological perspective of using drugs. Many students know the immediate effects of drug use but may not be aware of the effects further down the road (for example that marijuana use in adolescence has been shown to increase the likelihood of developing schizophrenia in young adulthood). And finally the Nancy Reagan speech will be used to transition the students into thinking about campaigns, media, and persuasion. They will analyze the persuasive effects in the speech and will consider how affective it is in comparison to other persuasive tactics (does this speech and other anti-drug campaigns combat the persuasive affects of peer pressure). They will also consider the persuasive techniques when we move to the end of the unit and write a persuasive paper, and have a debate.

The other sources used in the unit are: a website with a game showing what happens to the body when using drugs (to further the ideas presented with the nurse) and several popular songs and movie clips that many of the students know concerning drug use and peer pressure (to get them thinking critically about how the media represents drugs, peer relations/ pressure, and convinces adolescents to use or not use drugs—is media a kind of peer pressure of its own?).

There are several texts that will be used throughout the unit. The main novel that the unit will focus on is *Tweaked* by Katherine Holubitsky, about a middle school-aged boy whose family is torn apart by his older brother's methamphetamine addiction. The purpose of using this text is to allow the students to consider other perspectives. This novel will tie together with the first primary source (drug tragedy). The students, when reading, will consider the point of view of the main character versus the brother, the mother, and the father. The students will consider the choices the main character makes throughout the story (should he help his brother or turn him away; should he lie to his parents or tell them a truth that will hurt them; should he turn his brother in to the police or let him go). The unit will begin with a survey that asks students to think critically about some very difficult questions. We will return to these questions throughout the unit. Students will be faced with many tough choices, particularly throughout their high school careers. They need to be thinking about their opinions of these questions prior to being faced with them in a tough and pressured environment.

Another text, "Swallowing Stones," is a short story by Harry Mazer that the students will read excerpts from in class. This story is about a 17-year old boy who accidentally shoots a man with his rifle and his decision to hide this secret based on his friend's advice. The story is told in alternating points-of-view of the 17-year old boy and the killed man's daughter. The class will focus on point-of-view when reading excerpts from the story and will tie this into the different points-of-view in the novel *Tweaked*.

There are several short stories that will accompany the novel throughout the unit. They involve themes of peer pressure, choosing right from wrong, and drug use. "The Lottery" by Shirley Jackson is about a society that controls the population by choosing someone to die every year through a lottery. The students will focus on whether society should be able to make these kinds of decisions, why people are allowing this to occur, modern societies using population control (China), and what they would do in a similar situation. It is difficult to face a crowd of people and disagree with them. The students will consider right from wrong and what to do in

the face of adversity. “Baseball in April” by Gary Soto focuses on the problems that many adolescents face. The students will split into Literature Circles and will read different stories from this book, as well as from “No Easy Answers” by Donald Gallo which also focuses on problems that adolescents face. The students will consider how the characters face these problems and how they might solve these themselves. The main theme in these short stories is peer pressure, a sub-theme of this unit, which will further enhance their knowledge, understanding, and critical thinking of the sub-theme. Students will read “The Fan Club” by Rona Maynard, a story in the first person point-of-view of an adolescent girl who is pressured into ridiculing a girl that all of the popular kids do. The story is a familiar one that many adolescents see in schools and it is an easy read to begin the discussion on peer pressure.

The students will also read through a few nonfiction pieces, including Nancy Reagan’s campaign ‘Just Say No’ and current news articles on drug use and the legality of drugs. The Nancy Reagan speech will accompany two major assignments that focus on persuasion. The students will analyze the persuasive tactics used in her speech, as well as in various modern ads. Reading the speech and ads will start the students off on thinking about persuasion and successful means to writing a persuasive text, which they will do in the unit. The purpose of the current news articles is to get students to consider how the theme of the unit affects real people every day. The students will bring in various articles and discuss point-of-view with them (how are different people affected by this article—parents, friends, the victim, police, community, etc.). The articles will also be used to jump-start the debate on the legality of drugs and the various opinions in our country about this issue. The students will also read an article on debating by The University of Pennsylvania. They will read this article the day before their debate in class and take notes on it so that they understand debating and can be prepared to deliver a well-thought out debate.

There are a few poems that will be used in this unit, including “Ambition Over Adversity” by Tupac (this will accompany “The Lottery” as students consider facing what is wrong), “And Tomorrow by Tupac (this will accompany the end of the text as students consider what will happen next with the main character), and “8 Fragments for Kurt Cobain” by Jim Carroll (this will accompany clips from Basketball Diaries).

Along with poems there are also two popular songs that the students will listen to and reflect on in their journals and in discussions. The first, “Pain” by Jimmy Eat World is about a

person's attempts to pull their friend out of drug use. This song will accompany the first time the main character tried to help his brother out of trouble. The students will discuss how this song describes the 'pain' the main character is feeling versus the 'pain' the brother feels. The second song is "Rural Route" by John Mellencamp which is specifically about methamphetamines (which is the drug the brother is addicted to in the novel). The song describes how an innocent girl grew into an addict. This song will accompany a section in the novel in which the characters look back on what the brother used to be like before he went into using. Students will consider what drives someone to use drugs and how it is difficult for them to undo the damage that has already been done from using.

There are also several video clips. In the clip from *Basketball Diaries*, the main character (around the age of the main character's brother) is hooked on drugs and begging his mother to give him some money. She will not unlock the door and tells him she does not have any money to give him. This clip will be played after the students read the section when the parents have an encounter with the main character's brother, in which he begs them for money. The students will be able to see a similar and powerful visual representation of the section they just read. Seeing the clip will enforce their understanding of both the parents' and the brother's point of view in the text. This movie has a many inappropriate sections, including strong language, however the clip being shown in class does not have any of these. There are two video clips from the movie *Tweaked* (not based off of our text). The first one with the officer will come after the nurse and officer have spoken in the class. The students will further consider the effects of drugs, both physically and mentally. Following this class the students will further reinforce these concepts by playing the interactive games on teens.gov website that allows students to see what happens to the body after drug use. This will ensure that students are not missing the concepts in class. Reinforcing the ideas will further imprint them in the students' memories. The second is about what some youth today think about drug use. Seeing other adolescents talk about drugs will open the students up to consider various reasons, other than their own, for not using drugs. The last video clip, from *Meet the Browns*, the students see a mother's perspective on drug use in her child's life. The mother finds out her son's friends use drugs and will not let him befriend them. The students will consider the different perspectives portrayed in the video and will discuss this in terms of the book (would things have been different had the main character's mother forbidden his brother to befriend drug users? does it make a difference? Should parents prevent

their children from seeing certain people? Would your parents? Would you let your kids befriend troubled youth?). The students will also begin to relate this to their own experiences and what their guardians have tried to protect them from or not, and how this affects the friends they keep and the life they lead. The last clip is from National Geographic in which they interviewed young people in Europe who are now addicted to heroin and their struggle to live. This clip will accompany the day the nurse is coming to speak to the students about the physical reactions to drugs. Having a nurse talk will give students information about drugs, but having the clip will bring the emotionality and reality of drug addiction. The students will be more likely to internalize the information the nurse presents if they see something that is real.

Students will work through several assignments throughout the unit. Some of these will be group work and others will be individual. The biggest assignments will be a debate, a persuasive paper, and an anti-drug video to be given to an eighth grade class. For the debate, the students will split into two teams. One team will be against the legalization of drugs. The other team will be for the legalization of drugs. Both teams will debate based on research and information learned in class and in the text. Students will also be asked to refer to the text or characters in the text to make their arguments or counter the other team's arguments. The purpose of this assignment is to get students to think abstractly and understand why there are laws prohibiting the use of drugs, how laws can affect the way we live, and other people's perspective on prohibition laws. This assignment will also act as a review/final test of the students' knowledge of the text. This assignment will correspond with the American Government Unit on political debates so that the students will already be aware of the format of a debate. The debate will also follow the main writing assignment for the unit which is a persuasive paper. This assignment will follow reading the Nancy Reagan speech. I will review the concepts of logos, pathos, and ethos (the students have already learned these concepts from another unit) and the students will focus on one or more of these areas when writing their persuasive papers. This assignment will help students when they prepare to write for the Florida Writes next year or for any Writes Upon Requests that they do. This assignment will accompany a focus on media and persuasion in the media, as well as focus our theme of peer pressure. Students will be able to understand the underlying appeals that the media and individuals make when trying to persuade others to do something they want them to do. The students will write on any topic that appeals to them, which will encourage better written papers and engagement in the

writing process. The students will be spending most of the 5th week working on this paper in class—doing research in the library, drafting, and peer reviewing. The students have already had experience peer reviewing from the last nine weeks when they wrote expository papers.

The other main assignment will require the students to work in groups in which they will develop an anti-drug awareness video to be presented to the feeder middle school. The students will use persuasive techniques (appeals to logos, pathos and ethos) to encourage their younger peers to stay away from drugs. The purpose of this assignment is to compile everything that the students learned throughout the unit into one main project. The students will use information gained from the texts, visitors, speech, debate and research, and concepts from their persuasive papers. We will be watching several anti-drug commercials prior to working on this assignment so that the students may get an understanding of purpose, audience, and appeal.

On the first day the students will do an opinion survey (Smagorinsky) about drugs and peer pressure that will consist of controversial statements that the students will have to respond with either agree or disagree or always and never (and not sometimes or maybe). This activity will get the students thinking about the unit's theme and motivated to learn about the material. The students will take the same opinion survey at the end of the unit and we will discuss how and why their answers changed or did not change through the course of the unit.

Throughout the unit the students will be working on a graphic organizer in which they compile questions, a short summary, and important words/phrases from the text that they may refer to at a later date. The students have already learned how to develop graphic organizers from the previous unit. The graphic organizer helps students to think critically about the text and to organize their understanding of the text, since they can always revert back to their graphic organizers as they continue through the text.

Throughout the year, the students will write in their journals on various prompts at the beginning of class. This will continue writing in their journals throughout the unit, with a focus on the unit themes (drugs, persuasion, and peer pressure). The journal entries at the start of class give students the chance to put behind all their other classes, thoughts, and extracurricular activities and to focus on English/Language Arts. The journal prompts focus the students on the lesson/concept for the day and helps their brain pull from its file cabinet, so that the students can bring forth relevant concepts/experiences.

By the end of the unit the students would have seen several video clips, listened to various speakers, heard two songs, read several poems and short stories, and read from two novels. The purpose of this unit is to open students' understanding, knowledge, and awareness to drugs, peer and media pressure, persuasive tactics, different points-of-view and the consequences of their actions. The students will work through a researched debate and presentation, two literature circles, and a persuasive essay focused on logos, pathos, and ethos.

Goals

- Students will understand the importance of staying away from drugs
- Students will question sources from the media
- Students will question sources from their peers
- Students will question sources from texts
- Students will understand the consequences of their actions
- Students will have a better understanding of others' perspectives
- Students will be able to implement persuasive techniques in a paper

Objectives

SWBAT

- Make predictions about what will happen in the text
- Make a video for 8th grade students about the importance of staying away from drugs
- Identify the purpose for different texts, media, and peers
- Discuss different points of view (parent, friend, sibling, drug user, etc.)
- Answer opinion questions concerning drugs and peer pressure
- Write a persuasive paper
- Peer review a persuasive paper
- Write journal responses to various prompts
- Debate whether drugs should be legal or illegal
- Read various texts that have drug use as the main theme
- Know the physical effects of drugs

Assignments

- Persuasive paper on a topic of their choice with a focus on logos, pathos, and ethos
- Debate with research on the legality of drugs
- Anti-drug video for a younger audience
- Two-page response to the debate
- Paper corresponding with the debate

Concepts: Peer pressure; family conflicts; consequences; media; perspective/identity.

1. Texts:

- a. **Novel:** *Tweaked* by Katherine Holubitsky
- b. **Short stories:** “Pleasant Drugs” by Kathryn Kulpa; “The Lottery” by Shirley Jackson; *No Easy Answers: Short Stories about Teenagers making Tough Choices* by Donald R. Gallo; *Baseball in April and Other Stories* by Gary Soto; *Twelve Shots* (“Swallowing Stone”) by Harry Mazer; “The Fan Club” by Rona Maynard
- c. **Poetry:** “And Tomorrow” by Tupac; “Ambition Over Adversity” by Tupac; “8 Fragments for Kurt Cobain” by Jim Carroll
- d. **articles:** several newspaper/reputable magazine articles (i.e. Newsweek; Time) concerning drugs

Primary sources:

1. someone who has dealt with a drug tragedy (audio or in-person)
2. Speech of Nancy Reagan’s “Just say no!”
3. police officer explaining the consequences of drug use and experiences he/she has had
4. doctor/ nurse explains what happens to the body during drug use

Other sources:

1. <http://teens.drugabuse.gov/> (a website with facts on drug use/abuse)—games about what happens to your body/brain when using
2. songs:
 - “Pain” by jimmy eat world
 - “Rural Route” by John Mellencamp *about methamphetamines
3. movie clips:
 - Tweaked - Adrenaline Rush (3:53) ~ movie clips
A narcotics officer discusses the effects of methamphetamines.
Themes: Drugs, Addiction, Despair, Self Destruction
 - Tweaked - Alone (1:50) ~movie clips
here is what some of today’s youth think about using drugs.(
Themes: Drugs, Addiction, Loneliness, Despair, Acceptance
 - Meet the Browns - Dope Game (1:26) ~movie clip
Knowing that Michael’s friends sell drugs, Brenda forbids her son to associate with them.
Themes: Motherhood, Parenting, Obedience, Peer-Pressure, Single Parent
 - Basketball Diaries (biography of Jim Carroll)
 - <http://www.youtube.com/watch?v=kOPOK24g9Cc> (National Geographic clip of drug addicts struggling to live)

Sunshine State Standards

- L.A.E 2.3.3: recognizes logical, ethical, and emotional appeals in text (in their persuasive essays)
- L.A.E 1.3.2: uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns (
- L.A.E 2.3.8: knows how a literary selection can expand or enrich personal viewpoints or experiences (throughout the reading of *Tweaked* we will refer back to the students' personal experiences. The unit will begin with a survey and we end with the same survey to see how the students' opinions changed through the course of the unit)
- L.A.A 1.3.1: uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection (the start of the unit will be a KWL (what you know, what you want to know, and what you learned in order to bring the students' background knowledge into the unit)
- L.A.E 2.3.2: identifies the author's purpose and/or point of view in a variety of texts and use the information to construct meaning (we will look at various points-of-view while reading the text and how the text would differ if the story were told in a different point of view; I will bring in other sources—video, music, poetry, short stories—with a similar theme but told in different points-of-view)
- LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details; (this will be exemplified through the students' graphic organizers that they will keep while they are reading the text to locate and write the main idea and details from the chapters)
- LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; (we will spend a day in the media center doing research for their persuasive essays)
- LA.910.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; (the students will consider who their audience is for their persuasive speech, make a plan for when they should be done with their first, second, and final drafts, and they will plan what arguments they will make in their persuasive speech, as well as what would be the best order for making these arguments)
- LA.910.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience; (the students will use their research to help develop their persuasive essays)
- LA.910.3.2.2: The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; (the students will use the outline of their arguments to write a first draft of their persuasive papers)
- LA.910.3.3.2: The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; (students will reread their papers and make sure that their arguments are logic and that they stick with one stance)
- LA.910.3.3.3: The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a

variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; (during the same draft as the previous standard the students will reread their persuasive papers to make sure they have enough supporting details to persuade their audience)

- LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). (the students will peer edit their second drafts)
- LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; (the students will write persuasive papers that utilize logos, pathos, and ethos)
- LA.910.4.3.2: The student will include persuasive techniques. (the students will write persuasive papers that utilize logos, pathos, and ethos)
- LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations); (the students will debate the legality of drugs in the US. One side will be for it, the other will be against it, and they will try to persuade and refute each other)
- LA.910.6.3.1: The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media; (during our weeks focusing on persuasion and peer pressure we will look at commercials and magazine ads for their use of persuasive tactics)

Modern Day Connections:

1. How many movie shows and TV shows today depict drug use?
2. How many actors, athletes, musicians and other groups of people that young people look up to that have abused drugs?

Day to Day activities

Week 1: Introducing anti-drug theme

Day 1: Introducing the text and drug theme: 50 minute class

Anticipatory set: students will be given a series of difficult questions to answer yes or no to. (5 minutes)

Discussion: students will discuss their responses and how they came to these responses; we will take a class tally of yes's and no's (7 minutes)

Activity: students will get into groups. I will show a PowerPoint presentation depicting drug abuse. Students will work together to decide what is going on in the PowerPoint and to discuss their experience/understanding of drugs (13 minutes)

The class will come together, using the ideas they discussed in their small groups, to create a poster of what they know, what they need to know, and what they want to know about drugs). (10 minutes)

Reading: Introduce the text they will be reading, and read aloud the back of the book and the first two pages (10 minutes)

Closing: questions, comments, concerns?

Assessment: informal assessment on their discussion of the PowerPoint and the participation on making the poster

Homework: students will finish the first chapter, start their graphic organizers, and will write a prediction on what is going to happen in the novel

Day 2:

Anticipatory set: students will post their initial predictions under the beginning poster in the classroom (3 minutes)

Discussion: students will discuss what their predictions are and their initial reactions to the text. The class will also create a character list and start writing descriptions of the characters (12 minutes)

Reading: will read chapters 2 and 3 in small groups in class. (30 minutes)

Homework: students will continue their character list/descriptions and their graphic organizers

Day 3:

Anticipatory set: the song Pain by Jimmy Eat World, with the lyrics will be playing as the students enter the classroom. Students will write in their journals about the reactions to the song (7 minutes)

Speaker: I will introduce the speaker or the video recording of the speaker talking about a drug tragedy (10 minutes)

Reading: I will give the students some background information on the poet Jim Carroll, then the students will read the poem '8 Fragments for Kurt Kobain' by Jim Carroll in groups and create an image depicting what is happening in the poem. (15 minutes)

Video: students will watch a clip from the movie Basketball Diaries of the drug addict main character begging his mother for money and how she will not open the door (4 minutes)

Discussion: class will discuss the song, the video, the poem, the speaker, and the text (how does drug abuse affect more than the person using the drugs? How do the main character's parents feel about the brother and the situation) (10 minutes)

Assessment: formal assessment of the group poem image; informal assessment of their respect of the speaker and their discussions

Homework: students will write their own free verse poems (or they may write a song) with the ideas presented in class. The poem will be in pairs. One person will write in the brother's (drug addict's) point-of-view and the other will write in the mother's point-of-view.

Day 4:

Anticipatory set: students will watch a clip of drug addicts who struggle to live (national geographic clip) and will journal about their reactions to the clip (10 minutes)

Speaker: the nurse will come in and speak to the class about the psychological and physical affects of using drugs (15 minutes)

Discussion: students will discuss the text in reference to the speaker and the video clip. Did you learn something you didn't know before today? Were you surprised by what you saw and heard?

How do you think the main character's brother is feeling right now? (Thinking about the brother's point-of-view) (7 minutes)

Activity: students will have some time to work on their poems from last night. They will add a visual to their poems (i.e. graphic; drawing) (18 minutes)

Homework: students will play the interactive online game at <http://teens.drugabuse.gov/> and write a one page response explaining what they did, what was covered on the website that was also covered in class, and what was not covered in class but they learned from the website

Day 5:

Anticipatory set: when the students walk in there will be various photos on the walls of young people in jail. Students will write in their journals about the photos, what going to jail would mean now and in the future, how the people in the photos look, and why they think they are in jail (7 minutes)

Speaker: a police officer will speak about drug abuse/use and the consequences of using (13 minutes)

Discussion: class will discuss photos, journal responses, and the speaker. What did they learn? What was their opinion of police officers and the law before and after the speaker? What do they think is going to happen to the brother in the text? (10 minutes)

Activity: students will present their paired poems from a few days ago. (10 minutes)

Reading: students will have the remainder of class to read chapters 4 and 5

Homework: finish chapters 4 and 5

Week 2: introducing peer-pressure theme

Day 6: introducing peer-pressure theme

Anticipatory set: when the students walk in there will be a picture of a group of adolescents whispering and laughing at another adolescent. Students will write in their journals about the image (what is going on in the image? What does it mean? What emotions does the image evoke? What memories or experiences?) (5 minutes)

Discussion: students will discuss as a class the image and their reactions to it. (5 minutes)

Reading: students will get into small groups and read "The Fan Club" by Rona Maynard. (20 minutes)

Writing: students (in their small groups) will write a response about group 1(why the 'popular' kids made fun of her); group 2 (what the girl who was made fun of is thinking and feeling and what you think she will do tomorrow); group 3 (why the narrator didn't do anything; what the narrator is going to do; what she is thinking/feeling); group 4 (what do you think the teacher should have done); group 5 (why you think students in general make fun of other students) (10 minutes)

Share: students will share what their groups wrote (7 minutes)

Assessment: I will collect the responses that each group did for participation points

Homework: read chapters 6 and 7; continue graphic organizers

Day 7:

Anticipatory set: students will be handed a taped shut white piece of paper when they come in and told not to open it. When the bell rings I will tell the students that the school has decided that in order to regulate grades, only one student per English class will be receiving an F and one student will be receiving an A. On the pieces of paper that I handed out there is a letter grade on each. This will be the letter grade they will be receiving at the end of the semester. When I call your name, read me your letter so that I may write it in the grade book. Each student will read their letter grades (8 minutes)

Discussion: students will discuss their reactions to the letter distribution. (5 minutes)

Reading: The class will read aloud "The Lottery" by Shirley Jackson (20 minutes)

Writing: students will get into groups to discuss what happened in the story and how this relates to peer pressure. Each group will create some depiction of peer pressure (related to the story or not). (17 minutes)

Assessment: informal assessment of group work

Homework: no homework

Day 8:

Anticipatory set: the students will write on the prompt 'tough choices' in their journals (7 minutes)

Discussion: discuss their responses (8 minutes)

Reading: students will split into literature groups and will read different short stories from *No Easy Answers: Short Stories about Teenagers making Tough Choices* (20 minutes)

Writing: students will write a response to their short stories; how it relates or doesn't relate to the text; what their reaction was to the piece; is this a choice they face?; was the story relevant to their lives? (15 minutes)

Homework: read chapters 8 and 9; continue graphic organizers

Day 9:

Anticipatory set: students will write in their journals on "what adolescents have to deal with" (7 minutes)

Reading: students will split into groups and read stories from *Baseball in April and Other Stories* by Gary Soto. (20 minutes)

Writing: students will consider the point-of-view of the characters in their short stories and what they have to deal with in a one-page written response. (10 minutes)

Discussion: discuss point-of-view in society. Because the characters are Hispanic, is their experience different than yours? Do all teenagers deal with the same issues? Why do you think this is? Discuss their journal prompts (10 minutes)

Homework: none

Day 10:

Anticipatory set: show pictures of gangs and guns. In groups, discuss what is going on in the pictures (why would I put them up? What thoughts/feelings do they invoke? Have you seen images like this before—on TV/movies, real life, or other places? Why do you think people join gangs? Why are gangs violent?) (10 minutes)

Reading: as a class read "Swallowing Stones" from Harry Mazer's *Twelve Shots*. (15 minutes)

Activity; interrogative reading (Milner & Milner, 2008) (students will individually review the short story and formulate five key questions from going through the text; then in pairs they will

compare their list of questions and select a few of them to pose to the class; then in a whole class group we will work to answer the questions) (25 minutes)

Homework: read chapters 10 & 11; continue graphic organizer

Week 3: introducing persuasion

Day 11:

Anticipatory set: When the students come in I will have various ads posted around the classroom, as well as a PowerPoint playing continuous ads and campaigns.

Discussion: as a class we will discuss the ads. What makes an ad good? What is the best ad you have ever seen or heard? Has an ad ever made you want to buy or do something? What makes a good ad effective? (7 minutes)

Review: logos, pathos, and ethos—give definitions. Can the students come up with examples from real life? From the ads? Can they make up an example? (7 minutes)

Activity: students will get into groups of 2-3 and will be given an ad. They will look at specific qualities in the ads that make it either good or bad. They will list whether the ads use ethos, pathos, logos or none of them. Then the students will come up with their own 1 minute commercials using one of the persuasive techniques of ethos, logs, or pathos. Then the groups will show their commercials to the rest of the class. The rest of the class will decide whether the students are using ethos, pathos or logos and what they are trying to get across in their advertisement (35 minutes)

Homework: students will make ending predictions about the novel

Day 12:

Anticipatory set: show a video clip with clips from movies and actors using drugs in real life. students will journal about the video. (7 minutes)

Discussion: did you think the video was cool? Why do you think they show so much drug use in the media? What do you think of entertainers who use drugs? Are they role models for kids? Are they role models for you? What makes a role model? (10 minutes)

Writing: students will write persuasive letters in pairs to either a movie producer, singer, actor or anyone who is involved with media that uses drugs, convincing this person to stop using drugs or showing drug use in the media. They must draw on at least one thing we have learned in class to make their case. (25 minutes)

Homework: students will finish their letters and see if they can find out how to send the letters to the actual people

Day 13:

Anticipatory set: students will read aloud their letters to the class. (15 minutes)

Activity: students will split into groups and create a collage depicting peer pressure/persuasion using magazine picture, internet pictures, and hand-drawn images; they will write a one-page response describing their collage, why they picked the images they did; whether or not they depicted their collage in a negative connotation or positive connotation and why; did they focus on adolescent persuasion or and older group) (25 minutes)

Discussion: groups will present their collages and responses; we will compare each groups collage (10 minutes)

Homework: students will finish the novel

Day 14:

Anticipatory set: students will look at their two predictions and will write a 1 page response on how their prediction changed and why or why their predictions came true (8 minutes)

Discussion: students will discuss how the story ended, whether or not they liked the novel, if their predictions were true or not and why (12 minutes)

Reading: students will read the poems by Tupac and discuss how they relate to the text, what they think about the poems, and what the characters would think about the poem. (15 minutes)

Writing: students will write their own poems with the title "And Tomorrow" in the point-of-view of one of the characters from the novel (15 minutes)

Homework: finish poem

Day 15:

Anticipatory set: read their poems out loud. (15 minutes)

Discussion: I will write the word 'Persuasion' on the board and ask the students what they think it means, what ideas, concepts, experiences, images come to mind when they see the word; examples of persuasion (10 minutes)

Writing: students will write mini-short stories (~500 words) with the focus on Persuasion. It needs to be in narrative form. (25 minutes)

Homework: finish and type mini-short story on Persuasion.

Week 4: persuasion continued

Day 16: Anticipatory set: students will watch the video clip from Meet the Browns in which a mother is preventing her son from going out with his friends when she finds out they use drugs. Students will journal about the video clip (do you think the mother was right to do that? What would you do if you were the boy's mother? What would your mother do?) (10 minutes)

Discussion: discuss the video, journal responses, Tweaked (the brother and his mother), and the Basketball Diaries clip from a couple of weeks ago. (10 minutes)

Reading: students will get into groups and read each other's mini-short stories that they finished over the weekend. They will note any similar themes, concepts, issues, and/or conflicts in their short stories. (25 minutes)

Day 17:

Anticipatory set: Tweaked - Alone (1:50) ~movie clips (this is a movie clip depicting what today's youth think about drug use) (2minutes)

Discussion: discuss the clip, what their thoughts are on drug use, and how they came to that decision, what persuades you to not use drugs, what persuades people to start using drugs, what can convince people to not use drugs (10 minutes)

Activity: I will introduce that the students will be working in groups of 3-4 to create a video persuading younger students not to use drugs. They will pull from texts, videos, pictures, speakers, etc. that we have used in class to make their case for not using drugs. During class

today we will split into groups and begin working on the video plans. The students must have a written plan prior to filming. (25 minutes)

Homework: start thinking about how they are going to set up the video

Day 18:

Anticipatory set: the students will watch a few anti-drug commercials (Truth; Tobacco-Free Florida). They will write down some tactics they used in the commercials, whether or not the commercials were persuasive or not; what age group the commercials sought out (15 minutes)

Discussion: students will get into their video groups and discuss what they wrote down about the videos; we will then share aloud what each group came to the conclusion about which was the best commercial, who the commercials sought to convince (girls or boys; teenagers or younger; athletes or gamers, etc); and what made the commercials persuasive (15 minutes)

Activity: students will have the rest of class to work on planning their videos (20 minutes)

Homework: continue work on their videos

Day 19: work day

Students will have today and only today to work on their videos that are due tomorrow.

Day 20:

Anticipatory set: I will give the students a ballot with (best overall; best filming; best actor; best actress; best message; best persuasive tactics;)

Activity: we will watch the videos, stopping after each one to comment on the persuasive techniques used; after all the videos are watched the students will vote using the ballot

Week 5: persuasive papers

Day 21:

Anticipatory set: on the board I will have several controversial topics (gay marriage; death penalty; abortion; gun control; God in schools; expulsion in schools; gay adoption, etc.) on the board. Students will write a short response on one of the topics (10 minutes)

Discussion: discuss the topics: what makes them controversial; what are some other controversial topics (10 minutes)

Activity: students will be writing a persuasive paper on a topic of their choice. They will choose their topics today and begin doing research on their topics in the library. They must have at least 3 sources in their papers. (30 minutes)

Homework: do a pre-write of their persuasive papers, focusing on audience; choose their arguments (they must have at least 3 strong arguments)

Day 22:

Anticipatory set: review logos, pathos, ethos and persuasive techniques

Writing: students will be writing their first drafts of their persuasive papers in the library where they have resources available

Homework: finish the first draft of their papers

Day 23:

anticipatory set: hand out an edit sheet from grammar books with common mistakes.

Reading: students will reread their first drafts of their papers, making notes on spelling, punctuation, and grammatical errors. They will then pass their papers to a peer who will edit their paper, too (20 minutes)

Writing: students will then reread their papers for revision purposes. They will look at the fluidity of their papers, sentence structure, and logical reasoning and make corrections. At this time, students will be coming up for conferences with me to review their persuasive papers and see how it is coming together (30 minutes)

Homework: write the second draft of your persuasive paper

Day 24:

Students will be peer reviewing their papers today. They will switch papers three times during the class and will be both editing and revising, writing comments/ suggestions. During this time I will continue conferencing with students on their papers. Students will be in groups of four. After all the students have read each other's papers they will discuss the papers.

Day 25:

--at the beginning of class we will take the time to finish peer reviewing and conferencing

--students will have the rest of the class to work on their final drafts

Homework: finish final draft and submit to turnitin.com

Week 6: closing out the unit

Day 26:

Anticipatory set: students will retake the opinion surveys from the first day of the unit (5 minutes)

Discussion: we will discuss how and why their answers changed or did not change from the beginning to the end of the unit (10 minutes)

Activity: we will look back at the KWL and will fill in the L portion of the poster. Also look at their graphic organizers and the character lists and how the characters developed over time. (15 minutes)

Groups: in groups, students will also develop a summary of the unit: listing what they liked, didn't like; what they learned; what was their favorite part of the unit, and what they found to be the most useful/informative. They will discuss these and list them out on a single paper. (15 minutes)

Day 27: Anticipatory set: students will watch a video clip of a narcotics officer discussing the effects of methamphetamines (3 minutes)

Reading: students will read several newspaper articles in groups that concern drugs (either pro-legality of drugs or anti). Students will discuss the articles in their group and be prepared to give a summary and what the group's reaction to the article was (17 minutes)

Discussion: as a class we will discuss the articles and the video clip. I will pose the underlying question: should drugs be legal or not? (10 minutes).

Activity: Before the class gets too excited about the concept of debating the legality of drugs, I will split the class into two teams and explain that on Friday we will be debating the legality of drugs using what we learned in class for support (speakers, text, videos, articles, short stories,

poems, songs), as well as any outside research they would like to bring to the debate. the students will then spend the remainder of class with their teams discussing what arguments that can make, looking back through the resources we have used in class, and developing an outline for arguments that they make versus arguments the other side will make (20 minutes)

Day 28:

Anticipatory set: Anticipatory set: students will watch a portion of a debate. They will write down anything that they see that stands out to them, what the sides look like, and what the rules seem to be (10 minutes)

Discussion: we will discuss what they wrote and as a class we will come up with the rules and procedures for our debate on Friday (10 minutes)

Activity: we will spend the rest of the class period in the library doing research on their debate sides. The students must submit an individual paper discussing the arguments they are going to make in the debate, with references to the text, and other materials used in class. They must reference at least one of the speakers, one short story, one poem, one video, and the text at least 3 times in their arguments. (30 minutes)

Homework: work on their debate papers

Day 29:

Reading: students will read and take notes on Penn State's article on debating to prepare them for tomorrow (15 minutes)

Discussion: we will go over debate etiquette. (10 minutes)

Activity: students will have the remainder of class to prepare their debate for tomorrow. They may go to the media center and continue their research. (20 minutes)

Homework: prepare their debate. Finish their papers which are due tomorrow after the debate, typed.

Day 30:

Anticipatory set: students will hear a presidential debate going on in the background when they enter the room. Students will have some time to prepare their debate, gather their research, and organize themselves. (10 minutes)

Activity: the debate. Students will be facing each other in their desks (one side is for the legalization of drugs, the other side is against). I will act as moderator. The students will reference the book and their research they did to win the debate. (20 minutes)

Discussion: the class will discuss the debate, who won the debate, and why it is important to discuss these issues (10 minutes)

Writing: students will write a two page response on the debate (what they liked, didn't like, the research involved, and their experience with the debate) 10 minutes.

Assessment: formal assessment of their research, their two-page response, and debate

Homework: finish the two-page response

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Appendix

And Tomorrow

by Tupac Shakur

Today is filled with anger, fueled with hidden hate.
Scared of being outkast, afraid of common fate.
Today is build on tragedies which no one want's to face.
Nightmares to humanity and morally disgraced.
Tonight is filled with Rage, violence in the air.
Children bred with ruthlessness cause no one at home cares.
Tonight I lay my head down but the pressure never stops,
knowing that my sanity content when I'm doped.
But tomorrow I see change, a chance to build a new,
build on spirit intent of heart and ideas based on truth.
Tomorrow I wake with second wind and strong because of pride.
I know I fought with all my heart to keep the dream alive.

Ambition Over Adversity

By Tupac Shakur

Take one's adversity
Learn from their misfortune
Learn from their pain
Believe in something
Believe in yourself
Turn adversity into ambition
Now blossom into wealth

8 Fragments For Kurt Cobain

by Jim Carroll

1/Genius is not a generous thing
In return it charges more interest than any amount of royalties can cover
And it resents fame
With bitter vengeance

Pills and powdres only placate it awhile
Then it puts you in a place where the planet's poles reverse
Where the currents of electricity shift

Your Body becomes a magnet and pulls to it despair and rotten teeth,
Cheese whiz and guns

Whose triggers are shaped tenderly into a false lust

In timeless illusion

2/

The guitar claws kept tightening, I guess on your heart stem.
The loops of feedback and distortion, threaded right thru
Lucifer's wisdom teeth, and never stopped their reverberating
In your mind

And from the stage
All the faces out front seemed so hungry
With an unbearably wholesome misunderstanding

From where they sat, you seemed so far up there
High and live and diving

And instead you were swamp crawling
Down, deeper
Until you tasted the Earth's own blood
And chatted with the Buzzing-eyed insects that heroin breeds

3/

You should have talked more with the monkey
He's always willing to negotiate
I'm still paying him off...
The greater the money and fame
The slower the Pendulum of fortune swings

Your will could have sped it up...
But you left that in a plane
Because it wouldn't pass customs and immigration

4/

Here's synchronicity for you:

Your music's tape was inside my walkman
When my best friend from summer camp
Called with the news about you

I listened them...
It was all there!
Your music kept cutting deeper and deeper valleys of sound
Less and less light
Until you hit solid rock

The drill bit broke
and the valley became
A thin crevice, impassible in time,
As time itself stopped.

And the walls became cages of brilliant notes
Pressing in...
Pressure
That's how diamonds are made
And that's WHERE it sometimes all collapses
Down in on you

5/

Then I translated your muttered lyrics
And the phrases were curious:
Like "incognito libido"
And "Chalk Skin Bending"

The words kept getting smaller and smaller
Until
Separated from their music
Each letter spilled out into a cartridge
Which fit only in the barrel of a gun

6/

And you shoved the barrel in as far as possible
Because that's where the pain came from
That's where the demons were digging

The world outside was blank
Its every cause was just a continuation
Of another unsolved effect

7/

But Kurt...
Didn't the thought that you would never write another song
Another feverish line or riff
Make you think twice?
That's what I don't understand
Because it's kept me alive, above any wounds

8/

If only you hadn't swallowed yourself into a coma in Roma...
You could have gone to Florence
And looked into the eyes of Bellini or Rafael's Portraits

Perhaps inside them
You could have found a threshold back to beauty's arms
Where it all began...

No matter that you felt betrayed by her

That is always the cost
As Frank said,
Of a young artist's remorseless passion

Which starts out as a kiss
And follows like a curse

"Pain"

By

I don't feel the way I've ever felt.

I know.
I'm gonna smile and not get worried.
I try but it shows.

Anyone can make what I have built.
And better now
Anyone can find the same white pills.
It takes my pain away.

[Chorus]
It's a lie. A kiss with open eyes
And she's not breathing back.
Anything but bother me.
(It takes my pain away)
Nevermind these are hurried times.
Oh oh oh
I can't let it bother me.

I never thought I'd walk away from you.
I did.
But it's a false sense of accomplishment.
Every time I quit

Anyone can see my every flaw.
It isn't hard.
Anyone can say they're above this all.
It takes my pain away.

[Chorus]
I can't let it bother me.

[Guitar Solo]
It takes my pain away.

[Chorus]
Takes my pain
Takes my pain
Takes my pain
Takes my pain away

Rural Route

By John Mellencamp

Little girl disappeared and gone
From the rural route
Seven days missing something's wrong

On the rural route
Amber alert all over the nation
From the rural route
Two lane highway full of cops
On the rural route
Rural route

Police dogs howl from wire cages
On the rural route
Last seen leavin' a trailer
On the rural route
Just walkin' home alone
On the rural route
Newspaper prints her fifth grade picture
From the rural route
Rural route

Air stinks of crystal meth
On the rural route
Some one predicts a young girl's death
On the rural route
Father refuses to answer any questions
From the rural route
The man he runs around with comes up missing
Off the rural route
Rural route

Twenty miles away by a lake
On the rural route
Girl's body's found, it's been raped
By the rural route
Twenty-eight year old friend of the father
Arrested on the rural route
Father traded his daughter for favors
On the rural route
Rural route
Rural route

Here's my prayer loud and clear
From the rural route
Forgive us Lord, get us out of here
Off this rural route
Oh merciful Father, show us the will
Here on the rural route
Give us the mercy for the drug-addicted
And the mentally ill
On the rural route

The Lottery by Shirley Jackson

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of

the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 2th. but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play. and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix-- the villagers pronounced this name "Dellacroy"--eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at the boys. and the very small children rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather. surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

The lottery was conducted--as were the square dances, the teen club, the Halloween program--by Mr. Summers. who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him. because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. "Little late today, folks." The postmaster, Mr. Graves, followed him, carrying a three- legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool. and when Mr. Summers said, "Some of you fellows want to give me a hand?" there was a hesitation before two men. Mr. Martin and his oldest son, Baxter. came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers' coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves's barn and another year underfoot in the post office, and sometimes it was set on a shelf in the Martin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up--of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on. "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still talking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through: two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your, Missus, Hutchinson," and "Bill, she made it after all." Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully. "Thought we were going to have to get on without you, Tessie." Mrs. Hutchinson said, grinning, "Wouldn't have me leave m'dishes in the sink, now, would you. Joe?," and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

"Well, now." Mr. Summers said soberly, "guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?"

"Dunbar." several people said. "Dunbar. Dunbar."

Mr. Summers consulted his list. "Clyde Dunbar." he said. "That's right. He's broke his leg, hasn't he? Who's drawing for him?"

"Me. I guess," a woman said. and Mr. Summers turned to look at her. "Wife draws for her husband." Mr. Summers said. "Don't you have a grown boy to do it for you, Janey?" Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

"Horace's not but sixteen vet." Mrs. Dunbar said regretfully. "Guess I gotta fill in for the old man this year."

"Right." Sr. Summers said. He made a note on the list he was holding. Then he asked, "Watson boy drawing this year?"

A tall boy in the crowd raised his hand. "Here," he said. "I m drawing for my mother and me." He blinked his eyes nervously and ducked his head as several voices in the crowd said thin#s like "Good fellow, lack." and "Glad to see your mother's got a man to do it."

"Well," Mr. Summers said, "guess that's everyone. Old Man Warner make it?"

"Here," a voice said. and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now, I'll read the names--heads of families first--and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?"

The people had done it so many times that they only half listened to the directions: most of them were quiet. wetting their lips. not looking around. Then Mr. Summers raised one hand high and said, "Adams." A man disengaged himself from the crowd and came forward. "Hi. Steve." Mr. Summers said. and Mr. Adams said. "Hi. Joe." They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd. where he stood a little apart from his family. not looking down at his hand.

"Allen." Mr. Summers said. "Anderson.... Bentham."

"Seems like there's no time at all between lotteries any more." Mrs. Delacroix said to Mrs. Graves in the back row.

"Seems like we got through with the last one only last week."

"Time sure goes fast.-- Mrs. Graves said.

"Clark.... Delacroix"

"There goes my old man." Mrs. Delacroix said. She held her breath while her husband went forward.

"Dunbar," Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said. "Go on. Janey," and another said, "There she goes."

"We're next." Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hand. turning them over and over nervously Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

"Harburt.... Hutchinson."

"Get up there, Bill," Mrs. Hutchinson said. and the people near her laughed.

"Jones."

"They do say," Mr. Adams said to Old Man Warner, who stood next to him, "that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know, they'll be wanting to go back to living in caves, nobody work any more, live that way for a while. Used to be a saying about 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries." Mrs. Adams said.

"Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

"Martin." And Bobby Martin watched his father go forward. "Overdyke.... Percy."

"I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

"They're almost through," her son said.

"You get ready to run tell Dad," Mrs. Dunbar said.

Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

"Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd. "Seventy-seventh time."

"Watson" The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

"Zanini."

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying, "Who is it?," "Who's got it?," "Is it the Dunbars?," "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill," "Bill Hutchinson's got it."

"Go tell your father," Mrs. Dunbar said to her older son.

People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers. "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie." Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

"Shut up, Tessie," Bill Hutchinson said.

"Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

"There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

"Daughters draw with their husbands' families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

"It wasn't fair," Tessie said.

"I guess not, Joe." Bill Hutchinson said regretfully. "My daughter draws with her husband's family; that's only fair. And I've got no other family except the kids."

"Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

"Right," Bill Hutchinson said.

"How many kids, Bill?" Mr. Summers asked formally.

"Three," Bill Hutchinson said.

"There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

"All right, then," Mr. Summers said. "Harry, you got their tickets back?"

Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

"I think we ought to start over," Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

Mr. Graves had selected the five slips and put them in the box. and he dropped all the papers but those onto the ground. where the breeze caught them and lifted them off.

"Listen, everybody," Mrs. Hutchinson was saying to the people around her.

"Ready, Bill?" Mr. Summers asked. and Bill Hutchinson, with one quick glance around at his wife and children. nodded.

"Remember," Mr. Summers said. "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy." Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper." Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward switching her skirt, and took a slip daintily from the box "Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet overlarge, near knocked the box over as he got a paper out. "Tessie," Mr. Summers said. She hesitated for a minute, looking around defiantly. and then set her lips and went up to the box. She snatched a paper out and held it behind her.

"Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

"It's not the way it used to be." Old Man Warner said clearly. "People ain't the way they used to be."

"All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill. Jr.. opened theirs at the same time. and both beamed and laughed. turning around to the crowd and holding their slips of paper above their heads.

"Tessie," Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

"It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper. Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

"All right, folks." Mr. Summers said. "Let's finish quickly."

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up."

Mr. Dunbar had small stones in both hands, and she said, gasping for breath. "I can't run at all. You'll have to go ahead and I'll catch up with you."

The children had stones already. And someone gave little Davy Hutchinson few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head. Old Man Warner was saying, "Come on, come on, everyone." Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

"It isn't fair, it isn't right," Mrs. Hutchinson screamed, and then they were upon her.

'Just Say No' Address to the Nation

September 14, 1986

The national address highlighting the first lady's campaign against drug use by children and new anti-drug initiatives was delivered jointly by President and Mrs. Reagan from the West Wing of the White House. In it, President Reagan cited rising drug use rates and Mrs. Reagan urged young people to "Just say no," when offered drugs. Whether owing to the "Just Say No," campaign or not, drug use among high school students was declining as Reagan left office.

The President. Good evening. Usually, I talk with you from my office in the West Wing of the White House. But tonight there's something special to talk about, and I've asked someone very special to join me. Nancy and I are here

in the West Hall of the White House, and around us are the rooms in which we live. It's the home you've provided for us, of which we merely have temporary custody.

Nancy's joining me because the message this evening is not my message but ours. And we speak to you not simply as fellow citizens but as fellow parents and grandparents and as concerned neighbors. It's back-to-school time for America's children. And while drug and alcohol abuse cuts across all generations, it's especially damaging to the young people on whom our future depends. So tonight, from our family to yours, from our home to yours, thank you for joining us.

America has accomplished so much in these last few years, whether it's been re-building our economy or serving the cause of freedom in the world. What we've been able to achieve has been done with your help--with us working together as a nation united. Now, we need your support again Drugs are menacing our society. They're threatening our values and undercutting our institutions. They're killing our children.

From the beginning of our administration, we've taken strong steps to do something about this horror. Tonight I can report to you that we've made much progress. Thirty-seven Federal agencies are working together in a vigorous national effort, and by next year our spending for drug law enforcement will have more than tripled from its 1981 levels. We have increased seizures of illegal drugs. Shortages of marijuana are now being reported. Last year alone over 10,000 drug criminals were convicted and nearly \$250 million of their assets were seized by the DEA, the Drug Enforcement Administration.

And in the most important area, individual use, we see progress. In 4 years the number of high school seniors using marijuana on a daily basis has dropped from 1 in 14 to 1 in 20. The U.S. military has cut the use of illegal drugs among its personnel by 67 percent since 1980. These are a measure of our commitment and emerging signs that we can defeat this enemy. But we still have much to do.

Despite our best efforts, illegal cocaine is coming into our country at alarming levels and 4 to 5 million people regularly use it. Five hundred thousand Americans are hooked on heroin. One in twelve persons smokes marijuana regularly. Regular drug use is even higher among the age group 18 to 25 - most likely just entering the work force. Today there's a new epidemic: smokable cocaine, otherwise known as crack. It is an explosively destructive and often lethal substance which is crushing its users. It is an uncontrolled fire.

And drug abuse is not a so-called victimless crime. Everyone's safety is at stake when drugs and excessive alcohol are used by people on the highways or by those transporting our citizens or operating industrial equipment. Drug abuse costs you and your fellow Americans at least \$60 billion a year.

From the early days of our administration, Nancy has been intensely involved in the effort to fight drug abuse. She has since traveled over 100,000 miles to 55 cities in 28 States and 6 foreign countries to fight school-age drug and alcohol abuse. She's given dozens of speeches and scores of interviews and has participated in 24 special radio and TV tapings to create greater awareness of this crisis. Her personal observations and efforts have given her such dramatic insights that I wanted her to share them with you this evening.

Nancy.

Mrs. Reagan. Thank you. As a mother, I've always thought of September as a special month, a time when we bundled our children off to school, to the warmth of an environment in which they could fulfill the promise and hope in those restless minds. But so much has happened over these last years, so much to shake the foundations of all that we know and all that we believe in. Today there's a drug and alcohol abuse epidemic in this country, and no one is safe from it - not you, not me, and certainly not our children, because this epidemic has their names written on it. Many of you may be thinking: "Well, drugs don't concern me." But it does concern you. It concerns us all because of the way it tears at our lives and because it's aimed at destroying the brightness and life of the sons and daughters of the United States.

For 5 years I've been traveling across the country - learning and listening. And one of the most hopeful signs I've seen is the building of an essential, new awareness of how terrible and threatening drug abuse is to our society. This was one of the main purposes when I started, so of course it makes me happy that that's been accomplished. But each time I meet with someone new or receive another letter from a troubled person on drugs, I yearn to find a way to help share the message that cries out from them. As a parent, I'm especially concerned about what drugs are doing to young mothers and their newborn children. Listen to this news account from a hospital in Florida of a child born to

a mother with a cocaine habit: "Nearby, a baby named Paul lies motionless in an incubator, feeding tubes riddling his tiny body. He needs a respirator to breathe and a daily spinal tap to relieve fluid buildup on his brain. Only 1 month old, he's already suffered 2 strokes."

Now you can see why drug abuse concerns every one of us-all the American family. Drugs steal away so much. They take and take, until finally every time a drug goes into a child, something else is forced out - like love and hope and trust and confidence. Drugs take away the dream from every child's heart and replace it with a nightmare, and it's time we in America stand up and replace those dreams. Each of us has to put our principles and consciences on the line, whether in social settings or in the workplace, to set forth solid standards and stick to them. There's no moral middle ground. Indifference is not an option. We want you to help us create an outspoken intolerance for drug use. For the sake of our children, I implore each of you to be unyielding and inflexible in your opposition to drugs.

Our young people are helping us lead the way. Not long ago, in Oakland, California, I was asked by a group of children what to do if they were offered drugs, and I answered, "Just say no." Soon after that, those children in Oakland formed a Just Say No club, and now there are over 10,000 such clubs all over the country. Well, their participation and their courage in saying no needs our encouragement. We can help by using every opportunity to force the issue of not using drugs to the point of making others uncomfortable, even if it means making ourselves unpopular.

Our job is never easy because drug criminals are ingenious. They work everyday to plot a new and better way to steal our children's lives, just as they've done by developing this new drug, crack. For every door that we close, they open a new door to death. They prosper on our unwillingness to act. So, we must be smarter and stronger and tougher than they are. It's up to us to change attitudes and just simply dry up their markets.

And finally, to young people watching or listening, I have a very personal message for you: There's a big, wonderful world out there for you. It belongs to you. It's exciting and stimulating and rewarding. Don't cheat yourselves out of this promise. Our country needs you, but it needs you to be clear-eyed and clear-minded. I recently read one teenager's story. She's now determined to stay clean but was once strung out on several drugs. What she remembered most clearly about her recovery was that during the time she was on drugs everything appeared to her in shades of black and gray and after her treatment she was able to see colors again.

So, to my young friends out there: Life can be great, but not when you can't see it. So, open your eyes to life: to see it in the vivid colors that God gave us as a precious gift to His children, to enjoy life to the fullest, and to make it count. Say yes to your life. And when it comes to drugs and alcohol just say no.

The President. I think you can see why Nancy has been such a positive influence on all that we're trying to do. The job ahead of us is very clear. Nancy's personal crusade, like that of so many other wonderful individuals, should become our national crusade. It must include a combination of government and private efforts which complement one another. Last month I announced six initiatives which we believe will do just that.

First, we seek a drug-free workplace at all levels of government and in the private sector. Second, we'll work toward drug-free schools. Third, we want to ensure that the public is protected and that treatment is available to substance abusers and the chemically dependent. Our fourth goal is to expand international cooperation while treating drug trafficking as a threat to our national security. In October I will be meeting with key U.S. Ambassadors to discuss what can be done to support our friends abroad. Fifth, we must move to strengthen law enforcement activities such as those initiated by Vice President Bush and Attorney General Meese. And finally, we seek to expand public awareness and prevention.

In order to further implement these six goals, I will announce tomorrow a series of new proposals for a drug-free America. Taken as a whole, these proposals will toughen our laws against drug criminals, encourage more research and treatment and ensure that illegal drugs will not be tolerated in our schools or in our workplaces. Together with our ongoing efforts, these proposals will bring the Federal commitment to fighting drugs to \$3 billion. As much financing as we commit, however, we would be fooling ourselves if we thought that massive new amounts of money alone will provide the solution. Let us not forget that in America people solve problems and no national crusade has ever succeeded without human investment. Winning the crusade against drugs will not be achieved by just throwing money at the problem.

Your government will continue to act aggressively, but nothing would be more effective than for Americans simply to quit using illegal drugs. We seek to create a massive change in national attitudes which ultimately will separate the

drugs from the customer, to take the user away from the supply. I believe, quite simply, that we can help them quit. and that's where you come in.

My generation will remember how America swung into action when we were attacked in World War II. The war was not just fought by the fellows flying the planes or driving the tanks. It was fought at home by a mobilized nation - men and women alike - building planes and ships, clothing sailors and soldiers, feeding marines and airmen; and it was fought by children planting victory gardens and collecting cans. Well, now we're in another war for our freedom, and it's time for all of us to pull together again. So for example, if your friend or neighbor or a family member has a drug or alcohol problem, don't turn the other way. Go to his help or to hers. Get others involved with you - clubs, service groups, and community organizations-and provide support and strength. And, of course, many of you've been cured through treatment and self-help. Well, you're the combat veterans, and you have a critical role to play. you can help others by telling your story and providing a willing hand to those in need. Being friends to others is the best way of being friends to ourselves. It's time, as Nancy said, for America to Just Say No to drugs.

Those of you in union halls and workplaces everywhere: Please make this challenge a part of your job every day. Help us preserve the health and dignity of all workers. To businesses large and small: we need the creativity of your enterprise applied directly to this national problem. Help us. And those of you who are educators: Your wisdom and leadership are indispensable to this cause. From the pulpits of this spirit-filled land: we would welcome your reassuring message of redemption and forgiveness and of helping one another. On the athletic fields: You men and women are among the most beloved citizens of our country. A child's eyes fill with your heroic achievements. Few of us can give youngsters something as special and strong to look up to as you. Please don't let them down.

And this camera in front of us: It's a reminder that in Nancy's and my former profession and in the newsrooms and production rooms of our media centers - you have a special opportunity with your enormous influence to send alarm signals across the Nation. To our friends in foreign countries: We know many of you are involved in this battle with us. We need your success as well as ours. When we all come together, united, striving for this cause, then those who are killing America and terrorizing it with slow but sure chemical destruction will see that they are up against the mightiest force for good that we know. Then they will have no dark alleyways to hide in.

In this crusade, let us not forget who we are. Drug abuse is a repudiation of everything America is. The destructiveness and human wreckage mock our heritage. Think for a moment how special it is to be an American. Can we doubt that only a divine providence placed this land, this island of freedom, here as a refuge for all those people on the world who yearn to breathe free?

The revolution out of which our liberty was conceived signaled an historical call to an entire world seeking hope. Each new arrival of immigrants rode the crest of that hope. They came, millions seeking a safe harbor from the oppression of cruel regimes. They came, to escape starvation and disease. They came, those surviving the Holocaust and the Soviet gulags. They came, the boat people, chancing death for even a glimmer of hope that they could have a new life. They all came to taste the air redolent and rich with the freedom that is ours. What an insult it will be to what we are and whence we came if we do not rise up together in defiance against this cancer of drugs.

And there's one more thing. The freedom that so many seek in our land has not been preserved without a price. Nancy and I shared that remembrance 2 years ago at the Normandy American Cemetery in France. In the still of that June afternoon, we walked together among the soldiers of freedom, past the hundreds of white markers which are monuments to courage and memorials to sacrifice. Too many of these and other such graves are the final resting places of teenagers who became men in the roar of battle.

Look what they gave to us who live. Never would they see another sunlit day glistening off a lake or river back home or miles of corn pushing up against the open sky of our plains. The pristine air of our mountains and the driving energy of our cities are theirs no more. Nor would they ever again be a son to their parents or a father to their own children. They did this for you, for me, for a new generation to carry our democratic experiment proudly forward. Well, that's something I think we're obliged to honor, because what they did for us means that we owe as a simple act of civic stewardship to use our freedom wisely for the common good.

As we mobilize for this national crusade, I'm mindful that drugs are a constant temptation for millions. Please remember this when your courage is tested: You are Americans. You're the product of the freest society mankind has ever known. No one, ever, has the right to destroy your dreams and shatter your life.

Right down the end of this hall is the Lincoln Bedroom. But in the Civil War that room was the one President Lincoln used as his office. Memory fills that room, and more than anything that memory drives us to see vividly what President Lincoln sought to save. Above all, it is that America must stand for something and that our heritage lets us stand with a strength of character made more steely by each layer of challenge pressed upon the Nation. We Americans have never been normally neutral against any form of tyranny. Tonight we're asking no more than that we honor what we have been and what we are by standing together.

Mrs. Reagan. No we go on to the next stop: making a final commitment not to tolerate drugs by anyone, anytime, anyplace. So, won't you join us in this great, new national crusade?

The President. God bless you, and good night.

Why Debate in Class?

The process of debate allows participants to analyze the similarities and differences between differing viewpoints, so that the audience can understand where opinions diverge and why. Debate is also an excellent way to model the analytical and communicative processes that students are learning whenever they examine course material through oral or written work. We hope that in-class debates will challenge students to think critically about course material, and will provide a forum for them to develop the arts of expression that allow them to communicate their ideas.

Many people assume that debate must be a zero-sum competition. In fact, debate competitions do work in this way, but only with an elaborate system of criteria and theory for argumentation that is designed to make it easier to discern who “won” a particular argument or round. Rules created for competition may not prove useful in an academic context, which also makes the paradigm of deciding a winner and a loser difficult to implement. Some faculty chose to have students decide who won and others prefer to focus on the analysis that comes out of the debate. Both approaches are useful because both require students to think about what sort of criteria should be used to decide a question, which is often another debate.

How do I...

Set up an in-class debate?

The most important aspect of any debate is the topic. For a good debate you will need to create a statement, called a resolution, that people could either affirm or negate. Ideally people will be able to affirm or negate the resolution for a variety of reasons, with many possibilities for

constructing sophisticated positions on each side. It's also important to guard against framing a resolution that allows people to focus on unproductive, tangential questions.

Most faculty require students to research the topic that they are debating. Often faculty guide students to good sources so that they are using the best information when they present to the class.

The logistics of creating a format that allows everyone to participate without taking too much class time can be tricky. CWiC can help you create a format that meets your needs, but here are a couple of rules of thumb to consider. You can have students debate one-on-one or in teams. Teams of 2 or 3 people work well, but larger teams can make the debate confusing. Each debate should have four to six speeches (each team needs at least two speeches to construct a position and rebut the other team). Speeches are typically around 5 minutes in length. Each debate requires 30-50 minutes of class-time. Post-debate questions and discussion is often very lively and very useful, so you may want to build in time for these activities.

It is possible to have the entire class debate in a class session by alternating short speeches by members of the class. In this format it is also possible to debate a question with more than two positions.

How do I prepare for a debate?

Debate begins with research. Based on your research, you should construct an argument in support of your position. It is important to understand that a position is what you are assigned (affirm or negate the topic) but an argument (or thesis) is a way of understanding that position. In other words your thesis should be more than "I disagree with the resolution 'resolved that the United States government should abolish the estate tax.'" A thesis that states "We should retain the estate tax because it prevents the development of dynasties, which are economically inefficient" provides one way of understanding the topic.

You should compose a complete persuasive speech that supports your thesis. (Notice that for the above example the speech would have to argue, at a minimum, that the estate tax prevents

dynasties *and* that dynasties are inefficient). For a detailed explanation on how to compose a strong argument check out our handout on organization at www.sas.upenn.edu/cwic

Once you have a good idea of how you will argue your position, you should anticipate the arguments of the opposing team. What sorts of arguments can they make in support of their position? Are there problems with these arguments? How do they affect your case? Should you address them in your opening speech? How will you respond if they are brought up?

How do I debate?

Each speech in a debate round has a different purpose. Typically, there are six speeches in each round, alternating between affirmative and negative, beginning with the affirmative. Each side can be represented by one person or a team. For the purposes of this explanation we'll assume that people are debating in teams.

The first speech, called the "constructive," introduces the argument of each team. In the second speech, or the "rebuttal," each team critically analyzes the opposing team's argument. The third speech is a "summation" in which each team pulls their strongest arguments from all the previous exchanges and makes their strongest appeal to the audience. Often 1-2 minutes of preparation time is given to debaters between speeches.

Debates can be made more complex by having each speaker both analyze the opposing team's argument and defend their own in every speech.

What is "flowing" and how do I do it?

One of the hallmarks of good debate is organization. Without organization it is difficult for speakers to remember what was said and analyze each other's arguments thoroughly. A method for note-taking that also organizes all the speeches in the round is called "flowing." Flowing means that you write down the arguments in a chart that maps what was said during the entire round so that during and after the round you can easily evaluate the performance of both teams.

The table below is a simplified flow chart. Each column represents one speech. The top half of each column represents affirmative arguments and the bottom half represents negative arguments. (This division does not apply to the last two columns since they summarize arguments from both teams).

	Affirmative Constructive	Negative Constructive	Affirmative Rebuttal	Negative Rebuttal	Affirmative Summation	Negative Summation
Affirmative Arguments	Thesis A B C	→→→→	→→→→	Thesis A B C	Best Arguments	Best Arguments
Negative Arguments	XXXX	Thesis 1 2 3	Thesis 1 2 3	XXXX		

When the affirmative begins the round with their first constructive speech, each person should be flowing the main points of that speech into the upper left box on their paper. (The affirmative should begin the round with the speech already flowed so that they can deliver it extemporaneously from their flow sheet). The same process occurs when the negative delivers their constructive. While the constructive speeches are being delivered by the speaker and flowed by the audience, the person delivering the corresponding rebuttal speech can flow their responses to the arguments they hear in the column created for the their rebuttal speech. These speakers will have some preparation time to look over these notes and organize their speech before they deliver their rebuttal. The last speaker probably has the most difficult job. This speaker has several minutes of preparation time to distill the arguments in both the constructives and rebuttals and create a new speech which compares the two positions and highlights the strongest arguments for their team.

By now you probably think flowing is too technical to bother with! The first time you try it, you will find that it's not as difficult as it sounds, and that it is an essential tool for keeping the debate organized. If you would like further help and clarification, please contact the CWiC Center.

Some helpful tools for organizing the round:

Signposting: Signposts are just labels for each idea in a speech and give clarity to any sort of oral communication. In debate they are especially important because they help the audience flow and help the audience understand how your argument is put together. You can be a little more obvious about your signposting in debate than you would in a typical speech to make sure people are following you. It's perfectly acceptable to say "My first point is..."

Consistent Vocabulary: Use the same word each time you refer to a particular concept. If you use synonymous words or phrases when referring to the same concept, some members of the audience may think you are embarking on a new and different concept. Likewise, highlight subtle differences between concepts by using different vocabulary when speaking about them.

Listening

When you debate you will spend as much or more time listening as you spend speaking. It is your listening skills, not your speaking skills that will determine the quality of your performance in the round. You will need to listen *actively* to understand your opponents argument so that you can develop a proper response.

Some elements of active listening:

- Come to class prepared
- Listen for the main ideas that organize each speech
- Distinguish between the speaker's argument and their support
- Take notes
- Ask yourself how each part of a person's speech supports (or does not support!) their thesis
- Identify gaps in your understanding of the speaker's argument. Are they due to incomplete understanding on your part? Are they due to flaws in the speaker's reasoning or communication?
- Wait until the speaker has completed a thought before you evaluate it
- Give great attention to the particular words a speaker chooses. The meaning of vocabulary chosen by the speaker can have great effect on the meaning of an entire argument
- At the end of each speech ask yourself whether the speaker supported all the claims they made in their thesis

- Demonstrate that you are listening attentively by making eye contact and responding, (verbally or non-verbally), where appropriate

Opinion Survey for *Tweaked*

Answer the following questions by circling strongly disagree, disagree, agree, or strongly agree. There are no right or wrong answers. This is your opinion and you should answer honestly.

1. You should always help your family
Strongly disagree disagree agree strongly agree
2. People who use drugs are bad
Strongly disagree disagree agree strongly agree
3. Police officers are *not* out to help you
Strongly disagree disagree agree strongly agree
4. People who use illegal drugs get what they deserve
Strongly disagree disagree agree strongly agree
5. Drugs only affect users
Strongly disagree disagree agree strongly agree
6. People abuse drugs because they want to
Strongly disagree disagree agree strongly agree
7. Drugs should be illegal
Strongly disagree disagree agree strongly agree
8. Drugs only affect users physically
Strongly disagree disagree agree strongly agree
9. It is easy to stand up against peer pressure
Strongly disagree disagree agree strongly agree
10. Only weak people fall to persuasion
Strongly disagree disagree agree strongly agree
11. You should always turn someone into the police who is abusing drugs
Strongly disagree disagree agree strongly agree
12. Peer pressure never hurts other people
Strongly disagree disagree agree strongly agree

13. Only teenagers are faced with peer pressure

Strongly disagree disagree agree strongly agree

14. You should never befriend someone who uses drugs

Strongly disagree disagree agree strongly agree

15. Drug users can stop using whenever they want

Strongly disagree disagree agree strongly agree