

(Newlands Reclamation Debate: Water For Sale)

Big Ideas of the Lesson

Should Congress pass The Newlands Reclamation Act of 1902 to establish irrigation systems in the West?

- What is the constitutionality of the Newlands Reclamation Act of 1902?
- What are the rights of states versus the federal government in controlling natural resources?
- Does the irrigation of the arid West help or harm the existing farming states?

Lesson Abstract: (summary of main points)

In this lesson students analyze primary documents regarding different views of the Newlands Reclamation Act of 1902. After students examine the documents, they will prepare debate outlines defending a position. On the day of the debate, students will defend their positions while audience members take notes and ask questions of the speakers. Once all debates are finished, students will use three of the four debate issues to defend or refute the statement: The Newlands Reclamation Act of 1902 was necessary to establish much needed irrigation systems in the West.

Content Expectations or Standards

The following standards and themes come from the Advanced Placement® United States History framework draft from 2010 and the Michigan Skills and Content Standards.

AP® Framework

- Theme – Environment: Students will understand ideas about and impact of the consumption and conservation of natural resources.
- Key Concept 14.5: Development of the West in the Late Nineteenth Century—Environmental impacts of western settlement

Michigan Standards

- K1.4 Understand historical and geographical perspectives.
- K1.6 Analyze events and circumstances from the vantage point of others.
- P1.1 Use close and critical reading strategies and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.
- F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals
 - The U.S. Constitution (including the Preamble)
- 6.1 Explain the causes and consequences –both positive and negative—of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.
- 6.1.1 Analyze the factors that enabled the United States to become a major industrial power, including advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, 214*)

Key Concept(s)

Reclamation of natural resources, Irrigation, Public Policy Debate

Instructional Resources

Equipment/Manipulative

Computer Lab Time (2 days)

Internet Access (Access to Library of Congress Website)

Two Podiums during debates

Student Resource

Links to the Library of Congress Documents (included in the student assignment sheet)

Debate Procedure Guidelines (included in the student assignment sheet)

Teacher Resources

Links to the Library of Congress Documents (included in the student assignment sheet)

Debate Procedure Guidelines (included in the student assignment sheet)

Lesson Sequence.

Previous to the assignment, students should have been introduced to the issues of the development of the West 1870-1900, the American Conservation Movement, and have some knowledge of the individual's, state and federal government's rights over natural resources.

NOTE: For AP® students, the lesson could be completed in 3 days

Day 1: Introduce lesson, designate student groups and debate issues.

Allow students to research outside of class time for two days to a week depending on the rigor of the course.

Day 2: Use 20 minutes for students to finalize their debate organizers and practice how they will present.

Day 2-3: Debate during class time. Students may write their "Letter to the Editor" for homework.

The following is an approximate time line for general education U.S. History students.

Day One:

Brainstorm the use of natural resources by asking students, "Who should be able to use natural resources such as water?" and "Who should control natural resources like water?" Students may explore examples such as the use of the Great Lakes in the Midwest versus transporting fresh water to the Southwestern states. (You may want to include pictures of lakes and asks who control them.)

Next, introduce the assignment and organize students into eight (8) groups. Students need to organize their research, written and oral arguments responsibilities and drafts. Students may refer to the Debate Procedures for research, organizational, and presentation ideas.

Days Two-Three:

Students will research and analyze primary sources to develop their position for the debate organizer.

Day Four:

Students will debate their issues while audience members take notes and ask questions of the presenters. These notes will be used for the "Letter to the Editor."

Day Five:

Students will use three of the four issues from their debate organizers and debate notes to write their "Letter to the Editor."

Assessment

After the students present and listen to the debates, they will write a 500 word minimum "Letter to the Editor" evaluating three of the four debate issues in order to defend or refute the statement: The Newlands Reclamation Act of 1902 was necessary to establish much needed irrigation systems in the West.

Students need to submit the following:

Debate organizer

Debate note-sheets (notes taken during other's debates)

Letter to the Editor (discuss three of four issues defending one's position)

Evaluation sheet (includes columns for student and teacher responses)

Added Suggestions

Prior to a formal debate, teachers may want to have a smaller debatable issue in a double round table. The inner circle discusses an issue while the outer circle listens and takes notes. Then, the two circles switch seats and the new inner circle discusses an issue. This allows students to practice and be comfortable in a formal speaking situation.

For struggling students, teachers may want to go through the debate preparation and procedures step by step with the students. Teachers may want to include partially completed primary source analysis sheets and debate organizers. Then, students may fill in the remaining ideas.

For novice debaters, subsequent speakers may be eliminated.

For advanced debaters, subsequent speakers add to the complexity of the debate.

Newlands Reclamation Debate Water for sale!

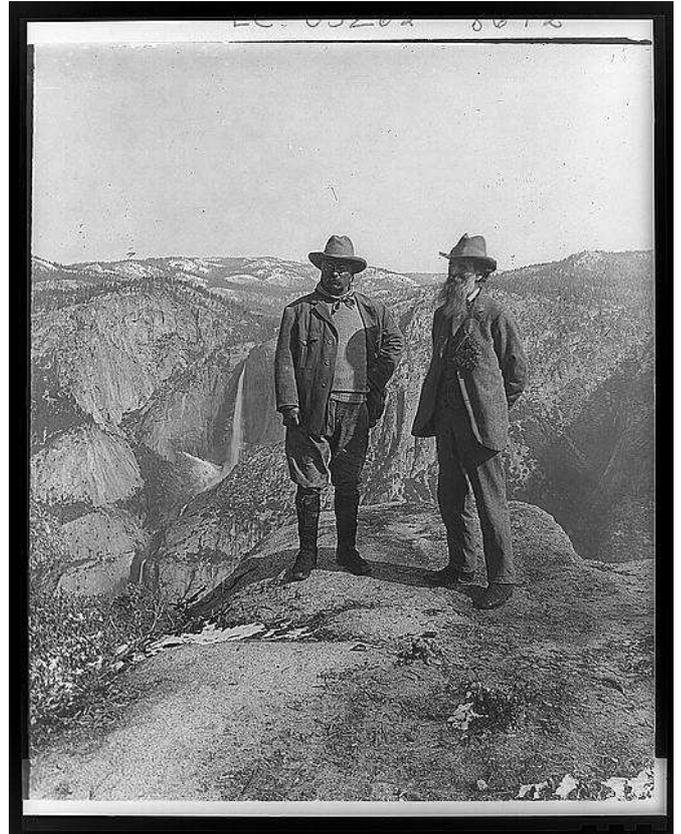
Introduction

Congress is considering the Newlands Reclamation Act which designates proceeds from the sale of public lands in sixteen Western states as a fund for the development of irrigation projects; settlers are to repay the costs of these projects, thus creating a permanent revolving fund. This Act commits the federal government to support and, ultimately, control of the large-scale irrigation which transforms the landscape, economy, and social and political structure of much of the West.

Task

As a member of Congress, you will debate one of the aspects of this legislation. Finally, after all debates are finished, you will use three of the four debate issues to justify your position of this legislation in a "Letter to the Editor."

Be careful to consider regional tensions between the north v south and east v west as well as the political tensions between and within political parties. Ultimately, this legislation is a landmark in conservation and water issues; in historical changes in relations among states; and in relations between the states and the federal government.



Theodore Roosevelt and John Muir on Glacier Point, Yosemite Valley, California, c1906.
LC-USZ62-8672 DLC

Debate Issues

Issue #1: Loose or strict construction. Does the Constitution give power to the federal government to enact irrigation systems in the West?

Issue #2: Should the federal government control irrigation systems in the West?

Issue #3: Should one state's water be used by another state?

Issue #4: Does the irrigation of the arid West help the existing farming states?

Letter to the Editor Topic

After the debates, use three of the four issues to address the following statement.

Defend or refute the statement: The Newlands Reclamation Act of 1902 was necessary to establish much needed irrigation systems in the West.

Process

Step 1: Establish roles and responsibilities for each group member regarding research, written and oral arguments.

Note, everyone needs to research and everyone needs to talk during the debates.

Step 2: Read, analyze and use the following sources within your debate preparation. Begin by filling out the Primary Source Analysis Sheet. Then, take notes on remaining information for your debate organizer. Additional sources may be helpful in strengthening your arguments.

Required Sources

[Reclamation of Arid Lands. House Report No. 794. \[Part I\] From Reports of Committees of the House of Representatives for the First Session of the Fifty-Seventh Congress. 1901-02](#)

U.S. Congress. 57th. 1st Session (1902 03 08) (Mixed material)

Source: U.S. Historical, Cultural Collections

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/ampage?collId=amrvl&fileName=v1533//amrvl1533.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(amrvl%20v1533))&linkText=0)

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SUMMARY

Report from the Committee on Irrigation of Arid Lands to accompany H.R. 9676. This is the majority report. The report lays out in some detail the reasons for a reclamation project, what it would accomplish, and why the federal government must undertake it. It gives the history of the bill, goes through its provisions, presents the arguments made for and against it, rebutting the latter, and finally gives the full text of the bill as amended.

[Irrigation and Reclamation of Arid Lands. House Report No. 794, Part II. From Reports of Committees of the House of Representatives for the First Session of the Fifty-Seventh Congress. 1901-02](#)

U.S. Congress. 57th. 1st Session (1902 03 10) (Mixed material)

Source: U.S. Historical, Cultural Collections

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SUMMARY

Views of the Minority from the Committee on Irrigation of Arid Lands to accompany H.R. 9676. The minority "cannot agree with the majority of the committee, and are opposed to the bill in its present form and also to the general scheme proposed thereby as dangerous, unfair, impossible of execution, and unconstitutional." Each of these points is presented in some detail. It is further argued that "the land-grant railroads are behind this scheme and the real beneficiaries." The argument of unconstitutionality focuses on aspects of Congress's jurisdiction over lands within a state.

[Reclamation of Arid Lands. Senate Report No. 254. From U.S. Senate Reports of the First Session of the Fifty-Seventh Congress. 1901-02](#)

U.S. Congress. 57th. 1st Session (1902 01 28) (Mixed material)
Source: U.S. Historical, Cultural Collections

[http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1532//amrvlv1532.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(amrvl%20v1532\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1532//amrvlv1532.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(amrvl%20v1532))&linkText=0)

SUMMARY

Report from the Committee on Public Lands to accompany S. 3057. The report describes the main features of the bill in its first two pages and then appends a communication from the Director of the Geological Survey giving "a series of approximate estimates of the possibilities of land reclamation by irrigation in the arid region, together with a short discussion of some of the related problems." The aspects of the bill mentioned are: the reclamation fund and its operation, rights of private owners, the relation to the homestead laws, and to state and territorial laws. The letter from the Director of the Geological Survey addresses these "leading" questions: what are the costs and results of reclamation, some suggested projects, government's role in irrigation, and the present state of irrigation development.

Additional Sources

You may use these sources to further understand the issues surrounding the debate.

The United States Constitution <http://topics.law.cornell.edu/constitution>

[U.S. Statutes at Large, Vol. 32, Part 1, Chap. 1093, pp. 388-90. "An Act Appropriating the receipts from the sale and disposal of public lands in certain States and Territories to the construction of irrigation works for the reclamation of arid lands." \[S. 3057\]; Public Act No. 161](#)

U.S. Congress. 57th. 1st Session (1902 06 17) (Mixed material)
Source: U.S. Historical, Cultural Collections

[http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1012//amrvlv1012.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(amrvl%20v1012\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1012//amrvlv1012.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(amrvl%20v1012))&linkText=0)

SUMMARY

Devotes all money received henceforth from the sale of public lands in Arizona, California, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Washington, and Wyoming to a revolving "reclamation fund" for the development and management of irrigation projects in the "arid and semiarid lands in the said States and Territories," which will be reimbursed by settlers' mandatory repayment of the construction costs of the irrigation projects.

[Report of Irrigation Investigations in California under the direction of Elwood Mead. U.S. Department of Agriculture, Office of Experiment Stations. Senate Document No. 356. From U.S. Senate Documents of the First Session of the Fifty-Seventh Congress. 1901-02](#)

U.S. Congress. 57th. 1st Session (1902) (Mixed material)
Source: U.S. Historical, Cultural Collections

[http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1530//amrvlv1530.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(amrvl%20v1530\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1530//amrvlv1530.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(amrvl%20v1530))&linkText=0)

SUMMARY

The report is a publication of the Department of Agriculture reprinted as a Senate Document. The investigations were

carried out in 1900 and published and transmitted to Congress in 1901, the year before the passage of the Newlands Reclamation Act. The bulk of the report consists of chapters by individual experts on the different water systems of California, following a chapter by Mead on the agricultural situation in the state. There are maps, drawings, and plates and an index.

[Irrigation of Arid Lands; Mr. Stewart presented the following: Extracts on the Subject of Irrigation from the Message of the President, Speeches of Members of Congress, Documents, etc. - Broad National Benefits - Irrigation of Arid Lands Will Help East and West Alike - No Competition with Eastern Agriculture. Senate Document No. 446. From U.S. Senate Documents of the First Session of the Fifty-Seventh Congress. 1901-02](#)
U.S. Congress. 57th. 1st Session (1902 07 01) (Mixed material)
Source: U.S. Historical, Cultural Collections

[http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1538//amrvl/v1538.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(amrvl%20v1538\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1538//amrvl/v1538.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(amrvl%20v1538))&linkText=0)

SUMMARY

The document consists of extracts, from one-half to two pages long, from speeches, newspaper interviews, and testimony. The extracts cover various aspects of the irrigation question, from government aid to the effects on farming and manufacturing in other parts of the country. The selection is clearly aimed at convincing doubters of the value of irrigation projects. The speeches were given by President Roosevelt, Secretary of the Interior Ethan A. Hitchcock, Secretary of Agriculture James Wilson, Senator William M. Stewart of Nevada, Senator B.F. Tillman of South Carolina, Senator H.C. Hansbrough of North Dakota, Senator Clarence D. Clark of Wyoming, Senator H.M. Teller of Colorado, Senator J.H. Gallinger of New Hampshire, Senator A.S. Clay of Georgia, Representative F. W. Mondell of Wyoming, Representative F.G. Newlands of Nevada, Ashton C. Shallenberger of Nebraska, Representative Elmer J. Burkett of Nebraska, Representative Thomas L. Glenn of Idaho, Representative James R. Mann of Illinois, Representative William S. Cowherd of Missouri, Representative Oscar W. Underwood of Alabama, Representative Joseph E. Ransdell of Louisiana, Representative William A. Reeder of Kansas, Representative Wesley L. Jones of Washington, Representative Eben W. Martin of South Dakota, Representative Charles Q. Tirrel of Massachusetts, Representative Thomas H. Tongue of Oregon, Representative John F. Shafroth of Colorado, Representative David H. Mercer of Nebraska, Representative J.C. Needham of California, and Representative George E. Sutherland of Utah. The press interviews were with James J. Hill, Thomas F. Walsh (President of the National Irrigation Association), and Col. H.M. Chittenden of the U.S. Engineer Corps. The testimony was given by William M. Bunker before the House Committee on Irrigation of Arid Lands.

[Irrigation Investigation in California. House Report No. 1954. From Reports of Committees of the House of Representatives for the First Session of the Fifty-Seventh Congress. 1901-02](#)
U.S. Congress. 57th. 1st Session (1902 05 10) (Mixed material)
Source: U.S. Historical, Cultural Collections

[http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1536//amrvl/v1536.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(amrvl%20v1536\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collid=amrvl&fileName=v1536//amrvl/v1536.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(amrvl%20v1536))&linkText=0)

SUMMARY

Report from the Committee on Printing to accompany Senate Concurrent Resolution No. 28. The report recommends the reprinting of the bulletin on "Irrigation Investigations in California" which had been produced by the Department of Agriculture and printed as a Senate Document.

Step 3: Create a debate organizer. Within the debate organizer, remember to outline your arguments, address opposing views, prepare counter-points to your opposition, and include pre-written questions to ask your opponents.

Please refer to "Debate Procedures" for research, organizational and presentation ideas. Each member of the group should have a copy of the debate organizer.

Step 4: Use the debate organizer to present your ideas debating. During the debate be sure to take notes of your opponent's ideas.

Step 5: As an audience member, take notes of the other three issues on the "Debate Note Sheets."

Step 6: Once the debates conclude, vote on whether Congress should pass the Newlands Reclamation Act.

Step 7: Refer to your Debate Organizer and Debate Note Sheets. Use three of the four issues to justify your vote on the Newlands Reclamation Act in a 500 word minimum "Letter to the Editor."

Step 8: Complete the Evaluation Sheet. Attach and submit the Evaluation Sheet, Debate Organizer, Debate Note Sheets, and Letter to the Editor.

Primary Source Analysis Sheet

Part I: Analyze the documents by filling out the key ideas from this sheet.

S- source:

C- circumstance:

A- author:

R- reason:

A- audience:

B- bias:

S- significance:

Part II: Analyze the paragraphs by writing one concise main idea sentence for each section of the document. Then, review your notes in order to find arguments for your debate organizer.

-OR-

Complete the following statements.

1. Briefly state the main idea of this document.
2. List three important facts the author(s) uses to support the main idea.
3. Show how this document supports its side of the issue.
4. Identify holes in its arguments.
5. What is a good counterargument to the thesis of this document?
6. What point could be added to its arguments?
7. List any examples of propaganda, bias, or faulty reasoning that you found in this document.

Debate Organizer (Remember: cite sources!)

Name:

Main Point #1

Main Point #2

Opposing View

Counter-Point (Main Point #3)

Closing Statements

Questions for the Opposition:

Debate Note Sheet

Name:

Issue #

Yes	No
<p>Questions for speakers:</p>	<p>Questions for speakers:</p>

Evaluation Sheet

Name:

10-9 = Excellent 8 = Very Good 7 = Satisfactory 6 = Needs Improvement

	Student Response	Teacher Response
Debate Organizer		
Thoroughly analyzes the complexity of the debatable issue.	_____/10	_____/10
References at least three (3) primary sources throughout the debate.	_____/10	_____/10
Includes three arguments (one being a counter-point to the opposition).	_____/10	_____/10
Includes an opposing view.	_____/10	_____/10
Includes closing statements.	_____/10	_____/10
Includes questions to the opposition.	_____/10	_____/10
Debate Note Sheets		
Main points are noted for the three other issues.	_____/10	_____/10
Opposing views of each side are included.	_____/10	_____/10
Questions to the speakers are written.	_____/10	_____/10
Letter to the Editor		
The complexity of the debatable statement is thoroughly examined.	_____/10	_____/10
Addresses and analyzes the complexity of one issue.	_____/10	_____/10
Addresses and analyzes the complexity of a second issue.	_____/10	_____/10
Addresses and analyzes the complexity of a third issue.	_____/10	_____/10
Justifies the decision for the vote on the Act.	_____/10	_____/10
Includes a minimum of 500 words with proper mechanics, grammar and spelling.	_____/10	_____/10

DEBATE PROCEDURES

The following is an example of how to run a debate. For more advanced debaters, subsequent speakers may be included; however, for more novice debaters, subsequent speakers may be eliminated.

EXAMPLE:

First, the moderator reads the debate resolution. A possible resolution might be:

RESOLVED, that the private ownership of handguns be banned.

NOTE: For this debate, ultimately we are defending or refuting the statement: The Newlands Reclamation Act of 1902 was necessary to establish much needed irrigation systems in the West.

(Technically, this could be phrased as "RESOLVED, that The Newlands Reclamation Act of 1902 be established in the West.")

The debate begins with six minute opening speeches from the main speaker in favor of the resolution (the proponent) and the main speaker against the resolution (the opponent). These two persons have been selected in advance and have prepared their speeches. It is their job to research the debate topic and summarize the key arguments in favor of their position as they see them. For example, the main proponent for the above resolution might expand on three main arguments:

- I. Handguns have no purpose other than to kill people.
- II. Crimes of passion will be fewer if handguns are not available.
- III. Only banning handguns will solve the problem; gun registration is not enough.

If there is any time left after the main speaker has finished speaking, the speaker may: 1) yield the remaining time to questions (take questions from the floor); or 2) yield the time to the chair (time forfeited).

After the proponent's time has lapsed, the opponent gives a six minute opening speech. The opponent might begin by offering new arguments to the debate:

- I. We need guns for the protection of our property.
- II. Owning a gun is a constitutional right.

Then the opponent should respond to or "refute" the proponent's major points:

- III. Handguns can be used for hunting.
- IV. Knives and other weapons will still be available to kill with.
- V. Gun registration can help find the owner of a crime gun.

When the opponent is finished expressing his point of view, he also may: 1) yield the remaining time to questions (take questions from the floor); or 2) yield the time to the chair (time forfeited).

After the main speeches are finished, the moderator will ask for subsequent speeches from the audience. These speeches alternate between affirmative and negative, beginning with the affirmative. Unless otherwise stated, these may be a maximum of three minutes in length. Anyone, except the moderator, may speak. If no one else wishes to speak on a certain side, the main speaker on that side may be recognized.

As an example (once again with the above resolution), the subsequent speaker might state:

- 1) A new argument: Gun control seems to work in the various cities in which it is being used. A handgun ban should be expanded nationwide.
- 2) A new fact supporting an old argument: According to the FBI Uniform Crime Report of 2005, some 68% of all murders with handguns are crimes of passion.
- 3) A new way of looking at an old argument: Gun registration is not enough; we need the strongest possible gun control.
- 4) Rebutting an opponent's argument: Knives are less likely to kill than handguns.
- 5) A combination of all of the above.

At the end of the subsequent speech, the speakers may: a) yield their time to questions; b) yield their time to the chair; c) yield their time to another subsequent speaker (on the same side); or d) yield their time to the main speaker (on the same side).

Closing speeches begin with the opponent, followed by the proponent. These speeches should reemphasize and defend the most important arguments brought up by each side. The speakers should try to present the overall philosophy of their position, reiterate the best arguments on their side and refute the most damaging arguments brought up by their opponents. Keep in mind, the words spoken last have the greatest impact and are usually best remembered by the audience. If time remains after the conclusion of either closing speech, the speaker must yield his time to the chair.

Following the closing speeches, the audience immediately votes on the resolution, and the results are announced.

RESEARCH

For this debate, an Advanced Google search of www.loc.gov was used.

The first step to good preparation is being able to find sources of information on a particular issue. There are several ways of doing research. Here are a couple of places to start:

1. The Web: The Web provides an incredible array of resources on every imaginable topic. Since anyone can create a website, however, the most important thing is to establish the credibility of your sources. Most major newspaper websites, such as www.nytimes.com for the New York Times and <http://online.wsj.com/public/us> for the Wall Street Journal may be considered reliable and provide internal search engines. Other news organizations, such as www.cnn.com provide the same service. Sometimes, you may have to create an account but these are usually free. General search engines such as Google and Yahoo can also be useful. Both have News pages where you can search for news stories specifically associated with your topic. One guide to researching on-line can be found at <http://www.webliminal.com/search/>.
2. The Library: Every library contains the Reader's Guide to Periodical Literature which indexes magazine articles by subject. The Reader's Guide concentrates primarily on the most widely read publications (Time, Newsweek, U.S. News and World Report, etc.), but also some less read titles (America, Nation, etc.). It is usually the best source for researching a debate. However, if you wish to obtain a more in-depth survey of a subject, you may prefer periodical indexes such as Social Sciences and Humanities or Public Affairs Information Service (P.A.I.S.). These indexes will classify magazines of a more specified nature (i.e. New England Journal of Medicine and government publications). These helpful guides are highly recommended if the information you seek is not found in the Reader's Guide.
3. Your Own Ingenuity: Research organizations and politicians dedicated to your issue. What are their main arguments and campaigns?

ORGANIZING YOUR MAIN SPEECH

Every speech should have some organizational structure. This helps the audience follow along with what you are saying. More importantly, it helps you arrange your arguments for maximum impact.

One simple organizational structure looks like this:

- I. Introduction and preview of arguments. In this simple structure, the speaker gives an attention getting introduction that:
 - a. Lets the audience know why the issue at hand is important.
 - b. Provides a definition for the audience of resolution so everyone understands the issue.
 - c. Gives a quick summary of three main arguments that the speaker will use to gain support from the audience.
- II. Main point #1. Think of the main points as the answer to the question, "why?" For example in our sample resolution, the answer to the question, "Why should handguns be banned?" helps form the first main point: "Because **the only use for handguns is to shoot other people.**" Each main point should be supported by some type of evidence.
- III. Main point #2
- IV. Main point #3
- V. Conclusion. Review your main points, refute your opponent's best arguments and make a final appeal for votes.

In this simple structure, you should arrange your main points so that your best argument is either Main point #1 or Main point #3 – either first or last.

“Be aware that people will remember what you say first (the primary principle) and what you say last (the recency principle). In light of this, it is logical that arranging your arguments either from weakest to strongest (climax) or from strongest to weakest (anticlimax) would be more effective than placing your best points in the middle (pyramidal)”
-- From The Speakers Handbook, Sprague and Stuart

Another organizational structure relies on a psychologically based format developed in the 1930's by Alan Monroe. Known as Monroe's Motivated Sequence, this organizational structure has been used widely in sales presentations and TV ads, but it is also very effective for persuasive speeches. This format as outlined on Answers.com (<http://www.answers.com/topic/monroe-smotivated-sequence>):

- I. **Attention.** Gets the attention of your audience using a detailed story, shocking example, dramatic statistic, quotations, etc.
- II. **Need.** Show that the problem about which you are speaking exists, that it is significant, and that it won't go away by itself. Use statistics, examples, etc. Convince your audience that there is a need for action to be taken. [If you are opposed to a resolution, you may show that there is no need to pass the resolution.]
- III. **Satisfaction.** Show that this need can be satisfied. Provide solutions for the problem that the government and community can implement as a whole. [If you are opposed to a resolution, you can show that passing the resolution does not solve the problem or you can propose a better solution.]
- IV. **Visualization.** Tell the audience what will happen if the solution does not take place. Be visual and detailed.
- V. **Action.** Tell the audience what action they can take personally to solve the problem. [In the case of a debate, the audience can vote for your side of the resolution.]
- VI. **Conclusion.** Wrap up your speech, review points, restate your contention, motivate your audience, and conclude. This step is not always included.

More information on Monroe's Motivated Sequence can be found at <http://faculty.ncu.edu/jm/salazar/Monrooes.pdf>

SUPPORTING YOUR ARGUMENT

In developing an argument, it is important to have supporting evidence. An argument may be supported by:

Statistics: The 2004 National Traffic Report shows that 52% of all auto accidents involved someone who was talking on a cell phone.

Expert Opinion/Quotes: Biologist Frank Hemminger says, “Carbon dating of fossils can be wildly inaccurate. It is an inexact science.”

Historical Precedent: The Republican presidential candidate has won a majority of the states in the South in 6 of the last 7 elections. The “solid south” will vote Republican in the next election.

Development of widely accepted moral principles: Equality is good; consequently, discrimination is bad.

These four types of argumentation illustrate that a principle or fact that ultimately supports your hypothesis is valid evidence. You need not always go to a source to support your conclusions.

Often, the development of a basic moral principle that you share with your audience is as effective as the use of statistics or opinions. However, statistics and opinions are highly persuasive, primarily because they lend authority or credibility to your arguments. The relating of personal experiences or anecdotes may also be effective.

SUBSEQUENT SPEECHES

Remember, unless you are the main speaker, you will have just three minutes to present your arguments. Consequently, it is not necessary to have a large number of points. In fact, one well-developed idea often makes the most effective subsequent speech. A good subsequent speech has an organizational format even though it is shorter than the main speeches.

The subsequent speeches introduce most of the CLASH into a debate. The philosophy behind all debates is that, with conflict, truth arises. But all too often speakers present their ideas without responding to the objections of the opposition. In other words, there is no confrontation. The end result of this type of debate is that the audience is never really presented with a clear conflict.

As an example of a debate in which there is no clash, we once again turn to the gun control debate. Consider a debate where these arguments are made one right after another:

Subsequent speaker for the opponent: "Handgun ownership is constitutionally protected."

Subsequent speaker for the proponent: "Gun control has been effective in many cities."

Opponent speaker: "If handguns are outlawed, only outlaws will have handguns."

Proponent speaker: "Handgun registration isn't enough to stop the violence."

The debaters here are talking past each other and the arguments are not being countered.

Would it not have been a better debate if the first proponent had confronted the opponent's charge of a constitutional right? The proponent should have said that the Supreme Court has ruled that there is no express constitutional right to own a handgun.

In the interest of "clash" keeping a "flow chart" of ideas is helpful. Write down in chronological order all the major points brought up by both sides and how each subsequent point answers or contradicts them. Thus, after a speaker says something contradicting a previous statement, you can ask him about it. Follow what each individual speaker has said; do not challenge one speaker with something another speaker has said. Remember, the most persuasive type of argumentation is presented when each side responds to all the arguments of the opposition.
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PRESENTATION

Techniques of speaking are very important because no matter how substantive your argument is, if you lose your audience, your message will lose most of its impact. One of the most important aspects of a presentation is eye contact. Certainly, you may glance at your notes, but try to scan the room, focusing on different people from time to time.

In giving your speech, be clear and confident. Place emphasis on those points most important to you. This can be done through voice intonation and volume fluctuation.

Most experienced debaters do not write a full text script but instead create an outline from which they can present an organized and yet flexible speech. Outlines provide the most effective presentation as they:

- Avoid the hassle of trying to memorize a pre-written speech manuscript, and allow a maximum amount of eye contact since you don't have to read word-for-word.
- Provide a guideline that, if followed, will insure that you neither ramble on needlessly nor forget some of the points that you intended to cover.
- Give flexibility so if unforeseen arguments emerge to which you would like to respond, you can do so by adding appropriate notes and reminders right into your outline.

Think about these other tips as you consider how to present your speeches:

- Begin the speech with an arresting, thought-provoking introduction to gain the audience's attention. Explain the significance of the topic and define any necessary terms in the resolution.
- Preview the main arguments and issues that lead to your ultimate conclusion in the debate. Some debate coaches call this "road mapping" or "headlining" (what would a newspaper look like without the presence of the bold, concise headlines it contains?). This serves the same purpose as a book's table of contents to preview the contents.
- In addition to headline value, each argument should have internal structure, with subheadings being subordinate to main issues and should have sufficient proof or evidence to validate or prove the issue. Unproven assertions remain just that: assertions!
- Arguments, then, must be supported by statistics, expert opinions, real life examples, historical precedent, or accepted moral principles. But remember: your evidence might be challenged by your opponents – just as you may challenge their supposed evidence.

- Depending on the placement of your speech within the entire debate, you may have to incorporate **direct clash** into your speech. All too often, speakers present their ideas without acknowledging or responding to the points made by the opposition.
- When you have about 30 seconds left in your allotted time [you'll know this because each debate has a timekeeper], begin your intentional summary. Review the main points you attempted to make in your speech (both in favor of your side and against the opponent's side) and the purpose for presenting those points in the overall scheme of the debate.
- A conclusion is the punch line that makes a memorable culmination to your speech.

Frequently, a successful conclusion relates back to the introduction (repeating the striking fact, giving the denouement to the story or example or the answer to the rhetorical question). It should stand on its own and be an indelible ending to the speech as opposed to: "Uh, that's all I have to say, so please vote for my side in the debate.

Thank you . . . how much time do I have left for questions?" all of which are terrible ways to end a speech!

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ANSWERING QUESTIONS

Fielding questions is not really as bad as you may think. Do not be scared; just try to answer them to the best of your knowledge. While answering questions, stay calm, assert your ideas, and do not be intimidated. Answer questions that deal precisely with what you said; if you aren't sure of the answer to the question, it is O.K. to acknowledge that you don't know.

Listen to the questions carefully and don't assume that the person asking the question opposes your point of view. Sometimes an audience member will ask a question that will allow you to expand on something you've said or fill in points that you might have missed. These *helpful* questions give you a chance to hammer home your point of view.

Your research before the debate should prepare you for most questions that the audience can come up with. You will come across facts and quotations that you will not be able to use in your main speech due to time limit considerations. Before the debate, think about possible questions that might arise and prepare for them. Answering questions confidently adds to your credibility as a speaker and the audience becomes more accepting of your whole presentation.

Don't let the questions divert the audience's attention from your main points. A question that strays far away from the arguments that you have presented can obscure the impact you have made with your speech. In your answer, you can acknowledge a good question, yet reassert that your main points are the most important for the audience to consider when decided how to vote on the resolution.

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