

13. RESOLUTIONAL ANALYSIS WORKSHEET

GOAL:

To encourage students to begin the process of thinking about where a resolution comes from, why it is important, and how it is likely to be debated.

METHOD:

- Using a resolution that students are likely to debate in the future, ask students to complete the following statements on paper:
 - The resolution is relevant because...
 - The background of this resolution is important because...
 - The resolution contains several key terms that are...
 - These terms are defined as...
 - This resolution contains several key issues, including...
 - Affirmatives should keep in mind that...
 - Negatives should keep in mind that...
- After completing the statements, students can work in small groups to develop more comprehensive answers. Finally, all of the answers can be shared and discussed by the class.

14. NAME THAT PROPOSITION

GOAL:

To promote an understanding of the types of propositions and to initiate a discussion on the differences in analysis that accompany each.

METHOD:

- Present the students with a list of about ten propositions and ask them which ones are definition, description, cause-and-effect relationship, simple value, comparative value, simple policy, and comparative policy. You can invent your own resolutions or use the following:
 - The earth is being visited by beings from other planets. (Description)
 - The United Nations should use economic sanctions rather than military intervention. (Comparative policy)
 - President Bush is an effective leader. (Simple value)
 - Dogs are better than cats. (Comparative value)
 - People should not eat animals. (Simple policy)
 - Expansion of NATO has promoted peace and stability in Europe. (Cause-and-effect relationship)