



We thank **Chicago Debates**, who developed the content of this lesson.

Curriculum		Extension Lessons	
Unit	Debate Games	Lesson	Impact Calculus Thunderdome
Instructional Time	75-120 minutes		
Learning Objectives	SWBAT: <ul style="list-style-type: none"> Identify all four components of impact Analyze comparative impact based on four components 		
Learning Standards	College and Career Readiness Anchor Standards <ul style="list-style-type: none"> R8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 		
Teacher Preparation	<ul style="list-style-type: none"> Preview the instructions Decide on pairing structure you will use. This can take up to 2 hours for larger teams - for teams with a smaller number of students, perhaps 60-75 minutes. For a larger team or for teams with shorter practices, consider breaking this up into two practices and keep track of the bracket. 		
Resources and Materials	<ul style="list-style-type: none"> <i>Impact Assignments for Impact Thunderdome</i> with one page for each student 		
Check-In	<i>See check-in / check-out document and decide what works best for this group at this time.</i>		
Lesson Activities	<ol style="list-style-type: none"> Each debater gets a card. Create a structure so each person knows who they are competing against. You can have students who draw consecutive numbers debate each other (1v2, 3v4, 5v6...ect.) or assign a pairing system randomly (1v9, 4v7, 13v8.) The impact cards are ordered such that 1v2, 3v4, 5v6. pair nicely because they have similar impacts, but you can do it however you wish. Random allows for more creativity. Every debater takes a few minutes to read their card silently. Every debater switches their card with their opponent, and each gets a few minutes to read their opponent's evidence with a couple of questions in mind: <ol style="list-style-type: none"> Look at the text AND who is writing it - a serious expert or an Internet fringe quack? Look for contradicting facts, qualifying remarks, or proof this isn't a serious argument in both the underlined and non-underlined parts of the card Every debater gets 5 minutes to write out their Impact Calculus against their opponent. Each must have a Magnitude claim, a Time Frame argument, a Probability argument, and a Turn. Remind them that the impact analysis must be comparative. They cannot just talk about their own impacts. They must explain about their impacts relative to their opponent's impact. For instance, it's not just "my impact is fast," it's "my impact is fast and their impact will be slow." Each pair of students deliver their Impact Calculus arguments against their opponent. Each debater gets 2 minutes to explain why their impact is worse than their opponent's impacts. 		



6. After each pair debates, the class decides who won the round. You can have students vote or you can have a panel of each coach having one vote and having the students collectively be one vote.
7. Optional: If time allows, the winning person from each debate can advance like a NCAA Bracket Style Elimination Debate. You would start with 16 impacts and go through the finals until there is 1 winner. Winners of the first set of debates follow the Steps 2-6 to compete in the next round.

*Formative
Assessment*

Check-Out

See check-in / check-out document and decide what works best for this group at this time.

*Instructor
Notes*