

TOPIC 7 – NATIONAL FOREST

Topic Overview

Topic 7 highlights the history of North Dakota's onetime national forest. It includes primary sources that will help you understand the significance of trees in North Dakota.

Topic Objectives

- As a result of the study of Topic 7, you will be able to
 - Analyze and interpret primary documents.
 - Recognize the importance of trees in North Dakota's history.

ND Content Standards

- 8.1.1
- 8.1.2

Common Core Standards

- RH 5
- RH 7
- RH 8
- WHST 1

Topic Activities

- Debate/Discussion

Debate/Discussion

Following the *Debate Guidelines* described below, debate the following: *The Dakota National Forest should have been or should not have been discontinued by President Woodrow Wilson in 1917.*

DEBATE GUIDELINES

(This is a formal debate. Teachers may choose to use a more informal format by eliminating the stringent time frames and having students just take turns expressing views for their side.)

Objective of Assignment:

Students will engage in a debate focused on two opposing views. Engaging in this structured event requires each student to critically evaluate current evidence, examine personal convictions based on values and beliefs, and synthesize relevant information to provide detailed information so that others may make an informed decision.

Format:

1. Two teams will be assigned. One team will create an affirmative presentation, while the other team will be responsible for creating a negative or opposing presentation.
2. Debate guidelines:
 - a. **Affirmative Plan: 4 minutes.** This is your introduction. What will you be discussing and why? Get our attention.
 - b. **Negative Rebuttal: 2 minutes.** This is a direct rebuttal to the Affirmative Plan. This team addresses only those issues identified in the Affirmative Team's introduction.
 - c. **Negative Plan: 4 minutes.** This is your introduction. Get our attention. What will you be discussing and why?
 - d. **Affirmative Rebuttal: 2 minutes.** Direct rebuttal to the negative plan. This team addresses only those issues identified in the Negative's team's introduction.
 - e. **10 minute break** for preparation/adjustment to arguments.
 - f. **Negative Argument: 10 minutes.** This is the body of the speech. Lay it all out – facts, stats, use sources; argue your side. The Affirmative Team cannot interrupt during this argument.
 - g. **Affirmative Cross Examination: 8 minutes.** Ask the tough questions, demand answers, do anything and everything you can to counter the argument of the negative. The Negative Team does not ask questions back. Their role is to provide answers only.



- h. **Affirmative Arguments: 10 minutes.** This is the body of the speech. Again, lay it all out – facts, stats, use sources; argue your side. The Negative Team cannot interrupt during this argument.
 - i. **Negative Cross Examination: 8 minutes.** Ask the tough questions, demand answers, do anything and everything you can to counter the argument of the negative. The Affirmative Team does not ask questions back. Their role is to provide answers only.
 - j. **10 minute break** to prepare for closing.
 - k. **Affirmative Closing: 5 minutes.** Use emotion for a big ending – you’ve seen the “TV lawyers” present their closings – do it here!
 - l. **Negative Closing: 5 minutes** – Same thing – here’s your chance!
3. Involvement by each student is required.