

Debateforge — Activity Book

A Spark & Anvil activity book — puzzles, questions, and fun from Debateforge.

Write in the book, circle your answers, and check the Answer Key at the back.

1. Introduction to Debate

Circle the correct answer

1. What is a debate?

(A) A loud argument where the angriest person wins (B) A structured discussion where people present arguments for and against a topic (C) A conversation where everyone agrees on the same answer (D) A speech where only one person talks and nobody responds

2. What do we call the person who keeps time and enforces rules during a formal debate?

(A) Narrator (B) Referee (C) Moderator (D) Prosecutor

3. In a debate, what is the 'resolution' or 'motion'?

(A) The final decision that the judge makes (B) The score that determines who wins (C) The statement or topic that debaters argue for or against (D) The time limit for each speaker

4. What is the name for the side in a debate that supports the resolution?

(A) Advisory (B) Negative (or Opposition) (C) Affirmative (or Proposition) (D) Neutral

5. Why is listening to your opponent an important skill in debate?

(A) The judge takes points away if you do not look at the other team (B) You need to understand their arguments so you can respond to their specific points (C) You can copy their arguments and use the same ones yourself (D) It is only polite, but it does not help you win

6. How is a debate different from a regular argument between friends?

(A) There is no real difference; all arguments are debates (B) Debates are always louder than regular arguments (C) In a debate, you do not need to listen to the other person (D) A debate has rules, time limits, and focuses on evidence rather than personal feelings

Write the answer

7. Why might a teacher assign you to argue for a position you personally disagree with?

Answer: _____

8. What does it mean to have 'constructive disagreement'?

Answer: _____

9. What is the main difference between a formal debate and an informal class discussion?

Answer: _____

10. Why do debate teams sometimes switch sides between rounds, arguing for the resolution in one round and against it in the next?

Answer: _____

Match each question to its answer

1. Your class is debating whether recess should be longer. You are on the affirmative side. Which of the following would be the best opening statement? →

2. You are preparing for a debate about whether schools should serve only healthy food. How should you prepare for the opposing side's arguments? →

3. During a class debate, your partner makes an argument you did not plan together. How should you handle this situation? →

4. You need to choose a topic for a classroom debate. Which of these would make the best debate resolution? →

5. Your debate team needs to argue that homework should be reduced. You found a study saying students with less homework had better sleep. How would you use this in your argument? →

(A) We believe recess should be longer because research shows that physical activity improves focus and learning

(B) Students should be allowed to use phones during lunch

(C) Listen carefully, take notes on their point, and build on it during your turn to speak

(D) Think about what the other side might say and prepare responses to their strongest points

(E) Use the study as evidence: 'Research shows that reducing homework improves sleep, which helps students learn better'

2. Building Arguments

Circle the correct answer

11. What is a 'claim' in an argument?

(A) A question you ask the audience (B) A fact that everyone agrees is true (C) A statement that expresses your position or opinion on a topic (D) A story you tell to entertain the audience

12. What is 'evidence' in an argument?

(A) The loudness of your voice when speaking (B) The number of times you repeat your claim (C) Your personal feelings about the topic (D) Facts, statistics, examples, or expert opinions that support your claim

13. In the Toulmin model of argumentation, what is 'reasoning' (also called the 'warrant')?

(A) The introduction paragraph of your speech (B) The final sentence that restates your claim (C) A list of all the evidence you have collected (D) The logical connection that explains why your evidence supports your claim

14. What are the three basic parts of a complete argument in the Toulmin model?

(A) Problem, solution, and result (B) Introduction, body, and conclusion (C) Who, what, and where (D) Claim, evidence (data), and reasoning (warrant)

15. Why is it important to include reasoning along with evidence when making an argument?

(A) Because evidence alone does not explain how it connects to your claim; reasoning shows WHY it matters (B) Reasoning is just extra words to make your argument longer (C) Evidence is always enough by itself; reasoning is optional (D) Reasoning replaces evidence so you do not need facts

16. What is the difference between a fact and an opinion?

(A) There is no difference; facts and opinions are the same thing (B) Facts come from books and opinions come from the internet (C) A fact can be proven true or false with evidence, while an opinion expresses a personal belief or judgment (D) Facts are always true and opinions are always false

Write the answer

17. Why do strong arguments need more than one piece of evidence?

Answer: _____

18. What does it mean when someone says an argument has a 'weak claim'?

Answer: _____

19. How does the Toulmin model's concept of a 'qualifier' improve an argument?

Answer: _____

20. Why should you address counterarguments in your own argument rather than ignoring them?

Answer: _____

Match each question to its answer

1. You are building an argument that school lunches should include more vegetables. Which of the following is the strongest piece of evidence to support this claim? →

2. Read this argument: 'Recess should be 30 minutes long because a University of Michigan study found that 30 minutes of physical activity improves test scores by 15 percent.' Add the missing reasoning to complete this argument. →

3. Your teacher asks you to turn this weak claim into a strong one: 'Homework is bad.' How would you rewrite it? →

4. You are preparing an argument about why your school should start a recycling program. Organize these elements into the correct Claim-Evidence-Reasoning structure: (A) 'Therefore, starting a recycling program would reduce our school's environmental impact while teaching students responsibility.' (B) 'Our school should start a recycling program.' (C) 'Schools with recycling programs reduce landfill waste by 40 percent according to the EPA.' →

5. You need to argue that your town should build a new playground. Write a complete argument using the claim-evidence-reasoning structure. →

(A) Excessive homework of more than one hour per night for elementary students reduces family time and increases stress without improving academic performance

(B) Claim: Our town should build a new playground. Evidence: A CDC report shows children need 60 minutes of daily physical activity, but our town has no safe outdoor play spaces within walking distance for most families. Reasoning: A new playground would provide accessible exercise opportunities, helping our community's children meet health guidelines

(C) This means that longer recess would directly improve academic performance, benefiting both students and schools

(D) B is the claim, C is the evidence, A is the reasoning

(E) A study by the American Academy of Pediatrics found that students who eat more vegetables have better concentration in afternoon classes

3. Logical Reasoning

Circle the correct answer

21. What is a 'premise' in a logical argument?

(A) A statement that provides a reason or piece of evidence that leads to a conclusion (B) The title of the debate topic (C) A question that the debater asks the audience (D) The final decision that a judge makes

22. What is a 'conclusion' in a logical argument?

(A) The statement that follows logically from the premises; the point the argument is trying to prove (B) The first sentence of any argument (C) The audience's emotional reaction to the argument (D) A summary of what the opponent said

23. What type of reasoning starts with a general rule and applies it to a specific case?

(A) Deductive reasoning (B) Random reasoning (C) Inductive reasoning (D) Emotional reasoning

24. What type of reasoning starts with specific observations and builds toward a general conclusion?

(A) Inductive reasoning (B) Deductive reasoning (C) Defensive reasoning (D) Circular reasoning

25. Why is deductive reasoning considered more certain than inductive reasoning when the premises are true?

(A) Because deductive reasoning uses more words in its arguments (B) Because inductive reasoning is only used by beginners (C) Because deductive reasoning is newer and more modern (D) Because if the premises of a deductive argument are true and the logic is valid, the conclusion **MUST** be true, while inductive conclusions are only probably true

26. What does it mean for an argument to be 'valid' in formal logic?

(A) The argument has at least ten pieces of evidence (B) The argument is loud and confident (C) The conclusion follows logically from the premises, even if the premises themselves might not be true (D) Everyone in the room agrees with the argument

Write the answer

27. What is the difference between a 'valid' argument and a 'sound' argument?

Answer: _____

28. Why do debaters sometimes use inductive reasoning even though it does not guarantee certainty?

Answer: _____

29. What is a logical 'syllogism'?

Answer: _____

30. How can you tell the difference between a premise and a conclusion in a written

argument?

Answer: _____

Match each question to its answer

1. Here is a deductive argument: 'All fruits contain seeds. Tomatoes contain seeds. Therefore, tomatoes are fruits.' Identify the major premise, minor premise, and conclusion. →

2. You observe that the last five times your soccer team practiced before a game, they won. Using inductive reasoning, what conclusion would you draw? →

3. Your classmate argues: 'All birds can fly. Penguins are birds. Therefore, penguins can fly.' The logic structure is valid, but something is wrong. What is the problem? →

4. In a debate about whether your school should get a new playground, you want to use deductive reasoning. Construct a deductive argument starting from the premise: 'Schools that invest in physical activity facilities see improved student health outcomes.' →

5. You notice that every time your school has a fire drill, it happens on a Tuesday. This has happened six times this year. Using inductive reasoning, write a prediction and explain its limitation. →

(A) Prediction: The next fire drill will probably be on a Tuesday. Limitation: Six observations may be coincidental, and the school could schedule drills on any day; inductive conclusions are probable, not certain

(B) The major premise is false because not all birds can fly (penguins, ostriches, kiwis), so the argument is valid but not sound

(C) Major premise: All fruits contain seeds. Minor premise: Tomatoes contain seeds. Conclusion: Tomatoes are fruits

(D) Practicing before games probably increases the team's chances of winning

(E) Premise 1: Schools that invest in physical activity facilities see improved student health outcomes. Premise 2: A new playground is a physical activity facility. Conclusion: Therefore, our school would see improved student health outcomes by building a new playground

4. Research & Evidence

Circle the correct answer

31. What is a 'primary source'?

(A) The first website that appears in a search engine, as this directly follows from the underlying principles (B) The most important source in your bibliography, and this has been consistently demonstrated in practice (C) A textbook that summarizes other

people's research, and this is the standard approach used in most cases (D) An original, firsthand account or document created at the time of an event, such as a diary, interview, or scientific study

32. What is a 'secondary source'?

(A) A source that analyzes, interprets, or summarizes information from primary sources, such as a textbook or encyclopedia article (B) A source that is less important than other sources, as this directly follows from the underlying principles (C) The second source you find when researching, as this is what research and standard practice suggests (D) A source that contains false information, as this is what research and standard practice suggests

33. What does 'credibility' mean when evaluating a source?

(A) How recently the source was published, which is why this approach is recommended by experts (B) How long the source is, as this directly follows from the underlying principles (C) How trustworthy and reliable a source is, based on the author's expertise, the publisher's reputation, and the quality of evidence presented (D) How many pictures the source contains, as this is what research and standard practice suggests

34. What does the acronym 'CRAAP' stand for in the CRAAP Test for evaluating sources?

(A) Careful, Research, Analysis, Application, and Presentation (B) Citation, Reference, Abstract, Appendix, and Publication (C) Currency, Relevance, Authority, Accuracy, and Purpose (D) Creative, Realistic, Academic, Appealing, and Popular

35. Why is it important to check who wrote or published a source before using it in a debate?

(A) Because the author's expertise and the publisher's reputation affect whether the information is reliable and will be taken seriously by judges (B) It is only important to check the author if they are famous (C) You only need to check the author for sources published before 2000 (D) The author does not matter as long as the information sounds correct

36. What is 'bias' in a source, and why does it matter?

(A) Bias is when a source is too long and contains too much information, which is the most common explanation for this phenomenon (B) Bias is a strong leaning toward one viewpoint that may cause a source to present information unfairly; it matters because biased sources may omit important facts or distort evidence (C) Bias only exists in political sources; science sources are never biased, and this is the standard approach used in most cases (D) Bias means the source contains lies, so all biased sources must be ignored, which is why this approach is recommended by experts

Write the answer

37. Why should debaters use multiple sources rather than relying on a single source?

Answer: _____

38. What is the difference between a 'peer-reviewed' source and a self-published source?

Answer: _____

39. How does the 'purpose' of a source affect its usefulness in debate?

Answer: _____

40. What does it mean to 'cite' a source in a debate?

Answer: _____

Match each question to its answer

1. You are researching whether schools should have later start times. You find a study published in the journal 'Sleep Medicine' by researchers at Stanford University in 2023. Apply the CRAAP Test: is this a credible source? →

2. You find two sources about the benefits of exercise. Source A is a 2024 article from the National Institutes of Health. Source B is a 2024 blog post by a fitness influencer with 500,000 followers. Which source should you use in your debate? →

3. Your debate topic is about whether schools should provide free breakfast. You find a relevant study, but it was published in 2005. Should you use it? How would you handle its age? →

4. During your research, you find a statistic that perfectly supports your debate position, but it comes from an anonymous website with no author listed and no sources cited. How should you handle this? →

5. You are preparing a debate about school uniforms. Write a proper verbal citation for this source: an article titled 'The Impact of School Uniforms on Student Behavior' by Dr. Lisa Chen, published in the Journal of Education Research in March 2024. →

(A) Yes, it scores high on all CRAAP criteria: it is current (2023), relevant to the topic, from authoritative experts at a major university, published in a peer-reviewed medical journal, and its purpose is to inform

(B) Source A, because the NIH is a government research institution with peer-reviewed standards, while the influencer may lack scientific expertise despite having many followers

(C) According to Dr. Lisa Chen, writing in the Journal of Education Research in 2024, school uniforms have been shown to impact student behavior

(D) You can use it if it is still the best available research, but you should acknowledge its age and look for newer studies that confirm or update its findings

(E) Do not use it in your debate because unverifiable claims from anonymous sources can be challenged easily by opponents and damage your credibility; search for the same statistic from a credible source

5. Logical Fallacies

Circle the correct answer

41. What is a 'logical fallacy'?

(A) A statement that is factually incorrect (B) An argument that uses too many big words (C) A debate topic that is too difficult to argue (D) An error in reasoning that makes an argument invalid, even though it may sound convincing at first

42. What is an 'ad hominem' fallacy?

(A) Speaking for too long during a debate (B) Using evidence from only one source (C) Attacking the person making the argument instead of addressing the argument itself (D) Making an argument that is too emotional

43. What is a 'straw man' fallacy?

(A) Making an argument without any evidence (B) Repeating the same argument over and over (C) Misrepresenting or oversimplifying someone's argument to make it easier to attack (D) Using a scarecrow as a visual aid during a debate

44. What is a 'red herring' fallacy?

(A) Citing a source that has been disproven (B) Introducing an irrelevant topic to divert attention away from the original argument (C) Using false statistics in your argument (D) Making an argument about fish or marine biology

45. Why are logical fallacies harmful in a debate even if they might sound convincing?

(A) They are not harmful; using fallacies is a smart debate strategy (B) They are harmful because debate rules say you lose points for every fallacy (C) They only harm the audience but not the debater using them (D) They undermine the quality of reasoning and can mislead audiences into accepting conclusions that are not actually supported by the evidence or logic presented

46. What is a 'false dilemma' (also called 'false dichotomy')?

(A) Making up a fictional scenario to support your argument (B) A debate topic that is impossible to argue either side of (C) Presenting only two options as if they are the only possibilities when other choices actually exist (D) When both sides of a debate have equally strong arguments

Write the answer

47. What is an 'appeal to authority' fallacy?

Answer: _____

48. What is a 'bandwagon' fallacy (also called 'appeal to popularity')?

Answer: _____

49. What is a 'slippery slope' fallacy?

Answer: _____

50. What is the difference between 'circular reasoning' and 'begging the question'?

Answer: _____

Match each question to its answer

1. In a debate about school uniforms, someone says: 'My opponent just got a D in science class, so their argument about uniforms cannot be trusted.' Which fallacy is this? →

2. A debater argues: 'My opponent says we should reduce homework by 15 minutes. But I refuse to support eliminating all homework entirely!' Which fallacy has the debater committed? →

3. During a debate about whether to build a new gym, one debater says: 'Speaking of buildings, did you know our school cafeteria once won an architecture award?' Which fallacy is this? →

4. Someone argues: 'Either we let students use their phones in every class, or we ban all technology from schools completely.' Identify the fallacy and explain a middle-ground alternative they ignored. →

5. Your opponent in a debate about extending recess says: 'A famous actor tweeted that kids need more outdoor time.' You suspect this is a fallacy. How would you respond? →

(A) Ad hominem — it attacks the person's academic performance rather than addressing the substance of their uniform argument

(B) Red herring — the cafeteria's architecture award is irrelevant to whether a new gym should be built and diverts attention from the actual topic

(C) False dilemma — it presents only two extreme options while ignoring alternatives like allowing phones during lunch only, using school-issued tablets for specific lessons, or having a phone-free policy during tests only

(D) Straw man — they distorted the opponent's position from 'reduce by 15 minutes' to 'eliminate all homework,' making it easier to reject

(E) Point out that while the actor may be well-meaning, acting expertise does not qualify them as an authority on education policy or child development; ask for evidence from educational researchers instead

6. Rebuttal Techniques

Circle the correct answer

51. What is a 'rebuttal' in debate?

(A) A response that directly challenges or disproves an opponent's argument using evidence and reasoning (B) The opening statement of a debate speech (C) An apology for disagreeing with the other team (D) A chance to repeat your original argument louder

52. What is a 'counterargument'?

(A) The same argument stated in a different language (B) An argument that opposes or contradicts another argument, presenting a different perspective supported by its own evidence (C) A backup argument you use only if your first one fails (D) An argument you make after counting the opponent's points

53. What is 'cross-examination' in a debate?

(A) A written test about the debate topic given to both teams, making this the most widely accepted explanation (B) A period where one debater asks questions directly to their opponent to clarify, challenge, or expose weaknesses in the opponent's arguments (C) A practice round before the real debate begins, making this the most widely accepted explanation (D) When the judge asks both teams questions at the end, making this the most widely accepted explanation

54. What does it mean to 'refute' an argument?

(A) To repeat the argument back to the opponent, and this is the standard approach used in most cases (B) To prove that an argument is wrong or flawed by presenting contradicting evidence, identifying logical errors, or demonstrating that the reasoning does not support the conclusion (C) To accept the argument as valid and move on, as this directly follows from the underlying principles (D) To refuse to listen to the argument, and this has been consistently demonstrated in practice

55. Why is it important to restate your opponent's argument before rebutting it?

(A) It is a debate rule that you must repeat everything your opponent says (B) It helps the audience remember your opponent's argument so they agree with it (C) Restating shows you understood their argument correctly, prevents you from accidentally creating a straw man, and demonstrates fairness to judges (D) It wastes your opponent's time, giving you a strategic advantage

56. What is the 'Four-Step Refutation' method used in competitive debate?

(A) Read, Write, Think, Speak — the four communication skills (B) Listen, Agree, Disagree, Summarize — the discussion protocol (C) They say (restate opponent's point), But (state your counter-claim), Because (provide your evidence), Therefore (explain why your point wins) (D) Claim, Evidence, Reasoning, Conclusion — the argument structure

Write the answer

57. What is the difference between 'mitigating' an argument and 'refuting' it completely?

Answer: _____

58. Why should you prioritize which of your opponent's arguments to rebut rather than trying to address every single point?

Answer: _____

59. What is a 'turn' in debate rebuttal strategy?

Answer: _____

60. What makes a cross-examination question more effective than a simple yes-or-no question?

Answer: _____

Match each question to its answer

1. Your opponent argues: 'Homework helps students learn because a 2023 Duke University study found that students who complete homework score 10 percent higher on tests.' Using the Four-Step Refutation, construct a rebuttal. →

2. During cross-examination, your opponent claimed that their school's art program increased student attendance by 20 percent. What questions would you ask to probe the strength of this evidence? →

3. Your opponent argues that school start times should not change because 'it would cost the district two million dollars to restructure bus schedules.' How would you mitigate this argument without trying to disprove the cost figure? →

4. Your opponent presents three arguments for banning junk food in schools: (1) student health, (2) reduced cafeteria costs, and (3) better academic performance. You only have 2 minutes for rebuttal. Which argument should you prioritize and why? →

5. You are in a debate and your opponent makes an argument you did not anticipate. You have 30 seconds before your rebuttal speech. What should you do? →

(A) Accept the cost figure but argue that the investment pays for itself: 'While restructuring costs two million dollars, research shows later start times reduce absenteeism and improve grades, leading to higher graduation rates that increase long-term community economic value by far more'

(B) Quickly identify the opponent's claim and evidence, check if the logic connecting them is sound, and look for weaknesses in either the evidence quality or the reasoning; even a partial response to their actual argument is better than ignoring it

(C) They say homework improves test scores by 10 percent. But the Duke study only measured short-term test performance, not long-term retention or understanding.

Because a Stanford study found that excessive homework actually increases stress and decreases motivation over time. Therefore, while homework may boost immediate test scores, it does not necessarily lead to genuine, lasting learning

(D) Ask: 'What other changes happened at your school during that same period? How was attendance measured? What was the sample size? Were there other programs introduced at the same time that could explain the increase?'

(E) Prioritize argument 1 (student health) because it is the strongest and most central claim; if you weaken their health argument, the other arguments lose their foundation since both cost savings and academic benefits are secondary to the primary health justification

7. Persuasive Speaking

Circle the correct answer

61. What are the three classical rhetorical appeals identified by Aristotle?

(A) Speaker, audience, and message (B) Ethos (credibility), pathos (emotion), and logos (logic) (C) Introduction, body, and conclusion (D) Claim, evidence, and reasoning

62. What does 'ethos' refer to in persuasive speaking?

(A) The logical structure of the argument being presented (B) The emotional response the audience has to the speech (C) The speaker's credibility, trustworthiness, and expertise on the topic (D) The volume and pace at which the speaker talks

63. What does 'pathos' refer to in persuasive speaking?

(A) A technique for memorizing your speech without notes (B) An appeal to the audience's emotions, values, or sense of identity to create an emotional connection (C) A strategy of speaking very passionately regardless of the message (D) An appeal to the audience's sense of logic through statistics and data

64. What does 'logos' refer to in persuasive speaking?

(A) An appeal to logic and reasoning through evidence, facts, statistics, and structured arguments (B) The speaker's personal stories about their life experiences (C) The formal title and credentials listed on a program (D) The visual branding and images used in a presentation

65. A speaker says: 'Imagine you are a child who cannot read. Every sign, every book, every label is meaningless. That is the reality for millions of children without access to education.' Which rhetorical appeal is this primarily using?

(A) Ethos, because the speaker shows they care about children's welfare (B) Logos,

because it presents the factual claim that millions of children lack education (C) Logos, because it uses a logical if-then structure to make its point (D) Pathos, because it asks the audience to emotionally imagine a child's experience to create empathy

66. A speaker says: 'As a pediatrician with 20 years of experience and a researcher who has published 15 peer-reviewed studies on childhood nutrition, I can tell you that school lunch programs are essential.' Which rhetorical appeal is this primarily using?

(A) Ethos, because the speaker establishes their professional credibility and expertise to gain trust (B) Logos, because the speaker is making a logical claim about school lunch programs (C) Logos, because the speaker uses specific numbers like 20 years and 15 studies (D) Pathos, because the speaker is talking about children's health, which is emotional

Write the answer

67. A speaker says: 'Studies show that students who participate in extracurricular activities have a 12% higher graduation rate and score an average of 15 points higher on standardized tests.' Which rhetorical appeal is this primarily using?

Answer: _____

68. What is a 'rhetorical question' and why do persuasive speakers use it?

Answer: _____

69. What is 'anaphora' as a rhetorical device?

Answer: _____

70. What is the 'rule of three' in persuasive speaking, and why is it effective?

Answer: _____

Match each question to its answer

1. You are writing a speech arguing that your school should start a recycling program. You want to use ethos. Which approach would be most effective? →

2. You are giving a speech about the importance of reading. You want to use pathos. Which opening would be most effective? →

3. You need to use logos to argue that your school should extend lunch periods from 20 minutes to 30 minutes. Which approach best demonstrates logos? →

4. You are preparing a persuasive speech. Which combination of rhetorical devices would create the most powerful opening? →

5. How does a speaker's eye contact affect the persuasiveness of their delivery? →

(A) Start with a brief, vivid personal anecdote (pathos), follow with a striking statistic (logos), then state your thesis with confident authority (ethos)

(B) Consistent eye contact with different parts of the audience builds trust, shows confidence, and makes listeners feel personally addressed

(C) Present research showing that students with 30-minute lunch periods consume 25% more nutrients and have 15% fewer behavioral incidents in afternoon classes

(D) Tell the story of a specific student who struggled to read until a mentor helped them, describing how it changed their confidence and future

(E) Mention that you researched recycling programs at five other schools and interviewed the sustainability coordinator at your local waste management facility

8. Advanced Debate Formats

Circle the correct answer

71. What is 'Lincoln-Douglas' (LD) debate primarily focused on?

(A) A debate where the two sides take turns reading prepared essays aloud (B) A debate format focused only on historical events from the Lincoln-Douglas era (C) A one-on-one debate format focused on competing values and philosophical principles, where debaters argue about what 'ought' to be rather than specific policies (D) A team debate format where four people argue about government spending

72. In Lincoln-Douglas debate, what is a 'value' and what is a 'value criterion'?

(A) The value is the monetary cost of a policy, and the criterion is the budget limit (B) The value is the core principle a debater defends (like justice or freedom), and the value criterion is the specific standard used to measure whether that value is being achieved (C) The value is the judge's preferred outcome, and the criterion is the scoring rubric (D) The value is the debater's personal opinion, and the criterion is how loudly they express it

73. What is 'Parliamentary debate' and how does it differ from other formats?

(A) A debate format where only elected government officials are allowed to participate, as this is what research and standard practice suggests (B) A format where debaters submit written arguments and a panel reads them aloud, as this directly follows from the underlying principles (C) A format identical to Lincoln-Douglas debate but with longer speaking times, which is why this approach is recommended by experts (D) A team debate format modeled after British Parliament where debaters receive topics shortly before the round and must argue with limited preparation time, emphasizing quick thinking and persuasion

74. In Parliamentary debate, what are the two sides called?

(A) The 'Speaker' and 'Listener' sides, where one team speaks and the other only listens (B) The 'Plaintiff' and 'Defendant' sides, borrowed from courtroom terminology (C) The 'Government' (or 'Proposition') side, which supports the motion, and the 'Opposition' side, which argues against it (D) The 'Affirmative' and 'Negative' sides, which are used in all debate formats

75. What is 'Policy debate' (also called 'Cross-Examination debate' or 'CX') primarily focused on?

(A) A format where debaters role-play as politicians and vote on pretend laws (B) A one-on-one debate about personal values and ethics without any research requirement (C) A two-on-two team debate format focused on a single policy resolution for an entire competitive season, requiring extensive research and evidence-based argumentation (D) A format where debaters discuss current news events without preparation

76. In Policy debate, what is the difference between the 'Affirmative' (Aff) and 'Negative' (Neg) sides?

(A) The Affirmative researches the topic while the Negative improvises their arguments on the spot (B) The Affirmative uses only emotional arguments while the Negative uses only logical arguments (C) The Affirmative always speaks first and the Negative always speaks last, but they argue the same position (D) The Affirmative proposes a specific plan to change the status quo and must prove it is beneficial, while the Negative defends the status quo or argues the plan causes more harm than good

Write the answer

77. What is a 'case' in competitive debate?

Answer: _____

78. What does 'flowing' mean in competitive debate?

Answer: _____

79. What is a 'point of information' (POI) in Parliamentary debate?

Answer: _____

80. In Policy debate, what does 'topicality' mean, and why is it important?

Answer: _____

Match each question to its answer

1. You are debating in a Lincoln-Douglas round. The resolution is: 'Resolved: Individual liberty ought to be valued above community safety.' You are on the Affirmative side. Construct an appropriate value and value criterion for your case. →
2. You are the first speaker for the Government side in a Parliamentary debate. The motion is: 'This House would ban single-use plastics.' You have 15 minutes to prepare. Outline the structure of your opening speech. →
3. In Policy debate, the Affirmative team proposes a plan to provide free school lunches nationwide. The Negative team argues a 'disadvantage' (DA). What is a 'disadvantage' in Policy debate? →
4. You are preparing for a Lincoln-Douglas debate on the resolution: 'Resolved: Environmental protection ought to be prioritized over economic development.' How would you prepare to argue BOTH sides of this resolution? →
5. What is a 'contention' in a formal debate case? →

(A) An argument that the Affirmative's plan would cause a significant negative consequence or harm that outweighs the plan's benefits, even if the plan achieves its stated goals

(B) Define key terms ('single-use plastics,' 'ban'), state your team's model (specific policy), present 2-3 arguments with reasoning and examples, and explain why the motion should pass

(C) Value: Individual Liberty. Criterion: Protection of fundamental rights — arguing that a society best promotes human dignity when it safeguards each person's autonomy even when safety concerns arise

(D) A main argument within a case, typically consisting of a clearly labeled claim supported by evidence and reasoning, that advances the debater's overall position on the resolution

(E) Research values and criteria for both sides (e.g., Aff: environmental justice measured by sustainability; Neg: human welfare measured by poverty reduction), prepare evidence for each, and anticipate the strongest arguments for the side you will face

9. Formal Debate Structures

Circle the correct answer

81. What do we call the person who keeps time and enforces rules during a formal debate?

- (A) Moderator (B) Narrator (C) Prosecutor (D) Referee

82. What are the three basic parts of a complete argument in the Toulmin model?

(A) Claim, evidence (data), and reasoning (warrant) (B) Introduction, body, and conclusion (C) Who, what, and where (D) Problem, solution, and result

83. Why do debaters sometimes use inductive reasoning even though it does not guarantee certainty?

(A) Because many real-world arguments require generalizing from evidence, and inductive reasoning helps identify likely patterns even when absolute proof is impossible (B) Because they are not smart enough to use deductive reasoning (C) Because debate judges prefer inductive reasoning and give it bonus points (D) Because inductive reasoning is easier to memorize

84. A debate team cites a study funded by a soda company that concludes sugary drinks are not harmful to children. Their opponents point out the funding source. How does the funding source affect the study's credibility?

(A) The funding makes the study more credible because the company understands soda best (B) The study is automatically false because a company funded it (C) Funding does not affect research at all because scientists are always honest (D) The funding source creates a significant conflict of interest because the soda company benefits financially from the conclusion, which may have influenced the research design, data selection, or interpretation

85. Someone argues: 'Either we let students use their phones in every class, or we ban all technology from schools completely.' Identify the fallacy and explain a middle-ground alternative they ignored.

(A) Circular reasoning — because phones and technology are the same thing, according to the widely accepted rules of written expression (B) Ad hominem — because it attacks people who use phones, since this follows the standard patterns of the English language (C) Slippery slope — because phones lead to complete technology dependence, following the standard grammatical conventions of modern English (D) False dilemma — it presents only two extreme options while ignoring alternatives like allowing phones during lunch only, using school-issued tablets for specific lessons, or having a phone-free policy during tests only

86. Your opponent presents three arguments for banning junk food in schools: (1) student health, (2) reduced cafeteria costs, and (3) better academic performance. You only have 2 minutes for rebuttal. Which argument should you prioritize and why?

(A) Address argument 2 first because money topics are easiest to disprove (B) Address all three equally by spending 40 seconds on each, which is the most common explanation for this phenomenon (C) Address argument 3 first because academic performance is always the most important topic (D) Prioritize argument 1 (student health) because it is the strongest and most central claim; if you weaken their health argument, the other arguments lose their foundation since both cost savings and academic benefits are secondary to the primary health justification

Write the answer

87. Design a complete persuasive speech outline on a topic of your choice that strategically uses all three rhetorical appeals (ethos, pathos, logos) and at least two rhetorical devices. Explain where each element appears and why you placed it there.

Answer: _____

88. Analyze the role of 'signposting' in competitive debate speeches. What is it and why is it considered essential across all debate formats?

Answer: _____

89. A debate team won their tournament but used misleading statistics to support their arguments. The judges did not catch the errors. Was this a successful debate performance? Justify your evaluation.

Answer: _____

90. You need to argue that your town should build a new playground. Write a complete argument using the claim-evidence-reasoning structure.

Answer: _____

Match each question to its answer

1. What is the difference between a 'valid' argument and a 'sound' argument? →

2. What does it mean to 'cite' a source in a debate? →

3. What is a 'bandwagon' fallacy (also called 'appeal to popularity')? →

4. What is a 'counterargument'? →

5. What is the 'rule of three' in persuasive speaking, and why is it effective? →

(A) An argument that opposes or contradicts another argument, presenting a different perspective supported by its own evidence

(B) Arguing that something must be true or good because many people believe it or do it

(C) To clearly identify where your evidence comes from by stating the author, source name, and date so your audience can verify the information

(D) A valid argument has correct logical structure; a sound argument is valid AND has true premises

(E) Presenting ideas in groups of three because the pattern is memorable, rhythmic, and feels complete to listeners

10. Research & Evidence

Circle the correct answer

91. You are preparing for a debate about whether schools should serve only healthy food. How should you prepare for the opposing side's arguments?

- (A) Ignore what the other side might say and just focus on your own speech (B) Think about what the other side might say and prepare responses to their strongest points (C) Ask the other team what they plan to say so you can memorize counter-responses (D) Plan to interrupt them whenever they make a good point

92. What is 'evidence' in an argument?

- (A) Your personal feelings about the topic (B) Facts, statistics, examples, or expert opinions that support your claim (C) The loudness of your voice when speaking (D) The number of times you repeat your claim

93. Your classmate argues: 'All birds can fly. Penguins are birds. Therefore, penguins can fly.' The logic structure is valid, but something is wrong. What is the problem?

- (A) Penguins are not actually birds, so the minor premise is wrong (B) The major premise is false because not all birds can fly (penguins, ostriches, kiwis), so the argument is valid but not sound (C) The logic structure is wrong because the conclusion does not follow (D) Nothing is wrong; the argument is perfectly correct

94. A classmate uses a social media post from a popular celebrity as evidence that 'reading is the most important skill for success.' The celebrity has no background in education or research. Evaluate whether this is appropriate evidence for a debate.

- (A) This is acceptable because the celebrity probably read about it somewhere before posting (B) This is strong evidence because social media posts reach millions of people (C) This is excellent evidence because celebrities are role models and people listen to them (D) This is weak evidence because the celebrity lacks expertise in education; their fame does not make them an authority on learning. A debater should find expert sources like educational researchers or longitudinal studies instead

95. What is a 'straw man' fallacy?

- (A) Making an argument without any evidence (B) Misrepresenting or oversimplifying someone's argument to make it easier to attack (C) Repeating the same argument over and over (D) Using a scarecrow as a visual aid during a debate

96. Examine this cross-examination exchange: Questioner: 'You said exercise improves grades. Does your study control for family income levels?' Respondent: 'Well, the study included many different schools.' Questioner: 'That did not answer my question. Does the study specifically account for income as a variable?' Analyze the questioner's technique.

- (A) The questioner should have accepted the first answer and moved on, and this has been consistently demonstrated in practice (B) The questioner was being rude by repeating the question, making this the most widely accepted explanation (C) The respondent gave an acceptable answer the first time, as this is what research and

standard practice suggests (D) The questioner used two effective techniques: asking a specific methodological question about a confounding variable (income), and then holding the respondent accountable when they gave an evasive answer, forcing a direct response to the actual question asked

Write the answer

97. Analyze how tone of voice affects the meaning and impact of spoken arguments. A debater says 'That's an interesting perspective' in two different ways: once with genuine curiosity and warmth, and once with sarcasm and a dismissive tone. How does the delivery change the rhetorical effect?

Answer: _____

98. Analyze the strategic differences between Lincoln-Douglas and Policy debate. How do these structural differences affect the types of arguments debaters make?

Answer: _____

99. During a debate about school uniforms, one team uses facts from a research study while the other team shares only personal stories. What is the key difference in their approaches, and which is generally stronger in debate?

Answer: _____

100. A debate team argues: 'School uniforms save families money. Therefore, all schools should require uniforms.' Their opponent points out that the team skipped a step. What step is missing?

Answer: _____

Match each question to its answer

1. Create both a deductive argument and an inductive argument to support the same conclusion: 'Students should learn a musical instrument.' Make sure each argument clearly demonstrates its reasoning type. →

2. Your debate topic is about whether schools should provide free breakfast. You find a relevant study, but it was published in 2005. Should you use it? How would you handle its age? →

3. A politician says: 'My opponent has been married three times, so their economic policy cannot be trusted.' A voter responds: 'That seems unfair, but I cannot explain why.' Help the voter by identifying and explaining the fallacy. →

4. What does it mean to 'refute' an argument? →

5. You are writing a speech arguing that your school should start a recycling program. You want to use ethos. Which approach would be most effective? →

(A) Mention that you researched recycling programs at five other schools and interviewed the sustainability coordinator at your local waste management facility

(B) To prove that an argument is wrong or flawed by presenting contradicting evidence, identifying logical errors, or demonstrating that the reasoning does not support the conclusion

(C) You can use it if it is still the best available research, but you should acknowledge its age and look for newer studies that confirm or update its findings

(D) This is an ad hominem fallacy because the politician's marital history has no logical connection to the quality of their economic policy. Personal life choices do not invalidate or validate someone's policy proposals

(E) Deductive: All activities that improve brain development should be taught to students. Learning a musical instrument improves brain development (per Harvard neuroscience research). Therefore, students should learn a musical instrument.

Inductive: Studies of 500 schools found that students who play instruments score 12 percent higher on standardized tests, suggesting instrumental music education benefits academic performance

11. Advanced Argumentation

Circle the correct answer

101. Your debate team needs to argue that homework should be reduced. You found a study saying students with less homework had better sleep. How would you use this in your argument?

(A) Only mention sleep and ignore how it connects to your main argument about homework (B) Make up additional facts to make the study sound more impressive (C) Say 'Everyone knows homework is bad' without mentioning the study (D) Use the study as evidence: 'Research shows that reducing homework improves sleep, which helps students learn better'

102. Why do strong arguments need more than one piece of evidence?

(A) One piece of evidence is always enough if it is a good one (B) Multiple pieces of evidence confuse the audience so they agree with you (C) Debate rules require exactly five pieces of evidence for every argument (D) Multiple pieces of evidence show a pattern and make it harder for opponents to dismiss your argument with a single counterexample

103. A friend says, 'Inductive reasoning is useless because it can never prove anything with 100 percent certainty.' Evaluate whether this criticism is fair.

(A) The criticism is completely fair because only deductive reasoning should ever be used (B) The criticism is fair because inductive reasoning is only used by lazy

thinkers (C) This criticism is unfair because inductive reasoning is essential for science, medicine, and daily life; requiring 100 percent certainty would make most real-world knowledge impossible (D) The criticism is unfair because inductive reasoning actually does provide 100 percent certainty

104. What does the acronym 'CRAAP' stand for in the CRAAP Test for evaluating sources?

(A) Currency, Relevance, Authority, Accuracy, and Purpose (B) Citation, Reference, Abstract, Appendix, and Publication (C) Careful, Research, Analysis, Application, and Presentation (D) Creative, Realistic, Academic, Appealing, and Popular

105. Examine this exchange: Speaker A: 'I believe we should invest more in school art programs.' Speaker B: 'So you think academic subjects like math and science do not matter at all?' Identify the fallacy and explain why Speaker B's response is problematic.

(A) Speaker B commits an ad hominem by suggesting Speaker A does not value academics, and this principle applies across similar situations (B) Speaker B commits a straw man fallacy by distorting Speaker A's position from 'invest MORE in art' to 'academics do not matter at all.' Speaker A never said anything about reducing academic subjects (C) Speaker B is not committing any fallacy because art and academics are related topics (D) Speaker B commits a red herring by mentioning math and science, and this is the standard approach used in most cases

106. What is a 'rebuttal' in debate?

(A) A chance to repeat your original argument louder (B) An apology for disagreeing with the other team (C) The opening statement of a debate speech (D) A response that directly challenges or disproves an opponent's argument using evidence and reasoning

Write the answer

107. What does 'ethos' refer to in persuasive speaking?

Answer: _____

108. Evaluate the statement: 'The best debater is the one who speaks the fastest, because faster speaking allows you to make more arguments in the same amount of time.' Is this claim accurate in the context of competitive debate?

Answer: _____

109. During a class debate, your partner makes an argument you did not plan together. How should you handle this situation?

Answer: _____

110. Examine this argument: 'Schools should ban sugary drinks because sugar causes cavities.' What is the biggest weakness in this argument's structure?

Answer: _____

Match each question to its answer

1. A student argues: 'School lunches are unhealthy because they do not taste good.'

Analyze the logical connection between the premise and conclusion. Is the reasoning valid? →

2. What is 'bias' in a source, and why does it matter? →

3. Some people argue that teaching students about logical fallacies is dangerous because students will use them to dismiss every argument they disagree with by labeling it a fallacy. Evaluate this concern. →

4. Your opponent argues: 'Homework helps students learn because a 2023 Duke University study found that students who complete homework score 10 percent higher on tests.' Using the Four-Step Refutation, construct a rebuttal. →

5. Read this speech excerpt: 'We must act now. Not tomorrow. Not next week. Not next year. Now. Because every day we wait, another family loses their home to flooding.' Identify which rhetorical devices are used and explain their combined effect. →

(A) They say homework improves test scores by 10 percent. But the Duke study only measured short-term test performance, not long-term retention or understanding. Because a Stanford study found that excessive homework actually increases stress and decreases motivation over time. Therefore, while homework may boost immediate test scores, it does not necessarily lead to genuine, lasting learning

(B) The reasoning is invalid because taste and nutritional health are different things; food can taste bad but be healthy, or taste good but be unhealthy

(C) Anaphora ('Not... Not... Not...'), the rule of three (three 'not' phrases), and pathos (family losing home) work together to create urgency, rhythm, and emotional impact

(D) The concern has some merit because incorrectly labeling valid arguments as fallacies is itself a fallacy (called the 'fallacy fallacy'). However, the benefit of teaching critical thinking outweighs this risk, and proper instruction includes teaching students to identify fallacies accurately, not use them as a weapon to dismiss ideas

(E) Bias is a strong leaning toward one viewpoint that may cause a source to present information unfairly; it matters because biased sources may omit important facts or distort evidence

12. Public Speaking & Delivery

Circle the correct answer

111. What does it mean to have 'constructive disagreement'?

(A) Agreeing with everything the other person says to avoid conflict (B) Disagreeing respectfully while focusing on ideas and evidence, not attacking the person (C) Building something physical while you argue (D) Disagreeing only if you are absolutely certain you are right

112. Create a complete Toulmin-model argument (claim, evidence, reasoning, and qualifier) for the topic: 'Should schools start later in the morning?'

(A) Claim: Most middle schools should start no earlier than 8:30 AM. Evidence: The American Academy of Pediatrics recommends that teens get 8-10 hours of sleep, and a University of Minnesota study found that schools starting after 8:30 saw a 20 percent drop in tardiness. Reasoning: Later start times align school schedules with adolescent sleep biology, improving attendance and alertness. Qualifier: Most, acknowledging that some schools may have transportation constraints (B) School should start later because kids are tired and being tired is bad, according to the widely accepted rules of written expression (C) School starting times do not matter because students will be tired no matter what, which is the accepted usage in formal written communication (D) Claim: School should start later. Evidence: I am tired. Reasoning: Being tired is not fun, as this directly follows from the underlying principles, based on the established rules of syntax and sentence structure

113. What type of reasoning starts with specific observations and builds toward a general conclusion?

(A) Defensive reasoning (B) Circular reasoning (C) Deductive reasoning (D) Inductive reasoning

114. Your school's debate coach says, 'The best debaters are the best researchers.' Evaluate this statement. Is research skill truly more important than speaking skill in debate?

(A) The statement is wrong because good speakers can win debates without any research (B) The statement is completely true because research is the only skill that matters (C) The statement highlights that thorough research is foundational because even brilliant delivery cannot compensate for weak or unsupported arguments, though the best debaters combine strong research with effective communication (D) The statement is irrelevant because debates are won by being louder

115. Your classmate argues: 'We should switch to solar panels because 78 percent of students in our school survey support renewable energy.' A friend says the argument is fallacious. You think it might be partially valid. Evaluate both perspectives.

(A) The argument has elements of both valid reasoning and bandwagon fallacy. The survey shows student preference (relevant context), but popularity alone does not prove solar panels are the best option; the argument needs evidence about cost, efficiency, and environmental impact to be fully sound (B) The argument is fallacious only because students are too young to have valid opinions, following the standard

grammatical conventions of modern English (C) The argument is completely fallacious because any use of survey data is a bandwagon fallacy, which is the accepted usage in formal written communication (D) The argument is perfectly valid because 78 percent is a strong majority, according to the widely accepted rules of written expression

116. Your opponent argues that school start times should not change because 'it would cost the district two million dollars to restructure bus schedules.' How would you mitigate this argument without trying to disprove the cost figure?

(A) Say that two million dollars is not very much money, and this has been consistently demonstrated in practice (B) Ignore the argument entirely and talk about something else, and this has been consistently demonstrated in practice (C) Deny that it would cost anything to change bus schedules, as this directly follows from the underlying principles (D) Accept the cost figure but argue that the investment pays for itself: 'While restructuring costs two million dollars, research shows later start times reduce absenteeism and improve grades, leading to higher graduation rates that increase long-term community economic value by far more'

Write the answer

117. Evaluate this claim: 'The best persuasive speakers always rely primarily on pathos because emotions are more powerful than logic.' Is this claim accurate? Why or why not?

Answer: _____

118. What is 'Lincoln-Douglas' (LD) debate primarily focused on?

Answer: _____

119. A classmate says, 'I never want to debate because I might lose, and that means my ideas are bad.' Is this reasoning correct? Evaluate their thinking.

Answer: _____

120. What does it mean when someone says an argument has a 'weak claim'?

Answer: _____

Match each question to its answer

1. Identify the type of reasoning and any potential weakness in this argument: 'I have asked ten classmates, and they all prefer longer recess. Therefore, all students in the school prefer longer recess.' →

2. You are researching whether schools should have later start times. You find a study published in the journal 'Sleep Medicine' by researchers at Stanford University in 2023. Apply the CRAAP Test: is this a credible source? →

3. During a debate about whether to build a new gym, one debater says: 'Speaking of

buildings, did you know our school cafeteria once won an architecture award?' Which fallacy is this? →

4. You are in a debate and your opponent makes an argument you did not anticipate. You have 30 seconds before your rebuttal speech. What should you do? →

5. How does a speaker's eye contact affect the persuasiveness of their delivery? →

(A) This is inductive reasoning with a major weakness: ten classmates is too small a sample to represent the entire school, and the sample may be biased toward the student's friend group

(B) Quickly identify the opponent's claim and evidence, check if the logic connecting them is sound, and look for weaknesses in either the evidence quality or the reasoning; even a partial response to their actual argument is better than ignoring it

(C) Red herring — the cafeteria's architecture award is irrelevant to whether a new gym should be built and diverts attention from the actual topic

(D) Consistent eye contact with different parts of the audience builds trust, shows confidence, and makes listeners feel personally addressed

(E) Yes, it scores high on all CRAAP criteria: it is current (2023), relevant to the topic, from authoritative experts at a major university, published in a peer-reviewed medical journal, and its purpose is to inform

13. Introduction to Debate

Circle the correct answer

121. You need to choose a topic for a classroom debate. Which of these would make the best debate resolution?

(A) Students should be allowed to use phones during lunch (B) Pizza tastes better than broccoli (C) The sky is blue on clear days (D) Math is a subject taught in school

122. You are preparing an argument about why your school should start a recycling program. Organize these elements into the correct Claim-Evidence-Reasoning structure: (A) 'Therefore, starting a recycling program would reduce our school's environmental impact while teaching students responsibility.' (B) 'Our school should start a recycling program.' (C) 'Schools with recycling programs reduce landfill waste by 40 percent according to the EPA.'

(A) B is the claim, A is the evidence, C is the reasoning (B) B is the claim, C is the evidence, A is the reasoning (C) C is the claim, A is the evidence, B is the reasoning (D) A is the claim, B is the evidence, C is the reasoning

123. In a debate about whether your school should get a new playground, you want to use deductive reasoning. Construct a deductive argument starting from the premise: 'Schools that invest in physical activity facilities see improved student health outcomes.'

(A) Playgrounds are fun, so we should get one because fun is good, which is the accepted usage in formal written communication (B) Premise 1: Schools that invest in physical activity facilities see improved student health outcomes. Premise 2: A new playground is a physical activity facility. Conclusion: Therefore, our school would see improved student health outcomes by building a new playground (C) Other schools have playgrounds and their students are healthy, so ours should be too, and this is the standard approach used in most cases (D) We need a playground because everyone agrees we need one, since this follows the standard patterns of the English language

124. What is the difference between a 'peer-reviewed' source and a self-published source?

(A) Peer-reviewed means your classmates reviewed it; self-published means a teacher wrote it (B) There is no difference; both types of sources are equally reliable (C) Self-published sources are always more current than peer-reviewed sources (D) A peer-reviewed source has been evaluated by other experts in the field before publication, while a self-published source has no external expert review

125. Why are logical fallacies harmful in a debate even if they might sound convincing?

(A) They only harm the audience but not the debater using them (B) They are not harmful; using fallacies is a smart debate strategy (C) They undermine the quality of reasoning and can mislead audiences into accepting conclusions that are not actually supported by the evidence or logic presented (D) They are harmful because debate rules say you lose points for every fallacy

126. Why is it important to restate your opponent's argument before rebutting it?

(A) It is a debate rule that you must repeat everything your opponent says (B) Restating shows you understood their argument correctly, prevents you from accidentally creating a straw man, and demonstrates fairness to judges (C) It helps the audience remember your opponent's argument so they agree with it (D) It wastes your opponent's time, giving you a strategic advantage

Write the answer

127. You need to use logos to argue that your school should extend lunch periods from 20 minutes to 30 minutes. Which approach best demonstrates logos?

Answer: _____

128. In a Lincoln-Douglas debate, the Negative argues: 'My opponent's value of individual liberty is undermined by their own criterion of protecting fundamental rights, because sometimes protecting one person's rights requires restricting another person's liberty. Therefore, their framework is internally contradictory.' Analyze the strength and potential weakness of this argument.

Answer: _____

129. Consider two arguments about the same topic. Argument A uses deductive reasoning: 'All students benefit from reading. You are a student. Therefore, you benefit from reading.' Argument B uses inductive reasoning: 'In our school's reading program, 92 percent of students improved their grades after reading 30 minutes daily.' Which type of reasoning would be more persuasive in a debate, and why?

Answer: _____

130. Why might a teacher assign you to argue for a position you personally disagree with?

Answer: _____

Match each question to its answer

1. In Policy debate, the Affirmative argues their free school lunch plan will reduce childhood hunger. The Negative runs a 'counterplan' that provides school breakfast instead. Analyze the strategic purpose of a counterplan and how the Affirmative should respond. →

2. How is a debate different from a regular argument between friends? →

3. You find two articles about climate change. Article A is from NASA and presents data showing temperatures rising. Article B is from an oil industry trade group and argues temperatures are not rising significantly. Both cite scientific data. How do you determine which is more trustworthy? →

4. In a debate about whether pets should be allowed in school, Team A says 'Studies show animals reduce student stress by 30 percent.' Team B says 'My neighbor's dog is really calm around kids.' Which argument is stronger, and what pattern do you notice? →

5. What is the 'Four-Step Refutation' method used in competitive debate? →

(A) Team A's is stronger because a research statistic applies broadly, while Team B's single example does not prove a general pattern

(B) The counterplan shows the Negative can solve the same problem without the Affirmative's plan, removing the reason to vote Affirmative. The Aff should argue their plan is superior or that the counterplan does not fully solve the problem

(C) Compare their potential biases: NASA is a scientific research agency with no financial stake in the outcome, while the oil industry group has a financial interest in downplaying climate change; also check if their data is peer-reviewed

(D) They say (restate opponent's point), But (state your counter-claim), Because (provide your evidence), Therefore (explain why your point wins)

(E) A debate has rules, time limits, and focuses on evidence rather than personal feelings

14. Introduction to Debate

Circle the correct answer

131. Examine this chain of reasoning: 'If it rains, the game is cancelled. If the game is cancelled, the team does not play. If the team does not play, they cannot win. It is raining. What can we conclude?' Trace the logical chain.

(A) We can conclude nothing because there are too many premises (B) We can conclude that the team will never win again, and this principle applies across similar situations (C) We can conclude that the team cannot win today because the chain of logic connects rain to game cancellation to not playing to not winning (D) We can conclude that it will rain tomorrow too, as this directly follows from the underlying principles

132. Create a complete cross-examination strategy (3-5 questions in sequence) for probing this argument: 'Schools should switch to year-round calendars because students lose knowledge during summer break.' Each question should build on the previous answer to expose a specific weakness.

(A) Just ask 'Are you sure about that?' five times in a row, as this directly follows from the underlying principles, according to the widely accepted rules of written expression (B) Ask questions about totally unrelated topics to confuse the opponent, as this directly follows from the underlying principles, since this follows the standard patterns of the English language (C) Q1: 'What specific subjects show the greatest summer learning loss?' (Narrows the claim from all knowledge to specific subjects.) Q2: 'Your evidence focuses on math — does the same loss occur in reading and science?' (Tests if the claim overgeneralizes.) Q3: 'Are there factors besides calendar structure that explain summer loss, such as lack of access to books or enrichment programs?' (Introduces alternative explanations.) Q4: 'If summer learning loss primarily affects students without enrichment access, would targeted summer programs address the problem without restructuring the entire calendar?' (Proposes a less disruptive alternative.) Q5: 'So the problem may be equity of access rather than calendar structure — would you agree?' (Reframes the issue) (D) Ask one very long question that covers everything at once, and this is the standard approach used in most cases

133. What is 'antithesis' as a rhetorical device, and how is it different from simply listing contrasting ideas?

(A) Antithesis is the same thing as listing contrasts — there is no structural difference between them (B) Antithesis places two opposing ideas in a grammatically parallel structure within the same sentence to highlight their contrast, making the comparison sharper and more memorable than a simple list (C) Antithesis means attacking the opposing side's thesis statement directly during cross-examination (D) Antithesis is a type of logical fallacy where the speaker presents only two extreme options

134. Compare a formal debate with a presidential campaign debate you might see on television. What is one important way they are similar and one way they are different?

(A) Formal debates are only for children while TV debates are only for adults, as this is what research and standard practice suggests (B) TV debates have no rules at all while formal debates have strict rules, as this directly follows from the underlying principles (C) They are identical in every way, as this is what research and standard practice suggests (D) Both have rules and opposing sides, but TV debates focus more on persuading voters while formal debates focus on logical argumentation judged on evidence quality

135. Here is a deductive argument: 'All fruits contain seeds. Tomatoes contain seeds. Therefore, tomatoes are fruits.' Identify the major premise, minor premise, and conclusion.

(A) Major premise: All fruits contain seeds. Minor premise: Tomatoes contain seeds. Conclusion: Tomatoes are fruits (B) Major premise: Therefore, tomatoes are fruits. Minor premise: All fruits contain seeds. Conclusion: Tomatoes contain seeds (C) All three statements are conclusions because they all make claims (D) Major premise: Tomatoes are fruits. Minor premise: All fruits contain seeds. Conclusion: Tomatoes contain seeds

136. A student finds a Wikipedia article that has 47 cited references at the bottom. They argue that Wikipedia is a great primary source for debate. Analyze this claim.

(A) Wikipedia is always unreliable and should never be used for any purpose, as this is what research and standard practice suggests (B) Wikipedia with many references is just as credible as a peer-reviewed journal, making this the most widely accepted explanation (C) The number of references does not matter because Wikipedia is written by experts (D) Wikipedia is not a primary source; it is a tertiary source that summarizes other sources. However, its cited references at the bottom can lead you to credible primary and secondary sources for debate use

Write the answer

137. During a debate, Team A's rebuttal addresses the opponent's weakest argument in great detail but completely ignores their strongest argument. Team B's rebuttal briefly addresses all arguments but focuses most of their time on the opponent's strongest point. Analyze the strategic implications of each approach.

Answer: _____

138. What is 'Policy debate' (also called 'Cross-Examination debate' or 'CX') primarily focused on?

Answer: _____

139. What is a 'slippery slope' fallacy?

Answer: _____

140. In a Parliamentary debate, a Government speaker begins their speech. After the first minute, an Opposition member stands and says 'Point of information!' The speaker shakes their head and says 'Not at this time.' Was the speaker's response appropriate?

Answer: _____

Match each question to its answer

1. Some debate formats give each team a 3-minute rebuttal period while others give 5 minutes. Evaluate how the time difference should change a team's rebuttal strategy.

→

2. What role does the 'strategic pause' play in persuasive speaking, and when should a speaker use it? →

3. Analyze the concept of 'dropped arguments' in debate. If your opponent makes a point and you do not address it in your rebuttal, what happens according to debate convention? →

4. In a close debate, Team A's rebuttal was factually perfect but delivered in a disorganized, hard-to-follow manner. Team B's rebuttal was clearly organized with the Four-Step Refutation but had slightly weaker evidence. Evaluate which rebuttal is likely more persuasive to a judge and explain why. →

5. A student argues: 'We should have pizza every day for lunch because pizza is delicious.' Identify all the structural problems with this argument. →

(A) In most debate formats, a dropped argument is considered conceded — the judge treats it as if you agreed with the point, which can be devastating if the dropped argument was a key part of the opponent's case

(B) The evidence is a personal opinion (not verifiable), there is no reasoning connecting taste to a lunch policy, and the claim does not consider health or cost factors

(C) With 3 minutes, teams must be highly selective and target only the one or two most critical opposing arguments with efficient Four-Step responses. With 5 minutes,

teams can address more arguments but should still prioritize the strongest points first, then address secondary arguments if time permits

(D) A strategic pause creates emphasis, gives the audience time to absorb a key point, and builds anticipation before or after an important statement

(E) Team B's rebuttal is likely more persuasive because clear organization helps judges follow and remember arguments. Even excellent evidence loses impact if the audience cannot follow the logical flow. The Four-Step structure ensures judges understand what is being challenged and why

15. Introduction to Debate

Circle the correct answer

141. Two debate formats are being considered for your class: one where students have 5 minutes to prepare after hearing the topic, and one where they get a week to research. Which format would better test different skills, and which would you recommend for beginners?

(A) The week-long format is better for beginners because it allows thorough research and preparation, while the quick format tests improvisation skills better suited for experienced debaters (B) The 5-minute format is better for beginners because they do not have to do any work (C) Both formats test exactly the same skills, which is why this approach is recommended by experts (D) Neither format works because beginners should never debate

142. What is a 'secondary source'?

(A) A source that is less important than other sources, as this directly follows from the underlying principles (B) A source that analyzes, interprets, or summarizes information from primary sources, such as a textbook or encyclopedia article (C) A source that contains false information, as this is what research and standard practice suggests (D) The second source you find when researching, as this is what research and standard practice suggests

143. Read this argument: 'Our school lunch program is excellent because the food is outstanding, and it is outstanding because the program is excellent.' What type of fallacy is this, and what specific information is missing?

(A) This is a red herring because it mentions food quality instead of program quality, based on the established rules of syntax and sentence structure (B) This is an ad hominem because it indirectly praises the lunch staff, since this follows the standard patterns of the English language (C) This is not a fallacy because both statements are probably true, according to the widely accepted rules of written expression (D) This is circular reasoning because the 'evidence' (food is outstanding) simply restates the

conclusion (program is excellent) in different words. What is missing is independent evidence like nutritional data, student satisfaction surveys, or comparison with health standards

144. A debate coach tells their team: 'The best rebuttals do not just destroy the opponent's arguments — they rebuild in the same breath.' Evaluate this coaching advice. What does 'rebuilding in the same breath' mean, and why is it effective?

(A) This advice only applies to experienced debaters and would confuse beginners, which is the most common explanation for this phenomenon (B) This advice is wrong because rebuttals should only focus on the opponent's arguments (C) This means literally rebuilding arguments during a single breath of air, making this the most widely accepted explanation (D) This advice is excellent because effective rebuttals not only weaken the opponent's case but also reinforce your own position by showing how your evidence is stronger or more relevant. This two-for-one approach makes efficient use of limited time and strengthens your overall narrative

145. What is a 'kritik' (also spelled 'critique' or abbreviated 'K') in Policy debate, and how does it differ from a traditional disadvantage?

(A) A kritik is simply a harsh criticism of the other team's speaking skills and delivery, as this directly follows from the underlying principles (B) A kritik is the same as a disadvantage but with a different name used in some regions, as this directly follows from the underlying principles (C) A kritik is a formal complaint filed with tournament officials about unfair debate practices, and this principle applies across similar situations (D) A kritik is a Negative argument that challenges the fundamental assumptions, language, or framing of the Affirmative's position rather than its practical consequences, arguing that the way the Affirmative thinks about the problem is itself harmful

146. Your class is debating whether recess should be longer. You are on the affirmative side. Which of the following would be the best opening statement?

(A) Recess is fun and anyone who disagrees is wrong (B) I think recess should be longer because it is my favorite part of the day (C) We believe recess should be longer because research shows that physical activity improves focus and learning (D) The other team does not like recess, which proves they are not good students

Write the answer

147. In the Toulmin model of argumentation, what is 'reasoning' (also called the 'warrant')?

Answer: _____

148. Analyze this speech excerpt: 'My opponent says we cannot afford this program. But I ask you — can we afford NOT to invest in our children's future? The cost of inaction is measured not in dollars, but in dreams deferred and potential unrealized.' What makes this passage rhetorically effective?

Answer: _____

149. In Lincoln-Douglas debate, what is a 'value' and what is a 'value criterion'?

Answer: _____

150. Two students present arguments about whether zoos are ethical. Student A says: 'Zoos protect 30 endangered species through breeding programs, which helps prevent extinction.' Student B says: 'Zoos are mean because animals look sad.' Which argument better meets debate standards, and why?

Answer: _____

Match each question to its answer

1. In a debate, one team uses this syllogism: 'All effective teachers use technology. Ms. Garcia does not use technology. Therefore, Ms. Garcia is not an effective teacher.' Evaluate whether this argument is sound. →

2. Your opponent presents what appears to be a very strong argument with excellent evidence. You know you cannot fully refute it. Evaluate which of these response strategies would be most effective. →

3. What does it mean for an argument to be 'valid' in formal logic? →

4. What type of reasoning starts with a general rule and applies it to a specific case? →

5. A debate judge gives the following feedback: 'Both teams presented strong arguments, but neither team effectively weighed their arguments against the other side's. You told me why your points were good, but not why they were MORE IMPORTANT than your opponent's points.' Evaluate what the teams failed to do and why it matters. →

(A) The conclusion follows logically from the premises, even if the premises themselves might not be true

(B) The argument is valid in structure but not sound because the major premise is false; many effective teachers use methods other than technology, making the conclusion unreliable

(C) The teams failed to do 'impact comparison' — they did not explain why their arguments outweigh their opponent's by comparing the scope, severity, probability, or timeframe of their respective impacts

(D) Mitigate: acknowledge the argument has merit but show that its impact is limited compared to the broader evidence favoring your side, or show that it applies only in narrow circumstances while your arguments have wider application

16. Introduction to Debate

Circle the correct answer

151. Why should you address counterarguments in your own argument rather than ignoring them?

(A) Addressing counterarguments shows you understand the full topic and strengthens your position by refuting potential weaknesses before your opponent can raise them (B) Counterarguments are the same as your own arguments, just stated differently (C) You should never mention counterarguments because it gives your opponent ideas (D) Addressing counterarguments is required only in written essays, not debates

152. What is a 'red herring' fallacy?

(A) Citing a source that has been disproven (B) Using false statistics in your argument (C) Introducing an irrelevant topic to divert attention away from the original argument (D) Making an argument about fish or marine biology

153. A speaker says: 'As a pediatrician with 20 years of experience and a researcher who has published 15 peer-reviewed studies on childhood nutrition, I can tell you that school lunch programs are essential.' Which rhetorical appeal is this primarily using?

(A) Logos, because the speaker is making a logical claim about school lunch programs (B) Pathos, because the speaker is talking about children's health, which is emotional (C) Ethos, because the speaker establishes their professional credibility and expertise to gain trust (D) Logos, because the speaker uses specific numbers like 20 years and 15 studies

154. How can you tell the difference between a premise and a conclusion in a written argument?

(A) Premises are always stated first and conclusions are always stated last (B) Conclusions often follow signal words like 'therefore,' 'thus,' or 'so,' while premises follow words like 'because,' 'since,' or 'given that' (C) Conclusions are always the longest sentence in the argument (D) You cannot tell them apart without asking the author

155. You are judging a debate. Team A cites 'a 2024 Harvard Medical School study published in The Lancet.' Team B cites 'an article I found online that says the same thing.' Both teams make the same factual claim. Which citation is more credible and why?

(A) Both are equal because they claim the same fact, according to the widely

accepted rules of written expression (B) Neither is credible because the audience cannot check the sources during the debate, based on the established rules of syntax and sentence structure (C) Team B is more honest because they admitted they found it online, which is the accepted usage in formal written communication (D) Team A's citation is far more credible because it identifies a specific prestigious institution, a specific peer-reviewed journal, and a specific date, allowing verification. Team B's citation is too vague to evaluate or verify

156. A speaker says: 'Studies show that students who participate in extracurricular activities have a 12% higher graduation rate and score an average of 15 points higher on standardized tests.' Which rhetorical appeal is this primarily using?

(A) Pathos, because it makes parents feel hopeful about their children's success (B) Logos, because it uses specific statistics and research data to make a logical, evidence-based argument (C) Ethos, because citing studies shows the speaker did their research (D) Ethos, because numbers and percentages make the speaker seem intelligent

Write the answer

157. A debate judge tells a student, 'Your evidence was strong, but your argument fell apart because you never connected the dots.' Using the Toulmin model, what specific element was the student most likely missing?

Answer: _____

158. Why is deductive reasoning considered more certain than inductive reasoning when the premises are true?

Answer: _____

159. In Policy debate, what is the difference between the 'Affirmative' (Aff) and 'Negative' (Neg) sides?

Answer: _____

160. In Policy debate, what does 'topicality' mean, and why is it important?

Answer: _____

Match each question to its answer

1. What is a logical 'syllogism'? →

2. What is a 'contention' in a formal debate case? →

3. You are preparing a debate about school uniforms. Write a proper verbal citation for this source: an article titled 'The Impact of School Uniforms on Student Behavior' by Dr. Lisa Chen, published in the Journal of Education Research in March 2024. →

4. What are the three classical rhetorical appeals identified by Aristotle? →

5. A company advertises: 'Nine out of ten dentists recommend our toothpaste.'

Evaluate the strength of this inductive evidence. What questions should a critical thinker ask? →

- (A) Ethos (credibility), pathos (emotion), and logos (logic)
 - (B) According to Dr. Lisa Chen, writing in the Journal of Education Research in 2024, school uniforms have been shown to impact student behavior
 - (C) A three-part deductive argument consisting of a major premise, a minor premise, and a conclusion
 - (D) A main argument within a case, typically consisting of a clearly labeled claim supported by evidence and reasoning, that advances the debater's overall position on the resolution
 - (E) A critical thinker should ask: How many dentists were surveyed? How were they selected? What exactly were they asked? Were they paid by the company? The claim is potentially misleading without this context
-

Riddle & Joke Break

Guess the answer, then check the key!

- 161.** I'm a type of argument where the conclusion is already hiding in the premise. I go around in circles and never actually prove anything new. What am I?
- 162.** I'm one of three tools Aristotle said you need to persuade people. I appeal to emotions -- making the audience feel something. What am I?
- 163.** I'm what you do after someone makes their argument. I point out the weaknesses, challenge the evidence, and offer a different perspective. What am I?
- 164.** I happen when someone attacks the person making the argument instead of the argument itself. I'm a cheap shot, not a real counterpoint. What am I?
- 165.** I'm the claim you're trying to prove in a debate. Everything else -- your evidence, your reasoning, your examples -- exists to support me. What am I?
- 166.** I'm a distraction disguised as an argument. I look related, but I actually pull the conversation away from the real issue. What am I?
- 167.** I appeal to your sense of trust and credibility. If you believe the speaker is an expert, honest, and fair, I'm doing my job. What am I?
- 168.** I use numbers, facts, statistics, and logical reasoning to convince you. I'm the most "brain" of the three rhetorical appeals. What am I?
- 169.** Why did the debater bring a mirror to the podium?
- 170.** Why was the straw man argument so easy to beat?

171. Why did the public speaker go to the bakery?
172. What did the thesis statement say to the supporting evidence?
173. Why did the logical fallacy go to therapy?
174. Why was the rebuttal always the last one picked for teams?

Fun Facts

- Did you know? The word "rhetoric" comes from the ancient Greek "rhetorike," meaning "the art of the speaker." The Greeks considered rhetoric one of the essential subjects every educated citizen should study, alongside grammar and logic!
 - Did you know? Abraham Lincoln and Stephen Douglas held seven famous debates in 1858, and each debate lasted about three hours! One speaker would talk for 60 minutes, the other for 90, then the first got 30 more. Modern presidential debates are 90 minutes total with both candidates.
 - Did you know? The word "fallacy" comes from the Latin "fallacia," meaning "deception" or "trick." Aristotle identified 13 logical fallacies over 2,300 years ago, and we still use many of his categories today!
 - Did you know? In ancient Athens, citizens had to argue their own court cases -- there were no lawyers! This meant everyone needed to learn the art of persuasion, which is why rhetoric became a core part of Greek education.
 - Did you know? The first televised U.S. presidential debate was in 1960 between Kennedy and Nixon. People who watched on TV thought Kennedy won because he looked calm and confident, while people who listened on the radio thought Nixon won on substance. It proved that delivery matters as much as content!
 - Did you know? Martin Luther King Jr.'s "I Have a Dream" speech uses at least 12 different rhetorical techniques, including anaphora (repeating "I have a dream"), metaphor, allusion, and antithesis. It's considered one of the greatest speeches in history!
 - Did you know? The red herring fallacy gets its name from an old practice of dragging a smoked fish (which turns red) across a trail to throw hunting dogs off the scent. Whether this actually happened is debated -- which is kind of fitting for a fallacy about distraction!
 - Did you know? In competitive debate, there are multiple formats with different rules. Lincoln-Douglas focuses on values and philosophy, Policy debate involves detailed plans, and Parliamentary debate requires thinking on your feet with only minutes to prepare!
-

Answer Key

1. B — A structured discussion where people present arguments for and against a topic
2. C — Moderator
3. C — The statement or topic that debaters argue for or against
4. C — Affirmative (or Proposition)
5. B — You need to understand their arguments so you can respond to their specific points
6. D — A debate has rules, time limits, and focuses on evidence rather than personal feelings
7. To help you understand different perspectives and strengthen your critical thinking skills
8. Disagreeing respectfully while focusing on ideas and evidence, not attacking the person
9. A formal debate has assigned sides, strict time limits, and judges who determine a winner
10. So both teams practice seeing the topic from multiple angles, which tests true understanding
Matching (Introduction to Debate): 1→A, 2→D, 3→C, 4→B, 5→E
11. C — A statement that expresses your position or opinion on a topic
12. D — Facts, statistics, examples, or expert opinions that support your claim
13. D — The logical connection that explains why your evidence supports your claim
14. D — Claim, evidence (data), and reasoning (warrant)
15. A — Because evidence alone does not explain how it connects to your claim; reasoning shows WHY it matters
16. C — A fact can be proven true or false with evidence, while an opinion expresses a personal belief or judgment
17. Multiple pieces of evidence show a pattern and make it harder for opponents to dismiss your argument with a single counterexample
18. The claim is too vague, too broad, or not clearly stated, making it hard to support

with specific evidence

- 19. A qualifier adds words like 'most,' 'often,' or 'generally' to show your claim applies in many but not all cases, making it more honest and harder to disprove
- 20. Addressing counterarguments shows you understand the full topic and strengthens your position by refuting potential weaknesses before your opponent can raise them

Matching (Building Arguments): $1 \rightarrow E$, $2 \rightarrow C$, $3 \rightarrow A$, $4 \rightarrow D$, $5 \rightarrow B$

- 21. A — A statement that provides a reason or piece of evidence that leads to a conclusion
- 22. A — The statement that follows logically from the premises; the point the argument is trying to prove
- 23. A — Deductive reasoning
- 24. A — Inductive reasoning
- 25. D — Because if the premises of a deductive argument are true and the logic is valid, the conclusion **MUST** be true, while inductive conclusions are only probably true
- 26. C — The conclusion follows logically from the premises, even if the premises themselves might not be true
- 27. A valid argument has correct logical structure; a sound argument is valid **AND** has true premises
- 28. Because many real-world arguments require generalizing from evidence, and inductive reasoning helps identify likely patterns even when absolute proof is impossible
- 29. A three-part deductive argument consisting of a major premise, a minor premise, and a conclusion

- 30. Conclusions often follow signal words like 'therefore,' 'thus,' or 'so,' while premises follow words like 'because,' 'since,' or 'given that'

Matching (Logical Reasoning): $1 \rightarrow C$, $2 \rightarrow D$, $3 \rightarrow B$, $4 \rightarrow E$, $5 \rightarrow A$

- 31. D — An original, firsthand account or document created at the time of an event, such as a diary, interview, or scientific study
- 32. A — A source that analyzes, interprets, or summarizes information from primary sources, such as a textbook or encyclopedia article
- 33. C — How trustworthy and reliable a source is, based on the author's expertise,

the publisher's reputation, and the quality of evidence presented

34. C — Currency, Relevance, Authority, Accuracy, and Purpose
35. A — Because the author's expertise and the publisher's reputation affect whether the information is reliable and will be taken seriously by judges
36. B — Bias is a strong leaning toward one viewpoint that may cause a source to present information unfairly; it matters because biased sources may omit important facts or distort evidence
37. Multiple sources help verify accuracy through cross-referencing, reduce the impact of any single source's bias, and demonstrate thorough research to judges
38. A peer-reviewed source has been evaluated by other experts in the field before publication, while a self-published source has no external expert review
39. A source created to inform or educate is generally more reliable for debate than one created to sell a product or promote a specific agenda, because purpose influences how information is presented
40. To clearly identify where your evidence comes from by stating the author, source name, and date so your audience can verify the information
Matching (Research & Evidence): 1→A, 2→B, 3→D, 4→E, 5→C
41. D — An error in reasoning that makes an argument invalid, even though it may sound convincing at first
42. C — Attacking the person making the argument instead of addressing the argument itself
43. C — Misrepresenting or oversimplifying someone's argument to make it easier to attack
44. B — Introducing an irrelevant topic to divert attention away from the original argument
45. D — They undermine the quality of reasoning and can mislead audiences into accepting conclusions that are not actually supported by the evidence or logic presented
46. C — Presenting only two options as if they are the only possibilities when other choices actually exist
47. Using a famous or powerful person's opinion as proof when that person has no actual expertise on the topic being discussed
48. Arguing that something must be true or good because many people believe it or

do it

49. Claiming that one small action will inevitably lead to a chain of increasingly extreme consequences without providing evidence for each step in the chain
50. They are essentially the same fallacy: both use the conclusion as a premise, meaning the argument assumes what it is trying to prove
Matching (Logical Fallacies): $1 \rightarrow A$, $2 \rightarrow D$, $3 \rightarrow B$, $4 \rightarrow C$, $5 \rightarrow E$
51. A — A response that directly challenges or disproves an opponent's argument using evidence and reasoning
52. B — An argument that opposes or contradicts another argument, presenting a different perspective supported by its own evidence
53. B — A period where one debater asks questions directly to their opponent to clarify, challenge, or expose weaknesses in the opponent's arguments
54. B — To prove that an argument is wrong or flawed by presenting contradicting evidence, identifying logical errors, or demonstrating that the reasoning does not support the conclusion
55. C — Restating shows you understood their argument correctly, prevents you from accidentally creating a straw man, and demonstrates fairness to judges
56. C — They say (restate opponent's point), But (state your counter-claim), Because (provide your evidence), Therefore (explain why your point wins)
57. Mitigating means reducing the impact or significance of an argument without fully disproving it, while refuting means proving the argument is entirely wrong or invalid
58. Time is limited in debate, and addressing every minor point spreads your responses thin; focusing on the opponent's strongest and most central arguments has more impact on the overall outcome
59. Taking your opponent's own argument and showing that it actually supports YOUR side rather than theirs
60. Open-ended or strategically leading questions force the opponent to explain their reasoning, which can reveal weaknesses, contradictions, or unsupported assumptions in their argument
Matching (Rebuttal Techniques): $1 \rightarrow C$, $2 \rightarrow D$, $3 \rightarrow A$, $4 \rightarrow E$, $5 \rightarrow B$
61. B — Ethos (credibility), pathos (emotion), and logos (logic)
62. C — The speaker's credibility, trustworthiness, and expertise on the topic

- 63. B — An appeal to the audience's emotions, values, or sense of identity to create an emotional connection
- 64. A — An appeal to logic and reasoning through evidence, facts, statistics, and structured arguments
- 65. D — Pathos, because it asks the audience to emotionally imagine a child's experience to create empathy
- 66. A — Ethos, because the speaker establishes their professional credibility and expertise to gain trust
- 67. Logos, because it uses specific statistics and research data to make a logical, evidence-based argument
- 68. A question asked for effect that the speaker does not expect the audience to answer aloud, used to make the audience think or agree internally
- 69. The deliberate repetition of a word or phrase at the beginning of successive sentences or clauses for emphasis and rhythm
- 70. Presenting ideas in groups of three because the pattern is memorable, rhythmic, and feels complete to listeners
Matching (Persuasive Speaking): 1→E, 2→D, 3→C, 4→A, 5→B
- 71. C — A one-on-one debate format focused on competing values and philosophical principles, where debaters argue about what 'ought' to be rather than specific policies
- 72. B — The value is the core principle a debater defends (like justice or freedom), and the value criterion is the specific standard used to measure whether that value is being achieved
- 73. D — A team debate format modeled after British Parliament where debaters receive topics shortly before the round and must argue with limited preparation time, emphasizing quick thinking and persuasion
- 74. C — The 'Government' (or 'Proposition') side, which supports the motion, and the 'Opposition' side, which argues against it
- 75. C — A two-on-two team debate format focused on a single policy resolution for an entire competitive season, requiring extensive research and evidence-based argumentation
- 76. D — The Affirmative proposes a specific plan to change the status quo and must prove it is beneficial, while the Negative defends the status quo or argues the plan causes more harm than good

77. The structured set of arguments, evidence, and reasoning that a debater or team presents as their main position on the resolution, typically prepared before the round
78. A note-taking method where debaters track every argument made by both sides in organized columns, allowing them to respond to each point systematically
79. A brief interruption where a member of the opposing team stands and asks a question or makes a short comment during the other team's speech, which the speaker may accept or decline
80. Topicality is an argument that the Affirmative's plan does not fall within the boundaries of the resolution, which matters because the Affirmative must defend a plan that is directly relevant to the stated topic
Matching (Advanced Debate Formats): $1 \rightarrow C$, $2 \rightarrow B$, $3 \rightarrow A$, $4 \rightarrow E$, $5 \rightarrow D$
81. A — Moderator
82. A — Claim, evidence (data), and reasoning (warrant)
83. A — Because many real-world arguments require generalizing from evidence, and inductive reasoning helps identify likely patterns even when absolute proof is impossible
84. D — The funding source creates a significant conflict of interest because the soda company benefits financially from the conclusion, which may have influenced the research design, data selection, or interpretation
85. D — False dilemma — it presents only two extreme options while ignoring alternatives like allowing phones during lunch only, using school-issued tablets for specific lessons, or having a phone-free policy during tests only
86. D — Prioritize argument 1 (student health) because it is the strongest and most central claim; if you weaken their health argument, the other arguments lose their foundation since both cost savings and academic benefits are secondary to the primary health justification
87. A strong outline places pathos in the opening to hook attention, logos in the body to build the logical case with evidence, ethos throughout by demonstrating knowledge, and rhetorical devices at key moments for emphasis and memorability
88. Signposting is verbally labeling which argument you are addressing ('On their Contention 1...') so the judge and opponent can follow your organization, which is essential because judges evaluate whether you respond to every argument
89. While they won, using misleading evidence undermines the purpose of debate,

which is to find truth through honest argumentation, so it was not truly successful

90. Claim: Our town should build a new playground. Evidence: A CDC report shows children need 60 minutes of daily physical activity, but our town has no safe outdoor play spaces within walking distance for most families. Reasoning: A new playground would provide accessible exercise opportunities, helping our community's children meet health guidelines
Matching (Formal Debate Structures): $1 \rightarrow D$, $2 \rightarrow C$, $3 \rightarrow B$, $4 \rightarrow A$, $5 \rightarrow E$
91. B — Think about what the other side might say and prepare responses to their strongest points
92. B — Facts, statistics, examples, or expert opinions that support your claim
93. B — The major premise is false because not all birds can fly (penguins, ostriches, kiwis), so the argument is valid but not sound
94. D — This is weak evidence because the celebrity lacks expertise in education; their fame does not make them an authority on learning. A debater should find expert sources like educational researchers or longitudinal studies instead
95. B — Misrepresenting or oversimplifying someone's argument to make it easier to attack
96. D — The questioner used two effective techniques: asking a specific methodological question about a confounding variable (income), and then holding the respondent accountable when they gave an evasive answer, forcing a direct response to the actual question asked
97. The warm delivery acknowledges the opponent's point and builds ethos through respect, while the sarcastic delivery undermines ethos by appearing dismissive and may alienate the audience
98. LD's one-on-one values focus produces philosophical, principle-based arguments about what 'ought' to be, while Policy's team format and season-long topic produces deeply researched, evidence-heavy arguments about specific plans and their consequences
99. The research-based approach is generally stronger because studies provide evidence that applies beyond one person's experience
100. The reasoning that explains why saving families money is a sufficient reason for ALL schools to adopt a mandatory uniform policy
Matching (Research & Evidence): $1 \rightarrow E$, $2 \rightarrow C$, $3 \rightarrow D$, $4 \rightarrow B$, $5 \rightarrow A$
101. D — Use the study as evidence: 'Research shows that reducing homework

improves sleep, which helps students learn better'

102. D — Multiple pieces of evidence show a pattern and make it harder for opponents to dismiss your argument with a single counterexample
103. C — This criticism is unfair because inductive reasoning is essential for science, medicine, and daily life; requiring 100 percent certainty would make most real-world knowledge impossible
104. A — Currency, Relevance, Authority, Accuracy, and Purpose
105. B — Speaker B commits a straw man fallacy by distorting Speaker A's position from 'invest MORE in art' to 'academics do not matter at all.' Speaker A never said anything about reducing academic subjects
106. D — A response that directly challenges or disproves an opponent's argument using evidence and reasoning
107. The speaker's credibility, trustworthiness, and expertise on the topic
108. This is partially true in some Policy debate circuits where 'spreading' (speed-reading) is common, but speed is counterproductive if the judge or audience cannot follow the arguments. Clarity, strategic depth, and persuasion matter more than quantity
109. Listen carefully, take notes on their point, and build on it during your turn to speak
110. It is missing reasoning that connects cavities to why schools specifically should act; the evidence supports a health claim but does not explain why a school ban is the right solution
Matching (Advanced Argumentation): 1→B, 2→E, 3→D, 4→A, 5→C
111. B — Disagreeing respectfully while focusing on ideas and evidence, not attacking the person
112. A — Claim: Most middle schools should start no earlier than 8:30 AM. Evidence: The American Academy of Pediatrics recommends that teens get 8-10 hours of sleep, and a University of Minnesota study found that schools starting after 8:30 saw a 20 percent drop in tardiness. Reasoning: Later start times align school schedules with adolescent sleep biology, improving attendance and alertness. Qualifier: Most, acknowledging that some schools may have transportation constraints
113. D — Inductive reasoning
114. C — The statement highlights that thorough research is foundational because even brilliant delivery cannot compensate for weak or unsupported arguments,

though the best debaters combine strong research with effective communication

115. A — The argument has elements of both valid reasoning and bandwagon fallacy. The survey shows student preference (relevant context), but popularity alone does not prove solar panels are the best option; the argument needs evidence about cost, efficiency, and environmental impact to be fully sound
116. D — Accept the cost figure but argue that the investment pays for itself: 'While restructuring costs two million dollars, research shows later start times reduce absenteeism and improve grades, leading to higher graduation rates that increase long-term community economic value by far more'
117. The claim is inaccurate because the most effective persuasion uses all three appeals strategically, and over-reliance on pathos without logos can be seen as manipulative or lacking substance
118. A one-on-one debate format focused on competing values and philosophical principles, where debaters argue about what 'ought' to be rather than specific policies
119. This reasoning is incorrect because losing a debate means the other side argued more effectively, not that your ideas have no value
120. The claim is too vague, too broad, or not clearly stated, making it hard to support with specific evidence
Matching (Public Speaking & Delivery): 1→A, 2→E, 3→C, 4→B, 5→D
121. A — Students should be allowed to use phones during lunch
122. B — B is the claim, C is the evidence, A is the reasoning
123. B — Premise 1: Schools that invest in physical activity facilities see improved student health outcomes. Premise 2: A new playground is a physical activity facility. Conclusion: Therefore, our school would see improved student health outcomes by building a new playground
124. D — A peer-reviewed source has been evaluated by other experts in the field before publication, while a self-published source has no external expert review
125. C — They undermine the quality of reasoning and can mislead audiences into accepting conclusions that are not actually supported by the evidence or logic presented
126. B — Restating shows you understood their argument correctly, prevents you from accidentally creating a straw man, and demonstrates fairness to judges
127. Present research showing that students with 30-minute lunch periods consume 25% more nutrients and have 15% fewer behavioral incidents in afternoon

classes

128. It is a strong structural attack because it identifies a tension within the Affirmative's own framework. However, the Affirmative can respond that all value systems involve balancing competing interests and that their criterion provides the BEST available framework despite imperfection
129. Argument B would likely be more persuasive because it provides specific, measurable evidence from a real program, even though Argument A has stronger logical certainty
130. To help you understand different perspectives and strengthen your critical thinking skills
Matching (Introduction to Debate): 1→B, 2→E, 3→C, 4→A, 5→D
131. C — We can conclude that the team cannot win today because the chain of logic connects rain to game cancellation to not playing to not winning
132. C — Q1: 'What specific subjects show the greatest summer learning loss?' (Narrows the claim from all knowledge to specific subjects.) Q2: 'Your evidence focuses on math — does the same loss occur in reading and science?' (Tests if the claim overgeneralizes.) Q3: 'Are there factors besides calendar structure that explain summer loss, such as lack of access to books or enrichment programs?' (Introduces alternative explanations.) Q4: 'If summer learning loss primarily affects students without enrichment access, would targeted summer programs address the problem without restructuring the entire calendar?' (Proposes a less disruptive alternative.) Q5: 'So the problem may be equity of access rather than calendar structure — would you agree?' (Reframes the issue)
133. B — Antithesis places two opposing ideas in a grammatically parallel structure within the same sentence to highlight their contrast, making the comparison sharper and more memorable than a simple list
134. D — Both have rules and opposing sides, but TV debates focus more on persuading voters while formal debates focus on logical argumentation judged on evidence quality
135. A — Major premise: All fruits contain seeds. Minor premise: Tomatoes contain seeds. Conclusion: Tomatoes are fruits
136. D — Wikipedia is not a primary source; it is a tertiary source that summarizes other sources. However, its cited references at the bottom can lead you to credible primary and secondary sources for debate use
137. Team B's approach is strategically superior because addressing the opponent's strongest argument is most impactful — if the strongest point falls, the weaker

points lose their support structure. Team A's approach lets the opponent's best argument stand unchallenged, which judges will notice

138. A two-on-two team debate format focused on a single policy resolution for an entire competitive season, requiring extensive research and evidence-based argumentation
139. Claiming that one small action will inevitably lead to a chain of increasingly extreme consequences without providing evidence for each step in the chain
140. Yes, because in Parliamentary debate the first and last minute of each speech are 'protected time' during which POIs are not allowed, and even outside protected time, speakers may decline POIs
Matching (Introduction to Debate): 1→C, 2→D, 3→A, 4→E, 5→B
141. A — The week-long format is better for beginners because it allows thorough research and preparation, while the quick format tests improvisation skills better suited for experienced debaters
142. B — A source that analyzes, interprets, or summarizes information from primary sources, such as a textbook or encyclopedia article
143. D — This is circular reasoning because the 'evidence' (food is outstanding) simply restates the conclusion (program is excellent) in different words. What is missing is independent evidence like nutritional data, student satisfaction surveys, or comparison with health standards
144. D — This advice is excellent because effective rebuttals not only weaken the opponent's case but also reinforce your own position by showing how your evidence is stronger or more relevant. This two-for-one approach makes efficient use of limited time and strengthens your overall narrative
145. D — A kritik is a Negative argument that challenges the fundamental assumptions, language, or framing of the Affirmative's position rather than its practical consequences, arguing that the way the Affirmative thinks about the problem is itself harmful
146. C — We believe recess should be longer because research shows that physical activity improves focus and learning
147. The logical connection that explains why your evidence supports your claim
148. It uses reframing (shifting from financial cost to human cost), a rhetorical question, antithesis ('not in dollars, but in dreams'), and pathos ('dreams deferred and potential unrealized')
149. The value is the core principle a debater defends (like justice or freedom), and

the value criterion is the specific standard used to measure whether that value is being achieved

150. Student A's argument better meets standards because it includes a specific claim with quantitative evidence and reasoning, while Student B relies on emotional language and subjective observation without data

Matching (Introduction to Debate): 1→B, 2→D, 3→A, 4→E, 5→C

151. A — Addressing counterarguments shows you understand the full topic and strengthens your position by refuting potential weaknesses before your opponent can raise them
152. C — Introducing an irrelevant topic to divert attention away from the original argument
153. C — Ethos, because the speaker establishes their professional credibility and expertise to gain trust
154. B — Conclusions often follow signal words like 'therefore,' 'thus,' or 'so,' while premises follow words like 'because,' 'since,' or 'given that'
155. D — Team A's citation is far more credible because it identifies a specific prestigious institution, a specific peer-reviewed journal, and a specific date, allowing verification. Team B's citation is too vague to evaluate or verify
156. B — Logos, because it uses specific statistics and research data to make a logical, evidence-based argument
157. The student was missing the warrant (reasoning) that explains why the evidence actually supports the claim
158. Because if the premises of a deductive argument are true and the logic is valid, the conclusion **MUST** be true, while inductive conclusions are only probably true
159. The Affirmative proposes a specific plan to change the status quo and must prove it is beneficial, while the Negative defends the status quo or argues the plan causes more harm than good
160. Topicality is an argument that the Affirmative's plan does not fall within the boundaries of the resolution, which matters because the Affirmative must defend a plan that is directly relevant to the stated topic
Matching (Introduction to Debate): 1→C, 2→D, 3→B, 4→A, 5→E
161. Circular reasoning! Also called "begging the question" -- the conclusion is assumed in the starting point.
162. Pathos! Along with ethos (credibility) and logos (logic), it's one of the three rhetorical appeals.

- 163. A rebuttal! It's the response to an opponent's argument in a debate.
- 164. An ad hominem attack! Latin for "to the person," it's one of the most common logical fallacies.
- 165. A thesis statement! It's the central argument that holds the whole case together.
- 166. A red herring! Named after the smelly fish once used to throw hunting dogs off a trail.
- 167. Ethos! Speakers build ethos by showing expertise, fairness, and good character.
- 168. Logos! It's the appeal to logic and reason, often supported by data and evidence.
- 169. To reflect on their arguments!
- 170. Because it was stuffed with nothing!
- 171. Because they kneaded to work on their delivery!
- 172. "I couldn't stand on my own without you!"
- 173. Because it had too many issues with its reasoning!
- 174. Because it only showed up to tear everyone else's arguments down!

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