

April 6 - 15 - STUDENT CONGRESS / CONGRESSIONAL DEBATE Seven Days to Becoming a Better Debater!

IMPORTANT: If the bookmark links don't work in this document, **DOWNLOAD THIS DOCUMENT TO MAKE THE BOOKMARKS WORK** (bookmarks are the links below that will take you to different places within this document without needing to scroll). On your laptop, you can click the down arrow icon in the top right of this screen or the three dots that will give you a download option, or you might find the download option by clicking on the three dots. On your phone, you can click the three dots in the top right and select download.

This is a multiple-day lesson. During this project, you will learn how to:

- 1) Read legislation.
- 2) Research a topic.
- 3) Cut cards (evidence)
- 4) Write a Congress Speech.

The skills practiced during this project will help you in all your future debate preparation. Good debaters use evidence briefs and research briefly. Great debaters cut their own cards and do deep research.

Click on the links in order. Work through the steps in the process in order.

- [April 6 - Day 1](#)
- [April 7 - Day 2](#)
- [April 8 - Day 3](#)
- [April 9 - Day 4](#)
- [April 13 - Day 5](#)
- [April 14 - Day 6](#)
- [April 15 - Day 7](#)

[EXAMPLE 1 - ARTICLES](#)

[EXAMPLE 2 - PRO/AFF ARGUMENTS](#)

[EXAMPLE 3 - CON/NEG ARGUMENTS](#)

[LEGISLATION](#)

April 6 - read and choose legislation

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Monday, April 6

Daily Objective:

Students will read sample legislation.

Students will choose one piece of legislation to research.

Bell Ringer/Let's Get Started:

Watch this video of a portion of a student congress round:

<https://www.youtube.com/watch?v=CnNnd5ZYdq0>

What is similar to LD, PF, or CX debate?

What is different?

Lesson/Activity:

Legislation is like a really long debate resolution. It's suggesting how to do something (a bill) or that we ought to do something (a resolution). Choose a topic you are interested in.

Practice:

Read and choose a piece of legislation from the link under "resources."

Resources:

[LEGISLATION](#)

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April 7 - Conduct research

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Tuesday, April 7

Daily Objective:

Students will collect research for affirming and negating the chosen piece of legislation.

Bell Ringer/Let's Get Started:

Watch this video: <https://www.youtube.com/watch?v=8YKnXBSqWpU>

What is one method for researching that you haven't used before?

Lesson:

Before we can write a speech, we need to learn about the topic. Pay attention to the source. Choose sources that seem unbiased and reliable.

Practice:

Task One: Find four quality articles about this topic. They should be mostly affirmative.

Task Two: Open a new document in your drive; title it "Leg # - Research." Copy and paste all four links.

Task Three: For each link, open up the website and copy and paste the entire article in "Leg # - Research" after each link. At the end of each article, insert a page break by pressing CTRL+ENTER.

Task Four: Under the link, type the full citation using the example [here](#). Also, you may choose to use <https://www.easybib.com/>

Resources: Consider using MidContinent library or your school's Library Media Center resources rather than just "googling." Independence students can use any of these resources from any of the schools.

William Chrisman - http://sites.isdschools.org/wchs_library

Truman - <http://thslc.weebly.com/students.html>

Van Horn - http://sites.isdschools.org/deborah_karlsson

[EXAMPLE OF RESEARCH DOCUMENT FORMATTING](#)

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April 8 - Read and Underline

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Wednesday, April 8

Daily Objective:

Students will read research articles and select portions to prove arguments.

Bell Ringer/Let's Get Started:

Watch this video: <https://www.youtube.com/watch?v=Efcng1Zug2A>

What's one take away about the process for researching?

Lesson/Activity:

The most important step in preparing for debate is READING. When you understand the topic broadly, you can debate more specifically.

Practice:

Task One: Open up "Leg # - Research" from the [April 7](#) lesson. READ articles.

Task Two: As you are reading, highlight portions of the article that seem to prove a good point for either PRO or CON arguments. Click the + sign to add a comment. In the comment box, type PRO or CON, then a note about what possible argument this portion of the article could help prove.

Resources:

[EXAMPLE 1 - ARTICLES](#) (in this example, portions are underlined rather than highlighted/commented; it's here as an example because we couldn't show the comments in document)

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April 9 - read and underline

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Thursday, April 9

Daily Objective:

Students will read research articles and select portions to prove arguments.

Bell Ringer/Let's Get Started:

Watch this video: <https://www.youtube.com/watch?v=5x9m2eSIHpQ>

What's one take away about the process for researching?

Lesson/Activity:

The most important step in preparing for debate is **READING**. When you understand the topic broadly, you can debate more specifically.

Practice:

Finish work from [April 8](#) lesson.

Resources:

[EXAMPLE 1 - ARTICLES](#) (in this example, portions are underlined rather than highlighted/commented; it's here as an example because we couldn't show the comments in document)

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April 13 argument sheets

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Date

Daily Objective:

Students will select most impactful portions of their research to prepare arguments with evidence (card).

Bell Ringer/Let's Get Started:

Watch this video: <https://www.youtube.com/watch?v=1zZ4YEuThRw>

How do arguments and reasoning work together to create a tagline?

Lesson/Activity:

Cutting a card has 4 parts:

- Tagline - A clear statement (complete sentence) that summarizes the portion of evidence and also proves
- Citation - citation created from [April 7](#) lesson.
- Evidence - exact words copied and pasted from article. If you choose to not say all of the words, indicate that in your document with highlighting.
- Impact/Summary - Explain why this argument is important and leads us to affirm the legislation.

Practice:

Task One: Choose 4 highlighted portions from your affirmative articles.

Task Two: For each one, cut a card. Here's an example: [EXAMPLE - PRO ARG](#). You should produce 4 cards for the affirmative.

Resources:

[EXAMPLE - PRO ARG](#)

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April 14 argument sheets

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Date

Daily Objective:

Students will select the most impactful portions of their research to prepare arguments with evidence (card).

Bell Ringer/Let's Get Started:

Watch this video: <https://www.youtube.com/watch?v=1zZ4YEuThRw>

How do arguments and reasoning work together to create a tagline?

Lesson/Activity:

Cutting a card has 4 parts:

- Tagline - A clear statement (complete sentence) that summarizes the portion of evidence and also proves
- Citation - citation created from [April 7](#) lesson.
- Evidence - exact words copied and pasted from article. If you choose to not say all of the words, indicate that in your document with highlighting.
- Impact/Summary - Explain why this argument is important and leads us to affirm the legislation.

Practice:

Task One: Choose 4 highlighted portions from your affirmative articles.

Task Two: For each one, cut a card. Here's an example: [EXAMPLE - CON ARG](#). You should produce 4 cards for the NEGATIVE/CON.

Resources:

[EXAMPLE - CON ARG](#)

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April 15 Speech Writing

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Debate I & Advanced Competitive Debate

Student Congress

Ambrosi, Holt, Willard

Date

Daily Objective:

Students will write a speech for congressional debate.

Bell Ringer/Let's Get Started:

What can you accomplish in 3 minutes?

Lesson/Activity:

In 3 minutes, you can convince others to pass or not pass good public policy.

Good speeches have these components:

Introduction - begins with a quotation or very short anecdote, introduces the topic, then states clearly the position you are taking, previews your 3 main points.

1st main point

2nd main point

3rd main point

Conclusion - review the 3 main points, restate the thesis (position you are taking), ties back to the introduction.

Practice:

Task One: You already have ⅓ of your speech written! You can copy and paste 3 of your taglines (with evidence and impact statement) into the body of your speech.

Task Two: Write an introduction

Task Three: Write a conclusion.

Resources:

[TEMPLATE FOR CONGRESS SPEECH](#)

[EVALUATION FORM FOR CONGRESS SPEECH](#)

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LEGISLATION

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CONGRESSIONAL DEBATE: FEBRUARY 2020 LEGISLATION DOCKET

February 2020 Legislation

[1 .The Nonprofit Equality Act of 2020](#)

[2 . JOINT RESOLUTION](#)

[3 .The Prisoner Reformation Act of 2020](#)

[4 .The Progressive Tax Restoration Act of 2020](#)

[5 .A Resolution to Amend the Constitution to Establish Publicly Funded Elections](#)

[6 .A Resolution to Amend the Constitution to Impose Term Limits on Federal Judges](#)

[7 .The Firearm Registration Act of 2020](#)

[8 .The Juvenile Justice Act of 2020](#)

[9 .The Korean Peace Act of 2020](#)

[10 .The Mandatory Vaccination Act of 2020](#)

1 .The Nonprofit Equality Act of 2020

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Legislation Item # 1

The Nonprofit Equality Act of 2020

The Nonprofit Equality Act of 2020

1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:

2 **SECTION 1.** The Internal Revenue Code shall be amended to remove automatic
3 classification of organizations designated as churches as tax-exempt
4 charitable organizations under section 501(c)(3) of the Internal Revenue
5 Code.

6 **SECTION 2.** Churches and Religious Organizations that qualify for tax-exempt status
7 under section 501(c)(3) of the Internal Revenue Code may file an
8 Application for Recognition of Exemption with the Internal Revenue
9 Service.

10 **SECTION 3.** Section 7611 of the Internal Revenue Code is hereby abolished.

11 **SECTION 4.** This legislation shall be enforced by the Internal Revenue Service.

12 **SECTION 5.** This legislation shall go into effect at the beginning of Fiscal Year 2022.

13 **SECTION 6.** All laws in conflict with this legislation are hereby declared null and void.

Introduced for Congressional Debate by the National Speech & Debate Association

2 . JOINT RESOLUTION

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Legislation Item # 2

JOINT RESOLUTION

JOINT RESOLUTION

Declaring that a state of war exists between the Islamic Republic of Iran and the Government and the people of the United States and making provisions to prosecute the same.

WHEREAS, the Islamic Republic of Iran poses a nuclear threat to the United States and to the world; and

WHEREAS, the Islamic Republic of Iran has shown a willingness to commit acts of violence against citizens of the United States and members of the United States Armed Forces. Now, therefore, be it

RESOLVED, by the Senate and House of Representatives of the United States of America in Congress assembled, that a state of war between the United States and the Islamic Republic of Iran is hereby formally declared, and the President is hereby authorized and directed to employ the entire armed forces of the United States and the resources of the Government to carry on war against the Islamic Republic of Iran, and to bring the conflict to a successful termination. All of the resources of the country are hereby pledged by the Congress of the United States.

Introduced for Congressional Debate by the National Speech & Debate Association

3 .The Prisoner Reformation Act of 2020

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Legislation Item # 3

The Prisoner Reformation Act of 2020

The Prisoner Reformation Act of 2020

1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:

2 SECTION 1. No person who has not been duly convicted of murder in the first degree
3 may be sentenced to life imprisonment without chance for parole.

4 SECTION 2. For the purposes of this legislation, "Murder in the first degree" shall be
5 defined pursuant to 18 U.S. Code § 1111.

6 SECTION 3. For the purposes of this legislation, "Parole" shall be defined as the
7 conditional release of a prisoner before they complete their sentence.

8 SECTION 4. Persons convicted under any definition of murder in the first degree
9 other than the definition provided in 18 U.S. Code § 1111 may not be
10 sentenced to life imprisonment without chance for parole.

11 SECTION 5. No prisoner who is eligible for parole may receive a sentence that
12 requires over thirty years of imprisonment before becoming eligible for
13 parole.

14 SECTION 6. This legislation shall be enforced by the Department of Justice.

15 SECTION 7. This legislation shall go into effect immediately upon passage.

16 SECTION 8. All laws in conflict with this legislation are hereby declared null and void.

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4 .The Progressive Tax Restoration Act of 2020

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Legislation Item # 4

The Progressive Tax Restoration Act of 2020

The Progressive Tax Restoration Act of 2020

- 1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:
- 2 SECTION 1. Neither the Federal Government nor any state may levy any excise taxes.
- 3 SECTION 2. For the purposes of this legislation, "Excise taxes" shall be defined as any
- 4 taxes levied on specific goods or services at purchase.
- 5 SECTION 3. Nothing in this legislation shall be construed to deny local or county
- 6 governments the authority to levy excise taxes.
- 7 SECTION 4. This legislation shall be enforced by the Internal Revenue Service.
- 8 SECTION 5. This legislation shall go into effect at the beginning of Fiscal Year 2030.
- 9 SECTION 6. All laws in conflict with this legislation are hereby declared null and void.

Introduced for Congressional Debate by the National Speech & Debate Association

5 .A Resolution to Amend the Constitution to Establish Publicly Funded Elections

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Legislation Item # 5

A Resolution to Amend the Constitution to Establish Publicly Funded Elections

A Resolution to Amend the Constitution to Establish Publicly Funded Elections

1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:

2 **RESOLVED,** By two-thirds of the Congress here assembled, that the following article
3 is proposed as an amendment to the Constitution of the United States,
4 which shall be valid to all intents and purposes as part of the Constitution
5 when ratified by the legislatures of three-fourths of the several states
6 within seven years from the date of its submission by the Congress:

7 **SECTION 1.** No candidate for any federal elected office may accept campaign
8 contributions from any private individual, organization, or entity.

9 **SECTION 2.** All candidates for federal elected office will receive campaign funding
10 through the Public Campaign Commission, which shall exist under the
11 oversight of the Federal Election Commission.

12 **SECTION 3.** The Public Campaign Commission shall have the authority and duty to
13 ensure that all candidates for federal elected office are treated equally.

14 **SECTION 4.** The Congress shall have power to enforce this article by appropriate
15 legislation.

Introduced for Congressional Debate by the National Speech & Debate Association

6 .A Resolution to Amend the Constitution to Impose Term Limits on Federal Judges

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Legislation Item # 6

A Resolution to Amend the Constitution to Impose Term Limits on Federal Judges

A Resolution to Amend the Constitution to Impose Term Limits on Federal Judges

1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:

2 **RESOLVED,** By two-thirds of the Congress here assembled, that the following article
3 is proposed as an amendment to the Constitution of the United States,
4 which shall be valid to all intents and purposes as part of the Constitution
5 when ratified by the legislatures of three-fourths of the several states
6 within seven years from the date of its submission by the Congress:

7

8 **SECTION 1.** No federal judge appointed after the passage of this article may serve on
9 any individual court for longer than sixteen years.

10 **SECTION 2.** No federal judge already serving before the passage of this article may
11 serve for more than sixteen additional years in their current role
12 following the passage of this article.

13 **SECTION 3.** The Congress shall have power to enforce this article by appropriate
14 legislation.

Introduced for Congressional Debate by the National Speech & Debate Association

7 .The Firearm Registration Act of 2020

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Legislation Item # 7

The Firearm Registration Act of 2020

The Firearm Registration Act of 2020

- 1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:
- 2 SECTION 1. All firearms owned in the United States must have a registered owner.
- 3 SECTION 2. A registered owner may be a private individual or, if an organization, a
4 Federal Firearms License (FFL) holder.
- 5 SECTION 3. The Federal Bureau of Investigation (FBI) shall keep a record of all
6 registered firearm owners that includes the name, Social Security number
7 (if applicable), FFL information (if applicable), and results of a completed
8 background check for each owner.
- 9 SECTION 4. No firearm may be purchased or have its ownership transferred in any
10 way without updating its registration information through the FBI.
- 11 SECTION 5. Individuals or FFL holders owning firearms before the passage of this Act
12 must register their firearms with the FBI within one year of this Act's
13 effective date.
- 14 SECTION 6. The United States Armed Forces and legally recognized branches of law
15 enforcement may continue to own and operate firearms without regard
16 to this legislation.
- 17 SECTION 6. This legislation shall be enforced by the Federal Bureau of Investigation.
- 18 SECTION 7. This legislation shall go into effect on January 1, 2021.
- 19 SECTION 8. All laws in conflict with this legislation are hereby declared null and void.

Introduced for Congressional Debate by the National Speech & Debate Association

8 .The Juvenile Justice Act of 2020
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Legislation Item # 8

The Juvenile Justice Act of 2020

The Juvenile Justice Act of 2020

- 1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:

- 2 **SECTION 1.** No person, under any circumstances, may be tried as an adult in any
3 criminal court in the United States for a crime they are alleged to have
4 committed as a minor.

- 5 **SECTION 2.** For the purposes of this legislation, a “minor” is defined as any person
6 who is less than eighteen years of age.

- 7 **SECTION 3.** This legislation shall be enforced by the Department of Justice.

- 8 **SECTION 4.** This legislation shall go into effect immediately upon passage.

- 9 **SECTION 5.** All laws in conflict with this legislation are hereby declared null and void.

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9 .The Korean Peace Act of 2020

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Legislation Item # 9

The Korean Peace Act of 2020

The Korean Peace Act of 2020

WHEREAS, prolonged and endless hostility benefits no one; and

WHEREAS, the United States has learned from prior experience in the Cold War that it is in the best interests of all parties in an inactive military standoff to let cooler heads prevail; and

WHEREAS, this Congress ought to always prioritize the safety and security of Americans over ideological disputes; and

WHEREAS, in the recent past, the Democratic People's Republic of Korea has shown a willingness to engage in peace talks if treated like a worthy partner. Now, therefore, be it

RESOLVED, by the Congress here assembled that the United States ought to aggressively pursue diplomatic and trade relations with the Democratic People's Republic of Korea.

Introduced for Congressional Debate by the National Speech & Debate Association

10 .The Mandatory Vaccination Act of 2020

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Legislation Item # 10

The Mandatory Vaccination Act of 2020

The Mandatory Vaccination Act of 2020

- WHEREAS,** in recent years, there have been measles outbreaks in Los Angeles, New York, and other areas; and
- WHEREAS,** these outbreaks could have been avoided if the surrounding areas had achieved herd immunity; and
- WHEREAS,** achieving herd immunity requires mass vaccination across the country; and
- WHEREAS,** California’s vaccination policy makes vaccines mandatory unless an individual has verifiable medical complications; and
- WHEREAS,** such legislation implemented on a national level would be very beneficial to public health across this country. Now, therefore, be it
- RESOLVED,** by the Congress here assembled that we support the implementation of policy requiring vaccinations, deemed necessary for public health by the Department of Health and Human Services, for all residents, allowing exemptions only for doctor-verified medical conditions.

Introduced for Congressional Debate by the National Speech & Debate Association

EXAMPLE 1 - ARTICLES - Underlined portions are key sections that can be turned into arguments.

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Puerto Rican Statehood

ARTICLE 1 AFF

<https://www.politico.com/agenda/story/2017/10/18/puerto-rico-hurricane-maria-statehood-000552>

Cesar Conda and Alberto Martinez (Cesar Conda, Founding Principal of Navigators Global, and Alberto Martinez, Executive Vice President of Targeted Victory), Politico, “Why Washington Should Finally Make Puerto Rico a State”, 10/18/2017,

<<https://www.politico.com/agenda/story/2017/10/18/puerto-rico-hurricane-maria-statehood-000552>>

Why Washington should finally make Puerto Rico a state

As the hurricanes have made clear, all of America has a stake in the island's success.

By CESAR CONDA and ALBERTO MARTINEZ 10/18/2017 05:21 AM EDT

Weeks after Hurricane Maria struck Puerto Rico, the island remains in crisis. Eighty three percent of people in Puerto Rico don't have power and thirty five percent don't have access to clean water. The death toll currently stands at 48 but is likely to keep rising in the coming weeks.

Washington has responded to this crisis with billions in immediate disaster assistance, helping the cash-strapped island afford its basic expenses after tax revenue has all but dried up. This financial commitment isn't going to end anytime soon: Experts suggest the final cost could exceed \$100 billion.

Given the staggering sums of money involved, the recent hurricanes have made clear more than ever that the United States has a direct stake in Puerto Rico's success, ensuring that the island has a robust economy and can withstand future hurricanes or other emergencies. As long as Puerto Rico remains vulnerable, the U.S.—and American taxpayers—will ultimately be on the hook when the next storm inevitably strikes. An economically strong Puerto Rico is thus critical to the mainland United States.

But sustainable social and economic success hinges on something Washington has long denied the island territory: statehood. Admission to the union has long been given lip service by both political parties, but short-term political interests always delayed congressional action. As policymakers help Puerto Rico recover from Maria, they will examine ways to best use billions of

federal dollars to fortify the island's infrastructure and rebuild its economy. Statehood should be at the top of those discussions.

The case for statehood for Puerto Rico—at least on policy and moral grounds—has always been solid. The island became a territory 118 years ago, and Congress established local self-government in 1952, launching a 65-year failed experiment in autonomy without democratic accountability. As a territory Puerto Rico does not participate in the national economy on an equal footing or level playing field with the states, nor can it compete equally in the international markets. Territorial status is constitutionally temporary and typically does not lead to economic self-sufficiency.

Even before the hurricanes, Puerto Rico's debt reached an astronomical \$72 billion and its economy has effectively been in recession for the last 10 years, causing an exodus of young people from the island. While liberal policies worsened Puerto Rico's economic problems, second-class citizenship treatment and competitive disadvantages inherent in territorial status created hurdles for individuals and businesses alike not found in states.

For instance, Puerto Rico was given the unique ability to offer triple-tax exempt bonds, which weren't subject to federal, state or municipal taxes, making the island an attractive spot for investment. But Congress phased out the law over 10 years, starting in 1996. Closing these tax loopholes, combined with the military base closures, precipitated Puerto Rico's recent economic troubles. Without voting representation in Congress or electoral votes for the presidency, Puerto Rico had no voice in those changes.

Washington discriminates against the island in myriad other ways too. Working residents of Puerto Rico must have three or more children to qualify for the refundable portion of the Child Tax Credit, while workers on the mainland must only have one or two children. Incredibly, residents of Puerto Rico pay more than \$3 billion in federal payroll taxes for Social Security and Medicare, as well as import-export and commodities taxes—but benefits under those and other federal programs are lower than in the states. Puerto Rico also does not have access to the same bankruptcy protections as states, an oversight that became a big problem as the island has struggled under its huge debt levels.

This is blatant political and economic discrimination and it's long past time that it ended. Statehood would give Puerto Ricans equal rights, duties and opportunities of national and state citizenship, starting with equal political empowerment through voting representation in Congress and the Electoral College. Such a change would benefit the island economically as well: Statehood would mean more reliable rule of law, uniform policies on taxes, trade and commercial regulation and equal footing in national interstate markets, providing certainty and stability essential for private investment. According to the Government Accountability Office, "statehood could eliminate any risk associated with Puerto Rico's uncertain political status and any related deterrent to business investment." Indeed, the most recent territories to become

states—Hawaii and Alaska—averaged double-digit economic growth for more than a decade after admission.

But as Maria unfortunately showed, statehood wouldn't just benefit Puerto Rico. It would also benefit the mainland United States. For starters, Washington's assistance will raise questions about the fiscal responsibility of spending billions of dollars for an island in the midst of a fiscal crisis. Puerto Rico's substandard energy, transportation, communications, healthcare and other basic infrastructure systems make state-like recovery we see in Texas and Florida unattainable in the territory. In addition, the exodus of people from the island—900,000 people to the states over the last decade alone—could double, putting additional strain on the budgets and healthcare systems of Florida and other states.

Without a strong recovery—both from the hurricanes and from its economic malaise—Washington will be spending money for years to repeatedly prop up and rebuild the island, as thousands of Puerto Rico give up their hopes for statehood and move to the mainland. That's a bad situation for Puerto Rico—and for the rest of America. Hurricane Maria presents Congress with a duty to choose, as it has 32 times before, whether an undemocratic dependency populated by U.S. citizens or a state with common rights and responsibilities will better strengthen our nation in the 21st century. The choice is clear.

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EXAMPLE 2 - PRO/AFF ARGUMENTS

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- AFF or PRO
Name
Puerto Rican Statehood

#1AFF - Puerto Rican Statehood Will Benefit the United States

Cesar **Conda and Alberto Martinez** (Cesar Conda, Founding Principal of Navigators Global, and Alberto Martinez, Executive Vice President of Targeted Victory), Politico, “Why Washington Should Finally Make Puerto Rico a State”, October 18, 2017,

<<https://www.politico.com/agenda/story/2017/10/18/puerto-rico-hurricane-maria-statehood-000552>>

But as Maria unfortunately showed, statehood wouldn't just benefit Puerto Rico. It would also benefit the mainland United States. For starters, Washington's assistance will raise questions about the fiscal responsibility of spending billions of dollars for an island in the midst of a fiscal crisis. Puerto Rico's substandard energy, transportation, communications, healthcare and other basic infrastructure systems make state-like recovery we see in Texas and Florida unattainable in the territory. In addition, the exodus of people from the island—900,000 people to the states over the last decade alone—could double, putting additional strain on the budgets and healthcare systems of Florida and other states. Without a strong recovery—both from the hurricanes and from its economic malaise—Washington will be spending money for years to repeatedly prop up and rebuild the island, as thousands of Puerto Rico give up their hopes for statehood and move to the mainland. That's a bad situation for Puerto Rico—and for the rest of America.

Impact: This indicates that there are substantial problems that are a consequence of the relationship between the US and Puerto Rico in the status quo. The strong financial ties each state shares is undermined by the lack of infrastructure perpetuated by Puerto Rico's status as a territory. Thus, to alleviate these strains on the United States, we must recognize Puerto Rico as a state.

#2AFF - Statehood is a Matter of Justice, as Passing this Resolution Will Eliminate Previously Discriminatory Policies Against Puerto Rico.

Cesar **Conda and Alberto Martinez** (Cesar Conda, Founding Principal of Navigators Global, and Alberto Martinez, Executive Vice President of Targeted Victory), Politico, “Why Washington Should Finally Make Puerto Rico a State”, October 18, 2017,

<<https://www.politico.com/agenda/story/2017/10/18/puerto-rico-hurricane-maria-statehood-000552>>

Washington discriminates against the island in myriad other ways too. Working residents of Puerto Rico must have three or more children to qualify for the refundable portion of the Child Tax Credit, while workers on the mainland must only have one or two children. Incredibly, residents of Puerto Rico pay more than \$3 billion in federal payroll taxes for Social Security and Medicare, as well as import-export and commodities taxes—but benefits under those and other federal programs are lower than in the states. Puerto Rico also does not have access to the same bankruptcy protections as states, an oversight that became a big problem as the island has struggled under its huge debt levels.

Impact: Here, we see that Washington consistently discriminates against the citizens of Puerto Rico, especially in terms of taxation and welfare. In turn, we have a moral obligation to even the playing field. If we are advocates of justice, we must support changing Puerto Rico's status from a territory to a state in the US.

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Name

Puerto Rican Statehood

#1NEG - Statehood Would Rob Puerto Rico of the Chance of Becoming Independent, Which is their Best Option

Angel “Hank” **Cintron** (Angel “Hank” Cintron, a Puerto Rico native, is a past president of the Puerto Rico Chamber of Commerce, Gulf Coast of Florida, and a U.S. Army veteran), The Orlando Sentinel, “Let Puerto Rico stand on its own”, March 27, **2018**

<<https://www.orlandosentinel.com/opinion/os-ed-puerto-rico-should-stand-on-it-own-20180327-story.html>

>

If Puerto Ricans fear that statehood would rob the island of its culture and language, this implies that keeping one’s culture and language overrides the economic well-being and security of the residents. If this is truly the case, there’s only one choice: independence for Puerto Rico. Residents would get to keep their culture and language. They would control all strategic, economic and insular matters. They would have to stand up their own military, their own Coast Guard, their own Border Patrol, and their own Federal Emergency Management Agency. But with what economic resources? Puerto Ricans don’t pay a penny for any of these services today. They’re included under the laws and budgets that have been passed by the U.S. Congress.

Impact: Independence is in Puerto Rico’s best interest, as it will allow the country to maintain its customs while granting them the power to control their own affairs. If we pass this piece of legislation, we will be robbing Puerto Rico of this opportunity and instead giving residents a solution which is not sufficiently advantageous.

#2NEG - There Will be Limited Benefits to Puerto Rico if it Becomes a State

Angel “Hank” **Cintron** (Angel “Hank” Cintron, a Puerto Rico native, is a past president of the Puerto Rico Chamber of Commerce, Gulf Coast of Florida, and a U.S. Army veteran), The Orlando Sentinel, “Let Puerto Rico stand on its own”, March 27, **2018**

<<https://www.orlandosentinel.com/opinion/os-ed-puerto-rico-should-stand-on-it-own-20180327-story.html>

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For decades in the past century, the U.S. and Puerto Rico were interdependent. The United States depended on the island for several commodities — mostly sugar, but also tobacco and coffee. Unfortunately, agriculture gave way to manufacturing plants and an ever-growing government bureaucracy on the island. Today, Puerto Rico imports 85 percent of its food, even though most of the land is fertile. Only a mere 6 percent is arable, a fact that threatens Puerto Rico’s food security. Also, it’s no doubt that the U.S. depended on Puerto Rico to provide men to serve in the military. In fact, the main reason Puerto Ricans are U.S. citizens today is due to the passage of the Jones-Shafroth Act in 1917. The U.S. was about to enter World War I and needed men to rebuild its military. This is the law, still in the books today, that essentially “imposed” U.S. citizenship on Puerto Ricans. The law, indeed, converted Puerto Ricans into second-class citizens, as it did not provide the residents of the island with the full rights and privileges granted under the U.S. Constitution to those born on the mainland, Alaska or Hawaii. President Wilson signed the law in 1917, barely a month before the U.S. entered the war. History shows that not one Puerto Rican enlisted when the law was signed. It took instituting the draft to eventually bring about 20,000 Puerto Rican men into the military. Like my grandfather, most of them served in Panama, protecting the Panama Canal. The U.S. imposed citizenship on the residents of the island without Congress consulting with the people of the United States or the residents of Puerto Rico. Given the 100-plus years of close ties between the U.S. and Puerto Rico, and the size of the population and the economy of Puerto Rico, vis-a-vis that of the United States, interdependence will never be balanced and equal.

Impact: This provides us ample reason to believe that granting statehood is not what's best for Puerto Rico. Although the territory is in a particularly precarious position in the status quo, granting statehood will only make matters worse, as it will entrench Puerto Rico in an unfair relationship with the United States.

CONGRESSIONAL DEBATE SPEECH TEMPLATE

FROM EAST KANSAS NSDA; EDITED BY WM CHRISMAN COACH

INTRODUCTION

- Attention Getter / Hook:
- Transition to Topic / Significance of Topic:
- Thesis Statement and Roadmap: Stand with me to _____ (*affirm or negate*) this legislation because of _1_____, _2_____, and _3_____ (*list of points in order*).

POINT #1: _____

- Claim: The first reason to _____ (*affirm or negate*) is _____ (*state point*).
- Evidence (legitimate cite, no personal anecdotes, blogs, etc.):
- Your point should also include a warrant (why the evidence makes the claim true), an impact (why the point matters / its real world implications), and finally a tie back to the legislation (remind the chamber why the point specifically connects to the legislation).

POINT #2: _____

- Claim: The next reason to _____ (*affirm or negate*) is _____ (*state point*).
- Evidence (legitimate cite, no personal anecdotes, blogs, etc.):
- Your point should also include a warrant (why the evidence makes the claim true), an impact (why the point matters / its real world implications), and finally a tie back to the legislation (remind the chamber why the point specifically connects to the legislation).

POINT #3 (OPTIONAL): _____

- Topic sentence: The final reason to _____ (*affirm or negate*) is _____ (*state point*).
- Evidence (legitimate cite, no personal anecdotes, blogs, etc.):
- Your point should also include a warrant (why the evidence makes the claim true), an impact (why the point matters / its real world implications), and finally a tie back to the legislation (remind the chamber why the point specifically connects to the legislation).

CONCLUSION

- Restate Reasons
Because _1_____, _2_____, and _3_____,
- Restate thesis
...we must _____ (*affirm or negate*) this legislation.
- Connect back to attention getter

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CONGRESS SPEECH EVALUATION CRITERIA

Congress Speech # _____ student: _____

_____ / 15 - structure

- intro includes opening, thesis, preview of main points (:15-:30)
- main points are clearly stated and supported with evidence and/or reasoning (2:00 - 2:30)
- conclusion includes restatement of main points, restatement of thesis, and concludes with a reference to introduction (:15-:30)

_____ / 10 - uses quality evidence and/or reasoning to support argumentation; includes conversational citations

_____ / 10 - speaks extemporaneously (from notes/outline), including meaningful eye contact

_____ / 15 - Time _____ / 3 minutes

Total: _____ / 50

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