| **Student Name:** Dominic Gao |
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| **Motion:** In post-colonial states, This house believes that education (e.g. history curricula) should graphically and exclusively focus on the negative impact of colonialism |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 71 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 7 minutes’ long. ]  Interesting hook about local populations benefitting from migrating to the land of colonisers, but would we have not been able to avail themselves of migration policies if we did Prop’s policies?   * This could also be flipped as a harm to the post-colonial societies who need their human resources for the sake of national development.   On the counter set-up:   * Aside from reporting history accurately, try to depict and illustrate the differences between the kind of history Prop and Opp teaches.   + For example, we share accountability with local leaders, we recognise positive policies and governance methods employed by colonisers, etc. * Clarify if this would then impact foreign policy as well. * For the purposes of nation-building, what will Opp teach the students if you won’t be exclusively blaming the colonisers? Tell me how you would have a pathway towards unity.   What do you mean when you said that countries could only be colonised if there was division? Most colonisers come in and conquer by military force. So try to characterise what kind of blame do local leaders hold in the process.  Good pushback that the history curriculum will lead to no discernable difference as there are prevailing sentiments against our colonisers.   * Explain that we will still learn about things like independence movements and the sacrifices they made. * Bear in mind then that some of your benefits may also be undercut by this observation, because they will still sever ties with the colonisers.   On teaching history objectively, there is a strong initial reasoning on this being the purpose of education.   * But it isn’t clear what the harms would be from distorting history.   + Later on, we argued that historical revisionism could be a political tool abused by the state, this is excellent but it should be its own argument! Rather than one used to analyse what the purpose of education is.   While post-colonial states could benefit from good ties and policies, this isn’t engaging with Prop’s analysis that many of these states are actually trapped in disadvantageous policies with the colonisers.   * We need to weigh how much we actually stand to benefit from these kinds of relationships.   + Are there no other diplomatic allies that could stand to help us in the post-nation building process?   + Analyse that we are currently at our weakest and offer very little to mutual allies, so we need to leverage our history with our colonisers to balance out the playing ground.   Good job offering POIs!  7.17 | | | | | | |