| **Student Name:** Emma Demopoulos |
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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: | 71.5 | | | | | |
| 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 8 minutes’ long. ]  Good pushback that the history curriculum will lead to no discernable difference as there are prevailing sentiments against our colonisers when we teach them the historical truth.   * Actively spend time to prove the positive benefits of unity will also manifest from learning historical truth, e.g. explain that we will still learn about things like independence movements and the sacrifices they made. So we can idolise local identities and blame colonisers irrespective.   + But be mindful that this has some tension with the other part of your case on being able to see the positive benefits derived from the colonisers. Then you wouldn’t be able to co-opt the benefits.   On the counter set-up:   * Aside from reporting history accurately and showing both sides of the story, try to depict and illustrate the differences between the kind of history Prop and Opp teaches.   + For example, Opp will teach about sharing accountability with local leaders, we recognise positive policies and governance methods employed by colonisers, etc. * 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. * Make sure to have your set-up FIRST before the rebuttals.   In response to the POI, lower your burden to point out that solvency is not Opp’s burden, it’s Prop’s.  On teaching history objectively, there is a strong initial reasoning on teaching facts being the purpose of education.   * I appreciate the characterisation that there were positive benefits during the colonial era.   + Here, we need to extend the practical implication of teaching the local society to reject any Western aid because it is a “disguise for neo-colonisation” despite the fact that we will categorically benefit from cooperation with our colonisers. * Why does the state have an obligation to be truthful all the time?   + Explain that the choices made by the people are contingent on having the full facts at all times. * But it isn’t clear what the harms would be from distorting history.   + Explain why a post-colonial state would feasibly have the ability to see that the state was lying, and then actively frame why in this stage, there would be zero buy-in to the state.   + We need to explain that it’s important for nascent states to be truthful and trustworthy in order to get buy-in from a relatively young nation with issues with trusting a state authority. Absent of buy-in, it will make it impossible to govern them effectively, which could be a massive existential threat.   On the harms of historical revisionism, try to spend more time proving the idea of this being weaponised as a tool of political abuse.  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.   On averting responsibility from local societies and being able to progress, it isn’t clear what the grounding is! What are the kinds of mistakes that local leaders made in the process of colonisation?   * Don’t we still have the rest of the political system remaining in order to scrutinise the actions of local political actors? Why won’t those systems work absent of history education covering these past mistakes?   Good job offering POIs today!  7.58 - So close, wait for the double bell! | | | | | | |