| **Student Name:** Jake Ip |
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| **Motion:** This house believes that prominent civil rights activists should not run for elections |
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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: | 70.5 | | | | | |
| 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 6 minutes’ long.]  On the call-out, we’re not explaining exactly why Opp cannot have the win-win situation they outlined.   * Point out that the movement will be at the behest of the prominent civil rights activist, thus they lose their ability to hold the politician accountable.   Nice job listing aspects of politics that can ruin the level of representation that politicians have.   * But we’re moving too fast, we should analyse each one and explain why a principled and influential activist would also fall prey to these external influences.   + Otherwise, it’s not engaging with Opp’s incentive analysis on why these activists are particularly benevolent and trustworthy.   On the impact of losing their influence and original batch of followers, we need to characterise the psyche of these voter base and why they will turn against these activists.   * Haven’t they earned a cult of personality strong enough to still hold on to their voter base? We need to engage with Opp’s analysis on how strong the hold they have over their own followers. * Do these voters even have other political alternatives to turn to? Do they just not go out and vote?   + Try to expand the political impact to even killing the movement overall due to the loss of their leader.     - Why is it critical for movement to hold on to the mobilisation of their critical mass?   Good choice of an argument on why activists can perform their role better outside of the governmental system.   * We’re layering on the mechanisms, such as protests, without really going deep into each to explain why the state will listen to these movements (since these movements lack political power of their own).   + The movement can scrutinise the politicians and state, but this doesn’t mean that it will actually be effective!   + How does this compare to the political and state power that Opp says these activists will now have?     - Counter it and explain that lawmakers make little impact as individuals and they have to garner a simple majority still to make any tangible change in office.   We can be more dynamic and explain both of the competing scenarios of politicians either making these ideological compromises or losing their effectiveness and creating disillusioned voters. Currently, we’re only focusing on the former, which doesn’t engage with Opp’s characterisation on the incentives of these activists.  We need to incorporate the democratic principles we learned today, and explain why accurate representation of the movement is the most important material of the debate.  Please offer more POIs today!  6.07 | | | | | | |