| **Student Name:** Isabella Zhu |
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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. ]  Don’t skip the hook!!  On solving ethnic division, good reinforcement on the current post-colonial state being divisive.   * Link it back to colonial practices being the main culprit that will then bleed into current practices/ modern beliefs that entrench division.   + Say clearly that a lot of racial divisions are a byproduct of divide-and-conquer, so that when these stereotypes prevail, we can redirect the hurt and say that these prejudices were actually artificially constructed by our colonisers. * On unity against the common enemy, explain clearly that politicians will play the blame game, so now we avoid ethnic groups actively blaming each other. So blaming the colonisers creates a lightning rod that helps focus policy discourse on the policy agenda that actually matters.   + Could we insert some weighing or framing as to why unity for a post-conflict state must take priority over truthfulness?   + Explain that divisiveness could lead to an existential crisis for these young states and they are incapable of passing the kind of policies needed to grow out of destitution, or that the biggest risk we face is a devolution into conflict (and precisely how large the risk of this happening is).   However, why must this be done specifically by history curricula? Was this necessary in order to engage in nation-building?   * It isn’t clear why the Opposition lacks any tool towards nation-building and healing. Why can’t they engage in diverse discourse without blaming an external actor?   On clarifying the Proposition’s model:   * Where clarity is still needed is how far you will take the omission/revisionism involved.   + Will you be okay with engaging in historical revisionism for this purpose?   + Will you wash over any accountability towards local leaders and practices?   + Actively recharacterise that Prop is not suggesting actively lying and distorting the truth! At best, we are just omitting any positive claims towards * On holding local leaders accountable, the problem is that a history curriculum that focuses on external blame will also end up sparing local leaders some amount of accountability! * It isn’t clear why the existing political system will allow the local leaders to get away with these bad policies to begin with.   We need to deconstruct Prop’s argument on the state having an obligation to be truthful in all instances!   * We eventually responded later and say we're still giving them quality education, but this doesn’t engage with the state obligation being one of transparency. * Point out that ALL states engage in historical revisionism, history is innately subjective and told through the lens of the victor. This isn’t an obligation that any state fulfills.   On students learning what they need to navigate this society, Opp has also argued that the prevailing sentiment is one where local societies already know that colonisers are bad!   * Can you explain why the problem of not recognising the faults of colonisers even exists? * We need better characterisation of the effective way in which our colonisers have built in social systems that idolise white traits, and thus fixing the education system becomes an instrumental pathway towards correcting this.   + For example, a lot of Asian societies colonised by the West admire Western features and beauty standards to the extent of colorism and problematic practices like skin bleaching. * Can we then prove the power of history education in shaping the perspectives of the future generation?   + It isn’t clear why the existing systems under status quo would not be sufficient to deter local societies from engaging in things like brain drain, etc.   We also need to rebut the Opposition's main point on local leaders losing accountability.   * Point out different contexts in which local societies did not hold any blame in the process of colonisation! E.g. The Native Americans bear zero blame when they were colonised. * Explain that Opp is being selective in their arguments, whereas all of Prop’s arguments universally apply to ALL types of post-colonial states.   Please offer more POIs!  8.22 | | | | | | |