| **Student Name:** Jasmine 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: | 72 | | | | | |
| 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. ]  Nice rhetoric linking back intergenerational harms to colonial rule, but spend time actively stating that it was in fact colonial fault that led to this.  On the set-up:   * Good characterisation of post-colonial states stuck in systems of divide, destitution, among other things. Try to reference what are the colonial policies that led to this, such as divide-and-conquer in order to kill off independence movements, resource extraction agreements, etc. * Excellent clarity on what constitutes the negative depictions within history curricula. However, 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?   Good argument on building unity in post-colonial states.   * Can we explain uniquely as to why these colonial practices bleed into current practices that entrench division? * On 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. * Good analysis on collective trauma bonding. * 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?   + 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).   On fixing post-colonial challenges in the forms of terrible public policies, why were we aiming to fix this via history curricula?   * 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 actually prove the power of history education in shaping the perspectives of the future generation? * Your case presumes that the post-colonial states are aware of these poor arrangements and want to distance themselves, so why is this policy necessary to do things like rejecting terrible Western aid?   + Bear in mind that Opp will definitely argue that there are already pre-existing incentives and sentiments against colonisers, absent of this policy, so we have to be comparative and explain why the status quo isn’t enough.   On learning to collaborate with one another, we need a lot more impact and grounding on the kind of necessary policies to rebuild a post-colonial state  Interesting claim on terrible local leaders emulating poor Western governance. But 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.   Good job offering POIs!  8.14 | | | | | | |