| **Student Name:** Kelly Au |
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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 7 minutes’ long.]  I love the hook today, well done! Good use of phrasing, and clear impacting on the difference between being an activist and a politician.   * Make sure you transition very clearly into your set-up, instead of continuing to expound this difference after the 1st minute mark.   Where is the set-up:   * I need more clarity on who these activists are. We need to set up the comparative of these debates clearly!   + In your world, what role will they then play in the political system as just an activist? * I need a burden/framing/winning pathway.   On the first argument:   * Good start on why politicians have to make ideological compromises without necessarily explaining why. On your reasons:   + On being appealing to the masses, it isn’t clear why they cannot just appeal to their own voter base, so we have to explain why their own movement are minority groups who don’t have a lot of power to vote in these activists.   + In response to the POI, instead of differentiating with regular politicians, just say we care less about other politicians making compromises, but we do care about our own movement leaders giving up our ideological goals! * On activists changing their ideologies hurting representation, can we provide grounding as to what are these hurtful compromises?   + For example, the politicians who represent the LGBT movement gave up the protection of the trans community when passing the anti-discrimination bill in the 1970s in the US.     - 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?   On the second argument:   * On these politicians playing the blame game, would they not be making these attacks against the movement anyways? * If we are stating that these activists will also play with these dirty tactics, we need to explain why their incentives suddenly change. Why do their characters change?   We need to spend way more time explaining how they can better perform their role pressuring the state from the outside!   * Spend more time 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). * We can afford to be even more comparative when it comes to why people who are IN OFFICE are actually completely powerless.   + 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 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!  7.08 | | | | | | |