| **Student Name:** Maddie |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | | | | | |
| 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:  Speaking time:   * Nice hook! * I like the idea that minorities would benefit from a new character; try to tell me why people would be open to a new character. You could supplement this by talking about how people desire new content and new stories as it is interesting and entertaining! * I like the examples you were able to give me re: The Little Mermaid, etc! * Try to tell me a little bit about the reaction people may have to these characters; for instance, when you say that people are angry when they changed a character, why so? Is it because they do not appreciate that minorities are used only as a prop for the movie? Could there be some cultural attachments to these characters? * I understand where you were coming from by taking the debate on an approach of recasting failing - but don’t forget to do the flip! The flip in this debate is why new characters will succeed. Try to make sure you analyse this as well! * When explaining the impacts of the backlash, try to make sure it is geared towards the important actors (E.g., like the people of Colour (POC) actresses) so that you can explain why this is bad for them; there might be fewer jobs available for these actors and actresses in the future as people may think that being a minority = a bad financial investment!   Speaking time: 05:55.44, good work! | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69 | | | | | |
| 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: 05:20.51, good wok1   * Nice hook; I like that you were able to incorporate a lot of the content of the class into the class! * I like the direction of your speech; try to make sure to first explain to me as to why there are no/not many new roles or original roles intended just for minorities - this is because of the history of discrimination and racism. People of Colour (POC) were not welcomed in the entertainment industry, thus there was no incentive to create roles for these communities specifically. This will help me understand why this is important! * In this debate, I think it’s important that you show and tell me why movies like Snow White or Little Mermaid are not representative of all art in this category; this is because Snow White and etc could be uniquely bad and therefore don’t represent other types of movies. * You could try to go further for the representation point; you can say that it is important for people to see themselves represented in movies because they can then try to get similar roles OR try to enter the industry. Talk to me about what people do with hope! * Try to be more assertive; I think your manner could have been a lot better! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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: 05:01.99, good work!   * Nice personal example in the hook! * Try to make sure that you are targeting the core logic of the speaker; the core logic is that people feel inspired to pursue dreams like being an actor. You could further rebut this by talking about the fact that this relies on the movie being successful. If the movie is unsuccessful, wouldn't minorities be very sad and discouraged if this happens? * Try to explain the unique value of new roles; this could be the idea that people and audiences really want new stories and characters because they are bored of what already exists and they crave creativity. * Also, you wanna make sure to explain that you have a lot more freedom with an original character; you can do more things like new storylines, new designs, etc, that you probably can’t do without a new character! * Try not to get caught up with POIs! Take one and be done with it. * Try to make sure you tell me what the impact of this is on POC actors; if the movies flop will this result in less people wanting to act, etc?   Speaking time: 05:01.99, good work! | | | | | | |

| **Student Name:** Alvina |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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: Speaking time: 05:34.21   * Nice hook! * Good rebuttal; I am glad you identified that the topic relies on the movie being successful - try to make sure you give me multiple reasons for why the movie in your world would be successful! You could point out things like how Spiderman Miles Morales, etc, are all very successful despite being a new take on an existing character like Spiderman. Try to make sure you show me that the backlash to issues like Snow White are unique to this movie versus to all recasts in general. * For generating awareness, try to make sure that you are actively proving that the reaction is going to be successful and good; try to make sure that you don’t immediately agree that it will be a bad reaction! There are a few reasons for why the reaction could be good; this is because people perhaps support the franchise no matter what, etc. * Try to also make sure that we are actively weighing out why your argumentation is likely to be more true compared to the other side; i wasn’t really sure between the two teams as to who is likely to be the most true in this debate! | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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:   * Nice hook! Good flow and pacing as well. * I like the angle about how there is a possibility of fans and people loving the celebrity when they are in a new role; try to make sure that you first show me why this role is likely to be well received first. This could be because people crave creativity and originality; thus why these shows could be successful! * Try to make sure that you are giving me numerous reasons as to why you are likely to be correct; for example, if you’re telling me that the experience these actors and or actresses could have will be much better in a new role, why is that true? * Try to make sure that you are actively giving me reasons as compared to just layering examples; I know snow white bombed, but are we sure that snow white was bad because of the recasting, and not the poor acting and or script? * Try to make sure that you are actively trying to make the comparison; what actually happens to the actresses etc in your world? Do they benefit from more roles etc?   Speaking time: 06:27.80, good work! | | | | | | |

| **Student Name:** Aria |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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:  Speaking time: 05:50.01, good work!   * Nice hook! * Try not to have awkward pauses in your speech. * Rebuttals: Good work for pointing out that Snow White was a one time flop; you can point out that this movie could be uniquely bad due to the actors and or script writing. Try to make sure that you give me the analysis for why people will likely want to support these movies - perhaps it could be that they love the content in general, etc? * Try to make sure that you aren’t getting thrown off by the POIs and reactions of your opponents; just rely on yourself! * Remember that all of your impacts (like the minorities feeling better, etc) relies on the movie being successful; so please make sure to give me all the layers for why these movies will be successful! This could be because of fanfare around the character, etc. * Try to also make sure that you are telling me about why people will be accepting of this new character; people might be willing to consider this if the quality is high! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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: 05:01.99, good work!   * Nice personal example in the hook! * Try to make sure that you are targeting the core logic of the speaker; the core logic is that people feel inspired to pursue dreams like being an actor. You could further rebut this by talking about the fact that this relies on the movie being successful. If the movie is unsuccessful, wouldn't minorities be very sad and discouraged if this happens? * Try to explain the unique value of new roles; this could be the idea that people and audiences really want new stories and characters because they are bored of what already exists and they crave creativity. * Also, you wanna make sure to explain that you have a lot more freedom with an original character; you can do more things like new storylines, new designs, etc, that you probably can’t do without a new character! * Try not to get caught up with POIs! Take one and be done with it. * Try to make sure you tell me what the impact of this is on POC actors; if the movies flop will this result in less people wanting to act, etc?   Speaking time: 05:01.99, good work! | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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: 05:01.99, good work!   * Nice example in the hook! * Try to make sure that you point out that the other side is arguing through examples only! * Try to make sure that you are recapping the reasons for why your argumentation/team's argumentation was true to begin with; it seems a bit too dismissive right now! Try to take their unique desires and impacts into account. * Try to make sure to tell me why people will not be accepting of the rewrite; it isn’t just because of racism, but it is also the case that minorities may feel like they are being used as props for profit. Besides, it may also be a lot of pressure for the one actor to carry the hopes and dreams of their own community! * I like the way you explained that these original works will produce better outcomes for the people who matter the most; try to make sure to then tell me all about why it is the case that these movies will succeed! It could be the case that people in general!   Speaking time 05:50.32, good work! | | | | | | |