| **Student Name:** Davian |
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| **Motion:** This house, as the animal rights movement, would aggressively shame non-vegetarians |
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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 |
| 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: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that people don’t like being verbally harassed and publicly shamed. You also need to explain why your outcome of people targeting these people is a more likely outcome than people self reflecting. * Try to explain what alternative strategies you have on your side. * Nice work on explaining that animal right activists will attract hate and retaliate by consuming more animals. However, we want alternatives more accessible. * You want to explain where people unsubscribe them or don’t even watch or subscribe to these channels of public shaming. * Nice identification that non-vegetarians are more in number - try to explain how they can drive democratic policies, they have more power and numbers in social media. They have more powerful positions in the world. 6:30 | | | | | | |

| **Student Name:** Isaiah |
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| **Motion:** This house, as the animal rights movement, would aggressively shame non-vegetarians |
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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 |
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| 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: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that people eating meat can massively harm animals. * Good work on explaining that education and alternative methods are less effective as people don’t pay attention. * Nice work on explaining that alternatives offered by the proposition side are less effective as they have to compete with culture and social preferences. * Explain what public shaming does to a company as well. Try to explain how companies for their PR - will change the way in which they operate which makes them better. * Nice identification to say that this radical opinion will make people accept the * 5:08 | | | | | | |

| **Student Name:** Anders |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * You don’t want to frame your strategy as animal rights people have the right to verbally harass. Try to use the words that will offer you least resistance in the debate. * Nice work of explaining that a lot of factories are perpetrating massive acts of violence to animals. * Nice comparison to show that the life of animals is more important than the public fame of people. But this depends on you proving that you will save these animals because if you don’t then the animals die and people get shamed as well. * You want to explain the incentive of animal right activists and how this is in alignment. * Good work on illustrating the harms that occur to animals in the factory farms. * Try to accept at least one POI. * Minimize the repetition in your speech.   4:50 | | | | | | |

| **Student Name:** Ethan |
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| **Motion:** This house, as the animal rights movement, would aggressively shame non-vegetarians |
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| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * This is not a public speaking speech. Focus more on the actual problems created by verbal harassment in the hook. * Nice work on explaining that people will retaliate in trolls and reaction. You want to explain why more are likely to retaliate than self-reflect. * Let’s use more formal language in our speech. * Try to speak a bit more faster * Good vocal projection on your speech. * Nice work on illustrating that public shaming by throwing a bucket of paint to shame meat is not an effective strategy. * I think it might be unstrategic to say that eating plants also causes harm to the environment. You are not stopping that as well. I think your perspective of animal rights activists is invisible in your speech. What is your strategy? 5:30 | | | | | | |