| **Student Name: Isaiah** |
| --- |

| **Motion:** This House supports the increasing presence of nihilism in pop culture. |
| --- |

| 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 check out these movies at specific moments and with specific interests. * Good work on explaining that these movies offer different perspectives. * At times you seem like you are overclaiming things. When you say that everything doesn’t need to be how society wants it to be like - explain in what ways society can be wrong and also ineffective in providing proper guidance and support to people. * Good depiction of how mainstream movies will be and how nihilism acts as a good counternarrative. * Good illustration of how people can redefine their own purpose in their own way. But let's not get that hung up in the individual story lines and go to more general depictions. * When you explain these movies are predictable - explain why there are very limited ways you can play around with these movies. For example, what exactly is predictable? Are endings predictable, are actions predictable. * Nice work on explaining that there are people left behind by capitalism and thus life becomes more meaningful and relatable after you watch this. * Nice work on explaining that people can still make rational interventions in their lives despite having strong dangerous plots in these movies. * Good work on explaining that people need stories about failures, struggles and lack of support to find this relatable. * 5:20 | | | | | | |