| **Student Name:** Anders |
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| **Motion:** TH, as the Environmental Movement, should focus on content that inspires hope rather than fear in its campaigns against climate change. |
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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 four minutes in length for today’s class.   * Nice work on explaining that telling people that the world is going to burn is not working. Try to tie this more closely to the use of fear as a tactic. For example, say exactly what they are doing and show exactly why this is not working. * Nice work on trying to work on your hand gestures and vocal projection. * Good work on explaining that hope is a more effective strategy as fear makes people feel bad about their own life and their actions. * Try to explain the priorities of the environmental movement more directly before you transition to individual arguments. * When you say people will feel that they can do nothing about climate change - explain how in relation to individual capacities they find this action inaccessible. For example given their condition, their wealth and their power they will find that it is impossible. * You want to explain how the progress will work on your side. Explain that even if climate change actually realizes - you have a better way to shift it further into the future. 4:45 | | | | | | |

| **Student Name:** Ethan |
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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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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on explaining the reality of the world is invisible to people. Explain why this is so. For example, explain how the impacts of climate change are mostly in the future, how most people are not aware and they are unable to understand the impacts without fear. * When you explain hope will be false hope - try to show how big the threat is. * Good work on explaining that hope is not able to modify behavior radically. Here the target is that people will do smaller things on the prop side which won’t be enough. * Nice work on explaining that hope rests on people choosing specific politicians to make a change. You have to link why hope doesn’t cause action. * Nice work on explaining that fear has a larger control over people’s thought process. Good work on explaining how people will feel angry and frustrated. Nice work on linking that to actual strategies to change. * You can target the POI by showing that hope is a worse strategy.   4:20 | | | | | | |

| **Student Name:** Athan |
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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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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on identifying that people don’t respond to fear. We need more reasons for this though. * Nice work on explaining that fear will make people scared and anxious. * We need to add more substantial analysis to explain how human behaviors work. You also have to assess the power of the environmental movement. * When you say people will think fear makes people feel that their impact won’t matter - try to explain why. * You are pausing a lot between sentences and also in the middle - try to minimize that. * We need to try harder to identify and respond to the other side. * 2:25 | | | | | | |

| **Student Name:** Kyle |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on explaining the effects of climate change. Here, you can try to explain why fear is the truth. * You don’t need to introduce yourself in your speech. * When you rebuttal the other side - don’t use a question to challenge them - try to actually dismantle their reasons. * Nice work on explaining that collective action from consumers or citizens can cause massive effects to the people. * Good work on challenging the lack of reasons from other sides on why fear doesn’t work. * Rhetorical questions and thought experiments just make people think - it doesn’t convince people directly. * We need to minimize the pauses between your words. * 4:25 | | | | | | |

| **Student Name: Isaiah** |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Personal experience is not representative of everyone’s experience. Try to generalize how human beings behave rather than how you behave. * Nice work on explaining that people will not work for climate change because they think it is a long term problem. * Try to minimize the pauses between your words. * Why would people care about temperatures getting to 100 degrees in a billion years? In this situation they would also not care about hope as well. * When you say people ignore warnings - it is very difficult to believe why they will not do that with hope. * Good attempt at structuring your speech into clashes.   4:00 | | | | | | |