| **Student Name:** Ethan |
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| **Motion:** This house opposes the increasingly sympathetic portrayal of villains in pop culture (e.g. Joker, Maleficent, Thanos, etc) |
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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 villains are social disruptors and they create massive harms to society. Try to link that to how sympathetic portrayal will make the situation worse. Talk about how people will react to this movie. * You want to explain why the future generation is actually highly vulnerable to the message that comes from pop culture. * Good attack by showing that villains and evil people in society who have broken the law have done something bad to the society and deserve to be punished. Now you want to also include why sympathetic portrayal will reduce the overall available punishment in the movie. * Nice work on explaining that the constant access to the internet and how frequently this message is propagated could harm you. * You are taking a lot of time to summarize the case from the other side. Try to do that in fewer words and enter into your rebuttal soon. You also need to identify crucial clash points in the debate. * You need to link how people can link every failure to society's mistakes. | | | | | | |

| **Student Name: Isaiah** |
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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 |
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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.   * In your hook it is very unclear how sympathetic portrayal hurts future generations. That has to be visible in the hook as well. * Try to explain when you don’t have these movies prominent, what kind of movies would you recommend. * Nice work on showing that kids are easily influenced by the message in these movies. * Nice identification of how kids will find these movies relatable and then they will show that most of this is linked to the environment. * When you say that kids don’t accept responsibility and blame society - try to explain why the movies have those incentives there. * You need to explain what exactly is shown in these movies before criticizing this. * Good work on explaining how people will learn to tolerate toxic people more once they see these behaviors in movies. The question I have here is - why won’t society recognize its flaws based on these movies and change itself. Talk about how it is very difficult to change for society. 5:20 | | | | | | |

| **Student Name: Anders** |
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| 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.   * We need a hook before entering our argument. * Nice work on explaining that reality is subjective and how there is a different perspective these movies offer. * We need to stop being easily distracted in our speech. * When you explain that people will just see the movie as a movie - explain why everyone will behave in this particular way. * You need to be clearer on showing how people will portray these actors as bad. Show that within the movie there will be consequences for the actions. * When you say that we can deter crime by understanding the criminal - why are movies the best source of that information? Explain what incentives do these movie makers have to keep these stories and psychological concepts real and authentic. * Nice work on explaining that the audience starts to be more aware of the reasons for why people do bad things. When you say people will take steps - try to explain what exact steps we will take. 5:28 | | | | | | |

| **Student Name: Alvina** |
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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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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that people will be able to understand the reasons why people do evil stuff. * You want to convert that understanding to how people will change their behavior in real life. * When you say people will help and support them - try to explain this will stop the process of creating criminals in general. * Try to explain exactly what realities these movies show and how that is relatable to these people. * Nice work on attacking proposition’s strategy of restricting these movies to private places. * When you say people will try to avoid being evil - explain why they will develop this. Why will they not sympathize and copy their behaviors? We need more mechanisms for this. * Nice work on explaining that people usually have reasons for their actions and people don’t usually know this. * Nice identification that these movies can be an advocacy for mental health. We need more detail on this argument.   7:12 | | | | | | |

| **Student Name: Athan** |
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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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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that people can be more toxic as they are easily influenced by these movies. You need to provide a more direct link to show why people are more likely to copy and support these behaviors. * Good work on explaining how people blame things in their bad childhood. * We need to provide more detail to our ideas. * Nice work on explaining how people who watch these movies feel. * Try to minimize the pauses in your speech. * We need to write more during the prep time. * 2:55 | | | | | | |