Atomic Bomb Debate Grading Rubric

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| **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| Student completed all work leading up to debate. Student spoke at least twice during debate. Student’s arguments were connected to the text. Student followed all norms of the strategy. | Student completed all work leading up to the debate. Student spoke at least twice during debate. Arguments were mostly connected to text. Student followed norms regularly.  | Student completed at least half of the work leading up to the debate. Student spoke at least once during debate. Arguments were mostly connected to text. Student followed norms regularly.  | Student completed less than half of the work leading up to the debate. Student spoke at least once during debate. Arguments were sometimes connected to the text. Students mostly followed norms.  | Student did not complete work leading up to the debate. Student did not speak during debate or only spoke once. Arguments were not connected to text. Student mostly did not follow norms.  |

Atomic Bomb Debate Norms

* The Pro side will begin the discussion and then it will be the Con side’s turn.
* Students may not raise their hands to speak while someone else is speaking, they must wait until the speaker has finished.
* At the end of the discussion, each side takes 1 minute to summarize their main arguments and make a final statement.
* While another student has the floor, all other students need to remain silent.
* **Arguments need to be based on evidence!**

**Atomic Bomb Debate Questions**

1. Was Truman’s use of the atomic bomb justified?
2. Was the second atomic bomb necessary to end the war with Japan?
3. Was our rush in using the atomic bomb more about ending the war with Japan or demonstrating our military superiority to the Soviet Union? Why?
4. What, if any, are the moral implications of the atomic bomb?

Follow up question if time.

1. Why are many countries concerned with the development of nuclear weapons by countries like India and Pakistan, or North Korea? With our knowledge of destructive power of such weapons, consider the motivations of countries who are still pursuing the development of such weapons for these countries with your answers.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SI:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period:\_\_\_\_\_\_\_\_\_\_

**Debating the Use of the Atomic Bomb:**

**Student Debate Organizer**

Debate Organizer:

For each of the questions, write down notes for your responses so that they are organized for the day of the debate. Include specific historical content to aid you in the debate. You are required to annotate the required articles and attach them to this sheet.

Was the United States decision to drop the atomic bombs on Japan justified?

Pro Arguments and evidence: (at least 3 arguments)

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Con Arguments and evidence: (at least 3 arguments)

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