

## **WORLD WAR III DEBATE QUESTIONS**

The class will randomly be assigned to both a question and a position. You will be given a day to research your topic. Since the events you are researching are a couple days / weeks away in terms of our curriculum, it is advised that you read ahead to gain a basic understanding of your event before beginning your research.

Rules and expectations of the debate are as follows:

1. All members must participate (see #8)
2. You may only use information that was available at the time of your event
3. While individually doing your research keep in mind not only your arguments, but also, opposing views and how you will defend yourself. (Tip - analyze how you will oppose conflicting viewpoints)
4. In formulating your arguments do not take a personal bias towards the subject
5. Whenever possible cite people, statistics or facts to enhance your points during the debate and / or discussion
6. Business dress required. Gentlemen - tie & jacket. Ladies - business suit, skirt or blouse
7. These questions will provoke emotion. To ensure we hear from everyone in an orderly manner, any form of harassment, insult or shouting will lower your grade. Disagreement is both expected and encouraged, but in a courteous manner.
  - a. You may have **R**-rated discussions. The latter topics are very serious and the facts need to be presented as they are, without censorship. It is the responsibility of the people who are triggered by this content to excuse themselves from the classroom.
8. Finally, this is an “open” debate format; meaning, I will not stop the discussion to ensure turns are given. It is your responsibility to interject and ensure your position is heard regularly. Simply sitting back and letting others converse, or mentioning 1 or 2 points throughout the debate, is not acceptable.

Grading –

Rubric (for debate) attached

Individual position paper (2 pages, typed, double spaced)	15 points
Bibliography (MLA, non-annotated)	10 points
Research notes (underlined / highlighted)	10 points
Participation in debate (see rubric)	40 points
Attire	<u>5 points</u>
<b>TOTAL</b>	<b>80 points</b>

### **Due Dates**

Position papers & all written material –

Debate Dates –

Research day –

**Team members – 12****Presentation Date –**

Each member will represent a person and argue from its perspective. While some of these people were not in actual attendance, at our conference all of the interested parties will be invited.

Representing –

- A. Mrs. Metzger
- B. Mrs. Walsh
- C. Mrs. Gallagher
- D. Dr. Perry (Absent) (2)
- E. Aiden Montgomery (Absent)
- F. Anthony Ung (Absent) (2)
- G. Mr. Semus
- H. Mr. Allen
- I. Carly Fowler (Absent)
- J. Mr. Davis (Absent)

Examining the documents and events leading up to September 25<sup>th</sup>, 2018, debate the merits of removing Anthony Ung from Cherry Hill East in a roundtable discussion.

Consider the following –

- 1. What do you want for your person and why?**
- 2. Evaluate how the proposed actions affect you personally.**
- 3. Justify your position in terms of (1) avoiding conflict, (2) morality and (3) impact on other people.**

You need at least 4 primary sources.

Otherwise, some questions you may wish to consider:

1. What were the outcomes of the 2017-2018 School Year?
2. Who has honored those commitments? Who has broken them?
3. As pertains to your person, what has happened in Cherry Hill East to cause you concern to this point? How would you address those concerns, if at all possible?
  - a. Try branching out to other contentious issues that do not directly involve Anthony Ung.

**Team members – 11**

**Presentation Date –**

Each member will represent a person and argue from its perspective

Representing

- A. Carly Fowler (2)
- B. Anthony Ung (2)
- C. Donald Trump
- D. Joe Biden (2)
- E. Vivek Ramaswamy
- F. Bernie Sanders
- G. Tucker Carlson
- H. Nikki Haley

Examining the documents and events surrounding the 2024 Presidential Election (Assume that Carly Fowler and Anthony Ung have already been nominated), debate the following –

**America should remain neutral in international affairs.**

Discuss this topic from military, diplomatic and political perspectives.

Focus heavily on public opinion, international pressures, and the actions of Presidents Trump and Biden.

You need **at least** 6 primary sources.

**Team members - 6**

**Presentation Date –**

Each member will represent a country and argue either in the affirmative or the negative.

Representing

- A. United States (2)
- B. Japan (2)
- C. India (2)

Examining documents surrounding the Chinese Holocaust, debate the following question –

**After it became public knowledge, the United States, Japan, and India did enough to end the Chinese Holocaust.**

When debating this question, it is suggested you address each of the following areas - government, military, citizenry, and religious groups.

*For this question, you are permitted to use information up to the present day.*

You need **at least** 6 primary sources.

**NB:** This debate will be shortened from 75 minutes to 60 minutes.

**Team members - 6**

**Presentation Date –**

Each member will represent a country and argue either in the affirmative or the negative.

Representing

- A. United States (2)
- B. France (2)
- C. Poland (2)

Examining documents surrounding the Russian Holocausts, debate the following question –

**After it became public knowledge, the United States, France, and Poland did enough to end the Russian Holocausts.**

When debating this question, it is suggested you address each of the following areas - government, military, citizenry, and religious groups.

*For this question, you are permitted to use information up to the present day.*

You need **at least** 5 primary sources.

**NB:** This debate will be shortened from 75 minutes to 60 minutes.

**Team members - 8**

**Presentation Date –**

Each member will represent a country and argue either in the affirmative or the negative.

Representing

- A. United States (2)
- B. Israel (2)
- C. Saudi Arabia (2)
- D. India (2)

Examining documents surrounding the Iranian Holocausts, debate the following question –

**After it became public knowledge, the United States, Israel, and Saudi Arabia, and India did enough to end the Iranian Holocausts.**

When debating this question, it is suggested you address each of the following areas - government, military, citizenry, and religious groups.

*For this question, you are permitted to use information up to the present day.*

You need **at least** 5 primary sources.

**NB:** This debate will be shortened from 75 minutes to 60 minutes.

## **WORLD WAR III DEBATE FORMAT**

Format for the debates is as follows\* –

- I. Opening statement from each participant (1 minute per person)
- II. General discussion (approx. 45 minutes total)
- III. Closing statements (2 minute per person)
- IV. Question & Answer session (time permitting)

Each student will be identified by position. Each student will be given time for an opening and closing statement. As the participant, you are encouraged to take notes to further support your position (or refute someone else) during the debate. If time remains, there will be a question and answer session. These debates will take the entire class period.

### **Opening Statement (1 minute) –**

Your first sentence must always be “My name is [name] and I am representing [position].” It is expected that you will summarize briefly for the class your position on your topic and what you are seeking to accomplish. Do not get too detailed; that is what the discussion is for. However, you should aim to utilize the majority of your allotted time. A good rule of thumb is 4 to 5 sentences.

### **General Discussion (approx. 45 minutes) –**

All students are expected to participate. There is no moderator. This is your opportunity to lobby for your position. Be sure to address all components of your discussion question (if applicable).

### **Closing Statement (2 minute) –**

All discussions will be stopped with 10-15 minutes remaining in class. Again, you will summarize your position. You are welcome (and encouraged) to use information discussed during the debate to enhance your argument, or, refute an opponent’s.

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\* Instructor reserves the right to change the debate format as necessary.

## WORLD WAR III DEBATE SCENARIOS RUBRIC

NAME \_\_\_\_\_

CATEGORY	8 – (✓+)	7 – (✓)	5 – (✓-)	3 – (I / NA)
<b>Information</b>	All information presented in the debate was clear, accurate, and thorough.	Most information presented in the debate was clear, accurate, and thorough.	Some information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Presentation Style</b>	Student consistently used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Student usually used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Student sometimes used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Student had a presentation style that did not keep the attention of the audience.
<b>Use of Facts/Statistics</b>	Every major point was well-supported with several relevant facts, statistics, and/or examples.	Every major point was adequately supported with relevant facts, statistics, and/or examples.	Every major point was supported with several relevant facts, statistics, and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Understanding of Topic</b>	Student clearly understood the topic in-depth and presented their information forcefully and convincingly.	Student clearly understood the topic in-depth and presented their information with ease.	Student seemed to understand the main points of the topic and presented those with ease.	Student did not have an adequate understanding of the topic.
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses, and/or body language were consistently not respectful.