

Against

I can write a persuasive editorial that supports my position on Truman dropping the atomic bomb.

## Atomic Bomb editorial

BOOM! That's the sound of the bombs on Nagasaki and Hiroshima. It was necessary, wasn't it? Maybe not. On August 6th and 9th 1945, America bombed two cities in Japan, Hiroshima, and Nagasaki. America decided to use this option out three others, to end World War Two, because Japan was the last Central power. The bombings of Hiroshima and Nagasaki were a terrible decision and a horrifying mistake and tragedy. I feel this way because thousands of civilian lives were taken in brutally painful ways, with their land and homes, the U.S.A. was selfish for political reasons, and Japan would've surrendered anyway, for other purposes.

Thousands of civilian lives were taken in brutally painful ways, for no reason. Approximately 80,000 people were killed instantly or disappeared, 35,000 injured, and 60,000 died by the end of the year. An eyewitness at Hiroshima recalled "[climbing] Hikiyama Hill and looked down... Hiroshima had disappeared" Many people lost their homes, lives land, and freedom in very brutally terrible ways. Even though President Truman claims he "did not seek to destroy Japanese culture or people" This could've all been prevented from thinking through other options and deciding on one of those.

The US was very selfish for political reasons, even though they were trying to end a war and come up with better options. "Better options were discarded for political reasons." Says Tyushi Hasegawa. There were three other reasons the US could've used but chose not to. They could've continued conventional bombing, do a ground invasion, or demonstrate one of the bombs on the unpopulated island. They decided not to do a ground invasion because too many Americans would die, so they decided to take

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Japanese lives. They determined not to demonstrate the bomb because that would be a waste.

Japan would've surrendered anyway for other reasons. "Those bombings had little to do with the Japanese decision to surrender," says Martin J. Sherwin. After the Soviet Union joined the war on the Allies side, the Japanese were worried that the Soviets would invade northern parts of Japan. Civilian leaders urged Emperor Hirohito to surrender for his safety. "...this view is difficult for the Americans to accept." Again, these reasons had little to do with the bombs and America.

The atomic bomb was a mistake and tragedy and could have been prevented in so many ways. Too many lives were taken, the US was selfish, and Japan would've surrendered anyway. The use or intended use of nuclear and atomic weapons is unacceptable. How would you like it if we were bombed? We need to make amends and prevent this kind of bombing, now!

# 2018 HQW 5th grade persuasive editorial rubric

Georgia Grade 5 Writing Assessment: Scoring Rubric

**Domain 1: IDEAS.** The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Sense of Completeness
- Awareness of Genre

<b>5</b>	<p><b>Full command of the components of Ideas.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Fully developed <u>controlling idea</u> that addresses all aspects of the assigned writing task</li> <li>◦ Consistent focus on the assigned topic, genre, and purpose</li> <li>◦ Supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience</li> <li>◦ Response contains <u>specific examples and details</u> that fully address reader concerns and perspectives</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Ideas.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Well developed controlling idea that addresses the assigned writing task</li> <li>◦ Consistent focus on the assigned topic, genre, and purpose</li> <li>◦ Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>◦ Response contains specific examples and details that address reader concerns and perspectives</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Ideas.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Developed controlling idea that addresses the assigned writing task</li> <li>◦ Generally consistent focus on the assigned topic, genre, and purpose</li> <li>◦ Most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing</li> <li>◦ Some parts of the paper are well developed, while other parts of the paper are only partially developed</li> <li>◦ Response contains sufficient information to address the topic as well as some reader concerns and perspectives</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Ideas.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Minimally developed controlling idea that addresses some aspect of the assigned writing task</li> <li>◦ Limited focus on the assigned topic, genre, and purpose</li> <li>◦ Supporting ideas are general and/or under-developed</li> <li>◦ Some ideas may be partially developed, while others are simply listed without development</li> <li>◦ Response lacks sufficient information to provide a sense of completeness</li> <li>◦ Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and genre of writing</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Ideas.</b> The writing is characterized by the following:</p> <ul style="list-style-type: none"> <li>◦ May announce the topic, but a controlling idea is not established</li> <li>◦ Little or no focus on the assigned topic, genre, and/or purpose</li> <li>◦ Development is lacking due to brevity of the response or unclear supporting ideas</li> <li>◦ Majority of details are irrelevant or the response contains insufficient writing to determine competence in Ideas</li> </ul>

*analysis of the first person accounts + other primary source documents is excellent - well supported reasoning!*

Georgia Grade 5 Writing Assessment: Scoring Rubric

**Domain 3: STYLE.** The degree to which the writer controls language to engage the reader.

Components

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety
- Strategies Appropriate to the Genre

*"Make not..."*

<b>5</b>	<p><b>Full command of the components of Style.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Carefully crafted phrases or sentences create a sustained tone that engages the reader</li> <li>◦ Varied, precise, and engaging language that is appropriate to the assigned genre (figurative or technical language may be used for rhetorical effect)</li> <li>◦ Sustained attention to the audience throughout the paper</li> <li>◦ Consistent and appropriate voice that is sustained throughout the response</li> <li>◦ A variety of sentence lengths, structures, and beginnings</li> <li>◦ A variety of genre-appropriate strategies to engage the reader</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Style.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Language and tone are consistent with the writer's purpose and appropriate to the assigned genre</li> <li>◦ Word choice is precise and engaging</li> <li>◦ Attention to audience in the introduction, body, and conclusion</li> <li>◦ Consistent voice</li> <li>◦ Sentences vary in length and structure</li> <li>◦ Some genre-appropriate strategies to engage the reader</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Style.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre</li> <li>◦ Word choice is generally engaging with occasional lapses into simple and ordinary language</li> <li>◦ Awareness of audience demonstrated in the introduction, body, or conclusion</li> <li>◦ Writer's voice is clear and discernable</li> <li>◦ Some variation in sentence length and structure</li> <li>◦ May include some genre-appropriate strategies</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Style.</b> The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response)</li> <li>◦ Word choice is simple, ordinary and/or repetitive</li> <li>◦ Limited awareness of audience</li> <li>◦ Minimal, inconsistent or indistinct voice</li> <li>◦ Little variation in sentence length and structure</li> <li>◦ Demonstration of competence limited by the brevity of the response</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Style.</b> The writing is characterized by the following:</p> <ul style="list-style-type: none"> <li>◦ Language and tone are flat and/or inappropriate to the task and reader</li> <li>◦ Word choice is inaccurate, imprecise, and/or confusing</li> <li>◦ Little or no attention to audience</li> <li>◦ Writer's voice is not apparent</li> <li>◦ Lack of sentence variety</li> <li>◦ Insufficient writing to determine competence in Style</li> </ul>

*I can write a well supported editorial expressing my opinion*

# 2018 HQW

## 5th grade

### persuasive editorial

### rubric

#### Georgia Grade 5 Writing Assessment: Scoring Rubric

**Domain 4: CONVENTIONS.** The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components		
Sentence Formation	Usage	Mechanics
<ul style="list-style-type: none"> <li>◦ correctness</li> <li>◦ clarity of meaning</li> <li>◦ simple, complex, and compound sentences</li> <li>◦ end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>◦ subject-verb agreement</li> <li>◦ standard word forms</li> <li>◦ possessives</li> <li>◦ contractions</li> <li>◦ pronoun-antecedent agreement</li> </ul>	<ul style="list-style-type: none"> <li>◦ internal punctuation</li> <li>◦ spelling</li> <li>◦ paragraph breaks</li> <li>◦ capitalization</li> </ul>

5	<p>Full command of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Clear and correct simple, complex, and compound sentences with correct end punctuation</li> <li>◦ Correct usage in a variety of contexts</li> <li>◦ Correct mechanics in a variety of contexts</li> <li>◦ Errors do not interfere with meaning</li> </ul>
4	<p>Consistent control of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Correct simple, complex, and/or compound sentences with correct end punctuation</li> <li>◦ Correct usage with some variety of instances but not in all elements</li> <li>◦ Correct mechanics with some variety of instances but not in all elements</li> <li>◦ Errors do not interfere with meaning</li> </ul>
3	<p>Sufficient control of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors</li> <li>◦ Generally correct usage with some errors</li> <li>◦ Generally correct mechanics with some errors</li> <li>◦ Few errors interfere with meaning</li> </ul>
2	<p>Minimal control of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> <li>◦ Minimal control in the three components of conventions or one component may be strong while the other two are weak</li> <li>◦ Sentence structure is awkward and/or end punctuation may be missing or incorrect</li> <li>◦ May have frequent errors in usage and/or mechanics</li> <li>◦ Some errors may interfere with meaning</li> <li>◦ Demonstration of competence limited by the brevity of the response</li> </ul>
1	<p>Lack of control of the components of Conventions. The writing is characterized by the following:</p> <ul style="list-style-type: none"> <li>◦ Frequent sentence fragments, run-ons, and incorrect sentences</li> <li>◦ End punctuation incorrect or lacking</li> <li>◦ May contain frequent and severe errors in both usage and mechanics</li> <li>◦ Errors may interfere with or obscure meaning</li> <li>◦ Insufficient writing to determine competence in Conventions</li> </ul>

*Commas -  
edit  
carefully  
for overuse.*