Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_

Unit 2 IB GRASP writing assessment.

IB statement of inquiry for this unit:

Advancements in science, technology, and thinking create change in political, economic and social classes across various geographic regions.

Directions:

You will create an original piece of fiction (Blog, Journal, or essay) as a primary source. In your original work, you will want to use vocabulary relevant to the time period consistently throughout your work. Be sure to include historically and geographically accurate details, plenty of examples and fully developed ideas. There should be historical references consistently throughout the work. It should be well organized, with a clear beginning, and end, and should be chronologically accurate.

**G (goal):** **You will examine what makes a revolution, what are the components of a revolution, and when a** **revolution is necessary**

**R (role):**  **students will assume the role of Salva or Nya writing a memoir**

**A (audience):** **Your audience is teenage readers/viewers**

**S (situation):** **the situation is detailing the accounts of water wells being constructed in Sudanese villages and the impact they had on society. You will explain how the “Water for South Sudan” project is considered a revolution**

**P (product):** **Your product will be a page on your previously created Long Walk to Water webpage**

**Include in your essay/blog/Journal entries:**

1. What is the definition of a Revolution?

2.Discuss at least two positives and two negatives of a revolution specific to Salva or Nya.

3. Compare and contrast the American Patriots and the Third Estate of France to Salva and Nya and their outcomes (how are they similar how are they different)

4. Are revolutions an inevitable part of history? Provide at least three ***cited*** sources to support your claims.

\*\*Your original work will be evaluated based on the IB assessment criterion C and D rubric.\*

Criterion C: Communicating

|  |  |  |
| --- | --- | --- |
| Level | Level Descriptor | Points |
| 0 | * The student does not reach a standard described by any of the descriptors below. |  |
| 1  2 | * communicates information and ideas in a style that is not always clear * organizes information and ideas in a limited way * lists sources of information inconsistently |  |
| 3  4 | * communicates information and ideas in a way that is somewhat clear * somewhat organizes information and ideas * creates an adequate reference list and sometimes cites sources |  |
| 5  6 | * communicates information and ideas in a style that is mostly appropriate to the audience and purpose * mostly structures information and ideas according to the task instructions * creates an adequate reference list and usually cites sources |  |
| 7  8 | * communicates information and ideas in a style that is completely appropriate to the audience and purpose * structures information and ideas completely according to the task instructions * creates a complete reference list and always cites sources |  |

Criterion D: Thinking Critically

|  |  |  |
| --- | --- | --- |
| Level | Level Descriptor |  |
| 0 | * The student does not reach a standard described by any of the descriptors below. |  |
| 1  2 | * begins to analyze concepts, issues, models, visual representation and/or theories in a limited way * begins to identify connections between information to make simple arguments * recognizes the origin and purpose of few sources. Data as well as few values and limitations of sources/data * identifies different perspectives |  |
| 3  4 | * completes a simple analysis of concepts, issues, models, visual representation and/or theories * summarizes information to make some adequate arguments * analyzes sources/data in terms of origin and purpose, recognizing some values and limitations * recognizes different perspectives and suggest some of their implications |  |
| 5  6 | * completes a substantial analysis of concepts, issues, models, visual representation and/or theories * summarizes information in order to make usually valid arguments * analyzes sources/data in terms of origin and purpose, usually recognizing values and imitations * clearly recognizes different perspectives and describes most of their implications |  |
| 7  8 | * completes a detailed analysis of concepts, issues, models, visual representation and/or theories * summarizes information to make consistent, well-supported arguments * effectively analyzes a range of  sources/data in terms of origin and purpose, consistently recognizing values and limitations * clearly recognizes different perspectives and consistently explains their implications |  |