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

***THIS IS DUE NEXT THURSDAY, APRIL 6th***

Unit 4 IB GRASP writing assessment.

IB statement of inquiry for this unit:

The popularity of imperialistic and nationalistic tendencies leads to global wars and allow for the emergence of dictators.

Directions:

You will create an original letter 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 There should be historical references consistently throughout the work.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):** **Your assignment is to write a letter home from the battlefront. You many choose to be a soldier from either WWI or WWII. Include specific information about the war. You may use your notes, the readings, or do your own research to include accurate information.**

**R (role):** you will assume the role of a soldier in one of the Triple Entante or Allied Forces (United States, Great Britain, or France)

**A (audience):** Someone back home.  Mother, Father, husband, Wife, sibling, friend, etc.

**S (situation):** **Your situation is to** describe your life on the battlefield.  Were you in the Eastern or Western front (WWI) or the European Theatre or Pacific (WWII?  Where were you fighting? Who were you fighting against?  What are your concerns? Etc.

**P (product):** Your product is as follows:

* Letter is written from the perspective of a soldier, medic or officer.
* After reading the letter, it is clear to whom the writer is writing.
* The writer explained what they have done during the war, what they are doing and what they are planning to do after writing the letter.
* At least five facts discussed in class or from an assignment were used in the letter.

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

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
 |  |
| 34 | * 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
 |  |
| 56 | * 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
 |  |
| 78 | * 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
 |  |