

Name: _____

Date: _____

Section: _____ U.S. History 2

Semester 2 LT1: I can assess the social, political, economic and military conflicts that faced “the Greatest Generation.”

Informative Writing

Task: Write a 1 to 2-page evidence-based summary on the question: “Why did the Great Depression happen?” You must use evidence from multiple sources that we have analyzed in class, including videos, lectures, and documents. When you use evidence, whether it’s a direct quote or a paraphrase, include your source in parentheses.

“foreigners invested more money in the United States than Americans invested in other countries – about three thousand million dollars more” (Data Set 19).

Your writing will be graded based on content, organization, writing fluency, and use of evidence.

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Summary

Great Depression Evidence-Based

	4 Exceeds	3 Meeting the Target	2.5 Approaching	2 Starting	1 Minimal
LT1 ST I can analyze and evaluate complex texts.	Your essay demonstrates a sophisticated foundation of knowledge and shares insights that go beyond the obvious and predictable. You have used evidence to craft an essay that is particularly detailed and well-supported.	Essay clearly demonstrates understanding of the causes of the Great Depression. Your response is properly supported with thoroughly analyzed evidence/details from 3 or more primary and secondary sources.	Essay demonstrates basic understanding of the causes of the Great Depression, but in general, analysis and/or conclusions drawn are surface-level. Analysis of evidence needs to be more detailed and connect more thoroughly to prompt and/or your essay needs additional evidence.	Your essay shows limited understanding of the causes of the Great Depression. You have attempted to support your essay with evidence but analysis is largely inaccurate or irrelevant and/or your essay may be lacking evidence.	Your analysis of evidence does not demonstrate any basic understanding of the causes of the Great Depression.
ST3 I can write using proper capitalization, punctuation, spelling, sentence fluency, and vocabulary.	Sentences are well constructed (see 3 column), plus: - There are no run-ons or fragments. - Student varies sentence structure including the length and beginnings of sentences to strengthen the meaning of the text and draw attention to main ideas.	The student shows a good grasp of sentence structure. There are very few sentence fragments or run-on sentences. There are occasional errors in: - word order - pronoun usage - tenses - subject/verb agreement	There are many errors in: - word order - pronoun usage - tenses - subject/verb agreement Sentence structure errors, including run-ons and fragments, do not prevent the reader from understanding the meaning of the writing.	There are many errors in: - word order - pronoun usage - tenses - subject/verb agreement Sentence structure errors prevent the reader from understanding or easily reading the essay.	Errors in sentence structure detract meaning and often cause the reader to slow down and/or re-read.
ST2 I can clearly convey information and ideas through effective organization	The essay is <u>entirely</u> consistent in its organizational strength.	The writer demonstrates a solid understanding of functional organization in writing. - Clear and effective topic sentences - Effective introduction - Functional transitions - Properly included evidence - Clear and effective concluding sentences - Effective conclusion - Logical progression of ideas The essay may have one area of inconsistency.	Writer has: - Somewhat developed beginnings and/or conclusions - Evidence developed somewhat - Weak/overused transitions - Somewhat logical progression of ideas	Writer has: - Undeveloped beginnings and/or conclusions - Undeveloped evidence - Missing transitions - Choppy and illogical progression of ideas	Writing essay jumps from idea to idea and doesn't have clear paragraph and/or essay structure.