

Unit 1: In-class Essay Summative Assessment

24/25 November, In-Class

Write an argumentative in-class essay during one lesson, taking a position on one of the following options.

1. Should all **migrants** receive equal **support**?
2. To what extent have **attitudes** towards **migrants** changed across **time and place**?

Timeline:

You have **two research/essay planning** lessons. *Your plan (essay outline, Venn diagram or table) will be handed to your teacher at the end of the lesson and returned to you for the in-class test.*

G.R.A.S.P.S

Goal: To demonstrate an understanding that **migration** changes across **time and place**.

Role: Student

Audience & purpose: You are writing an argumentative essay for your teacher.

Situation: To apply your class knowledge to explore and support a debatable question with evidence drawn from three different 'case studies' of migration from both pre- and post-WWII eras

Product: Argumentative essay

Standards: Criteria C, Criteria D

Summative Essay Specifications:

- State a clear argument in your Thesis
- Refer to **ONE of your selected 'case studies' of migration in each paragraph**. You may choose to use multiple different historical & present examples from class across your essay.
- Create a Works Cited, using Noodletools, list as you create your plan.
- Support your argument with evidence using class notes, resources, data and stories from the real world examples you have studied.
- 3 InSo PEEL (i.e. main points), body paragraphs, and an introduction and conclusion.
- Keep your writing focused by using keywords from the question in your answer.

You will write your summative essay in class and will have your detailed plan to guide you.

TASK INSTRUCTIONS

1. Two research lessons: **Aim to reference 3-4 sources**- which must all be on the noodle tools Works Cited list.
2. Include clear intext citations every time you use information from another source. These sources must be in your Works Cited list. **Create this list on Noodletools** and share with your teacher
3. Create a **thesis statement** that clearly answers the debatable question by making a clear and specific argument.
4. Prepare a **handwritten** outline using *either* a **mind-map** or a **table**. You will hand this in at the end of each lesson. We will return it to you on the day of your in-class essay. You must also print out a Noodletools works cited page.

Your outline should include:

- a. Thesis statement: Make a clear argument (*state your answer to the question*) - this can be written in full
- b. Bullet point evidence (facts, dates, people, places, statistics, examples, and data)
- c. **No complete sentences** (except thesis), but you may include short quotes (no longer 4-6 words)

You will not be allowed to use your outline if it is a pre-written essay in any form.

Command Terms:

Criteria C & D:	
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Develop	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.

CIS ACADEMIC INTEGRITY POLICY

I have neither given nor received unauthorised aid on this piece of work

Sign here: _____ Date: _____

Criterion C: Communicating

At the end of year 3, students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Achievement Level	Level descriptor	Student descriptors
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. communicates information and ideas in a way that is not always appropriate to audience and purpose ii. organizes information and ideas in a limited way	I Comparison is limited Paragraphs are not always focused on the argument Limited by two body paragraphs completed II. No clear introduction. The thesis provides an unconvincing answer to the question. The thesis statement may not be obvious to the reader. InSo PEEL paragraphs are limited and do not always link to the thesis statement, the paragraph's point or introduces the next point. The conclusion does not clearly answer the question.
3-4	The student: i. communicates information and ideas in a way that is somewhat appropriate to audience and purpose ii. somewhat organizes information and ideas	I Comparison is attempted in each InSo PEEL paragraph Each paragraph is somewhat focused on an argument II. Partial introduction to the question The thesis provides a partial answer to the question. It is placed at the end of the introduction. InSo PEEL paragraphs attempt to link to the thesis statement, the paragraph's point or introduces the next point. The conclusion somewhat answers the question. lii. Some evidence is cited (in-text)
5-6	The student: i. communicates information and ideas in a way that is mostly appropriate to audience and purpose ii. mostly structures information and ideas according to the task instructions	I. Comparison in each InSo PEEL paragraph Each paragraph is mostly focused on one argument II. Introduction to the question with background, hook and stance is provided Thesis provides a clear answer to the question. It is placed at the end of the introduction. InSo PEEL paragraphs mostly links to the thesis statement, the paragraph's point or introduces the next point. The conclusion answers the question well . iii. Most evidence is cited (in-text)
7-8	The student: i. communicates information and ideas in a way that is completely appropriate to audience and purpose ii. structures information and ideas completely according to the task instructions iii. create a reference list and	I. Comparison between historical and present day example is clear in each InSo PEEL paragraph and is obvious throughout the essay Each paragraph is focused on one argument II. Clear introduction to the question with background, hook and stance is provided. The thesis provides a clearly stated answer to the question with three clear BP arguments. It is placed at the end of the introduction. PEEL paragraphs link clearly to the thesis statement, the paragraph's point or introduces the next point.

	cite sources of information.	<p>The conclusion clearly answers the question and completes the structure.</p> <p>iii. All evidence is cited (in-text)</p> <p>Print the Works Cited list (before class) and bring it to class for essay writing. The essay will include in-text citations, e.g. referencing sources and acknowledging direct quotations.</p>
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Criterion D: Thinking critically

Maximum: 8

At the end of year 3, students should be able to:

- analyse concepts, issues, models, visual representation and/or theories
- summarize information to make valid, well-supported arguments
- analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- recognize different perspectives and explain their implications.

Achievement Level	Level descriptor	Student descriptors
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: <ol style="list-style-type: none"> begins to analyse concepts, issues, models, visual representation and/or theories in a limited way begins to identify connections between information to make simple arguments. 	<ol style="list-style-type: none"> Historical and current world examples are limited in their relevance <u>Evidence</u> chosen is limited/ has limited connections to argument Points (and subpoints) are supported by limited evidence and explanation
3-4	The student: <ol style="list-style-type: none"> completes a simple analysis of concepts, issues, models, visual representation and/or theories summarizes information to make some adequate arguments 	<ol style="list-style-type: none"> Details of historical and current world examples are somewhat relevant to the argument/question <u>Evidence</u> chosen somewhat connects to argument Points (and subpoints) are somewhat supported with relevant evidence and explanation that somewhat adds to and strengthens the overall argument.
5-6	The student: <ol style="list-style-type: none"> completes a suitable analysis of concepts, issues, models, visual representation and/or theories summarizes information in order to make usually valid arguments 	<ol style="list-style-type: none"> Details of historical and current world examples are mostly relevant to argument/question <u>Evidence</u> chosen mostly connects to argument Points (and subpoints) are supported with relevant evidence and explanation that mostly adds to and strengthens the overall argument.
7-8	The student: <ol style="list-style-type: none"> completes a detailed analysis of concepts, issues, models, visual representation and/or theories summarizes information to make consistent, well-supported arguments 	<ol style="list-style-type: none"> <u>Details</u> of historical and current world examples are always relevant to argument/ question <u>Evidence</u> chosen always consistently and explicitly connects to argument Points (and subpoints) are consistently supported with relevant evidence and explanation that always adds to and strengthens the overall argument.