Task 4: Creating and Presenting the Menu

You will work to create a menu that will answer the following essential question:

***Was World War II preventable?***

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| **Menu Rubric** | **4** | **3** | **2** |
| **Content**Historical Analysis | The student digs deeper into the content by connecting the key concepts of the learning goal to previous learning or to contemporary issues. | 3A: Analyze the causes of World War II and how these causes led to war. 3B: Evaluate the impact of key battles and turning points in World War II. 3C: Assess the political, social, and economic effects of World War II. | A level 2 menu fails to meet the level 3 learning goal in one or more areas: -causes of WWII -battles/turning points -effects of WWII |
| **Source Analysis**Written description of each source | Artifacts chosen include both primary and secondary sources.Menu project shows high levels of thoughtfulness, preparedness, and creativity—product looks polished. | Artifacts chosen include both primary and secondary sources.Menu project shows evidence of thoughtfulness, preparedness, and creativity, but product does not look polished. | Artifacts chosen include either primary or secondary sources.Menu project is lacking evidence of thoughtfulness or preparedness. May show creativity, but product does not look polished. |
| **Writing Arguments**Writing about significance to telling the story of WWII | Writes argument that demonstrates a depth of knowledge by going above and beyond the grade level expectation. The student digs deeper into the content by connecting the writing to previous learning or to contemporary issues.  | -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.-Organize claim(s) and evidence clearly (chronologically, thematically, etc.).-Develop claim(s) with logical reasoning, accurate data, evidence, and examples.-Provide a concluding statement. | A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion |