

# Final Assessment – Cold War Essay – Due Date: 5/16 before 11:59pm

## Prompt

*How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?*

You will write an expository [essay](#) on the above prompt. Your essay should follow this outline (but might have more claims):

- A. Introduction/[Thesis](#)
  - Hook: Make a provocative statement that introduces your subject. Avoid a question, a cliched remark, and/or a superficial statement.
  - Explain how/why this subject is relevant and worthy of exploration.
  - State the overarching question that will drive your inquiry: this question should be “open-ended” beginning with “How”, “Why”, “In what ways”, or “To What Extent”.
  - Forecast what is to come - provide a brief outline of how you will precede.
- B. Claim #1 -Addresses an aspect of the overarching question. This consists of a statement and a reason.
  - a. Explain capitalist position
    - i. Cite specific examples/effects
    - ii. Cite evidence of your claim
  - b. Explain communist position
    - i. Cite specific examples/effects
    - ii. Cite evidence of your claim
  - c. Summation: Specifically connect all your evidence to the overarching question.
- C. Claim #2 -Addresses a *different* aspect of the overarching question. This consists of a statement and a reason.
  - a. Explain capitalist position
    - i. Cite specific examples/effects
    - ii. Cite evidence of your claim
  - b. Explain communist position
    - i. Cite specific examples/effects
    - ii. Cite evidence of your claim
  - c. Summation: Specifically connect all your evidence to the overarching question.
- D. Conclusion:
  - i. States the thesis (answers the inquiry question).
  - ii. Addresses why this matters.
  - iii. Explores further implications.
  - iv. Avoid summary of that which has already been said.

## What to write:

- Write an essay based on the unit problem prompt
- Use specific evidence from the unit materials to back up your claims This evidence could include:
  - The charts that you completed in Lessons 2 and 3
  - The annotated map completed in Lesson 4
  - The posters in Lesson 4.
- Cite specific primary and secondary sources to justify their claims.
- Be [concise](#) and clear

## Details:

- MLA Style format
- 600-700 words (name and citations do not count)
- Calibri, 11 pt, double spaced, leave margins at default
- Upload to [turnitin.com](https://www.turnitin.com) before class on 5/20
- On 5/17 students will evaluate/grade 3 to 4 other students essays for credit
- 5/18 through 5/19 students will revise the essay based on the comments of other students
- Revisions are DUE at the end of class on 5/19
- Originality Reports that show words taken from others will result in automatic fail
- Students will be able to work on the essay in class. They MAY work from home but should have something to do every day in class. Students who finish early will NOT be allowed to disturb others who are working.

Criterion B: Investigating		Task-specific Objectives
i. formulate a clear and focused research question and justify its relevance ii. Formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the research process and results.		1. Student has a clear thesis, and the reasoning for the thesis is explained in the introductory paragraph. 2. Student should show they followed an action plan by having claims and the beginning of each supporting paragraph. 3. Student uses 1 in-text citations per paragraph following MLA format.
Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	Paper not submitted
1-2	The student: i. formulates a research question that is clear or focused and describes its relevance, ii. formulates a limited action plan to investigate a research question or does not follow a plan, iii. collects and records limited information, not always consistent with the research question, iv. makes a limited evaluation of the process and results of the investigation.	1. Student has a little to no thesis, 2. <b>Student should show they followed an action plan by having claims and the beginning of each supporting paragraph.</b> 3. Student uses 1 in-text citations per paragraph following MLA format.
3-4	The student: i. formulates a research question that is clear and focused and describes its relevance in detail, ii. formulates and somewhat follows a partial action plan to investigate a research question, iii. uses a research method(s) to collect and record mostly relevant information, iv. evaluates some aspects of the process and results of the investigation.	1. Student has a clear thesis, and the reasoning for the thesis is explained in the introductory paragraph. 2. Student should show they followed an action plan by having claims and the beginning of each supporting paragraph. 3. Student uses 1 in-text citations per paragraph following MLA format.
5-6	The student: i. formulates a clear and focused research question and explains its relevance, ii. formulates and follows a substantial action plan to investigate a research question, iii. uses research method(s) to collect and record appropriate relevant information iv. evaluates the process and results of the investigation.	1. Student has a clear thesis, and the reasoning for the thesis is explained in the introductory paragraph. 2. Student should show they followed an action plan by having claims and the beginning of each supporting paragraph. 3. Student uses 1 in-text citations per paragraph following MLA format.
7-8	The student: i. formulates a clear and focused research question and justifies its relevance, ii. formulates and effectively follows a comprehensive action plan to investigate a research question, iii. uses research methods to collect and record appropriate, varied and relevant information, iv. thoroughly evaluates the investigation process and results.	1. Student has a clear thesis, and the reasoning for the thesis is explained in the introductory paragraph. 2. Student should show they followed an action plan by having claims and the beginning of each supporting paragraph. 3. Student uses 1 in-text citations per paragraph following MLA format.
Common Core State Standards		
<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.WHST.9-10.7 -Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>● CCSS.ELA-LITERACY.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul>		

<b>Criterion D: Thinking critically</b>		<b>Task-specific Objectives</b>
i.	Discuss concepts, issues, models, visual representation and theories	I. Go into depth giving descriptions and examples for the content.
ii.	Synthesize information to make valid, well supported arguments	II. Create a clear argument (thesis) that answers the question & is connected to each body paragraph (baby-theses).
iii.	Analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations	III. Use 2 citations per paragraph.
iv.	Interpret different perspectives and their implications.	IV. Describe each of the citations that are used in the body paragraph.

<b>Level</b>	<b>Level descriptor</b>	<b>Task-specific clarifications</b>
0	The student does not reach a standard described by any of the descriptors below.	Paper not submitted
1-2	The student: <ul style="list-style-type: none"> <li><b>i.</b> Analyses concepts, issues, models, visual representation and theories to a limited extent,</li> <li><b>ii.</b> Summarizes information to a limited extent to make arguments,</li> <li><b>iii.</b> Describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation,</li> <li><b>iv.</b> Identifies different perspectives and minimal implications.</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyses: Student gives detailed discussions about NO concepts</li> <li>2. Arguments: No solid argument.</li> <li>3. Sources: two citations not used in body paragraph</li> <li>4. Perspectives/Implications: meaning and connection of none of the quotes provided</li> </ol>
3-4	The student: <ul style="list-style-type: none"> <li><b>i.</b> Analyses concepts, issues, models, visual representation and theories,</li> <li><b>ii.</b> Summarizes information to make arguments,</li> <li><b>iii.</b> Analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations,</li> <li><b>iv.</b> Interprets different perspectives and some of their implications.</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyses: Student gives detailed discussions about A FEW concepts</li> <li>2. Arguments: Not all claims are connected to the thesis, BUT there is an argument.</li> <li>3. Sources: two citations used in some paragraphs</li> <li>4. Perspectives/Implications: meaning and connection of a few quotes provided</li> </ol>
5-6	The student: <ul style="list-style-type: none"> <li><b>i.</b> Discusses concepts, issues, models, visual representation and theories,</li> <li><b>ii.</b> Synthesizes information to make valid arguments,</li> <li><b>iii.</b> Effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations,</li> <li><b>iv.</b> Interprets different perspectives and their implications.</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyses: Student gives detailed discussions about MOST concepts</li> <li>2. Arguments: All claims are connected to the thesis.</li> <li>3. Sources: two citations used in most paragraphs</li> <li>4. Perspectives/Implications: meaning and connection of most quotes provided</li> </ol>
7-8	The student: <ul style="list-style-type: none"> <li><b>i.</b> Completes a detailed discussion of concepts, issues, models, visual representation and theories,</li> <li><b>ii.</b> Synthesizes information to make valid, well-supported arguments,</li> <li><b>iii.</b> Effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations,</li> <li><b>iv.</b> Thoroughly interprets a range of different perspectives and their implications.</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyses: Student gives detailed discussions about EVERY concept</li> <li>2. Arguments: All claims are connected to the thesis, granting a solid argument throughout.</li> <li>3. Sources: two citations used in all body paragraph</li> <li>4. Perspectives/Implications: meaning and connection of each quote provided</li> </ol>

<b>Common Core State Standards</b>	
●	CCSS.ELA-LITERACY.WHST.9-10.1.A -Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
●	CCSS.ELA-LITERACY.WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research