**Who is Responsible for Environmental “Clean Up” After War and Conflict?**

For the past few weeks, we have been reading about, exploring, and discussing experiences that people around the world have had with war, revolution, and conflict. Throughout all of this, I have asked you to routinely think about how these people are feeling throughout their experiences. Though it may be hard to make connections with these individuals, think carefully about the environments in which they live. Consider day to day needs and activities that you do that depend upon access to water, and clean air. With this too, think about day to day details we take for granted, like garbage collection for example.

Throughout the course of the next several weeks, I am asking you to consider who is responsible for “cleaning up” during and after war and conflict. You will be working in teacher assigned groups to make preselected arguments using materials from class, as well as teacher provided scientific research. Specific criteria is below

**Expectation Checklist-Each group must do and include the following**

-While researching and developing your argument, you must include textual evidence from at least 2 texts we read in class

-You must also include evidence from at least 4 scientific journal abstracts

-As a group, you must write an essay

-Each member of the group is expected to write one ACES paragraph

-Your group essay must also include an introduction (with thesis) and a conclusion

-The whole group will present their arguments to the class, and a panel of “judges”

-Presentations must be 5-7 minutes long

-Presentations must have a visual of some sort (powerpoint, google slides, prezi, etc.)

-Provide a hand out with information for your audience (I will make copies of these for you)

Preselected groups and arguments are as follows:

-The home country’s government is responsible for “clean up”

-Private industries and businesses are responsible for “clean up”

-Non-government organizations are responsible for “clean up”

-The offending country’s government is responsible for “clean up”

-No one is responsible for “clean up” and nature can reclaim the area

Grades will be threefold, individual for both writing and presenting, as well as a group grade. The rubrics are included.

**ACES Writing Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A (5pts)** | **B (4.5pts)** | **C (4pts)** | **D (3.5pts)** | **F (3pts)** |
| **Ideas**  **Reading**  **(RI.11-12.1, RI. 11-12.7)**    **x4** | -Thesis is identifiable and precise  -Cited evidence is strong and represents a thorough understanding of the text says explicitly as well as inferences drawn from the text, potentially including where the text leaves matters uncertain  -Commentary is interesting, thoughtful, and complete in explaining the logic connecting the evidence to the claims; it also concludes rather than ends abruptly.  -Multiple sources work together to create insightful analysis. | -Thesis is identifiable and precise  -Cited evidence is strong and represents a thorough understanding of what the text says explicitly as well as inferences drawn from the text, potentially including where the text leaves matters uncertain.  -Commentary is insightful and mostly explains the logic connecting the evidence to the claims; it also concludes rather than ends abruptly.  - Multiple sources work together to create a complete analysis. | -Thesis is identifiable  -Evidence is cited and supports the claim.  -Commentary is not thorough enough to fully explain the logic connecting  the evidence and the claims, and/or the commentary ends abruptly.  - Multiple sources work together to create an analysis. | -Thesis is too vague and/or implied  -Evidence is lacking for some claims.  -Commentary is brief, incomplete, and/or ends abruptly.  -Writer struggles to use multiple sources work together to create an analysis. | -Lack of thesis  -No evidence is provided.  - Writer struggles to use multiple sources work together to create an analysis. |
| **Voice**  **Writing**  **(W.11-12.1, W.11-12.2)**  **x4** | -Use words, phrases, and clauses as well as varied syntax to link sections of the text and clarify relationship between claims.  -Establish and maintain a formal tone  -Provide a concise concluding statement that follows form and supports the argument  -Ideas transition seamlessly. | -Use words, phrases, and clauses as well as varied syntax to link sections of the text and clarify relationship between claims.  -Establish and maintain a formal tone  -Provide a concluding statement that follows form and supports the argument.  -Ideas mostly transition well. | -Words, phrases, and clauses do not always connect well, and/or syntax does not vary.  -Mostly formal tone with few exceptions.  -An attempt to provide a concluding statement is made, but it is incomplete.  -Struggles to transition ideas. | -Uses short, simple sentences that do not connect well.  -Tone is too informal.  -A brief concluding statement fails to truly leave the reader with a sense of closure.  -Ideas do not transition. | Uses short, simple sentences, often failing to truly create a complete thought in sentence form.  -No concluding statement exists.  -Informal tone  -Transitions not present. |
| **Conventions**  **Language**  **(L.11-12.1, L.11-12.2)**  **x3** | -Word choice demonstrates wide vocabulary and intentionality.  -Essay has 0-2 mistakes in demonstrating command of conventions   -Capitalization   -Punctuation   -Spelling   -Sentence structure | -Word choice is specific and intentional.  -Essay has 3-4 mistakes in demonstrating command of conventions   -Capitalization   -Punctuation   -Spelling   -Sentence structure | -Some evidence of intentional word choice.  -Essay has 4-5 mistakes in demonstrating command of conventions   -Capitalization   -Punctuation   -Spelling   -Sentence structure | -Essay has 6 mistakes in demonstrating command of conventions   -Capitalization   -Punctuation   -Spelling   -Sentence structure | -Mistakes in essay make it difficult to read/understand. |
| **MLA Format**  **Writing**  **(W.11-12.4)**  **x3** | -Signal phrases establish contest for the evidence.  -In-text citations  -0-1 stand alone mistakes throughout the essay | -Signal phrases establish context for the evidence.  -In-text citations  -2-3 stand alone or recurring mistakes throughout the essay | -Signal phrases establish some context for the evidence.  -In-text citations  -4-5 stand alone or recurring mistakes throughout the essay | -Signal phrases are basic, such as “He says,”.  -Writer didn’t understand formatting at all, yet shows effort | -Signal phrases are absent or basic.  -No effort toward formatting is shown |

**Presentation Rubric**

**(Same Criteria as Social Justice TED Talk from earlier in the year)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Description** | **4 Exceeding** | **3 Meeting** | **2 Progressing** |
| **Eye Contact with Audience** | Holds attention of entire audience with the use of direct eye contact, rarely looking at notes. |  |  |  |
| **Volume, Articulation, Clarity & Intonation/Inflection** | Speaks with variations in volume and inflection to maintain audience interest and emphasize key points. |  |  |  |
| **Body Language** | “Works” the room without fidgeting or swaying. Gestures are helpful in delivering content information. |  |  |  |
| **Information was well Organized** | Provides clear purpose and subject; important examples, facts…; demonstrates full knowledge by answering all audience questions with explanations and elaboration (if applicable). |  |  |  |
| **Content was Appropriate for the Task/Project** | Presentation was on-task for the project. |  |  |  |
| **Evidence of Rehearsal** | The student, not the visuals, drives the talk. |  |  |  |
| **Time Frame** | The presentation was properly timed, no more than 7 minutes, and each member of the group participated in some way. |  |  |  |