WW1: Culminating Performance Task **Newspaper Spread**

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| **Categories** | **A Level 3 (75%) task will look like…** | **Your Level and Why** |
| **Knowledge** | **Newspaper Article:**  -appropriate format (5Ws)  -thorough explanation of the chosen battle  -at least 1-2 specific details for each of the 5Ws |  |
| **Timeline:**  -dates are evident and events are organized in chronological order |
| **Poster**  - clearly identifiable wartime issue/ characters |
| **Editorial/ 5Ws:**  - accurate factual information about conscription |
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| **Thinking** | **Overall Newspaper Task:**  - Titles are well chosen for each of the four tasks  - Newspaper spread is well organized and all tasks are clearly |  |
| **Newspaper Article:**  -article explains the role and the contribution of Canadian soldiers  -next steps are identified in the conclusion |
| **Poster**  - Colours, language, and pictures invoke an emotion for the intended audience |
| **Editorial:**  -ideas are organized to persuade reader  -clearly expressed opinion with related supporting details |
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| **Communication** | **Newspaper Article:**  -few grammatical or spelling errors  -appropriate (Objective) tone for a newspaper article  -organized into short paragraphs |  |
| **Timeline:**  -few grammatical or spelling errors |
| **Poster**  -few grammatical or spelling errors  - Poster is well explained with the help of a caption |
| **Editorial/ 5Ws:**  -few grammatical or spelling errors  -appropriate(Subjective) tone for editorial |
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| **Application** | **Newspaper Article:**  -explains how the Canadian solders impacted the overall |  |
| **Timeline:**  -thorough explanation of advantages/ disadvantages and how the technology was adapted for post-war use |
| **Poster**  -clear use of propaganda/ satire(Strategy) to convince audience |
| **Editorial/ 5Ws:**  -thorough explanation of how decision did or did not make Canada stronger |
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**What you did really well:**

**How you can improve for next time:**