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:**