

Driving Questions:	What are the impacts that government can have on its people? What are potential moral dilemmas created in response to global depression?
Product Description	Students will create a personal response essay detailing the decision their group made about a moral dilemma based on their reading of the Hunger Games, knowledge of totalitarianism and global depression, and their connection with global and community engagement.
Presentation Description:	Groups will present their decision about the moral dilemma. Class will act as totalitarian government and give Next Steps feedback on potential products for Part B.
Before presenting, you must have:	A complete and proficient product. All team members professionally dressed and present or accounted for.

Content Literacy	Unsatisfactory	Proficient	Advanced
Descriptors	<ul style="list-style-type: none"> <li>Content is not explained.</li> <li>Explain content, but out of context.</li> <li>Explain content, but incorrectly.</li> <li>Explain content, but in an oversimplified way.</li> <li>Describe with no analysis.</li> <li>Explain, but only in a limited, scripted way.</li> </ul>	<ul style="list-style-type: none"> <li>Explain content <i>in the context of</i> the product/ presentation.</li> <li>Explain content in depth and in detail.</li> <li>Explain content clearly.</li> <li>Explain in an analytical way.</li> <li>Support your explanation with reason and evidence.</li> <li>Answer questions in a way that shows confident knowledge of the content.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to “proficient” descriptors,</li> <li>Explain content thoroughly.</li> <li>Fully support and justify your explanation.</li> <li>Explain in a way that adds to the audience’s understanding and appreciation of the topic or subject content.</li> <li>Answer questions in a way that shows flexibility with new contexts or applications of the content.</li> </ul>
Standards	World History	(11) (A) Summarize the international, political, and	



		<p>economic causes of the global depression  (B) explain the responses of governments in the US, Germany, and the Soviet Union to the global depression</p> <p>(12) (A )Describe the emergence and characteristics of totalitarianism  (B) explain the roles of the various world leaders, including Benito Mussolini, Adolph Hitler, Hideki Tojo, Joseph Stalin, FDR, and Winston Churchill, prior to and during WWII</p>	
Standards	ELA 10	<p>(5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction  (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures  (C) evaluate the connections between forms of narration and tone in works of fiction  Fig. 19 (B) making complex inferences in literature  13 A-E Expository writing process personal response</p>	<ul style="list-style-type: none"> <li>• Address moral dilemma</li> <li>• Uses active verbs</li> <li>• Uses descriptive language</li> <li>• Has few run-ons, fragments, misspellings, subject-verb agreement, pronoun-object agreement, or other grammar mistakes</li> </ul>
Point Scale	0.....69	70.....89	90.....100



Critical Thinking	Unsatisfactory	Proficient	Advanced
	<ul style="list-style-type: none"> <li>Don't address the driving questions.</li> <li>Answer the driving questions directly.</li> <li>Answer the driving questions, but in an oversimplified way.</li> <li>Answer the driving questions, but not in context.</li> <li>Only explain one point of view on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Answer the driving questions, but not directly using only 2-3 sentences.</li> <li>Address the driving questions with whole presentation.</li> <li>Address the driving questions in the <i>context</i> of your presentation.</li> <li>Explain different points of view on the same topic.</li> <li>Explain why you prefer one point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Answer the driving questions complexly.</li> <li>Explain the arguments for and against different points of view on the topic.</li> <li>Make a strong,convincing argument for your preferred point of view.</li> </ul>
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Global and Community Engagement	Unsatisfactory	Proficient	Advanced
	<ul style="list-style-type: none"> <li>Students are unable to articulate different perspectives on issues and values.</li> </ul>	<ul style="list-style-type: none"> <li>Students have an awareness of one's own worldview making connections between personal experience and research.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to engage others in productive discourse and awareness of these issues</li> </ul>
Point Scale	0.....69	70.....89	90.....100



Oral Communication	Unsatisfactory	Proficient	Advanced
Descriptors	<ul style="list-style-type: none"> <li>• Don't organize your ideas, or organize them poorly.</li> <li>• Use verbal fillers, awkward pauses, etc.</li> <li>• Use an inappropriate tone.</li> <li>• Don't use rhetorical strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize your ideas logically (logos).</li> <li>• Deliver your presentation in a polished way (ethos).</li> <li>• Use a formal tone, or a tone appropriate for the setting and audience (ethos).</li> <li>• Use rhetorical strategies (pathos).</li> </ul>	<ul style="list-style-type: none"> <li>• Organize your ideas so well that the structure of your presentation is invisible - it just "flows."</li> <li>• Deliver your presentation in an elegant way.</li> <li>• Use rhetorical strategies in a remarkable, creative, or clever way.</li> </ul>
Rhetorical Strategies		-Persuasive -Pathos, ethos, logos -Concise	
Point Scale	0.....69	70.....89	90.....100

