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| **Persuasive In-Class Writing Response: Peace in Israel** | | | | | |
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| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_ | | | | | |
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| **CATEGORY** | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** | **Score** |
| Position Statement | The position statement provides a clear, strong statement of the author's position on the topic. | The position statement provides a clear statement of the author's position on the topic. | A position statement is present, but does not make the author's position clear. | There is no position statement. |  |
| Support for Position | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |  |
| Closing paragraph | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph. | The author's position is restated within the closing paragraph, but not near the beginning. | There is no conclusion - the paper just ends. |  |
| Grammar & Spelling | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |  |

**Persuasive In-Class Writing Response: Peace in Israel**

**Graphic Organizer**

**Position Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Themes: freedom family beliefs (religion) stereotypes/assumptions risk**

**friendship fear military government restrictions education**

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| First Piece of Evidence | Second Piece of Evidence | Third Piece of Evidence |
| Child/Theme:  Event Description:  Relationship between event and argument: | Theme/Child:  Event Description:  Relationship between event and argument: | Theme/Child:  Event Description:  Relationship between event and argument: |

**Closing Statement: How does the Palestinian-Israeli conflict affect the rest of the world?**

* 1. **If peace is possible, what would a peaceful resolution in Israel mean for the region?**
  2. **If peace is impossible, what might continued conflict in Israel mean for the region?**