American Voices

All My Sons: **Lesson 4 Student Assessment**

Mock Trail Activity:

People vs. Keller and Deever

1) Teams make opening statements.
2) Prosecution and defense examine and cross-examine witnesses.
3) Teams make closing arguments.
4) Judge/Jury renders a verdict.
    a. Simplified version: Teams present their respective arguments. Perhaps each side is given a chance to rebut the other's case. The only witness is the Major

When crafting their arguments, student teams should consider the following:

How does your team:

- Define "wartime"?
- Define an "acceptable loss of life" during wartime? Not during wartime?
- Define "sacrifice"?
- Justify the loss of 21 pilots? (Would the same justification hold for 100 pilots? 1,000? For 1?)
- Define ethics/morals during wartime?
- Reference the Geneva Convention in their arguments?

**Please reference Lesson 3, page 9 for full description of team trail preparation and Lesson 4, pages 12 and 13 for trail discussion points.*

Mock Trail Rubric:

- Go over rubric criteria with students to inform on what they will be graded.
- Use rubric to assess achievement in the group exercise.
- Encourage students to provide feedback to each other using the rubric (i.e. peer-to-peer assessment).

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	Highest Level/Exemplary 85-100*	Middle Level/Satisfactory 65-84	Lowest Level/Unsatisfactory 0-64

TEAM: 50 Total Possible Points

TRIAL PREPARATION (up to 25 points) **Score** _____	(22-25 points) -Team creates clear, focused argument using 3 or more points of evidence from *All My Sons*, "Altruism vs. Self Interest", Propaganda posters, and/or other cited sources - Team clearly communicates 3 or more strategies or essential points to other defense/prosecution team	(17-21 points) -Team creates moderately focused argument using 2 or fewer points of evidence - Team moderately communicates 2 or fewer strategies or essential points of information	(0-16 points) -Team creates minimal or no argument using minimal or no points of evidence - Team communicates minimal or no information
TEAM EXECUTION (up to 25 points) **Score** _____	(22-25 points) - Team presents a clear and fully supported argument and case for opinion - Team examines and cross-examines witnesses with well prepared questions and follow-up	(17-21 points) - Team presents a clear and partially supported argument -Team partially examines and cross-examines witnesses with questions and follow-up	(0-16 points) - Team presents minimal or no support for argument -Team poorly examines and cross-examines witnesses with unprepared questions and follow-up
Subtotal_____			

INDIVIDUAL: 50 Total Possible Points

DEBATE DECORUM (up to 25 points) **Score**_____	(22-25 points) - Individual contribution to group partners is strong (i.e. adding ideas, critiquing other's ideas) -Individual actively listens to others -Individual expresses opinions in orderly manner (i.e. no yelling, no personal verbal attacks)	(17-21 points) - Individual contribution to group partners is moderate or inconsistent -Individual moderately listens to others' ideas -Individual inconsistently expresses opinions in orderly manner	(0-16 points) - Individual contribution to group partners is weak or non-existent -Individual did not seem to listen to others' ideas -Individual doesn't express opinions or does so in unruly manner
GIVEN CIRCUMSTANCES (up to 25 points) **Score** _____	(22-25 points) -Individual clearly communicates character's objective for duration of trial (i.e. remaining in character) -Individual clearly commits to time period and trial setting	(17-21 points) -Individual inconsistently communicates character's objective -Individual partially commits to time period and trial setting	(0-16 points) -Individual minimally or does not communicate character's objective -Individual minimally of doesn't commit
TOTAL _____			

**Please note that the point distribution is a mere suggestion. Please adjust if needed.*

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Essay Topic:

Write an opinion essay on "acceptable loss of life" during wartime. In what circumstances *might* a military authority (whether a field officer or the President, acting as Commander-in-Chief) be justified in ordering men and women into battle that will certainly result in the combatants' deaths? Please consider past or current American military conflicts in your discussion.

Use evidence found in *All My Sons* as well as researched facts and scholarly opinions to support your position.

Note to Teachers:

Encourage students to use resources from American Voices (i.e. Eisenhower's Military-Industrial Complex Speech, *All My Sons* text, etc…) as references as well as other source material they research (i.e. WWII statistics, women in the military, wounded veterans back home, etc.).

"Acceptable Loss of Life" Essay Rubric:

- Review rubric with students to inform them of the criteria for which they will be graded.
- Use rubric to assess achievement in the essay writing activity.

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	Responses at the Highest Level 85-100	Responses at the Middle Level 65-84	Responses at the Lowest Level 0-64
MEANING The extent to which the response exhibits understanding of the topic (Up to 50 points) **SCORE**_____	(43-50 points) **Fully supports topic and opinions by use of play's text, or other cited resources** - Clear, focused discussion of topic with justifications to back up each stated opinion - Essay incorporates 3 or more examples with clear reasoning for when military authority is/is not justified to send combatant's into certain death - Explicit references to *All My Sons*, U.S. military conflicts and student's own research.	(33-42 points) **Describes topic and opinions by use of play's text or other cited resources** - Focused discussion of topic with moderate justifications for some opinions - Essay has 2 or fewer examples with/without a consistent reasoning - Some references to *All My Sons*, U.S. military conflicts and student's own research.	(0-32 points) **Superficially describes topic and opinions by use of play's text or other cited resources** - Discussion lacks focus and includes poor or no justifications for opinions. - Essay has 1 or no examples cited - Poor or no references to *All My Sons*, U.S. military conflicts and student's own research.
<u>Development and Organization:</u> The extent to which the ideas are explained using specific and relevant information exhibiting direction and coherence (Up to 25 points) **SCORE**_____	(22-25 points) **Develops ideas clearly and fully** - maintains a consistent focus on the prompt - exhibits a logical and coherent structure	(17-21 points) **Develops ideas clearly** - maintains basic focus and structure, but some inconsistencies and/or meandering - maintains a direction and coherence	(0-16 points) **Develops ideas minimally** - lacks clear focus and structure
<u>Use of English Language Arts Conventions:</u> Effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar. (Up to 25 points) **SCORE**_____	(22-25 points) **Uses precise language with awareness of purpose** - varies structure and length of sentences for effect - demonstrates control of writing conventions - uses sophisticated vocabulary	(17-21 points) **Uses appropriate language with some awareness of purpose** - occasionally varies structure and length of sentences - demonstrates partial control of writing conventions with some errors which do not hinder comprehension - uses appropriate grade level vocabulary	(0-16 points) **Uses simple language that is imprecise or unrelated** - sentences lack variety and are constructed incorrectly - demonstrates a lack of control of writing conventions that impair student's discussion - uses simple or below grade level vocabulary
TOTAL _____			

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