

Evaluating Teaching Tasks: *Good to Go!* or *No!*

Teaching Task Example	Comments/Notes	Good to Go or No
<p style="text-align: center;">Task 13 (Informational or Explanatory/Description):</p> <p>After researching <u>articles on the Chesapeake Bay watershed and related legislation</u>, write a report that <u>describes the impact of human activity on the health of the Chesapeake Bay</u>. Support your discussion with evidence from your research.</p>		
<p style="text-align: center;">Task 2 (Argumentative/Analysis):</p> <p><u>Where have all the flowers gone?</u> After reading <u>selected anti-war poems and song lyrics</u>, write an essay that addresses the question and support your position with evidence from the texts.</p>		
<p style="text-align: center;">Task 18 (Informational or Explanatory/Synthesis):</p> <p>After researching <u>the War of 1812</u>, write a report that explains <u>the impact of the Battle of New Orleans on American presidential elections through 1836</u>. What conclusions or implications can you draw? Cite at least <u>3 sources</u>, pointing out key elements from each source.</p>		
<p style="text-align: center;">Task 18 (Informational or Explanatory/Synthesis):</p> <p>After researching <u>primary and secondary sources on the Cold War</u>, write an essay that explains <u>why Ronald Reagan’s “Tear down this Wall!” speech at the Berlin wall was historically important</u>. What conclusions or implications can you draw? Cite three sources, pointing out key elements from each source. L2 in your discussion, address the credibility and origin of sources in view of your research topic.</p>		

<p style="text-align: center;">Task 11 (Informational or Explanatory/Definition):</p> <p>After researching <u>various primary and secondary sources</u> on propaganda in World War 1, write an essay that defines propaganda and explains how propaganda was used in gaining American support for World War I. Support your discussion with evidence from your research. L2 What conclusions or implications can you draw?</p>		
<p style="text-align: center;">Task 19 (Informational or Explanatory/Synthesis):</p> <p>Can social climbers really move into a new social class? After reading <i>The Great Gatsby, Vanity Fair, and Limbo: Blue-Collar Roots, White-Collar Dreams</i>, write an essay that explains how a character succeeded or failed in efforts to move into a higher social class. L2 What conclusions or implications can you draw? L3 Cite at least two sources, pointing out key elements from each source.</p>		
<p style="text-align: center;">Task 2 (Argumentation/Analysis):</p> <p>What is the proper role of the individual in response to a disaster? After reading <u>various perspectives on individual responsibility and examining an interactive map of the 2010 Gulf oil spill</u>, write a letter to a younger child that addresses the question and argues for the proper individual response. Support your position with evidence from the texts. L2 Be sure to examine competing views. L3 Give examples from past or current events to clarify your position.</p>		
<p style="text-align: center;">Task 1 (Argumentation/Analysis):</p> <p>After researching informational texts on alternatives to fossil fuel write an email that argues your position on the use of solar, nuclear and hydroelectric power. Support your position with evidence from your research. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events.</p>		