PARK EAST HIGH SCHOOL
Purpose, Preparation, Pride

Mr. Ott - Global History & Geography

Marking Period Assignment

Name: _____ **Date:** _____

The Protestant Reformation Argumentative Essay

Body Paragraph Only

Essay Prompt: Was Martin Luther justified in starting the Protestant Reformation?

Directions:

1. Create an argumentative essay body paragraph based upon The Protestant Reformation.
2. Create a claim. You should take a position on the Essay Prompt listed above.
3. Use any of the two (2) sources to support your claim with two (2) pieces of evidence (Affirm/Agree your claim)
4. Use any of the two (2) sources to create a counter-claim and evidence to support it. (Refute/Disagree your claim)
5. Use any of the two (2) sources to support your claim with one (2) piece of your best evidence. (Affirm/Agree your claim)

In your essay:

- Use your best piece of evidence to support your claim after your counter-claim.
- You may use as much evidence as you can find from the documents.
- You should use transition words between sentences.

Day 1:

____ 1. *Read* and *Annotate* both your documents.

Day 2:

____ 1. *Create* a claim.
____ 2. *Search* the documents for two (2) pieces of *evidence* to support your claim.
____ 3. Based upon your documents *create* a *counter-claim*.
____ 4. *Search* the documents for *evidence* to support the counter-claim.
____ 5. *Search* the documents for your best piece of *evidence* to support your claim.
____ 6. *Write* your body paragraph in the format below:
   - Claim
   - Evidence #1 to affirm/agree with claim
   - Evidence #2 to affirm/agree with claim
   - Counter-Claim
   - Evidence to affirm your Counter-Claim
   - Evidence #3 to affirm/agree with claim (best piece of evidence)

Argumentative Essay – Body Paragraph(s) Only

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Counter-Claim/Position	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.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the writer's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the writer's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the writer's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the writer's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the writer's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Counter-Claim/Position	The counter-claim position statement provides a clear, strong statement of the writer's position on the topic.	The counter-claim position statement provides a clear statement of the writer's position on the topic.	A counter-claim position statement is present, but does not make the writer's position clear.	There is no counter-claim position statement.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	

			All Scores x 4 And are out of 96 points	**Score Totals**	**____ 96**

Project Deadlines:

Body Paragraphs: Tue 10/18/16
Revision: Fri 10/21/16

This Assignment counts as a classwork grade and the Revision counts as a test/assessment grade.

Check your progress on Jupiter Ed.

All deadlines are firm deadlines unless discussed with teacher prior to due date.

Assignment may be given up until the close of school at 3:10p on the due date.