

Name: _____ Date: _____

Writing Prompt

In previous lessons, you explored how Antigone and Dr. Martin Luther King Jr. justified breaking the law in pursuit of moral or social justice. For this assignment, you will research a historical or contemporary figure from outside the United States who similarly practiced civil disobedience to promote justice and positive social change. Then, you will write a persuasive letter to the United Nations General Assembly, arguing that this individual deserves an international day of recognition. Be sure to use at least two rhetorical appeals—ethos, pathos, and/or logos—in your letter.

Some suggested figures are:

- Sofie Scholl (Germany)
- Vincent Lingiari (Australia)
- Malala Yousafzai (Pakistan)
- Liu Xiaobo (China)
- Greta Thunberg (Sweden)
- Narges Mohammadi (Iran)
- Berta Cáceres (Honduras)
- Issa Amro (Palestine)
- Wangari Maathai (Kenya)
- Aleksey Navalny (Russia)
- B.R. Ambedkar (India)

Persuasive Letter Rubric

10th Grade English Language Arts

| Rubric Scoring Key | Fully meets (4) All criteria present in the writing | Mostly meets (3) Most criteria present, with some misunderstandings | Partially meets (2) Criteria attempted, but significant misunderstandings | Does not meet yet (1) Criteria are not attempted or not enough evidence to rate |
|--------------------|--|--|--|--|
|--------------------|--|--|--|--|

| Structure | Rubric Score | Notes |
|--|--------------|-------|
| Introduction <ul style="list-style-type: none"> ● Provides essential context and background information by including introductory information about the writer and their purpose for writing ● Presents a persuasive claim that connects to the audience's values | 4 3 2 1 | |

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|--|---------|--|
| Organization Organizes ideas into body paragraphs that support the claim with reasons and evidence, demonstrating a clear progression of ideas | 4 3 2 1 | |
| Conclusion Provides a concluding statement/section that restates the claim and makes a call to action | 4 3 2 1 | |

| Development | Rubric Score | Notes |
|--|---------------------|--------------|
| Reasons <ul style="list-style-type: none"> ● Provides clear, logical reasons that support the claim ● Develops each reason with sufficient evidence and examples from research ● Uses at least two rhetorical appeals to effectively persuade the audience | 4 3 2 1 | |

| Language | Rubric Score | Notes |
|---|---------------------|--------------|
| Style <ul style="list-style-type: none"> ● Maintains formal language appropriate to the task, audience, and purpose ● Uses a persuasive tone | 4 3 2 1 | |
| Grammar and Conventions <ul style="list-style-type: none"> ● Uses correct spelling, capitalization, and punctuation ● Chooses diction, vocabulary, and sentence structures to shape tone and strengthen the argument ● Demonstrates consistent use of grade-level grammar and usage | 4 3 2 1 | |