**WWI LETTER FROM THE TRENCHES - WRITING ASSIGNMENT**

**YOUR MISSION:**

**Imagine you are a Canadian soldier fighting in the trenches in World War I. Write a letter (double-spaced and 1.5 - 2 pages neatly handwritten or typed) to your family or to your wife or girlfriend back in Canada.**

**PURPOSE OF LETTER**: (*highlight 4 or 5 of these to include in your letter*)

In this letter you are going to talk about your experiences fighting war in the trenches.

* Talk about fighting the enemy. What exactly is life like fighting in the trenches?
* Describe the weapons and types of fighting, but don’t discuss any secret weapons or where you are located.
* Describe what the trenches and No-Man’s Land look like.
* Describe the difficulties you face. Write about the daily conditions at different times of the year and how the weather affects your life.
* Describe your work, daily activities, food, and what you do in between attacks.
* Write about how much time you spend in the trenches and whether you have any chance for entertainment.
* Tell the family back home what you think of the war.

**POSITION**: (*highlight 4 or 5 of these things to include in your letter*)

* Are you supportive of the war effort?
* Are you a volunteer or a conscript?
* Are you glad you signed up?
* Do you think what you are doing is good for your country?
* Do you miss home or your family?
* Is war what you expected?

**REMEMBER**:

You are fighting in a war and before your letter is sent home it may be censored, to make sure you don’t write about anything sensitive that might help the enemy if they your letter. Otherwise your letter will look like this and no one at home will know how you are.

**AUTHENTICITY**:

* To make your letter seem more authentic, you may want to make it look like it was actually written in trenches. To do this you can try something like staining it with a teabag or heating it slightly in the oven – don’t burn it up! Use your imagination.
* This is a personal letter so you need a date (fictional) and a salutation (Dear . . .,) and a closing (Yours truly, or, Sincerely,). In addition, pick a name other than your own when you sign the letter. Pick a name that was a common Canadian name then. But be sure to put your own name on the rubric so you can receive a mark for this assignment.
* If you decide to type your letter, use a font like **Courier New or Courier 10BT**, which were typical fonts on a typewriter at the time. If you type your letter you could also use a font that looks like handwriting.
* Remember to write in the present tense because you are writing as though this is happening to you yourself right now, not to someone else in the past.

**PROCEDURE**:

Take point form notes first and then organize your notes before you start writing the letter. Use all relevant materials from the course so far – textbook information & questions, the notes you made from class, handouts, Internet resources, etc. You will have some time in class to work on this and it will be finished as homework. Be sure to attach the rubric to your letter.

STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \* **Attach this Rubric to the back of your letter!**

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| **WWI LETTER FROM THE TRENCHES - RUBRIC** | | | | | | |
| **CRITERIA** |  | | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| Historical knowledge of Canada; importance, relevance & value of information, events, trends & ideas  **(Knowledge/**  **Understanding)** | Below  Expectations  0 | 0  1  2  3  4 | 5 | 6 | 7 | 8 9 10 |
| displays limited understanding of few historical concepts; few key events, trends, & ideas are indicated | displays moderate understanding of some historical concepts; some key events, trends, & ideas are indicated | displays substantial understanding of most historical concepts; most key events, trends, & ideas are indicated | displays thorough understanding of all historical concepts; all key events, trends, & ideas are clearly and substantially indicated |
| Analysis, assessment of ideas, concepts from sources  **(Thinking/Inquiry)** | Below  Expectations | 0  1  2  3  4 | 5 | 6 | 7 | 8 9 10 |
| displays limited analysis | displays some analysis | displays moderate analysis | displays thorough & insightful analysis |
| Authenticity of Letter –content, tone, choice of words, physical appearance  **(Application)** | Below  Expectations | 0  1  2  3  4 | 5 | 6 | 7 | 8 9 10 |
| has written a letter of limited authenticity | has written a letter of some authenticity | has written a letter of substantial authenticity | has written a thoroughly convincing, authentic letter |
| Communicating Ideas  **(Communication)** | Below  Expectations | 0  1  2  3  4 | 5 | 6 | 7 | 8 9 10 |
| seldom explains ideas with clarity & precision, numerous grammatical and/or spelling errors | occasionally explains ideas with clarity & precision, occasional grammatical and/or spelling errors | usually explains ideas with clarity & precision, minor grammatical and/or spelling errors | consistently explains ideas with clarity & precision, almost no grammatical and/or spelling errors |

Teacher Comments: **Total: /40**