**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Letter Explaining Your Vote as a School Board Member**

**Is school integration the best way to provide an equal educational opportunity for all students?** Predict the impact of your vote as a school board member regarding the integration of our local schools? Will these changes be good for our schools and community? Why do you feel this way? This is your chance to express your opinion by **stepping out of your assigned role** and explaining your vote in the decision regarding integration.

The following outline is designed to help you organize your thoughts prior to writing your letter but in it you must:

* Support or criticize the final decision.
* Give at least two reasons, supported with at least two facts or pieces of evidence.
* Predict how you feel this action will impact the future of our schools.

Dear Newspaper Editor,

Having participated in the school board decision, I feel it will be \_\_\_\_\_\_\_\_\_

I support/oppose the integration of our schools because:

1. Reason #1:  
     
   - evidence/fact #1  
     
   - evidence/fact #2
2. Reason #2:  
     
   - evidence/fact #1  
     
   - evidence/fact #2

Differing opinions might argue:

1. Opposing View #1:
2. Opposing View #2:

However, I disagree with these opinions because:

I predict the final decision by the School Board will make our schools better/worse because:

1.

2.

3.

**Rubric for Letter to Newspaper Editor**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Exemplary = 5 | Competent = 3 | Limited = 1 | Score |
| Reason 1 | Clear position, logical argument, historically possible | Position is mostly clear and logical, but has some inconsistencies | Position is unclear, implausible, or inconsistent. |  |
| Reason 1 Evidence | Has more than minimum # of facts and facts fit well with reasons | Has minimum # of facts and they fit well with reasons | Does not have minimum # of facts and seem chosen at random |  |
| Reason 2 | Clear position, logical argument, historically possible | Position is mostly clear and logical, but has some inconsistencies | Position is unclear, implausible, or inconsistent. |  |
| Reason 2 Evidence | Has more than minimum # of facts and facts fit well with reasons | Has minimum # of facts and they fit well with reasons | Does not have minimum # of facts and seem chosen at random |  |
| Opposing View 1 | Demonstrates knowledge of opposing viewpoint | Somewhat demonstrates knowledge of opposing viewpoint | Does not demonstrate knowledge of opposing viewpoint |  |
| Opposing View 2 | Demonstrates knowledge of opposing viewpoint | Somewhat demonstrates knowledge of opposing viewpoint | Does not demonstrate knowledge of opposing viewpoint |  |
| Predictions regarding decision | Understands the implications of decision and impact on schools | Has limited understanding of the impact of the decision | Has no understanding of the impact of the decision |  |
| Clarity in Viewpoint Stated | Letter establishes viewpoint with support and provides reader clarity | Letter somewhat establishes viewpoint and provides reader clarity | Letter does not clearly state viewpoint |  |
| Grammar, mechanics | Spelling, punctuation, and conventions are accurate. | A few minor mistakes in spelling or conventions. | Spelling and convention mistakes are distracting. |  |
| Organization | Letter follows the assigned organization and goes beyond minimum expectations. | Letter follows directions but merely meets requirements. | Letter does not follow directions for organizations and does not meet minimum standards. |  |

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score \_\_\_\_\_\_\_\_\_\_\_/50\_\_\_\_\_\_**