



# E. Wallace W. Watling

## "Somewhere in France"



### Writing Assignment: "Greetings from Somewhere in France"

#### Due date:

*News travels slowly during wartime. Based upon discussions in class, and evidence that you have gathered from primary sources examined in class, assume the role of either Wallace Watling or Christina Watling.*

*The date is **October 13, 1918**, and you have just learned about the death of your father (Alexander). You are writing your brother/sister from "somewhere in France" and want to share with them what life is like for you. You are also thinking about home and wondering what life is like there, without your father.*

*Here are some questions to think about when writing your letter:*

1. *How can I use language and dialogue to create an authentic sense of the time period?*
2. *How can I make my character authentic, with perspectives that reflect the time and place in which they lived?*
3. *What evidence do I have that this is what my character would believe or do?*
4. *What other options might my character have, given this time and setting?*
5. *What is my point of view?*
6. *How accurate or plausible is my letter?*
7. *How does my letter help others understand the past in ways that other sources do not?*

#### Assessment Rubric:

| Criteria for Historical Thinking about Significance  | Very well | To some extent | To a limited degree | Not at all |
|--|-----------|----------------|---------------------|------------|
| Student <b>formats</b> the letter with a return mailing address, date and salutation.  | 3         | 2              | 1                   | 0          |
| Student places their character in the <b>historical context</b> of what was happening – or had recently happened - in France. in 1918. | 3         | 2              | 1                   | 0          |

|  |   |   |   |   |
|--|---|---|---|---|
| Student makes more than three references to <b>evidence</b> drawn from primary sources analysed in class.  | 4 | 3 | 2 | 0 |
| Student explains how their character's life has <b>changed</b> as a result of the First World War.   | 3 | 2 | 1 | 0 |
| Student makes reference to at least three specific <b>events</b> (during the First World War) that relate to their character's life.   | 3 | 2 | 1 | 0 |
| Student demonstrates how their character <b>felt about these life events</b> .   | 3 | 2 | 1 | 0 |
| Student makes reference to the lives of at least <b>three other members of the Watling family</b> that relates to <b>evidence</b> drawn from primary sources. analysed in class. | 3 | 2 | 1 | 0 |
| Student includes a <b>bibliography</b> of additional sources consulted.  | 3 | 2 | 1 | 0 |

**/25**

1. *How did you use language and dialogue to create an authentic sense of the time period?*

*2. How did you make your character authentic, with perspectives that reflect the time and place in which they lived?*

*3. What evidence do you have that this is what your character would believe or do?*

*4. What other options might your character have, given this time and setting?*