

D21 Option B: Mormon Battalion Letter (50 pts; due D23)

Now, it is YOUR chance to share how you might have felt about the **sacrifice** that was asked of the **Mormon Battalion**.

Write a letter, from the perspective of someone who was asked to go. Answer the following questions:

- How do you feel about the government's request to serve?
 - Are you mad, angry, or happy with the request? Explain why:
- What are you going to do? Explain
 - What made you make that decision?
- Describe your experience!
 - What is the march like? What do you do?

Make sure to identify who you are writing as (name, age, occupation, etc.). Note that you are welcome to create a historically accurate fictional person, or use a real historical figure.

Reference Info:

- www.mormonbattalion.com **Mormon Battalion:** Group formed to remember the battalion
- <https://goo.gl/mbYGY4> **Utah History To Go:** Summary of the Mormon Battalion, influence, etc.
- https://en.wikipedia.org/wiki/Mormon_Battalion **Wikipedia Article:** about the Mormon Battalion
- <https://goo.gl/u521ug> **LDS.org Fact Sheet:** Fact Sheet on the Mormon Battalion
- <https://goo.gl/fsuHYc> **Mormon Battalion Journal:** Great first-person resource for what they did, etc.

Note that to us today, some / many of these ideas / opinions may be offensive, but for many people of the time period they were perfectly acceptable. **Remember that this is an exercise into trying to understand the past from the perspective of the past and its participants.**

Tips to Make this Assignment Awesome! (50 pts available):

- Make it an authentic letter; use a salutation and ending, and answer all the asked questions.
- Use fresh, original ideas; also, ideas should be backed up by accurate examples, illustrations and a variety of support.
- Make sure your message to the reader is clear, strong, persuasive, and easily understood.
- Demonstrate a strong grasp of conventions by using proper punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper.
- Make sure your product is neat, well-organized and easy to follow.
- Take the assignment and complete it in a way that is your own, yet is also a convincing imitation of similar products from the era (here's a letter at http://s25.postimg.org/qmx29q5lb/Japanese_Letter.png I made to give an example; for this particular assignment, I suggest you stick to English, as that is what your friend speaks. Or, if you really like the idea of using the ancient language, **include a copy in the original language as well as English, for extra credit!**).

Outside Resources:

- Links for old paper stock: <https://goo.gl/Tq42tg>, <https://goo.gl/z9ktHk>.
- Links for free unique, authentic fonts: www.1001freefonts.com, www.dafont.com
- Programs you could use: Google Drawing, Microsoft Word or Publisher, Adobe Photoshop, Paint, etc. Note that if you use a unique program, you'll want to save the final product as a standardized file that I can view to grade (i.e., PDF, JPEG, etc.)

Letter Rubric

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	
Content Accuracy	The letter contains at least 10 accurate facts about the topic. Sources are well-cited, easy to find.	The letter contains 9-6 accurate facts about the topic. Decent attempt to cite sources.	The letter contains 5-3 accurate facts about the topic. Minimal attempt to cite sources.	The letter contains minimal or no accurate facts about the topic. No works cited.	
Length	The letter is at least 3 paragraphs long	The letter is 2 longish paragraphs, or 3 very short ones long	The letter is one long paragraph or 2 short ones	The letter is hardly more than several sentences	
Letter Conventions (spelling, etc.)	Writer makes no errors in grammar or spelling. Salutation and closing have no errors	Writer makes 1-2 errors in grammar and/or spelling. Salutation and closing have 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in grammar and/or spelling. Salutation and closing exist but have multiple errors.	Writer makes more than 4 errors in grammar and/or spelling. Salutation and/or closing are missing.	
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through, yet is also a convincing imitation of the subject's voice.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the letter, and attempts to imitate the subject	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Comments:					
Total Score:					