

What will life be like in Vermont in the year 2100?

Due: May 26th

Format: Google Doc

Length: 750-1,250 words

Bibliography Required (with hyperlinks to online articles)

Write a 750 word essay about life in Vermont in the year 2100. This essay will be graded according to its adherence to the EHS writing rubric (see back of this sheet) and the guidelines below. Particular emphasis will be placed on the integration and elaboration of evidence. The essay must **fully** address at least four of the **five** topics laid out below, and it must include a bibliography. Citations for web articles must be hyperlinked to the source article. You may either weave all of your chosen topics into one cohesive whole or you may divide the essay into distinct sections. **Note that, with regard to several of the topics below, life in Vermont may be affected in much the same way as life in other parts of the world. For those topics, you do not always have to cite evidence referring specifically to Vermont.**

You are not expected to arrive at the *right* answers. We will not know the *right* answers for 84 years. You are expected to research these topics, to consider our limited understanding of these topics, and to make reasonable guesses based on that limited knowledge. **In fact, your guesses/predictions can be *possible* scenarios rather than likely scenarios if you can provide evidence that they are *possible*.**

1. Describe Vermont's climate in the year 2100. Describe the summers and the winters. Explain how you arrived at your prediction and support your argument by citing reliable sources.
2. Predict how most Vermonters will get their electricity in 2100. Why will Vermonters opt for this type of energy generation? Support your argument by citing reliable sources.
3. Describe Vermonters' transportation in 2100. ~~How far will people travel?~~ How will they do it? Why will Vermonters use this type of transportation? (Cite credible sources)
4. What important material resources (if any) will have become scarce by 2100? Why will those resources become hard to find? How will Vermonters cope with the scarcity of those resources? Cite reliable sources.
5. How will the quality of life in Vermont compare to our quality of life today? Give examples of how you think life may be more difficult or more enjoyable than it is today.
6. **Are there some emerging technologies that you think might help us deal with the issues facing humanity? If so, choose no more than three technologies. Explain briefly how they work and how they might help us.**
7. **In no more than 200 words, describe what will you have done to prepare for the future? You *might* describe how your grandchildren feel about the way you lived your life. [You do not need to provide evidence or citations for this topic.]**

Essex High School Writing Rubric

Standard of Performance	4 Exemplary	3 Proficient	2 Developing	1 Beginning
Main Idea/Claim	The main idea/thesis/claim is engaging and clearly stated.	The main idea/thesis/claim is adequately stated.	The main idea/thesis/claim is present but vague.	The main idea/thesis/claim is not present.
Organization	The response has an intentional organizational structure: <ul style="list-style-type: none"> □ <i>if required, contains effective introduction and conclusion</i> □ <i>logical progression of ideas from beginning to end</i> □ <i>effective use of transitions</i> 	The response has a consistent organizational structure: <ul style="list-style-type: none"> □ <i>if required, contains adequate introduction and conclusion</i> □ <i>adequate progression of ideas from beginning to end</i> □ <i>adequate use of transitions; some variety</i> 	The response has an inconsistent organizational structure: <ul style="list-style-type: none"> □ <i>if required, contains weak introduction and/or conclusion</i> □ <i>uneven or weak progression of ideas from beginning to end</i> □ <i>limited use of transitions; minimal variety</i> 	The response has little or no organizational structure: <ul style="list-style-type: none"> □ <i>if required, lacks introduction and/or conclusion</i> □ <i>lacks ideas</i> □ <i>lacks transitions and/or paragraphs</i>
Integration and Elaboration of Evidence	The response provides thorough and convincing support/evidence for the main idea/thesis/claim that includes the effective use of sources, facts, and details. The response is specific and relevant: <ul style="list-style-type: none"> □ <i>evidence from sources is smoothly integrated, comprehensive, and precise</i> □ <i>effectively explains connection between evidence and main idea/thesis/claim</i> □ <i>citations are accurate</i> 	The response provides adequate support/evidence for the main idea/thesis/claim that includes the use of sources, facts, and details: <ul style="list-style-type: none"> □ <i>evidence from sources is integrated, though may be general or imprecise</i> □ <i>adequately explains connection between evidence and main idea/thesis/claim</i> □ <i>citations are adequate</i> 	The response provides uneven, insufficient support/evidence for the main idea/thesis/claim that includes partial or uneven use of sources, facts, and details: <ul style="list-style-type: none"> □ <i>evidence from sources is minimal and/or weakly integrated</i> □ <i>explanation and connection between evidence and main idea/thesis/claim is weak</i> □ <i>citations are inaccurate</i> 	The response provides little or no support/evidence for the main idea/thesis/claim that includes little or no use of sources, facts, and details: <ul style="list-style-type: none"> □ <i>evidence from sources is absent, inaccurate, or irrelevant</i> □ <i>does not explain connection between evidence and main idea/thesis/claim</i> □ <i>citations are missing</i>
Language and Vocabulary	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> □ <i>effective use of academic and content-specific vocabulary is clearly appropriate for the task, audience and purpose</i> 	The response adequately expresses ideas, employing a mix of precise with more general language: <ul style="list-style-type: none"> □ <i>adequate use of content-specific vocabulary is generally appropriate for the task, audience and purpose</i> 	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none"> □ <i>limited use of content-specific vocabulary may at times be inappropriate for the task, audience and purpose</i> 	The response and expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> □ <i>little to no use of content-specific vocabulary; may have little sense of task, audience and purpose</i>
Conventions (G.U.M.)	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> □ <i>few, if any, errors in usage and sentence structure</i> □ <i>effective and consistent use of punctuation, capitalization, and spelling</i> 	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> □ <i>some errors in usage and sentence structure are present but errors do not obscure meaning</i> □ <i>adequate use of punctuation, capitalization, and spelling</i> 	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> □ <i>consistent errors in usage and sentence structure obscure meaning</i> □ <i>inconsistent use of punctuation, capitalization, and spelling</i> 	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none"> □ <i>severe errors in usage and sentence structure obscure overall meaning</i> □ <i>incorrect use of punctuation, capitalization, and spelling.</i>