**Project-Based Assessment: Civil War Unit Lesson 2: The Emancipation Proclamation**

**Standards:**

* 8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)
* 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information
* Craft and Structure RH. 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Objectives:**

* Students will be able to explain the effects the Emancipation Proclamation had on the slave population, Northerners, and Southerners by responding peer questions.
* Students will be able recognize the similarities between the Emancipation Proclamation’s changes and other slave experiences.
* Students will be able to critique the effects of the Emancipation Proclamation.

**Assessment:**

President Lincoln fears an uprising, and he needs your help! Students play the role of President Lincoln’s Vice President and Secretary who are asked by the President to write a new Emancipation Proclamation that they believe would better address the issues present at the time. Students will be separated into groups of 6 and present with their partner to the other four in the group. Other group members play the roles of Northerners, Southerners, and Slaves and get involved, asking questions of the writers that would relate to those 3 specific groups of people. Students will turn in a hard copy of their new document.

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|  | **Challenge** | **Proficient** | **Partially Proficient** | **Novice** | **Incomplete** |
| **Organization of presentation** | Information presented as interesting story in logical, easy to follow sequence | Information presented in logical sequence; easy to follow | Most of information presented in sequence | Hard to follow; sequence of information jumpy | Does not Present |
| **Background content** | Material sufficient for clear understanding **AND** exceptionally presented | Material sufficient for clear understanding **AND** effectively presented | Material sufficient for clear understanding **BUT** not clearly presented | Material not clearly related to topic **OR** background dominated seminar | No background given **OR** presentation background is only item presented |
| **Outside Sources** | Cites 3 sources, 2 of which are primary, and uses the 2 primary sources constructively in presentation | Cites 2-3 outside sources, including at least 1 primary source, and eludes to the primary source in presentation. | Cites 1 source that is primary or secondary and uses its information in the presentation. | Cites 1 source that is secondary, but does not use it in the presentation in any way. | Sources are not cited or used in presentation |
| **Knowledge of**  **Subject** | Demonstrated full  knowledge; answered all  questions with elaboration | Answered all  questions **AND** some elaboration | At ease with  information; answered  most questions | Does not have grasp of  information; answered  only fundamental  questions | Does not have a grasp of information and did not answer questions. |
| **Creativity/**  **Originality** | Student exuded exemplary effort in presenting i.e. dressing the part and researching personality traits of the characters | Student exuded extra effort in presenting i.e. noticeably different voice inflection, body language, and audience involvement | Student presents using regular voice inflections and body language. | Student presents in monotone voice and does not use body language. | Student does not contribute to the creativity of presentation. |
| **Time** | Presentation of new document is 5 minutes. | Presentation of new document is between  4 ½ -7 minutes | Presentation of new document is 4 minutes **OR** 8 minutes. | Presentation of new document is 3 or less minutes **OR** 9 or more minutes. | Presenter does not present |

Adapted From:

<https://www.umc.edu/uploadedFiles/UMCedu/Content/Education/Schools/Graduate_Studies/Studentseminarevaluationrubric2.pdf>.

<http://www.rubrics4teachers.com/presentation.php>