**Civil War Unit Lesson 9 Assessment Rubric**

**Standards:**

* Social Studies Standard 1: Students apply Social Studies Skills and Resources.
* Social Studies Standard 2: Students understand important historical events.
* Reading Standard for Literacy in History/Social Studies: Key Ideas and Details
* Reading Standard for Literacy in History/Social Studies: Craft and Structure

**Benchmarks:**

* 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
* 8.2.7: Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)
* RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
* RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Objectives:**

* Students will be able to list at least two events that led up to Lincoln’s Gettysburg Address.
* Students will be able to construct and present an argument describing why Lincoln gave The Gettysburg Address.
* Students will be able to summarize portions of the Gettysburg Address in their own words or present an overall summary of the document.
* Students will be able to discuss why they believe the Gettysburg Address is still relevant in today’s society

**Student Learning Targets:**

* I can communicate my understanding of Lincoln’s Gettysburg address by summarizing its main points.
* I can explain the relevance of the Gettysburg Address to today by exploring other primary and secondary sources and comparing them to the Gettysburg Address.
* I can analyze the Gettysburg Address and determine what it reveals about Lincoln’s point of view of the war at the time.

**Assignment: How is the Gettysburg Address Still Relevant Today?**

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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 |
| **Outside Sources** | Cites 4 sources, 3 of which are secondary, and uses the 3 secondary sources constructively in presentation | Cites 3 outside sources, including at least 2 secondary sources, and discusses the secondary sources source in presentation. | Cites 1 source that is primary or secondary and uses its information in the presentation. | Cites 1 source that is primary but does not use it in the presentation in any way. | Sources are not cited or used in presentation |
| **Knowledge and Relevance** | Demonstrated fullKnowledge of **2 or more** relevant topics today; answered anyquestions with elaboration | Demonstrated sufficient knowledge of **2** topics relevant today; Answered mostquestions asked **AND** elaboration was given. | At ease withInformation on **1** topic relevant today; answeredmost questions. | Does not have grasp ofInformation and does not reference a specific relevant topic; answeredonly fundamentalquestions  | Does not have a grasp of information on any relevance today and did not answer questions. |
| **Identification and Summary** | Student clearly and concisely summarizes all main points with no audience confusion **AND** in doing so, clearly and accurately defines identifies Lincoln’s purpose in writing it. | Student clearly summarizes 3 main points with no audience confusion **AND** in doing so, accurately identifies and defines Lincoln’s purpose in writing it.  | Student summarizes 2 main points with little audience confusion **AND** clearly **BUT DOES NOT** accurately define or identifies Lincoln’s purpose in writing it. | Student summarizes 1 main point **AND** does not correctly identify purpose **OR** presentation is summary/purpose dominant | No summary/purpose OR presentation is only summary/purpose |
| **Time** | Presentation of summary/purpose does not exceed 2 minutes. Total presentation including relevance is 6 minutes. | Presentation of summary/purpose is 1 ½ -2 ½ minutes. Total presentation is between 5 and 7 minutes. | Presentation of summary/purpose is 1 **OR** 3 minutes. Total presentation is 4 **OR** 8 minutes. | Presentation of summary/purpose is less than 1 minute **OR** exceeds 3 minutes. Total presentation is less than 4 minutes **OR** exceeds 8 minutes. | Presenter does not present. |

Comments: