Task 4: Portraying your Historical Character

You will work to portray a historical character that will answer the following essential question:

***What does it mean to be “American”?***

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| **Character Rubric** | **4** | **3** | **2** |
| **Content**Historical Analysis | The student digs deeper into the content by connecting the key concepts of the learning goal to previous learning or to contemporary issues. | 3A- Analyze how the regional perspectives influence American history and culture. 3B- Assess the impact of individuals and reform movements on changes to civil rights and liberties.  | A level 2 character portrayal fails to meet the level 3 learning goal in one or more areas: -historical patterns -cultures and regions -independence   |
| **Source Analysis**Written description of each source | Artifacts chosen include both primary and secondary sources.Character portrayal shows high levels of thoughtfulness, preparedness, and creativity—product looks polished. | Artifacts chosen include both primary and secondary sources.Character shows evidence of thoughtfulness, preparedness, and creativity, but product does not look polished. | Artifacts chosen include either primary or secondary sources.Character portrayal is lacking evidence of thoughtfulness or preparedness. May show creativity, but product does not look polished. |
| **Writing Arguments**Writing about significance to being “American” | Writes argument that demonstrates a depth of knowledge by going above and beyond the grade level expectation. The student digs deeper into the content by connecting the writing to previous learning or to contemporary issues.  | -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.-Organize claim(s) and evidence clearly (chronologically, thematically, etc.).-Develop claim(s) with logical reasoning, accurate data, evidence, and examples.-Provide a concluding statement. | A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion |