Task 4: Creating and Presenting the Museum Exhibit

You will work to create a museum exhibit that will answer the following essential question:

***What opportunities and conflicts occurred as America expanded?***

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| **Exhibit 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 racial and ethnic perspectives influence American history and culture.  3B- **Analyze** the effects of segregation within regions of the U.S. on social, political, and economic structures | A level 2 exhibit fails to meet the level 3 learning goal in one or more areas:  -slavery/anti-slavery  -Age of Reform  -Jackson’s presidency  -Civil War  -Reconstruction |
| **Source Analysis**  Written description of each source | Artifacts chosen include both primary and secondary sources.  Exhibit shows high levels of thoughtfulness, preparedness, and creativity—product looks polished. | Artifacts chosen include both primary and secondary sources.  Exhibit shows evidence of thoughtfulness, preparedness, and creativity, but product does not look polished. | Artifacts chosen include either primary or secondary sources.  Exhibit is lacking evidence of thoughtfulness or preparedness. May show creativity, but product does not look polished. |
| **Writing Arguments**  Writing about significance of expansion and reform | 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 |