

Task 4

Class and group discussions on the PSA's.

Standards:

Content:

1. Assess data and draw inferences
2. *Present* all information in a clear and concise written/oral format.
3. *Collect and evaluate and employ* information from primary source material.
4. *Distinguish* valid arguments from fallacious arguments.
5. *Identify* bias and prejudice within historical documents.
6. *Construct* and test hypotheses.
7. *Present* all information in a clear and concise written format.
8. Assess data and draw inferences.
9. *Demonstrate* understanding of historical cause and effect.

Process Standards:

1. Organize thoughts
2. Logically defend an argument
3. Co-operate, collaborate and compromise with fellow classmates.
4. Identify main ideas from passage or visual source
5. Research and find supporting information from a range of different sources
6. Base view points on fact and not opinion
7. Relate viewpoints to relevant present day situations.

General Task Description:

There will be a general class discussion on the subject matter from the previous class. All four primary sources will be evaluated. As this will be the first time for the students to discuss these unfamiliar items I will not be grading the discussion outside the normal class participation points system. The discussion will not be centered on right and wrong answers but on the feelings and emotions of the students with teacher direction. Students will be asked to enter into their interactive notebook a reflection on today's work. This reflection may or may not become part of the students' portfolio project at the end of the year.

The Primary source Analysis folder will be collected and graded according to the rubric below.

Primary Source Analysis Rubric

Name: _____

Date: _____

Class: _____

Remarks /Score	Exemplary 16-20	Adequate 11-15	Minimal 6- 10	Attempted 1 - 5
Analysis of Document	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author;	Offers accurate analysis of the document	Demonstrates only a minimal understanding of the document	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written	Uses previous general historical knowledge to examine issues included in document	Limited use of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge
Identification of Key Issues/Main Points	Identifies the key issues and main points included in the primary source;	Identifies most but not all of the key issues and main points in the	Describes in general terms one issue or concept included in the	Deals only briefly and vaguely with the key issues and main points in the

	shows understanding of author's goal(s)	primary source	primary source	document
Understanding of Audience	Shows strong understanding of author's audience	Shows some understanding of author's audience	Shows little understanding of author's audience	Shows no understanding of author's audience

Relates and is reflective to current events	Shows strong understanding relationship/reflection to current events	Shows some reflection in regard to current events	Shows little understanding of relationship to the current world and little reflection.	Shows littler or no understanding of criteria
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Comment from Mr. Gannon: