**US History Paper**

**“What a Wonderful World” Unit Summative**

**US HISTORY RUBRIC NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ESSAY SUBJECT:** “**To what extent do you think it is true that the arts and history have shaped each other from the period of 1920-1940”**

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| Competency 1:Students will understand that economic, political, social, and religious issues all contributed to the development of the United States. Students will be able to demonstrate the ability to recognize how these issues from the past have helped influence the current state of our country. (SS:HI:12:1) | In addition to meeting all elements of a 3.0, the student’s paper successfully demonstrates a skillful use of knowledge that goes well beyond what was taught. The paper will:* **Apply** a clear definition of the time period you have chosen to focus on for your paper (Great Depression, New Deal, Harlem Renaissance, Jazz Age)
* **Connect** how the economic, political, and societal issues of the decades of 1920-1940 have shaped the arts and history then and continue to influence us today using fully explained warrants to analyze your idea.
* **Cite** your two warrant examples from the handouts, readings, or textbook, in MLA format, with no errors
 | The student’s paper provides support and reasoning that demonstrates an understanding of important information. The paper will:* **Clearly define** the time period you have chosen to focus on for your paper (Great Depression, New Deal, Harlem Renaissance, Jazz Age)
* **Compare** how the economic, political, and societal issues of the decades of 1920-1940 have shaped the arts and history during that time using a warrant to summarize your idea.
* **Cite** your warrant example from the handouts, readings, or textbook, in MLA format, with minor errors.

**The student’s paper exhibits no major errors or omissions.** | The student’s paper will provide support that displays no major errors or omissions regarding simpler and broader concepts and processes from the unit of study. Students must be able to:* **Define** the time period you have chosen to focus on for your paper (Great Depression, New Deal, Harlem Renaissance, Jazz Age)
* **Summarize** how the economic, political, and societal issues of the decades of 1920-1940 have shaped the arts and history during that time (No Warrants)
* **Cite** one example from the handouts, readings, or textbook, in MLA format.

**However, the student’s paper exhibits major errors or omissions with elements from the 3.0 scale.** | The student’s paper is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The paper is missing the following elements: |
| Competency 2:Students will understand that events, actions, ideals, and policies that were present in our nation from the 19th century to the present have impacted people and governments throughout the world and will continue to lay the groundwork for future generations. (SS:HI:12:2 and 3)  | In addition to meeting all elements of a 3.0, the student’s paper successfully demonstrates a skillful use of knowledge that goes well beyond what was taught. The paper will:* **Analyze** how your event, person, or ideal from the era was able to change the political and social aspects of our country during that time and how those changes still impact us and the world today using fully explained warrants to analyze your idea.
 | The student’s paper provides support and reasoning that demonstrates an understanding of important information. The paper will:* **Assess** how your event, person, or ideal from the era was able to change the political and social aspects of our country during that time using a warrant to summarize your idea.
 | The student’s paper will provide support that displays no major errors or omissions regarding simpler and broader concepts and processes from the unit of study. Students must be able to:* **Summarize** how your event, person, or ideal from the era was able to change the political and social aspects of our country during that time (No Warrant)
 | The student’s paper is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The paper is missing the following elements: |
| Competency 3**:**Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender and will continue to evolve as people’s work to make positive decisions in society. (SS:HI:12:5**)** | In addition to meeting all elements of a 3.0, the student’s paper successfully demonstrates a skillful use of knowledge that goes well beyond what was taught. The paper will:* **Investigate** how gender, class, and/or ethnicity changed during the 1920s-1940s and how those changes still carry over to today using fully explained warrants to analyze your idea.
 | The student’s paper provides support and reasoning that demonstrates an understanding of important information. The paper will:* **Draw conclusions** as to how gender, class, and/or ethnicity changed during the 1920s-1940s using a warrant to summarize your idea.
 | The student’s paper will provide support that displays no major errors or omissions regarding simpler and broader concepts and processes from the unit of study. Students must be able to:* **Show** how gender, class, and/or ethnicity changed during the 1920s-1940s (No Warrant)
 | The student’s paper is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The paper is missing the following elements: |
| Competency 4:Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good. Students will demonstrate the ability to use past and present events in order to help shape change and become more active and engaged citizens. (SS:CV:12:2) | In addition to meeting all elements of a 3.0, the student’s paper successfully demonstrates a skillful use of knowledge that goes well beyond what was taught. The paper will:* **Analyze** how the era you have focused on drives people to work to gain freedom/security, liberty/equality, and/or individualism/the common good and how that has carried on to today using fully explained warrants to analyze your idea.
 | The student’s paper provides support and reasoning that demonstrates an understanding of important information. The paper will:* **Draw conclusions** as to how the era you have focused on drives people to work to gain freedom/security, liberty/equality, and/or individualism/the common good using a warrant to summarize your idea.
 | The student’s paper will provide support that displays no major errors or omissions regarding simpler and broader concepts and processes from the unit of study. Students must be able to:* **Summarize** how the era you have focused on drives people to work to gain freedom/security, liberty/equality, and/or individualism/the common good (No Warrant)
 | The student’s paper is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The paper is missing the following elements: |