**US History**

**Civil War Info graphic**

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

ESSENTIAL QUESTION: “How do numbers impact the outcome of the Civil War?”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Competency 1:  I can connect the economic, political, and societal issues that led to various wars (i.e. Civil War, World War I, World War II, Korean War, Vietnam War, etc.) | In addition to meeting all elements of a 3.0, the student’s project successfully demonstrates a skillful use of knowledge that goes well beyond what was taught and ties in, numerous issues, that led to events during the Civil War   * **Connect** how the economics, politics, religion, and/or society were impacted by your focus topics and how they impacted the outcome of the Civil War (Choose at least 3 issues) * **Applies** a clear visual that relates to this competency | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Compare** how the economics, politics, religion, and/or society were impacted by your focus topics and how they impacted the outcome of the Civil War (Choose at least 2 issues) * **Constructs** a visual that relates to the competency   **The student’s project exhibits no major errors or omissions.** | The student’s project 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** economics, politics, religion, and/or society were impacted by your focus topics and how they impacted the outcome of the Civil War (Choose 1 issue) * **Constructs** a visual that somewhat relates to the competency   **However, the student’s project exhibits major errors or omissions with elements from the 3.0 scale.** | The student’s project is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The project is missing the following elements:   * No visual for this competency      * No supporting information for this competency |
| Competency 2:  I can assess how the policies and social ideals within the North and South caused the Civil War to occur | In addition to meeting all elements of a 3.0, the student’s project successfully demonstrates a skillful use of knowledge that goes well beyond what was taught and ties in the various ideals of the North and South and how they impacted the Civil War. The project will:   * **Connect** how your focus topics influence events, policies, actions and/or ideals during the Civil War. (Choose at least 2) * **Applies** a clear visual that relates to this competency | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Assess** how your focus topics influence events, policies, actions and/or ideals during the Civil War. (Choose 1, but with supporting details) * **Constructs** a visual that relates to the competency | The student’s project 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 focus topics influence events, policies, actions or ideals during the Civil War. (Choose 1, but with limited details) * **Constructs** a visual that somewhat relates to the competency | The student’s project is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The project is missing the following elements:   * No visual for this competency      * No supporting information for this competency |
| Competency 3**:**  I can analyze how the end of slavery and destruction of the South changed ethnicity, patterns of class, and racial issues in society | In addition to meeting all elements of a 3.0, the student’s project successfully demonstrates a skillful use of knowledge that goes well beyond what was taught and ties in how slavery influenced the Civil War. The project will:   * **Analyze** howyour focus topics influenced ethnicity, class, gender, and race during the Civil War (Choose 3) * **Applies** a clear visual that relates to this competency | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Differentiate** howyour focus topics influenced ethnicity, class, gender, and race during the Civil War (Choose 2) * **Constructs** a visual that relates to the competency | The student’s project 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** howyour focus topics influenced ethnicity, class, gender, and race during the Civil War (Choose 1) * **Constructs** a visual that somewhat relates to the competency | The student’s project is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The project is missing the following elements:   * No visual for this competency * No supporting information for this competency |
| **Competency 4:**  I can analyze how African Americans worked to achieve their freedom and equality. | In addition to meeting all elements of a 3.0, the student’s project successfully demonstrates a skillful use of knowledge that goes well beyond what was taught and ties in how African Americans were influenced by the Civil War. The project will:   * **Analyze** howyour focus topics on the Civil War support freedom/security, liberty/equality, and individualism/common good. (Choose 2 word pairs) * **Applies** a clear visual that relates to this competency | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Investigate** howyour focus topics on the Civil War support freedom/security, liberty/equality, and individualism/common good. (Choose 1 word pair and share supporting details) * **Constructs** a visual that relates to the competency | The student’s project 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** howyour focus topics on the Civil War support freedom/security, liberty/equality, and individualism/common good. (Choose 1 word pair, but limited supporting details) * **Constructs** a visual that somewhat relates to the competency | The student’s project is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The project is missing the following elements:   * No visual for this competency      * No supporting information for this competency |
| **Competency 5:**  Students will understand that technological advancements have both positive and negative impacts on the development of American policies and economy. | In addition to meeting all elements of a 3.0, the student’s project successfully demonstrates a skillful use of knowledge that goes well beyond what was taught and ties in how African Americans were influenced by the Civil War. The project will:   * **Analyze** how your focus topics has influenced technology during the Civil War. (2 examples) * **Applies** a clear visual that relates to this competency | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Investigate** how your focus topics has influenced technology during the Civil War. (Choose 1 example and share supporting details) * **Constructs** a visual that relates to the competency | The student’s project 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 focus topics has influenced technology during the Civil War. (Choose 1 example, but lacking supporting details) * **Constructs** a visual that somewhat relates to the competency | The student’s project is able to provide support that demonstrates partial understanding of essential concepts listed in the 2.0 score points. The project is missing the following elements:   * No visual for this competency * No supporting information for this competency |