**US History: Migration and Industrialization Project**

**“Create” Your Family**

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

“What factors helped to promote America’s huge industrial growth and expansion during the period from 1860 to 1900?”

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| Competency 1:  I can analyze how new inventions and technology have changed the economic and social aspects of the U.S. | 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 migration and industrialization for the US. The project will:   * **Analyze** how new inventions and technology have changed the economic and social aspects of the U.S. * **Cite** two examples from the handouts, readings, or textbook. | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Compare** hownew inventions have changed the economic and social aspects of the U.S. * **Cite** two examples from the handouts, readings, or textbook.   **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** how new inventions have changed the economic and social aspects of the U.S. * **Cite** one example from the handouts, readings, or textbook.   **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: |
| Competency 2:  I can prove how U.S. exploration and expansion have influenced other peoples and their government | 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 migration and industrialization for the US The project will:   * **Prove** how U.S. exploration and expansion have influenced other peoples and their government * **Create** a map showing the growth of our country, throughout this time period and how it has influenced the many events and actions of people that helped make our country. | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Compare** how U.S. exploration and expansion have influenced other peoples and their government * **Construct** a map showing the growth of our country, throughout this time period and how it has influenced the many events and actions of people that helped make our country. | 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:   * **Show** how U.S. exploration and expansion have influenced other peoples and their government * **Show** a map that illustrates the growth of our country, throughout this time period and how it has influenced the many events and actions of people that helped make our country. | The student’s project 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**:**  I can analyze how immigration influenced class and ethnicity in the US. | 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 migration and industrialization for the US The project will:   * **Analyze** how immigration influenced class and ethnicity in the US * **Cite** two examples from the handouts, readings, or textbook. | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Differentiate** how immigration influenced class and ethnicity in the US * **Cite** two examples from the handouts, readings, or textbook. | 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 immigration influenced class and ethnicity in the US. * **Cite** one example from the handouts, readings, or textbook. | 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: |
| **Competency 5:**  I can draw conclusions to how people worked to gain freedom and security, liberty and equality, or individualism and the common good | 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 advancements in technology have helped the U.S. continue to be free and secure. The project will:   * **Draw conclusions** as to why people strived to better their lives and how that led to our future growth. | The student’s project provides support and reasoning that demonstrates an understanding of important information. The project will:   * **Investigate** how people strived to better their lives and gain freedoms in the US. | 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 people strived to make their lives better in the US. | 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: |
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