

**Measuring Stick: A Ruler For Our Ruler**

-- ---- -- 1	<b>Before, my impression of LBJ was...</b>
-- ---- -- 2	<b>In this session, I learned the following...</b>
-- ---- -- 3	<b>I think the impact/implications of this session are...</b>
-- ---- -- 4	<b>I would give LBJ a letter grade of ___ on this session because...</b>
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## Academic Vocabulary

<p><b>Social Studies Terms:</b></p> <ul style="list-style-type: none"> <li>conservative</li> <li>Domestic policy</li> <li>EPA (Environmental Protection Agency)</li> <li>foreign policy</li> <li>Great Society</li> <li>Head Start</li> <li>legacy</li> <li>liberal</li> <li>Medicare/Medicaid</li> <li>New Deal</li> <li>party affiliation</li> <li>propaganda</li> <li>protests</li> <li>Solid South</li> <li>War on Poverty</li> </ul>	<p><b>Academic Verbs:</b></p> <ul style="list-style-type: none"> <li>acknowledge</li> <li>assert</li> <li>assess</li> <li>challenge</li> <li>criticize</li> <li>evaluate</li> <li>examine</li> <li>explain</li> <li>incorporate</li> <li>judge</li> <li>justify</li> <li>manipulate</li> <li>respond</li> <li>suggest</li> </ul>	<p><b>Academic Nouns:</b></p> <ul style="list-style-type: none"> <li>aim</li> <li>argument</li> <li>assertion</li> <li>assessment</li> <li>claim</li> <li>conclusion</li> <li>criticism</li> <li>evaluation</li> <li>explanation</li> <li>impression</li> <li>justification</li> </ul>	<p><b>New-to-you Words? (student-generated)</b></p>
<p><b>Academic Adjectives:</b></p> <ul style="list-style-type: none"> <li>appealing</li> <li>authoritative</li> <li>compelling</li> <li>consistent/ inconsistent</li> <li>current/outdated</li> <li>debatable</li> <li>defendable</li> <li>effective/ineffective</li> <li>logical/illogical</li> <li>opposing</li> <li>persuasive</li> <li>relevant/irrelevant</li> <li>significant/ insignificant</li> <li>specific/general</li> <li>substantial</li> <li>thorough</li> </ul>	<p><b>Literary Analysis:</b></p> <ul style="list-style-type: none"> <li>characterization</li> <li>(in)direct</li> <li>circular plot</li> <li>conflicts</li> <li>details</li> <li>diction</li> <li>episodic plot</li> <li>figurative language</li> <li>imagery</li> <li>(in)effectiveness</li> <li>linear plot</li> <li>mood</li> <li>motif</li> <li>plot</li> <li>point of view</li> <li>setting</li> <li>structure</li> <li>style</li> <li>symbols/symbolism</li> <li>syntax</li> <li>theme</li> <li>tone</li> </ul>	<p><b>Informational Text Analysis</b></p> <ul style="list-style-type: none"> <li>caption</li> <li>claim</li> <li>concession</li> <li>conclusion</li> <li>credibility</li> <li>Data/statistics</li> <li>ethos</li> <li>fact</li> <li>graphics</li> <li>headline/title</li> <li>illustration</li> <li>integrity</li> <li>logical fallacies</li> <li>logos</li> <li>objections</li> <li>opinion/point of view</li> <li>pathos</li> <li>picture</li> <li>political cartoon</li> <li>propaganda</li> <li>rebuttal</li> </ul>	<p><b>Writing Terms:</b></p> <ul style="list-style-type: none"> <li>claim</li> <li>proposition</li> <li>assertion</li> <li>evidence</li> <li>support</li> <li>syntax</li> <li>structure</li> <li>objections</li> <li>concessions</li> <li>conclusion</li> </ul>

**Characterization Collection (HW for sessions 2-6)**

<p>What people say/do:</p>	<p>Persuasive/Style Elements:</p>
<p>Problems/Solutions:</p>	<p>Student Choice: (i.e. WOW ...IDK that! Or Questions/Connections)</p>
<p>Draw conclusions about your character. Incorporate what you've learned from your quote collections; examine <i>how</i> or <i>why</i>, <i>patterns</i>, <i>points of view</i>, <i>changes</i>, <i>short/long-term implications</i>, <i>challenges</i>; and use effective transitions. Use additional paper if needed. (2-3 paragraphs)</p>	

## I See (or Hear)/I Say

**Directions:** Using your sources from session 1, direct and indirect characterization techniques and respond to them on the “I See/I Say” sheet. Describe your details and identify/document the source. Once you have finished, complete the reflection at the bottom of the sheet. Be prepared to share with a partner or with the class.

### Rubric:

PROFICIENT	NEEDS WORK:
<p><b>Level 4:93-100</b>  <b>Does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>• Accurately interprets evidence, statements, quotes, questions, etc.</li> <li>• Identifies relevant pieces of text to support interpretations</li> <li>• Thoughtfully analyzes and evaluates the major character developments and changes</li> <li>• Draws warranted, accurate conclusions</li> <li>• Justifies key results, explains assumptions and reasons</li> </ul>	<p><b>Level 2: 77-84</b>  <b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>• Misinterprets evidence, statements, quotes, questions, etc.</li> <li>• Fails to identify strong relevant pieces of text to support interpretations</li> <li>• Ignores or superficially evaluates character development and changes</li> <li>• Draws unwarranted or false conclusions</li> <li>• Justifies few results, seldom explains reasons</li> <li>• Regardless of evidence or reasons, maintains or defends views based on self-interest or preconceptions</li> </ul>
<p><b>Level 3:85-92</b>  <b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>• Accurately interprets evidence, statements, quotes, questions, etc.</li> <li>• Identifies relevant pieces of text to support arguments</li> <li>• Analyzes and evaluates major character developments and changes</li> <li>• Draws warranted, accurate conclusions</li> <li>• Justifies some results, explains reasons</li> </ul>	<p><b>Level 1: 65-74</b>  <b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>• Offers biased interpretations of evidence, statements, quotes, questions, etc.</li> <li>• Fails to identify relevant pieces of text to support interpretations</li> <li>• Ignores or superficially evaluates character development and changes</li> <li>• Draws unwarranted, false, irrelevant conclusions</li> <li>• Does not justify results nor explain reasons</li> <li>• Regardless of evidence or reasons, maintains or defends views based on self-interest or preconceptions</li> </ul>

<b>I See (or Hear)</b>	<b>I Say:</b>
<i>This section focuses on what's there in the source. Identify or describe what you see or hear. Document each source detail.</i>	<i>This section focuses on what you think the source detail suggests and any other conclusion you might draw.</i>

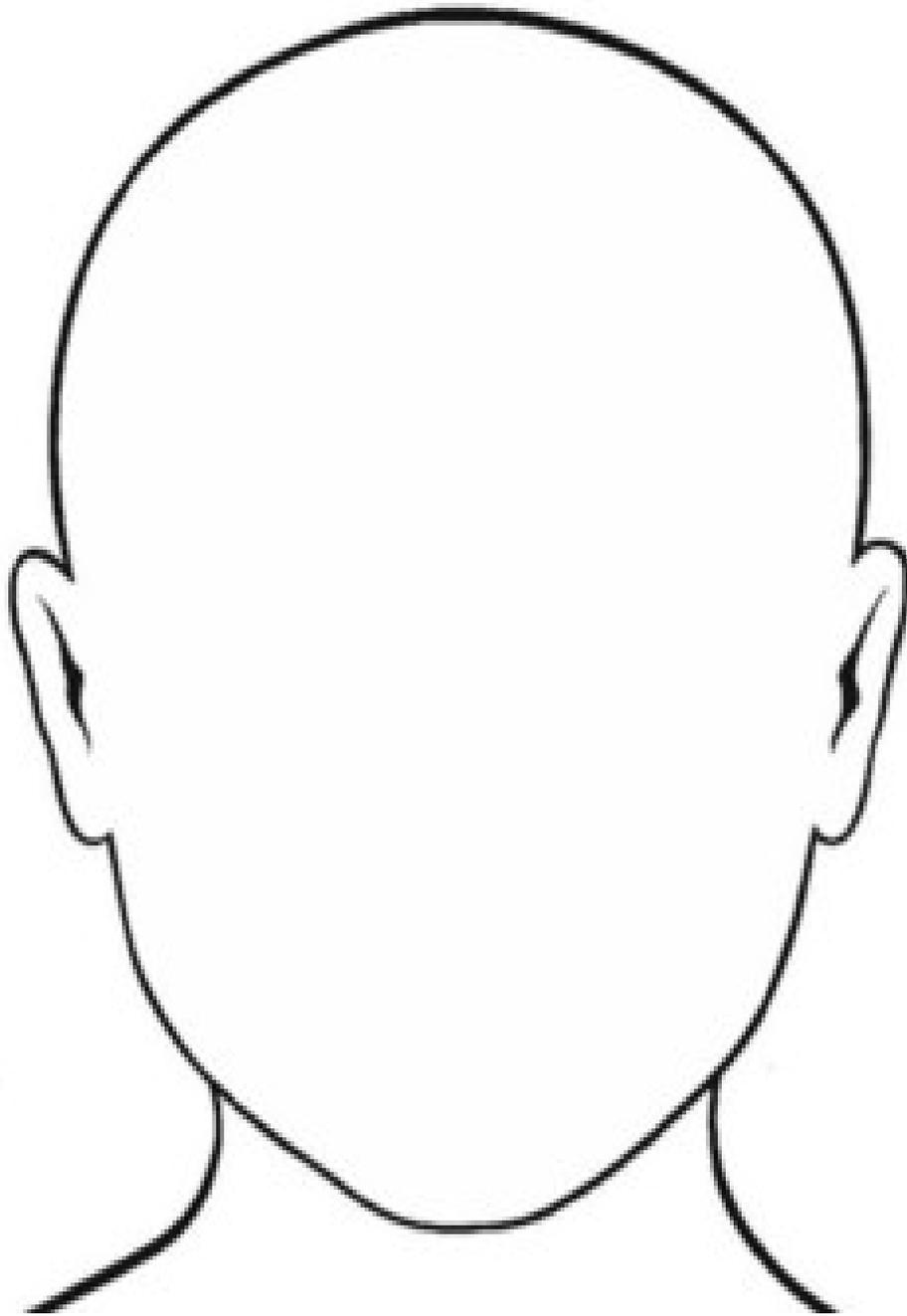
**Reflect:** What is your impression of LBJ right now? What indirect/direct characterization techniques led you to this conclusion? Use additional paper if needed. (2-3 paragraphs)

### What's on My Mind? (adapted from Jim Burke)

**Directions:** Using your character collection notes from session 2, create a visual with a key that shows the various conflicts/concerns, developments/problems, decisions/solutions, turning points, motifs, points of view that this character has to face. Each visual will form part of a collage that is inside the mind of the character. You will then provide a written narrative in the “voice” of LBJ and explain what the visuals reveal about “himself.” Briefly present to the class.

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Narration: Your summary conclusion should be in narrative form from LBJ's point of view/ "voice"—be careful with language, though. Incorporate motifs, tone, concerns or problems, solutions, or any other techniques that authors use to develop a character.

## Argument Data Sheet

**Specific Intent of speaker for audience/What matters *MOST* to the speaker: (*make sure to use a strong verb*)**

<p><b>Topic:</b> What idea or motif does the author use as a frame for the argument (justice/praise/means to end)? Is there a direct frame? Is there an indirect frame? (more opinionated?)</p>	<p><b>Types of arguments used?</b> (<i>Check Aristotle's special and common topics</i>). Provide examples as they apply to: Definition, Comparison, Cause and effect, Circumstance, Testimony</p>	<p><b>Movement? Provide examples.</b></p> <ul style="list-style-type: none"> <li>• <b>Ethos</b>(values), <b>Pathos</b> (emotions:passion/empathy/calm/etc), <b>Logos</b> (reasons)</li> <li>• How is each category conveyed? (<i>provide examples through DIDLS, TPCAST, or rhetorical devices</i>)</li> </ul>
<p><b>Briefly characterize the persona of the speaker.</b> Address diversified character traits as they relate to the argument.</p>	<p><b>Briefly characterize the nature of the audience addressed.</b> What is implied about the audience in the style and argument types?</p>	<p><b>How would you characterize the general purpose of the selection?</b></p> <p><input type="checkbox"/> <b>Expressive:</b> speaker appears most focused on his/her own reactions to a given event.</p> <p><input type="checkbox"/> <b>Informative:</b> speaker appears most focused on the subject itself and less on the audience or self.</p> <p><input type="checkbox"/> <b>Persuasive:</b> speaker appears most focused on audience</p>
<p><b>Briefly explain how the chosen form of writing employed adds to the argument's persuasiveness.</b></p>	<p><b>Diction: evidence in text that suggests how the author feels about a subject. Cite several examples.</b></p>	<p><b>Tone: 4-6 tone words/phrases to characterize how the author feels about the subject.</b></p>

## Argument Data Sheet

*\*\*Teachers: due to the format of the Argument Data Sheet and Measuring Stick files, they have been included as separate attachments.*

**Directions:** In your groups, complete an argument data sheet for your assigned article from homework. Once your group completes the data sheet, review/revise your data analysis and draft a conclusion based on the questions below.

1. According to the data analysis, what matters most about this topic?
2. How can you tell?
3. What style or persuasive techniques were most/least effective in this argument and why?
4. What is the impact of LBJ's decision to pursue this domestic policy? (Consider the people affected by the policy and the national mood(s) regarding the topic. Put yourself in that time period.)

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**3-2-1 Argument**

<b>3: Provide 3 reasons with explanations to support your claim.</b>		
<b>#1 support/explanation</b>	<b>#2 support/explanation</b>	<b>#3 support/explanation</b>
<b>2: Concede an opponent's counterclaim and then offer a rebuttal</b>		
<b>Counterclaim:</b>	<b>Rebuttal:</b>	
<b>1: Clearly state your claim</b>		

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## Target Practice (adapted from Jim Burke)

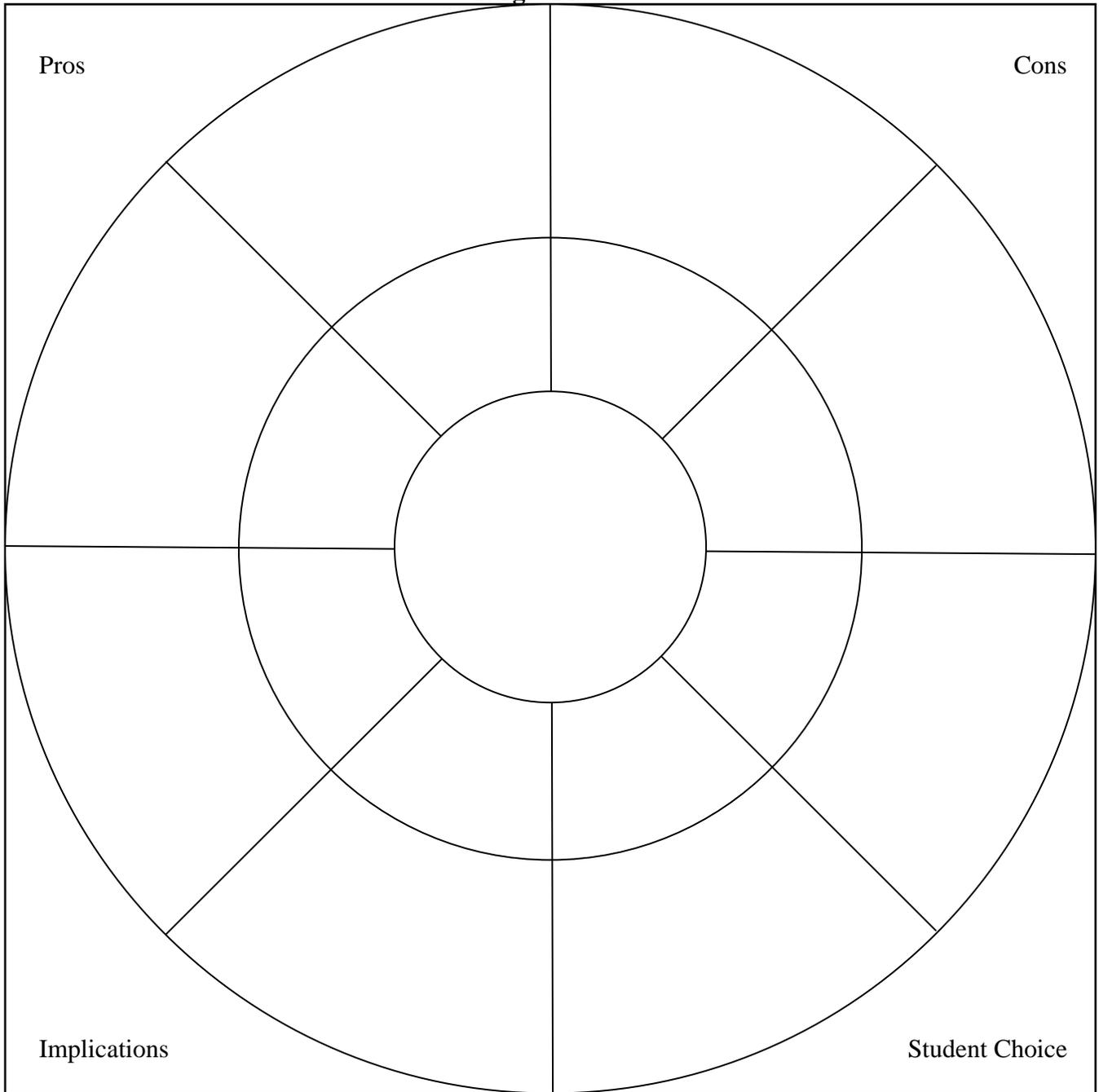
### Directions:

1. In groups of 2-3, use your character collection session 4 notes to complete the following.
2. Refer to Vocabulary of Importance and Questions to Determine Importance from class brainstorm.
3. **In the inner circle:** put the name of the most important topic that summarizes the sources in this session.
4. **In the middle circles:** Put the 8 most important quotes we should know about this topic. Quotes should show variety and cover all elements of your categories.
5. **In the outer circles:** In the corresponding area, explain why the quotes are the most important ones. **DO NOT** start every circle with the statement: “This quote is significant because . . .” or “This quote tells us that . . .” You will sound less repetitive and you will have more space.

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<p><b>Vocabulary of Importance:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Important</td> <td style="width: 33%;">7. Urgent</td> <td style="width: 33%;">13. Necessary</td> </tr> <tr> <td>2. Significant</td> <td>8. Imperative</td> <td>14. Prominent</td> </tr> <tr> <td>3. Critical</td> <td>9. Main</td> <td>15. Remarkable</td> </tr> <tr> <td>4. Essential</td> <td>10. Substantial</td> <td>16. Key</td> </tr> <tr> <td>5. Crucial</td> <td>11. Eminent</td> <td>17. Major</td> </tr> <tr> <td>6. Vital</td> <td>12. Invaluable</td> <td>18. primary</td> </tr> </table>	1. Important	7. Urgent	13. Necessary	2. Significant	8. Imperative	14. Prominent	3. Critical	9. Main	15. Remarkable	4. Essential	10. Substantial	16. Key	5. Crucial	11. Eminent	17. Major	6. Vital	12. Invaluable	18. primary	<p><b>Questions to Help Determine Importance</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
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**Target Practice**



**Reflect: What is the impact of this decision? Incorporate your target practice quotes and knowledge into a cohesive, organized assessment of Johnson’s policy.**

## Synthesis Sheet

**For the Literary Synthesis Sheet (based on Jim Burke activity):** Use this page to gather and organize the crucial information about the story or passage. The left column contains your notes or quotes. The right column identifies one aspect or character that seems vital to the story. You might determine what is most crucial by asking, “Which of all these examples in this category makes the biggest difference in the story?” Briefly explain its importance. Attach more paper if needed.

**For the Historical Synthesis:** \*Based on questioning techniques from *Reading Like a Historian: Teaching Techniques in Middle and High School History Classrooms*. Record evidence of the historical features in the text and draw conclusions. Attach more paper if needed.

## Historical Synthesis Sheet

<p><b>AUTHOR:</b></p> <ol style="list-style-type: none"> <li>1. What do we know about the author of the document?</li> <li>2. How does this information influence whether or not we believe the author?</li> <li>3. Provide one reason why you might trust the author. What is one reason you might distrust him/her?</li> </ol>	<p><b>SOURCE:</b></p> <ol style="list-style-type: none"> <li>4. How does the genre affect our interpretation of the document?</li> <li>5. When and where was the source written or produced?</li> </ol>
<p><b>CONTEXT:</b></p> <ol style="list-style-type: none"> <li>6. How does the date of the publication relate to or reflect events of the time period (context)? What else was happening at the time this was written?</li> <li>7. Why was it produced?</li> <li>8. What was different back then? What was the same?</li> <li>9. What would it look like through the eyes of someone who lived back then?</li> </ol>	<p><b>FACTS:</b></p> <ol style="list-style-type: none"> <li>10. What are the facts of the passage?</li> <li>11. What do the facts mean or suggest?</li> <li>12. Does this source have different facts from a source on a similar topic?</li> </ol>
<p><b>POINT OF VIEW:</b></p> <ol style="list-style-type: none"> <li>13. How are people (be specific) portrayed in the accounts? Address multiple groups if needed.</li> <li>14. What are the differences in point of view in the different sources you have read that relate to the same event/topic?</li> </ol>	<p><b>QUESTIONS/CONCLUSIONS:</b></p> <ol style="list-style-type: none"> <li>15. What new questions do you have?</li> <li>16. What patterns do you notice in your information? What do these patterns suggest?</li> <li>17. What other conclusions can you draw from this information?</li> </ol>

## LITERARY SYNTHESIS

<b>STORY TITLE (AND POSSIBLE MEANINGS)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>CHARACTERS (NAME, DESCRIPTION, MOTIVES/BELIEFS, TYPES OF CONFLICTS EXPERIENCED)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>SETTING (WHERE, WHEN, MOOD/ATMOSPHERE)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>THEMES (ALL UNIVERSAL IDEAS AND LESSONS LEARNED)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>PLOT (RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION OF MAJOR CONFLICT)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>STYLE (IMAGERY, KEY LITERARY DEVICES, SYNTAX, IRONY, SARCASM)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>DICTION (SPECIFIC WORD CHOICE, DIALECT, JARGON, ETC)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>POINT OF VIEW (TENSE, RELIABILITY, FOCUS, NARRATOR, IN TIME)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>DESIGN (CHRONOLOGICAL/LINEAR, EPISODIC, CIRCULAR, FRAME STORY, USE OF SPECIAL FORM—DIARY, LETTER)</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>
<b>PREVAILING TONE/ATTITUDE</b>	<b>MOST IMPORTANT ASPECT (EXPLAIN)</b>

## Comic Strip

### ELA Directions:

1. In groups of 2-3 review, share and provide feedback on your synthesis sheets for your assigned passage.
2. Decide which evidence provides that best clue to the mood and tone of either the individual or the nation. Sometimes, an individual's mood or tone may be different from another person's or group's attitude.
3. Prepare a 6-panel comic strip that shows how key author's craft techniques develop the mood and tone of the passage. In the boxes, draw what you happens and what you "see." Be as specific as possible. Remember, these are notes, not works of art. Try to capture the action and important details of the moment.
4. Provide a caption for each drawing and then explain what is happening and why it is important.

<p><b>Level 4:93-100</b>  <b>Does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>• Accurately interprets evidence, statements, quotes, questions, etc. as they relate to or develop mood or tone</li> <li>• Identifies relevant pieces of text to support interpretations</li> <li>• Thoughtfully analyzes and evaluates the major developments and/or changes in mood and tone</li> <li>• Draws warranted, accurate conclusions</li> <li>• Justifies key results, explains assumptions and reasons</li> </ul>	<p><b>Level 2: 77-84</b>  <b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>• Misinterprets evidence, statements, quotes, questions, etc. as they relate to mood or tone</li> <li>• Fails to identify strong relevant pieces of text to support interpretations</li> <li>• Ignores or superficially evaluates development and/or changes in mood or tone</li> <li>• Draws unwarranted or false conclusions</li> <li>• Justifies few results, seldom explains reasons</li> <li>• Regardless of evidence or reasons, maintains or defends views based on self-interest or preconceptions</li> </ul>
<p><b>Level 3:85-92</b>  <b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>• Accurately interprets evidence, statements, quotes, questions, etc. as they relate to or develop mood or tone</li> <li>• Identifies relevant pieces of text to support arguments</li> <li>• Analyzes and evaluates major developments and/or changes in mood or tone</li> <li>• Draws warranted, accurate conclusions</li> <li>• Justifies some results, explains reasons</li> </ul>	<p><b>Level 1: 65-74</b>  <b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>• Offers biased interpretations of evidence, statements, quotes, questions, etc.</li> <li>• Fails to identify relevant pieces of text to support interpretations</li> <li>• Ignores or superficially evaluates development an/or changes in mood or tone</li> <li>• Draws unwarranted, false, irrelevant conclusions</li> <li>• Does not justify results nor explain reasons</li> <li>• Regardless of evidence or reasons, maintains or defends views based on self-interest or preconceptions</li> </ul>



## **Propaganda Pyramid**

### **Directions:**

1. Source:
2. What points of view are expressed in the cartoons and videos? How can you tell?
3. Are these assessments/criticisms fair? Why/why not?
4. What information has been omitted that might make each piece even-sided?
5. How have you been manipulated by each piece?

# Propaganda Pyramid

Levels

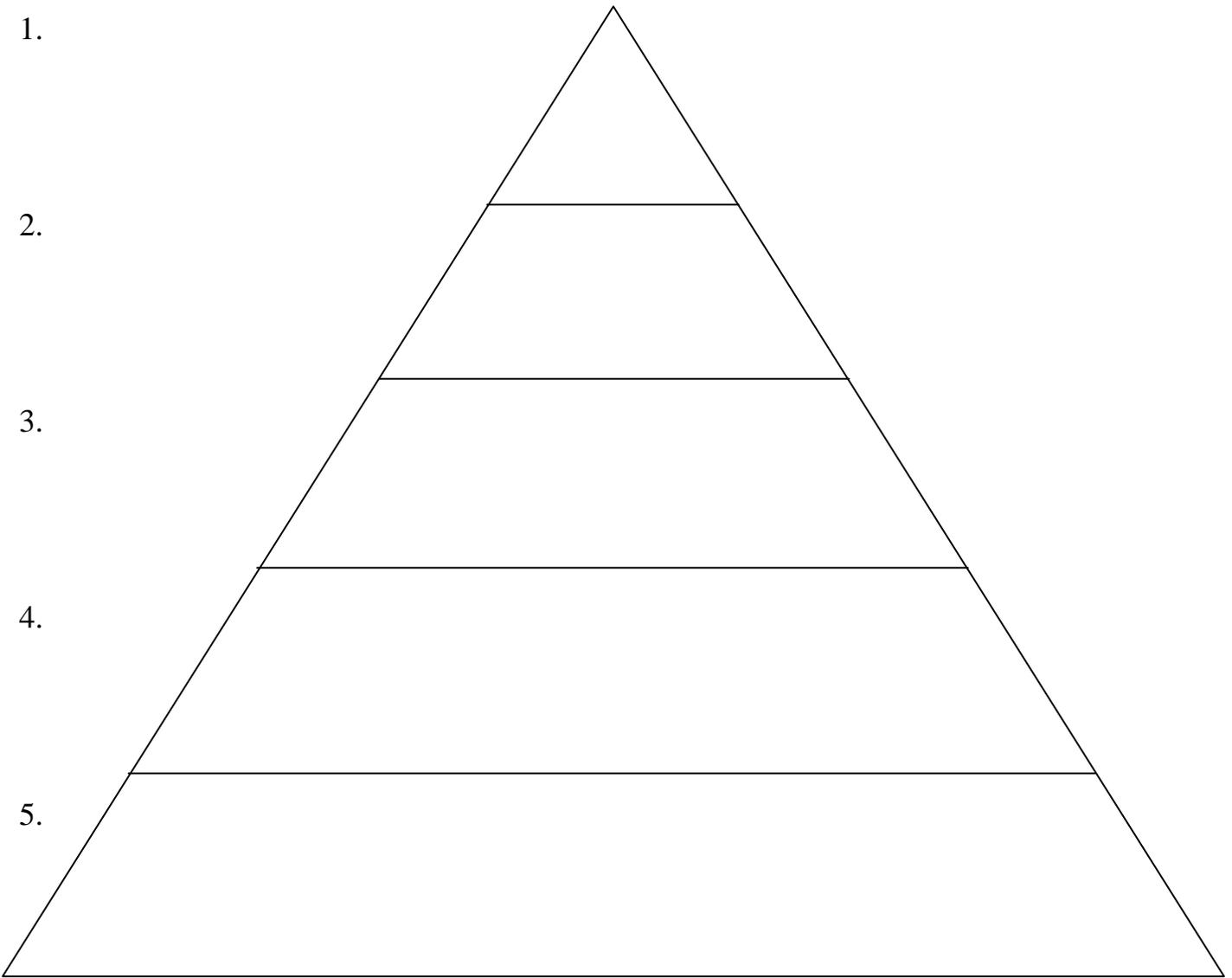
1.

2.

3.

4.

5.



**Evaluation/Conclusion: What is the impact of this source on the public?**

## Works Cited Rubric

Name: \_\_\_\_\_ Date Due: \_\_\_\_\_ Date Received: \_\_\_\_\_

This Works Cited Sheet is in MLA/APA/\_\_\_\_\_ format (circle the one you are using.)

Directions: Attach this sheet to the front of your typed citation page.

Category	3 points	2 points	1 point	0 points
<b>Source Variety</b> <input type="checkbox"/> You use at least 3 reliable authentic resources.	Correct on the first try.	*Correct on the second try.	*Correct on the third try.	Incorrect after three tries. Review conference required.
<b>Page Format</b> <input type="checkbox"/> Works Cited title is centered <input type="checkbox"/> All entries are alphabetized. <input type="checkbox"/> Header with last name and correct pagination is aligned right.	Correct on the first try.	*Correct on the second try.	*Correct on the third try.	Incorrect after three tries. Review conference required.
<b>Publication Information</b> <input type="checkbox"/> All required publication information is given for all entries.	Correct on the first try.	*Correct on the second try.	*Correct on the third try.	Incorrect after three tries. Review conference required.
<b>Spacing</b> <input type="checkbox"/> Submission is typed. <input type="checkbox"/> All entries are double spaced. <input type="checkbox"/> Double space between every entry. <input type="checkbox"/> Every entry uses hanging indent.	Correct on the first try.	*Correct on the second try.	*Correct on the third try.	Incorrect after three tries. Review conference required.
<b>Punctuation/Spelling</b> <input type="checkbox"/> All entries have the correct spelling. <input type="checkbox"/> All entries use the required punctuation for each publication part.	Correct on the first try.	*Correct on the second try.	*Correct on the third try.	Incorrect after three tries. Review conference required.

**Performance Task:**  
**How Should We Judge People From the Past? How Should LBJ Be Remembered?**

<b>Side A:</b> LBJ was an effective president.	<b>Side B:</b> LBJ was not an effective president.
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- I. Partners prepare
  - a. Find evidence to support your side of the argument. Craft position.
- II. Position Presentation
  - a. Side A presents their position using supporting evidence from the texts.
  - b. Side B restates to Side A's satisfaction.
  - c. Side B presents their position using supporting evidence from the texts.
  - d. Side A restates to Side B's satisfaction.
- III. Consensus Building
  - a. Abandon roles.
  - b. Build consensus regarding the question (or at least clarify where your differences lie), using supporting evidence.
  - c. Consider the questions: **HOW SHOULD WE JUDGE PEOPLE FROM THE PAST? HOW SHOULD LBJ BE REMEMBERED?**
  - d. Choices:
    - i. Effective/why
    - ii. Ineffective/why
    - iii. Mixed results with qualifying evidence—show to what extent he was effective/ineffective/why

\*based on chapter 3, "Lincoln in Context," Reading Like a Historian, Wineburg, Martin, and Monte-Sano

**Performance Task:**  
**How Should We Judge People From the Past? How Should LBJ Be Remembered?**

Position: YES, LBJ was effective	Position: NO, LBJ was not effective
Evidence 1/Source:	Evidence 1/Source:
Evidence 2/ Source:	Evidence 2/Source:
Evidence 3/Source:	Evidence 3/Source:
Evidence 4/Source:	Evidence 4/Source:
New Source 5	New Source 5
New Source 6	New Source 6

**Performance Task:**

**How Should We Judge People From the Past? How Should LBJ Be Remembered?**

1. In your groups, complete the Side A and Side sheets. Follow the directions for discussion of evidence.
2. Identify a defensible position and begin brainstorming support for it. Remember to consult your support documents (Verbs of Attribution, Argument Checklist, etc as needed).
3. Consult at least 5 sources from your ELA and Social Studies unit. Also research, evaluate and incorporate 3 other relevant sources from outside the unit (new sources). You may have to evaluate several sources before finding ones that will support your claim.
4. Decide on the medium for your presentation. Keep in mind that position papers will still be presented to the class. All projects will include time for questions.
5. Work on your project, using your evidence and argument checklist to keep it organized. All members of the group should have substantial roles in the creation and presentation of the project. Revise and edit as needed. Allow time for at least one outside editing experience.
6. Compile a Works Cited for your sources. Check the rubric before submitting.
7. Each group member should also submit a reflection on what (s)he has learned throughout this experience. For example, did your opinion of LBJ change as the unit progressed? How? What factors do you think generated this change? How did you address differences in opinion from the time period and/or your group? What parts were easy? Hard? What was the most beneficial part of the unit?

**Performance Task:  
How Should We Judge People From the Past? How Should LBJ Be Remembered?**

**Performance Criteria: Mechanics**

<p><b>Proficient:</b></p> <p><b>4 points per box:</b>  <b>The project is easy to follow/read and uses an appropriate format.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is carefully proofread to correct spelling.</li> <li><input type="checkbox"/> It is carefully proofread to correct capitalization.</li> <li><input type="checkbox"/> It is carefully proofread to correct punctuation.</li> <li><input type="checkbox"/> It is carefully proofread to correct usage.</li> <li><input type="checkbox"/> It is carefully proofread to include complete sentences.</li> <li><input type="checkbox"/> It is carefully proofread to include transitions from paragraphs and ideas correctly/effectively.</li> </ul>	<p><b>Needs Work:</b></p> <p>2 points per box:  The project may lack the appropriate format and is proofread but displays more numerous errors or majors errors.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is proofread but displays numerous or major errors in spelling.</li> <li><input type="checkbox"/> It is proofread but displays numerous or major errors in capitalization.</li> <li><input type="checkbox"/> It is proofread but displays numerous or major errors in punctuation.</li> <li><input type="checkbox"/> It is proofread but displays numerous or major errors in usage.</li> <li><input type="checkbox"/> It is proofread but includes numerous run-ons and/or fragments.</li> <li><input type="checkbox"/> Paragraphing and transitions may not be used correctly, but is attempted.</li> </ul>
<p><b>3 points per box:</b>  <b>The project is easy to follow/read and uses an appropriate format but has minor lapses.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is generally well proofread to correct spelling.</li> <li><input type="checkbox"/> It is generally well proofread to correct capitalization.</li> <li><input type="checkbox"/> It is generally proofread to correct punctuation.</li> <li><input type="checkbox"/> It is generally proofread to correct usage.</li> <li><input type="checkbox"/> It is generally proofread to include complete sentences.</li> <li><input type="checkbox"/> It is generally proofread to include transitions from paragraphs and ideas correctly/effectively.</li> </ul>	<p><b>1 point per box:</b>  <b>The project is poorly presented, indicating the author is unaware of the written communication requirements.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It displays significant errors in spelling.</li> <li><input type="checkbox"/> It displays significant errors in capitalization.</li> <li><input type="checkbox"/> It displays significant errors in punctuation.</li> <li><input type="checkbox"/> It displays significant flaws in usage.</li> <li><input type="checkbox"/> It is proofread but includes numerous run-ons and/or fragments.</li> <li><input type="checkbox"/> Paragraphing and transitions are not be used.</li> </ul>
<p><b>Grade: ____ / 24</b></p>	<p><b>A 0 will be given for no attempt.</b></p>

**Performance Task:  
How Should We Judge People From the Past? How Should LBJ Be Remembered?**

**Performance Criteria: Content**

<p><b>Proficient:</b></p> <p><b>4 points per box:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The project is written/presented in a style appropriate to the genre selected.</li> <li><input type="checkbox"/> It is well-organized, clearly written and meets the needs of the author and reader/observer.</li> <li><input type="checkbox"/> It contains sufficient details, examples, descriptions, and insights from the unit that engage the reader/observer.</li> <li><input type="checkbox"/> It contains sufficient details, examples, descriptions, and insights from the new sources that engage the reader/observer.</li> <li><input type="checkbox"/> It sufficiently addresses/concedes opposing viewpoints and provides rebuttals.</li> <li><input type="checkbox"/> The author brings closure through the resolution of a problem, specific insights or summary of a topic.</li> </ul>	<p><b>Needs Work:</b></p> <p><b>2 points per box:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The project does not address the prompt in an appropriate manner.</li> <li><input type="checkbox"/> The project demonstrates incomplete, inadequate or random organization and confuses the audience.</li> <li><input type="checkbox"/> Very little unit sources are given as proof, details, facts, examples, or descriptions.</li> <li><input type="checkbox"/> Very little new sources are given as proof, details, facts, examples, or descriptions.</li> <li><input type="checkbox"/> Very little concessions/rebuttals are given.</li> <li><input type="checkbox"/> Closure is general and ineffective.</li> </ul>
<p><b>3 points per box:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The project is written/ presented in an appropriate style and format.</li> <li><input type="checkbox"/> It may appear to be well-organized and clearly written but may demonstrate minor lapses in the communication to the reader/observer.</li> <li><input type="checkbox"/> It is missing a few sufficient unit source details or examples or offer incomplete descriptions or fewer insights into the topics.</li> <li><input type="checkbox"/> It is missing a few sufficient new source details or examples or incomplete descriptions and fewer insights into the topics.</li> <li><input type="checkbox"/> It is addresses/concedes opposing viewpoints and provides rebuttals does so inconsistently or insufficiently.</li> <li><input type="checkbox"/> The author may not sufficiently close the piece and may leave the reader/observer “hanging” or may offer an inappropriate closing or ending.</li> </ul>	<p><b>1 point per box:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The project barely attempts the task.</li> <li><input type="checkbox"/> The project is conveyed in general terms but there is a definite lack of understanding of the performance task.</li> <li><input type="checkbox"/> Unit sources are presented as general ideas and ineffective support.</li> <li><input type="checkbox"/> New sources are presented as general ideas and are ineffective support.</li> <li><input type="checkbox"/> Concessions/rebuttals are general and ineffective.</li> <li><input type="checkbox"/> Closure is missing, general or ineffectively linked to a supporting section of the project.</li> </ul>
<p><b>Grade: ___ / 24</b></p>	<p><b>A 0 will be given for no attempt.</b></p>