

Concept Ladder for Reading assignment

<p>Question #1 → How was President Johnson inspired by President Roosevelt in developing his Great Society agenda?</p>		
<p>Question #2 → What were the goals of LBJ's domestic policy as president? What were areas that LBJ focused as part of his Great Society? Provide an example of legislation for each goal.</p>		
<p>Question #3 → Evaluate the impact of the Great Society. In your opinion, was the Great Society a success or failure? Why or why not?</p>		

Measuring Stick: A Ruler For Our Ruler

-- ---- -- 1	Before, my impression of LBJ was...
-- ---- -- 2	In this session, I learned the following...
-- ---- -- 3	I think the impact/implications of this session are...
-- ---- -- 4	I would give LBJ a letter grade of ___ on this session because...
-- ---- -- 5	After this session, my impression of LBJ has <input type="checkbox"/> Change slightly <input type="checkbox"/> Changed a lot <input type="checkbox"/> Remained the same Because...

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CLAIM-EVIDENCE-INTERPRETATION (C-E-I) CHART

Claim (what you're trying to prove, your thesis, your argument)

Evidence (facts, data, and details that support your claim)

Interpretation (your "so what," your conclusion about the evidence)

WHAT I SEE/WHAT IT MEANS HANDOUT

What I SEE (facts, people, events)	What it MEANS (questions, connections, elaborations, thoughts)
Summary/Lingering Questions:	

WHAT WAS THAT CHARACTER THINKING?

Obviously, the decision President Johnson made to enter the war in Vietnam was not an easy one, but his principles guided his decision making. Illustrate how President Johnson was weighing his decision based on class discussions and primary source readings. You must have a minimum of 7 illustrations in your visual. (Worth 25 points: neatness, clarity, thought, organized, applicable to history, etc.)



Directions: Explain your illustration above. If needed, use the back of the paper. This is worth 25 points.

WHAT WAS THAT CHARACTER THINKING? Rubric:

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

VIETNAM RAFT ASSIGNMENT

Directions: You are to select one item from each column. You are to write a response (using the format selected) about a topic to an audience while in character. You are to incorporate historical evidence and outside knowledge to make your response as historically accurate as possible. CIRCLE which item you select from each category. The rubric can be found on the back. The minimum is at least two handwritten pages. (neatly!!!) You are to complete this by the end of the block.

ROLE	AUDIENCE	FORMAT	TOPIC
President Lyndon B. Johnson	US Congress	Letter to the editor	Guerilla Warfare
Parents	President Richard Nixon	Letter	Prison of War Conditions
Loved One (wife/husband)	Vietnam	Speech	Fighting in Battle
General Westmoreland	America	Debate	Need for supplies
American Prisoner of War	Editor of <i>The New York Times</i> or <i>The Washington Post</i>	Newspaper article	Sinking of American moral
Soldier	American businesses	Persuasive Essay	Why the US entered war
Army Nurse	Vietnamese village	Journal/Diary Entry	Hardships of War
Student opposed to the war	Loved one (wife/husband)	Report to the President (USA)	Living conditions
News correspondent	Current day US History Students	Interview	Causes and Effects
	Viet Cong	Last Will and Testament	Emotions
	Anti-War Protestors	Report	Pros and Cons of going to War
		Feature News Article	

R.A.F.T. Assignment Assessment and Feedback Rubric

Assignment Traits



Accuracy

5 4 3 2 1

How correct is your information? Is it fully supported by the text and/or history?

Comments:

Perspective

5 4 3 2 1

Do you stay in role? How effective are you at performing your role and convincing audience?

Comments:

Focus

5 4 3 2 1

Do you stay to assigned format? Do you fully satisfy the chosen topic with numerous details and examples?

Comments:

Mechanics

5 4 3 2 1

Does your writing contain a minimal of mechanical errors? Does your writing contain no errors as identified in your grammar goals?

Comments:

Benchmark

5 4 3 2 1

How is the overall quality of your work compared with both past work and ever increasing expectations of better work?

Comments:

GRADE: (based on levels attained for each criteria)

Scoring key

15 = 85

25-24 = 100

14 = 84

23-21 = 95

13-12 = 80

20 = 93

11 = 77

19 = 92

10 = 75

18-16 = 88

9 = 70

Assessment guide

8-9 = Exceptional

6-7 = Effective

3-4-5 = Developing

2-3 = Emerging

0-1 = Not Yet

ANTI-VIETNAM WAR SONGS' LYRICS

"War" by Edwinn Starr (1969)

War, huh, yeah
What is it good for
Absolutely nothing
Uh-huh
War, huh, yeah
What is it good for
Absolutely nothing
Say it again, y'all
War, huh, good God
What is it good for
Absolutely nothing
Listen to me
Ohhh, war, I despise
Because it means destruction
Of innocent lives
War means tears
To thousands of mothers eyes
When their sons go to fight
And lose their lives
I said, war, huh
Good God, y'all
What is it good for
Absolutely nothing
Say it again
War, whoa, Lord
What is it good for
Absolutely nothing
Listen to me
War, it ain't nothing
But a heartbreaker
War, friend only to the undertaker
Ooooh, war
It's an enemy to all mankind
The point of war blows my mind
War has caused unrest
Within the younger generation
Induction then destruction
Who wants to die
Aaaaah, war-huh
Good God y'all
What is it good for
Absolutely nothing
Say it, say it, say it
War, huh
What is it good for
Absolutely nothing
Listen to me
War, huh, yeah
What is it good for
Absolutely nothing
Uh-huh
War, huh, yeah

"Universal Soldier" by Donovan (1965)

He's five foot-two, and he's six feet-four,
He fights with missiles and with spears.
He's all of thirty-one, and he's only seventeen,
He's been a soldier for a thousand years.
He's a Catholic, a Hindu, an Atheist, a Jain,
A Buddhist and a Baptist and a Jew.
And he knows he shouldn't kill,
And he knows he always will,
Kill you for me my friend and me for you.
And he's fighting for Canada,
He's fighting for France,
He's fighting for the USA,
And he's fighting for the Russians,
And he's fighting for Japan,
And he thinks we'll put an end to war this way.
And he's fighting for Democracy,
He's fighting for the Reds,
He says it's for the peace of all.
He's the one who must decide,
Who's to live and who's to die,

What is it good for
Absolutely nothing
Say it again y'all
War, huh, good God
What is it good for
Absolutely nothing
Listen to me
War, it ain't nothing but a heartbreaker
War, it's got one friend
That's the undertaker
Ooooh, war, has shattered
Many a young mans dreams
Made him disabled, bitter and mean
Life is much to short and precious
To spend fighting wars these days
War can't give life
It can only take it away
Ooooh, war, huh
Good God y'all
What is it good for
Absolutely nothing
Say it again
War, whoa, Lord
What is it good for
Absolutely nothing
Listen to me
War, it ain't nothing but a heartbreaker
War, friend only to the undertaker
Peace, love and understanding
Tell me, is there no place for them today
They say we must fight to keep our freedom
But Lord knows there's got to be a better way
Ooooooh, war, huh
Good God y'all
What is it good for
You tell me
Say it, say it, say it, say it
War, huh
Good God y'all
What is it good for
Stand up and shout it
Nothing

And he never sees the writing on the wall.

But without him,

How would Hitler have condemned him at Labau?

Without him Caesar would have stood alone,

He's the one who gives his body

As a weapon of the war,

And without him all this killing can't go on.

He's the Universal Soldier and he really is to

blame,

His orders come from far away no more,

They come from here and there and you and me,

And brothers can't you see,

This is not the way we put an end to war.

LYRICS ANALYSIS WORKSHEET

Step One: Observation

- A. Listen to the song. Form an overall impression of the song. Jot down or describe your overall feeling (e.g., sadness or joy). Next, examine individual lyrics.
- B. Use the chart below to list musicians, style, and lyrics in the song.

Musicians	Style	Lyrics

Step 2: Inference

Based on your analysis above, list 3 things you might infer from the song.

1. _____
2. _____
3. _____

Step 3: Questions

What questions do these lyrics raise in your mind?	List 2 things the song tells you about life in the US at the time it was written.
Where could you find the answers?	Write a question to the composer that is left unanswered by this song.
Why do you think this song was written?	How might this song be useful to historians?
What evidence in the song helps you know why it was written? <i>Quote from the lyrics.</i>	Additional Notes/Comments:

(Adapted from Stevens & Fogel's article in *Social Education* "Using Music to Teach..." (2007) p. 19)

COMIC STRIP

Social Studies 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 a political cartoon artist's craft techniques develop the mood and tone of the nation. 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.

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Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Historical Data Sheet

<p>Author:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do we know about the author of the document? <input type="checkbox"/> How does this information influence whether or not we believe the author? <input type="checkbox"/> Provide one reason why you might trust the author. What is one reason you might distrust him/her? 	<p>Source:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the genre affect our interpretation of the document? <input type="checkbox"/> When and where was the source written or produced?
<p>Context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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? <input type="checkbox"/> Why was it produced? <input type="checkbox"/> What was different back then? What was the same? <input type="checkbox"/> What would it look like through the eyes of someone who lived back then? 	<p>Facts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the facts of the passage? <input type="checkbox"/> What do the facts mean or suggest? <input type="checkbox"/> Does this source have different facts from a source on a similar topic?
<p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are people (be specific) portrayed in the accounts? Address multiple groups if needed. <input type="checkbox"/> What are the differences in point of view in the different sources you have read that relate to the same event/topic? 	<p>Questions/Conclusions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What new questions do you have? <input type="checkbox"/> What patterns do you notice in your information? What do these patterns suggest? <input type="checkbox"/> What other conclusions can you draw from this information?

*Based on questioning techniques from *Reading Like a Historian: Teaching Techniques in Middle and High School History Classrooms*

Target Practice (adapted from Jim Burke)

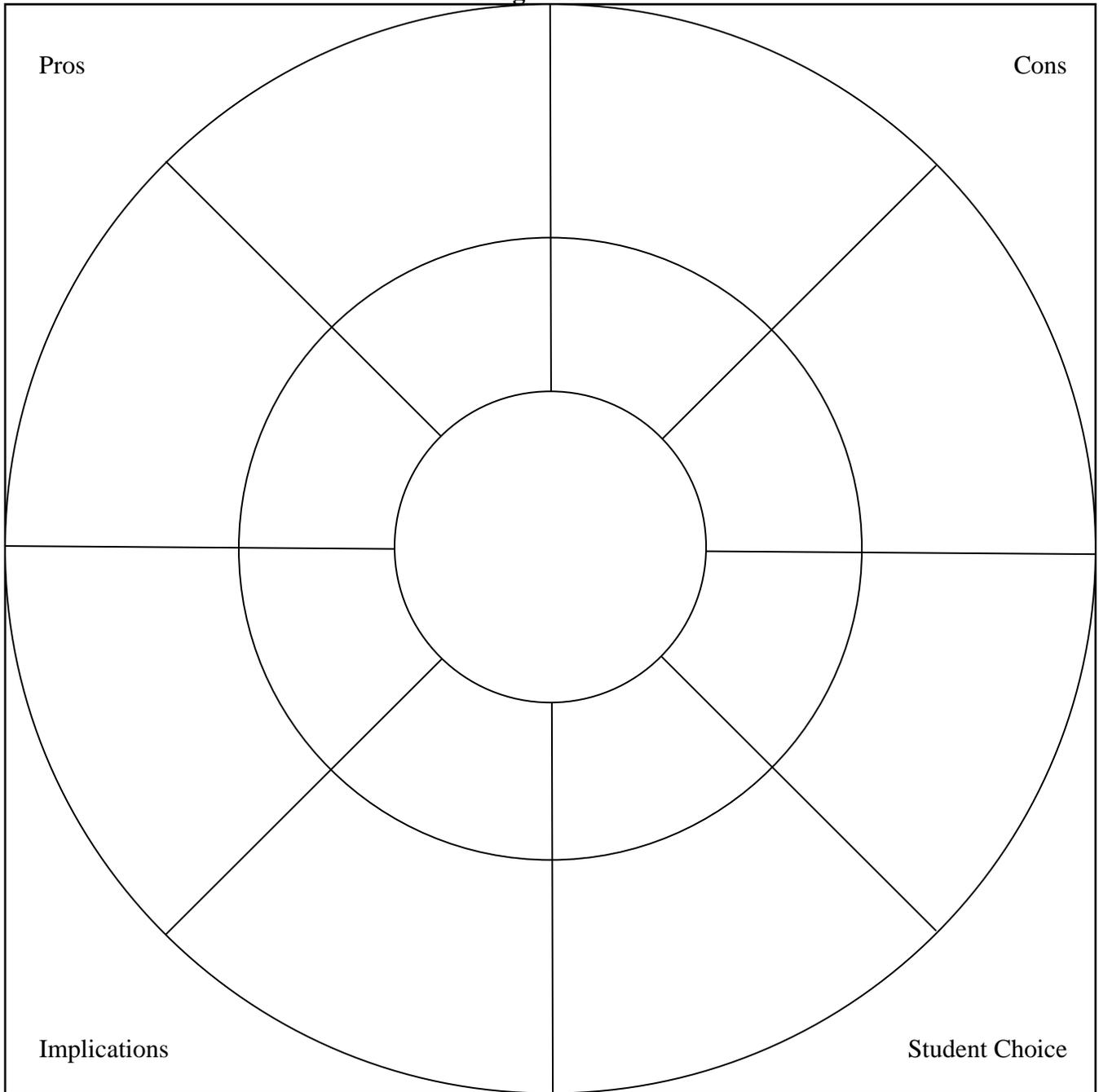
Directions:

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.

Rubric:

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<p>Vocabulary of Importance:</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>Questions to Help Determine Importance</p> <ol style="list-style-type: none"> 1. 2. 3.
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Target Practice

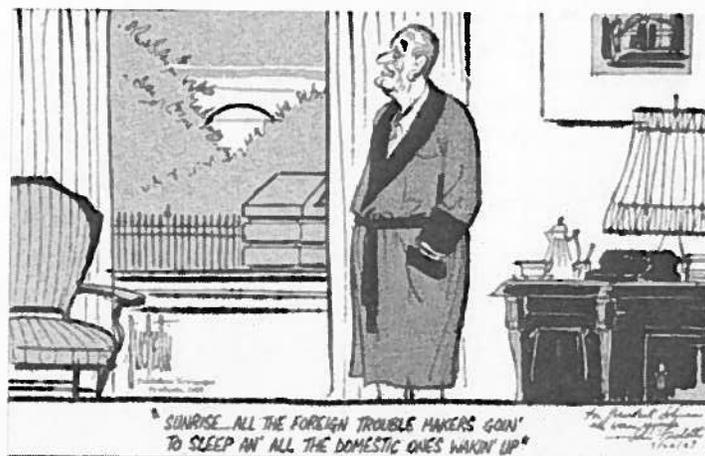


Reflect: What is the impact of this decision? Incorporate your target practice quotes and knowledge into a cohesive, organized assessment of Johnson’s policy.

WHAT IT SAYS/WHAT LIGHT DOES IT SHED?

	What does the document say?	What light does it shed on why President Johnson's domestic and foreign policies were conflicting?
SOURCE #1→ LBJ Declares War on Poverty (1964)		
SOURCE #2→ LBJ Supports Civil Rights (1965)		
SOURCE #3→ America is Fighting for a Just Cause in Vietnam (1965)		

(Adapted from *Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms* ©2013 p. 140)



PURPOSE:
What is the purpose of knowing why the policies of LBJ changed the US? Why is it important to investigate the major causes of conflict that LBJ faced?

POINT OF VIEW:
From what perspective are you making your assumptions? Would people from a different region/background/etc come to the same POV as you or form a different why? Evidence.

EVIDENCE/DATA:
Investigate the major causes and conflicts facing LBJ between the Great Society and Vietnam War? How did the demands of both add the tension to LBJ? What events were significant to the growth of tension for LBJ?

How did the struggle to maintain both the goals of the Great Society and the Vietnam war CHANGE President LBJ and the US?

ASSUMPTIONS:
What assumptions did the different sides make about the demands facing both the Great Society & Vietnam War? How did these assumptions affect the outcome? What assumptions have you made in thinking about the central question, both before & after studying the issues?

What lingering questions do you still have?

CONSEQUENCES:
How did the results of the conflicts have for subsequent tension on the other? Does your study of the causes fully answer the question? What are the implications for further study?

CONCEPTS/IDEAS:
Compare the struggle LBJ faced with domestic & foreign policy of that to today's administration? How are they the same? How are they different?

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

Side A: LBJ was an effective president.	Side B: LBJ was not an effective president.
---	---

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

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

Performance Criteria: Content

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

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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.)

Rubric:

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