

Protest Choice Board: Option 4 Let's Get Constitutional

Think about our right to protest as Americans. Where did this right come from and has its meaning changed over the years? Has it ever been infringed? If so, what happened and did the Supreme Court become involved? Think outside of the box for this one. Even consider Masterpiece Bakery, do you think this is a protest? Then, highlight a historical or modern protest movement's action (chose 1 only please) and show how this was an example of someone correctly demonstrating their First Amendment rights or it was not an example of someone following their First Amendment rights.

	Proficient <i>20 Points</i>	Emerging <i>13 Points</i>	Beginning <i>6 Points</i>
Knowledge of Topic	During presentation, student clearly names Who, Where, When, and Why of their topic and by doing so demonstrates mastery.	During piece, student clearly mentions 3 out of the 4 W's or mentions all 5, but not in a manner that demonstrates mastery of the topic.	During piece student only mentions 2 or less of the 4 W's.
Strength of Argument	Student uses persuasive writing, a clear thesis, and sources to back up arguments throughout paper. Sources are used to improve validity of arguments versus sprinkled in unnecessarily.	Student's argument is clear, but the sources could have been used better or they do not relate to/support the argument.	Student's argument is unclear and sources are used haphazardly.
Sourcing	Student uses at least 3 primary sources with one for their event and one for the Constitution. Student also includes 1-2 secondary sources.	Student uses at least 2 primary sources and one is for the event and the other is referencing the Constitution. OR student uses 3 primary sources as specified in "Proficient" category but no secondary sources.	Student uses 1 or fewer sources. 0 points for no sources.