



Lesson Title: Bob Begin Arrest Story
 Author: Patrick Basista
 Email: p.e.basista@vikes.csuohio.edu
 Date Created: August 24, 2018
 Blog: www.socialstudies.clevelandhistory.org

Rubric for Bob Begin Arrest Story Lesson (All Activities)

Each item is weighed with 1 point per criteria unless otherwise noted.

Always or Yes = 1 point; Sometimes = 0.5 point; No or Never = 0 points

Inquiry Sheet:

Warm-up Questions: /2

Student lists source for Question 1: Yes _____ No _____

Student uses full sentences and coherent thoughts in answers: Never Sometimes Always

Graphic Organizer: /1

Student fills out entire graphic organizer using complete sentences and coherent thoughts:

Never Sometimes Always

Extend Questions: /4

Student responses demonstrate reflection of learned material by referencing sources used during assignment: Never Sometimes Always

Student uses full sentences and coherent thoughts in answers: Never Sometimes Always

Class Period #1 In-Class Questions on *The Plain Dealer*: 7 total points

Students reference *The Plain Dealer* in questions #1-3 to demonstrate their understanding.

/3

0 times 1 time 2 times 3 times

Students use full sentences and coherent thoughts in answers: Never Sometimes Always

For question #4: **/3**

0	2	3
Students' attempt is lackadaisical and does not demonstrate effort nor coherent thoughts.	Students demonstrate a good attempt at answering the question and use <i>The Plain Dealer</i> to shape their answers, but it does not provide convincing evidence or a strong conclusion.	Students masterfully weave <i>The Plain Dealer</i> and their own opinions to create a strong thesis with supporting evidence.

Class Period #2

KWL Chart: 5 total points

Student includes at least 2-4 responses in each column,

Never Sometimes Always

Student uses full sentences and coherent thoughts in “Know” section:

Never Sometimes Always

Student uses full sentences and coherent thoughts in “Want to Know” section:

Never Sometimes Always

Student uses full sentences and coherent thoughts in “What I Learned” section:

Never Sometimes Always

Student answers “Want to Know” responses in “What I Learned.”

Yes _____ No _____

Contextualization Questions for President Nixon Video: 8 total points

Questions #1-2 are completion based questions. /2

Question #3: Students mention all three entities – the American public, Nixon’s Cabinet, and his conscious with regards to the Vietnam War. /3

Students should use the following rubric for question #4: How did these tensions affect [Nixon’s] handling of the Vietnam War?

0	2	3
Student’s attempt is lackadaisical and does not demonstrate effort nor coherent thoughts.	Students demonstrate a good attempt at answering the question and use the video to shape their answers, but it does not provide convincing evidence or a strong conclusion.	Students masterfully weave video and their own opinions to create a strong thesis with supporting evidence.

Final Thesis Question: /9-12

Students should review their KWL chart, graphic organizer from homework two days before, and all classroom discussion materials to answer:

In what ways does Fr. Begin’s protest connect to the political climate, the state of the Vietnam War, and protest movements in 1969?

Students should construct a 1 page mini-essay answering the above question. They should also include at least 3 different events that demonstrate mastery of the different political events from 1968-1969.

The following rubric corresponds to the final question.

Note: The “3+” column means that for each additional event and tying it to the thesis is 1 point for each event. And any essays under a half page in length will receive a zero.

Criteria	2	3	3+
Mastery of political events	Student includes less than 3 different events and does therefore does not demonstrate mastery of the different political events from 1968-1969.	Student includes at least 3 different events that demonstrate mastery of the different political events from 1968-1969.	Student includes more than 3 different events that demonstrate mastery of the different political events from 1968-1969.
Grammar	There are a few grammatical errors.	There are no grammatical errors.	
Thesis construction	Student creates and supports a thesis using 2 or fewer events.	Student creates and supports a thesis using 3 events.	Student creates and supports a thesis using more than 3 events.
Length <u>Zero points for less than half of a page.</u>	Student uses a half page.	Student uses full page.	