

Final Performance Task Rubric

10-Page US History Research Papers

	Lack of Proficiency in Skills (1)	Approaching Proficiency (2)	Proficient in Skills (3)	Exemplary Demonstration of Skills (4)
Historical Content	Shows only a vague understanding of content. Contains major inaccuracies.	Content is accurate but may be superficial. May struggle to interpret evidence accurately or put information into correct context.	Shows an accurate and in-depth understanding of content and how it fits in a larger context. May include minor inaccuracies.	Shows an accurate understanding of content and existing scholarship on the topic.
Thesis Statement	Thesis is not clearly established.	Thesis follows one of the suggested formats, but may lack clarity, may not be knowledgeable or have an established significance, and/or a clear differentiation from alternate or opposing claims.	Thesis is clear, knowledgeable, and distinguished from alternate or opposing claims, yet may not have a strongly established significance.	Thesis is precise, knowledgeable, has an established significance, and is distinguished from alternate or opposing claims.
Main Points/ Topic Sentences	Topic sentences are missing or unrelated to the thesis and/or counterclaim(s). Transitions are not used to express the order of the main points.	Wording of one or more topic sentences is unclear <i>or</i> does not clearly develop the thesis or counterclaim(s). Transitions are not consistently used to express the order of the main points.	Each topic sentence clearly introduces the main point and develops the thesis or counterclaim(s) fairly and thoroughly. Transition words are used to create cohesion and explain the relationship between thesis, counterclaim(s), and main points.	Each topic sentence clearly introduces the main point and develops the thesis or counterclaim(s) fairly and thoroughly. Transition words are used effectively to create cohesion and explain the relationship between thesis, counterclaim(s), and main points.
Signal Phrases	Signal phrases are often missing before quotes or specific paraphrased evidence. <i>Or</i> Signal phrases are inaccurate, giving credit to the wrong source of the information.	Signal phrases introduce most evidence, but may use only vague or useless information.	Signal phrases help integrate evidence into the paper. <i>And</i> Signal phrases introduce necessary paraphrased and ALL quoted evidence with some useful information.	Signal phrases are used skillfully to integrate evidence into the text to maintain the flow of ideas. <i>And</i> Signal phrases introduce necessary paraphrased and ALL quoted evidence with information that helps the reader understand the quality of the source.

<p>Research and Evidence</p>	<p>Evidence is frequently missing or irrelevant or does not support thesis, analysis, or reflections.</p> <p>Primary or scholarly secondary sources are not used in the paper.</p> <p>Uses fewer than 20 footnotes.</p>	<p>Thesis, analysis, and reflections may need additional or more-relevant evidence.</p> <p>Less reliable sources (like unauthored web articles) weaken the paper.</p> <p>A main point relies too heavily on one source, reflecting a lack of research, and does not demonstrate a synthesis of multiple sources on a subject, while assessing the credibility and accuracy of each source.</p> <p>Uses fewer than 20 footnotes.</p>	<p>Thesis, analysis, and reflections are adequately supported with relevant evidence.</p> <p>Each main point uses a mixture of at least three primary and scholarly secondary sources and somewhat demonstrates a synthesis of multiple sources on a subject, while assessing the usefulness of each source in answering the research question.</p> <p>Uses 20 footnotes minimum.</p>	<p>Thesis, analysis, and reflections are well supported using a mix of primary and scholarly secondary sources appropriate for the topic.</p> <p>Each main point uses a mixture of at least five primary and scholarly secondary sources and effectively demonstrates a synthesis of multiple sources on a subject, while assessing the strengths and limitations of each source in answering the research question.</p> <p>Uses 20 footnotes minimum.</p>
<p>Source Citation</p>	<p>Some evidence is not cited, has incomplete citation information, or is cited inaccurately (plagiarism)*</p>	<p>Frequent errors in Chicago-style footnote or bibliography format.</p> <p>All evidence that is not common knowledge is cited with accurate footnotes.</p>	<p>Follows Chicago-style footnote format throughout. May have minor errors in footnotes or Chicago bibliography.</p> <p>All evidence that is not common knowledge is cited with accurate footnotes.</p>	<p>Chicago-style footnote and bibliography format is used correctly throughout.</p> <p>All evidence that is not common knowledge is cited with accurate footnotes.</p>
<p>Format and Editing</p>	<p>Paper does not come close to meeting the page requirement or is missing more than one required element.</p> <p>Writing does not establish or maintain a formal style or objective tone.</p> <p>Contains unclear language or frequent spelling or grammar errors that interfere with comprehension and suggest limited proofreading.</p>	<p>Paper fails to include one or more of the required elements, or may not meet all format requirements fully.</p> <p>Writing establishes yet does not maintain a formal style or objective tone.</p> <p>Contains several spelling or grammar errors or unclear passages that hurt comprehension and suggest limited proofreading.</p>	<p>Includes all of the required elements and format.</p> <p>Writing establishes yet at times may not maintain a formal style and objective tone.</p> <p>Contains several spelling or grammar errors or unclear passages that do not significantly hurt comprehension.</p>	<p>Includes all required elements: title page, intro w/ thesis, background section, three main points, conclusion, section headings, and bibliography.</p> <p>Meets all format requirements: 10 pages, typed, double-spaced, 12-point font, Times New Roman, 1–1.25-inch margins, page numbers.</p> <p>Writing establishes and maintains a formal style and objective tone.</p> <p>Writing is clear and free of spelling and grammar errors, suggesting significant editing.</p>

Journalism's Role and Future

Most importantly, the media and public has become more aggressive towards politics because of the successful role it played in Watergate. Journalism helped expose the truth during the Watergate scandal. According to the Public Broadcasting Service, journalists Bob Woodward and Carl Bernstein of the Washington Post persistently pursued the scandal and insisted that Nixon was involved in this.²⁵ The Voice of America News states that the anonymous source that helped journalists Bob Woodward and Carl Bernstein was Mark Felt, a former FBI agent. Mr. Felt provided information regarding Richard Nixon's misconducts, and through the journalists this information was spread across the nation.²⁶ Without the help of these journalists, the truth of the matter might not have been found. Therefore, following their footsteps, journalists are determined to do the same to receive recognition in their efforts to derail injustice all over the nation.

Comment [13]: Main point 3 topic sentence uses the transition "most importantly" to indicate the relationship of the point to the other parts of the thesis. [WHST.11-12.1a,c]

The scandal created new terms for the media to identify scandalous activities. The Voice of America News also states that the term whistle-blower was created after Mark Felt, the FBI agent that disclosed information to the journalists. A whistle-blower is someone that tries to shed light on improper government conduct and they are protected to freely say what they know about the misconducts.²⁷ The birth of the term shows the encouragement and support that people have for a person to freely expose misconduct. According to the Washington Post, the impact of the scandal lasted and so did its vocabulary. To cover up, to stonewall, and to leak became political terms.²⁸ These terms reflect the more critical response to the Watergate scandal by the addition of the words themselves. The fact that these words have become political words shows that the public is not afraid to call out that such events have plagued politics then and now. According to Eleanor Maier, from the Oxford University Press, the Watergate scandal had become so well known to the point where the -gate in Watergate broke away and attached to other scandals. It is now a suffix that is used for political scandals.²⁹ This shows that the scandal had enough impact and recognition to be a type of example for other scandals in the future.

The media also began to expose other political issues. The Mary Ferrell Foundation states that right after Nixon's resignation, the New York Times featured an article titled "Huge C.I.A. operation Reported in the U.S. Against Antiwar Forces"³⁰ on the front page. Investigations to this matter quickly followed. This demonstrates the positive effect that a scandalous event had because as a result, issues deserving of attention are now being picked up by the media to allow for more critical interpretation. Indirectly, the media has become a form of investigator and announcer to the public. In the near future another Presidential scandal emerged, this time involving President Ronald Reagan. The issue revolved around illegal trading between Iran and the United States, secretly done by the Reagan administration. The scandal, known as the Iran-Contra Affair or Irangate took place from 1985 to 1987. It was a secret until 1986, when Ash-Shiraa, a Lebanese magazine exposed the

²⁵ Public Broadcasting Service, "PBS - Thematic Window: Campaign Finance Reform: Then and Now." PBS: Public Broadcasting Service, accessed March 13, 2012 <http://www.pbs.org/johngardner/chapters/6a.html>.

²⁶ Voice of America News, "Watergate Scandal Has Had Lasting Impact."

²⁷ Ibid.

²⁸ The Washington Post, "The Watergate Story".

²⁹ Eleanor Maier, "The 'gate' suffix", Oxford English Dictionary, accessed April 16, 2012, <http://www.oed.com/public/gatesuffix/the-gate-suffix>.

³⁰ Mary Ferrell Foundation, "Watergate".

issue³¹ Later, there would be another scandal called the Whitewater scandal concerning President Bill Clinton's involvement in the Whitewater development project. It was due to the reports of the New York Times, the Washington Post, and media in general that exposed the issue to the public. Throughout the whole Whitewater scandal, the New York Times regularly updated the public on the situation whether it is about the investigation, trials, quotes, or context.³² The media and journalism in particular has brought a change in attitude, one that is more prepared for future scandals as shown by how the Irongate and Whitewater scandal was dealt with.

Conclusion:

At the cost of political unrest during the 1970s, many important and positive changes have been brought about to fix the apparent wrongs that the Watergate scandal presented to America. Through campaign reforms and an increase in the aggressiveness of the media, the nation has adopted a safer and fairer political system, one that is ironically due to one of the most scandalous events in history dealing with political corruption. Although the damage was done, more importantly, we applied a fix and better prepared the nation for future political scandals.

³¹ "Iran-Contra Affair", United States American History, accessed April 8, 2012, <http://www.u-s-history.com/pages/h1889.html>.

³² DOUGLAS Jehl, "PRESIDENT ADMITS HE KNEW OF INQUIRY ON LAND DEALINGS - New York Times." NY Times, March 3, 1994, <http://www.nytimes.com/1994-03/08/us/president-admits-he-knew-of-inquiry-on-land-deals.html?src=pm>.

Reconstruction Acts in August of 1868 six states were added to the Union. Those six states included, Arkansas, North Carolina, South Carolina, Louisiana, Alabama, and Florida. Then, again in 1870 four more states were added: Mississippi, Texas, Virginia, and Georgia.³⁰ Congress had been successful in honoring Lincoln's wishes by adding southern states into the Union. According to John Adler, before then, Congress wanted to pass the Freedman's Bureau Act and the Civil Rights Act. However Johnson wanted to veto them both but congress overruled him and passed them.³¹ Adler also states that The Freedmen's Bureau Act helped former slaves receive necessities for surviving such as clothes, shelter, food and some more; not much but some. The Civil Rights Act was passed in order to help black people gain some equal rights and hoping for less segregation.³² Eric McKittrick believes that with Congress taking over Reconstruction many southern states realized a rebellion was a mistake on their behalf and realized they were not going to benefit from any of what Congress was going to do in Reconstruction. The south it seems, stepped back and let the Congress do what they were going to do.³³

Congress Tried to Handle and Heal All Political Conflicts.

Lincoln's assassination caused the Reconstruction to become a time of major political conflict during Reconstruction, in which Congress tried to heal. These political conflicts included, black codes, veto of President Johnson, terrorist groups like the Ku Klux Klan, and rebuilding the country on such unfamiliar standards.

Along with trying to heal the country, Congress wanted heal the President chair by making sure a president was pro-Lincoln, pro-Reconstruction and someone who would support the Congress and help the nation become stronger. According to Elizabeth Leonard when Ulysses S. Grant came into power, Congress watched over Grant - as they did Johnson - to see how well he handled being President and also his loyalty to the people and the Government.³⁴

Leonard also mentions that Congress tried to solve these conflicts by being neutral, they were trying to make decisions that would benefit both the South and the North. At this point during the Reconstruction neither the North nor the South were "favored" by Congress, it was all about coming together as one strong country.³⁵ Schuyler Colfax states that Congress gathered information from many parts of the country about how they were doing, and tried to find a good way to heal the conflict that had been spread across the nation. They wanted to make sure all Americans would be civil and accept what Reconstruction would consist of and its changes for the nation.³⁶ Colfax also mentions that the northerners and the House of Representatives had been very supportive to Congress' goal to have the ex-Confederates be apart of them once again.

Comment [21]: Third main point topic sentence matches the thesis, but doesn't express the ranking in the thesis.
[WHST.11-12.1b]

³⁰ "The Reconstruction Acts", Last Modified 2012. <http://www.infoplease.com/ce6/history/A0860648.html>

³¹ John Adler, "Reconstruction: Radicalism VS Conservatism", AndrewJohnson, Last Modified, 2005.

<http://www.andrewjohnson.com/02KeyPoliticalIssues/RadicalismConservatism.htm>

³² John Adler, "Reconstruction: Radicalism VS Conservatism", AndrewJohnson, Last Modified, 2005.

<http://www.andrewjohnson.com/02KeyPoliticalIssues/RadicalismConservatism.htm>

³³ Eric L. McKittrick, *Andrew Johnson and Reconstruction* (The University of Chicago Press, 1960)

³⁴ Elizabeth D. Leonard, *Lincoln's Avengers* (New York: Norton and Company, 2004), 197.

³⁵ Elizabeth D. Leonard, *Lincoln's Avengers* (New York: Norton and Company, 2004), 197.

³⁶ Elizabeth D. Leonard, *Lincoln's Avengers* (New York: Norton and Company, 2004), 197.

The ex-Confederates at this point just wanted to heal and have it all end.³⁷ The House of Representatives said, "...rebel states shall be by law admitted to representation in Congress of the United States, and civil government..."³⁸

Major political conflicts the Congress dealt with were Black Codes/Segregation and the forming of the Ku Klux Klan (KKK) in 1866. Written in the article "Reconstruction", the Black Codes were made to segregate the blacks and the whites; it was two worlds living on the same ground in two completely separate worlds.³⁹ Although Congress passed the fourteenth amendment stating all people - black or white - are equal under law, that did not stop the segregation to still be a wall between the black and white community. Groups like the KKK built that wall between them. The same article as stated above also writes that the KKK, formed in 1866 in the south, was a major terrorist group designed to kill and "get rid of" the black people in the country.⁴⁰ They had thousands of supporters and they went around to homes, towns, etc and burned down homes, hung, whipped, beat, and killed hundreds of thousands of black people in the south. Congress, along with Reconstruction had to find a way to end what was going on in the south.⁴¹

Conclusion

The assassination of President Abraham Lincoln had an enormous impact on what our Congress was trying to fix and, ultimately, make us as a nation. It involved, getting equal rights for all people, the impeachment of a president, a formerly broken separated nation coming together as a whole, and the abolishment of slavery. Although Lincoln had not been given the chance to witness any of it or help, everything we are as a nation is because of him and that shall never die.

³⁷ Schuyler Colfax, "Reconstruction Act (1967)", Fofweb, Last Modified, 2012. <http://www.fofweb.com/History/HistRefMain.asp?SID=11&SubPin=01260.htm>

³⁸ Schuyler Colfax, "Reconstruction Act (1967)", Fofweb, Last Modified, 2012. <http://www.fofweb.com/History/HistRefMain.asp?SID=11&SubPin=01260.htm>

³⁹ "Reconstruction", <http://www.westga.edu/~hgoodson/Reconstruction.htm>

⁴⁰ "Reconstruction", <http://www.westga.edu/~hgoodson/Reconstruction.htm>

⁴¹ "Reconstruction", <http://www.westga.edu/~hgoodson/Reconstruction.htm>

Dirty diseases can lead to death:

Majority cause of deaths during the Industrial Revolution was by diseases. Just because children worked in factories doesn't mean it was sanitary. Children caught diseases that caused them to be extremely ill or even died. The harsh condition and unsanitary environment already made it bad for any adult, especially children to work in.

Based on experience, according to Oscar Neebe stated that "I worked in a factory where they made oil cans and tea caddies". I saw children from 8 to 12 years old work like slaves. Most everyday it happened that a finger or hand was cut off. But what did it matter. They were paid off and sent home, and others would take their place: ¹⁰ "Based on Oscar Neebe's experiences, it was true that children would actually hurt themselves and get replaced because of the conditions of the factories that caused them to lose a finger or hand. The working hours each child had been a large amount about 16 hours daily. According to Catherine Reef, children with 16 hours of work each day in cramped spacing would lead to the injuries that are very common, losing a finger and hand. Not only was the long working hours that caused kids to catch diseases but it was also the living conditions. Over 31,000 people died from disease from bad and harsh living condition. ¹¹ Tenement homes were a popular source of housing during the Industrial Revolution because it was cheap and most the people living in them were Immigrants that could only afford tenement houses.

Comment [29]: Attempt to use signal words.
[WHST.11-12.1c]

Comment [30]: Evidence supports first main point. Not relevant to unsanitary conditions.
[WHST.11-12.1a]

Comment [31]: Source not indicated.
[WHST.11-12.1b]
[WHST.11-12.8]

Factory jobs were not built for little children that should be in school but instead they get stuck in cramped spaces for over 12 hours a day sweating and working. According to Catherine Reed, one case an 11 year old girl that worked in a factory broke her leg by being struck by a heavy piece of firewood. By the 1900 the range of 2500 to 3,500 deaths and over one million injuries had occurred on industrial jobs. With all these injuries and deaths that would occur the factory owners would still not be held accountable for these destructions. Out of all the years child labor during the industrial revolution had occurred, about only 2000 was reported or did they get their claim for the injuries deaths. ¹²

In termination, diseases and insanitariness of these factories and also adding on, the amount of hours children would have makes it not good and bad for children to work in. Children often died and were very ill because of the conditions that came with the job description.

Children take on responsibility:

Children shouldn't have to grow up so fast and get jobs. Children shouldn't be missing out on their education just to earn a few dollars to help out their families. The times of the Industrial Revolution were bad times because money was an economic issue and children chose earning money with harsh conditions that made them a few dollars over learning.

Comment [32]: Lacks transition words to indicate third point.
[WHST.11-12.1c]

¹⁰ Child labor in America, Current events 106, no. 12. accessed February 26, 2012.

¹¹ *Primary School: Child Labor & The Industrial Revolution, Child loobor & the industrial revolution*

¹² Academic American History, "The Glided Age: 1865-1900" accessed February 28, 2012.
<http://www.academicamerican.com/recongildedage/toplcs/gildedage2.html>

they needed in order to get through the cold weather. Unfortunately for the settlers, the Indians requested that they trade them some of their guns. It was a very risky move, because it was those very guns that made them a bit stronger than the Indians. For all they knew, the Indians could just get the guns, and use their own weapon against them. Furthermore, they traded their guns to the Indians, and surprisingly they didn't use it against the settlers but amongst themselves.

Comment [40]: Missing source of information. [WHST.11-12.8]

Comment [41]: Missing source of information. [WHST.11-12.8]

No one would have expected the Indians wanting to aid the settlers after all the physical fighting, and conflicts that they went through against each other. The Indians took care of the settlers who were starving to death by feeding them. In addition, they gave them blankets to keep them warm, and this time they didn't have to give the Indians anything in return when they were granted warmth since it was in the kindness of their hearts to give them the blankets. The Indians came up with a solution to the environmental problems that the settlers were dealing with. They decided that since they were here in Jamestown before the settlers, that they should show them around so that they can be more familiar with the area and show them advantages and disadvantages about the land since they had more experience in Jamestown than the settlers did. It's a shame that when the settlers were aided enough to a point where they were fully back on their feet, they took advantage of the Indians help and ended up betraying them.

Comment [42]: Missing source of information. [WHST.11-12.8]

Comment [43]: Missing source of information. [WHST.11-12.8]

MP1: Jamestown: Not the place to settle due to hostile company

Comment [44]: Should be omitted. [WHST.11-12.1b]

Once the English settlers arrived to what they would later call Jamestown, they had immediately been given a hostile welcome by the Indians, who didn't seem too thrilled about the English men arriving and trying to begin their own civilization there. According to Diane Hart who was the author of the textbook called "History Alive", Indians committed a surprise attack on the English settlers on March 22nd, 1622.² It was a very brutal one to no ones surprise. The result of this, was both sides going through a long and difficult period of military conflict of course. Author of the website named "Settlement and Exploration," Tim Mcneese, pointed out that there was a very large population of Indians living in Jamestown, ranging somewhere between 10 and 15,000 people.³ The fact that the Indians were spread out, rather than being bunched into one area, made them way more of a threat to the English people. Unfortunately for the English, the strongest Indian tribe with the name of the "Pamunkey," was a short visit away, and every now and then would surprise the English people.⁴ It did teach them to watch over their shoulders, and be alert at all times, which was the one bright side. Allison Carter, author of the online website called "Jamestown Massacre" claimed that not only was it the Indian people giving the English men a hard time, but they made it worse for them by forming an alliance with the Spanish people. It wasn't a strong alliance, its just that they both disliked the English people and wanted to take them out. The Spaniards encouraged the Indians to spy on the settlers⁵ then again, considering how brave, wise, and tough the Indians had been, they probably would have spied on the English people, even if the Spaniards didn't tell them to do so.

Comment [45]: Clear topic sentence that matches the thesis's road map. [WHST.11-12.1a]

Comment [46]: Formatting – book title should be italicized. [WHST.11-12.8]

Comment [47]: Event occurred ten years after settlers arrived. [WHST.11-12.1b]

Comment [48]: Signal phrase. [WHST.11-12.1c]

MP 2: Indians Agree to Engage in Trading With Settlers

Despite their differences, the English benefited from the presence of the Indians. This is because the settlers made it crystal clear that they wanted to trade goods/items with the Indians. Luckily for the English, the Indians expressed a mutual feeling of wanting to trade with them. Diane Hart acknowledges the fact that although the Indians agreed to trading with the English, they made it very clear that they did not want to be converted into Christianity by the English

Comment [49]: Should be omitted. [WHST.11-12.8]

Comment [50]: Topic sentence doesn't match thesis statement. [WHST.11-12.1a]

Comment [51]: Signal phrase. [WHST.11-12.1c]

²Diane Hart
³Tim Mcneese
⁴Ibid
⁵Diane Hart

Comment [52]: Incomplete/inaccurate footnotes. [WHST.11-12.8]

settlers.⁶ It frustrated the Indians that another group of people were telling them or suggesting them what religion they should be. The Indians had a short temper and usually didn't have good control of their anger. [This one time, they just let their anger go and seemed like they didn't really care. This odd behavior by the Indians showed that they didn't want anything to get in the way of trading with the settlers because it was that important to them too, not just the settlers. The English were pretty much forced to trade over their guns, in order to be able to receive the goods necessary in order to survive the cold weather. The English people needed warmth more than the Indians needed guns, because the Indians still had weapons, however the settlers had no way of getting hold of protection for the cold weather without any trade which is why it was so important for them to get hold of the protection, because their whole population would have easily been wiped out in a matter of time.

Comment [53]: Missing source of information. Opinion statement – missing signal phrase and footnote [WHST.11-12.8]

Comment [54]: General statement.

MP3 Indians are Violent But Not Heartless

Although the Indians and English people have been through a lot, there were times where they didn't experience any issues. They were never alliances or anything like that, the best way to put it was that they were acting like civilized and mature beings. It's surprising to hear that the Indians were actually aiding the English rather than trying to destroy them, however the Indians weren't the only ones contributing to the settlers' problems. They were aiding the problems the settlers had that didn't have to do with them. Author Tim Mcneese acknowledged that many English people caught sicknesses and diseases because of mosquito bites, drinking from the polluted river, and other natural related reasons.⁷ [The settlers were given warmth, food, and a tour of Jamestown so they could be more familiar with it.] Lastly, they were taught how to farm the rocky soils, which they would later use to their advantage when they bitterly betrayed the Indian people who had done so much for them.

Comment [55]: Should be omitted. [WHST.11-12.8]

Comment [56]: Main point does not match thesis statement. [WHST.11-12.1a]

Comment [57]: Signal phrase. [WHST.11-12.1c]

Comment [58]: General statement. [WHST.11-12.1a]

Conclusion

Whether it was a good or bad experience, the Indians and settlers have been through a lot. Although there was killing, looking at the settlers and what happened to them when they came to Jamestown, it was definitely a positive settlement. They found an appropriate place to begin their own civilization, successfully traded for something they desperately needed, and received aid from the least likely people. Those positive outcomes are more positive than the negatives are negatives. On a daily basis, the Indians and settlers both want to own as much land as possible, have everything they need in order for the population to survive, and do not get along with each other. However, when it comes down to the real stuff, like one population of a certain group being in danger of getting completely wiped out as a whole, both groups put aside the past and their problems, and remember that no matter what a person is whether that means being an Indian or an English settler, they are still a human being just like everyone else.

⁶ Diane Hart

⁷ Tim Mencee

Comment [59]: Incomplete/inaccurate footnotes. [WHST.11-12.8]