



Unit Title: *From the Articles of Confederation to The Constitution*

End of Unit Authentic Assessment (GRASPS and Rubrics)

**From Articles of Confederation to the Constitution!
Create your own Constitution**

	GRASP: Your Mission
GOAL	Your mission is to create a Constitution in the year 2777.
Role	You are a delegate from the 1700's, yet due to fluke circumstances, have been teleported to the future where you are needed to help create a constitution for a newly independent United States.
Audience	Self-appointed political committee that is representing the people of the United States, under its newly gained independence.
Situation	You were returning from the Philadelphia Convention, 1777, when you came upon a peculiar looking barn out in a farmland area in northern Maryland. Curiosity takes over and you decide to investigate the barn. Entering, you are blinded by lights, and then suddenly everything goes dark. Opening your eyes after an unspecified amount of time, you find yourself in strange surroundings with people who speak English, yet are dressed very differently from you. You discover you have been teleported to Washington D.C., but the year is 2777. The United States has undergone centuries of turmoil, but finally triumphed in regaining its independence from foreign countries. A new constitution needs to be written as the original had been destroyed throughout the years of war. Realizing you had "just come" from the convention in Philadelphia where you participated in writing the original Constitution, you offer to help rewrite a new constitution.
Performance	You must complete the following tasks: *Create an all-encompassing Constitution *Present your new Constitution in a PowerPoint presentation to the political committee. You will show how you have used your knowledge from the Articles of Confederation and the Constitution to create a new constitution.
Standards for Success	The creation of the constitution will reflect the understanding, application of research of the two documents that guide/guided our country for over 200 years, using critical thinking throughout the two tasks.



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Student note-taking for outline of information required on PowerPoint presentations will be checked for understanding. *Student notes will be given point values per subtitle. Quality of detail, accuracy of information, and level of critical thinking evident (comprehension, analysis, synthesis, evaluation)*

Rubric... Notes for Outline....

<u>Democracy</u>	<u>Points Per Category</u>
<p>Preamble <u>Comprehension:</u> (1 point) Paraphrase the key components of the preamble <u>Application:</u> (1 point) determine key ideas <u>Analysis:</u> (2 points) Distinguish necessary components <u>Synthesis:</u> (2 points) Compose a purpose for the preamble</p>	<p>Total Points ...6 Points Earned: _____</p>
<p>Article 1: Name <u>Comprehension:</u> (1 point) Determine a title <u>Application:</u> (1 point) Demonstrate how name correlates to the document <u>Analysis:</u> (2 point) Specify how name supports document</p>	<p>Total Points ...4 Points Earned: _____</p>
<p>Article 2: Purpose <u>Comprehension:</u> (1 point) Describe reason for the Constitution <u>Application:</u> (1 point) Demonstrate its merit <u>Analysis:</u> (2 point) Specify what the Constitution will foster <u>Synthesis:</u> (3 points) Generate ways the Constitution will help citizens</p>	<p>Total Points ...7 Points Earned: _____</p>
<p>Article 3: Membership <u>Application:</u> (1 point) Determine who is eligible <u>Analysis:</u> (2 point) Specify requirements for membership <u>Synthesis:</u> (2) Create qualifications for membership <u>Evaluation:</u> (2) Prioritize requirements for membership</p>	<p>Total Points ...7 Points Earned: _____</p>
<p>Article 4: Officers <u>Application:</u> (1 point) Determine necessary number of officers <u>Analysis:</u> (2 points) Determine the factors for elections Specify term limits <u>Synthesis:</u> (6 points) Create duties of officers Design a ballot for elected officials Generate reasons for removal</p>	<p>Total Points ...9 Points Earned: _____</p>



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<p>Article 5: Duties of Officers <u>Analysis:</u> (2 points) Determine specific duties for each officer <u>Evaluation:</u> (3 points) Justify each position <u>Evaluation:</u> (3 points) Rank officers according to duties</p>	<p>Total Points ...8</p> <p>Points Earned: _____</p>
<p>Article 6: Meetings <u>Comprehension:</u> (1) Describe the importance of holding meetings <u>Application:</u> (2) Determine the timeframe for holding meetings <u>Analysis:</u> (2) Determine the for criteria for meetings <u>Synthesis:</u> (2) Design an outline for a general agenda</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Article 7: Finances <u>Application:</u> (2) Determine a system for keeping financial records <u>Synthesis:</u> (3) Generate a list of ways activities will be financed <u>Evaluation:</u> (3) Justify fundraising activities</p>	<p>Total Points8</p> <p>Points Earned: _____</p>
<p>Article 8: By-Laws <u>Analysis:</u> (2) Determine criteria for laws <u>Synthesis:</u> (5) Create a list of 10 rules Defend each rule listed</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Article 9: Amendments <u>Application:</u> (2) Establish those responsible for introducing amendments Establish those responsible for writing amendments <u>Analysis:</u> (2) Determine the factors for the voting body <u>Synthesis:</u> (3) Create the criteria for passing an amendment</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Total Points Possible</p> <p>Total Points Earned</p>	<p>70</p> <p>_____</p>



(For student use when formulating notes)

Bloom's Taxonomy

	Helpful Verbs	Potential Activities...
Knowledge (recalling information)	Define, identify, list, order, recognize.	Make lists. Make a fact chart.
Comprehension (Understanding meaning)	Explain, describe, indicate, classify, distinguish, interpret, paraphrase.	Retell in own words. Write summary. Illustrate sequence.
Application (using learning in new situations)	Apply, demonstrate, illustrate, examine, conclude.	State what would happen if...? Group the characteristics of information. From information given, state how it's useful.

Higher Order Thinking Skills (HOT Zone)

Analysis (ability to see parts and relationships)	Analyze, categorize, compare/contrast, debate, diagnose.	State similarities Give reasons for motives Create a questionnaire Analyze outcomes
Synthesis (show justification and come up with decision...parts of info to create original whole)	Create, revise, predict, formulate, predict, combine, suggest.	What are possible solutions...? Suggest how info is useful to day. How does information change things...?
Evaluation (judgment based on criteria)	Conclude, discuss, assess, debate, defend, give opinion, justify, prioritize, select	Is there a better solution to....? Defend information. How effective is the information? What do you think about....?



Power Point Presentation Rubric

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states

Criteria	Advanced	Proficient	Basic	Below Basic
Introductory slide	Background enhances text, title, name, graphics make this an attention-getting opener to the presentation.	Background suits text, title, name, graphics are included and slide is complete.	Background does not suit text, title is included.	Introductory slide is omitted.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide. There are no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide, but one piece of information is clearly flawed, or inaccurate.	Content is typically confusing or contains more than one factual error. It is difficult to understand.
Effectiveness	Project includes all material needed to gain a clear understanding of the core principal chosen. 11 slides	Project includes most material needed to gain a clear understanding of the core principal chosen. 10 slides	Project is missing more than key elements. 9 slides	Project is lacking several key elements and has inaccuracies. 8 or fewer slides
Use of Graphics	All graphics on 11 slides are charged (size and color) and support the theme/content of the presentation.	A few graphics on 10 slides are charged but all support the theme/content of the presentation.	All graphics on 9 are attractive but a few do not seem to support the theme or content of the presentation.	All 8 slides are void of graphics and detract from the content of the presentation.



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Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student presented the material with confidence, with clear annunciation, and inflection.	Student presented material but could have been more confident, words generally annunciated, minimal inflection.	Student had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student was unable to complete the presentation before the class.