

Student Guide

Achieving Classroom Excellence Act (ACE)
End of Course Project
U.S. History
Justice/Injustice

Category B

Project Overview

Through a student created Historical Journal and product/presentation, student will exhibit mastery of U.S. History *Priority Academic Student Skills* (PASS). The topic for the journal and product/presentation will be “Justice/Injustice in U.S. History”.



Guidelines

The student meets with the Project Coordinator to review progress at the indicated check points in this guide and to decide if adjustments to the student's timeline are necessary. The student must verify that he/she completed all of ACE End of Course Project without assistance. The student is to submit a completed project with all necessary components and forms to the Project Coordinator who will forward it to the evaluation team.

Directions

1. Read all instructions thoroughly.
2. With your Project Coordinator, determine a timeline for completing the project and enter target dates for completing each of the CHECK POINTS in the space provided.
3. Review the scoring criteria to determine how you receive credit for your work. If you have questions contact your project coordinator.
4. Be sure to check in with your Project Coordinator at the CHECK POINTS listed in the research project.
5. Complete all required research project components to be assessed by the due date.

Requirements for Submission of the ACE End of Course Project

For submission, a completed ACE End of Course Project must include:

1. Completed Student Planner and Agreement
2. Completed historical journal with copies of primary documents included
3. Completed product/presentation
4. Completed student learning reflection
5. Completed Project Submission Form as required for authenticity of the work

Conflict and Compromise

Project Overview

Through a student created Historical Journal and product/presentation, student will exhibit mastery of U.S. History *Priority Academic Student Skills* (PASS). The topic for the journal and product/presentation will be “Justice/Injustice in U.S. History”.

Task Specifications

The student will complete all components of the project in relation to the topic “Justice/Injustice in U.S. History.

Project Component 1 – Historical Journal

In preparation of the final product, a student will keep a historical journal documenting analysis of historical primary sources in relation to the topic as reflected in each of the six U.S. History *PASS* content standards. The required primary sources readings are listed in Appendix A; however, additional documents/visual representations could be used as related to each individual standard with project coordinator approval. Copies of all primary resources used must be included in the historical journal. The student may select to demonstrate their knowledge through utilizing multimedia project, written project, oral presentation, or artistic product (See Appendix B).

CHECKPOINT 1:

A – Read and analyze two required primary source document for PASS Content Standard 1 (Civil War and Reconstruction) See Appendix A

B – If a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E.

C – Complete reflection of the primary sources as they relate to the topic. How do these primary sources help to understand this historic time period?

DATE _____ Student Initials____ Coordinator Initials ____

CHECKPOINT 2:

A – Read and analyze two required primary source document for PASS Content Standard 2 (Immigration, Westward Expansion, Industrialization). See Appendix A

B – If a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E.

C – Complete reflection of the primary sources as they relate to the topic. How do these primary sources help to understand this historic time period?

DATE _____ Student Initials____ Coordinator Initials ____

CHECKPOINT 3:

A – Read and analyze two required primary source document for PASS Content Standard 3 (Imperialism and World War I) See Appendix A

B – If a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E.

C – Complete reflection of the primary sources as they relate to the topic. How do these primary sources help to understand this historic time period?

DATE _____ Student Initials____ Coordinator Initials ____

CHECKPOINT 4:

A – Read and analyze two required primary source document for PASS Content Standard 4 (Between the Wars – 1920s, Great Depression era) See Appendix A

B – If a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E.

C – Complete reflection of the primary sources as they relate to the topic. How do these primary sources help to understand this historic time period?

DATE _____ Student Initials____ Coordinator Initials ____

CHECKPOINT 5:

A – Read and analyze two required primary source document for PASS Content Standard 5 (World War II) See Appendix A

B – If a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E.

C – Complete reflection of the primary sources as they relate to the topic. How do these primary sources help to understand this historic time period?

DATE _____ Student Initials____ Coordinator Initials ____

CHECKPOINT 6:

A – Read and analyze two required primary source document for PASS Content Standard 6 (Post-war foreign and domestic policy – Cold War, Civil Rights) See Appendix A

B – If a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E.

C – Complete reflection of the primary sources as they relate to the topic. How do these primary sources help to understand this historic time period?

DATE _____ Student Initials____ Coordinator Initials _____

Sample

Project Component Two: Product/Presentation

Develop a product/presentation that addresses the topic as reflected through each historic era as stated in the six U.S. History PASS content standards. In addition the product will demonstrate mastery of PASS Process Standard 1. (See the scoring rubric)

Students may select from options listed in Appendix B. The project coordinator must approve the final product format.

CHECK POINT DATE _____ Student Initials____ Coordinator Initials ____

Student Reflection Three: Reflection on Content Learned

The Student Learning Reflection will be completed in the presence of your Project Coordinator or another certified educator selected by your Project Coordinator. Using a method of your choice, either verbally or in writing, explain how this project has contributed to your learning and ability to apply real world historical reasoning skills. Use the questions below to guide your reflection. Not all of the questions need to be addressed; however, your reflection illustrates the depth of your learning.

- What did you learn about interpreting primary sources?
- How well does this project represent your knowledge and understanding of U.S. History?
- What were your greatest challenges while completing this project?
- What era of history best represents the topic of this research project?
- In your research what did you find that surprised you?

CHECK POINT DATE _____ Student Initials____ Coordinator Initials ____

Scoring criteria

Component One

The historical journal of the project will be evaluated using Research Journal Scoring Rubric (Appendix C).

Component Two

Product/Presentation will be evaluated using the product scoring rubric (Appendix D).

Sample

Online Web Sites

National Council for History Education
<http://www.nche.net>

Gilder Lehrman Institute of American History
<http://www.gilderlehrman.org/>

National Archives
<http://www.archives.gov/>

Oklahoma State Department of Education
<http://www.ok.gov/sde>

National Constitution Center
<http://ratify.constitutioncenter.org/constitution/>

Library of Congress
<http://www.loc.gov/teachers/classroommaterials/themes/>

Avalon Project
<http://avalon.law.yale.edu/>

The Bill of Rights Institute
<http://www.billofrightsinsitute.org/>

APPENDIX A: Required Primary Sources

Each time a visual representation is selected, you must complete the Primary Source Analysis Worksheet, Appendix E. You may use one visual representation per standard.

Standard 1:

Document Representation	Visual Representation
Lincoln's 2nd Inaugural Address	Scott's Great Snake (Anaconda Plan Map)
<i>Dred Scott v Sanford</i> Opinion	

Standard 2:

Document Representation	Visual Representation
Dawes Act	"American Progress" by John Gast (oil painting, 1872)
Chinese Exclusion Act	

Standard 3:

Document Representation	Visual Representation
Treaty of Versailles	Harper's Weekly, September 8, 1900 Political cartoon, WA Rogers
Wilson's 14 Points	

Standard 4:

Document Representation	Visual Representation
Atlanta Compromise Speech, Booker T. Washington	"Migrant Mother" series by Dorothea Lange
Excerpt from <i>Grapes of Wrath</i> , John Steinbeck	

Standard 5:

Document Representation	Visual Representation
Lend-Lease Act	Political Cartoon by Dr. Seuss "The Head Eats... the Rest Gets Milked"
Executive Order 9066	

Standard 6:

Document Representation	Visual Representation
Marshall Plan (European Recovery Act, 1948)	March on Birmingham, Bull Connor images
Excerpt from Feminine Mystique, Betty Friedan, 1963	

Sample

APPENDIX B: Product Options

The following are options but the student is not limited to these options. The project coordinator must approve the final product format.

MULTIMEDIA PROJECT

Video, PowerPoint, Wikispace, Interactive Smartboard, Jeopardy game, Facebook pages

WRITTEN PRODUCT

Essay (minimum 150 word), document based question, first person journal, children's book, poetry

ORAL PRESENTATION

Dramatic performance, speech or address, radio program, poetic reading

ARTISTIC PRODUCT

Graphic novel/comic, political cartoons, exhibit boards, mural, storyboard, memorial, museum exhibit, diorama

APPENDIX C

Process Historical Journal Scoring Rubric

Score	Criteria
<i>Advanced:</i>	Student historical journal consistently demonstrates superior understanding of challenging subject matter of all the measured standards. The student will make logical and sophisticated interpretations of evidence, clearly explain cause and effect, and demonstrate a thorough understanding of the chronology of historical events and the complex interrelationships among them. The student is able to compare and contrast and can distinguish between fact and opinion.
<i>Proficient</i>	Student historical journal demonstrates a mastery of appropriate subject matter of all the measured standards. The student will make clear and logical interpretations of evidence, explain cause and effect, and demonstrate a general understanding of the chronology of historical events and the interrelationships among them. The student is able to compare and contrast and can distinguish between fact and opinion.
<i>Limited Knowledge</i>	Student historical journal demonstrates a partial mastery of appropriate subject matter of all the measured standards. The student will make unclear, illogical, or simple interpretations of evidence, seldom recognizes cause and effect, and demonstrates a limited understanding of the chronology of historical events and the interrelationships among them. The student has difficulty comparing and contrasting or distinguishing between fact and opinion.
<i>Unsatisfactory</i>	Students have not performed at least at the Limited Knowledge level.

APPENDIX D

Scoring Rubric for Second Component Product/Presentation

Score	Criteria
<i>Advanced</i>	Student's product/presentation demonstrates a logical and sophisticated ability to comprehend, interpret, and evaluate the historical topic and all historic eras. The product/presentation must include evidence such as primary source documents, maps, graphs, charts, diaries, timelines, images, photographs, artifacts, and/or political cartoons from all six historical eras.
<i>Proficient</i>	Student's product/presentation demonstrates a general ability to comprehend, interpret, and evaluate the historical topic and most of the historical eras (4 of 6). The product/presentation will include such evidence as primary source documents, maps, graphs, charts, diaries, timelines, images, photographs, artifacts, and/or political cartoons.
<i>Limited Knowledge</i>	Student's product/presentation demonstrates partial ability to comprehend, interpret, and evaluate historical topic and some of the historical eras; two to three of the six historical eras. The product/presentation may include such evidence as primary source documents, maps, graphs, charts, diaries, timelines, images, photographs, artifacts, and/or political cartoons.
<i>Unsatisfactory</i>	Student has not performed at least at the Limited Knowledge level.

APPENDIX E

Primary Source Analysis Worksheet

1

TYPE OF DOCUMENT (Check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record
<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other

2

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations
<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp
<input type="checkbox"/> Typed	<input type="checkbox"/> Other
<input type="checkbox"/> Seals	

3

DATE(S) OF DOCUMENT:

4

AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

APPENDIX F

ACE End of Course Projects Performance Level Rubric U.S. History

	1	2	3	4
Process Standard 1: The student will demonstrate process skills in social studies across all six content standards.	Student demonstrates little to no mastery of the process standards.	Student demonstrates partial mastery of the process standards.	Student demonstrates mastery of the process standards including such skills as use primary and secondary sources.	Student demonstrates a superior and in-depth mastery of the process standards.
Content Standard 1: The student will analyze causes, key events, and effects of the Civil War/Reconstruction era.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as explain differences between the North and South, trace events leading to the war, interpret importance of critical developments in the war, and evaluate the continuing impact of Reconstruction policies.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 2: The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as analyze the impact of immigration, migration, and settlement patterns; and evaluate the impact of industrialization.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 3. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as evaluate the motivations and impact of American Imperialism on international relations; and evaluate the causes and effects of World War I on American politics, economy, and society.	Student demonstrates a superior and in-depth mastery of the standard.

	1	2	3	4
Content Standard 4: The student will describe the social; cultural; economic; and technological ideas and events in the United States in the era between the World Wars.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as compare and contrast cultural, economic, and social events and trends between the World Wars; analyze the effects of the destabilization of the American economy; and analyze the Great Depression, the Dust Bowl, and the New Deal economic policies.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 5: The student will analyze the major causes, events, and effects of United States' involvement in World War II.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as examine changes in American society and government policy as the nation prepared for and entered World War II; and describe events affecting the outcome of World War II.	Student demonstrates a superior and in-depth mastery of the standard.
Content Standard 6: The student will analyze the foreign and domestic policies of the United States since World War II.	Student demonstrates little to no mastery of the standard.	Student demonstrates partial mastery of the standard.	Student demonstrates mastery of the standard including such skills as analyze the origins, international alliances, and efforts at containment of Communism; describe events which changed domestic and foreign policies during the Cold War and its aftermath; and analyze economic, social, and political transformation within the United States since World War II.	Student demonstrates a superior and in-depth mastery of the standard.

	1	2	3	4
Student Learning Reflection	Student demonstrates less than a Limited Knowledge level of understanding how this project has contributed to the student's learning and real world application of U.S. History skills.	Student demonstrates a partial understanding how this project has contributed to the student's learning and real world application of U.S. History skills.	Student demonstrates understanding of how this project has contributed to the student's learning and real world application of U.S. History skills.	Student demonstrates superior understanding of how this project has contributed to the student's learning and real world application of U.S. History skills, including past and future benefits of this experience on the student's life.

Advanced

To score Advanced, a student must have a total of at least 26 points on the U.S. History Performance Level Rubric, with no scores of 2 or below.

Proficient

To score Proficient, a student must have a total of at least 16 points on the U.S. History Performance Level Rubric, with no scores of 1.

Limited Knowledge

To score Limited Knowledge, a student must have a total of at least 10 points on the U.S. History Performance Level Rubric.

Unsatisfactory

Students scoring less than 10 points on the U.S. History Performance Level Rubric will score Unsatisfactory.