**MINI-PERFORMANCE ASSESSMENT TASK SCAFFOLDED**

**Grade 6**

**UNIT IX:** Civic Action Leads to Reform

**STANDARD:** CE.1a,c; CE.3b; USI.1d,e; USI.8e

**ENDURING UNDERSTANDING:** Reformers can push others toward an awareness of the inequalities and injustices suffered by others through different forms of civic action and protest.

**CONCEPTUAL UNIT QUESTIONS:** What difference can reformers make? How can various forms of civic actions and protests lead to reform?

**SCENARIO:** You are a newspaper reporter for *The Liberator*, an abolitionist newspaper in the 1850s. Your assignment is to visit the South to see slavery for yourself. By talking to slaves and seeing how they live, you can better explain to readers why slavery must end. Record what you see and hear and write an editorial with this proof.

**TASK:** You will collect information from the documents provided to

* explain the abolitionist point of view with three reasons based on the primary sources
* prove that slavery must end by sharing the experiences of slaves with visual evidence
* convince undecided and pro-slavery Americans to join your cause

**DOCUMENTS:** Use each of the documents provided to research and record information for your task. Your editorial should reference information from both primary sources.

**Document A**: A Slave’s Life in Images PowerPoint

**Document B:** *Slave Narratives from the Federal Writers' Project, 1936-1938*

**PRODUCT:** You will write a three paragraph editorial for an abolitionist newspaper. You will support your point of view with evidence you observed and collected in Southern states where slavery is legal.

* Explain what abolitionists believe
* Support the abolitionist point of view with three reasons based on the quotations and pictures from the documents
* Use vocabulary and ideas you learned in the study of abolition
* Include persuasive, convincing words

**PAT RUBRIC:** Civil Action Leads to Reform

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| **Category** | **4 Exceeds Expectations** | **3 Meets Expectations** | **2 Approaching Expectations** | **1 Below Expectations** | **Score** |
| **Content** | Demonstrates **thorough and accurate** understanding of the role of the reformers in the fight to abolish slavery in the U.S. | Demonstrates an **accurate** understanding of the role of the reformers in the fight to abolish slavery in the U.S. | Demonstrates an **incomplete** understanding of the role of the reformers in the fight to abolish slavery in the U.S. | Demonstrates **inaccuracies and misconceptions** of the role of the reformers in the fight to abolish slavery in the U.S. |  |
| **Basic Skills** | Demonstrates **substantial** use of primary sources to identify the abolitionists’ point of view on the need to end slavery. | Demonstrates **acceptable** use of primary sources to find identify the abolitionists’ point of view on the need to end slavery. | Demonstrates a **number of errors** when using primary sources to identify the abolitionists’ point of view on the need to end slavery. | Demonstrates **many critical errors** when using primary sources to identify the abolitionists’ point of view on the need to end slavery. |  |
| **Analysis/****Interpretation** **Skills** | Examines **thoroughly all** of the given documents.Analyzes information from the documents to draw meaningful conclusions about the lives of enslaved African-Americans that led reformers to work to abolish slavery. (Think: proof.) | Examines **several** of the given documents.Makes a credible effort to analyze information from some of the documents to draw meaningful conclusions about the lives of enslaved African-Americans that led reformers to work to abolish slavery. (Think: proof.) | Examines **some** of the given documents.Makes little effort to analyze information. Gives weak or superficial conclusions about the lives of enslaved African-Americans that led reformers to work to abolish slavery.(Think: proof.) | Gives **no** evidence that given documents were examined. Fails to analyze information to give conclusions about the lives of enslaved African-Americans that led reformers to work to abolish slavery.(Think: proof.) |  |
| **Application/****Synthesis** **Skills** | **Cites and elaborates** evidence from given documents to develop an in-depth, persuasive argument to abolish slavery. | **Cites** evidence from given documents but does not elaborate on the information. Develops an adequate argument that states basic reasons to abolish slavery. | **Cites some** evidence from the given documents to develop a weak argument that gives few or irrelevant reasons to abolish slavery.  | **Cites no** evidence from the given documents. Fails to develop an argument that gives reasons to abolish slavery. |  |
| **Communication** **Skills** | Speech is **persuasive**. It is well organized with clearly stated, complex ideas supported by citations from all documents.  | Speech is **somewhat convincing**. It is organized with clearly stated ordinary ideas supported by citations from several documents. | Speech is **somewhat convincing**, but is **poorly** organized with few unclear, restated ideas supported by citations from few documents. | Speech is **unorganized** with irrelevant statements and no document citations. |  |

**Document B**

***Slave Narratives from the Federal Writers’ Project, 1936-1938***

Introduction: *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938* is a collection of more than 2,300 first-person accounts of slavery. They were recorded in the 1930s before the last living former enslaved African-Americans died. Most were written as the former enslaved person spoke so you may not understand at first. Read with care but don’t focus on every word. Keep in mind: these are individual stories. All enslaved Africans were denied their freedom; not all suffered the same way or to the same degree.

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 “Why down in Boonville, woman and a baby was put up to be sold, and de buyer he want de woman, but he don’t want de baby, so they separated ‘em, and was getting’ ready to put ‘em on de boat for Noo Orleans, and ship ‘em down de river, and de woman she ran back to kiss de baby goodbye, and de tradar picked up a whip and cracked it down and shouts, “A bellerin cow will soon forget its calf! **She was sold down de river and nevar saw de baby again.”**

- Joe Higgerson

 - Sarah Frances Shaw Graves

"We left my papa in Kentucky, 'cause he was allotted to another man**. My papa never knew where my mama went, an' my mama never knew where papa went."** Aunt Sally paused a moment, then went on bitterly. "They never wanted mama to know, 'cause they knowed she would never marry so long she knew where he was. Our master wanted her to marry again and raise more children to be slaves. They never wanted mama to know where papa was, an' she never did," sighed Aunt Sally

 **Document B cont.**

“There was 11 other children besides myself in my family. When I was six years old, **all of us children were taken away from my parents**, because my master died and his estate had to be settled. We slaves were divided by this method, Three disinterested persons were chosen to come to the plantation and together they wrote the names of the different heirs on a few slips of paper. These slips were put in a hat and passed among us slaves. Each one took a slip and the name on the paper was the new owner…I can’t describe the heartbreak and horror of that separation, I was only six years old and it was the last time I ever saw mother for longer than a night. Twelve children taken from my mother in one day.”

- John W. Graves

“Elisha Guidry he my master in slavery. He had lots of slaves. **He whip my pa lots of times.** He unwill’ to work. **He whip my ma, too**. **One time he cut her with the whip and cut one of her big toes right off.** Ma come up on the gallery and wrap it up in a piece of rag.”

“Us have a **dirt house**. The chimney made with mud. It **hot in summer**. The beds made with moss and shucks (corn greens) and the big old ticks (mattresses) made at the big house. **Us didn’t have no chairs**. Jes’ benches. In the room’s a big trough. Us sit ‘round the trough and eat clabber (kind of like yogurt) and bread with big, wood spoon.”

- Amos Lincoln

"In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the **plantation owners were very harsh (strict, mean) if we were caught trying to learn or write.”**

- John W. Fields

**THINK ABOUT:**

**What are some of the terrible things that happened to these slaves?**

**PAT DOCUMENT ORGANIZER:** Civic Action Leads to Reform

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| **Task 1:** Give the main idea of your editorial ***What were the abolitionists fighting against?*** |
| **Task 2:** What proves slavery is wrong? Give three reasons why it must end. ***What evidence do you find in the images and narratives to prove slavery was wrong?*** |
| **Sources:** |  |
| **Sources:** |  |
| **Sources:** |  |
| **Task 3: *What persuasive language will convince others to fight slavery?*** |

**PAT TASK CHECKLIST**

**UNIT IX:** Civic Action Leads to Reform

**Argument:** I will convince my audience to support abolition by showing them the injustices and inequities of slavery in the United States.

**PRODUCT:** a newspaper editorial citing evidence gathered in the South

**PRODUCT CHECKLIST:**

\_\_\_ I have reviewed all the documents for multiple pieces of evidence. All my notes are on the graphic organizer for Tasks #1 – 3. **Use the documents for evidence of new learning and connections to what you already know!**

\_\_\_ **Task Skill #1:** My introduction explains the abolitionist point of view with three reasons

\_\_\_ **Task Skill #2:** I give specific details from both primary sources to prove slavery is wrong. **Do not just list facts!**

1. Explain what life was like for slaves
2. Use the slave images and slave narratives to give specific examples
3. Cite your sources within the document
* If you are referring to an image, make sure to give the name of the image
* For a specific quote, make sure to give the name of the individual who said it

\_\_\_ **Task Skill #3:** My editorial…

1. includes vocabulary and concepts related to slavery and and abolitionists learned in the Civic Action Leads to Reform unit
2. has been reviewed by myself and someone else for spelling and grammar mistakes
3. is well-organized in the three paragraph format
4. using appropriate persuasive language
5. is in its final, neat form and reflects my best effort

**Editorial Outline**

Paragraph 1: Introduction

Topic Sentence: *Explain why you are an abolitionist! (person who is against slavery)*

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Give three reasons why slavery is wrong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conclusions Sentence: *Why must slavery end now?*

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Paragraph 2: Supporting Details (split into another paragraph if necessary)

*Explain your reasons with proof from the pictures and slave quotes*

Paragraph 3: Conclusion

*Summarize why slavery is wrong and why readers should be abolitionists, too. Use your most persuasive language to convince them to take action NOW!*

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**PAT Score Form**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Unit #:** \_\_\_\_\_\_\_\_\_\_\_ **Date: \_\_\_\_\_\_\_\_\_\_\_\_**

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