

## Jay Schools      Performance Task Blueprint

<b>Title of task</b>	Civil Disobedience	<b>Grade span/level</b>	9-12
<b>Curriculum area(s)</b>	Social Studies	<b>Approximate time frame</b>	1-2 weeks
<b>Developed by</b>	LAD	<b>Date Created</b>	
<b>Resources/materials</b>	Student Instruction; List of Enduring themes; Access to reference material; Outline maps or blank paper; Word Processor		

<b>Content Standards/Performance indicators</b>			
	<b>Social Studies</b>		
	C: A-3 H: B-4 G: A-3		

<b>Description (Include context, audience, purpose)</b>
<ul style="list-style-type: none"> <li>• Select a circumstance in United States on World History where civil disobedience was used to draw attention to a cause.</li> <li>• Research that circumstance and prepare a report in which you include:                             <ul style="list-style-type: none"> <li>○ A description of events leading to this example of civil disobedience.</li> <li>○ An explanation of how civil disobedience might be justified in general and compare that to how participants felt in your example.</li> <li>○ Identification of an enduring theme in history related to civil disobedience and explanation of how your example relates to enduring themes. (list of enduring themes attached).</li> <li>○ An explanation of how the region was linked or divided as a result of civil disobedience.</li> <li>○ A map to support your discussion of how an act of civil disobedience liken or divided a region. The map may be created or found during research.</li> </ul> </li> </ul>

<b>Student products/performances</b>		
<p>Background information on the circumstance.</p> <p>An explanation of when civil disobedience might be justified.</p> <p>Demonstration of how civil disobedience is an example of an enduring.</p>	<p>Theme in history.</p> <p>An interpretation of a map that illustrates how the circumstances linked or divided a region.</p>	
<b>Criteria for evaluating student products/performances</b>		
<ul style="list-style-type: none"> <li>Written report</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**Is this an approved component of the Local Assessment System? Yes X No \_\_\_\_\_**

If yes, include a scoring guide in the following format:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MLR Standard and performance indicator</b>	Quality standard not met (Still practicing)	Quality standard Partially/minimally met	Quality standard met	Exceeds the standard (Outstanding performance)
<p>Civics &amp; government A – Rights, Responsibilities, Participation.</p> <p>3. Describe the circumstances under which civil disobedience might be justified.</p> <p>Source of evidence: Report</p>	Report includes a weak or inaccurate description of circumstances in which civil disobedience might be justified.	Report includes an incomplete description of circumstances in which civil disobedience might be justified and/or may lack accuracy in places.	Report includes a clear and accurate description of the circumstances under which civil disobedience might be justified.	Report includes a sophisticated description of circumstances in which civil disobedience might be justified and compares the circumstances of a specific example to this criteria.
<p>History B-Historical Knowledge, Concepts and Patterns.</p> <p>4. Demonstrate an understanding of enduring themes in history.</p> <p>Source of evidence: Report</p>	Report does not connect civil disobedience to the enduring theme of freedom and justice.	Report demonstrates a weak understanding of civil disobedience and its connection to the enduring theme of freedom and justice. There are limited examples and/or details from the circumstance of civil disobedience they had researched.	Report demonstrates a clear understanding of civil disobedience and its connection to the enduring theme of freedom and justice with examples and details from the circumstance of civil disobedience they had researched.	Report demonstrates a sophisticated understanding of civil disobedience and its connection to the enduring theme of freedom and justice. Examples and details from the circumstance of civil disobedience they had researched are rich and well developed.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
MLR Standard and performance indicator	Quality standard not met (Still practicing)	Quality standard Partially/minimally met	Quality standard met	Exceeds the standard (Outstanding performance)
<p>Geography A-Skills and Tools</p> <p>3. Understand how cultural and technological features can link or divide regions.</p> <p>Source of evidence: Map and report</p>	Map and the report show little or no understanding of how civil disobedience linked or divided the region.	Map and the report show some understanding of how civil disobedience linked or divided the region but specific examples from the circumstance of civil disobedience they had researched are limited.	Map and the report give specific examples of how civil disobedience linked or divided the region and provides supporting details from the circumstances of civil disobedience they had researched.	Map and the report show a clear understanding of how civil disobedience linked or divided a region and provides relevant reasons with rich details from the circumstance of civil disobedience they had researched