

CONTRIBUTORS TO THE COMMON GOOD

Performance Standard (14A/16BU).C

Prepare a chart about an historical figure that includes major events, contributions and changes that person brought about accordingly:

- *Knowledge*: Identify the major events, contributions, and changes an historical person brought about in United States history.
- *Reasoning*: Organize all the evidence relevant to the historical figure's life.
- *Communication*: Produce a chart that is well-focused, well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand and explain basic principles of the United States government (14A) and understand the development of significant political events (16B)*, students should experience sufficient learning opportunities to develop the following skills:
 - Name historical figures from diverse backgrounds who advanced rights of individuals and groups to promote the common good.
 - Describe events and ideas in the life of a significant political figure or group from the past whose holiday we celebrate today.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask each student to research information about an historical figure and record information on a three-column chart. The columns of the chart should be labeled: major events, contributions, and resulting changes to peoples lives.
4. Ask each student to draw a picture of a monument that is representative of the person's life or contributions. Each student should also design a plaque that states the person's major contributions. The plaque could have the individual's birthday, birthplace, jobs, ethnic background or other significant information and should be placed in a prominent place on the monument.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The major events, contributions, and changes an historical person brought about in people's lives were described completely and accurately.
 - *Reasoning*: The synthesis of the information for the chart and plaque was thorough and accurate.
 - *Communication*: The information on the chart and the plaque was well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

- Four to five class periods

Resources

- 12 x 18 construction paper for monument
- 8 ½ x 11 paper for chart
- Crayons
- Markers
- Scissors
- Pen or fine line marker for the plaque
- Sources of information about lives of historical figures who contributed to peoples' rights
- Social Science Rubric

George Washington Carver

Major Events	Contributions	Resulting Changes to the lives of people
<ul style="list-style-type: none">• born 1864 Missouri• very sick baby who was a slave• kidnapped• liked to learn• died June 5th 1943• in Tuskegee	<ul style="list-style-type: none">• great scientist• made 300 products from peanuts• made 100 products from Sweet potatoes	<ul style="list-style-type: none">• helped others• made products

