

SIGNIFICANT PEOPLE

Performance Standard 16DUS.E

Make a presentation explaining why a person was important to social history in Illinois and/or the United States accordingly:

- *Knowledge*: Describe the significant person's biographical data, education and training, positions/jobs including those not related to the person's contributions to history, and major contributions.
- *Reasoning*: Assess the influence that this person's contributions had on the social lives of others in Illinois or the United States and predict what Illinois or the United States might have been without those contributions.
- *Communication*: Prepare and deliver a presentation 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 Illinois, United States, and world social history (16D)*, students should experience sufficient learning opportunities to develop the following skills:
 - Research the background and contributions of persons significant to the history of Illinois and the United States.
 - Assess the influence that significant people had on the social lives of others in Illinois or the United States.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student conduct research on a significant person who impacted the social history of Illinois and/or the United States. Students should organize and record relevant information on note cards for a presentation.
4. Ask each student to prepare and deliver a two – three minute presentation on the significant person (using note cards is optional) including the following:
 - Biographical data (e.g., birthplace, dates of birth and death, family background)
 - Education/training
 - Positions/jobs held including those not directly related to the person's position when he/she made major contributions to history. For example, Abraham Lincoln was a land surveyor, which was not related to his signing of the Emancipation Proclamation as President of the United States.
 - Major contribution to the social lives of others (e.g., President Lincoln signing the Emancipation Proclamation).
 - An educated prediction of what Illinois and/or the United States would have been like had the significant person not done what he/she did (e.g., slavery might have continued for many more years had Lincoln not been President).
 - Sources of information (e.g., biographies). These should not be part of the presentation but a list of sources should be submitted as part of the documentation of the "knowledge" section of the rubric.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The descriptions of the biographical data, education and training, positions/jobs, and major contributions were complete, accurate, and documented.
 - *Reasoning*: The analysis and explanation of the influence of the major contributions on the social lives of others were thorough and accurate; the prediction of what the social lives would have been like without those contributions was well-reasoned and plausible.
 - *Communication*: The presentation was well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Resources

Time Requirements

- Two to three minutes per presentation

- Primary and secondary sources that include information about the lives of people who impacted the social history of Illinois and/or the United States (journals, oral histories, Internet, encyclopedias, etc.)
- Note cards
- Social Science Rubric