

TURNING POINT

Performance Standards (16DW/18C).E

Select a historically significant person whose actions changed a social institution and identify the turning point in world social history the individual was a catalyst for accordingly:

- *Knowledge*: identify the major actions and contributions of a significant individual in world social history;
- *Comprehension*: explain how the individual's methods and influence served as a catalyst for a turning point in world history; and
- *Communication*: write an essay that is well-organized, well-detailed and well-focused; 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 (16DW), and understand how social systems form and develop over time (18C)***, students should experience sufficient learning opportunities to develop the following:
 - Identify turning points in world social history, and
 - Identify historically significant people who affected social life or institutions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students identify major social institutions (family, economy, religion, political order, and education). Students should brainstorm a list of individuals who have impacted one or more of these institutions. Each student should narrow his/her list down to one person, to be approved by the teacher to research further.
4. Have students write a five-paragraph essay that:
 - tells why the person is historically significant.
 - describes the historically significant person's contribution to social life.
 - summarizes the turning point and change(s) of the social institution impacted by the person.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the description of the person and his or her contributions are complete and accurate.
 - *Reasoning*: the analysis of the impact of the person on the social institution is thorough and logical.
 - *Communication*: the essay is well-organized, well detailed and well-focused; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Two 45-minute periods
- One period for brainstorming and starting research
- The other to complete the research

Resources

- Primary and secondary resources that describe historically significant individuals and their contribution(s).
- Notebook paper
- Pen or pencil
- Internet sites
www.library.com
- Social Science Rubric