

## CULMINATING WRITING ASSESSMENT

### ESSENTIAL QUESTION:

If somebody is denied power, privilege, and equal standing with other Americans, how should he or she respond?

### OBJECTIVES:

- Students will evaluate the consequences of historical and contemporary events, individuals, and legislations in order to determine the lessons learned about the concepts of power, privilege, and equal standing in the United States.
- Students will complete a reflective composition addressing the unit's essential question.

### ACTIVITIES:

1. Students review their Talking Head Activity Sheets completed in previous lessons, including W.E.B. DuBois, Booker T. Washington, Franklin D. Roosevelt, and an individual from the resource cards.
2. Explain that the students will now write a reflective composition that responds to the unit's essential question:  
If you are denied power, privilege, and equal standing with other Americans, how would you respond?
3. Distribute and discuss the essential question and evaluation criteria. (Student Activity Sheet 6-1)
4. Students should have access to all resources from the unit, plus their own notes.
5. When the compositions are complete, ask students to share their positions with the class.



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### WRITING ASSESSMENT

Write a reflective composition addressing the following essential question:

**If you are denied power, privilege, and equal standing with other Americans, how would you respond?**

### EVALUATION CRITERIA:

An excellent reflective composition will meet the following criteria:

1. Draw comparisons between specific incidents, as examined in the Resource Cards on African Americans, Japanese Americans, and Mexican Americans, and broader themes of American democracy.
2. Explore the significance of personal experiences, current events, conditions, or concerns to support your position.
3. Reference at least three of the following:
  - Pamphlet by W.E.B. DuBois
  - Pamphlet by Booker T. Washington
  - Timeline on Voting Rights and Citizenship
  - Speeches by President Franklin D. Roosevelt
  - Resource Cards and your notes on African Americans, Japanese Americans, and Mexican Americans during World War II
4. Be at least two pages, double-spaced at twelve-point font.
5. Utilize accurate grammar, spelling, or punctuation.

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### NOTES/OUTLINE