
Name: _____ **Date:** _____ **Class:** _____

Reconstruction in Five Acts Assessment

Performance Task: Essay

Directions: Choose one of the following prompts for your essay.

1. What was Reconstruction? How did Reconstruction change America?
2. What were the key events and themes of Reconstruction?
3. What was the impact of Black political and economic leaders during the Reconstruction Period?
4. How did Black people and people of color wield power and resist white supremacy?
5. How did Black people rebuild their identity and sustain agency throughout history?
6. What was America's second Reconstruction? How is it similar and different to America's first Reconstruction?
7. How did Black people and people of color resist oppression and injustice while rebuilding their identities between the 1950-the 1980s? Reflect on the social, cultural, and political shifts.
8. How does popular music today such as Drill serve as an example of power and agency?
9. What were some key movements that we explored? What were their impacts?
10. To what extent is America currently undergoing a third Reconstruction? Why or why not?
11. Is the project of Reconstruction complete today?

Rubric Standards

Contextualization	CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Argument	CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
Document Support / Evidence	CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
Analysis	CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Conclusion	CCSS.ELA-LITERACY.W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

Rubric

Contextualization	Accurately and explicitly connects the historical question to broader historical events and/or processes.	0-2	
Argument	States a historical argument that fully addresses the question. The thesis must do more than restate the question.	0-2	
Document Support & Evidence	Key ideas from each document are accurately quoted or paraphrased, and the student accurately describes what each document is.	0-2	
Analysis	Explains how or why the document's content, point of view, purpose, historical situation, and/or audience is relevant to an argument. Includes valid reasons that explain how or why the selected evidence supports their argument that are parallel and do not repeat ideas.	0-2	
Conclusion	Restates the argument to conclude the essay.	0-2	
		Total	