

Reconstruction in Five Acts Assessment Lesson Plan

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

Lesson Objectives

Lesson Objectives:

Student will...

- Engage with essential questions in class discussions and/or essay composition
- Gather information to support an argument

Lesson Materials & Resources

Reconstruction in Five Acts Assessment Socratic Seminar Student Response Packet [[.docx](#)][[.pdf](#)]

Reconstruction in Five Acts Assessment Performance Task: Essay [[.docx](#)][[.pdf](#)]

Performance Task Rubrics [[.docx](#)][[.pdf](#)]

Lesson Activities

Lesson Plan Outline:

1. Introduce the performance task(s)
2. Socratic Seminar
3. Essay
4. Review rubrics

Additional Administration Information:

Our goal is to optimize individual choice and autonomy while still ensuring students can demonstrate their mastery of the content. Teachers should select and offer the assessment option(s) that:

- Gathers information and data about their students' performance
- Supports students in attaining high learning goals
- Is differentiated and supports students' learning needs
- Informs future instructional design

Introduce the performance tasks: Using the Reconstruction in Five Acts Performance Task handout, share the goals and two options for the performance task with students.

1. Performance Task Option 1: Socratic Seminar
 - a. If needed, introduce the Socratic Seminal model by screening [AVID Socratic Seminar by Jennifer Madland](#). Use the video to discuss the keys to a successful Socratic Seminar.
 - b. Review the Reconstruction in Five Acts Assessment Socratic Seminar Student Response Packet which includes the following:
 - Socratic Seminar prompts
 - Partner assessment
 - c. The content of the discussion will set students up well for writing a nuanced argument if you select both Performance Task options.

- d. Equally important to the content is a focus on the process for discussion. The primary activity is a full class discussion, with multiple breakpoints within the whole class format to evaluate the discussion in the moment, refocus if necessary, and help students prepare for the next question.
 - e. Use the student response packet and student participation to evaluate student performance in this activity.
2. Performance Task Option 2: Essay
 - a. Use the Reconstruction in Five Acts Assessment Performance Task: Essay handout to review the suggested prompts with students. The prompts are designed to mirror the Socratic Seminar prompts. Teachers may select from a prompt listed, provide structured choices to students by allowing them to self-select from a pre-approved list, or design a brand new prompt to reflect targeted content objectives.
 - b. Review the rubric from the handout.

Performance Task Option 1 - Socratic Seminar:

1. Desks should be arranged in a fish-bowl style where students are divided up into an inner and outer circle.
2. Students should have their annotated primary source packets and any discussion norms you have created. If this proves too challenging, set up the room in a single circle and monitor scholars by noticing their note-taking and the way they are following the discussion, as it will be difficult for every scholar to directly participate.
3. Review the suggested pacing guides below in *administrative information*.

Suggested Pacing for Socratic Seminar:

1. Suggested pacing model 1:
 - a. Launch, Framing, Planning - 15 minutes
 - b. Round 1 Socratic Seminar - 20 minutes
 - c. Transitioning between Inner and Outer Circle Partners - 5 minutes
 - d. Round 2 Socratic Seminar - 20 minutes
2. Suggested pacing model 2:

Part	Brief Description	Testing Time
1	Review Content and Plan	15 min
2	Performance Task	45 min
	Total Time	60 min

Performance Task Option 2 - Essay:

1. In the first part of the performance assessment, students prepare to demonstrate mastery by accomplishing the following goals in their composition:
 - a. breaking down a historical question
 - b. contextualizing the question using knowledge learned in the unit
 - c. analyzing primary source documents
 - d. logically organizing relevant evidence from the documents with the aid of a graphic organizer.

2. In the second part of the performance assessment, students independently craft their responses to the historical question in various mediums. Teachers should provide independent work time, student work and materials from Part 1, and the resources included here to students, but they should not provide additional assistance or scaffolding.

Suggested Pacing for Essay Performance Task:

Part	Brief Description	Testing Time
1	Read and Plan	45 min
2	Performance Task	45 min
	Total Time	90 min

Suggested Pacing for Essay Performance Task:

Part	Brief Description	Testing Time
1	Read and Plan	45 min
2	Performance Task	45 min
	Total Time	90 min

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.

Sample 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	