**Submission Document**

**Statement of Inquiry:** Government policy directly and indirectly impacts communities and individuals, which can be discovered through data as well as personal narrative.

**Key Concept:** Communities

**Part I: Oral History Transcript and Monologue**

Please copy and paste your **oral history transcript** into the space below:

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Please copy and paste your **monologue**, based on the oral history, into the space below:

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**Rubric:** Criterion B, Synthesizing

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

• create a product that communicates a purposeful interdisciplinary understanding

• justify how their product communicates interdisciplinary understanding.

| **Score** | **IU Rubric** | **TSC** |
| --- | --- | --- |
| 0 | The student does not achieve a standard described by any of the descriptors givenbelow. |
| 1-2 | The student:• creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding• states how his or her product communicates interdisciplinary knowledge. | * Oral history is present but monologue does not tell a complete/coherent story.
* The monologue does not use the language of the oral history purposefully in decisions regarding dialect, imagery, perspective, characterization, diction, punctuation, and point of view.
 |
| 3-4 | The student:• creates a product that applies disciplinary knowledge to partially communicateinterdisciplinary understanding• outlines how his or her product communicates interdisciplinary knowledge. | * The oral history includes some engagement with personal history and inequity.
* The monologue includes a story about a person. Some use of imagery, perspective, diction, punctuation, characterization and point of view present.
 |
| 5-6 | The student:• creates a product that develops disciplinary knowledge to communicateinterdisciplinary understanding• describes how his or her product communicates interdisciplinary knowledge. | * The oral history includes solid engagement with personal history and inequity.
* The monologue includes a well-developed story about a person. It includes purposeful use of imagery, characterization, perspective, diction, punctuation, and point of view.
* Mentions reflection/restoration in the narrative
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| 7-8 | The student:• creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding• justifies how his or her product communicates interdisciplinary knowledge. | * The oral history includes a thoughtful engagement with personal history and inequity
* The monologue includes a full, well-developed story about a person. It includes sophisticated use of imagery, perspective, characterization, diction, punctuation, and point of view.
* Contains impactful elements of restorative narratives
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**Part II: Rationale**

The purpose of the **rationale** is to explain to the teacher how you used your oral history to tell a story in monologue form.

* How did you address a topic from the 1619 project and/or Bill of Rights? (one paragraph)
* What details did you select from your transcript to create your monologue? (one paragraph)
* How did you use tools such as diction, characterization, imagery, perspective, punctuation and point of view? Cite at least 3 creative decisions that you made in your adoption, referring specifically to both the literary device and the language in your monologue. (1 to 2 paragraphs)

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**Rubric:** Criterion A, Evaluating

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

• analyse disciplinary knowledge

• evaluate interdisciplinary perspectives.

| **Score** | **IU Rubric** | **TSC** |
| --- | --- | --- |
| 0 | The student does not achieve a standard described by any of the descriptors givenbelow. |
| 1-2 | The student:• attempts to analyse by identifying disciplinary knowledge• attempts to evaluate by stating the strengths or limitations of interdisciplinaryperspectives. | * makes no connection to subjects raised in government
* makes minimal reference to selecting details from interview or transcript
* make minimal reference to creative process or literary devices
 |
| 3-4 | The student:• partially analyses by outlining the disciplinary knowledge• partially evaluates by outlining the strengths or limitations of interdisciplinaryperspectives. | * makes some connection to subjects raised in government
* makes some reference to selecting details from interview or transcript
* make some reference to creative process or literary devices, specifically referencing at least two literary devices with evidence from the monologue
 |
| 5-6 | The student:• analyses by describing disciplinary knowledge• evaluates by describing the strengths and limitations of interdisciplinaryperspectives. | * makes purposeful connection to subjects raised in government
* makes purposeful reference to selecting details from interview or transcript
* make purposeful reference to creative process or literary devices, specifically referencing at least three literary devices with clear evidence from the monologue
 |
| 7-8 | The student:• fully analyses by explaining disciplinary knowledge• fully evaluates by explaining the strengths and limitations of interdisciplinaryperspectives. | * makes significant and insightful connection to subjects raised in government
* makes significant reference to selecting details from interview or transcript
* make significant reference to creative process or literary devices, specifically referencing at least three literary devices with clear evidence from the monologue
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**Part III: Journal entries**

Copy and paste your **journal entries #1-5** here or give a paper copy to your teacher.

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**Rubric: Criterion C: Reflecting**

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

• discuss the development of their own interdisciplinary learning

• discuss how new interdisciplinary understanding enables action.

| **Score** | **IU Rubric** | **TSC** |
| --- | --- | --- |
| 0 | The student does not achieve a standard described by any of the descriptors givenbelow. |
| 1-2 | The student:• states the development of his or her own interdisciplinary learning• states how new interdisciplinary understanding enables future action. | * Responses show some engagement and answer some parts of the prompts
* Does not meet word count but all responses are present (200 words per entry)
* At least 2 prompts are answered
 |
| 3-4 | The student:• outlines the development of his or her own interdisciplinary learning• outlines how new interdisciplinary understanding enables action. | * Responses show clear engagement with some insight, imagination, and critical reflection.
* Student understood the prompts and addressed almost all parts.
* Meets word count.
* At least 4 prompts are answered
 |
| 5-6 | The student:• describes the development of his or her own interdisciplinary learning• describes how new interdisciplinary understanding enables action. | * Responses show careful thought and personal engagement.
* Substantial exploration and critical reflection of ideas
* Exceeds minimum word count
* All prompts are answered
 |
| 7-8 | The student:• discusses the development of his or her own interdisciplinary learning• discusses how new interdisciplinary understanding enables action. | * Responses show perceptive exploration, critical reflection, and complete grasp of the implications of the questions
* Far exceeds minimum word count
* All prompts are answered
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