**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:

|  |
| --- |

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

|  |
| --- |

**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 given  below. | |
| 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 communicate  interdisciplinary 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 communicate  interdisciplinary 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 |
| 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 |

**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)

|  |
| --- |

**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 given  below. | |
| 1-2 | The student:  • attempts to analyse by identifying disciplinary knowledge  • attempts to evaluate by stating the strengths or limitations of interdisciplinary  perspectives. | * 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 interdisciplinary  perspectives. | * 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 interdisciplinary  perspectives. | * 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 interdisciplinary  perspectives. | * 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 |

**Part III: Journal entries**

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

|  |
| --- |

**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 given  below. | |
| 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 |