

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: <ul style="list-style-type: none">• creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding• states how his or her product communicates interdisciplinary knowledge.	<ul style="list-style-type: none">- 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: <ul style="list-style-type: none">• creates a product that applies	<ul style="list-style-type: none">- The oral history includes some engagement with personal history and

	<p>disciplinary knowledge to partially communicate interdisciplinary understanding</p> <ul style="list-style-type: none"> • outlines how his or her product communicates interdisciplinary knowledge. 	<p>inequity.</p> <ul style="list-style-type: none"> - The monologue includes a story about a person. Some use of imagery, perspective, diction, punctuation, characterization and point of view present.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding • describes how his or her product communicates interdisciplinary knowledge. 	<ul style="list-style-type: none"> - 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	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding • justifies how his or her product communicates interdisciplinary knowledge. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • attempts to analyse by identifying disciplinary knowledge • attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • partially analyses by outlining the disciplinary knowledge • partially evaluates by 	<ul style="list-style-type: none"> - 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

	outlining the strengths or limitations of interdisciplinary perspectives.	literary devices, specifically referencing at least two literary devices with evidence from the monologue
5-6	The student: <ul style="list-style-type: none"> • analyses by describing disciplinary knowledge • evaluates by describing the strengths and limitations of interdisciplinary perspectives. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • fully analyses by explaining disciplinary knowledge • fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • states the development of his or her own interdisciplinary learning • states how new interdisciplinary understanding enables future action. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • outlines the development of his or her own interdisciplinary learning • outlines how new interdisciplinary understanding enables action. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • describes the development of his or her own interdisciplinary learning • describes how new interdisciplinary understanding enables action. 	<ul style="list-style-type: none"> - 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:	<ul style="list-style-type: none"> - Responses show perceptive exploration, critical reflection, and

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	<ul style="list-style-type: none">• discusses the development of his or her own interdisciplinary learning• discusses how new interdisciplinary understanding enables action.	<p>complete grasp of the implications of the questions</p> <ul style="list-style-type: none">- Far exceeds minimum word count- All prompts are answered
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