

Civil War Summative Assessment

We have looked at a variety of primary sources within the Civil War: Walt Whitman poetry, Lincoln's Inaugural and Gettysburg Address, (speech), and Reactions to the Emancipation Proclamation (editorials), as well as various letters, journals, and accounts.

Your task, using the provided photographs as inspiration, is to write a Civil War era piece; you may write a poem (using Whitman as your guide), a speech, an editorial, a letter, or a journal entry.

Your piece, must include at LEAST THREE accurate historical references--these could be legislation, battle details, or simply references to life during the Civil War.

You can take on the point of view of anyone from the time period. A farmer? A slave? A plantation owner? A politician? A soldier? A factory worker? A nurse?

Your piece could cover a variety of topics. Secession? Surrender? Lincoln's speeches? Ramifications of abolishment of slavery? Battles?

You can use any of the sources available to you--textbook, databases, handouts, etc.

CASII Civil War Summative

Criteria	Proficient with Distinction	Proficient	Partially Proficient	Below Proficient
Ideas	Details are clear and specific. At least 3 historical events are intricately woven and referenced in the letter. The events are accurate and detailed. 10 9	Details are clear and mostly specific. 3 historical events are referenced in the letter. The events are mostly accurate and detailed. 8 7	Details are present. 1-2 historical events are referenced in the letter. The events are somewhat accurate and detailed. 6 5 4	One or no historical events are referenced in the letter. The events are not detailed or accurate. 3 2 1
Organization	Writing is well organized into paragraphs or sections that make the piece easy to understand. 5	Writing is organized into paragraphs or sections that make the piece easy to understand. 4 3	Writing is organized into paragraphs or sections that make the piece difficult to understand. 2	The piece has no evidence of organization. 1
Voice/Audience	Takes on an appropriate “character” that stays consistent throughout. Intricately weaves accurate, factual information into voice. 10 9	Takes on an appropriate “character” that stays consistent most of the time. Incorporates accurate, factual information. 8 7	Takes on a “character” and stays consistent some of the time. Incorporates some historical information. 6 5 4	Does not take on a character. Merely factual information. 3 2 1
Word Choice	Words are specific and accurate. Necessary vocabulary is evident and correctly used to increase understanding throughout the piece. 5	Words are specific and accurate. Necessary vocabulary is evident and regularly used correctly to increase understanding. 4 3	Most words are specific and accurate. Necessary vocabulary is partially evident yet is not correctly used. 2	Word choice is inappropriate for the piece. Necessary vocabulary is not evident. 1
Writing Conventions/ Grammar	There are no spelling, punctuation, and capitalization errors. Writing exhibits excellent grammar. 5	There are few spelling, punctuation, and capitalization errors. Writing exhibits appropriate grammar. 4 3	Many spelling, punctuation, and capitalization errors are present. Writing errors detract from readability. 2	Errors in grammar, usage, and mechanics significantly interfere with readability. 1
Sentence Fluency	Sentence fluency is varied and fluent. Variety of sentence pattern is evident and enhances writing. 5	Sentence fluency is generally clear. An obvious attempt at varied sentences is evident. 4 3	Writing shows little attempt at varied sentence fluency. Structure of sentences is poor. 2	Lacks proper sentence fluency. 1
Knowledge of Content	Demonstrates complete understanding of content and is able to articulate that knowledge. 10 9	Demonstrates adequate understanding of content and is able to articulate that knowledge. 8 7	Demonstrates incomplete or unclear understanding of content or has difficulty articulating some of that knowledge. 6 5 4	Demonstrates little or no understanding of content or is unable to articulate that knowledge to others. 3 2 1