Fettig

Signature Assignment

The students will participate in a “congressional hearing” on issues in the Hawaiian Islands. This ideally will be used as a summative assessment at the end of the year. During the congressional hearing students will be speaking, presenting a powerpoint, presenting a video, or reading a pre- prepared essay to “congress”. They will be arguing in groups to support or opposition the following bills, using the knowledge and resources covered over the course of the year/unit: 1. The overthrow of the Hawaiian Monarchy 2. Immigration to Hawaii or 3. Missionaries coming to Hawaii.

Issues to be covered:

1. The overthrow of the Hawaiian Monarchy: This is historically significant because it marks the end of the monarchy in Hawaii. Ultimately it led to the annexation of Hawaii and later becoming an official state of the United States. Also, further touching on the subject about how trade/economy influences politics.

2. Immigration to Hawaii: Both past and current. Our culture was affected/ influenced by the immigrants ( i.e. strong connection to japanese culture here in Hawaii). Language was significantly impacted, less hawaiian- the different immigrants coming to work in the sugar plantations had to communicate and created Pidgin. Today this is still relevant as the Pidgin developed into the Hawaiian Creole language still spoken today.

3. Missionaries coming to Hawaii: The missionaries introduced new religion and language to the hawaiians. This introduction basically led to the ban of different parts of Hawaiian culture- clothing, dancing hula, etc… leading to a loss of culture. These missionaries and their children eventually became involved politically and aided in the overthrow of the monarchy a few generations later.

**Rubric**: (taken from a unit I did last year)

**SCORING GUIDE – WE THE PEOPLE SIMULATED CONGRESSIONAL HEARING**

|  |  |
| --- | --- |
| 1.   UNDERSTANDING  To what extent did participants demonstrate a clear understanding of the basic issues addressed by the questions? | **9-10 in-depth understanding**:  key concepts/themes/issues/relationships identified, fully defined and extensively described |
| 2.   REASONING  To what extent did participants support their positions with sound reasoning? | **9-10 strong support of positions with sound reasoning**: conclusions reached with consideration of opposing viewpoints, opinions with reasons and logical inferences |
| 3.   SUPPORTING EVIDENCE To what extent did participants support their positions with historical or contemporary evidence and examples? | **9 -10 accurate support of positions** with extensive historical or contemporary evidence, examples, illustrations |
| 4. RESPONSIVENESS To what extent did participants' answers address the questions asked? | **9-10 accurate and full response to all questions**:  main and sub-questions, follow-up questions |
| 5. EFFECTIVE COMMUNICATION: To what extent did the group use rhetorical tools? | **9-10 clear presentation of ideas:**  Use of persuasion, statistics, appropriate tone and volume |
| 6.   PARTICIPATION  To what extent did most group members contribute to the group's presentation? | **9-10 participation by all/most on an equal basis** |

Rubric Students will score other students

**Congressional Hearing Group Score Sheet:**

For each criterion listed, score the group on a scale of 1 to 10, with 10 being the best score. Use a separate form for each group.

|  |  |  |  |
| --- | --- | --- | --- |
| 1-2 = Poor    3-4 = Fair 5-6 = Average   7-8 = Above Average 9-10 =Excellent | | **SCORE** | **NOTES** |
| 1. **UNDERSTANDING:** To what extent did participants demonstrate a clear understanding of the basic issues involved in the question? | |  |  |
| 2. **REASONING:** To what extent did participants support positions with sound reasoning? | |  |  |
| 3. **SUPPORTING EVIDENCE:** To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations? | |  |  |
| 4. **RESPONSIVENESS:** To what extent did participants’ answers address the question asked? | |  |  |
| 5. **EFFECTIVE COMMUNICATION:** To what extent did the group use rhetorical tools? | |  |  |
| 6. **PARTICIPATION:** To what extent did most group members contribute to the group’s presentation? | |  |  |
|  | **GROUP TOTAL** |  |  |
|  |  |  |  |

6-8.WHST.1 – Writing history, text types and purposes

Write arguments focused on discipline-specific content.  
a. Introduce claim(s) about a topic or issue. acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
d. Establish and maintain a formal style.  
e. Provide a concluding statement or section that follows from and supports the argument presented.

7.SL.1 – speaking and listening, comprehension and collaboration

Engage effectively in a range of collaborative discussions (one-on-one. in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
a. Come to discussions prepared. having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic. text, or issue to probe and reflect on ideas under discussion.  
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  
d. Acknowledge new information expressed by others and. when warranted. modify their own views.

**Final Product:**

Students will use a variety of resources: internet, books, packets, or other materials provided in class. Over the course of the year/unit students will not only learn historical events but will be able to make connections to current events as well. They will be able to see the impact some of these events from the past and the implications they have today because of that. Being able to conduct research via different methods is an important skill and the students will have a chance to prove what they have learned and researched. During our “ We the People” congressional hearing, students will be presenting their side of the argument. They will be able to submit written testimony, compile interviews (videos of group members), give a speech, or present a powerpoint presentation.

**Modifications:**

For students who may have difficulty reading due to a number of reasons, instead of just letting the student do free research, I would provide the student with materials at his or her level regarding the subject they are researching. Looking for materials can be overwhelming and by providing a student with materials at his or her level, not only does it make it more manageable but makes it less stressful for the student as well. Another modification I could make for the student would be extended time, typically I would alot about a weeks worth of ELA time. If a student needed more time I would allow them the extended time and off my assistance in anyway they needed. Learning to research takes time and therefore certain students may benefit from this extended time.