

Name _____

Are Students Protected by the First Amendment?

New York State Social Studies Framework Key Idea & Practices

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

✔ Gathering, Using, and Interpreting Evidence ✔ Civic Participation

Summative Performance Task

ARGUMENT Are students protected by the First Amendment? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

Use this guide and the rubric on back to ensure your project meets all tasks

Main Idea

Here's what I think

PERSUASIVE WRITING:
building an argument

NO "I" in
Social
Studies 😊

Evidence to back up my reasons

Here are my reasons

Counter Argument

You could argue that...

But here's the WEAKNESS...



When you weigh all the evidence, you can conclude that...

**STRONG
FINISH**

What format will you use?

- Essay
- Cartooning
- Video
- Poster
- Speech
- Skit

Other formats welcome

	Level 4 Exceeding Standards	3.5 Meeting Standards	2.5 Approaching Standards	1.5 Attempting Standards	0
Trait 1: Claim (WHST-1)	<ul style="list-style-type: none"> Establishes a precise and credible claim that responds appropriately to the prompt and acknowledges counterclaim(s) Identifies clear and concise reasons to support the claim in order to clarify organization of the essay for the reader Establishes a conclusion that clarifies and strengthens the claim by synthesizing the argument 	<ul style="list-style-type: none"> Establishes a precise and credible claim that responds appropriately to the prompt Identifies reasons to support the claim in order to clarify organization of the essay for the reader Establishes a conclusion that supports the claim by synthesizing the argument 	<ul style="list-style-type: none"> Establishes a claim that does not completely respond to the prompt Identifies vague and/or unclear reasons to support the claim in a way that confuses the organization of the essay for the reader Establishes a conclusion that restates the claim 	<ul style="list-style-type: none"> Establishes a claim that does not respond to the prompt and/or is unclear Identifies incomplete and/or irrelevant reasons to support the claim in a way that confuses the organization of the essay for the reader Establishes a conclusion that is unclear and/or detracts from the claim 	<ul style="list-style-type: none"> Selects evidence that is not relevant or accurate to support the claim(s) and reasons presented in the argument No evidence
Trait 2: Textual Evidence (WHST-1)	<ul style="list-style-type: none"> Selects evidence that thoroughly supports the claim(s) and reasons presented in the argument Uses 3 or more pieces of evidence 	<ul style="list-style-type: none"> Selects evidence that sufficiently supports the claim(s) and reasons presented in the argument Uses 2 pieces of evidence 	<ul style="list-style-type: none"> Selects evidence that loosely supports the claim(s) and reasons presented in the argument Uses 1 piece of evidence 	<ul style="list-style-type: none"> Explains some evidence used, including information and quotations; however, explanation may be inaccurate and may not fully develop and/or support the argument Analyzes most documents that are used individually, may compare or contrast few documents Is more descriptive than analytical; may include faulty, weak, or isolated application or analysis 	<ul style="list-style-type: none"> Explains limited evidence, including information and quotations; however, explanation is inaccurate and does not develop or support the argument Analyzes very few documents individually; does not compare or contrast any documents Is descriptive; may lack understanding, application, or analysis
Trait 3: Elaboration and Analysis (WHST-1)	<ul style="list-style-type: none"> Synthesizes and explains all evidence used, including information and quotations to thoroughly develop and logically support the argument Analyzes each document that is used individually, in addition to comparing and contrasting several documents Is more analytical than descriptive 	<ul style="list-style-type: none"> Explains all evidence used, including information and quotations to develop and logically support the argument Analyzes all documents that are used individually, in addition to comparing and contrasting some documents Is both descriptive and analytical 	<ul style="list-style-type: none"> Groups ideas and information across paragraphs through a basic use of essay structure and some transitional words/phrases Groups ideas and information within paragraphs through a basic use of paragraph structure and some transitional words/phrases 	<ul style="list-style-type: none"> Employs limited use of structure or transitions across paragraphs that leads to a confused or unclear argument Employs limited use of structure or transitions within paragraphs that leads to a confused or unclear argument 	<ul style="list-style-type: none"> Orders ideas and information across paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument Orders ideas and information within paragraphs and uses appropriate transitional words/phrases in a way that allows the reader to follow the argument
Trait 4: Organization (WHST-1)	<ul style="list-style-type: none"> Orders ideas and information across paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument Orders ideas and information within paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument 	<ul style="list-style-type: none"> Orders ideas and information across paragraphs and uses appropriate transitional words/phrases in a way that allows the reader to follow the argument Orders ideas and information within paragraphs and uses appropriate transitional words/phrases in a way that allows the reader to follow the argument 	<ul style="list-style-type: none"> Uses language and tone appropriate to the reader and purpose Demonstrates a command of standard English conventions with occasional minor errors 	<ul style="list-style-type: none"> Uses basic language and uneven tone with some improper usage of words and phrases Includes major errors that interfere with reader's understanding 	<ul style="list-style-type: none"> Uses precise language and tone consistently appropriate to the purpose Demonstrates a command of standard English conventions with occasional minor errors
Trait 5: Conventions (WHST-1)	<ul style="list-style-type: none"> Integrates significant historical knowledge and/or concepts from outside of the documents to accurately and logically inform the claim(s) and to challenge sources or counter-claim(s) 	<ul style="list-style-type: none"> Integrates accurate historical knowledge or concepts from outside of the documents logically to inform the claim(s) and counter-claim(s) 	<ul style="list-style-type: none"> Integrates some accurate historical knowledge or concepts from outside of the documents to support the claim(s) and/or counter-claim(s); some inaccuracies may be present 	<ul style="list-style-type: none"> Integrates limited accurate historical knowledge or concepts from outside of the documents related to the argument 	<ul style="list-style-type: none"> Integrates some accurate historical knowledge or concepts from outside of the documents to support the claim(s) and/or counter-claim(s); some inaccuracies may be present
Trait 6: Outside Information	<ul style="list-style-type: none"> Integrates significant historical knowledge and/or concepts from outside of the documents to accurately and logically inform the claim(s) and to challenge sources or counter-claim(s) 	<ul style="list-style-type: none"> Integrates accurate historical knowledge or concepts from outside of the documents logically to inform the claim(s) and counter-claim(s) 	<ul style="list-style-type: none"> Integrates some accurate historical knowledge or concepts from outside of the documents to support the claim(s) and/or counter-claim(s); some inaccuracies may be present 	<ul style="list-style-type: none"> Integrates limited accurate historical knowledge or concepts from outside of the documents related to the argument 	<ul style="list-style-type: none"> Integrates some accurate historical knowledge or concepts from outside of the documents to support the claim(s) and/or counter-claim(s); some inaccuracies may be present
STUDENT GRADE (OWNERSHIP OF LEARNING)					
STUDENT COMMENTS			TEACHER COMMENTS		