

UNIT 3 FORMATIVE ASSESSMENT

STEP #1: Decide if you are completing this activity on your own OR with a partner

STEP #2: Choose your topic: American Revolution OR War of 1812

STEP #3: Choose how you will produce it: digitally OR 'old school' (aka paper)

STEP #4: Select the format you'll be using (see options below)

STEP #5: Create!

AMERICAN REVOLUTION

Demonstrate your understanding of the causes and consequences of this event using one of the following formats:

- Acrostic Poem
- ABC Poem
- "I am" Poem from the historical perspective of either:
 - 13 Colonist
 - Canadiens from Quebec colony

WAR OF 1812

Demonstrate your understanding of the causes and consequences of this event using one of the following formats:

- Acrostic Poem
- ABC Poem
- "I am" Poem from the historical perspective of either:
 - BNA colonist
 - First Nations
 - Britain
 - America

Exemplars of each type of poem

Acrostic Poem: use the letters of the word to start each line of the poem.

Unable to be free; locked in a 'contract' that only death will end
Never received pay for work completed or even treated as a human being
Disciplined at the whim of the master
Existing simply day by day
Rescue from this existence is possible with
Guardians like Abolitionists, Quakers, and Methodists
Running away is the only way to gain freedom
Obliged to rely on the good will of those who want to help us, but
Unsure who we can trust and who is working for the master
News travels by song, secret code, and candles in the windows
Directing us to the next 'station' and the next 'conductor'

Racing against time
Acts like the Fugitive Slave Law make it harder for us to gain freedom
Inconspicuous when travelling by moonlight, hidden in boxes, with secret identities
Longing for security and safety
Riding in trains, wagons, and boats
On the secret path to freedom
Always moving until we reach our
Destination – British North America

ABC Poem: use the letters of the alphabet to start each line of the poem.

Always running

Because of the fear of being

Captured by the

Dogs.

Every station is a welcome sight to the

Fugitives who are

Going North.

Help

Is provided by

Just and

Kind and

Loving people, including many Quakers.

Masters put up wanted signs in the

North, hoping that their rightful

Property will be returned. The

Quest for freedom is a long

Road but many

Slaves are willing

To risk their lives following the

Underground Railroad

“I am” Poem: this poem uses emotions and senses to represent a point of view

This poem is written from the point of view of a Black Slave on the Underground Railroad.

I am a person, but you see me as your property

I wonder, how would you survive if the tables were turned?

I hear music and stories of a secret way to freedom along the Underground Railroad

I see my people suffer verbal, physical, and sexual abuse at the whim of their masters

I am deserving of a better life

I pretend that one day I will be free to earn money, own a home, and control my destiny

I feel strength from all those who have gone before me

I wish I only had to travel to the free states, but the Fugitive Slave Act means freedom can only be granted in BNA

I worry I will be caught by the master and forced to return to slavery

I hate that my people have died trying to achieve what all humans deserve

I am travelling by foot, wagon, train, boat in the secrecy of night or disguise

I understand there are people ready to help me get to freedom: abolitionists, Quakers, Methodists

I say “No more” to those who want to keep me in chains

I dream of a world where slavery is outlawed like in the British Empire

I try to imagine how different my children’s lives will be and how it will all be worth it in the end

I hope I make it to freedom

MARKING RUBRIC

Student(s): _____

Topic: American Revolution War of 1812

Type of Poem: Acrostic ABC "I am" – perspective of _____

	Not Yet Meeting	Meeting	Fully Meeting
HISTORICAL THINKING CONTENT <i>a) Cause and Consequence</i> <i>b) Historical Perspective</i> (20 marks)	Limited and/or incorrect identification of causes and consequences of this event Lacking insight into individual's situation, thoughts, and emotions; poem is written from present day perspective	Incorporates and correctly identifies most of the causes and consequences of this event Demonstrates insight into individual's situation, thoughts, and emotions	Incorporates and correctly identifies all of the causes and consequences of this event Demonstrates a high degree of insight into individual's situation, thoughts, and emotions
POEM CONSTRUCTION (5 marks)	Poem does not follow the format Lack of thought was placed into the design of the poem; ideas are random and disjointed	Poem mostly follows the format with a few errors Inconsistent design of the poem makes it challenging for the reader to understand	Poem correctly follows the format Purposeful design of the poem makes it easy for the reader to understand
WRITING CONVENTIONS (5 marks)	Little thought was put into word choice, creating a vague meaning that could describe any historical event Has frequent grammatical errors and struggles for clarity and coherence	Word choice brings general meaning to the poem, but key vocabulary is missing to effectively describe this historical event Some errors in spelling, punctuation, sentence structure that impede understanding	Word choice is specific and thoughtful, bringing meaning to the poem and accurately describing this historical event Excellent mechanics with no errors in spelling, punctuation, sentence structure