**Colonial Georgia: Final Assessment**

**The Final Task for this unit is a formal essay. Essay prompts. Choose One:**

1. Compare and contrast Georgia’s period of colonization with the colonization of one of the other twelve colonies. Is Georgia unique or not? Consider government, economy, and the original purpose of both colonies.

2. Georgia’s colonial “look” in 1777 was different from its “look” in 1732. In your opinion, what were some key events that served as catalysts for change in the 45 years between settlement and independence?

**Requirements:**

1. 250-350 words. DO NOT go past 350. Ms. Fielder will stop reading at word 350.
2. If you use sources other than your notes, you MUST include a Bibliography.
3. If you use direct quotes from another source, you must put those words in quotation marks.
4. You must include an introduction and conclusion.
5. Remember-you are **arguing** a point of view. This is ***persuasive*** writing.
6. 12 point font-Times New Roman, Courier, or Calibri (no fancy fonts, sorry)
7. Include page numbers, a title, and your name
8. Email the final paper to smschallenge@gmail.com or turn in a hard copy.
9. If you choose to complete the first essay prompt AND you have shown superior research skills, you will receive an automatic two point bonus.

**Due Date:** Wednesday, September 17, 2014

**Evaluation (please turn in this page on 9/17/14):**

**Persuasive Essay Rubric: Common Core for Reading and Writing Standards**

Based on Common Core Standards for Reading/Writing in History/Social Sciences ([www.corestandards.org](http://www.corestandards.org))

 **Exceeds Standard Meets Standard Almost to Standard Below**

4 3 **2** 1

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| **Thesis/Claim** | [ ] Thesis/Claim is precise, knowledgeable, significant, and distinguished from alternate or opposing claims | [ ] Thesis/Claim is precise and knowledgeable, and answers the prompt (W1) | [ ] Thesis/Claim may be unclear or irrelevant, and/or may not answer prompt | [ ] Thesis/Claim is missing  |
| **\*Use of Evidence** | [ ] Develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples from the text(s)[ ] Skillfully integrates information into the text selectively to maintain the flow of ideas and advance the thesis[ ] Skillfully assesses the strengths and limitations of each source  | [ ] Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) (W2)[ ] Integrates information into the text selectively to maintain the flow of ideas and advance the thesis(W8)[ ] Assesses the strengths and limitations of each source (W8) | [ ] Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient[ ] Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but information is insufficient or irrelevant[ ] Attempts to assess the strengths and limitations of each source, but misinterprets information | [ ] Does not develop the topic by selecting information and examples from the text(s)[ ] Does not integrate information from the text [ ] Does not assess the strengths and limitations of each source |
| \***Use of Analysis** | [ ] Skillfully draws evidence from informational texts to support analysis and thesis/claim[ ] Skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient [ ] Skillfully identifies false statements and fallacious reasoning | [ ] Draws evidence from informational texts to support analysis and thesis/claim (W9)[ ] Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient (R8)[ ] Identifies false statements and fallacious reasoning.(R8) | [ ] Attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant [ ] Attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient, but analysis is insufficient[ ] Attempts to identify false statements and fallacious reasoning, but argument is incomplete or insufficient | [ ] Does not use evidence from the informational texts to support analysis and/or thesis/claim[ ] Does not delineate or evaluate claims in text[ ] Does not identify false claims or fallacious reasoning |
| **\*Organization,****Writing Style and Conventions** | [ ] Organization skillfully sequences the claim(s), counterclaims, reasons, and evidence.[ ] Provides a concluding statement or section that skillfully follows from or supports the argument presented [ ] Skillfully produces clear, coherent, sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience | [ ] Organization logically sequences the claim(s), **counterclaims**, reasons, and evidence.(W1)[ ] Provides a concluding statement or section that follows from or supports the argument presented (W1)[ ] Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W4) | [ ] Attempts to create a logical organization, but may be missing some elements of the assignment, **such as a counterclaim**[ ] Attempts to provide a concluding statement or section that follows from or supports the argument presented, but statement does not support thesis [ ] Attempts to produce clear and coherent writing, but errors in conventions and writing style detract from understanding  | [ ] Does not provide logical organization [ ] Does not providea concluding statement or section that follows from or supports the argument presented [ ] Does not produce clear and coherent writing |

Score for this draft: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher notes and additional comments: