

## Social Studies Performance Task 11-1

### Standard(s):

- **SS10d – Global Connections:** Discuss the role of the United States as a peacekeeper.

### The Task

Throughout history, nations have often decided for various reasons to intervene in the affairs of others. For example, in 1998 the government of Yugoslavia sent its army to forcefully subdue rebellious Albanian groups in the province of Kosovo. As the fighting increased, many refugees sought shelter in neighboring countries. The Albanian rebels sought arms from other nations. At that time, the North Atlantic Treaty Organization (NATO) with the strong backing of the United States government was present and influential in the region.

Research an incident where the United States has been called in to assist with peacekeeping or safety since 1900. Sometimes countries have called upon the United States for assistance, and at other times the United States has intervened because of national or international interests.

You are a foreign policy advisor to the President of the United States during your event. Advise the president by completing one of the following:

- Write a position paper that you will submit to the President and the National Security Council that explains the rationale for your recommendation for or against intervention.
- Create a multimedia presentation that the president can use in a briefing before the media where he explains the reasons for the United States policy (either for or against intervention). Present this briefing to the President's National Security Council (your class).
- Create a storyboard or multimedia presentation that displays a timeline of events and the reasons for United States' intervention. Deliver this presentation to the National Security Council and the president.

### Circumstances of Performance:

The student work is produced under the following conditions:

alone

in a group

in class

as homework

with teacher feedback

with peer feedback

timed

extended project

no opportunity for revision

opportunity for revision

**Criteria for Success:**

- Includes concrete examples based on facts.
- Evaluates and use appropriate primary sources.
- Represents the political and foreign policy views of the President during that period in the product.
- Demonstrates clarity of ideas and expression, incorporate information from a variety of sources, and integrate various media forms to convey the President's message in the multimedia presentation.
- Uses written Standard English, grammar, and mechanics and, when appropriate, formal conventions of public speaking.
- Exhibits clear ideas and expression which are appropriate for the audience.
- Gives concrete and accurate examples.
- Incorporates information from a variety of sources.

**Related Standard(s):**

- **SS6d – Individuals, groups, and institutions:** Analyze how groups influence United States involvement in foreign affairs.
- **SS7c – Production, Distribution, and Consumption:** Analyze how global economic interests lead to United States' international involvement.
- **SS8d – Power, Authority, and Governance:** Describe how positions, doctrines, and the alliance systems expanded governmental authority.
- **SS10c -Global Connections:** Explain and propose solutions to global problems.

## Social Studies Performance Task 11-2

### Standard(s):

- **SS6a Individuals, groups, and institutions:** Describe the effects of government policies on minority and political groups.

### The Task:

Interpretations of Supreme Court decisions have had a significant impact on the social fabric of the United States. Analyze a minority case decision in terms of a minority group's attempts to assert its rights throughout United States history. Complete **one** of the following tasks:

- Create an illustrated and annotated timeline that depicts the issues of a minority group at a given time. Support the timeline with appropriate graphics, commentary, and analysis that highlight the major issues and demonstrate the impact of events.  
OR
- Research a case that has reached the Supreme Court (*e.g. Scott v. Sanford, Plessy v. Ferguson, Roe v. Wade, Thompson v. Oklahoma*). Reenact one of the two sides of the argument.  
OR
- Dramatize the event that led to an actual Supreme Court case that involves Constitutional rights. Research the details and prepare a report, a graphic or multimedia presentation, or dramatic interpretation of the event.  
OR
- Prepare an infomercial or write an editorial that advocates one of the sides in a Supreme Court case that illustrates a group's attempt to assert its cause.

### Circumstances of Performance:

The student work is produced under the following conditions:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> alone                 | <input type="checkbox"/> in a group                          |
| <input type="checkbox"/> in class                         | <input checked="" type="checkbox"/> as homework              |
| <input checked="" type="checkbox"/> with teacher feedback | <input checked="" type="checkbox"/> with peer feedback       |
| <input type="checkbox"/> timed                            | <input checked="" type="checkbox"/> extended project         |
| <input type="checkbox"/> no opportunity for revision      | <input checked="" type="checkbox"/> opportunity for revision |

### Criteria for Success:

- Includes concrete examples based on facts in the product.
- Evaluates and use appropriate primary and secondary sources.
- Represents the Supreme Court cases during that period.
- Demonstrates clarity of ideas and expression, incorporate information from a variety of sources, and accurately reflect the progression of events with appropriate annotations and illustrations in the timeline.
- Creates dramatizations that are appropriate to the era of the court case and are complete with language, names, and place references appropriate to the era.

**Related Standard(s):**

- **SS2a – Culture:** Evaluate how a society’s norms and mores greatly influence its laws.
- **SS2b – Culture:** Identify effects resulting from contact between two or more cultures.
- **SS2d – Culture:** Describe and interpret values and attitudes that pose obstacles to cross-cultural understanding.
- **SS3b - Time, Continuity, and Change:** Trace perceptions of government as they change over time.
- **SS3d –Time, Continuity, and Change:** Show the impact of given historical events on the social fabric of the United States.
- **SS5a – Individual Development and Identity:** Evaluate violence and civil disobedience in society.

## Social Studies Performance Task 11-3

### Standard(s):

- **SS4c – Space and Place:** Compare factors that contributed to the development of industry and agriculture in United States' expansion.

### The Task

You will demonstrate an understanding of the relationship of geographic factors that influenced the development of culture, technology, and economics in the United States. You will analyze the importance of cultural and physical geographic factors on patterns of movement, economic development, and settlement of people in the last half of the 19<sup>th</sup> Century and the 20<sup>th</sup> Century.

You are environmental/economic advisors to a US state governor of your choice. Using multiple resources, you will access and analyze maps (3 maps of the state, one for each decade) that depict significant changes/patterns of land use. From this analysis, you will prepare an advisory report to the governor which will discuss the relationships and consequences of the following:

- trace the government actions which supported the settlement and development of the state
- summarize the economic history
- analyze the influences of railroads, canals, highways, and seaports and the development of regions and major urban centers.
- predict the environmental and economic impact of future governmental policies on the state

### Circumstances of Performance:

The student work is produced under the following conditions:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> alone                 | <input type="checkbox"/> in a group               |
| <input checked="" type="checkbox"/> in class              | <input checked="" type="checkbox"/> as homework   |
| <input checked="" type="checkbox"/> with teacher feedback | <input type="checkbox"/> with peer feedback       |
| <input type="checkbox"/> timed                            | <input type="checkbox"/> extended project         |
| <input type="checkbox"/> no opportunity for revision      | <input type="checkbox"/> opportunity for revision |

### Criteria for Success:

- Identifies the trade-off between environmental quality and economic growth in the region studied.
- Discusses issues of land development such as the creation of parks, industrial zones, and agriculture.
- Includes an evaluation of the importance of transportation, communication networks and natural resources in the development of the state.
- Uses and cites multiple resources.
- Analyzes and synthesizes information.

- Writes the report in Standard English which is supported by visual graphics or multimedia displays.

**Related Standard(s):**

- **SS4b - Space and Place:** Show the relationship between transportation and the development of major urban centers.
- **SS7e – Production, distribution, and consumption:** Describe the conditions that fostered the creation of industrial development in the United States (e.g., immigration, government policies).
- **SS9a – Science, technology, and society:** Trace the development of technology and its effects on society.

## Social Studies Performance Task 11-4

### Standard(s):

- **SS8a - Power, Authority, and Governance:** Trace the historical development of the growth of government and federal agencies.

### The Task

Many factors contributed to the increased influence of the federal government during the 20<sup>th</sup> Century.

- You will analyze a specific decade in the 20<sup>th</sup> Century in order to examine the balance of power between state and federal government. From the following list, research and analyze five or more of the most pertinent topics of that decade that relate to the power of the government. You will then construct a time line of the decade depicting the change in this balance of power.
  - Labor relations policies
  - Supreme Court cases
  - Economic status
  - Government agencies and the cabinet
  - Employment conditions
  - Monopoly legislation
  - Civil Rights
  - Transportation/Communication Systems
  - Agriculture
  - Education
  - International Relations and US presence in world politics
- You will demonstrate the analysis by completing ONE of the following:
  - collect artifacts for a time capsule that reflect the decade and its power shift. The artifacts will be related to the growth of government agencies.
  - produce a radio or television broadcast, “Voices of the Decade” which will focus on the changing role of the United States government during this period.

### Circumstances of Performance:

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- |   |  |
|---|--|
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| <input type="checkbox"/> timed                            | <input checked="" type="checkbox"/> extended project         |
| <input type="checkbox"/> no opportunity for revision      | <input checked="" type="checkbox"/> opportunity for revision |

**Criteria for Success:**

- Creates a timeline which is chronological, proportional, effectively illustrated, and accurate.
- Reflects the growth of the federal government for the decade studied when completing the broadcast.
- Uses primary and secondary sources to gather information.
- Chooses artifacts that reflect the government's influences and the reaction to the government's policies.
- Writes the broadcast in standard written English.

**Related Standard(s):**

- **SS3b – Time, continuity, and change:** Trace perceptions of government as they change over time.
- **SS7d – Production, distribution, and consumption:** Identify and analyze how policies are formulated in response to economic demand or to solve an economic problem.
- **SS8c –Power, authority, and governance:** Explain the rationale for government regulations of financial and business organizations.
- **SS9b – Science, technology, and society:** Discuss the need for the governmental regulation of science and technology (e.g., FAA, AEC, FCC).

## Social Studies Performance Task 11-5

### Standard(s):

- **1c – Citizenship:** Trace the historical development of options that citizens may use to change government policies.

### The Task

Trace the evolution of franchise within the United States in order to discover whether the expansion of voting rights is the result of inevitable social development or specific historical events.

Students will complete ONE of the following to trace the evolution of franchise:

- Stage a debate between proponents and opponents of the 15<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup> Amendments. Dress appropriately and create signs with actual slogans used to support/attack the amendment in question.
- Prepare an infomercial that addresses the attempt to increase franchise for one of the groups involved in the 15<sup>th</sup>, 19<sup>th</sup>, or 26<sup>th</sup> Amendments. Dress appropriately and create signs with actual slogans used to support/attack the amendment in question.
- Research and report on a significant historical event that surrounded the passage of the 15, 19, and/or 26 Amendments. Include or create editorial cartoons supporting or attacking the amendment. Note the roles that significant individuals, groups and the media had on the passage of these amendments.
- Prepare charts/graphs that show voter turnout of affected groups beginning with the first election in which they were eligible to vote. Explain any trends that emerge as a result of that research.
- Create a multimedia presentation that depicts the hypothetical government/society of the United States that you would envision had franchise not been limited to white, male property owners. Address such issues as distribution of wealth and power, protest movements, legal sanctions, education system.

### Circumstances of Performance:

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opportunity for revision

### Criteria for Success:

- Dresses appropriately as characters in the debate or commercials and use language that reflects the times and era.
- States clearly the consequences of passing or not passing the amendment.
- Uses, documents, and cites primary and secondary sources.
- Points out instances of contradiction and bias.

- Includes terms such as oligarchy, plutocracy, and democracy in the description of the government.
- Interviews members of groups who would be disenfranchised had the voting rights amendments not been passed.
- Includes a discussion of historical groups who have arisen in an attempt to disenfranchise a particular group.

**Related Standard(s):**

- **SS1a -Citizenship:** Assume the responsibilities of a democratic citizen.
- **SS1d – Citizenship:** Prepare examples of the impact of media on the formation of public opinion.
- **SS2a – Culture:** Evaluate how a society’s norms and mores greatly influence its laws.
- **SS2b – Culture:** Identify effects resulting from contact between two or more cultures.
- **SS2d – Culture:** Describe and interpret values and attitudes that pose obstacles to cross-cultural understanding.
- **SS3b – Time, continuity and change:** Trace perceptions of government as they change over time
- **SS5c – Individual development and identify:** Describe how an individual’s view of the world is affected by one’s gender, class, religion, education, race, and family.
- **SS6a – Individuals, groups, and institutions:** Describe the effects of government policies on minority and political groups.
- **SS6b – Individuals, groups, and institutions:** Identify and summarize the major reform leaders (to include protest groups) and their programs.
- **SS8e – Power, authority, and governance:** Outline the development of the protection of civil rights and civil liberties.