

Task Background
<p><b>Domain &amp; Area:</b> Social Studies - History</p>
<p><b>Title of Task:</b></p>
<p><b>Target CCR Standard(s)</b> (including level of standard, if needed) and/or adult diploma competency for Science or Social Studies:</p> <p><b>MN Standard Adult High School Diploma Social Studies Competencies</b></p> <p><b>Area 3: History</b></p> <ul style="list-style-type: none"> <li>● Explain why past patterns influence the present</li> <li>● Explain why history is important to develop an understanding of where we are today and where civilization is headed</li> </ul> <p><b>CCRS Reading</b> (if qualitative assessment is completed for each text and submitted with the graduation portfolio)</p> <ul style="list-style-type: none"> <li>● Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> <li>● Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> </ul>
<p><b>Task Description:</b> The purpose of this task is to provide a student an opportunity to demonstrate competency in an important topic in history: how the past influences the present. The specific topic that will be examined is America’s history with and current relationship to Confederate monuments. In this task, learners are asked to read a pro/con text to build background knowledge on both sides of this issue. There is a text-dependent question set to accompany each side of the argument in the text. Learners also watch a National Geographic video and take notes using the Cornell system. Finally, learners write an argument essay in which they analyze and explain which side of the argument is better supported and why.</p>
<p><b>Information for the Teacher</b></p> <ul style="list-style-type: none"> <li>● All materials described below are found in a Google folder here:  <a href="https://drive.google.com/drive/folders/1AEjt3w72vf2KnCThb-umo4L4yDkK0M0x?usp=sharing">https://drive.google.com/drive/folders/1AEjt3w72vf2KnCThb-umo4L4yDkK0M0x?usp=sharing</a> </li> </ul>

- The student should have already been introduced to the events leading up to the Civil War and the Reconstruction Era and the challenges that America has faced trying to reconcile a past that is steeped in slavery and racial inequality. Additionally, students should have some background in argument analysis and determining which side of an argument is better supported.
- Besides copies of the materials linked below (can be print or electronic), the student will need access to the internet to view the National Geographic video and the Cornell Notes video and guides and access to Microsoft Word or Google Docs to complete the argument writing task.
- This task was designed to be completed independently by a learner. For learners needing more support, they are encouraged to ask for feedback on their work from a teacher. Answers to the questions, for example, can be revised based on this feedback, but answers must show evidence of understanding and not simple copying from the original texts. Students are also encouraged to use a draft writing approach for creating the business plan and to follow all activity instructions carefully.
- This task was developed so that the individual components could be used in different ways. The text dependent questions, for example, could also be used to show evidence in the area of Reading if a qualitative and quantitative analysis of the text were completed. The essay could potentially be used as the student writing sample, if the student were to incorporate some outside sources and add a list of works cited. It is up to the teacher to determine which pieces of this task would be the most useful for the learner to complete and up to the teacher and student to determine when task evidence is ready to be submitted to the portfolio reviewers, if the student is a diploma student.
- There are answer keys for both sets of text-dependent questions and a rubric for evaluating the argument writing.

**Activities**

**Title:** Close Reading of Newsela Text 1 “Pro/Con: Should Cities Remove Confederate Monuments? (Pro Side)”

**Materials:** This activity includes *Newsela Text 1*, *Text Dependent Question Set 1*, and the *TDQ1 Answer Key*.

**Title:** Close Reading of Newsela Text 1 “Pro/Con: Should Cities Remove Confederate Monuments?” (Con Side)

**Materials:** This activity includes *Newsela Text 1*, *Text Dependent Question Set 2*, and the *TDQ2 Answer Key*.

<p><b>Title:</b> National Geographic Video “America Inside Out: Re-Righting History”</p> <p>Students will view the video in 3 parts and take notes on the corresponding History Notetaking Guides 1, 2, and 3 documents. There is a supporting video for how to take Cornell Notes for students to view in this task folder.</p>	<p><b>Materials:</b> <i>National Geographic video, “Why and How to Take Cornell Notes” video, History Notetaking Guides Parts 1, 2, &amp; 3.</i></p> <p>National Geographic Video link:: <a href="https://www.nationalgeographic.com/tv/shows/america-inside-out-with-katie-couric/episode-guide/season-01/episode-01-re-righting-history/vdka10906929">https://www.nationalgeographic.com/tv/shows/america-inside-out-with-katie-couric/episode-guide/season-01/episode-01-re-righting-history/vdka10906929</a></p>
<p><b>Title:</b> Write an Argument</p>	<p><b>Materials:</b> <i>Write an Argument handout, Argument writing Supports from GED Testing Services, Argument Essay Rubric</i></p>