Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Imperialism Assessment

Country: Defend/Oppose

In your group you will be creating a propaganda poster in order to get citizens to join the cause for imperialism, or to join the rebellion against it. After choosing your case of imperialism you will do the following:

1. Research the case of imperialism
2. Evaluate the motive for the imperialism
3. Evaluate the effects of the imperialism for your country
4. Create convincing ways to sway other people to join your cause (slogans, images, facts, statistics)
5. Create a poster displaying these ideals with the purpose of persuading others to join your cause (to imperialize or not to Imperialize).

This project will count as 28 of your unit assessment points. You will be presenting your poster with the other country involved in the imperialism, your class mates will vote on which poster was more persuading. You will be provided with paper, markers, glue, scissors, and other materials.

When creating the posters, consider the things that will directly affect the population of your country, play on emotion in order to persuade them to join your cause. The purpose of this assessment is to gauge your understanding of the following:

|  |  |
| --- | --- |
| Standards | “I Can” Statements |
| CCSS: RH.9.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | I can identify common effects of imperialism by analyzing from multiple sources. |
| CCSS: RH.9.9 Compare and contrast treatments of the same topic in several primary and secondary sources. | I can defend or oppose imperialism using evidence from textual evidence. |
| CCSS: RH.9.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | I can identify the forces behind imperialism by studying events prior to initiation. |

Your poster will be graded with the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard (I can) | Non-Scorable 0 | Does not meet- 1-3 pts | Meets- 4-6 pts | Exceeds- 7 pts |
| I can identify specific effects of imperialism by analyzing multiple sources. | No historical effects of imperialism are listed or represented. | Effects of imperialism are partially listed, missing key ideas | Effects from sources are listed clearly, and accurately | Student uses historical effects of imperialism represented in a creative way that sway the reader to agree or disagree |
| I can defend or oppose imperialism using evidence from textual evidence. | No rationale of imperialism is represented | Poster is missing some rationale pieces of evidence from sources | Evidence from sources is listed on propaganda clearly and accurately as a rationale | Evidence from sources is included in a way that motivates people to support or oppose the imperialism |
| I can identify the forces behind imperialism by studying events prior to initiation. | Motives of imperialism are not listed or represented on propaganda. | Reasons to imperialize are not factually relevant to sources, some are missing or incomplete | Motives of the imperialism are stated clearly including motivational messages, agree with data presented in sources | Motives are synthesized into propaganda messages, possibly inferred, playing on emotion, without stating motive directly |
| I can produce a high quality product | No product created | Poster is sloppy, no color included, many spelling/grammar errors, not legible | Poster is mostly neat, color is used, one spelling/grammar error | Poster is colorful, neat, legible, contains no spelling or grammatical errors |