

Should We Sign the Treaty of Versailles?

Group (Last names): Francis, Wang, Roberts, Pandey, Gallegos

| | Not Yet | Yes But | Yes | Yes And |
|---|---|---|---|--|
| Synthesize information from primary and secondary sources | Has listed information but not synthesized it. | Has weakly synthesized information so that it doesn't flow smoothly. | Synthesizes information from primary and secondary sources into an integrated whole. | Synthesizes information from primary and secondary sources into an integrated whole and includes original commentary. |
| Poster: | | | ✓ | |
| Presentation: | | | ✓ | |
| Describe, explain and support the arguments for your position. | Not all of the key arguments for the position were mentioned. Those that were mentioned were not clearly described, explained, or convincingly supported. | All of the key arguments for the position were mentioned, but not all were clearly described, explained, or convincingly supported. | All of the key arguments for the position were clearly described, explained and convincingly supported. | All of the key arguments for the position were clearly described, explained, and convincingly supported. Also refuted possible counterclaims or other positions. |
| Poster: | | | ✓ | |
| Presentation: | | | | ✓ |
| Answer questions about your position. | Answers to questions demonstrated an incorrect understanding of the information. | Answers to questions did not demonstrate a thorough understanding of the information. | All questions were answered accurately and demonstrated understanding of the information. | All questions were answered in detail and demonstrated an understanding of the larger context of the historical period. |
| Poster: | | | ✓ | |
| Presentation: | | ✓ | | |
| Correctly cite valid information from primary and secondary sources. | Only some textual evidence is correctly cited. | Most textual evidence is correctly cited. | Cites specific textual evidence to support analysis attending to such features as the date and origin of the information. | Cites specific textual evidence to support analysis. Also includes some annotated bibliography items that relate to the topic. |
| Poster: | | | | ✓ |
| Presentation: | | | | ✓ |

Comments: Loved the puppet who popped up with the counterclaims! You mixed up which countries were Allies and which were Central Powers throughout the presentation, though. Good job making your points in the logical, "building" way we worked on in class.

Notes about this assessment:

This was a group project. Each group member's individual "group work" grade was combined with the scores for the project to give each student an individual grade. That is, the group may have scored high, but if the student didn't fully participate (as scored by two peers on the Group Work rubric) their grade would be lowered.

Each class (A and B) had six groups, two with each stance. They presented on two days to two different audiences.