

5th Grade Writing Performance Task Teacher Guide

Title: Civil War Community Memorial: Drafting a Persuasive Speech

Suggested Time Frame: 1 50-minute block

Goal: To produce an authentic piece of student-generated writing

Role: Member of the historical society

Audience: Community leaders

Product: Final draft of a persuasive speech

Charge: To write a final draft of a speech which will persuade community leaders to accept your proposal for a memorial based on a person, a place, an event, an advance, or a theme of the Civil War

Targeted SOL(s):

English

5.7 The student will write for a variety of purposes to describe, to inform, to entertain, to explain and to persuade.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

5.9 The student will find, evaluate, and select appropriate resources for research product.

Social Studies

U.S. I 9 The students will demonstrate knowledge of the causes, major events, and effects of the Civil War.

V.S. 7 The students will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

Unpacked Standards

Students Need to KNOW:

Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Thomas “Stonewall” Jackson, Frederick Douglass, Battle of Manassas, Fort Sumter, The Emancipation Proclamation, Appomattox Courthouse, Monitor & Merrimack, Battle of Vicksburg, John Brown, Nat Turner, Harriet Tubman, Harper’s Ferry, African American soldiers, Clara Barton, collapse of the Confederacy, Richmond’s role in the Civil War, American Indians

Students Need to UNDERSTAND:

- Roles of Civil War leaders and how they affected and impacted Virginia and/or your community
- How the location plays a critical role and influenced the important developments in the Civil War, including major battles
- The ways in which whites, enslaved African Americans, freed African Americans, and American Indians were affected by the Civil War
- Critical events of the Civil War and how they impacted the war's outcome
- Information should be planned, organized, and written in a final product to persuade the audience/community to create the student's memorial
- In order to effectively communicate a message, written products need to be edited for correct sentence formation, grammar, capitalization, spelling and punctuation

Students Need to DO:

- Identify a person, place, theme, event or advance during the Civil War that should be memorialized in your community
- Conduct research to describe and explain how your person, place, theme, event, or advance during the Civil War should be memorialized in your community
- Use the graphic organizer to synthesize supporting facts and cite sources correctly
- Edit your written product to ensure clarity of message (sentence formation, grammar, capitalization, spelling, and punctuation)
- Craft a draft of a persuasive speech, to be delivered to an audience of community leaders, defending your memorial subject. It should include the following:
 - Justification that the person, place, theme, event, or advance is worthy of a memorial
 - Relevant historical facts in a multi-paragraph argument that defends your rationale for the memorial

Before (*information for the teacher; be sure students can evidence these skills before giving this PBA*)

Students will have received prior instruction in the following:

- How to develop a multi-paragraph persuasive writing piece
- How to write for a specified audience
- How to find, identify, and cite credible sources

- Have completed their study of the people, places, events, advances, and themes of the Civil War

Setting the Stage (*preparing to give the PBA*)

As you prepare students to identify the subject of their memorials and to introduce the PBA, take them on a virtual tour of memorials at the following websites, allowing the students to discuss the importance of the subjects, their locations, and their designs. These are just suggested websites; feel free to use other sites of your choice.

Teaching with Memorials: <http://teachinghistory.org/best-practices/using-primary-sources/24079>

African American Civil War Memorial: <http://historiccamdencounty.com/ccnews147.shtml>

Richmond, VA Monument Ave Memorials: [Civil War Leaders \(Robert E. Lee, Thomas “Stonewall” Jackson, and Jefferson Davis\) Monuments on Monument Avenue in Richmond, Virginia](#)

Robert E. Lee Monument: [Robert E. Lee’s Monument in Richmond, Virginia](#)

Also, be sure to discuss what a historical society does for the community to ensure students understand their role in this assignment. Finally, choose a note taking method that students will use to document and plan their research, including sources and citations.

Engaging Scenario + Explicit Directions

PROMPT: You have been chosen as one of the finalists in a competition to design a Civil War historical memorial. As a distinguished member of the historical society, this is a great honor and opportunity for you to impact your community for generations to come.

Using your knowledge of Civil War people, places, events, advances, and themes, you must conduct research to draft a persuasive speech convincing the community leaders to select your proposed memorial. Be sure to synthesize your knowledge of these Civil War elements and to cite credible evidence to support your argument. You may work with other students to discuss your ideas, but your final speech must be your own product. Use the rubric to help you reflect on your work!

Recommended Research

Student Resources:

student textbook

student notes

library resources and databases

resources identified by the teacher (websites or classroom resources)

Note taking method, such as Cornell Notes or graphic organizers

Teacher Resources:

Below is an example graphic organizer that students can use to document and plan their research. Other note taking ideas include Cornell Notes and other graphic organizers. Be sure each source includes a citation, regardless of the note taking method used.

You must cite your sources using MLA or APA documentation. See Purdue Owl <https://owl.english.purdue.edu/owl/section/2/> or teacher-directed source for correct citation information.

FACT	Source of Information: book, website, magazine, newspaper, database/online encyclopedia/internet

Performance Based Assessment Rubric - see rubric in Google folder

Extension: Prepare students to present their speech

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- How does a presenter effectively deliver a planned, oral presentation?

Determine how you will present your memorial concept to the community. You may choose from one of the following ideas or design one of your own in conference with your teacher.

Possible Methods of Delivery

- Revise your speech and create a final draft to deliver.
- Incorporate the arguments and facts from your speech draft into an iMovie which tells the story of your subject.
- Incorporate the arguments and facts from your speech draft into a presentation that you will share while displaying a model of your memorial that you have created.
- Create a play, song, or poem which reflects the arguments and facts from your speech draft that you perform.
- Write a letter to the editor incorporating the arguments and facts from your speech which support the memorial that you propose.
- Design a Powerpoint of visual images which you can use as you deliver your arguments and facts which support the memorial that you propose.