A Meeting of the Minds of Significant People

Basic Assignment Information

(based in part on Walter Gable’s activities – Mynderse Academy, Seneca Falls, NY)

Setting:
Several prominent and not so prominent people have agreed to come together during the 1850s and discuss the major issues of the era.

GENERAL QUESTIONS to be answered from the point of view of your person:
• What are the major positive and negative trends happening in the USA?
• What challenges confront the USA?
• What should be the future of the republic?

SPECIFIC QUESTIONS to be answered from the point of view of your person:
• Who are you, most especially during this time period?
• How did you impact the major events/issues of this time period?
• Who/what had the greatest impact on your actions/thinking during this period?
• Who are your major allies? Opponents?
• Summarize outcome(s).

Specific Tasks & Products:
To become familiar with the background of your person, then focus primarily on what they are doing and believing during the time period given. In order to achieve this:
1. For each of the questions above, provide a typed summary response. These responses should reflect comments your person would logically make in discussing the issues raised during this period. Your responses should be accessible, meaning that bulleted lists or charts are very appropriate. Clearly identify your positions.
2. To complete #1, consult the appropriate chapters in your textbook AND a basic encyclopedia, such as the Encyclopedia Britannica or short versions, such as The Reader’s Digest Family Encyclopedia of American History; reference materials, such as the Dictionary of American Biography or other print or electronic reference or biographic materials. Avoid wikipedia due to credibility issues. Use of wikipedia will result in grade reduction.
3. Provide a typed, MLA formatted, annotated works consulted/cited page(s).
4. Make and wear a clearly visible, visually appealing and appropriate name tag for your person.
5. Bring a prop appropriate to your person during this period. Be ready to justify your choice.
6. Engage in classroom discussion by clearly introducing yourself and reacting in an appropriately supportive or critical way to the “historical” comments made by others.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCELLENT</th>
<th>HIGHLY COMPETENT</th>
<th>COMPETENT</th>
<th>NOT YET COMPETENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VERBAL PRESENTATION</strong></td>
<td>• verbalized viewpoints well, both prepared and off-the-cuff</td>
<td>• verbalized some viewpoints, both prepared and off-the-cuff</td>
<td>• verbalized prepared comments, but few off-the-cuff remarks</td>
<td>• verbalized few or no prepared comments or off-the-cuff remarks</td>
</tr>
<tr>
<td></td>
<td>• extensive, effective eye contact</td>
<td>• good eye contact</td>
<td>• inconsistent eye contact</td>
<td>• little or no eye contact</td>
</tr>
<tr>
<td></td>
<td>• clear, easy to be heard voice which emphasizes points and engages audience</td>
<td>• can be heard, but little variation in voice</td>
<td>• difficulties in being heard, and lacked audience attention</td>
<td></td>
</tr>
<tr>
<td><strong>DISCUSSION SKILLS</strong></td>
<td>• effectively asked and answered questions so as to be one of the dominant characters</td>
<td>• asked and answered at least one question</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HISTORICAL ACCURACY and COMPLETENESS</strong></td>
<td>• verbalized fully and accurately the key beliefs of the character</td>
<td>• verbalized accurately most of the key beliefs of the character</td>
<td>• verbalized accurately some of the key beliefs of the character</td>
<td>• major errors or omissions in verbalizing the key beliefs of the character</td>
</tr>
<tr>
<td></td>
<td>• sophisticated understanding of the task and the time period</td>
<td>• good understanding of the task and the time period</td>
<td>• some basic understanding of the task and time period</td>
<td>• no understanding of task and the time period</td>
</tr>
<tr>
<td><strong>WRITTEN WORK – Notes/Question Summaries</strong></td>
<td>• analysis and connections drawn</td>
<td>• clear, neat, legible notes</td>
<td>• clear, neat, legible notes</td>
<td>• poorly presented notes</td>
</tr>
<tr>
<td></td>
<td>• clear, neat, legible notes</td>
<td>• historically accurate information</td>
<td>• historically accurate information</td>
<td>• historic inaccuracies</td>
</tr>
<tr>
<td></td>
<td>• historically accurate information</td>
<td>• abundant, specific, pertinent details</td>
<td>• specific and pertinent details</td>
<td>• limited pertinent details</td>
</tr>
<tr>
<td></td>
<td>• abundant, specific, pertinent details</td>
<td>• •</td>
<td>• accurate references</td>
<td></td>
</tr>
<tr>
<td><strong>SOURCES</strong></td>
<td>• accurate, quality references</td>
<td>• accurate, quality references</td>
<td>• mostly quality references</td>
<td>• questionable or poor references</td>
</tr>
<tr>
<td></td>
<td>• wide variety of credible references</td>
<td>• variety of credible references</td>
<td>• limited number of credible references</td>
<td>• one reference used</td>
</tr>
<tr>
<td><strong>BIBLIOGRAPHIC INFORMATION</strong></td>
<td>• MLA format followed</td>
<td>• MLA format followed</td>
<td>• MLA format followed mostly</td>
<td>• MLA format not followed</td>
</tr>
<tr>
<td></td>
<td>• Neat, clean, typed copy attached</td>
<td>• Neat, clean, typed copy attached</td>
<td>• Typed copy attached, which may have some handwritten additions</td>
<td>• Handwritten</td>
</tr>
<tr>
<td></td>
<td>• Annotations clear and appropriate</td>
<td>• Annotations mostly clear and appropriate</td>
<td>• Annotations limited</td>
<td>• Annotations inadequate or missing</td>
</tr>
<tr>
<td><strong>NAMETAG and PROP</strong></td>
<td>• Clear, legible artistic nametag</td>
<td>• Quality nametag</td>
<td>• Nametag acceptable</td>
<td>• Nametag shoddily completed or missing</td>
</tr>
<tr>
<td><strong>PROP</strong></td>
<td>• Innovative choice for prop</td>
<td>• Quality prop</td>
<td>• Prop acceptable</td>
<td>• Prop missing or poorly chosen</td>
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<tr>
<td></td>
<td>• Clearly able to articulate choice of prop and its connection to person</td>
<td>• Able to verbally justify prop selection and its connection to person</td>
<td>• Mostly able to verbally connect prop selection to person</td>
<td>• Unable to clearly articulate prop choice or connection to person</td>
</tr>
</tbody>
</table>

**TEACHER COMMENTS:**
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Prominent Person List:

Jane Addams:
Henry Ford:
Eugene Debs:
Fredrick Taylor:
John Muir:
Margaret Sanger:
Bill Haywood:
Theodore Roosevelt:
Robert M. La Follette:
Louis Brandeis:
John Mitchell:
Charlotte Perkins Gilman:
Woodrow Wilson:
Howard Taft:
Upton Sinclair:
John D. Rockefeller:
Ida Tarbell:
Jacob Riis:
Billy Sunday:
Mary Church Terrell:
Booker T. Washington:
W.E.B. Dubois:
Florence Kelly:
Carlos Montezuma: