

Performance Task: Civic Memory Brief

Description:

Create a multimedia explanatory Civil Memory Brief that shows how a specific action, episode, or event from the Civil Rights Movement used memory and testimony to inspire action and change systems. Use *March* plus at least one credible source from the unit or from your research. You will also include a cover page for your brief with at least two meaningful visuals related to your topic, accompanied by headlines and captions to explain them.

Why This Task Matters:

When we learn about our past, we can change our future. Learning to tell stories and leverage historical memory effectively is an important part of engaging with civic life and learning about the past. Explaining history through personal testimony and memory enables others to participate thoughtfully in civic life.

Criteria for Success:

- The explanation in the brief must have at least four paragraphs and include an introduction with a thesis statement and a clear conclusion that follows from the information presented.
- The explanation must include accurate evidence from *March* and at least one other relevant text from the unit.
- The information in the explanation must be organized, using appropriate transitions to connect ideas and relationships.
- The explanation must include precise academic language and relevant vocabulary connected to the information.
- The cover page of the brief must include at least two clear visuals related to your topic and purposeful headings and captions that explain the visuals

Performance Task Rubric: Civic Memory Brief

Use this rubric to check your work before you submit. Ask yourself: does my brief meet the Proficient description in every row?

Criteria	1 — Beginning	2 — Developing	3 — Proficient
Thesis & Introduction (W.8.2.a)	My introduction does not have a clear thesis, or my thesis doesn't connect to the topic of memory and testimony in the Civil Rights Movement.	My introduction includes a thesis, but it is vague or doesn't fully explain how memory and testimony connect to change. My thesis may not clearly preview the main points I will cover.	My introduction clearly states a thesis that identifies a specific Civil Rights Movement action or event and explains how it used memory and testimony to inspire change. My thesis previews the main points I will cover in my brief.
Evidence & Analysis (W.8.2.b)	I do not cite specific evidence from March or any other text, or the evidence I use is unrelated to my thesis.	I use evidence from March or another text, but not both — or some of my evidence doesn't connect clearly to my thesis. My analysis of the evidence may be brief or incomplete.	I cite specific evidence from March and at least one other relevant text to support my thesis. I explain how each piece of evidence connects to and supports my main argument.
Organization & Transitions (W.8.2.c)	My brief lacks a clear paragraph structure. Ideas are not organized logically, and transitions are missing or rarely used.	My brief has a basic structure, but paragraphs may not flow smoothly or connect clearly. Some transitions are present, but my ideas don't always link from one paragraph to the next.	My brief has a clear 4–5 paragraph structure with an introduction, developed body paragraphs, and a conclusion that follows from my argument. I use transitions to connect ideas smoothly across and within paragraphs.
Language & Style (W.8.2.d, W.8.2.e)	I mostly use informal or conversational language. Academic vocabulary and a formal style are rarely present.	I attempt to use academic language and text vocabulary, but some word choices are informal or imprecise. My tone shifts between formal and informal in places.	I use precise academic language and relevant vocabulary from the texts. My writing maintains a consistent formal tone throughout the brief.
Conventions (L.8.2)	My writing has frequent errors in punctuation, grammar, or spelling that make some sentences difficult to understand.	My writing has some errors in punctuation, grammar, or spelling, but most sentences are still understandable.	My writing has mostly correct punctuation, grammar, and spelling. Any errors are minor and do not affect the clarity or meaning of my sentences.
Cover Page: Visuals (W.8.6)	My visuals are irrelevant or unrelated to my topic, or I have fewer than two visuals.	My visuals are generally related to my topic, but they don't directly support or add meaning to my thesis.	I include at least two visuals that are clearly related to my topic and add richness and meaning to my brief.

Cover Page: Headlines & Captions (W.8.6)	My headlines and captions are missing, inaccurate, or unrelated to the visuals they describe.	My headlines and captions are present, but they repeat each other or don't clearly link the visuals to my thesis.	My headlines clearly explain what each visual shows. My captions add necessary context and directly connect each visual to my thesis.
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