**Unit 5:** Freedom From Reconstruction to World War II (1877-1939)

**Essential Question:** What do policies and programs meant to Americanize immigrants reveal about American identity and how are these policies and programs, and in turn, conceptions of American identity, shaped by immigration?

**Independent Investigative Research Project**

**Phase Nine**

**Phase Nine:** Participate in a **Peer Critique Session**

**Step One**: *Preparing* for your Peer Critique Session

* Complete Phase Eight (Break-down your thesis statement to create an outline and then use this outline to write a First Rough Draft that is peer critique ready).
* Ask a classmate (a “critical friend”) in your section to perform a close-reading of your First Rough Draft and complete the *Peer Critique Session #1 Feedback Form* (see below).

**Step Two**: *Conducting* your Peer Critique Session

* Meet with your “critical friend” - they will verbally share with you their feedback. You also have an opportunity at this meeting to ask your “critical friend” additional questions/suggestions.

**DUE DATE: You should complete both steps by FRIDAY, MARCH 31st! Step Two should be done in class so I can make observations on your ability to collaborate.**

Independent Investigative Research Project

**Phases 8 and 9 GRADING RUBRIC**

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| **Outcome: Collaborate** | | | | |
| **Outcome Target** | **Evidence Used** | **NY** | **MS** | **ES** |
| Participates positively and effectively in a range of collaborative discussions, activities, and projects | * **Phase Nine:** Preparing for and conducting a Peer Critique Session with a critical friend |  | Student prepares for the collaborative activity. She participates actively by using evidence, building on others ideas and using academic language. | Student reads the needs of the group or task and modifies behavior by leading and/or listening. Serves as facilitator of group tasks in decision making and problem solving, improvises by asking questions and making relevant connections. |

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| **Outcome: Investigate** | | | | |
| **Outcome Target** | **Evidence Used** | **NY** | **MS** | **ES** |
| Designs and/or conducts an inquiry and gathers appropriate information to complete the inquiry | * **Phase Eight:** Preparing a “peer review ready” first rough draft. * **Phase Nine**: Preparing for and conducting a Peer Critique Session with a critical friend |  | Student follows an exhaustive inquiry process: develops a researchable question and gathers far-reaching relevant and reliable sources. | Student uses her investigation to enrich her initial inquiry process. Student validates and revised where necessary. |

**Peer Critique Session #1 Feedback Form**

**Author’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section: \_\_\_**

**Critical Friend’s Name (Your name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Outcome/**  **Outcome Target:** | **Warm Feedback**  **(strengths)** | **Cool feedback**  **(suggestions for improvement)** |
| **Argue:** Formulates written argument (thesis) and support claims with clear reasons, sound logic, and relevant evidence |  |  |
| **Communicate:** Produces clear and organized writing (how well does the author tell her story? Is information and conclusions told in a logical sequence/order?) |  |  |

**Was there something specific the author of this essay asked you to look at and/or think about?:**

**If so, what are you observations/recommendations:**

**Other suggestions for improvement:**