Unit 5 Exam:

You will compose one short essay responding to one of the prompts. Your **response must include a Thesis Statement, Evidence from the sources and analysis. You need to have a minimum of 19 sentences (quoted material does NOT count). Any response below 19 sentences will receive an automatic BELOW STANDARD grade. You need to have at least 3 pieces of evidence, and 6 sentences for each quote with 1 sentence providing historical context. No intro or conclusion is necessary.**

Prompt #1:

Based on the two speeches (Hoover and FDR) we covered in class, which governmental philosophy do you think would be the most effective philosophy in fixing a society that is in economic peril? Why?

Prompt #2:

Based on the readings and what you have learned this unit, was the New Deal a success or a failure? Why?

Rubric:

	Exceeds Standard (100)	Meets Standard (80)	Approaches Standard (70)	Below Standard (60)
Thesis ___/5	● Thesis's HOW insightfully addresses prompt. ● Thesis's SO WHAT has depth and complexity.	● Thesis's HOW addresses prompt. ● Thesis's SO WHAT develops argument.	● Thesis's HOW is present but is lacking. ● Thesis's SO WHAT is present but is lacking.	● Thesis's HOW is weak; and/or no HOW is present in thesis; and/or HOW does not address prompt. ● Thesis's SO WHAT is weak; and/or SO WHAT present in thesis; and/or SO WHAT does not address prompt.
Evidence ___/15	● Choice of specific evidence is exceptional; clearly supports thesis ● Evidence for both BTs is well developed	● Choice of evidence is specific and connected to thesis; supports thesis ● Evidence for BTs is developed	● Choice of evidence lacks specificity and/or is taken out of context; may be disconnected from thesis. ● Evidence not evenly developed for both BTs	● Lacks evidence; mostly inaccurate evidence; and/or does not support thesis. ● Evidence is off topic and/or vague
Analysis ___/20	● Analysis accurately, clearly, and deeply connects to HOW of thesis. ● Analysis accurately, clearly, and deeply connects to SO WHAT of thesis.	● Analysis accurately connects evidence to HOW of thesis but lacking in depth. ● Analysis accurately connects to SO WHAT of thesis but lacking in depth.	● Analysis attempts to connect evidence to HOW of thesis; may be undeveloped, unfocused, or unclear. ● Analysis attempts to connect to SO WHAT of thesis; may be undeveloped, unfocused, or unclear.	● Analysis does not connect evidence to HOW of thesis; may be irrelevant or inaccurate. ● Analysis does not connect to SO WHAT of thesis; may be irrelevant or inaccurate.