



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

GRADES 6-12

Student Planning Guide

Do Something task	
Group/individual name(s)	
What is the purpose of this task?	
Who is the target audience?	
Who are possible allies?	
What are the possible obstacles?	

What message do you want your audience to take away?	
How does your message connect to the texts we read in class?	
What resources and supplies do you need?	
What help or support do you need?	
Roles and responsibilities	
Key dates	

NAME _____

Consuming and Creating Political Art Assessment Rubric

CRITERIA	EMERGING 1	PROGRESSING 2	ACCOMPLISHING 3	EXCEEDING 4
PRESENTATION/ APPEARANCE	The political artwork contains many errors and does not engage the audience	The political artwork is adequate, has some errors and engages the audience slightly.	The political artwork is strong, has only minor errors and engages the audience.	The political artwork is of the highest quality, free of major errors and engages the audience.
CONTENT	The political artwork does not convey information or ideas relevant to themes explored in class.	The political artwork conveys a surface-level idea relevant to themes explored in class.	The political artwork conveys ideas relevant to themes explored in class.	The political artwork strongly conveys ideas relevant to themes explored in class. Student also incorporates satire, irony, an idiom or a pun.
CREATIVITY	No evidence of original, creative ideas.	Some evidence of original, creative ideas.	Clear evidence of original, creative ideas throughout the work.	The work includes an array of original, creative ideas, combining themes explored in class with new ideas in novel ways.
CONNECTION TO THE CENTRAL TEXT	The work does not connect to the central text or its themes in any way.	The work includes a superficial reference to the central text and/or its themes but does not dig deeper into the issue.	The work clearly incorporates the central text and its themes and shows some evidence of thoughtful interpretation.	The work reflects a sophisticated interpretation of the central text and its themes demonstrated by thoughtful use of allusions or direct quotes.
DEMONSTRATION OF ANTI-BIAS COMPETENCY	Student shows emerging understanding of the expectations in anti-bias standard _____.	Student is progressing toward the expectations in anti-bias standard _____.	Student meets the expectations in anti-bias standard _____.	Student exceeds the expectations in anti-bias standard _____.
COLLABORATION/ COOPERATION (OPTIONAL)	Students worked individually.	Students worked together but contributions were unbalanced.	Students worked well together and contributions were balanced.	Students worked very well together; they compromised and built off one another's ideas.