



Historical Marker Research Presentation Rubric

As you know, you have been given a critical challenge—researching and critiquing a local historical marker that is in danger of being forgotten. In order to successfully complete this challenge, it is important that during your presentation you accomplish **four tasks**.

1. Help your classmates to become familiar with the marker. This is probably most easily done by providing pictures of your marker.

2. Explain where you started your research from. This would include, for example, why you were interested in this particular marker and what you knew about it (if anything) before you began researching.

3. Explain what you learned about the individual or event being commemorated. This should include some discussion of the larger historical context and social changes. In addition, what did you learn about the circumstances that led to the marker's creation?

4. What “grade” you would assign to the existing marker? Why? And, how the marker might be improved.

	Exceptional	Very Good	Satisfactory	Need Improvement
Communication Skills	Spoke exceptionally well; made great eye contact, clear projection, good pace, used voice to emphasize key ideas	Spoke very well; made some eye contact, usually had clear projection and good pace	Spoke well; made limited eye contact, projection could be clearer, pace was either too fast or too slow	Could be improved; little or no eye contact, poor projection and pace
Historical Knowledge	Very detailed and thoughtful historical overview. Described the specific history of the marker in detail but also tied that history to broader events and trends in a clear and convincing way	Very detailed and thoughtful historical overview. Described the specific history of the marker in detail.	Satisfactory description of the marker and the event/individual that inspired it. Would have benefited from more specific details.	Poor description of the marker. Very vague and general. Does not appear to have conducted much research.
Analytical Skills	Gave a clear grade and used the commemoration criteria in a clear and thorough way	Gave a clear grade and used some of the commemoration criteria. Might have explained thinking in a bit more detail.	Gave a grade and alluded to the commemoration criteria. Did not discuss them in much depth.	Did not give a grade, or if one was given no justification was provided.