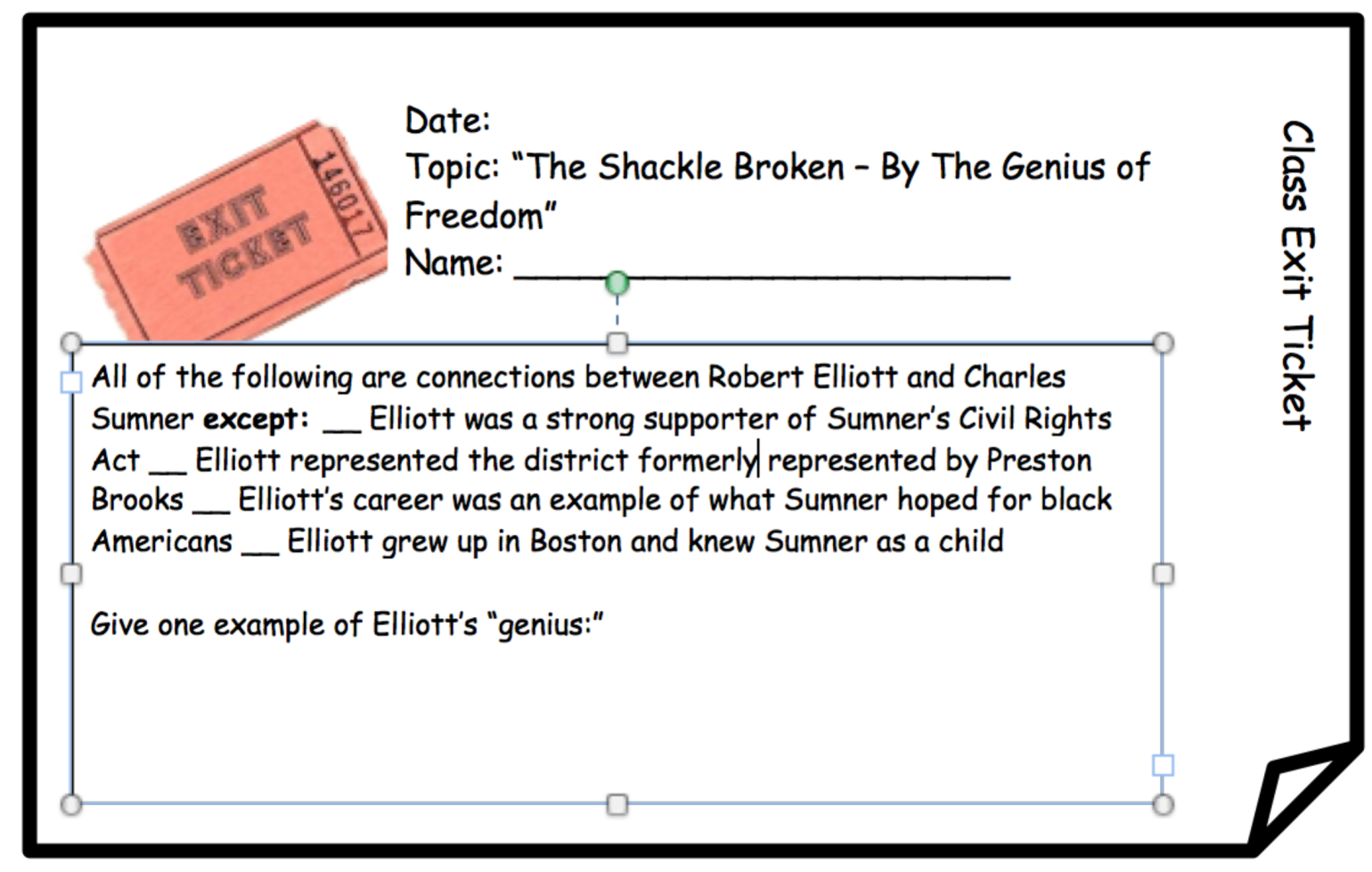
**Culmination Assessment for Genius of Freedom: “The Shackle Broken – By The Genius of Freedom”**

1. Quick Assessment: Exit Ticket

Assess student’s grasp of the core content of the lesson using an exit ticket.



Answers:

* “Elliott grew up in Boston and knew Sumner as a child” is not true.
* This question assesses the student’s comprehension and critical thinking skills. As a result, there are many acceptable answers to this question, including the fact that Elliott was self-taught, that he faced considerable danger and opposition in representing black Americans, that he visibly supported the Civil Rights Act of 1875 that advanced the rights of black Americans as citizens, etc.

1. If time permits, a homework assignment could be used as a more substantive assessment with the following prompt:

* Reflect on Robert Elliott’s genius as an American leader who represented the rights of black Americans during early Reconstruction, often with some danger to his own safety. Think of another person, either in the past or today, who shows similar courage and leadership in defending and advancing the rights of a group of people. In a three paragraph essay, identify the person you are identifying as a “genius,” providing some narrative context to introduce your chosen genius. Then offer a compare and contrast analysis of the genius you identified with Robert Elliott drawing on your notes from our study of Elliott.