Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Surviving a Colony

As the world population began to grow in the 17th and 18th centuries, world powers such as England, Spain and France sent colonists to the Americas. The colonists were sent to claim land, resources and wealth for their home countries. They went for the chance to start a new, more self-sufficient life for themselves. The five-week trip to the New World was filled with disease, dangerous storms and malnutrition. But the arrival of the colonists after the difficult transatlantic crossing did not mark the end of their hardships. Once they landed on the North American coast, the colonists had to feed themselves, build shelter, design tools, create their new homes, develop a system of self-government, and cope with the presence of indigenous peoples.

In order to ensure survival, colonists had to solve a variety of problems. This PBL will immerse you in the lives and struggles of colonists trying to make a new life in North America. You will be asked to use research, critical thinking, and problem solving skills to resolve issues and help your colony survive and prosper.

This PBL will encompass the following activities:

* Research on an American colony from the 1600 and 1700s
* Expository/Informational essay based on research
* Journal from the perspective of a colonist
* Construction of materials that represent the 5 major problems colonists faced in the new world (government, relation with Native Americans, food, shelter, and supplies)
* Final presentation to class of all components

Please be aware of the following key dates for the project. All dates will be strictly adhered to and regular policies will be enforced. If a component is not submitted on the due/check point date, no credit will be issued.

|  |  |
| --- | --- |
| **Key Dates** | **Task Due** |
|  | PBL Assigned |
|  | Outline of Research Paper Due |
|  | Research Paper Due |
|  | Journal of Colonist Due |
|  | Models Due/Presentations Begin |

**Step 1**: You will choose one of the following colonies to research. You may want to scan through information on each colony before choosing the one on which you focus your entire PBL project. Each colony presents unique problems and potential solutions. Choose the colony that most interests you.

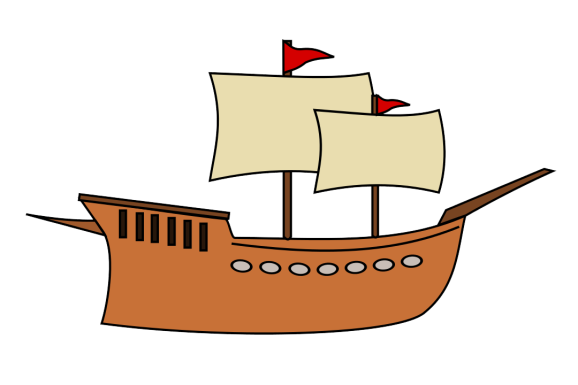
**Colonies**

* Massachusetts Bay ● St. Augustine
* Jamestown
* Roanoke
* Plymouth

**Step 2:** You will do internet and book research on the colony of your choice. Using the attached outline, you will record information about your colony. This research will guide the composition of your expository essay and the remainder of your project. Use the following rubric to assess your work as you complete the outline.

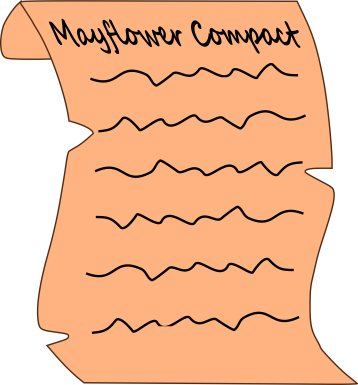
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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Notes** | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher assistance and reminders. |
| **Graphic Organizer** | Outline has been completed and shows clear, logical relationships between all topics and subtopics. | Outline has been completed and shows clear, logical relationships between most topics and subtopics. | Outline has been started and includes some topics and subtopics. | Outline has not been attempted. |
| **Amount of Information** | All topics are addressed with at least 5 specific details for each key idea. | All topics are addressed with 4 specific details for each key idea. | All topics are addressed with 3 specific details for each key idea. | Topics are addressed with less than 3 details per key idea. |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Sources** | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |

**Step 3:** You will compose a high-quality, 5 paragraph expository essay. You will develop the essay from the research you conduct and the outline you complete. Each section of the outline will be developed into a full, 5 sentence paragraph. Use the strategies taught in class to create an engaging introduction paragraph that pulls your audience into your essay. Remember: the essay is expository and the purpose is to inform your audience. All information must be accurate and factual. Use the following checklist to ensure you complete your essay to the best of your ability.

* Use outline to complete essay
* Essay follows the appropriate structure:
  + Engaging, creative introduction paragraph (5 sentences)
  + Body Paragraph 1 – What drove the establishment of the colony?
  + Body Paragraph 2 – Describe early struggles of the colonists.
  + Body Paragraph 3 – What resources or strategies did colonists use to get through struggles?
  + Conclusion Paragraph (5 sentences)
    - Refer back to introduction
    - Address outcome of colony
* Essay is typed (title, name, date, homeroom)
* Use the attached rubric to assess your essay before submitting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Ideas/Content** | Engages the reader with a clear thesis. Information is highly engaging and clearly related to the topic. Relevant evidence and details are strong and used to support thesis. | Engages the reader with a clear thesis. Information is interesting and related to the topic. Relevant evidence and details are strong and used to support thesis. | Attempts to engage the reader with a thesis. Information is somewhat related to the topic. Relevant evidence and details are weak and do not always support the thesis. | Little attempt to engage the reader with a thesis. Information only slightly related to the topic. Relevant evidence and details are lacking. |
| **Organization** | Organization is clear including complete introduction, body, and conclusion paragraphs. Introduction and conclusion paragraphs are highly engaging and related to the thesis. | Organization is clear including introduction, body, and conclusion paragraphs. Introduction and conclusion paragraphs are engaging and related to the thesis. | Organization is somewhat clear including introduction, body, and conclusion paragraphs. Introduction and conclusion paragraphs are attempted. | Organization is unclear. Introduction, body, and conclusion paragraphs are not complete. Introduction and conclusion paragraphs are confusing or missing entirely. |
| **Sentence Fluency** | Demonstrates consistent variety and complexity of sentence structure. Sentence beginnings are appropriately varied. | Demonstrates some variety and complexity of sentence structure. Sentence beginnings are varied. | Demonstrates sentences that are understandable. Sentences are short, repetitive, and lack variety and complexity. | Demonstrates awkward, choppy, and run-on sentences. Little to no variety or complexity. |
| **Word Choice** | Uses precise and creative verbs, nouns, and adjectives. Message is clear and all verbiage used is appropriate for audience and purpose (no jargon or cliches) | Uses adequate verbs, nouns, and adjectives. Message is clear and all verbiage used is appropriate for audience and purpose (no jargon or cliches) | Uses limited word choice. Message is dull or unclear. May use some jargon or cliches. Verbiage may not always be appropriate for audience and purpose. | Uses dull and repetitive word choice. The message is confusing. Much of the word choice used is inappropriate for audience and purpose. |
| **Conventions** | Spelling, capitalization, punctuation and grammar are effective and make the paper easy to read and understand. | Spelling, capitalization, punctuation and grammar are mostly correct. Errors do not distract the reader from understanding the paper. | Spelling, capitalization, punctuation and grammar errors create problems that slow the reader or cause confusion. | Spelling, capitalization, punctuation and grammar errors are numerous and make writing very difficult to follow. |
| **Paragraph Construction** | All paragraphs include introductory sentence, explanations or details, and concluding sentence. Essay is complete with a minimum of 5 clear paragraphs. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. Essay has 5 clear paragraphs. | Paragraphs included related information but were typically not constructed well. Paragraphing may be incomplete. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. Paragraphing is missing. |

**Step 4:** You will create a *historical fiction* journal from the point of view of a colonist. The journal will consist of at least 10, one paragraph entries. Although the journals and stories are works of fiction created by you, the author, the background information must be historically accurate. You will use information gathered during your research when creating the historical background. Be creative in the way your journal is presented. Make it look as if it were created in the 1600 or 1700s. Be careful not to use jargon or words from our era, as they are not historically appropriate. All dates used must be from the time of the chosen colony. Journals may include sketches that represent topics discussed in journal entries.





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| CATEGORY | **4** | **3** | **2** | **1** |
| **Ideas/Content** | My journal brings the time and place my colonist lived alive. Vividly describes his/her experiences and values. Refers to relevant and accurate historical details. | My journal reveals the time and place my colonist lived. Describes the colonist\'s experiences. Most details are historically accurate. | I tell the reader when and where my journal is set but does not include historically related or inaccurate information. | The setting of my story is unclear and the colonist\'s experiences are unrelated or are not historically accurate. |
| **Voice and Tone** | I use 1st person voice. My voice sounds like a real person. My journal has personality and demonstrates how my character thinks and feels. | I use 1st person voice. My voice sounds like I care about the topic. The voice is engaging, but may fade in and out. | I use 1st person voice. The reader is unable to tell much about how my colonist thinks and feels because the voice is not very strong or engaging. | My journal may not use 1st person voice. The journal is lifeless and mechanical. |
| **Word Choice** | The words I use are striking but sound natural. I use powerful verbs and vivid words to describe the setting, feelings, and events. | The words I use are strong but sound natural. I use strong verbs and descriptive words to describe the setting, feelings, and events. | The words I use are acceptable but ordinary. | The words I use are lifeless and mechanical. Not all words are appropriate for the time period. |
| **Journal Entries** | I have included at least 10 journal entries. Each entry is a full, 5 sentence paragraph. | I have included 7-9 journal entries. Each entry is a full, 5 sentence paragraph. | I have included 4-6 journal entries. Most entries are a full, 5 sentence paragraph. | I have included less than 4 journal entries. There are several entries that are not full paragraphs. |
| **Dates** | All journal entries have a historically accurate date as a heading. All dates include month, date, and year. Entries are in chronological order. | Most journal entries have a historically accurate date as a heading. All dates include month, date, and year. Entries are in chronological order. | Some journal entries have a historically accurate date as a heading. All dates include month, date, and year. Entries are in chronological order. | Journal entries do not include a historically accurate date as a heading. Dates do not include a year. |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| **Diagrams & Illustrations** | Diagrams and illustrations are neat, accurate and add to the reader\'s understanding of the topic. | Diagrams and illustrations are accurate and add to the reader\'s understanding of the topic. | Diagrams and illustrations are neat and accurate and sometimes add to the reader\'s understanding of the topic. | Diagrams and illustrations are not accurate OR do not add to the reader\'s understanding of the topic. |
| **Presentation** | Journal is presented in a highly creative manner. It is clear that much time and effort was spent on the final product and appearance of the journal. Final appearance is historically accurate. | Journal is presented in an interesting manner. It is clear that time and effort was spent on the final product and appearance of the journal. Final appearance is mostly historically accurate. | Journal is presented in an acceptable manner. It is clear that some time and effort was spent on the final product. Final product is not completely accurate. | Journal presentation is lacking in appearance. It is clear that more time and effort should have been spent on the final product. Final product may not be historically accurate. |

**Step 5**: You will choose 3 of the 5 problems that colonists faced and create solutions. All of the solutions must be researched and highly accurate. Choose the three problems that you are most interested in solving. The expectation is that great effort is put into the three that are chosen. Products must be done at a minimum of a 5th grade level! Please follow the checklist/guidelines below to ensure full completion.

* Select 3 (or more) of the problems that colonies faced when establishing colonies in the New World.
* Create models of the solutions in a very engaging and creative way.
* Write a summary (per model) of at least a paragraph that explains the problem and your solution.
* You will receive 5% extra credit for each model you create over the 3. Please be aware, these models must be done at an exceptional level to receive the extra credit.

Choose from the colonial problem web below.

Be as creative as possible in your solutions. Think: how could I solve this problem if I were living in unchartered territory in the 1600 or 1700s? What would I need to develop my solution? How would I work through this solution without modern conveniences? Be prepared to explain and defend your thought processes and ideas!

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Requirements** | All requirements are met and exceeded. Student completed a minimum of 3 models to represent solutions to problems faced by colonists. | Most requirements are met. Student completed 2 models to represent solutions to problems faced by colonists. | Student completed 1 model to represent solutions to problems faced by colonists. | Student did not complete any acceptable models that represent solutions faced by colonists. |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. All solutions are historically accurate. | Includes essential knowledge about the topic. Subject knowledge appears to be good. Most solutions are historically accurate. | Includes essential information about the topic but there are 1-2 factual errors. Overall, solutions are historically accurate. However, a few inconsistencies may exist. | Content is minimal OR there are several factual errors. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | Uses other people\'s ideas, but does not give them credit. |
| **Attractiveness** | Makes excellent use of materials, color, graphics, effects, etc. to enhance the presentation. It is clear much time and effort was spent creating high-quality models. | Makes good use of materials, color, graphics, effects, etc. to enhance to presentation. It is clear much time and effort was spent creating models. | Makes use of materials, color, graphics, effects, etc. but occasionally these detract from the presentation content. It is clear time and effort was spent to create models. | Use of materials, color, graphics, effects etc. but these often distract from the presentation content. It is clear more time and effort was needed to complete models on a 5th grade level. |
| **Paragraph Summary** | Content is well organized using headings and a complete paragraph to explain model. | Content is organized using headings and a complete paragraph to explain model. | Content is explained. Information is organized in less than a paragraph, but information is still presented. | Content is not explained. Summary paragraphs are missing. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Essay Outline

Colony: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Important People: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Introduction Paragraph (interesting information)
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Body Paragraph 1 – Why was the colony established? Who were key people involved?
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Body Paragraph 2 – What were early struggles the colonists faced?
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Body Paragraph 3 – How did colonists solve major problems they faced?
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Conclusion Paragraph (outcome of the colony)
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Surviving a Colony - Assessment Rubrics

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Research Outline – Due**

**Student Score: \_\_\_\_/20 \_\_\_\_\_\_\_%**

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Notes** | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher assistance and reminders. |
| **Graphic Organizer** | Outline has been completed and shows clear, logical relationships between all topics and subtopics. | Outline has been completed and shows clear, logical relationships between most topics and subtopics. | Outline has been started and includes some topics and subtopics. | Outline has not been attempted. |
| **Amount of Information** | All topics are addressed with at least 5 specific details for each key idea. | All topics are addressed with 4 specific details for each key idea. | All topics are addressed with 3 specific details for each key idea. | Topics are addressed with less than 3 details per key idea. |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Sources** | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |

**Research Essay –**

**Student Score: \_\_\_\_/24 \_\_\_\_\_\_\_%**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Ideas/Content** | Engages the reader with a clear thesis. Information is highly engaging and clearly related to the topic. Relevant evidence and details are strong and used to support thesis. | Engages the reader with a clear thesis. Information is interesting and related to the topic. Relevant evidence and details are strong and used to support thesis. | Attempts to engage the reader with a thesis. Information is somewhat related to the topic. Relevant evidence and details are weak and do not always support the thesis. | Little attempt to engage the reader with a thesis. Information only slightly related to the topic. Relevant evidence and details are lacking. |
| **Organization** | Organization is clear including complete introduction, body, and conclusion paragraphs. Introduction and conclusion paragraphs are highly engaging and related to the thesis. | Organization is clear including introduction, body, and conclusion paragraphs. Introduction and conclusion paragraphs are engaging and related to the thesis. | Organization is somewhat clear including introduction, body, and conclusion paragraphs. Introduction and conclusion paragraphs are attempted. | Organization is unclear. Introduction, body, and conclusion paragraphs are not complete. Introduction and conclusion paragraphs are confusing or missing entirely. |
| **Sentence Fluency** | Demonstrates consistent variety and complexity of sentence structure. Sentence beginnings are appropriately varied. | Demonstrates some variety and complexity of sentence structure. Sentence beginnings are varied. | Demonstrates sentences that are understandable. Sentences are short, repetitive, and lack variety and complexity. | Demonstrates awkward, choppy, and run-on sentences. Little to no variety or complexity. |
| **Word Choice** | Uses precise and creative verbs, nouns, and adjectives. Message is clear and all verbiage used is appropriate for audience and purpose (no jargon or cliches) | Uses adequate verbs, nouns, and adjectives. Message is clear and all verbiage used is appropriate for audience and purpose (no jargon or cliches) | Uses limited word choice. Message is dull or unclear. May use some jargon or cliches. Verbiage may not always be appropriate for audience and purpose. | Uses dull and repetitive word choice. The message is confusing. Much of the word choice used is inappropriate for audience and purpose. |
| **Conventions** | Spelling, capitalization, punctuation and grammar are effective and make the paper easy to read and understand. | Spelling, capitalization, punctuation and grammar are mostly correct. Errors do not distract the reader from understanding the paper. | Spelling, capitalization, punctuation and grammar errors create problems that slow the reader or cause confusion. | Spelling, capitalization, punctuation and grammar errors are numerous and make writing very difficult to follow. |
| **Paragraph Construction** | All paragraphs include introductory sentence, explanations or details, and concluding sentence. Essay is complete with a minimum of 5 clear paragraphs. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. Essay has 5 clear paragraphs. | Paragraphs included related information but were typically not constructed well. Paragraphing may be incomplete. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. Paragraphing is missing. |

**Journal – Due**

**Student Score: \_\_\_\_/32 \_\_\_\_\_\_\_%**

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Ideas/Content** | My journal brings the time and place my colonist lived alive. Vividly describes his/her experiences and values. Refers to relevant and accurate historical details. | My journal reveals the time and place my colonist lived. Describes the colonist\'s experiences. Most details are historically accurate. | I tell the reader when and where my journal is set but does not include historically related or inaccurate information. | The setting of my story is unclear and the colonist\'s experiences are unrelated or are not historically accurate. |
| **Voice and Tone** | I use 1st person voice. My voice sounds like a real person. My journal has personality and demonstrates how my character thinks and feels. | I use 1st person voice. My voice sounds like I care about the topic. The voice is engaging, but may fade in and out. | I use 1st person voice. The reader is unable to tell much about how my colonist thinks and feels because the voice is not very strong or engaging. | My journal may not use 1st person voice. The journal is lifeless and mechanical. |
| **Word Choice** | The words I use are striking but sound natural. I use powerful verbs and vivid words to describe the setting, feelings, and events. | The words I use are strong but sound natural. I use strong verbs and descriptive words to describe the setting, feelings, and events. | The words I use are acceptable but ordinary. | The words I use are lifeless and mechanical. Not all words are appropriate for the time period. |
| **Journal Entries** | I have included at least 10 journal entries. Each entry is a full, 5 sentence paragraph. | I have included 7-9 journal entries. Each entry is a full, 5 sentence paragraph. | I have included 4-6 journal entries. Most entries are a full, 5 sentence paragraph. | I have included less than 4 journal entries. There are several entries that are not full paragraphs. |
| **Dates** | All journal entries have a historically accurate date as a heading. All dates include month, date, and year. Entries are in chronological order. | Most journal entries have a historically accurate date as a heading. All dates include month, date, and year. Entries are in chronological order. | Some journal entries have a historically accurate date as a heading. All dates include month, date, and year. Entries are in chronological order. | Journal entries do not include a historically accurate date as a heading. Dates do not include a year. |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| **Diagrams & Illustrations** | Diagrams and illustrations are neat, accurate and add to the reader\'s understanding of the topic. | Diagrams and illustrations are accurate and add to the reader\'s understanding of the topic. | Diagrams and illustrations are neat and accurate and sometimes add to the reader\'s understanding of the topic. | Diagrams and illustrations are not accurate OR do not add to the reader\'s understanding of the topic. |
| **Presentation** | Journal is presented in a highly creative manner. It is clear that much time and effort was spent on the final product and appearance of the journal. Final appearance is historically accurate. | Journal is presented in an interesting manner. It is clear that time and effort was spent on the final product and appearance of the journal. Final appearance is mostly historically accurate. | Journal is presented in an acceptable manner. It is clear that some time and effort was spent on the final product. Final product is not completely accurate. | Journal presentation is lacking in appearance. It is clear that more time and effort should have been spent on the final product. Final product may not be historically accurate. |

**Problem/Solution Models – Due**

**Student Score: \_\_\_\_/20 \_\_\_\_\_\_\_%**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Requirements** | All requirements are met and exceeded. Student completed a minimum of 3 models to represent solutions to problems faced by colonists. | Most requirements are met. Student completed 2 models to represent solutions to problems faced by colonists. | Student completed 1 model to represent solutions to problems faced by colonists. | Student did not complete any acceptable models that represent solutions faced by colonists. |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. All solutions are historically accurate. | Includes essential knowledge about the topic. Subject knowledge appears to be good. Most solutions are historically accurate. | Includes essential information about the topic but there are 1-2 factual errors. Overall, solutions are historically accurate. However, a few inconsistencies may exist. | Content is minimal OR there are several factual errors. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | Uses other people\'s ideas, but does not give them credit. |
| **Attractiveness** | Makes excellent use of materials, color, graphics, effects, etc. to enhance the presentation. It is clear much time and effort was spent creating high-quality models. | Makes good use of materials, color, graphics, effects, etc. to enhance to presentation. It is clear much time and effort was spent creating models. | Makes use of materials, color, graphics, effects, etc. but occasionally these detract from the presentation content. It is clear time and effort was spent to create models. | Use of materials, color, graphics, effects etc. but these often distract from the presentation content. It is clear more time and effort was needed to complete models on a 5th grade level. |
| **Paragraph Summary** | Content is well organized using headings and a complete paragraph to explain model. | Content is organized using headings and a complete paragraph to explain model. | Content is explained. Information is organized in less than a paragraph, but information is still presented. | Content is not explained. Summary paragraphs are missing. |

**Oral Presentation – Starting**

**Student Score: \_\_\_\_/28 \_\_\_\_\_\_\_%**

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Incorporation of Materials** | Student uses several materials (could include costume) that show considerable work/creativity and which make the presentation better. | Student uses 1 material that shows considerable work/creativity and which make the presentation better. | Student uses 1 material which makes the presentation better. | The student uses no materials OR the materials chosen detract from the presentation. |