

INTERMEDIATE

Standards & Performance Indicators

# Study of Gender Equity— Age of Homespun

SS  
1

- ▲ meaning of American culture
- ▲ how ordinary people/historic figures advanced democratic values
- ▲ sources of historic documents
- ▲ understand how different experiences lead to different interpretations of events

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Grade 7

Prior Learning necessary for completion of this exercise

- an awareness of the time period, or era, of American history in which these wills were written,
- previous teaching of the letter writing unit in Language Arts, both friendly and business letter formats.

## 1. What is the purpose, objective or focus?

Students will analyze actual wills from the Homespun Era. From this analysis, students will be able to document:

1. how females were treated differently than males
2. how morality played a key role in an inheritance
3. the importance of religion in Homespun society
4. the extent of an upper middle class estate during this era

Students will, after this analysis, make evaluative comments to the authors of the wills.

You need readable copies of the wills. If one wishes to look for wills from a specific time and place, a couple of hours at the county clerk's office is all that is necessary.

## THE LAST WILL OF JOHN MATHEWS

I, John Mathews, now of the village of Liverpool in the county of Onondaga and State of New York do hereby make and publish this to be my last will and Testament. To my daughters, Mary Case, wife of William Case 2nd of Gloversville in the County of Fulton and Lois Ann Johnson, wife of James Johnson of the City of Syracuse, I give and bequeath to each of them the sum of Two thousand Dollars to be paid unto them by any Executors within one year after my decease. The balance and residue of my estate real and personal of every kind and description I give and bequeath to my son Daniel Mathews of Gloversville in the County of Fulton aforesaid. And I hereby nominate and approve my said son Daniel Mathews my sole Executor without bail or other surety of any kind for the faithful performance of his duties as such. I having full faith that he will perform his duty and represent one in all respects according to his best ability. In witness Whereof, I do herewith set my hand and seal at Liverpool aforesaid the first day of January one thousand eight hundred and sixty two, John Mathews. The above instrument consisting of one fourth of a sheet was now here subscribed by John Mathews the testator in the presence of each of us, and it was at the same time declared by him to be his last will and testament and we at his request sign our names as hereto as attesting witnesses, D.A.Oreutt of the City of Syracuse, Onondaga Co., N.Y.

**The Lawrence will was found in a typewritten format, but it is interesting for students to work with the handwritten Mathews will. It is a good idea to provide the typed transcription as well...it is fun for students try to read the original Mathews will with the aid of hand held plastic magnifiers which are readily available at most office supply stores very inexpensively.**

Teacher

<i>The last Will</i>	<i>I John Mathews now of the Village of Liverpool in the County of</i>
<i>of</i>	<i>Onondaga and State of New York do hereby make and publish this</i>
<i>John Mathews</i>	<i>to be my last will and Testament. To my daughters, Mary Case</i>
	<i>wife of William Case 2nd of Gloversville in the County of Fulton</i>
	<i>and Lois Ann Johnson wife of James Johnson of the City of Syracuse. I give and be-</i>

Brandon  
Period 10

Wills

Dear Bigelow Lawrence,  
I think your will is very unfair. You only gave your daughters one half of everything. IF you plan to do it over, try to include your daughters. In today's society women are treated just like men, equally. Women can own businesses, receive high wages, and are head of households.

Sincerely,  
Brandon

Dear John Matthews,

I liked to see the value that you placed on your family when writing your will. You tried to give your daughters and son large amounts of money, thus allowing them to meet their personal needs, as well as family needs. When receiving large amounts of money today, it helps to purchase goods with prices rising everyday. However, it appears that you treated your daughters in a manner that was unfair in comparison to that which you left for your son. Women have just as many needs and responsibilities as men in this day and age.

Sincerely,  
Kristin

2. The students demonstrate their level of understanding of gender inequities. At the middle school (intermediate) level, fairness, consistency, and equal treatment are of paramount importance. The students easily see the inequity shown by these two wills. It is very interesting to note how they interpret these inequities by reading their letters. The worksheet readily gives insight concerning the students' recognition of the values of the work ethic, marriage, religion, and gender equity.

Dear John Matthews,  
I believe you did a great job on your will. You divided your belongings among your children equally. I wouldn't have changed a thing. In your will, your daughters are given about the same amount of your belongings as your son. Your will is very well constructed.

Yours truly,  
Brandon

DOCUMENTS STUDY  
-WILLS-

NAME \_\_\_\_\_  
PER. \_\_\_\_\_

USING THE ATTACHED TWO WILLS, ANSWER THE FOLLOWING:

BIGELOW LAWRENCE'S WILL:

List what was left to the following:

- a. Asenath, his wife, - one third of all personal property, one horse, one side saddle and one bridle. she can use 1/2 of the farm & orchard.
- b. Ebenezer Pierce - \$25.00 six months after the death
- c. Eastern Society - \$15.00 every year as long as the Rev'd Levi Parsons continued as minister, \$1.00 to support the gospel, finish the meeting house on \_\_\_\_\_

Such a lesson would be appropriate when studying Homespun roles of men and women.

- In what ways are men and women treated differently?
- Is birth order a factor to consider?
- How have these ideas changed since our study of the colonial period?
- What would the Iroquois say about a will?
- How would they respond to treating men and women (or sons and daughters) differently?
- How do people today react to such situations?
- How are women's roles different today?

\_\_\_\_\_ were treated in the will in \_\_\_\_\_ ways? The girls were treated poorly. one half as much as the boys.

\_\_\_\_\_ stated differently than his brothers. \_\_\_\_\_ got his share of the estate. Calvin must wait ten years of his dad's death at least three years to get the estate.

\_\_\_\_\_ about Mr. Lawrence's "family \_\_\_\_\_ favored his sons over his wife for his sons because his daughters would \_\_\_\_\_ for.

\_\_\_\_\_ leave to his two daughters? He \_\_\_\_\_ 2000 each.

\_\_\_\_\_ son, Daniel? He left the balance \_\_\_\_\_ real and personal.

\_\_\_\_\_ removed of his estate  
c. Nothing is left to Mrs. Mathews, John's wife. What conclusion can you make from this fact. The conclusion I can make from this is maybe his wife is dead.

Now that you have read both wills, write a "letter" to these two men explaining what you like or dislike about their wills. Include why their ideas are either appropriate or inappropriate in relation to our more modern values.

3. The second day, students could read letters aloud. (I did this and it was fun). Such readings help to stimulate class discussion and can be a source of peer evaluation. It's just a simple assignment. Let's not make much more of it. It was a big hit with the kids!

## ASSESSMENT

Evaluation and assessment of this lesson are accomplished in two ways:  
 a. class discussion during and after the assignment is completed, and  
 b. letters written by the students to the two men.

DOCUMENTS STUDY  
 - WILLS-

NAME \_\_\_\_\_

PER. \_\_\_\_\_

USING THE ATTACHED TWO WILLS, ANSWER THE FOLLOWING:

**BIGELOW LAWRENCE'S WILL**

1. ( 30 points) List what was left to the following:

a. Asenath, his wife, \_\_\_\_\_

\_\_\_\_\_

b. Ebenezer Pierce - \_\_\_\_\_

\_\_\_\_\_

c. Eastern Society - \_\_\_\_\_

\_\_\_\_\_

d. How are his two daughters treated in the will in comparison to his eight sons? \_\_\_\_\_

\_\_\_\_\_

e. Calvin, son # 9, is treated differently than his brothers. Tell what he must do to get his share of the estate. \_\_\_\_\_

\_\_\_\_\_

f. What does this tell you about Mr. Lawrence's "family values?" \_\_\_\_\_

\_\_\_\_\_

2. (20 Points) JOHN MATHEW'S WILL:

a. What does John Mathews leave to his two daughters? \_\_\_\_\_

\_\_\_\_\_

b. What does he leave to his son, Daniel? \_\_\_\_\_

\_\_\_\_\_

c. Nothing is left to Mrs. Mathews, John's wife. What conclusion can you make from this fact? \_\_\_\_\_

\_\_\_\_\_

3. (50 points) Now that you have read both wills, write a "letter" to these two men explaining what you like or dislike about their wills. Include why their ideas are either appropriate or inappropriate in relation to our more modern values.

## REFLECTION

This lesson provides a concrete example to students for evaluating historical documents, analysis of values and customs and reinforces reading and writing skills.



# Law and Life in Two Ancient Societies

SS

2

- ▲ define culture/civilization
- ▲ norms and values of Western/other cultures
- ▲ interpret/analyze documents/artifacts

SS

5

- ▲ values of nation/international organizations affect human rights

While this learning experience is done with grade 10 students, it would be part of the grade nine course under the new Global History scope and sequence.



Students are introduced to document-based questions in the first month or two of the school year. They are also introduced to charting information and analyzing its impact.

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Grade 10

This is a two-day classroom activity within a series of lessons in a unit. The students may have an introduction to ancient civilizations or the lesson may be used to introduce the unit. The teacher rotates from group to group guiding students, when necessary, with questioning. Each group is instructed to select a guide and a recorder. Students compare/contrast Mesopotamian Law to Hebrew Law as it relates to how each society values women, social responsibility, negligence, and equality under law. They chart their findings on the outlined chart so it will be a natural progression to answering questions about values in these two societies. The class moves from charted information to critical conclusions/evaluations. Finally, the class discusses the values of those societies and how American law/values is related.

1. Compare / Contrast the values of these two ancient societies.

Women in Hebrew society were almost equal as men. They could remarry after being divorced. Women in Mesopotamia were 2<sup>nd</sup> class citizens, they were like object or property of men. Men gave their wife or children if pay off their debts. Women were drowned for being disreputable but they did have alimony if the man was to divorce his wife.

Laws were different for different social classes in Mesopotamia society. Plebeian would get the eye for eye, tooth for tooth treatment. when patrician did wrong they got the eye for money and hand for money treatment. In Hebrew society if a man hurt his servant or maid, they shall only be set free for the sake of whatever was hurt.

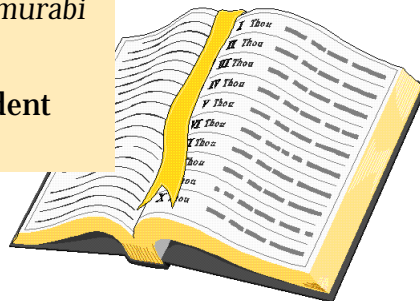
Negligence in Hebrew society was if an ox kills a man or a woman the ox shall die. owners of an ox was to keep an eye on them and if someone got hurt the ox was always killed and sometimes the owner. In Mesopotamia society it was like an ox for an ox.

Social responsibility in Mesopotamia society was if food didn't grow on land you rented you are still responsible. Hebrew society they are considerable with food, leaving some for strangers and the poor.

**Critical Conclusions/Evaluations Questions**

**Materials:**

- Copies of Code of Hammurabi
- Copies of parts of Old Testament for each student





## 2. What is the origin of Hebrew Law? Mesopotamian Law?

The origin of Hebrew Laws came from Moses who was a prophet, and lawgiver of Jews. It says in the Bible, Moses saw God face to face. From God he received the Ten Commandments for his people. These were the laws which became the foundation for the Jewish religion. The Commandments are recorded in full in Exodus, xx, 2-7, and in Deuteronomy, v, 6-21.

The origin of Mesopotamian Laws came from King Hammurabi, who wrote the Code of Hammurabi. The code was inscribed on a stele. At the top of the stele, Hammurabi was pictured receiving the laws from a god. Although most of the laws were already old and had long been in writing.

## 3. Compare / Contrast the ancient Egyptians to the Mesopotamians and Hebrews.

The ancient Egyptians and Mesopotamians were polytheistic while Hebrews were monotheistic.

The Hebrews and Egyptians were very considerable with their food when farming.

Egyptians were farmers and craftsmen while Hebrews and Mesopotamians were farmers.

Egyptians had pharaohs and nobles who were rich. The rest of the people lived simple lives. Mesopotamians had different social classes, plebeians who were the poor people and the patricians who were the rich people.

Women in ancient Egypt and Hebrew women were almost as equal as men. Women in Mesopotamia were 2nd class citizens, although they did have some rights such as alimony but were drowned when they cheated.

**Critical Conclusions/Evaluations Questions**



Comparing Law and Values in two ancient societies

Compare	Mesopotamians	Hebrews
<p>Equality Law: Exodus, Ch. 21 #26 and 27 vs. Hammurabi's #196, 197, 198 &amp; 199</p>	<p>If a plebeian commit a crime they get the eye for an eye treatment, but when patrician commits a crime they pay a certain amount of money.</p>	<p>If man hurts any body part of his servants or maids, they shall go free for the sake of this part.</p>
<p>Negligence: Exodus, Ch. 21 #28, 29 &amp; 32 vs. Hammurabi's #245 &amp; 251</p>	<p>If a man loans his ox to another man, and has caused the death of the ox he will repay with an ox. If an ox is a killer and its owner doesn't silence the ox, and the ox kills a free man the owner will pay.</p>	<p>If an ox kills a man or a woman, the ox shall be killed. If the owner had been warned about his ox and did nothing, the owner and ox shall die. If a servant was killed the owner will pay the master and the ox will die.</p>
<p>Social Resp: Leviticus, Ch. 19 #9 &amp; 10 Hammurabi's #42</p>	<p>If a man rents land for farming and no crops grow, he shall still be responsible for no food being grown and pay an average rent.</p>	<p>Don't think of yourself only when your taking up food from your field, but leave some for the poor and strangers.</p>
<p>Women: Deuteronomy, Ch. 24 #1 &amp; 2 vs. Hammurabi's # 138, 143, 117 &amp; 128</p>	<p>women and children were 2nd class citizens.</p>	<p>If a man had married his wife but then finds out he doesn't love her, he can divorce her and send her out of his house. she may then go be another man's wife. Women were almost as equal as man.</p>

## REFLECTION

I enjoy the lesson because it requires higher order thinking skills and uses the content to impress values on students. The lesson should be expanded to include other ancient civilizations that will be part of the new world history course.

REFLECTION:  
REFLECTION:

Student self-grading sheet. All other team members must sign it. Signatures equal approval of self-grade. Six categories are worth up to four points each for a total of 24 points of grade.

**Member of a Team Scoring Guide (Rubric)**

School Year: \_\_\_\_\_

Student: \_\_\_\_\_

Grade/Course: \_\_\_\_\_

**STUDENT PERFORMANCE**

<b>SCORING CRITERIA</b>	<b>*4. Excellent</b>	<b>*3. Good *STANDARD</b>	<b>2. Needs some Improvement</b>	<b>1. Needs much Improvement</b>	<b>NA</b>
<b>Group Participation</b> Participated in group discussion without prompting. Did fair share of the work.					
<b>Staying on Topic</b> Paid attention, listened to what was being said and done. Made comments aimed at getting the group back to the topic.					
<b>Offering Useful Ideas</b> Gave ideas and suggestions that helped the group. Offered helpful criticism and comments.					
<b>Consideration</b> Made positive, encouraging remarks about group members and their ideas. Gave recognition and credit to others for their ideas.					
<b>Involving Others</b> Got others involved by asking questions, requesting input or challenging others. Tried to get the group together to reach group agreements.					
<b>Communicating</b> Spoke clearly. Was easy to hear and understand. Expressed ideas clearly and effectively.					

NOTE: NA represents a response to the performance which is "not appropriate."

This scoring guide may be used by a student for the purpose of self-assessment, to score the work of an individual student, and to obtain a composite profile on the performance of the class.

COMMENTS:

# LAW AND LIFE IN TWO ANCIENT SOCIETIES

## GRADING RUBRIC

<i>Chart</i>	students draw logical, specific conclusions in all 8 boxes of the chart  <b>19 points</b>	students draw logical specific conclusions in most of the boxes in the chart  <b>16 points</b>
	students draw logical specific conclusion in half of the boxes  <b>13 points</b>	students reword the statements as they are given in the readings <b>9 points</b>
<i>Question Number 1</i>	students cite 4 values of Mesop. and 4 values of Hebrews as they relate to each of the four categories (equality, women, etc.) with reference to similarities and differences <b>19 points</b>	students cite most of the values of Mesop. and Hebrews and make some reference to similarities and differences  <b>16 points</b>
	students cite some of the values of each society but do not make any reference to similarity or differences  <b>13 points</b>	students do not make any value judgements. Students repeat the laws as they are given in the readings and make no comparisons <b>9 points</b>
<i>Question Number 2</i>	students cite the origin of Hebrew Law(god) and Mesop. Law(Hammurabi) and comment on the spiritual vs. Earthly difference <b>19 points</b>	students cite the origin of Hebrew Law and Mesop. Law  <b>16 points</b>
	students cite the origin of only one of the laws (either Hebrew or Mesop.)	the origins are incorrect for both Mesop. and Hebrews
<i>Question Number 3</i>	students cite at least three specific societal similarities for their decision and effectively draw the connection between the two societies <b>19 points</b>	students cite 3 specific reasons for their decision but fail to draw the connection between the two societies <b>16 points</b>
	students use 1-2 specific similarities for their decision  <b>13 points</b>	students use incorrect facts (9 points)* or did not attempt to answer the question <b>0 points*</b>

**\*Please note that there are two grading options in this one section! ! !**

## Student Investigation of a Key Public Policy Issue in Participation in

# GOVERNMENT AND ECONOMICS

SS

4

- ▲ identify/locate/evaluate economic information
- ▲ apply problem-solving model to economic problems

SS

5

- ▲ analyze issues
- ▲ take/defend/evaluate positions on attitudes

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Grade 12



The ability to analyze a public policy issue is critical to good citizenship. To be truly informed on an issue and to make knowledgeable decisions about it requires knowledge of multiple viewpoints, individuals, and past and proposed legislation. Furthermore, electronically accessing information allows for expansion of knowledge to include databases, information retrieval systems, and other library and museum resources throughout the world.

### What Students Do:

- Select and analyze a public policy issue.
- Create a hot list of web sites that have been explored and investigated as a result of a web search on the Internet. The list must include the accurate web address, a brief description of each web site explaining why it is useful and/or for what it is used, a list of email addresses, and at least one contact.
- Access two different viewpoints on the issue via CD ROM. Submit a hard copy of these sources with a brief description of why the source was or was not useful.

- Locate information through traditional/print methods including textbook searching, magazine articles, first-person interviews, television reports, newspapers, microfilm, or other sources. Obtain two viewpoints from the above sources, one in favor of the topic position and one opposed to the topic/position.

- Create a journal in which students reflect upon the search process citing searches and resources they found useful and productive and those they found to be frustrating and difficult. The journal must indicate the reasons for success or failure of a particular search and offer evidence of substantial time on task.

- Produce a group *Hot Issue Newsletter* containing the following:

- a list of useful web sites and e-mail addresses
- a summary of positions on all sides of the issue
- a list of key individuals involved in the issue
- two visuals, one of which is a political cartoon, the other a student created graphic representation
- information incorporated from previous stations.

- Individually produce a position letter following the format of the National Issues Forum and send it via e-mail to one or more of the following:

- elected public officials
- editors of news periodicals
- corporate leaders.

- Function effectively as a cooperative work group.

**Dewey or Truman 1948, Environmental Bond Act Pass or not 1996**

Albany - In 1948, Truman went to bed thinking he was the loser. In the morning he was the President. Forty eight years later, when New Yorkers looked at the election results one last time Tuesday night before going to bed, they thought the bond act was defeated. The reason was, with 73% of the polls reporting, the bond measure was losing by 9 points. The next morning many New Yorkers awoke to surprising news, the bond won with 56% of the vote.

How could this dramatic change happen? On Tuesday night most of the precinct reporting were from upstate New York. When the New York city precincts finally tallied their votes, the upstate landslide in defeat changed to a downstate landslide in approval.

It wasn't surprising that New York city voters wanted this passed, while upstate New Yorkers wanted it defeated. It has been suggested that 1.3 billion, or 77 percent, of the money could conceivably go to New York City projects.

Actually, specific projects aren't detailed in the bond act legislation. Now that New York voters approved the borrowing, eligible projects will have to compete for funding, and they'll be reviewed by technical experts in state environmental and park agencies.

improve drinking water facilities, solid wastes areas, and encourage environmentally sound technologies. The money New Yorkers pay for this act will be used for the enjoyment and future of all. Most money that is paid in taxes aren't always paid back directly to the taxpayer, but this act is different. Every person will be paid back whenever they walk through a cleaner park, drink water, fish, swim, or breath.

The people who are complaining about this Bond act should think about how much they enjoy the environmental before they open their mouths.

**Editorial**

It is about time that the voters got a chance to decide if they want to fund an environmental project or not. New York does need to spend more money on the environment. If not, the future of this state will be grim.

The Bond Act will provide funding for much needed clean water, clean air, land conservation and waste site cleanup activities. It will



### The Editor Speaks

The time has come to determine what is more important: the obese funding of the defense industry, which swallows massive amounts of capital with no visible product or additional funding for environmental preservation and protection, currently undefended and undersupported by those who stand in a position to lend their support.



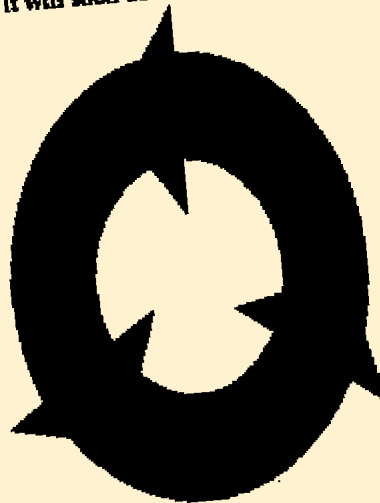
Whi

le it is possible to ignore any political issue for an extended period of time, until it becomes a rallying cry for an unknown group, the environment must cease to be a political issue and become strictly a matter of common sense.

It is incomprehensible to imagine that anyone would not favor increased funding for a cause so benevolent as the environment, and while the Clean Water, Clean Air Bond Act recently proposed in New York State passed by a fair margin, it was still widely protested by groups of mostly middle and upper class citizens, who have children whom will reap the harvest of their parent's greed. The bond act means an

additional \$3.25 per tax payer, per year for the next 20 years. For the price of a cup of coffee and a donut the citizens of NYS could improve their environment on a grand scale.

As a member of the Nature Conservancy I heartily believe in increased funding of the environment. I find it hard to believe that a general apathy for the environment can be the universal feeling of the public majority. Unless the current level of funding is increased the environment is in most certain danger of destruction by industrial landfills, suburban sprawl and the American tendency toward disposable goods. We must act now or it will soon be too late.



### Learner Outcomes:

- to recognize key issues in public policy debates, examine all sides, and defend positions on the issues
- to become knowledgeable and competent in the tools of the electronic work place, including electronic mail, CD ROM, and on-line services
- to enhance skills relative to data collection through the use of online resources, CD ROM, e-mail, print resources, interviews, and speakers
- to organize, analyze, and interpret data collected into a newsletter informing classmates about the multiple aspects of an issue

- to work effectively as a cooperative group.
- to take action on an issue by writing a letter to involved individuals and agencies explaining one's position and, where appropriate, prescribing a specific response.

Groups will be created to study a public policy issue. Each group will be required to use a variety of sources, both electronic and traditional print, to analyze a public policy issue. Class time and time after school will be utilized to collect information on the issue through the use of online services, e-mail, CD ROM information banks, print resources, interviews, and speakers. Each individual student will be required to keep a journal that reflects upon their successes and difficulties when engaged in electronic searching. The following represent the objectives for each search section:

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## Online Objectives

1. Create a Hot List that pertains to your issue. This Hot List is a list of web sites that you have explored and investigated as a result of your web search on the Internet.
2. Each Hot List must contain:
  - a list of web sites' accurate addresses
  - a brief description of each web site explaining why it is useful and/or what it is used for, a list of e-mail addresses, and at least one contact.

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## CD ROM Objectives

1. Using CD ROM sources, locate information on your project. Obtain two different viewpoints on your issue.
2. Submit a hard copy of any information you accessed via CD-ROM with a brief description of whether the source was useful or not and reasons why it was or was not useful.

### Speaker Presentation Group Objectives

1. Choose an issue or topic. Find resource persons or organizations related to the issue. Include name, address, and phone number.
2. Group must find speakers who represent views on a particular side of an issue. Two such speakers must be contacted in order to present their viewpoint to the class at large. Speakers may be contacted via letter, phone, or email.
3. All issues and speakers must meet the approval of instructor prior to any arrangements being made. Aspeaker request form must be approved by the social studies supervisor, Mr. Corr.
4. A directory must be kept by group of persons or organizations contacted.
5. An outline of topics or subtopics must be prepared to address points of interest the group wants speakers to address. This should be typed in standard form and presented to class for discussion.
6. Compile a list of e-mail addresses of speakers on both sides of the issue.

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## Traditional/Print Objectives

1. Locate information on your project by using the following methods: textbook searches, magazine articles, first-person interviews, television reports, newspapers, microfilm, etc.
2. From TWO of the above sources, obtain TWO viewpoints, ONE in favor of your topic/position and ONE in opposition to your topic/position.



- Then, submit from your group to your teacher for inspection the hard copy of the item(s) that have been researched using traditional search methods.

Groups will then be required to produce a *Hot Issue Newsletter* containing the:

- a hot list of useful web sites and e-mail addresses
- a summary of positions on all sides of the issue
- a list of key individuals involved in the issue
- two visuals, one of which is a political cartoon, the other a student created graphic representation
- information incorporated from previous stations.

After the newsletter has been completed, each individual student is to produce a position letter. This letter should follow the format of the National Issues Forum and should be sent via e-mail to one or more of the following:

- elected public officials
- editors of news periodicals
- corporate leaders



## ASSESSMENT

The completed project will be evaluated using a rubric (scoring guide) to measure four components in varying amounts. You must complete all four components of the project for it to be accepted. The following is a list of the project components and their grading value:

REFLECTIVE JOURNAL RUBRIC

EXEMPLARY	PROFICIENT	SATISFACTORY	NEEDS IMPROVEMENT	UNACCEPTABLE
<ul style="list-style-type: none"> <li>A thorough and complete listing of resources is given using proper citation as specified in the <a href="#">Shaker High School Guide to Research</a>.</li> </ul>	<ul style="list-style-type: none"> <li>A thorough and complete listing of resources is given using proper citation as specified in the <a href="#">Shaker High School Guide to Research</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Listing of most resources is given with few errors in citation.</li> </ul>	<ul style="list-style-type: none"> <li>Listing of resources is incomplete and/or contains significant errors in citation.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to list the resources used in the search.</li> </ul>
<ul style="list-style-type: none"> <li>Reflective commentary includes an evaluation of all resources with specific reasons offered as to the usefulness or lack of usefulness of each specific resource.</li> </ul>	<ul style="list-style-type: none"> <li>Reflective commentary includes an evaluation of resources with specific reasons offered as to the usefulness or lack of usefulness of most specific resources.</li> </ul>	<ul style="list-style-type: none"> <li>Reflective commentary includes some evaluation of resources with some specifics offered as to usefulness or lack of usefulness of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Reflective commentary merely summarizes content of resources. Little or no evaluation offered.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no reflective commentary.</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of outstanding effort and time on task.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of substantial effort and time on task.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of satisfactory effort and time on task.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of inconsistent effort and time on task.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of minimal or no effort. Attention to task is infrequent or nonexistent.</li> </ul>

## POINT BREAKDOWNS

**Reflective Journal**  
20%

Exemplary	18-20 points
Proficient	16-17 points
Satisfactory	14-15 points
Needs Improvement	12-13 points
Unsatisfactory	Below 11 points

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**TOTAL:**

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**Letter**  
10%

Exemplary	9-10 points
Proficient	8 points
Satisfactory	7 points
Needs Improvement	6 points
Unsatisfactory	Below 6 points

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**TOTAL:**

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**Group Process**  
20%

Exemplary	18-20 points
Proficient	16-17 points
Satisfactory	14-15 points
Needs Improvement	12-13 points
Satisfactory	Below 11 points

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**TOTAL:**

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**Newsletter**  
50%

Exemplary	47-50 points
Proficient	42-44 points
Satisfactory	37-39 points
Needs Improvement	33-35 points
Unsatisfactory	Below 32

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**TOTAL:**

**FINAL MARK:** \_\_\_\_\_

Letter Rubric

	OUTSTANDING	COMMENDABLE	COMPETENT	NEEDS IMPROVEMENT	UNACCEPTABLE
QUALITY OF INFORMATION	*Accurate information *Uses 2 or more specific examples *demonstrates a clear understanding of the issue	*Accurate information **Uses at least 2 specific examples *Demonstrates an understanding of the issue	*Generally accurate information *Uses 1 example *Demonstrates a general understanding of the issue	*Generally inaccurate information *Uses no example *Has a vague understanding of the issue	*Inaccurate information *No example *Has little or no understanding of the issue
ORGANIZATION AND STYLE	*Letter is clear and concise yet thoughtfully presented *Writer makes his/her point while remaining polite and complimentary	*Letter is clear and concise *Point is made in a polite manner	*Letter is generally to the point *Tone of the letter is generally polite	*Letter is unclear and poorly put together *Letter is neither polite nor impolite	*Letter is wordy and/or vague and poorly put together *Letter is not courteous
ACCURACY	*Grammatically perfect *No spelling errors *Format is followed perfectly	*Few, if any, grammatical errors *Few, if any, spelling errors *Format is followed perfectly	*No serious errors in grammar *No serious errors in spelling *Format is generally followed	*Basic grammar needs improvement *Basic spelling needs improvement *Format is partially followed	*Many grammatical errors *Many spelling errors *Format is disregarded

GROUP PROCESS RUBRIC

<u>EXEMPLARY</u>	<u>PROFICIENT</u>	<u>SATISFACTORY</u>	<u>NEEDS IMPROVEMENT</u>	<u>UNACCEPTABLE</u>
•all students enthusiastically participate	•almost all students actively participate	•some ability to participate	•strong reliance on one or two spokespersons	•exclusive reliance on one spokesperson
•students reflect awareness of others' views and opinions	•students reflect awareness of others' views and opinions	•students generally reflect awareness of others' views and opinions	•students reflect some effort to reflect others' views and opinions	•students reflect little or no effort to reflect others' views and opinions
•consistent preparedness of notes, discussion, and evidence of planning	•consistent preparedness of notes, discussion, and evidence of planning	•generally prepared	•inconsistent preparedness	•consistently unprepared

NEWSLETTER RUBRIC

EXEMPLARY	PROFICIENT	SATISFACTORY	NEEDS IMPROVEMENT	UNACCEPTABLE
<ul style="list-style-type: none"> <li>•All for components are present.</li> </ul>	<ul style="list-style-type: none"> <li>•All four components are present.</li> </ul>	<ul style="list-style-type: none"> <li>•All four components are present.</li> </ul>	<ul style="list-style-type: none"> <li>•Missing one of the four project components.</li> </ul>	<ul style="list-style-type: none"> <li>•Missing more than one component of the project.</li> </ul>
<ul style="list-style-type: none"> <li>•"Hot List" clearly and concisely provides useful and accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>•"Hot List" provides useful and accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>•"Hot List" provides useful and accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>•"Hot List" provides some useful information. May contain errors.</li> </ul>	<ul style="list-style-type: none"> <li>•"Hot List" fails to provide useful information.</li> </ul>
<ul style="list-style-type: none"> <li>•Summary thoroughly, specifically and accurately discusses both sides of the issue and identifies the key individuals involved in the issue.</li> </ul>	<ul style="list-style-type: none"> <li>•Summary includes mostly specific information. Both sides of the issue are clearly discussed. However, one side may not be discussed as thoroughly, specifically or clearly as the other.</li> </ul>	<ul style="list-style-type: none"> <li>•Summary is a general discussion of the issues and individuals involved. May lack specifics on one or both sides of the issue.</li> </ul>	<ul style="list-style-type: none"> <li>•Fails to address one side of the issue.</li> </ul>	<ul style="list-style-type: none"> <li>•Summary fails to discuss the issue in any meaningful manner.</li> </ul>
<ul style="list-style-type: none"> <li>•Graphics are clear and enhance the reader's understanding of the issue. Attention to presentation is evident.</li> </ul>	<ul style="list-style-type: none"> <li>•Graphics are related to the topic. Attention to presentation evident.</li> </ul>	<ul style="list-style-type: none"> <li>•Graphics are generally related to the topic. Some attention to presentation.</li> </ul>	<ul style="list-style-type: none"> <li>•Graphics are remotely reflective of the issue. Little attention to presentation.</li> </ul>	<ul style="list-style-type: none"> <li>•Graphics fail to reflect the issue. No attention to presentation.</li> </ul>

## REFLECTION

As a group product, there existed opportunities to demonstrate multiple intelligences. For example, students were required to search and arrange for speakers as an effective group. (interpersonal). The requirement of producing a graphic appealed to the visual/motor domain. Students were accorded the opportunity to demonstrate what they can do and know in an arena other than "on demand" traditional pencil and paper exam.

**REFLECTION:**  
*REFLECTION:*