

History Lesson Plan
Middle and High School Students
Cassie Gibson

This is a report to be constructed after studying the 1865-1899 era. The students are to create a five paragraph essay to be presented to the class. The students in class are to listen to the reports, take notes, then write a paper in turn about what they have learned about from the oral reports—other than their own person, of course.

The Sunshine State Standards this covers:

S.S.A 5.4.2-Understands the social and cultural impact of immigrant groups and individuals on American society after 1880.

L.A.A. 2.4.4-Locates, gathers, and analyzes information for a variety of purposes.

L.A.B. 2.4.2-writes information using appropriate systems

Time frame for this assignment:

Five ninety minute class periods. (Two periods for research and one for writing rough draft of essay to be checked by teacher). **Final draft to be written as homework. The final two days should be devoted to hearing the oral reports in class.

Directions:

Make index cards with the following names on them. Each student is to pick one 'out of a hat." They are to follow the guidelines set forth by you as well as the FCAT rubric (see end of lesson). When giving directions to class for this report, also be sure to go over the FCAT rubric with them so they may have a clear understanding of what is expected of them.

Names to choose from:

Mary Elizabeth Lease	William Jennings Bryan
Samuel Clemens	Thomas Edison
The Lowell Girls	Andrew Carnegie
John D. Rockefeller	Eugene Debs
Mother Jones	Rutherford B. Hayes
Jane Adams	Boss Tweed
Frederick Law Olmstead	Daniel Burnham
Oliver and Wilbur Wright (one report)	
George Eastman	Booker T. Washington
W.E.B. Du Bois	Ida B. Wells
Homer Plessy	Joseph Pulitzer
William Randolph Hearst	Bill "Bojangles" Robinson
Scott Joplin	Marie Curie
Florence Kelley	Carrie Nation
Henry Ford	James S. Hogg

Criteria for 5 paragraph essay :

The five paragraph essay should include a BRIEF biography of person, which includes birth place, summary of younger years, college education and/or preparation for achievements, summary of achievements (what the person is known for) and the impact of this person on American society.

Criteria for 5 paragraph response essay:

This 5 paragraph essay should include a summary of the overall assignment, a summary of things learned on three people—other than their own--, and a conclusion paragraph.

The FCAT rubric (both 8th and 10th grade writing rubrics) is printed on its own page for ease of printing and copying.

FCAT FCAT Writing Rubric — Grade 8

Score Points in Rubric

The rubric further interprets the four major areas of consideration into levels of achievement.

6 Points. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.

5 Points. The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.

4 Points. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.

3 Points. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.

2 Points. The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.

1 Point. The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.

Unscorable. The paper is unscorable because

- the response is not related to what the prompt requested the student to do,
- the response is simply a rewording of the prompt,
- the response is a copy of a published work,
- the student refused to write,
- the response is written in a foreign language,
- the response is illegible,
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed),
- the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt, or
- the writing folder is blank.

FCAT FCAT Writing Rubric — Grade 10

6 Points The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.

5 Points The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

4 Points The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

3 Points The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support may be uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

2 Points The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.

1 Point The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

FCAT Writing Rubric — Grade 10 (continued)

Unscorable The paper is unscorable because

- the response is not related to what the prompt requested the student to do;
- the response is simply a rewording of the prompt;
- the response is a copy of a published work;
- the student refused to write;
- the response is illegible;
- the response is written in a foreign language;
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed);
- the response contains an insufficient amount of writing addressing the prompt;
- the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt; or
- the writing folder is blank.

