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Slavery – A Problem of the Past? [7th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Slavery – A Problem of the Past?

Grade Level: 7th

Subject/Topic Area(s): Texas History and ELA

Designed By: Becky Orsini and Nick Thomason

Time Frame: 4-5 weeks

School District: Uplift Education

School: Peak Preparatory

School Address and Phone: 4600 Bryan St, Dallas TX 75204, (214) 821-7325

Brief Summary of Unit

This interdisciplinary unit focuses on the institution of slavery and the many forms in which it manifests. Students will be challenged to look at slavery in all of its forms and determine its impact on the lives of those who experienced it. In Texas History the students will look at the political, social and economic factors that caused slavery to be a dominate force in the growth of Texas. In ELA, students will look at slavery from the point of view of a former slave as they read the historical-fiction novel, “Spartacus”, by Lewis Grassic Gibbon. For their Performance Task, students will research the forms that slavery takes in the modern world. To extend the exercise, students will attempt to find ways that they can bring about change in the conditions of those who are suffering from these contemporary forms of slavery. Students will understand that while all people are created equal; not all people are treated equally. Additionally, students will walk away from this unit understanding that history is a story, and who tells the story affects how it is perceived.

Unit: Slavery – A problem of the past?

Grade: 7th

Stage 1: Desired Results

Established Goals (Standards)

TEKS: 2010 7th Grade Social Studies

- 7.10B explain ways in which geographic factors have affected the political, economic, and social development of Texas
- 7.19A explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances
- 7.19B describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
- 7.21D identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- 7.23A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

TEKS: 2010 7th Grade English/Language Arts

- 7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words
- 7.2D identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus*, *e pluribus unum*, *bona fide*, *nemesis*)
- 7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts
- 7.25A draws conclusions and summarizes or paraphrases the findings in a systematic way
- 7.26C draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions)

Understandings

Students will understand that...

- *History is a story; who tells the story affects how it is presented.*
- *Everyone's story is different and has value*
- *All people are created equal, but not all people are treated equally.*
- *Slavery exists in many forms*

Essential Questions

- What constitutes slavery?
- How does perspective affect history?
- Is slavery ever right; can it be considered a necessary evil?

Skill level:

- How does point-of-view and language affect writing?

Knowledge

Students will know...

which geographic factors in Texas have affected political, economic, and social development
how diversity affected life during the pre-civil war era in Texas
what forms slavery has taken both in the past and present
the differences between the African American and Anglo American cultures during the pre-civil war era
the effects of the Compromise of 1850 on Texas
the difference between fiction, historical fiction and historical fact
a variety of Latin root words that present themselves in the novel "Spartacus"
the origin of the facts about the slave revolt of Italy in 73BC
the route that Spartacus' slave army took

Skills

Students will be able to...

define slavery using their own words and perspective gained
identify different points of view regarding slavery in Texas and the United States
defend their point-of-view regarding slavery
use graphic organizers to arrange information in a meaningful way
summarize and present concepts regarding slavery
empathize with another person's situation
identify major plot points and characters in "Spartacus"
verbalize or write the motivations of characters from the book "Spartacus"

Stage 2: Assessment Evidence

Performance Task:

Part 1:

In small groups, students will prepare to discuss the ongoing issue of slavery throughout the world. In preparation for their discussion, students will choose one of the following situations to research and report back on: Child Soldiers in Uganda, Child Labor in Mexico, Forced Marriage of Children in India, Chattel Slavery in Sudan, and Sweatshops in China. Students will create a report on their topic answering the Five W's (who, what, when, where and why) in addition to explaining their findings on the following questions: How their issue is related to slavery, and Are there political, economic or social reasons why their form of slavery continues to exist.

Part 2:

Using their recently acquired knowledge and perspectives on slavery, students will create and present to the class power point presentations, dramatic re-enactments, persuasive speeches, or artistic representations (drawings, music, videos, etc.) to get their message across most effectively.

Part 3:

Once all of the student groups have presented their information, the class will discuss what they can do as a group to help alleviate the problem via fundraising, letter writing campaigns or local activism.

Other evidence:

Verbal Check for Understanding- Vocabulary
Vocabulary Quiz
Exit Ticket
Brief End-of-Class Summary
Venn Diagram
Slavery Info and Vocab Quiz
Artistic Representation of Slavery
Slave Narrative
Unit Test

Pre-assessment
3-2-1 Summary
Imagined Dialogue
Literature Journals
Character Profiles
Character Trading Cards
Character Analysis
Writers Extension

Stage 3: Learning Activities

* Essential Questions

* Other Evidence of Assessment

ELA:

Day 1 – **Pre-assessment** on slavery (5 minutes): **Define slavery**. Why did people use slaves? Where does slavery exist? After quiz, discuss results as a class. Provide dictionary definition of slavery as well as examples of how others have defined/viewed slavery throughout the ancient world; focusing on empires (Chinese, English and Roman) and discuss how/if their rise to prominence was due to the institute of slavery.

Day 2 – Show the video, **Ancient Rome: Prosperity and Decline** (45 minutes), Have students take notes on the video using their preferred note taking style. Homework: students will write a **3-2-1 summary** of the video. The assignment will include 3 interesting facts they learned, 2 questions they have about Ancient Rome and their use of slavery, and 1 reason they feel that the Romans used slaves to their advantage.

Day 3 – Review homework with the class, listening specifically to their answers about how they feel Romans used slavery to their advantage and why. Tell the students we will explore the various positions that slaves filled in Roman society as well as focusing on their treatment by their masters. Using the information from these websites:

<http://www.historyforkids.org/learn/romans/people/slaves.htm> and

<http://www.historyforkids.org/learn/romans/games/circus.htm> students will get into small groups and discuss how the slaves in each of the positions described may have been treated (**What Constitutes Slavery?**). They will then rank the jobs in order from easiest to most difficult and provide explanations as to why they thought that way. Each group will present their finding to the class for discussion. **Exit Ticket**: each student will write on a sticky note why they think a particular position was the hardest and place that sticky note on a chart to vote on which job they thought was the hardest; the class graph will be posted in the room. (**Is slavery ever right?**)

Day 4 – Do Now: Read the following situation and provide your opinion based SOLELY on the information given - *Charlie Delaney was arrested last night on the charges of theft, breaking and entering, resisting arrest and possession of an unlicensed weapon. Officers were dispatched to the O'Leary farm to investigate a disturbance reported by neighbors. When officers arrived, they found Mr. Delaney in possession of a large sack filled with various food stuffs, beverages and blankets, and a box cutter. When police tried to arrest Charlie, the suspect ran towards the neighboring woods. After being apprehended and arrested, Mr. Delaney continued to profess his*

innocence and demanded to be let go. Mr. Delaney was subsequently put in jail and is being held without bond. As students provide their opinions on this scenario, ask the following question: *Do you think Mr. Delaney was dealt with fairly? Why did Mr. Delaney do it? How do you know that?* Ask the students that if they knew Mr. Delaney was trying to get food for his starving family who was trapped in the woods and the box cutter was what Mr. Delaney used to free himself from being trapped if their opinion would change. Begin discussion on perspective and how an opinion about a situation can be influenced by the information that you are provided (How does perspective affect history and how does point-of-view affect writing?). Address how a lack of information can leave large gaps in a story that may or may not be important. Pose the following question and allow students to discuss briefly with a partner: How does an author fill in the gaps of a story when he is trying to talk about a factual event? Bring up the examples of the movies “300”, “Glory”, and “Gladiator”...all three were based on historical events, but most of what the movies portrayed (conversations, small details, etc) were the imaginings of a writer. Homework: “Imagined Dialogue” Look at the image of President Obama and John McCain shaking hands. Using this image, write a conversation between these two men that you think could have taken place at that moment. You must keep the conversation realistic and it must be plausible. You must include at least 10 relatively complex exchanges in dialogue.

Day 5 – Allow students to share their conversations if they desire. Define “historical fiction” for the students and discuss why authors can take certain liberties with history in order to tell a story. Discuss how historical fiction has certain limitations that regular fiction doesn’t have due to the factual information that is being used. Tell the students that next week we will get into Literature Circles to read a novel that falls into the category of historical fiction. In order to help us read the novel, we need to create vocabulary cards that we will use throughout the reading. Allow students to use index cards and the mobile computer lab to research and define the following terms: *Eunuch, Literatus, Legion, Centurion, Decimated, Conscriptio, Consuls, Cavalry, Vanguard, Pilum, Velite, Tribune, Praetor, Strategos, and Legio Libera.*

Day 6 - Hook: Dump 6,000 popsicle sticks out onto a table and have the students guess as to what the significance might be. After two or three guesses, tell the students that each stick represents one slave who was crucified along the Appian Way (the major road between Capua and Rome in the Ancient Roman Empire) following the 3rd Servile Insurrection. Briefly discuss the servile war and introduce the novel “Spartacus” by Lewis Grassic Gibbon to the class and tell the students that we will incorporate our newly acquired knowledge of slavery in Ancient Rome to better understand this piece of historical fiction. Pass out the map of Italy that has the route of the Legio Libera marked on it as well as the timeline of historical events that are known about the Spartacus Slave Revolt. Review the timeline and the route as a class and note how little information is given in regards to the army of Spartacus other than their movements and battles. (Perspective affecting history) Have students make predictions in their Literature Journals about the book so they can track them as we read. Assign Literature Circle groups and pass out Lit. Circle folders to each group.

Day 7 – (Literature Circle Reading pg 3-31) Have students record the following names in their Literature Journals: Titul, Brennus, Kleon, Gershom, Castus, Gannicus, Spartacus and Elpinice. Students will create character profiles for each.

Day 8 – (L.C. R. pg 31-60) Literature groups will add characters to their Lit Circle Folders as they feel necessary. Groups will prepare for whole class discussion tomorrow.

Day 9 – (L.C.R. pg 60-69) The class will come together to discuss the reading up to this point. Questioners will share some pertinent questions with the rest of the class, and Clarifiers will attempt to answer any of those questions. We will add new vocabulary to our word wall as needed. Writing assignment: Character Analysis - How does Kleon view Spartacus and his relationship to Elpinice as an obstacle to his plans? Why do you think the author has invented the characters of Kleon and Elpinice to tell the story of Spartacus? (Point-of-view and language affecting writing). Literature Journals Graded.

Day 10 – (L.C.R. pg 73-107) Exit Ticket: each Lit Group will turn in a brief summary of their reading today, including what page their group left off and a prediction for what the next section of the book will bring. Homework: 3-2-1 summary of the weekend reading. Students will give me 3 examples of historical facts from the book, 2 examples of fabrications on the part of the author, and 1 explanation of how those fabrications could be plausible.

Day 11 – (L.C.R. pg 111-142) Do Now Questions: Who are “The Masters”? Why doesn’t the author call the Romans? How does the author help you to identify with the Slave Army and not with the villagers and townspeople that the army is destroying? (Point-of-view and language affecting writing) This week, Lit. Group members will change jobs and refine their character profiles.

Day 12 – (L.C.R. pg 142-174) Spartacus is approaching Rome. Each group will need to make a prediction about what they think is going to happen and create a picture of this climactic moment. (writers extension: pretend you are

a journalist following the Legio Libera and you are writing an article for the morning edition that describes the army approaching Rome) Exit Ticket: Groups will turn in their predictions about tomorrow's reading.

Day 13 – (L.C.R. pg 174 – 200) Lit. Groups will read pages 174 – 180 before coming to whole group discussion. Students will discuss their predictions and talk about how accurate they were. Questioners and Clarifiers will fulfill their roles. Any new vocabulary to add to the word wall will be done at this time. Groups will then continue reading.

Literature Journals Graded

Day 14 – (L.C.R. pg 203-233) Writer's Prompt: The Pirates have betrayed Spartacus and his army. Write how you think the conversation went between the Masters and the Pirates that led to the betrayal. Then write a brief speech that you think Thoritos gave to his pirate brethren explaining why they should return the gold they took from the Spartacus Army.

Day 15 - (L.C.R. pg 233-264) Literature groups will need to create Character Trading Cards for at least 5 of the main players in the book. Character Trading Cards will need a picture, a brief description of their role in the story, any statistics you wish to attribute to them (battles fought and won, kills, gold attained, etc) and one interesting fact.

Day 16- Introduce Performance Task, hand out student assignment sheet, answer any questions, place students in groups of 3 or 4, assign students their topics, explain grading rubric, self-assessment, and expectations.

Day 17- Continue research and begin writing rough-draft of report.

Day 18- Revise and edit rough draft and begin final draft of report.

Day 19- Finish reports. Add final touches to presentations.

Day 20- Begin class discussions and create action plans for activism.

*Once performance task has been completed, students will view the movie "Spartacus" by Stanley Kubric to compare and contrast the novel and the Hollywood interpretation of the story.

TEXAS HISTORY:

Day 1- Silent discussion: "What constitutes slavery?" "What events come to mind when you hear the word slavery?" "Is slavery ever right?" These "discussion" boards will remain present in the classroom through the Unit so that students can feel free to add comments as their ideas shift and change.

Introduce vocabulary (abolitionist, Compromise of 1850, cash crop, textile, secede, Fugitive Slave Law) to the students and have them fill out "Frayer Models" for each word. Have students provide illustrations of both examples and non-examples.

Day 2- Verbally review vocabulary at the beginning of the class to check for understanding. Through class discussion essential questions will be discussed and debated. THINK-PAIR-SHARE: Have students pick two quotes from a list and write a half page journal on each discussing how the quote relates to what they have learned so far about slavery. Students also must include whether or not they agree with the quotes they chose and why. Quotes:

"There is no slavery but ignorance."

"Slavery is the first step towards civilization. In order to develop it is necessary that things should be much better for some and much worse for others, then those who are better off can develop at the expense of others."

"Slavery is but half abolished, emancipation is but half completed, while millions of freeman with votes in their hands are left without education."

"Slavery is a weed that grows on every soil."

"Freedom means you are unobstructed in living your life as you choose. Anything less is a form of slavery."

"In the nineteenth century, slavery was the greatest wrong, and government never stood so tall as when it was redressing that wrong."

Once students have finished, they may share their journals with a neighbor. After given time to share their opinions, the teacher will lead a group discussion analyzing the quotes and their meanings.

Hook- Show video clip "American Slavery: The Southern Plantation Way of Life"- *Discovery Streaming* (approximately 16 minutes).

Day 3- Begin class with a vocabulary quiz. Grade quiz together so students can make corrections as needed.

In their reading groups (assigned previously) have students read pages 278-280 to gain a basic background of Texas' few on slavery after annexation.

As a class, fill out a chart that displays which states were involved in the Compromise of 1850 and the effect this

Compromise had on each individual state (teacher should model one or two states and then allow groups to finish the activity for the other states involved).

Exit ticket- List 3 states affected by the Compromise of 1850, 2 questions you have regarding slavery, and 1 reason you think Texas was a slave state.

Day 4- To practice their map skills and review what they learned about the Compromise of 1850 students will complete the “Interpreting a Political Map” activity on page 281 in their textbooks.

Teacher will use a PowerPoint as students complete a note-sheet on the basics of slavery in Texas: background, jobs, classes, etc.

Divide class to show ratio of slave population in Texas and different jobs the slaves had.

Have students write a brief **summary at the end of class** discussing **what they have learned regarding the essential questions**.

Day 5- Have students list the three types of slaves that they learned about the day before. Have them draw a picture of what each slave’s job would involve.

Continue with slavery PPT: living conditions, slave codes, discipline, etc. Students continue with their note-sheet. If there is time at the end of class, have students review what they have learned thus far in preparation for a quiz next week.

Day 6- Using a **Venn Diagram**, have students relate the “Slave Codes” and The Fugitive Slave Act they learned about yesterday to life as a middle schooler. When they relate the rules in their lives to the rules that slaves had to obey, their knowledge will be better solidified.

Continue with slavery PPT: slavery dispute, north vs. south, states’ rights, etc. Students continue with their note-sheet.

Show video clip “Slavery in America”-*Discovery Streaming* (approximately 11 minutes)

Homework- study vocab, note-sheet, and other materials for quiz.

Day 7- Quiz covering vocab and other slavery information. Grade quiz in class to check for understanding/clear-up any confusion.

Day 8, 9, 10- Have students read excerpts from the article “21st Century Slaves”- *National Geographic* in their reading groups. Each group will be assigned a different section of the article. Groups must come up with a summary, illustration, and relevant quote from their section to present to the class.

Groups will begin to brainstorm, using a T-chart, about similarities and differences seen between cotemporary slave issues and the issues discussed in class regarding slavery in Texas.

After the T-chart is complete, each student will independently **create a symbol or artistic representation** (song, poem, painting, etc.) to demonstrate what slavery means to them (“**What constitutes slavery?**”). Symbols will be displayed around the room.

Day 11, 12, 13- Discuss **how perspective affects history**: slave opinion vs. southern opinion vs. northerner opinion.

Assign students a role (slave, southerner, or northerner). Present students with different scenarios and ask them to respond from the perspective of their assigned role. This exercise can also be done in groups so that students have a chance to debate the scenarios based on their roles.

Show “Unchained Memories” (slave narrative)- *HBO Special*

Have students brainstorm, draft, revise, and edit their own **original slave narrative** from the perspective of a slave living in Texas.

Day 14- PPT Review of information that will appear on their Unit Test.

Begin showing the historical fiction account of slavery in the south “Picture of Freedom”- *Discovery Streaming*

Day 15- Unit Test.

Finish showing “Picture of Freedom” (approximately 30 minutes total)

Day 16- Clarify any areas of the Performance Task, hand out student web-quest with sites on their specific topics, and begin initial research.

Day 17- Continue student research and begin writing rough draft of report

Day 18- Continue report and begin developing presentation model.

Day 19- Begin presentations and self-assessments.

Day 20- Finish presentations and continue class discussion.

Freedom Fighters!



The world needs your help! Slavery is not just a problem of the past; it continues to happen each and every day. Thousands of people are being enslaved in countries around the world and it is up to you to find a way to help. Throughout this project you will perform research that will help you to identify where slavery is still taking place in the world, present your findings to your fellow students, and help plan a way to help fight slavery in our world. You and your group will work together to find a way to make our world a better place.

Your task is divided into three parts: Research, Presentation and Plan of Action. This paper will give you all of the *required* elements for each of the three parts of the project. We have left you enough freedom to make the final product reflect you and your group while still maintaining focus on your topic. Before turning in your final products, please double check to ensure that you have met all requirements for the best grade possible.

Part 1: RESEARCH

___ Research findings (notes) checked by the group and teacher for accuracy.

___ Rough draft of the report is revised and edited by all members of the group prior to being reviewed by the teacher.

___ Final copy of report (to be turned in at the end of day 3) must meet the following technical requirements:

- 3 pages in length (minimum)
- Font: Times New Roman
- Font size: 12
- Spacing: 1.5
- Default margins
- Title of report on first page
- Page numbers
- Bound in a folder that keeps all pages together

___ Title page with research topic name, a picture or drawing related to your topic and names of all group members and division of tasks among group members (who did what).

___ Report contents should:

1. Answer the five W's (Who, what, when, where and why)
2. Explain how your issue is related to slavery?
3. Address if there are political, economic or social reasons why their form of slavery continues to exist?
4. Contain charts, graphs or pictures that meaningfully add to the report.

___ Resource page attached at the end of the report indicating all resources used to gain information.

Part 2: PRESENTATION

___ Each group will choose a medium (power point, dramatic re-enactment, persuasive speech, or artistic representation [music, video, drawings, etc.]) to briefly present their research findings to the class.

___ All members of the group contributed and participated in the presentation.

___ Presentations will not exceed 5 minutes in length.

___ Presentations will give the basic information to the audience including:

1. Information about how your area of research is related to slavery
2. Statistics about your topic
3. A possible solution for your topic
4. A brief statement or plea to the class to devote time and energy to fighting for your cause.

___ Presentations must be saved on a flash drive or disk to turn in to the teacher.

___ Self-Assessment rubric for each group member turned in along with the final presentation project on day 4 or 5.

Part 3: PLAN OF ACTION

This portion of the project is a whole class discussion about how we, as a class, can address the issue of slavery somewhere in the world. As a group, some of the issues we will discuss will include, but are not limited to:

1. Which issue is most important to us
2. What steps need to be taken to help alleviate the problem
3. How can we, as students, attack this problem and offer aide to those affected
4. What steps we need to take to get the ball rolling on our plan

WEB QUEST:

Finding Relevant and Accurate Information about Your Topic

Modern-Day Slavery (all groups)

<http://www.freedomcenter.org/slavery-today/>

<http://www.freetheslaves.net/>

<http://www.free-at-last.org/1kit/History/ContemporarySlavery/tabid/3881/language/en-GB/Default.aspx>

<http://www.otda.state.ny.us/main/bria/documents/4900.pdf>

Child Soldiers in Uganda

<http://www.invisiblechildren.com/about/history/>

<http://www.child-soldier.org/>

http://www.soschildrensvillages.org.uk/donate-help/Uganda_fact_sheet.pdf

<http://www.worldvision.org/content.nsf/learn/globalissues-uganda>

<http://www.un.org/events/tenstories/06/story.asp?storyID=100>

Forced Marriage in India

<http://crs.org/india/child-labor-marriage/>

http://www.stopvaw.org/Forced_and_Early_Marriage.html

http://www.unfpa.org/swp/2005/presskit/factsheets/facts_child_marriage.htm

<http://www.unicef-irc.org/publications/pdf/digest7e.pdf>

<http://www.icrw.org/files/publications/Too-Young-to-Wed-the-Lives-Rights-and-Health-of-Young-Married-Girls.pdf>

Sweatshops in China

<http://www.greenamericatoday.org/programs/sweatshops/>

<http://www.waronwant.org/overseas-work/sweatshops-and-plantations/china-sweatshops>

<http://www.lilith-ezine.com/articles/fashion/Nike-Sweatshops-in-China.html>

<http://www.mtholyoke.edu/~nshah/fashioncrimes/Sweatshops.html>

http://www.veganpeace.com/sweatshops/sweatshops_and_child_labor.htm

Chattel Slavery in Sudan

<http://www.brandeis.edu/projects/fse/Pages/chattel slavery.html>

<http://www.infoplease.com/spot/slavery1.html>

http://www.iabolish.org/slavery_today/sudan/index.html

<http://www.sudanupdate.org/REPORTS/Slavery/slave.htm>

<http://www.britannica.com/blackhistory/article-215303>

Child Labor in Mexico

<http://www.azcentral.com/news/articles/2008/05/09/20080509childlabor0509.html>

http://www.unicef.org/protection/index_childlabour.html

<http://www.unicef.org/infobycountry/mexico.html>

<http://www.hsph.harvard.edu/gallery/gallery06.html>

RUBRIC and SELF-ASSESSMENT for “FREEDOM FIGHTERS” PROJECT

	Unacceptable (F)	Approaching (C)	Meeting (B)	Exceeding (A)
Internet Research (25 points)	I did not make good use of my time in the library. My web quest worksheet was rarely used and my overall effort was lacking.	The amount of effort put into my project was minimal. The web quest was used only some days.	I used my time and resources well. My web quest worksheet was very helpful.	I used my time and resources thoughtfully and responsibly. I remained on task at all times, and took notes on important findings. My web quest worksheet really helped me find all the relevant information.
Group Work (15 points)	I did not attempt to work with my group.	Although I was part of the group, I left most of the work for the other members. I did not contribute much to the group and was not productive.	I worked well within my group and contributed.	I was a productive group member. I helped my group to answer questions and reminded other members to stay on task.
Report (30 points)	I did not use accurate information to write my report. Errors in grammar, spelling, punctuation, organization, and word usage made my report hard to read.	I made accurate reference to the issue I was assigned, but did not thoroughly answer all the relevant and necessary questions. There were many errors made in grammar, spelling, punctuation, organization, and word usage.	I used the information on my web quest worksheet to write a report that was creative, informative, and interesting. My report answered all necessary questions. There were a few errors made in grammar, spelling, punctuation, organization, and word usage.	My report was thoughtfully and creatively constructed. It contained relevant information about the topic I was assigned and went in dept to answer all necessary questions. Grammar, spelling, punctuation, organization, and word usage were all used appropriately.
Presentation (30 points)	My presentation was not well thought out. It showed very little time, effort, or thought. My group presentation was poorly planned and executed.	My presentation was satisfactory, but lacked creativity. My group presentation was adequate, but all members did not contribute.	My presentation was moderately creative and showed evidence of my research. Everyone in my group contributed to the presentation, and vital information was shared.	My presentation was well-thought out, organized and creative. Not only was my research evident, I went above and beyond in order to present the information in my own unique way. The class truly benefited from our presentation and learned more about the topic we researched. We provided ample information and were well prepared to answer questions.