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# Study of Identity Formation through The Light in the Forest by Conrad Richter [6th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Study of Identity Formation through  
*The Light in the Forest* by Conrad Richter

Grade Level: Sixth grade

Subject/Topic Area(s): English Language Arts/Reading

Designed By: Anna Clark

Time Frame: 16 45 minute lessons, 2 days a week for 8 weeks

School District: Diocese of Dodge City

School: Sacred Heart Cathedral School

School Address and Phone: 905 Central Avenue  
Dodge City, KS 67801  
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### **Brief Summary of Unit** (Including curricular context and unit goals):

*The Light in the Forest* by Conrad Richter is an historical fiction Young Adult novel about a teenage boy, True Son, who was captured by American Indians as a young child, grew up as an adopted member of the tribe, and is then forcibly returned to his white family at age fifteen. The central theme of the book is True Son's conflict with his identity and the questions of who his true family is and where his allegiance should lie.

During this unit, students will complete most of the reading assignments outside of class. Spread throughout different stages of the reading, the lessons taught during each class focus on developing an understanding of the ways elements of fiction contribute to both the reading and writing experience, the influence of personal perspective, and the many elements of life that contribute to the formation of identity. This unit is designed to be taught toward the end of the first semester of sixth grade, when content like plot, the writing process, and basic essay structure have already been taught. With these basics already intact, students delve into the deeper questions of character and point of view development and synthesize their knowledge at the of the unit into a persuasive essay on identity supported by textual evidence and followed by an oral debate.

**Unit:** Study of Personal Identity through *The Light in the Forest* by Conrad Richter  
**Grade:** Sixth

**Stage 1: Desired Results**

**Established Goals (Standards)**

*Standards or Scope & Sequence*

Common Core sixth grade standards: RL1-3,5-7,9; W1, W4-5; SL1, SL3  
Kansas State sixth grade standards: K.1.4.15, K.2.1.1

**Understandings**

*Students will understand that...*

- \*our cultural background and individual experiences help to form our identities.
- \*our perspective affects how we understand good and evil.
- \*analyzing literary elements used in fiction (plot, characters, point of view, theme) helps us become better writers
- \*fictional stories can give us insight into our own lives.

**Essential Questions**

- \*1. What experiences and life influences determine your identity?
  - \*A. How does your family affect who you are?
  - \*B. How would you be different if you grew up somewhere else?
  - \*C. How do your values affect who you are?
- \*2. How does who you are determine your view of good and evil?
- \*3. How does understanding elements of fiction help you become a better writer?
- \*4. How do fictional stories give you insight into your own life?

**Knowledge**

*Students will know...*

- relevant vocabulary within the context of the story (RL1)
- how details in a story contribute to the plot and theme of a text (RL2,5)
- how the story's plot unfolds through a series of events as well as how the characters change as the plot moves forward (RL3)
- how an author develops point of view and its influence on the story (RL6)
- the difference between static/dynamic and round/flat characters (K.2.1.1)
- that facts are supported by evidence, whereas opinions are personal and refutable (K.1.4.15)

**Skills**

*Students will be able to...*

- defend a written position with textual evidence (RL1, W1)
- recognize the importance of specific details and their role in developing the plot and theme of a text (RL2,5)
- develop the point of view of the narrator in a text (RL6)
- compare and contrast differing forms of media (RL7)
- compare fictional and historical accounts of an incident (RL9)
- adapt writing to match the task, purpose, and audience (W4)
- collaborate with peers to develop and strengthen writing (W5)
- engage in collaborative discussions (SL1)
- recognize and refute a speaker's unsupported claims (SL3)

**Stage 2: Assessment Evidence**

**Performance Task:**

R.A.F.T Essay:

Students will write a persuasive essay arguing for True Son to live as an Indian or as a White person. Through the RAFT format, students will choose and develop their role and audience by using their knowledge of point of view and character development. Students will draw on their knowledge of True Son's character to defend his identity as Indian or White. Students will argue their position orally in a class debate.

**Other evidence:**

*(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)*

Preassessment, worksheets, study questions, discussion responses, journal entries, informal observations, formal quizzes, exit slips, writing activities, five paragraph essay, debate participation

## Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

Timeframe	Standards, EQs	Learning Activities	Assessments
<b>Week 1</b> Day 1/T:	EQ1  RL1	<b>Week 1</b> <ol style="list-style-type: none"> <li>1. Hand out novels and novel packets. Skim contents and explain Study Questions to be completed with each reading. The packet should be kept the entire unit.</li> <li>2. Give yes/no Preassessment of EQs.</li> <li>3. Do 4 Corners (Yes, Maybe, Not Really, No) with the preassessment questions for students to compare answers.</li> <li>4. Explain that we will journal each day as our warm-up to connect our lives with what we learn through the novel. Open packets to Prereading page of Journal: Have students think about and journal how their lives might be different if they had a different family, if they lived in a different country, if they had different beliefs and values. (EQ1)</li> <li>5. Introduce EQ1 in the context of the novel and discuss the students' journal answers.</li> <li>6. Begin reading the first chapter together – teacher read.</li> <li>7. Assign through chapter 3 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read.</li> </ol>	EQs Preassessment Journal and discussion HW Study Qs
Day 2/R:	Ch. 1-3 due.  EQ3  RL3, SL1	<ol style="list-style-type: none"> <li>1. Journal: Think about your favorite story – book or movie, true or imaginary. What makes a good story? How do you know that a story is complete? (EQ3)</li> <li>2. Discuss the students' journal answers in context of plot.</li> <li>3. Explain the Story Map in their novel packets and review each part.</li> <li>4. Go through the Plot section of the Story Map PowerPoint, reviewing each part of the plot and connecting them to stories from student journals. If Plot has not been covered yet, go more in depth and use the <a href="#">"Jack and Jill Digital Story Plot Map"</a> video as an example.</li> <li>5. Ask students where they think we are now in "The Light in the Forest" (Exposition) and go through the Setting section of the Story Map PowerPoint.</li> <li>6. Fill in what the students know of the Story Map so far.</li> <li>7. Assign chapters 4-5 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read.</li> <li>8. Exit Slip</li> </ol>	Exit Slip HW Study Qs
<b>Week 2</b> Day 3/T:	Ch. 4-5 due.  EQ3, EQ4  RL6, SL1	<b>Week 2</b> <ol style="list-style-type: none"> <li>1. Read an excerpt from "The Three Little Pigs" and from "The True Story of the Three Little Pigs."</li> <li>2. Journal: Write about the differences in how the events of the story unfold from the different perspectives. Why do you think those differences exist? (EQ3, EQ4)</li> <li>3. Discuss the students' journal answers in context of point of view.</li> <li>4. Have students get out their Story Maps and review what they have so far.</li> <li>5. Go through the Point of View section of the Story Map</li> </ol>	Exit Slip HW Study Qs  *Del part of Point of View Comparison worksheet can be done with chapter 6 as homework.

		<p>PowerPoint. Discuss the different perspectives from which a story may be told. Ask students who is telling the story in “The Light in the Forest” (third-person omniscient narrator; personal perspective of several speakers).</p> <ol style="list-style-type: none"> <li>Fill in what the students know of the Story Map so far.</li> <li>Explain the Point of View Comparison worksheet. Have students refer to chapter 5 and fill in True Son’s perspective of Fort Pitt.</li> <li>Discuss the how the author uses word choice and sentence style to achieve different perspectives among characters. *Read chapter 6 together (at least the first few pages) and fill in the chart for Del’s perspective.</li> <li>Assign through chapter 7 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read.</li> <li>Exit Slip</li> </ol>	
Day 4/R:	<p>Ch. 6-7 due. EQ2, EQ4 K.2.1.1 RL2, RL5, RL6, SL1</p>	<ol style="list-style-type: none"> <li>Journal: Think about the concepts of good and evil. Write about how you know what is good and what is bad. (EQ2, EQ4)</li> <li>Discuss the students’ journal answers in the context of cultural bias.</li> <li>Have students get out their Story Maps and review what they have so far.</li> <li>Go through the Characters section of the Story Map PowerPoint. Discuss the characters that we have met so far and their importance to the story. Have the students identify the major characters and classify the new characters they have met in chapters 6-7.</li> <li>Fill in what the students know of the Story Map so far.</li> <li>Discuss the different ways that the characters describe True Son’s homecoming. Introduce the influence of perspective on how things are perceived as good or bad.</li> <li>Using True Son’s argument with Uncle Wilse in chapter 7, discuss the different perspectives of good and bad in the Conestogo attack. If the two men are talking about the same incident, why do they not agree?</li> <li>Assign chapters 8-9 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read.</li> <li>Exit Slip</li> </ol>	<p>Exit Slip HW Study Qs</p>
<p><b>Week 3</b> Day 5/T:</p>	<p>Ch. 8-9 due. EQ3, EQ4 RL2, RL5, SL1</p>	<p><b>Week 3</b></p> <ol style="list-style-type: none"> <li>Journal: To quote Rudyard Kipling, “Words are, of course, the most powerful drug used by mankind.” Think about this quote. What does it say about the words we choose to use? Do you agree that they are powerful? Why/why not? (EQ3, EQ4)</li> <li>Discuss the students’ journal answers in the context of word choice.</li> <li>Explain the Quotations worksheet. Do the first quotation together and allow students to group up for the others. **Specify that they are not to do the last quotation. That will be done at the end of the book before they turn in their packets.</li> <li>Discuss student answers. Introduce and discuss the foreshadowing of Bejance’s statement of freedom. (True Son is gradually enslaved by the white culture.).</li> </ol>	<p>Comprehension quiz HW Study Qs</p>

		<ol style="list-style-type: none"> <li>Assign chapters 10-11 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read.</li> <li>Comprehension Quiz</li> </ol>	
<b>Week 4</b> Day 6/T:	Ch. 10-11 due  EQ1, EQ4  K.2.1.1 RL3, SL1	<b>Week 4</b> <ol style="list-style-type: none"> <li>Journal: Write about a major event in your life that made you change in some way. (EQ1)</li> <li>Discuss the students' journal answers in the context of conflict and change.</li> <li>Have students get out their Story Maps and review what they have so far.</li> <li>Go through the Conflict section of the Story Map PowerPoint. Discuss the importance of conflict in a story and what effect it has on a character. Tell the students that there are often many conflicts within a story, but that the most important, or major conflicts, are those that the main character struggles with throughout the novel.</li> <li>Have the students identify True Son's major conflicts (against white family and customs; his conflicting loyalties) and fill in what they know of the Story Map so far.</li> <li>Discuss how we know that True Son has changed at this point in the novel.</li> <li>Assign chapters 12-13 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read.</li> <li>Exit Slip</li> </ol>	Exit Slip HW Study Qs
Day 7/R:	Ch. 12-13 due.  EQ1, EQ2, EQ4  RL3, RL6, SL1	<ol style="list-style-type: none"> <li>Journal: Write about what is most important to you. What can you not live without and why? (EQ1)</li> <li>Discuss the students' journal answers in the context of how our values form our identity.</li> <li>To help predict True Son's fate, have students work in partners to complete the Value Ranking worksheet from True Son's perspective.</li> <li>Discuss how True Son's values align with the values of the students and the values of our modern culture. Lead students to discovering the connection between what is important to us and what forms our identities.</li> <li>Assign chapters 14-15 due the next Literature day. Remind students to fill out Study Qs and Textual Evidence as they read. They should finish the last of the Quotation worksheet when they finish the book.</li> <li>Exit Slip</li> </ol>	Exit Slip HW Study Qs
<b>Week 5</b> Day 8/T:	Ch. 14-15 due.  EQ3  RL9, W4	<b>Week 5</b> <ol style="list-style-type: none"> <li>Journal: What message do you think the author is trying to communicate through this story? How would his writing be different if he wanted to teach you how to build a house? (EQ3)</li> <li>Discuss the students' journal answers in the context of adapting writing to match one's audience.</li> <li>Read the Historical Document "Indian Captives Released to Colonel Bouquet" by William S. Ewing.</li> <li>Discuss the differences between the historical fiction novel we just finished and the non-fiction document.</li> </ol>	Fiction/Non-Fiction worksheet Writing Exercise

		<p>Fill out the Fiction/Non-Fiction Venn diagram worksheet</p> <ol style="list-style-type: none"> <li>5. Ask the students which type of document affected them more. What was it about each type that spoke to them? Does each document address the same theme/topic? Do they have different purposes?</li> <li>6. Have the students choose the type that affected them the most and create a writing piece in that genre: Fiction – a short diary entry of one of the captives on the list released to Colonel Bouquet; Non-fiction – a short newspaper article describing the handing over of captives to Colonel Bouquet.</li> <li>7. Remind students that they will have one final quiz tomorrow.</li> </ol>	
Day 9/W:	EQ1, EQ4 SL1, SL3	<ol style="list-style-type: none"> <li>1. Journal: What do you think will happen to True Son now? Have you even been in a similar situation, when you felt torn between two sides? (EQ1, EQ4)</li> <li>2. Arrange desks for a student-led discussion and give each student 3-5 talking chips (depending on the size of the class and length of time for discussion).</li> <li>3. Explain to students that they will be discussing amongst themselves the answers to their journal today. The role of the teacher is only as facilitator in this discussion: move the discussion along and collect speaking chips as they are surrendered. Each student may only speak when he or she has given up a speaking chip. Speaking chips may not be used in succession, and they are only good until they are gone. All students must use at least 2 speaking chips. Explain that all opinions in the discussion must be backed up by reasons from the book or from personal experience.</li> <li>4. Ask one student to begin and monitor the time. Make notes as the students speak for follow up.</li> <li>5. Stop the discussion in time to debrief. Allow 10 minutes at the end of class for the quiz.</li> <li>6. Comprehension Quiz</li> </ol>	Discussion responses Comprehension Quiz
Day 10/R:	EQ1, EQ3 RL1, W1	<ol style="list-style-type: none"> <li>1. Introduce essay assignment and rubric. Read through the documents together and address any questions.</li> <li>2. Explain that persuasive writing centers around a main argument that the writer is trying to convince his or her audience to agree with. Review basic essay structure. (If basic essay structure/persuasion has not been covered yet, devote time to this before proceeding.)</li> <li>3. Explain that the student discussion from the previous class was the first step in the prewriting process and that the Decision Matrix worksheet is the next step before they will begin outlining.</li> <li>4. Using notes from the discussion, help students come up with the criteria by which to assess True Son's decisions (ex: Will I be happy? Will I respect myself? Will I be out of danger? Will it not hurt others? Will it be good for people I care about?). Have students fill out the matrix in groups. Walk around and monitor process/results.</li> <li>5. Once students have completed the matrix and have their results, explain the outline for their essays.</li> </ol>	Decision Matrix

		<ol style="list-style-type: none"> <li>Students should be familiar with the outline format. Review what goes into each part and the order in which to do them. Supply for students the thesis template: True Son should (decision) because of (3 reasons).</li> <li>Monitor students as they begin the outline. Make sure that each student has a clear direction before the end of class. The outlines will be due the next Literature day.</li> </ol>	
<b>Week 6</b> Day 11/T:	Outlines due  EQ3  W1, W4, W5	<b>Week 6</b> <ol style="list-style-type: none"> <li>Check outlines and conference with students individually while the class writes their rough drafts.</li> <li>Make sure each student is comfortable with his/her writing before the end of class. The rough drafts will be due the next Literature day.</li> </ol>	Student conferences
Day 12/R:	Rough drafts due  EQ3  W5	<ol style="list-style-type: none"> <li>Edit essay</li> <li>Have students get out the Peer Editing Form from their packets. Explain the process.</li> <li>Begin by having students read through their own essays and go through the checklist.</li> <li>Pair up students (or 3s if the numbers are uneven) and have them go through the checklists with their partner's essay. Time each round. A timer may be used, or a great way to time is by using music – preferably instrumental, not popular music that the kids will sing to.</li> <li>After each round, have the students find a new partner and go through the checklist again. They should make it through 3 rounds at approximately 10 minutes per round. Monitor student progress and adjust the time as needed.</li> <li>Debrief at the end and make sure each student is comfortable with his/her writing before the end of class. The final draft will be due the next Literature day.</li> </ol>	Participation with peers
<b>Week 7</b> Day 13/M:	Essays due  EQ3  RL7	<b>Week 7</b> <ol style="list-style-type: none"> <li>Turn in essays</li> <li>Explain comparison worksheet</li> <li>Begin watching movie (83 minutes) and have students fill out the comparison worksheet as they watch.</li> </ol>	Essay –final product
Day 14/T:	Movie/Book Comparisons due  EQ3  RL7	<ol style="list-style-type: none"> <li>Continue watching movie (83 minutes) and complete the comparison worksheet. Due at the end of class.</li> </ol>	Comparison worksheet
<b>Week 8</b> Day 15/T:	EQ3  W4	<b>Week 8</b> <ol style="list-style-type: none"> <li>Return essays and discuss. Explain that the students may make any changes they need to while turning their essays into their debates. Essays may be revised and turned back in for credit within one week.</li> <li>Organize students into teams according to their positions.</li> </ol>	Debate notes Informal CFUs

		<ol style="list-style-type: none"> <li>3. Explain the Debate Outline form from the packets.</li> <li>4. Within the teams, the students will need to divide and assign the tasks and begin preparing each part together.</li> <li>5. Walk around and monitor student progress. Give suggestions as needed for arguments that might be brought up. Instruct students to make a list of arguments that the other side might use to defend their position and come up with responses for those arguments. Remind them to refer back to their books and to the worksheets that we have already completed during the unit.</li> <li>6. Each student should prepare his or her part on notecards before the debate day.</li> <li>7. Debrief at the end of class and explain the process for the debate day.</li> </ol>	
Day 16/R:	EQ1-4 SL1, SL3	<ol style="list-style-type: none"> <li>1. Debate day!</li> <li>2. Organize students into their teams, explain the process once more, and allow the teams time to prepare.</li> <li>3. Carefully monitor timing to allow each student time to present arguments and each debate time to come to a conclusion. If possible, bring in another adult to help judge the debates.</li> <li>4. Allow enough time at the end of class to debrief the experience with the students. Ask the students what they learned from the debates and what they would do differently the next time.</li> </ol>	Participation in debate

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Can You Debate in a R.A.F.T?

**Role:** Who are you writing as? (White, Indian, someone outside the story)

**Audience:** Who are you writing to? (White, Indian, True Son, someone outside the story)

**Format:** A five paragraph persuasive essay

**Topic:** Should True Son live out the rest of his life as an Indian and try to rejoin a tribe or should he try to become part of a White community?

A RAFT is a type of writing assignment that is centered around the Role of the writer, the Audience of the writing, the Format of the writing, and the Topic of the writing. The Format and the Topic are provided for you, **but the Role and Audience are entirely your decision.** Think carefully about your options before you decide, because we know from reading other authors' writing that the way you write may change depending on the point of view and the audience.

For this assignment you will be required to choose a position on the topic and write a five paragraph persuasive essay defending your position with at least three pieces of evidence from the text. Specify in your introduction whose perspective you are writing from and whom you are writing to.

Provided in your packet is:

- \*A **decision matrix** to help you decide your position,
- \*An **outline** to help you organize your ideas,
- \*4 **peer editing forms** to use while working with other students to revise your writing, and
- \*A **rubric.**

The rubric gives you guidelines so that you know exactly what you need to do in order to receive a top grade for this assignment. **Please review the rubric carefully as you are writing so that you are sure you have done everything you need to.**

Once you have written your essays and they have been graded, we will use the essays as the basis for a **classroom debate.** With a group, you will use the arguments you have made in your essays and write notes to present your position against the position of the other group(s), dividing the tasks between your group members. Each side will then have to try to convince the judge(s) that your position is the right one to take.

Provided in your packet is:

- \*An **outline** to help you turn you essay into debate notes,
- \*A **procedures list** to help you prepare for the debate day, and
- \*A **rubric.**

We will work together in class, but some writing and preparation will also need to be done outside of class on your own time. Your **signature below** is your commitment to do your part.

## RAFT Rubric

	<b>Exceeds Standards (4)</b>	<b>Meets Standards (3)</b>	<b>Approaching Standards (2)</b>	<b>Needs Improvement (1)</b>
<b>Writing Process (20)</b>	Student devotes a lot of time and effort to the writing process. Works hard to make the piece exceptional.	Student devotes sufficient time to the writing process. Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Organization (20)</b>	The piece is very well organized. Ideas and references are presented in a logical sequence with clear transitions.	The piece is pretty well organized. One idea or reference may seem out of place. Clear transitions are used.	The piece is a little hard to follow. The transitions are sometimes not clear.	Ideas and references seem to be randomly arranged.
<b>Point of View and Audience (20)</b>	Student consistently uses word choice and perspective to develop the point of view of the narrator and adapt writing to clearly match the audience.	Student makes an effort to use word choice and perspective to develop the point of view of the narrator and adapt writing to clearly match the audience.	Student uses word choice or perspective part of the time but does not consistently develop the point of view of the narrator. Writing does not clearly match the audience.	Student does not develop of the point of view of the narrator or adapt the writing to match the audience.
<b>Topic and Textual Evidence (20)</b>	Takes a clear position and supports it consistently with well-chosen textual evidence. All references are cited correctly and include page numbers.	Takes a clear position and supports it with some relevant textual evidence. All but one reference is cited correctly and includes page numbers.	Takes a position and supports it with textual evidence through part of the essay. A few of the references are cited correctly and/or include page numbers.	Takes a position but does not support it with textual evidence. Essay is underdeveloped.
<b>Grammar and Spelling (15)</b>	There are no spelling or grammar errors in the final draft.	There are 1-2 spelling or grammar errors in the final draft.	There are 3-5 spelling or grammar errors in the final draft.	The final draft has more than 5 spelling and grammar errors.
<b>Collaboration with Peers (10)</b>	Partners successfully worked together to edit and revise rough drafts. Peer feedback was constructive and helpful.	Partners successfully worked together to edit and revise rough drafts. Peer feedback offered some helpful suggestions.	Partners did not work well together or were off task. Feedback was incomplete or unconstructive.	Partners were off task and distracting to others. Feedback was incomplete.

## Debate Rubric

	<b>Exceeds Standards (4)</b>	<b>Meets Standards (3)</b>	<b>Approaching Standards (2)</b>	<b>Needs Improvement (1)</b>
<b>Preparation (20)</b>	Student devotes a lot of time and effort to the preparation process. Is well prepared for debate.	Student devotes sufficient time to the writing process. Is prepared for debate.	Student devotes some time and effort to the writing process but was not very thorough. Is not fully prepared for debate.	Student devotes little time and effort to the writing process. Does not have notes.
<b>Presentation (20)</b>	Student speaks clearly, loudly, and convincingly. Presents self with confidence and does not use notes.	Student speaks clearly, loudly, and convincingly. Presents self with confidence and uses notes when needs to.	Student stumbles or mumbles a few words. Presents self with confidence but relies heavily on notes.	Student mumbles or cannot be heard. Does not have notes prepared.
<b>Evidence (20)</b>	Student takes a clear position and supports it consistently with well-chosen textual evidence. Verbally references source.	Student takes a clear position and supports it consistently with relevant textual evidence. Does not reference source.	Student takes a position but some textual evidence is not clear or relevant. Does not reference source.	Student takes a position but does not support position with textual evidence.
<b>Defense (20)</b>	Student is prepared with arguments to refute opponent's claims. Arguments are well presented and supported.	Student is prepared with arguments to refute opponent's claims. Arguments are mostly well presented and supported.	Student comes up with an argument to refute opponent's claims. Argument is not well prepared or supported.	Student does not have an argument to refute opponent's claims.
<b>Sportsmanship (15)</b>	Student treats teammates and opponents with respect at all times. Does not interrupt other participants.	Student treats teammates and opponents with respect most of the time. Does not interrupt other participants.	Student treats teammates with respect most of the time. Frequently interrupts other participants.	Student does not treat teammates with respect. Is aggressive or rude to opponents. Does not allow others to speak.
<b>Collaboration with Peers (10)</b>	Groups successfully worked together to prepare parts of debate. Work was done collaboratively and without guidance from the teacher. All members were included.	Groups successfully worked together to prepare parts of debate. Work was mostly done collaboratively and with minimal guidance from the teacher. All members were included.	Group did not work well together or were off task. Work was done independently and with substantial guidance from the teacher. Not all member were included.	Group was off task and distracting to others. Work was incomplete and group members did not participate. Required substantial redirection from the teacher.