

WELCOME!

On behalf of Splash! Publications, we would like to welcome you to *Connecticut*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

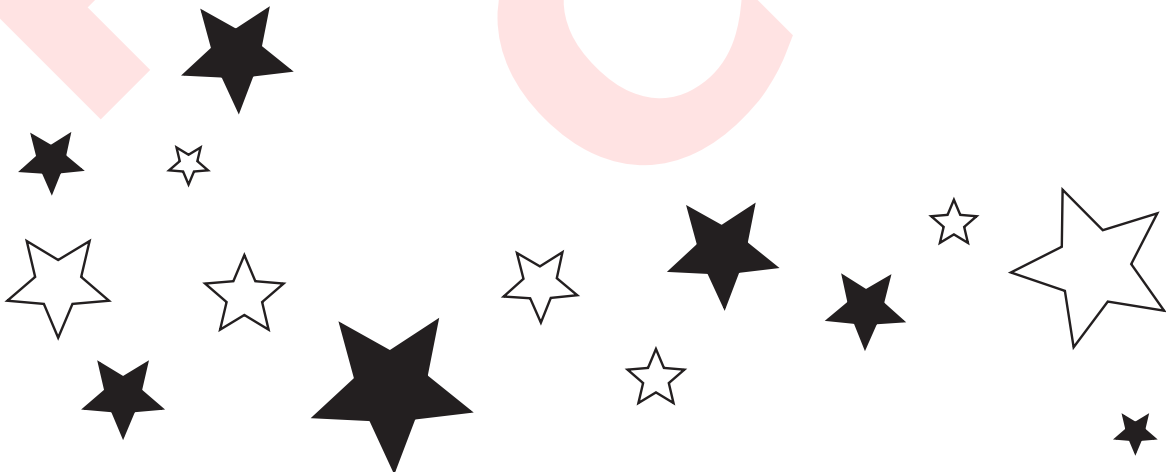
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on a random sampling of the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Connecticut history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Connecticut* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Connecticut*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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LESSONS *at a* GLANCE

THE LESSON PLAN

Before reading Connecticut, students will:

- follow directions to create Vocabulary Foldables to glue into their Connecticut history notebooks for ***abolished, accused, adopted, agriculture, allies, American Revolution, ammunition, antislavery, appointed, Bermuda, borders, capital, charter, citizens, colonies, colonists, Confederate States of America, conflict, constitution, Continental Army, contrast, debt, dominion, economy, elections, England, Europeans, exotic, governor, Great Britain, Great Lakes, historians, imported, independent, industries, inhabited, island, loyal, mammals, mansion, manufacturing, mother country, motto, Netherlands, New England, New World, North America, overthrown, plantations, profitable, Puritan, seceded, surrendered, sustains, territories, textile, transplanted, treaty, trolley, Union, united, vowed, wampum.***

After reading Connecticut, students will:

- answer Connecticut Reading Comprehension Questions.
- complete Connecticut Language Skills Exercise.
- follow directions to create a Connecticut Journal Page and State History Booklet to glue into their Connecticut history notebooks.
- follow directions to create a My State at a Glance graphic organizer and Accordion Foldable to glue into their Connecticut history notebooks.
- follow directions to create an Interactive Venn Diagram to glue into their Connecticut history notebooks comparing the Civil War and Revolutionary War.
- use Interactive Venn Diagram to write a Compare and Contrast paragraph.
- take a Vocabulary Quiz for Connecticut.

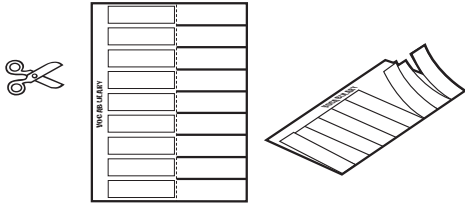
THE CONNECTICUT LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.3, CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4c, CC.5.W.2A, CC.5.W.2B, CC.5.W.2D, CC.5.W.2E, CC.5.W.4, CC.5.W.5, CC.5.W.7, CC.5.W.10, CC.5.L.2E, CC.5.L.4A, CC.5.L.4c, CC.5.L.6

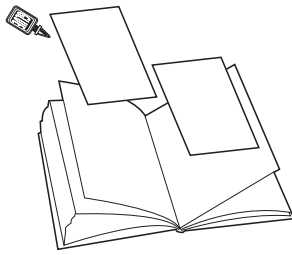
VOCABULARY FOLDABLES

There are many new vocabulary words to learn before beginning your study of Connecticut. Your Connecticut history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

Directions: Choose seven pages in your Connecticut history notebook. Using the Glossary provided by your teacher and the Vocabulary Templates, follow the directions on the next two pages to create and glue seven Vocabulary Foldables securely into your history notebook.

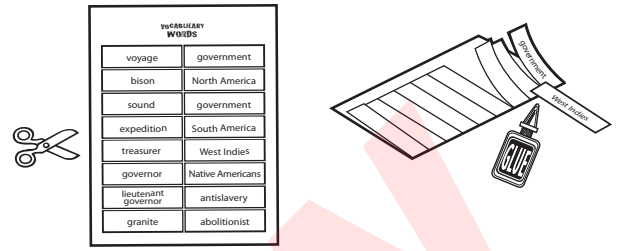


1. Cut each Vocabulary Template along all bold lines and fold along the dotted line.
2. Glue one Vocabulary Template onto the blank notebook page on the left and one on the blank facing page on the right. Do the same on the next five blank pages of your notebook.

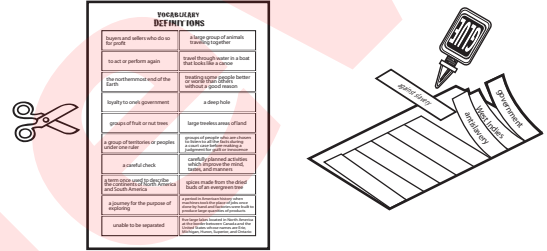


VOCABULARY TEMPLATE

VOCABULARY		



3. Cut out all of the vocabulary words along the bold lines and glue each word on top of a folded strip on the Vocabulary Template.



4. Cut out all of the vocabulary definitions along the bold lines.
5. Using the Glossary, glue the correct vocabulary definitions under each of the matching vocabulary words on the Vocabulary Template.

VOCABULARY WORDS

wampum	profitable
Europeans	North America
Bermuda	ammunition
debt	trolley
transplanted	vowed
governor	New World
Confederate States of America	allies
Great Lakes	borders
Union	agriculture

CONNECTICUT

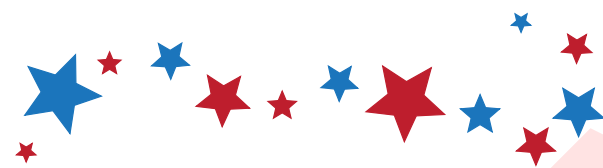
Connecticut, the Constitution State, was one of the original 13 colonies in America. It is the southernmost of the New England states in the Northeast region of the United States.

In 1639, colonists in Connecticut adopted the nation's first written constitution. This is why Connecticut is nicknamed the Constitution State.

The name Connecticut comes from a group of Native Americans who spoke the Algonquian (al•GONG•kee•in) language. The name means "up the long river." The river is the Connecticut River. The Connecticut River runs through the middle of Connecticut, dividing the state in half.

The capital and second largest city in Connecticut is Hartford. Hartford is located on the west bank of the Connecticut River. It is a major manufacturing city in Connecticut.

The state bird of Connecticut is the American Robin. The state flower is the Mountain Laurel, and the state tree is the White Oak. Connecticut's motto is "He Who Transplanted Still Sustains."



NATHAN HALE

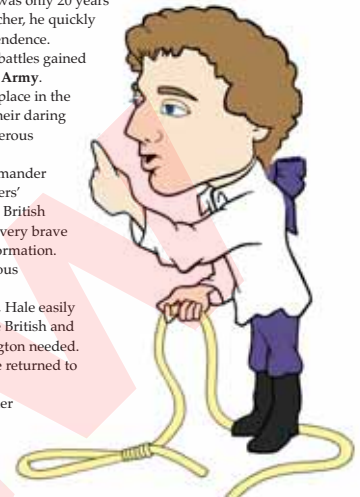
Nathan Hale was born in Connecticut on June 6, 1755. At the beginning of the Revolutionary War, young Nathan Hale was only 20 years old. Although Hale was a successful teacher, he quickly volunteered to fight for American independence.

Hale's leadership in several early battles gained him rank as a captain in the Continental Army. Within a short time, he earned himself a place in the Rangers. The Rangers were known for their daring leadership and fighting qualities in dangerous missions.

General George Washington, commander of the Continental Army, asked the Rangers' commander to select a man to spy on the British soldiers. The mission required someone very brave who would risk his life to bring back information. Nathan Hale volunteered for the dangerous mission.

Dressed as a Dutch school teacher, Hale easily crossed the British lines. He spied on the British and got the information that General Washington needed. He was captured by British soldiers as he returned to the American lines.

General William Howe, commander of the British Army, sentenced Nathan Hale to death. Just before he was hanged, it was reported that 21 year old Nathan Hale said, "I only regret that I have but one life to lose for my country."



NATHAN HALE

INDEPENDENCE FROM GREAT BRITAIN

Nathan Hale and the thousands of other men from Connecticut who fought for freedom did not die needlessly. In 1776, the colonies declared their independence from Great Britain. The 13 original colonies formed a new nation that they named the United States of America. In 1781, Great Britain surrendered the war to the United States. In 1783, the United States and Great Britain signed a peace treaty. Five years later, on January 9, 1788, Connecticut became the fifth state to join the new Union.

CONNECTICUT'S FIRST PEOPLE

Native Americans inhabited Connecticut long before any other people visited the area. They spoke the Algonquian language and included the Pequot (PEE•kwat), the Mohegan (mo•HEE•gun), the Niantic (nye•AN•tick), and the Siwanog (SEE•wah•nog).

The Pequot was the most powerful and feared Algonquian tribe. In the early 1600s, there were about 20,000 Native Americans living in Connecticut. They survived by hunting deer, fishing, and farming corn, beans, and tobacco. Native Americans in Connecticut lived in wigwags. These were dome-shaped houses made of poles, tree bark, and grass.

During the 1600s, Europeans arrived in Connecticut. Historians believe that the first white explorer in Connecticut was Adriaen Block. He was a Dutchman from the Netherlands. The Dutch were not really interested in establishing permanent settlements in Connecticut. They were interested in trading with the Native Americans.

The Dutch gave the Native Americans European tools and metal weapons. In return, the Native Americans gave the Dutch beaver furs. The furs were taken back to Europe where they were sold for a very high price. Hats and other pieces of clothing were made out of the beaver furs. To protect their profitable fur trade from other European groups, the Dutch built a fort in the present-day city of Hartford.

THOMAS HOOKER

Thomas Hooker was a Puritan preacher. He was born in England. In 1633, Hooker traveled to America in search of religious freedom. In America, Thomas Hooker settled in Massachusetts, but he did not always agree with the colony's leaders.

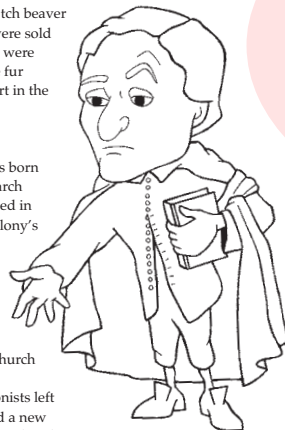
Hooker believed that each church should be independent. He also felt that the people of each church had the right to choose the colony's leaders and decide what powers those leaders should have.

The leaders in Massachusetts disagreed with Hooker. They felt that only the leaders of the Puritan church should choose leaders for the colony.

In 1636, Thomas Hooker and a group of 100 colonists left Massachusetts. They moved to Connecticut and started a new colony. Hooker made positive changes in his colony. All church members, not just church leaders, chose the colony's leaders.

Together with other English colonists who moved from Massachusetts, Hooker's group built the towns of Hartford, Wethersfield, and Windsor. These towns were called the "Three River Towns" because they were built along the Connecticut River.

Most of the Native Americans were friendly to the English colonists living in Connecticut. Instead of just taking the land from the Native Americans, Hooker and his followers purchased the land in Connecticut.



THOMAS HOOKER

HARRIET BEECHER STOWE

In 1811, Harriet Beecher was born in Connecticut. Her father, Lyman Beecher, was a preacher and a leader in the antislavery movement. Through her father's teachings in church and at home, Harriet learned to hate slavery.

In 1836, Harriet married Calvin Stowe. He was a professor who was also against slavery. They often gave shelter to runaway slaves who escaped North to freedom.

Though Calvin and Harriet were white, they knew the pain that a black woman felt when her child was sold at a slave auction. Four of their own seven children died of illness or disease.

Harriet began writing at the age of 13. At the age of 41, she wrote her most famous book, *Uncle Tom's Cabin*. This book followed the lives of slaves as they were sold into slavery, beaten to death, or separated from their families at slave auctions.

Uncle Tom's Cabin was the most powerful attack on slavery written in the 1850s. It sold 3,000 copies on the first day it was published. More copies of *Uncle Tom's Cabin* were sold than any other book except the Bible.

Uncle Tom's Cabin was read by so many people that it scared slave owners. They feared that people would feel sorry for the slaves and refuse to return runaway slaves to their masters. That is exactly what happened.

After Harriet Beecher Stowe's book was published, more people helped slaves escape to freedom. When President Abraham Lincoln met Harriet Beecher Stowe he said, "So you're the little lady who started the Civil War!"



HARRIET BEECHER STOWE

Directions: Read each sentence carefully. Darken the circle for the correct answer to each question.

After reading about Connecticut, you decide to write a report about Nathan Hale.

- 1 Which of these topics should not be included in your report?
- A Nathan Hale's childhood.
 - B The causes of the French and Indian War.
 - C Nathan Hale's leadership in the Continental Army.
 - D Nathan Hale's bravery.

You need to use a dictionary to look up some words to use in your report. Use these entries to answer questions 2 and 3.

A•mer•i•can Rev•o•lu•tion *n.* Conflict between 13 English colonies in North America and their mother country, Great Britain. Also known as the Revolutionary War.
Con•ti•nen•tal Ar•my *n.* American troops that fought against Great Britain during the Revolutionary War.
moth•er coun•try *n.* Original homeland of the English colonists.
loy•al *n.* Faithful.

- 2 How can the entries be changed so that they are in alphabetical order?
- F Put mother country after American Revolution.
 - G Put loyal after American Revolution.
 - H Put Continental Army first.
 - J Put loyal before mother country.
- 3 Which guide words might mark the page on which you would find the word loyal?
- A laugh-lawyer
 - B lost-lumpy
 - C live-lovely
 - D look-loser

Study this Table of Contents from a book about Nathan Hale. Then answer questions 4-6.

Table of Contents	
Chapter 1 Nathan Hale's Childhood Years	2
Chapter 2 Nathan Hale as a Teacher	7
Chapter 3 Captain Hale's Dangerous Mission.....	14
Chapter 4 Famous Last Words	20

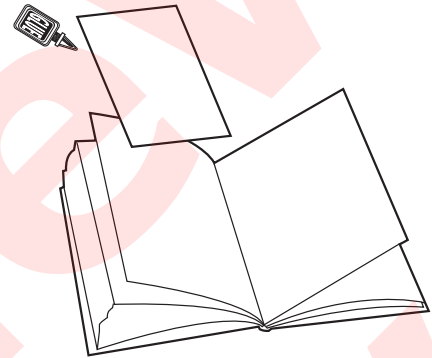
- 4 Which chapter should you read to learn about Nathan Hale's Death?
- F Chapter 1
 - G Chapter 2
 - H Chapter 3
 - J Chapter 4
- 5 On which page does Chapter 3 end?
- A 7
 - B 8
 - C 14
 - D 19
- 6 Chapter 1 might contain information about all of these things except -
- F the moments before Nathan Hale was hanged
 - G Nathan's childhood friends
 - H the date of Nathan's birth
 - J the name of Nathan Hale's fifth grade teacher

Answers	LANGUAGE
1 A B C D	4 F G H J
2 F G H J	5 A B C D
3 A B C D	6 F G H J

In this activity, you will use what you have learned about Connecticut to make a State History Booklet that fits into your Connecticut history notebook and provides a lasting reference to many of Connecticut's most important facts.

Part I
Directions:

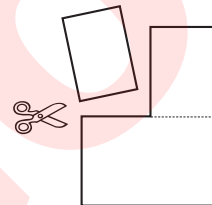
- Choose two blank face-to-face pages in your Connecticut history notebook.
- Use the information from the Connecticut lesson to complete the Connecticut Journal Page. Use correct capitalization, spelling, and punctuation.
- Cut out the Journal Page along the bold lines and glue it onto the left side of your Connecticut history notebook.



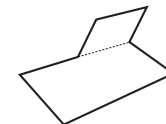
Part II
Using the Journal Page on the left page of your notebook, complete the Connecticut Booklet outline provided by your teacher by answering each of the eight questions about Connecticut on the lines provided. Use correct capitalization, spelling, and punctuation.

Booklet Outline

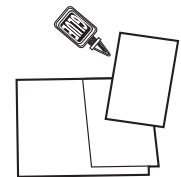
Part III
Follow the directions below to assemble and glue your State History Booklet onto the blank page on the right side of your notebook.



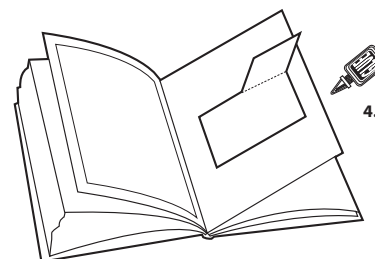
1. Cut out the Booklet Outline along the dark solid lines. Then cut out the rectangle with the questions.



2. Fold along the dotted line so the flap covers the answers to the questions.



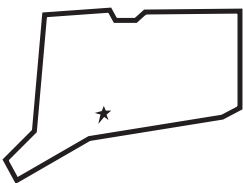
3. Glue the rectangle with the questions on top of the folded flap as shown above.



4. Glue the completed State History Booklet onto the right side of your notebook.

Connecticut

- In what year did Connecticut become a state?
- What is Connecticut's nickname?
- In which region of the United States will you find Connecticut?
- What is Connecticut's motto?
- What is Connecticut's state bird?
- What is Connecticut's state flower?
- What is Connecticut's state tree?
- What is the capital of Connecticut?



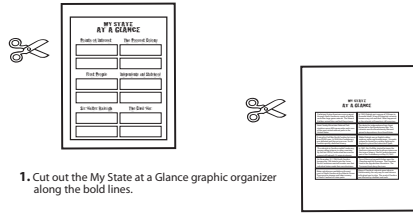
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

★ ★ ★ ACCORDION FOLDABLE ★ ★ ★

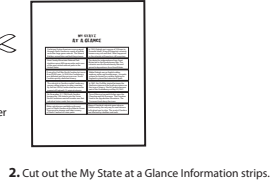
In this activity, you will use what you have learned about the early history of Connecticut to make an Accordion Foldable that tucks securely into your Connecticut history notebook.

Part I

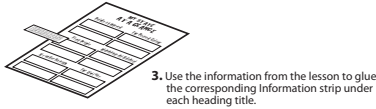
Choose two blank face-to-face pages in your Connecticut history notebook. Follow the directions below to prepare the blank page on the left side with the My State at a Glance content for your Accordion Foldable.



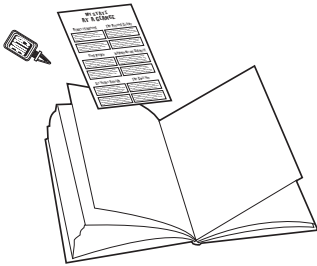
1. Cut out the My State at a Glance graphic organizer along the bold lines.



2. Cut out the My State at a Glance Information strips.



3. Use the information from the lesson to glue the corresponding Information strip under each heading title.

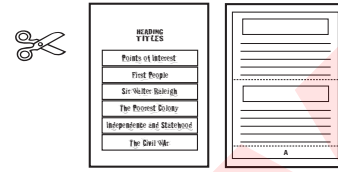


4. Glue the My State at a Glance graphic organizer onto the left side of your notebook.

★ ★ ★ ACCORDION FOLDABLE ★ ★ ★

Part II

Using the My State at a Glance graphic organizer on the left side of your notebook, follow the directions below to prepare each page of your Accordion Foldable.



1. Cut out all six of the Heading Titles strips and the three Accordion Organizer pages along the bold lines.



2. Fold the Accordion Organizer pages along the dotted lines as shown.



3. Glue the Heading Title strips in their proper spaces on each of the Accordion Organizer pages.



4. Use the My State at a Glance graphic organizer on the left side of your history notebook to write a complete description under each Heading Title. Use correct capitalization, spelling, and punctuation.

Accordion Organizer Pages

State of Interest	First People	Settlers	The Founding

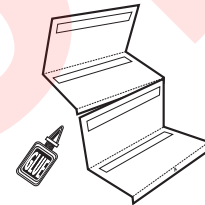
State of Interest	First People	Settlers	The Founding

A

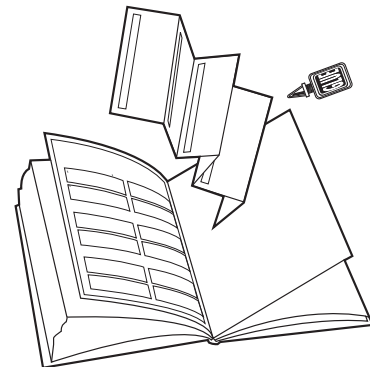
★ ★ ★ ACCORDION FOLDABLE ★ ★ ★

Part III

Follow the directions below to assemble the pages and glue your Accordion Foldable onto the blank page on the right side of your notebook.



1. Glue tab A to the back of the next page to make an accordion.



2. Glue tab A from the last page onto the right side of your notebook.

★ ★ ★ ★ ★ VENN DIAGRAM ★ ★ ★ ★ ★

A Venn Diagram is a great tool to use when you want to create a graphic that shows how topics are different, yet alike at the same time.

In this activity, you will create a Venn Diagram comparing and contrasting the Civil War and the American Revolution.

Part I

Directions: Using the Connecticut History lesson, the Internet, encyclopedias, and books from the library, list four facts specific to the Civil War on the Venn Diagram outline.

Then, list four facts specific to the American Revolution.

Finally, list four facts that the American Revolution and the Civil War had in common.

Be careful to use correct capitalization, spelling, and punctuation.



VENN DIAGRAM OUTLINE

CIVIL WAR	CIVIL WAR AND AMERICAN REVOLUTION	AMERICAN REVOLUTION
1. <i>Facts specific to the Civil War are listed here.</i> _____	1. <i>Facts common to the Civil War and the American Revolution are listed here.</i> _____	1. <i>Facts specific to the American Revolution are listed here.</i> _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

VENN DIAGRAM PARAGRAPH

In this activity, you will use your finished Venn Diagram to write a paragraph comparing and contrasting the Civil War and the American Revolution. A good paragraph includes a *topic sentence*, at least four *supporting sentences*, and a *closing sentence*.

Write a **topic sentence** clearly stating that you will be comparing and contrasting the Civil War and the American Revolution. *A topic sentence starts a paragraph.* Below is an example of a topic sentence for a paragraph comparing and contrasting famous Americans Nathan Hale and Harriet Beecher Stowe.

Example: *Comparing and contrasting Nathan Hale and Harriet Beecher Stowe will prove that they were heroes who used their talents and abilities to fight for Americans during two of the most important periods in American History.*



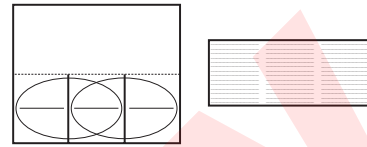
TOPIC SENTENCE



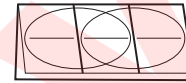
★ ★ ★ ★ ★ VENN DIAGRAM ★ ★ ★ ★ ★

Part II

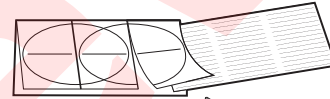
Using your completed Venn Diagram outline and the Venn Diagram pattern, follow the directions below to assemble and glue your Venn Diagram onto the next blank page of your Connecticut history notebook.



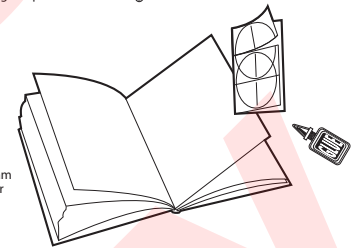
1. Cut out along all bold lines of the Venn Diagram outline and the Venn Diagram pattern.



2. Fold along the dotted line.



3. Glue the Venn Diagram outline under the folded flaps of the Venn Diagram pattern.



4. Glue the completed Venn Diagram onto the next blank page of your notebook.

VENN DIAGRAM PARAGRAPH

Directions: Before writing or typing the final draft of your Civil War and American Revolution compare and contrast paragraph, use the checklist below to make sure that your paragraph is finished. If you are hand-writing your final draft, use lined paper.

Venn Diagram Paragraph Checklist

- Is your Venn Diagram completely finished?
- Did you indent the first line of your paragraph?
- Does your paragraph include a topic sentence?
- Does your paragraph include two supporting sentences describing how the two topics are alike?
- Does your paragraph include two supporting sentences describing how the two topics are different?
- Does your paragraph include a closing sentence?
- Do all of the sentences in your paragraph start with a capital letter and end with correct punctuation?
- Did you check your paragraph for incomplete and run-on sentences?
- Did you check your paragraph for spelling and grammar mistakes?
- Did you neatly write or type your final draft?



★ GLOSSARY ★

- a•bol•ished** stopped or put an end to.
- ac•cused** blamed or charged with a crime.
- a•dop•ted** accepted and put into action.
- ag•ri•cul•ture** planting crops and raising farm animals.
- al•lies** groups of people who come together to help one another in times of trouble.
- A•mer•i•can Rev•o•lu•tion** conflict between 13 English colonies in North America and their mother country, Great Britain. Also known as the Revolutionary War.
- am•mu•ni•tion** bullets and explosive items used in war.
- an•ti•slav•ery** against slavery.
- ap•point•ed** chosen or selected.
- Ber•mu•da** a British colony located in the Atlantic Ocean.
- bor•ders** lies right next to something.
- cap•i•tal** the city that serves as the center of government for the state.
- char•ter** a contract which gives one group power over another.
- cit•i•zens** people living in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.
- col•o•nies** groups of people who are ruled by another country.
- col•o•nists** people who live in a colony.
- Con•fed•er•ate States of A•mer•i•ca** the nation formed by the Southern states during the Civil War.
- con•flict** a struggle or disagreement.
- con•sti•tu•tion** a plan which outlines the duties of the government and guarantees the rights of the people.
- Con•ti•nen•tal Ar•my** American troops that fought against Great Britain during the Revolutionary War.
- con•trast** to show the differences.
- debt** money that is owed to someone else.
- do•min•ion** large territory with one ruler.
- e•con•o•my** the way a city, state, or country makes money.
- e•lec•tions** selections of leaders by voting for them.
- En•gland** a region located on the southern part of the island of Great Britain.

★ VOCABULARY QUIZ ★

CONNECTICUT

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ____ abolished 2. ____ wampum 3. ____ agriculture 4. ____ allies 5. ____ vowed 6. ____ united 7. ____ trolley 8. ____ ammunition 9. ____ Bermuda 10. ____ citizens 11. ____ transplanted 12. ____ textile 13. ____ sustains 14. ____ constitution 15. ____ debt 16. ____ elections | <ol style="list-style-type: none"> A. the largest island in Europe. It includes England, Scotland, and Wales. B. a term once used to describe the continents of North and South America. C. planting crops and raising farm animals. D. keeps going without giving up. E. a person from England who traveled to America in the 1600s and 1700s in search of religious freedom. F. very large farms in the South where crops of cotton and tobacco were grown and slave labor was generally used. G. a huge home. H. stopped or put an end to. I. an independent European country bordered by the North Sea, Belgium, and Germany. J. businesses that provide a certain product or service. K. beads made of shells that were once used for money or decoration by Native Americans. L. strange, unusual, rare. M. people living in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions. N. a woven or knit cloth. O. a plan which outlines the duties of the government and guarantees the rights of the people. |
|--|---|



★ ANSWERS ★

CONNECTICUT JOURNAL PAGE ANSWERS

Connecticut is one of six states in the Northeast region of the United States. Connecticut's state bird is the American Robin, the state flower is the Mountain Laurel, and the state tree of Connecticut is the White Oak. Connecticut is bordered by the two New England states Rhode Island and Massachusetts. Connecticut's nickname is The Constitution State. This nickname was chosen for Connecticut because in 1639, colonists in Connecticut adopted the nation's first written constitution. Connecticut became a state on January 9, 1788. The capital of Connecticut is Hartford, and Connecticut's motto is He Who Transplanted Still Sustains. One interesting fact that I learned about Connecticut is answers will vary.

CONNECTICUT BOOKLET OUTLINE ANSWERS

1. 1788
2. The Constitution State
3. Northeast region
4. He Who Transplanted Still Sustains
5. American Robin
6. Mountain Laurel
7. White Oak
8. Hartford

CONNECTICUT BOOKLET GRADING CHART

CRITERIA	3	2	1	0	SCORE
JOURNAL PAGE	Completed Journal Page by correctly answering all of the questions. Glued into notebook.	Completed Journal Page by correctly answering more than half of the questions. Glued into notebook.	Completed Journal Page by correctly answering at least half of the questions OR didn't glue into notebook.	Didn't attempt to complete or glue Journal Page into notebook.	
BOOKLET OUTLINE	Completed Booklet Outline by correctly answering all of the questions.	Completed Booklet Outline by correctly answering more than half of the questions.	Completed Booklet Outline by correctly answering at least half of the questions.	Didn't attempt to complete Booklet Outline.	
BOOKLET ASSEMBLY	Followed directions to correctly cut, assemble, and glue Booklet into notebook.	Followed directions to correctly cut, assemble, OR glue Booklet into notebook.	Cut, assembled, and glued Booklet into notebook but clearly did not follow directions.	Didn't attempt to cut, assemble, or glue Booklet into notebook.	
CONVENTIONS <small>capitalization, spelling, punctuation</small>	Had less than 6 convention errors in Journal Page and finished Booklet.	Had 6-10 convention errors in Journal Page and finished Booklet.	Had 11-15 convention errors in Journal Page and finished Booklet.	Had more than 15 errors in Journal Page and finished Booklet.	
TOTAL					

★ ANSWERS ★

VENN DIAGRAM RUBRIC

CRITERIA	3	2	1	0	SCORE
VENN DIAGRAM OUTLINE	Completed Venn Diagram outline correctly by listing 4 facts from appropriate sources under each heading.	Completed Venn Diagram outline correctly by listing 2-3 facts from appropriate sources under each heading.	Completed Venn Diagram outline correctly by listing at least 1 fact from appropriate sources under each heading.	Didn't attempt to complete Venn Diagram outline.	
DIAGRAM ASSEMBLY	Followed directions correctly to cut, assemble, and glue Venn Diagram into notebook.	Followed directions correctly cut, assemble, OR glue Venn Diagram into notebook.	Cut, assembled, and glued Venn Diagram into notebook but clearly did not follow directions.	Didn't attempt to cut, assemble, or glue Venn Diagram into notebook.	
CONVENTIONS <small>capitalization, spelling, punctuation</small>	Had less than 6 convention errors in finished Venn Diagram.	Had 6-10 convention errors in finished Venn Diagram.	Had 11-15 convention errors in finished Venn Diagram.	Had more than 15 errors in finished Venn Diagram.	
TOTAL					

PARAGRAPH RUBRIC

CRITERIA	3	2	1	0	SCORE
TOPIC SENTENCE	Wrote a topic sentence that clearly introduced the paragraph.	Wrote a topic sentence, but did a poor job of introducing the paragraph.	Started, but didn't finish writing a topic sentence.	Didn't attempt to write a topic sentence.	
SUPPORTING SENTENCES <small>comparing</small>	Wrote two supporting sentences comparing how the two topics were alike.	Wrote one supporting sentence comparing how the two topics were alike.	Wrote one or two supporting sentences, but didn't compare how the two topics were alike.	Didn't attempt to write any supporting sentences to compare how the two topics were alike.	
SUPPORTING SENTENCES <small>contrasting</small>	Wrote two supporting sentences contrasting how the two topics were different.	Wrote one supporting sentence contrasting how the two topics were different.	Wrote one or two supporting sentences, but didn't contrast how the two topics were different.	Didn't attempt to write any supporting sentences to contrast how the two topics were different.	
CLOSING SENTENCE	Wrote a closing sentence that clearly reminded the reader what the paragraph was about.	Wrote a closing sentence but did a poor job of reminding the reader what the paragraph was about.	Started, but didn't finish writing a closing sentence.	Didn't attempt to write a closing sentence.	
CONVENTIONS <small>spelling, grammar, capitalization, punctuation, sentence structure</small>	Made less than 6 convention errors in finished paragraph.	Made 6-9 convention errors in finished paragraph.	Made 10-15 convention errors in finished paragraph.	Made more than 15 convention errors in finished paragraph.	
FINAL DRAFT	Neatly wrote or typed final draft, indenting the topic sentence.	Wrote a final draft but was messy or topic sentence was not indented OR typed a final draft but did not indent topic sentence.	Attempted but didn't finish writing or typing a final draft.	Didn't attempt to write or type a final draft.	
TOTAL					