



On behalf of Splash! Publications, we would like to welcome you to *Idaho*, 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.

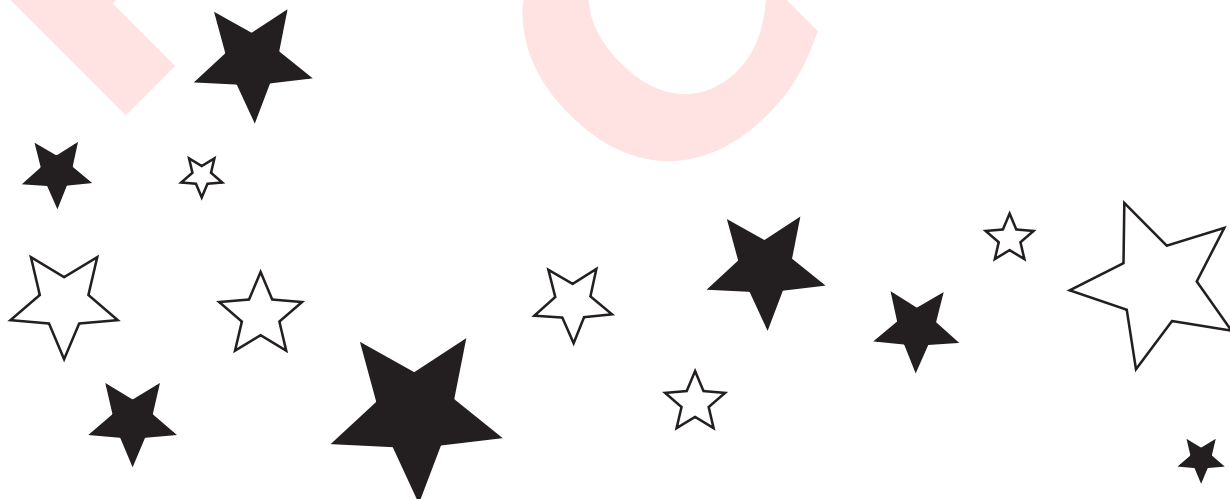
## THE VOCABULARY

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 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 three 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 Idaho 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, *Idaho* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Idaho*, 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

## THE COPYRIGHT

Text Copyright © 2003-Revised Edition 2015 by SPLASH! Publications, Glendale Az

Illustration Copyright © 2003 by SPLASH! Publications, Glendale Az

All rights reserved. No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system without permission in written form from the publisher. Pages in this *Idaho* lesson may be reproduced by the original purchaser only for use in the original purchaser’s classroom and may not be sold or used for purposes other than those specifically permitted by the publisher.

Illustrations and cover design by Victoria J. Smith

## RATE THIS MINI UNIT

We value your opinion! Please take the time to rate this Unit and tell us and other teachers what you think about it.

## FOLLOW US

We are creating and posting new units and lessons on a daily basis. If you like what you see in this unit, click on the Follow Me button so you will be the first to know when we post something new.



# ★ LESSONS *at a* GLANCE ★

---

## THE LESSON PLAN

Before reading Idaho, students will:

- follow directions to create Vocabulary Organizers to glue into their Idaho history notebooks for ***barley, blacksmith, border, Congress, craters, economy, erupted, expedition, extinct, fertile, flint, fossils, geysers, glacier, gristmill, inhabitants, irrigate, lava, mammal, mammoths, mission, missionaries, publish, reduced, reptiles, steamboat, syringa, unique, veto, western hemisphere.***

After reading Idaho, students will:

- answer *Idaho* Reading Comprehension Questions.
- complete *Idaho* Language Skills Exercise.
- use cardinal and intermediate directions to plot national points of interest on a Mountain States map.
- answer questions about *Idaho* and then follow directions to create a Four-Fold Organizer to glue into their *Idaho* history notebooks.
- follow directions to create an Interactive Venn Diagram to glue into their *Idaho* history notebooks comparing early Native Americans of the northern mountains of Idaho with Native Americans of Idaho's southern plains.
- use Interactive Venn Diagram to write a Compare and Contrast paragraph.
- take a Vocabulary Quiz for *Idaho*.

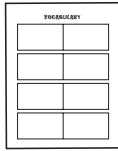
**THE IDAHO LESSON COVERS THESE 5TH GRADE CORE STANDARDS:**

**CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RE.3A, CC.5.RE.4A, CC.5.RE.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.4A, CC.5.L.4c, CC.5.L.6**

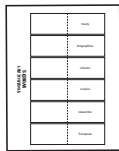
# VOCABULARY ORGANIZERS

There are many new vocabulary words to learn before beginning your study of Idaho. Your Idaho 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.

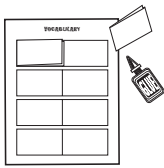
**Directions:** Choose the next five blank pages in your Idaho history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue five Vocabulary Organizers securely into your history notebook.



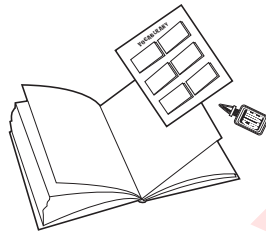
1. Cut each Vocabulary Template along all bold lines.



2. Cut out all the vocabulary words along the bold lines and fold along the dotted lines. Open each vocabulary word book and write the definition inside.



3. Glue each folded word book on top of a square on the Vocabulary Template.



4. Glue each completed Vocabulary Template into your notebook.

Idaho © 2003-Revised 2015  
splashpublications.com



## HENRY SPALDING

In 1834, the first missionaries traveled to Idaho. Henry Spalding and his wife arrived two years later. They established a mission among the Nez Percé people. The Spaldings gave religious instruction to the Nez Percé and taught them how to irrigate their crops.

Henry Spalding also built Idaho's first printing shop, blacksmith shop, and gristmill. The printing shop was used to publish religious books and dictionaries in the Nez Percé language. A school was built to teach the Native Americans about the white man's ways.

## THE OREGON TRAIL

Missionaries and fur traders were not the only white people to arrive in Idaho. During the 1840s and 1850s, more than 50,000 Americans passed through the area. They traveled westward to Oregon and California along the Oregon Trail.

Very few of these people stopped to settle in Idaho. In fact, the Snake River Plain in Idaho was considered one of the most dangerous parts of the Oregon Trail. This was because of Native American attacks. Most Americans thought that the mountains and plains of Idaho would remain unsettled for many years because of the threat of Native Americans.

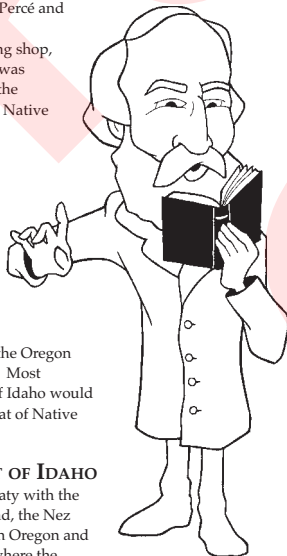
## FORCING THE NATIVE AMERICANS OUT OF IDAHO

In 1855, the Nez Percé signed the Stevens Treaty with the United States government. In exchange for their land, the Nez Percé were promised a 7.5 million acre reservation in Oregon and Idaho. The land was a beautiful and fertile valley where the Nez Percé could fish and hunt.

In 1861, gold was discovered on the Clearwater and Salmon rivers. These rivers ran right through the Nez Percé reservation. Thousands of gold miners traveled to the area. Within three years, more than 20,000 white settlers lived in Idaho.

The United States government demanded that the Nez Percé give up all of their land in Oregon and most of their land in Idaho. A group of Nez Percé chiefs signed a new treaty. They agreed to move their people to the small Lapwai Reservation in Idaho.

The new treaty reduced the Nez Percé land by 90 percent. More Americans settled on the land once owned by the Nez Percé people. Idaho's white population grew. On March 4, 1863, Idaho became a territory.



HENRY SPALDING

Idaho © 2003-Revised 2015  
splashpublications.com



# IDAHO



Idaho, the Gem State, is one of six Mountain states located in the Western United States. Native Americans called Idaho a word that means "gem of the mountains." This is how Idaho became known as the Gem State.

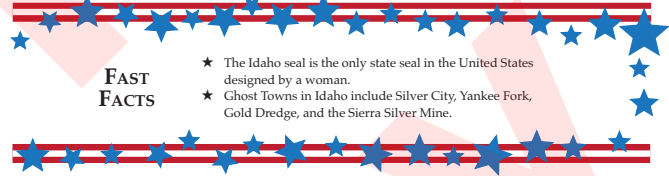
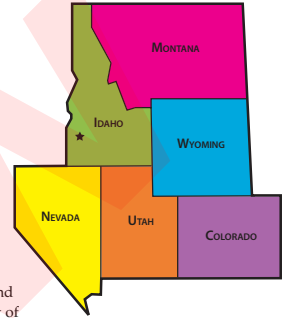
Idaho is also called the Panhandle State. This is because the "handle" of Idaho stretches to the country of Canada. The Potato State has also been used as a nickname for Idaho. This nickname is in honor of Idaho's leading crop, the potato.

Most of central and northern Idaho is covered by the Rocky Mountains. The Rocky Mountains are a chain of mountain ranges that sweep across the western part of the United States from New Mexico to Canada.

The southern region of Idaho is covered by the Snake River Plain. This is a wide area of land with no trees and plenty of farmland.

Idaho's capital and largest city is Boise (BOY•zee). Boise is located on the Boise River in the southwestern part of the state. Boise is an important city because it organizes the nation's fire fighters to battle wildfires all over the United States.

The state bird of Idaho is the Mountain Bluebird. The state flower is the Syringa (suh•RIN•guh), and the state tree is the Western White Pine. Idaho's motto is "It is Forever."



### FAST FACTS

- ★ The Idaho seal is the only state seal in the United States designed by a woman.
- ★ Ghost Towns in Idaho include Silver City, Yankee Fork, Gold Dredge, and the Sierra Silver Mine.

Idaho © 2003-Revised 2015  
splashpublications.com



## CHIEF JOSEPH

Chief Joseph was a leader of the Nez Percé tribe. The white settlers called him

Chief Joseph. To the Nez Percé he was known as "Thunder Rolling Down the Mountain." Chief Joseph and his band of followers lived in the Wallowa Valley of Oregon. They were not satisfied with the treaty and they refused to move to the Lapwai Reservation in Idaho. Oregon was their home. The Native Americans were not going to give it to white settlers.

For 14 years, Chief Joseph and his followers stood firm and continued living in Oregon. They watched helplessly as the white settlers and miners entered their land, built houses, mined for gold, and often stole the Nez Percé's horses.

In 1877, the United States government finally demanded that the Nez Percé in Oregon move to the Lapwai Reservation in Idaho. The Nez Percé felt defeated and unable to fight against the United States Army. They packed up their belongings.

In the spring of 1877, Chief Joseph led 750 Nez Percé people from their land in Oregon. They took over 1,000 horses and cows with them.

## THE NEZ PERCÉ WAR

What was supposed to be a peaceful journey turned into a battle known as the Nez Percé War. On the way to Idaho, several young Nez Percé warriors left the trail and killed some white settlers. United States Army troops were sent to protect the settlers. Fighting broke out between the Army troops and the Nez Percé.

Over the next three months, Chief Joseph and his warriors traveled over 1,000 miles to escape capture. They headed southeast through Montana and then back north across Yellowstone Park. Along the way, the Native Americans successfully defeated the larger Army troops in several battles. Chief Joseph and his band continued north. They planned to escape to Canada so they would not be forced to live on the reservation in Idaho.

Thinking they were safe, the Native Americans stopped to rest near the Bears Paw Mountain in Montana. They were just 40 miles from the Canadian border. Chief Joseph and his warriors were not safe at all.

The United States troops, led by Colonel Nelson A. Miles, were hot on their trail. Fighting between the two groups broke out. Chief Joseph and his weary band surrendered after a five day battle. He and the surviving Native Americans were sent to prison in Oklahoma. Eight years later, they were released from prison and sent to live on a small reservation in the state of Washington.

Idaho © 2003-Revised 2015  
splashpublications.com



CHIEF JOSEPH



# IDAHO

**Directions:** Read each question. Darken the circle for the correct answer.

- 1 Which of the following is **not** a fact about Idaho?
  - A Idaho has had several nicknames.
  - B Boise is Idaho's capital and largest city.
  - C The Native American word for Idaho means "gem of the mountains."
  - D Idaho is part of the Southwest region.
- 2 After reading about Henry Spalding, you get the idea that –
  - F he was born in the 1830s
  - G he made positive changes in Idaho
  - H he didn't know how to read or write
  - J he wasn't a very religious man
- 3 Which information about Henry Spalding supports your answer to number 2?
  - A The Spaldings gave religious instruction to the Nez Percé.
  - B Henry Spalding and his wife arrived in Idaho in 1836.
  - C Henry Spalding built Idaho's first printing shop, blacksmith shop, and gristmill.
  - D The Native Americans learned about American ways.
- 4 Why was Chief Joseph leading his tribe to Canada?
  - F They were following the animals and food supply into Canada.
  - G Canada was their home.
  - H Gold had been discovered in Canada.
  - J They were escaping so they didn't have to live on a reservation in Idaho.

**Directions:** Darken the circle for the word or words that **best** complete each sentence.

- 5 Which word fits best in this group? **blacksmith, sculptor** \_\_\_\_\_
  - A rock climber
  - B shopper
  - C rancher
  - D designer
- 6 Which word fits best in this group? **gold, silver** \_\_\_\_\_
  - F rubber
  - G copper
  - H plastic
  - J paper
- 7 Which word does **not** fit in this group? **barley, wheat** \_\_\_\_\_
  - A corn
  - B apples
  - C potatoes
  - D oats
- 8 Which word does **not** fit in this group? **Stringa, rose** \_\_\_\_\_
  - F cauliflower
  - G carnation
  - H daisy
  - J tulip

Answers		READING	
1	A B C D	5	A B C D
2	F G H J	6	F G H J
3	A B C D	7	A B C D
4	F G H J	8	F G H J



8. Little Bighorn Battlefield National Monument preserves the 1876 battle between General George Custer's American soldiers and Chief Crazy Horse's Cheyenne and Sioux warriors. George Custer and more than 200 of his soldiers died during the Battle of Little Bighorn. Little Bighorn Battlefield National Monument is northeast of Yellowstone National Park.
9. Death Valley National Park is shared by two states and covers more than three million acres. Death Valley is home to the lowest and hottest place in the **western hemisphere**. In and around the park, visitors can travel to several ghost towns that were once filled with people who mined for silver, gold, and copper. Death Valley National Park is southwest of Great Basin National Park.
10. Capitol Reef National Park stretches across 378 square miles and preserves about 75 miles of the Waterpocket Fold. The Waterpocket Fold is a wrinkle in the Earth's crust that looks like step-shaped rock layers. Hundreds of mammals live in the park, including several species of bats. Capitol Reef National Park is north of Zion National Park.
11. **Glacier** (GLAY•sher) National Park provides over one million acres of protection for a variety of wildlife and wild flowers. Glacier National Park is northwest of Helena.
12. Arches National Park features some of the most unusual sandstone formations in the world. More than 2,000 natural sandstone arches, including the famous Delicate Arch, can be seen within Arches National Park. Arches National Park is southeast of Capitol Reef National Park and northwest of Black Canyon of the Gunnison National Park.



Great Sand Dunes National Park	Fort Laramie National Historic Site	Grand Teton National Park	Hagerman Fossil Beds National Monument	Mesa Verde National Park	Zion National Park
Black Canyon of the Gunnison National Park	Little Bighorn Battlefield National Monument	Death Valley National Park	Arches National Park	Glacier National Park	Capitol Reef National Park

# MAPPING: MOUNTAIN STATES

Geography is the study of the Earth. It includes the Earth's land, water, weather, animal life, and plant life. Geographers are people who study geography. You can think of yourself as a geographer because you will be studying about places in the Mountain states.

*Location* is important to the study of geography. It is almost impossible to figure out your location or find your way around if you do not know the four main, or *cardinal directions*. North, south, east, and west are the *cardinal directions*. On a map these directions are labeled N, S, E, and W.



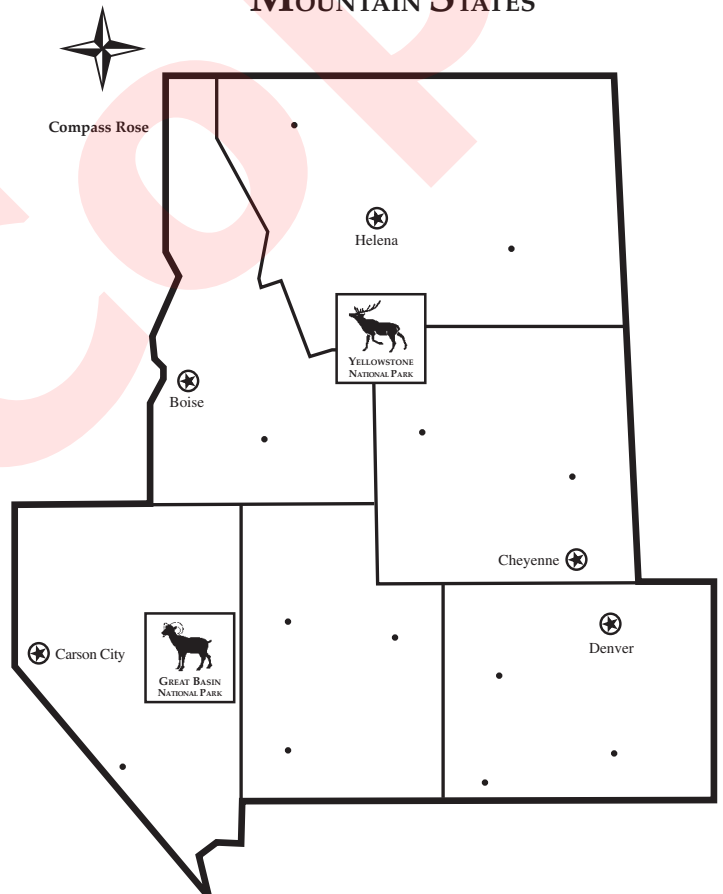
Between the four main directions are the *intermediate directions*. Northeast, or *NE*, is the direction between north and east. Southeast, or *SE*, is the direction between south and east. Southwest, or *SW*, is the direction between south and west. Northwest, or *NW*, is the direction between north and west.

A *reference point* is also important for finding your location. A *reference point* is simply a starting point. It's difficult, for example, to travel east if you don't have a starting point.

**Example:** Great Basin National Park preserves the **unique** type of wildlife found only in the Great Basin region. Badgers, mountain lions, bobcats, elk, bighorn sheep, and many types of birds and **reptiles** can be found in Great Basin National Park. Great Basin National Park is **east** of Carson City.

This example gives you some very important information. It tells you that your *reference point*, or starting point, will be the city of Carson City. Locate Carson City on your Mountain states map. Put your finger on Carson City and slide it **east**. You should see a picture of Great Basin National Park already placed there for you.

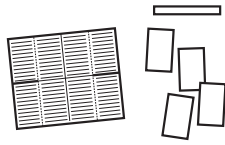
## MOUNTAIN STATES



## ★ ★ ★ ★ FOUR-FOLD ORGANIZER ★ ★ ★ ★

In this activity, you will use what you have learned about Idaho to make a Four-Fold Organizer that will tuck securely into your Idaho history notebook.

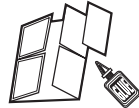
Using the patterns on the next two pages, follow the directions below to create and assemble your Four-Fold Organizer.



1. Cut out along all bold lines of the Four-Fold Organizer pattern, the title, and the questions.



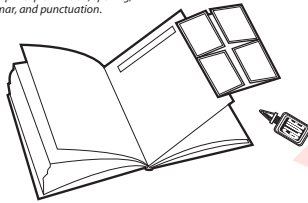
2. Fold the Four-Fold Organizer pattern along the dotted lines so that the lines are on the inside.



3. Glue the four questions on the front side of each folded flap on the Four-Fold Organizer pattern.



4. Fold back each flap and write the answer to each question. Use proper capitalization, spelling, grammar, and punctuation.



5. Glue the completed Four-Fold Organizer onto the next blank page in your History notebook. Glue the title above the Organizer.

## ★ ★ ★ ★ 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 Idaho's early Native Americans who lived in the northern mountains of Idaho with Native Americans who lived in Idaho's southern plains.

### Part I

**Directions:** Using the Idaho History lesson, the Internet, encyclopedias, and books from the library, list four facts specific to Native Americans of Idaho's northern mountains (Nez Percé, Flathead, and Kutenai) on the Venn Diagram outline.

Then, list four facts specific to Native Americans of Idaho's southern plains (Bannock, Paiute, and Shoshone) on the Venn Diagram outline.

Finally, list four facts that Native Americans of Idaho's northern mountains and southern plains had in common.

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



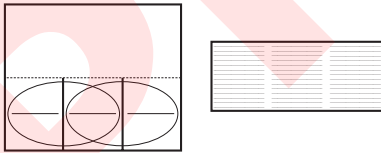
### VENN DIAGRAM OUTLINE

NORTHERN MOUNTAINS NATIVE AMERICANS	NORTHERN MOUNTAINS AND SOUTHERN PLAINS	SOUTHERN PLAINS NATIVE AMERICANS
1. <u>Facts specific to Native Americans of the northern mountains are listed here.</u> 2. _____ 3. _____ 4. _____	1. <u>Facts common to Native Americans of the northern mountains and southern plains are listed here.</u> 2. _____ 3. _____ 4. _____	1. <u>Facts specific to Native Americans of the southern plains are listed here.</u> 2. _____ 3. _____ 4. _____

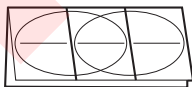
## ★ ★ ★ ★ VENN DIAGRAM ★ ★ ★ ★

### Part II

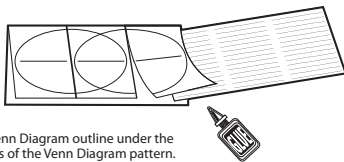
Using your completed Venn Diagram outline and the Venn Diagram pattern, follow the directions below to assemble and glue your Venn Diagram onto the next blank page of your Idaho history notebook.



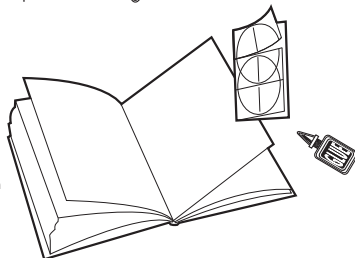
1. Cut out along all bold lines of the Venn Diagram outline and the Venn Diagram pattern.



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 ★ ★ ★ ★

In this activity, you will use your finished Venn Diagram to write a paragraph comparing and contrasting Native Americans of Idaho's northern mountains with Native Americans of Idaho's southern plains. 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 Native Americans of Idaho's northern mountains with Native Americans of Idaho's southern plains. A *topic sentence starts a paragraph*. Below is an example of a topic sentence for a paragraph comparing and contrasting famous Idahoans Henry Spalding and Chief Joseph.

**Example:** *Comparing and contrasting Henry Spalding and Chief Joseph will show that both men were fearless leaders willing to risk everything to protect and improve the lives of Idaho's Nez Percé people.*



TOPIC SENTENCE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ★ ★ ★ ★ VOCABULARY QUIZ ★ ★ ★ ★

## IDAHO

**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.

1. \_\_\_\_\_ craters
2. \_\_\_\_\_ Congress
3. \_\_\_\_\_ erupted
4. \_\_\_\_\_ glacier
5. \_\_\_\_\_ expedition
6. \_\_\_\_\_ fertile
7. \_\_\_\_\_ border
8. \_\_\_\_\_ mammoths
9. \_\_\_\_\_ barley
10. \_\_\_\_\_ economy
11. \_\_\_\_\_ extinct
12. \_\_\_\_\_ lava
13. \_\_\_\_\_ reptiles



- A. a grass that is grown for its grain and generally used to make malt or feed farm animals.
- B. a person who makes things by heating and hammering iron into different shapes.
- C. dividing line.
- D. holes in the shape of a bowl around the opening of a volcano or geyser.
- E. special; one of a kind.
- F. people sent to spread a religious faith.
- G. rich soil that produces a large number of crops.
- H. a very hard stone that produces a spark when struck by steel.
- I. prints or remains of plants or animals preserved in earth or rock.
- J. a mill for grinding grain.
- K. cold-blooded air breathing animals with a backbone that are usually covered with scales or bony plates.
- L. a type of church.
- M. the group of people in the Senate and House of Representatives who are elected to make laws for the United States.

# ★ ★ ★ ★ GLOSSARY ★ ★ ★ ★

- a•ban•doned** completely left an area.
- ad•dict•ed** not able to stop using alcohol or other harmful drugs.
- a•do•be** a heavy clay used for making bricks.
- al•lies** groups of people who come together to help one another in times of trouble.
- al•pine** up in the mountains.
- am•bushed** attacked without warning.
- am•mu•ni•tion** bullets and explosive items used in war.
- ap•point•ed** chosen or selected.
- ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- ar•id** an area which does not receive enough rainfall to support farming.
- ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- bar•ley** a grass that is grown for its grain and generally used to make malt or feed farm animals.
- bi•son** buffalo.
- black•smith** a person who makes things by heating and hammering iron into different shapes.
- bor•der** dividing line.
- ca•nals** man-made waterways for boats or for watering crops.
- cap•i•tal** the city that serves as the center of government for the state.
- cap•i•tol** the building where the government meets to make important decisions for the state.
- cap•tive** a prisoner who has been taken by force without permission.
- cav•al•ry** military troops riding on horseback.
- cen•ten•ni•al** a 100 year celebration.
- Civ•il War** the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- cli•mate** the average weather conditions of a place over a period of years.
- col•o•nies** groups of people who are ruled by another country.
- com•ple•tion** the condition of being finished.

# ★ ★ ★ ★ ANSWERS ★ ★ ★ ★

- ### FOUR-FOLD ORGANIZER
1. Idaho's state bird is the Mountain Bluebird, the state flower is the Syringa, and the state tree of Idaho is the Western White Pine.
  2. Idaho's nickname is the Gem State. This nickname was chosen for Idaho because Native Americans called Idaho a word that means "gem of the mountains."
  3. Idaho has also been known as the Panhandle State because the "handle" of Idaho stretches into the country of Canada. The Potato State has been used to describe Idaho in honor of the potato, Idaho's leading crop.
  4. The capital of Idaho is Boise and the state's motto is "It is Forever."

### FOUR-FOLD ORGANIZER GRADING CHART

CRITERIA	3	2	1	0	SCORE
<b>FOUR-FOLD ORGANIZER QUESTIONS</b>	Correctly answered all four of the Four-Fold Organizer questions.	Correctly answered 2-3 of the Four-Fold Organizer questions.	Correctly answered 1 of the Four-Fold Organizer questions.	Didn't attempt to answer any of the Four-Fold Organizer questions.	
<b>FOUR-FOLD ORGANIZER ASSEMBLY</b>	Followed directions correctly to cut and assemble Four-Fold Organizer in notebook.	Followed directions correctly to cut <b>OR</b> assemble Four-Fold Organizer in notebook.	Cut and assembled Four-Fold Organizer in notebook, but clearly did not follow the directions.	Didn't attempt to cut or assemble Four-Fold Organizer in notebook.	
<b>CONVENTIONS</b> <small>capitalization, spelling, punctuation, grammar</small>	Had less than 5 convention errors in finished Organizer.	Had 5 – 7 convention errors in finished Organizer.	Had 8 – 11 convention errors in finished Organizer.	Had more than 11 errors in finished Organizer.	
<b>TOTAL</b>					

# ★ ★ ★ ★ ANSWERS ★ ★ ★ ★

### VENN DIAGRAM RUBRIC

CRITERIA	3	2	1	0	SCORE
<b>VENN DIAGRAM OUTLINE</b>	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.	
<b>DIAGRAM ASSEMBLY</b>	Followed directions correctly to cut, assemble, and glue Venn Diagram into notebook.	Followed directions correctly to cut, assemble, <b>OR</b> 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.	
<b>CONVENTIONS</b> <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.	
<b>TOTAL</b>					

### PARAGRAPH RUBRIC

CRITERIA	3	2	1	0	SCORE
<b>TOPIC SENTENCE</b>	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.	
<b>SUPPORTING SENTENCES</b> <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.	
<b>SUPPORTING SENTENCES</b> <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.	
<b>CLOSING SENTENCE</b>	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.	
<b>CONVENTIONS</b> <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.	
<b>FINAL DRAFT</b>	Neatly wrote or typed final draft, indenting the topic sentence.	Wrote a final draft but was messy or topic sentence was not indented <b>OR</b> 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.	
<b>TOTAL</b>					