

★ WELCOME! ★

On behalf of Splash! Publications, we would like to welcome you to *Maryland*, 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 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 Maryland 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, *Maryland* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Maryland*, 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 *Maryland* 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 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 Maryland, students will:

- follow directions to create Vocabulary Organizers to glue into their Maryland history notebooks for *admired, anthem, bay, blockade, capitol, Catholics, charter, Christians, conflicts, donated, England, Europeans, gallantly, harsh, House of Representatives, landmark, military, perilous, plantations, prevent, Protestants, quarreled, ramparts, retreated, revolted, salute, secede, Senate, statute, tavern.*

After reading Maryland, students will:

- answer Maryland Reading Comprehension Questions.
- complete Maryland Language Skills Exercise.
- study and answer discussion questions about our National Anthem.
- use cardinal and intermediate directions to plot Maryland's state parks on a map.
- follow directions to create an Interactive Time Line to glue into their Maryland history notebooks that illustrates eight important events in Maryland's history.
- answer questions about Maryland and then follow directions to create a History Cube to glue into their Maryland history notebooks.
- create an Interactive Venn Diagram to glue into their Maryland history notebooks that compares and contrasts the War of 1812 and the Civil War.
- use the Venn Diagram to write a paragraph.
- take a Vocabulary Quiz for Maryland.

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

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.2C, CC.5.W.2D, CC.5.W.2E, CC.5.W.3B, CC.5.W.3C, CC.5.W.3D, CC.5.W.3E, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.10, CC.5.SL.4, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

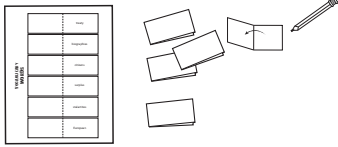
VOCABULARY ORGANIZERS

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

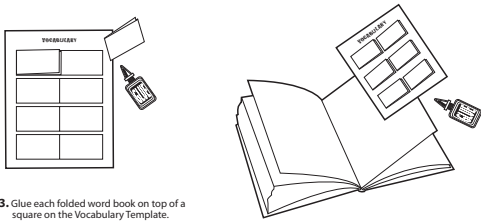
Directions: Choose the next 5 blank pages in your Maryland history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue eight Vocabulary Organizers securely into your history notebook.



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.



VOCABULARY TEMPLATE

VOCABULARY	



VOCABULARY WORDS

	blockade
	retreated
	gallantly
	revolted
	ramparts
	Catholics



GLOSSARY

ad•mired well liked.

an•them a song of praise or loyalty.

bay a body of water surrounded by land that opens to the sea.

block•ade shutting off a place to keep people and supplies from coming in or going out.

cap•itol the building where the government meets to make important decisions for the state or the nation.

Cath•o•lics members of a Christian church who trace their history back to the apostles.

char•ter a contract which gives one group power over another.

Chris•tians people who believe in Jesus Christ and follow his teachings.

con•flicts struggles or disagreements.

do•nat•ed gave something away for free.

En•gland a region located on the southern part of the island of Great Britain.

Eu•ro•pe•ans people who come from the continent of Europe.

gal•lant•ly bravely.

harsh strict.

House of Rep•re•sen•ta•tives one of two groups of people elected to Congress to make laws for our country; the other part of Congress is the Senate.

land•mark a structure of historical importance.

mil•i•tar•y people who are part of the armed forces who may be asked to go to war.

per•il•ous dangerous.

plan•ta•tions very large farms in the South where crops of cotton and tobacco were grown and slave labor was generally used.

pre•serve protect from injury or ruin so more can be learned.

pre•vent to stop from happening.

Prot•es•tants members of a Christian church other than the Roman Catholic Church.

quar•reled argued and fought.

ram•parts walls built for protection.

rec•re•a•tion•al activities designed for rest and relaxation.

re•sorts places where people go for a vacation.



MARYLAND

Maryland, the Free State, is one of five Middle Atlantic states in the Northeast region of the United States. Maryland was named after Queen Henrietta Maria, the wife of King Charles I.

Maryland was the second of five colonies started in the Southern colonies. It is known as the Free State because colonists who settled in Maryland were looking for, and found, religious freedom. Another nickname, suggested by General George Washington, was the Old Line State. Washington suggested this name because he admired the way Maryland's troops fought during the Revolutionary War.

Maryland is oddly shaped and cut almost in half by the Chesapeake Bay. The Chesapeake is the largest bay in the continental United States.

The capital of Maryland is Annapolis. Annapolis is the home of the United States Naval Academy. Annapolis is also known as the sailing capital of the world.

The State House is a landmark in Annapolis. It is the oldest state capitol building still in use today. The State House was used for many historical events, including the signing of the Treaty of Paris. The Treaty of Paris marked the end of the Revolutionary War.

Maryland's state bird is the Baltimore Oriole. The state flower is the Black-eyed Susan, and the state tree is the White Oak. Maryland's motto is "Manly Deeds, Womanly Words."



MARYLAND'S POINTS OF INTEREST

Visitors to the state of Maryland enjoy many recreational and educational activities. There are mountain resorts in the western part of the state, deep-sea fishing trips on the Atlantic Ocean, and many historic sites throughout the state. Maryland also features 47 state parks offering fishing, camping, and hunting facilities to visitors.

Camp David is located in the northern part of Maryland. This 200 acre site was established by President Franklin D. Roosevelt as a place for presidents to relax. Also in Maryland is our nation's capital, Washington, D.C. Visitors are attracted to this city's museums, historical buildings, and the National Zoo.

MARYLAND'S FIRST PEOPLE

Native Americans who spoke the Algonquian (al•GONG•kee•in) language inhabited Maryland long before Europeans arrived. In 1526, Spanish explorers first visited the area now known as Maryland. They sailed into the Chesapeake Bay and named the area Santa Maria. In 1608, John Smith of Virginia was the first English visitor to the territory. In 1631, William Claiborne and other Protestants from Virginia set up a fur-trading post on Kent Island, just off the eastern shore of the Chesapeake Bay. These settlers established a trading relationship with several Native American groups who lived in the area.

GEORGE CALVERT

In 1632, King Charles I of England granted a large area of land near the Chesapeake Bay to George Calvert. George Calvert wanted to find a place where

Roman Catholics could worship freely. Catholics were not allowed to practice their religion in England. They were often arrested for doing so.

William Claiborne and the other settlers living beside the Chesapeake Bay were not very happy that George Calvert was going to start a new colony in Maryland.

In 1632, George Calvert died. He was not able to make his dream of religious freedom for Catholics a reality. His son, Cecil Calvert, was granted the charter instead.

On March 24, 1634, Cecil Calvert and 200 colonists arrived on Saint Clement Island at the mouth of the Potomac River. Calvert and his colonists purchased the Native American village of Yaocomo (ya•co•ME•co). They changed the name of the village to St. Mary's.

St. Mary's was used for 60 years as the capital and center of Calvert's colony. Governor Calvert welcomed Roman Catholics and all non-Catholic Christians to his colony. In 1649, Maryland's government passed the Act Concerning Religion. This was the first statute in the colonies to provide freedom of worship for all Christians.



GEORGE CALVERT

CONFLICTS IN MARYLAND

William Claiborne's settlers from Virginia remained in Maryland. In 1649, they built a settlement at Providence. Providence was eventually renamed Annapolis, the present-day capital city of Maryland. The settlers of Providence were not happy with Governor Calvert and his colony of Christians. The two colonies often quarreled. Finally, in 1692, England took control of Maryland. England established the Church of England as the religion. The settlers were taxed to pay for this church.

HARRIET TUBMAN

In 1820, a black child named Harriet Ross was born in Maryland. Her parents were slaves, so Harriet was also a slave. Even as a very young child, Harriet spoke out against slavery. At the age of 13, Harriet tried to save another slave from punishment. For her efforts, Harriet's master beat her over the head with a piece of metal. She suffered from headaches and blackouts for the rest of her life.

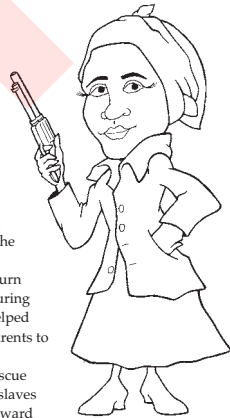
THE UNDERGROUND RAILROAD

In 1844, Harriet married freed slave John Tubman. Five years later, Harriet herself escaped from a life of slavery. She traveled North to freedom on the Underground Railroad.

The Underground Railroad wasn't actually a railroad with train tracks and railroad cars. It was a system of homes throughout the North that hid runaway slaves who were on their way to freedom. The owners of the homes provided the runaway slaves with food and shelter. The slaves were then pointed in the direction of the next safe home along the "railroad."

Harriet settled in Philadelphia. She planned to return to Maryland and help other slaves escape to freedom. During the 1850s, Harriet made 19 trips back to Maryland and helped more than 300 slaves escape. In 1857, she even led her parents to freedom on the Underground Railroad.

Harriet Tubman never lost a slave on any of her rescue trips. She carried a gun and threatened to kill any of the slaves who tried to turn back. Slave owners offered a \$40,000 reward for her capture, but Harriet was never caught. She served as a nurse and a spy for the Union Army during the Civil War. After the war, Harriet helped raise money for black schools and established the Harriet Tubman Home for needy blacks.



HARRIET TUBMAN

MARYLAND

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

Here is a rough draft of a paragraph about Harriet Tubman. Read the rough draft carefully. Then answer questions 1-5.

HARRIET TUBMAN

(1) In 1844, Harriet married John Tubman. (2) Slaves in South Carolina were not permitted to leave the plantations. (3) During the 1850s, Harriet made 19 trips back to Maryland in the 1850s. (4) Helped about 300 slaves escape. (5) In 1857, Harriet even led her parents to freedom on the Underground Railroad. (6) In 1820, Harriet Ross was born in Maryland.

- | | |
|---|--|
| <p>1 Which sentence should come first in this paragraph?</p> <p>A 2
B 3
C 6
D As it is written.</p> <p>2 Which sentence should come last in this paragraph?</p> <p>F 1
G 3
H 5
J As it is written.</p> <p>3 Which sentence does <u>not</u> belong in this paragraph?</p> <p>A 1
B 2
C 3
D 4</p> | <p>4 Which sentence needlessly repeats a word or a group of words?</p> <p>F 1
G 2
H 3
J 5</p> <p>5 Which group of words is not a complete sentence?</p> <p>A 2
B 4
C 5
D 6</p> |
|---|--|

ANSWERS		LANGUAGE	
1	A	4	F
2	F	5	A
3	A		

FAST FACTS

- ★ Slaves didn't have last names. Harriet's mother's first name was Harriet and her father's first name was Ross. This is how Harriet received her name, Harriet Ross.
- ★ Harriet Tubman died on March 10, 1913, at the age of 92. She was buried with full military honors.
- ★ In 1978, a United States postage stamp was issued featuring a picture of Harriet Tubman.

OUR NATIONAL ANTHEM

During the War of 1812, Maryland lawyer and poet Francis Scott Key wrote *The Star Spangled Banner*. In 1931, *The Star Spangled Banner* became our national anthem. The words to our national anthem are:

Oh, say can you see by the dawn's early light
 What so proudly we hailed at the twilight's last gleaming?
 Whose broad stripes and bright stars thru the **perilous** fight,
 O'er the **ramparts** we watched were so **gallantly** streaming?
 And the rocket's red glare, the bombs bursting in air,
 Gave proof through the night that our flag was still there.
 Oh, say does that star-spangled banner yet wave
 O'er the land of the free and the home of the brave?

The Star Spangled Banner was written on September 14, 1814, after a 25-hour British attack. Just before the attack, the American soldiers raised the American flag over Fort McHenry. After the attack, Francis Scott Key saw that the flag was still waving over the fort. He immediately knew that the Americans had won the battle. Francis Scott Key wrote a poem entitled *Defense of Fort McHenry*, which was later renamed *The Star Spangled Banner*.

Anytime the national anthem is performed, there are guidelines that must be followed. If the American flag is displayed during the anthem, all who are present, except those in military uniforms, should remove their hats and stand facing the flag with their right hands over their hearts. Those in military uniforms should **salute** the flag during the entire song. Individuals who are not citizens of the United States should simply stand at attention during the song.

If the flag is not displayed during a performance of the song, those present should face toward the music and act as if the flag was being displayed.

FAST FACTS

- ★ *The Star Spangled Banner* actually has four complete verses. We usually only sing the first verse in public.
- ★ The first public performance of *The Star Spangled Banner* was in 1814, at a **tavern** in Baltimore, Maryland.
- ★ The first time that *The Star Spangled Banner* was performed at a sporting event was on Baseball's Opening Day in Philadelphia, 1897.

Maryland © 2003-Revised 2015 splashpublications.com 27

OUR NATIONAL ANTHEM

Directions: Use the selection about our National Anthem to answer these questions. Circle the answers to questions 1 and 2. Write your answers on the lines provided for questions 3-6.

- | | |
|---|---|
| <p>1 After reading the first sentence of <i>The Star Spangled Banner</i>, you get the idea that –</p> <p>A it was early morning
 B it was afternoon
 C it was evening
 D it was the middle of the night</p> | <p>2 <i>The Star Spangled Banner</i> was written in 1814, and became our national anthem in 1931. How many years passed between being written and becoming our national anthem?</p> <p>A 97 years
 B 123 years
 C 17 years
 D 117 years</p> |
|---|---|

3 Why do you think Francis Scott Key wrote an entire poem in honor of a flag? Do you agree that we should pay honor to the American flag? Explain.

4 Why do you think the name of the anthem was changed from *Defense of Fort McHenry* to *The Star Spangled Banner*?

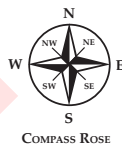
5 Look at the last line of the *Star Spangled Banner*. What do you think the poet meant when he wrote the phrase "land of the free and home of the brave"?

6 Have you ever been present at a performance of *The Star Spangled Banner*? If so, did you notice people following the correct guidelines? The next time you are at a performance of our national anthem, what kinds of things will you be looking for?

MAPPING: MARYLAND'S STATE PARKS

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 learning about places on the Earth.

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 northeast if you don't have a starting point.

Example: Rocks State Park was one of the first land purchases made by the state of Maryland for a state park. The park is surrounded by 855 acres of thick forests and huge boulders rising above Deer Creek. Tucked away in the Falling Branch Area of the park is Kilgore Falls, Maryland's second highest waterfall. Rocks State Park is northeast of Baltimore.

This example gives you some very important information. It tells you that your **reference point**, or starting point, will be the city of Baltimore. Locate Baltimore on your Maryland map. Put your finger on Baltimore and slide it northeast. You should see a picture of Rocks State Park already placed there for you.

MARYLAND MAP

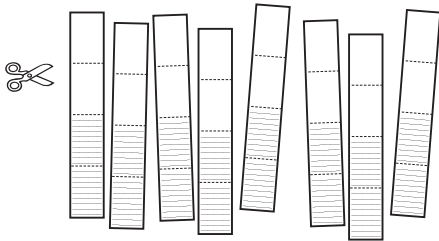
COMPASS ROSE

Maryland © 2003-Revised 2015 splashpublications.com 30

INTERACTIVE TIME LINE

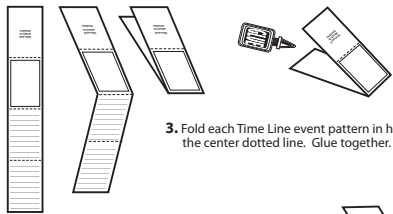
In this activity, you will use what you have learned about Maryland's history to make an Interactive Time Line that tucks securely into your Maryland history notebook.

Directions: Choose the next two blank face-to-face pages in your history notebook. Using the Maryland History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.

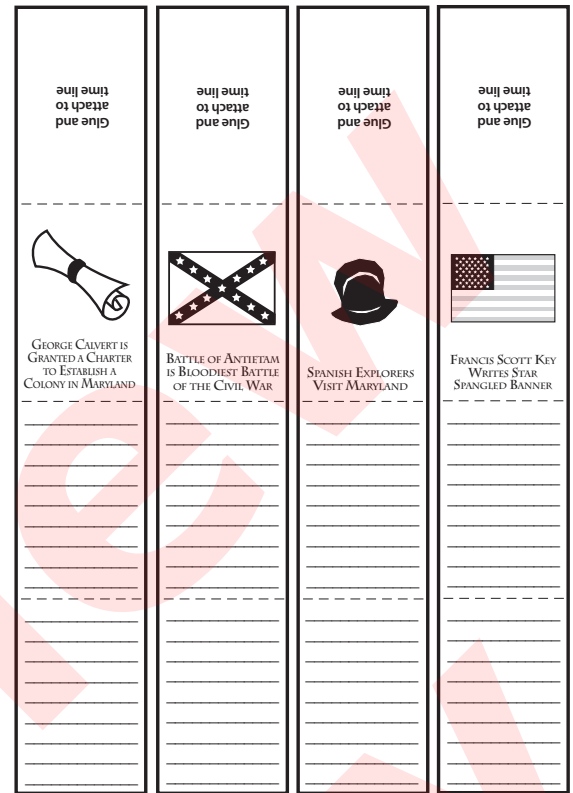
2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

TIME LINE EVENT PATTERNS



HISTORY CUBE

In this activity, you will use what you have learned about Maryland to make a History Cube that will tuck securely into your Maryland history notebook.

As you complete the History Cube outline, be careful to use proper *capitalization, spelling, and punctuation.*

Part I

Directions: Use the Maryland History lesson to answer each of the questions below. Write your answers on the lines of three squares on the History Cube outline.

1. What is Maryland's state bird, state flower, and state tree?
2. What is Maryland's nickname? What other nickname has been used to describe Maryland?
3. Where is Maryland's capital and what is the state's motto?

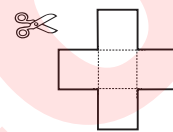
In the remaining two squares, list two interesting facts that you learned while studying about Maryland.



HISTORY CUBE

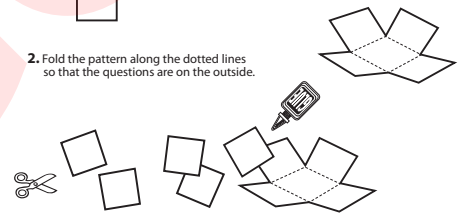
Part II

Follow the directions below to assemble and glue your History Cube onto the next blank page of your Maryland history notebook.



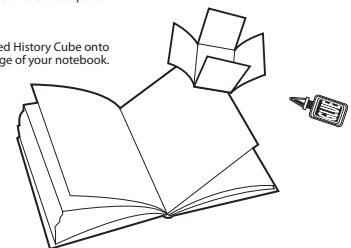
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



3. Cut out the three squares with your answers to the questions on them and glue each **correct** answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

4. Glue the completed History Cube onto the next blank page of your notebook.



5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.

★ ★ ★ ★ ★ 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 War of 1812 and the Civil War.

Part I

Directions: Using the Maryland History lesson, the Internet, encyclopedias, and books from the library, list four facts specific to the War of 1812 on the Venn Diagram outline.

Then, list four facts specific to the Civil War.

Finally, list four facts that the War of 1812 and the Civil War had in common.

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



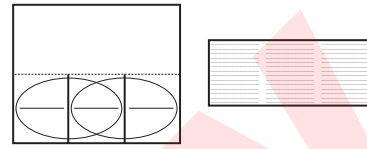
VENN DIAGRAM OUTLINE

WAR OF 1812	WAR OF 1812 AND CIVIL WAR	CIVIL WAR
1. <u>Facts specific to the War of 1812 are listed here.</u>	1. <u>Facts common to the War of 1812 and the Civil War are listed here.</u>	1. <u>Facts specific to the Civil War are listed here.</u>
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

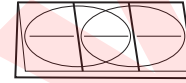
★ ★ ★ ★ ★ VENN DIAGRAM ★ ★ ★ ★ ★

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 Maryland history notebook.



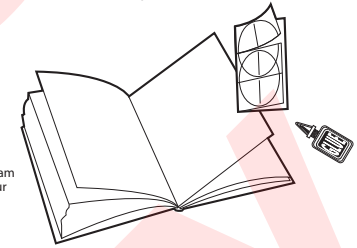
1. Cut out along all bold lines of the Venn Diagram outline and the Venn Diagram pattern.



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 the War of 1812 and the Civil War. 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 War of 1812 and the Civil War. A *topic sentence* starts a paragraph. Below is an example of a topic sentence for a paragraph comparing and contrasting Civil War leaders Abraham Lincoln and Jefferson Davis.

Example: *Comparing and contrasting Civil War leaders Abraham Lincoln and Jefferson Davis will show that the two men had unique leadership styles and completely different goals for the outcome of the war.*



TOPIC SENTENCE



★ ★ ★ ★ ★ 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 to 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 <i>capitalization, spelling, punctuation</i>	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 <i>comparing</i>	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 <i>contrasting</i>	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 <i>spelling, grammar, capitalization, punctuation, sentence structure</i>	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					