

**TEACHER:** Jennifer Allard, New Lebanon Teachers Association

**LESSON TITLE:** THE PROGRESSIVE ERA: Muckrakers

**GRADE:** 11

**SUBJECT:** Social Studies - U.S. History and Government

**TIME FRAME:** 3 Days

**PLANNING AND PREPARATION:**

- Rubrics
  - Paragraph Rubric
  - Thematic Essay Rubric
- Classroom Arrangement
  - Pairs
  - Groups of 4
- Prior Knowledge
  - Social Studies Scope and Sequence Grade 11 Unit Two: The Constitution Tested: Nationalism and Sectionalism (Reform Movements)
  - Social Studies Scope and Sequence Grade 11 Unit Three: Industrialization of the United States
  - Social Studies Scope and Sequence Grade 11 Unit Four: The Progressive Movement: Responses to the Challenges brought upon by Industrialization and Urbanization Movement

**MATERIALS/EQUIPMENT NEEDED:**

- Upton Sinclair *The Jungle*  
<http://www.gutenberg.org/ebooks/140>; [http://www.online-literature.com/upton\\_sinclair/jungle/](http://www.online-literature.com/upton_sinclair/jungle/)
- Rubric: Historical Paragraph
- Rubric: Thematic Essay
- Graphic Organizer: Key Terms of *The Jungle*
- Graphic Organizer: Government Actions
- LCD Projector or Interactive Whiteboard
- Access to the internet
- Access to web or database materials

**LEARNING STANDARDS:**

**Common Core Learning Standards in ELA and Literacy**

- Reading for Informational Texts, Grades 11-12, Standard 4
- Writing, Grades 11-12, Standard 4
- Speaking and Listening, Grades 11-12, Standard 1.a

**Common Core Learning Standards in ELA and Literacy in History/Social Studies, Sciences, and the Technical Subjects:**

- Reading for Literacy in History/Social Studies, Grades 11-12, Standards 1,4,7,9
- Writing for Literacy in History/Social Studies, Grades 11-12, Standards 1,4,7,10

## **Learning Standards for Social Studies - Commencement Level:**

1.3.9; 1.3.10; 1.4.8; 4.1.14; 4.1.15; 4.1.20

**Standard 1** – History of the United States and New York; Key Idea 3, Performance Indicators 9 and 10; Key Idea 4, Performance Indicator 8

**Standard 4** – Economics; Key Idea 1, Performance Indicators 14, 15, 20

## **National Council for the Social Studies Themes**

- Individuals, Groups, and Institutions
- Civil Ideals and Practices

**SHIFTS IN RELATION TO COMMON CORE STANDARDS:** This lesson incorporates all of the pedagogical shifts demanded by the Common Core State Standards

- Balancing Information and Literary Text
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-based answers
- Writing from Sources
- Academic Vocabulary

## **CONTENT OBJECTIVES:**

- Describe labor conditions that existed in factories in the late 1800's early 1900's and their impact on various groups (e.g. meat packing industry).
- Explain how these labor conditions were a result of industrial growth.
- Explain the actions taken by one reformer (Upton Sinclair) to promote change.

## **ESSENTIAL QUESTION(S):**

- Explain the impact of industrialization on American society and analyze the actions taken by citizens to bring about reform.
- HOOK: [Industrial Revolution Lowell Mills \(American The Story of Us\)](#)
  - Were early labor movements successful in gaining rights?
  - How did labor movements influence the actions of Muckrakers?

## **ACADEMIC VOCABULARY:**

- Chameleon
- Hopper
- Adulterate
- Prestidigitator
- Menagerie
- Packingtown Swindles
- Packingtown Jest
- Pickle
- Borax
- Glycerin
- Home Consumption
- Consumption Germs
- Economy

### **DIFFERENTIATED INSTRUCTION:**

- All materials can be posted electronically for students to access, manipulate, and print
- All materials can be adapted to meet the needs of students with various reading levels
- Reading can be shortened, enlarged, chunked, etc.
- All scaffolding questions can be modified; for instance, questions can be added or deleted related to understanding of the text and vocabulary
- Primary/Secondary source documents needed for research can be pre-printed/selected and modified using the above suggestions
- All activities can be performed in a group setting or independently
- Assigned roles: Reader, Writer, Time Keeper, Leader, etc. to play to students strengths

### **SEQUENCE OF LESSON ACTIVITIES:**

#### ***Day 1 (Shift - Staircase of Complexity; Academic Vocabulary)***

1. As a class students will watch The [Industrial Revolution Lowell Mills \(American The Story of Us\)](#)
  - a. Were early labor movements successful in gaining rights?
  - b. How did labor movements influence the actions of Muckrakers?(10 minutes)
2. The whole class reads the excerpt from *The Jungle* (Doc 1) (10 minutes)
3. After the whole class reading, independently students will identify key terms in the text by circling, highlighting, or underlining them. (5 minutes)
4. Once terms have been identified, independently students will record the terms, and the phrase in which it is used, in the vocabulary graphic organizer (Doc 2),
5. In pairs, students will share and record additional terms and the phrase it is used in.
6. In pairs students will use context clues to define their terms (using a secondary source if absolutely necessary). (5- 10 minutes)
7. Using the excerpt from *The Jungle* projected on an interactive white board, each group will report out locating their key terms, the phrase(s) the terms are used in, and their definitions. (15 minutes)
  - a. Groups who are not sharing information, will add the key term information to their graphic organizer in step 6.
8. Graphic organizers will be turned in at the end of the class period.

#### ***Day 2 and 3 (Shift - Balancing Information and Literary Text; Text-based Answers)***

1. In groups of four, students will be assigned one page of text from the previous day, *The Jungle* and the accompanying scaffold questions. (1 minute)
2. In small groups, students will read their questions and identify key terms, quotations, and/or information necessary to answer questions. (3 minutes)
3. In small groups of four, students will read aloud their section of text and underline/highlight information in the text that would support answers to their questions. (5-8 minutes)
4. In small groups of four, students will record their answer responses. (15-20 minutes)
5. Small Groups will be constructed based on the division of the questions; each section of questions should be represented within each group. Students will group share their information.
  - a. One student will report out, while the other members of the group will record their answer responses. (20 minutes)

6. Using their margin notes and answer responses, students will independently write a well-developed paragraph explaining the impact industrialization had on workers and consumers in the late 1800's. (15 minutes)

#### **Day 4-5 (Shift - Staircase of Complexity; Writing from Sources)**

1. Using the excerpt from *The Jungle*, pairs of students will discuss how the working conditions in the Meat Packing industry threatened workers and consumers and the actions taken by the government to protect them. (5 minutes)
2. Using a graphic organizer (Doc 3), pairs of students will list issues with working conditions and federal and/or state laws that were implemented to resolve the issues that have been identified from the reading. (5-8 minutes)
3. Class will review their answer responses and discuss two other government actions that were taken to resolve issues with working conditions that were present in *The Jungle*. (5 minutes)
4. Using a secondary source, in this case, database research using US History in Context (dictionary, encyclopedia, textbook, etc.) pairs of students will locate and explain the federal and/or state laws that were implemented to resolve the issues that have been identified. (20 minutes)
5. Independently (using scaffolding documents), students will write a Thematic Essay (several paragraphs) explaining how the issues presented in *The Jungle* posed a threat to American Society and influenced actions to be taken by the state and federal government to protect Americans, citing evidence from the text as well as research. (40 mins)

#### **ASSESSMENTS:**

##### ***Formative Assessment***

- Benchmark assignments collected at the end of each class period (can be modified based on student population and/or time constraints)
- Closure Activities
- Graphic Organizers
- Rubrics (for written paragraphs)

##### ***Summative Assessment***

- Thematic Essay and Rubric addressing the following task: Explain how the issues presented in *The Jungle* posed a threat to American Society and influenced actions to be taken by the state and federal government to protect Americans.

#### **REFLECTION:**

##### **Why did you choose this lesson?**

This lesson was chosen because the theme of reformers and change occur throughout the grade 11 Social Studies and ELA curricula.

Aside from the Curriculum connections, there is an abundance of primary source documents or historical non-fiction that can be used to examine the actions of reformers.

**Which instructional shifts did you incorporate in this lesson? Please describe what these shifts mean to you in your own words (how did you make sense of them)?**

This lesson incorporates all of the pedagogical shifts demanded by the Common Core State Standards. Included below are examples of how implemented the shifts:

- Identification and analysis of content specific language or language specific to the document;
- Completing multiple readings of a complex text and adding multiple layers of understanding. For example, one reading focuses on listening to the ideas that are being presented to the listener/reader; re-reading to locate terms/phrases that are unfamiliar or repeating; isolating quotes surrounding terms and phrases to assist in the defining of terms/ phrases;
- Pre-reading questions to identify key words or phrases that correspond with information located in the text;
- Solidifying text-based responses; identifying main and supporting themes to analyze causes and effects.

**Did you struggle with this lesson-creation process? Please be specific.**

Initially, no. The lesson was developed in what the ELA teacher and I thought to be a Common Core framework. However, after participating in a CCLS Immersion Institute and working with Teacher Centers, I discovered there was much work to be done. Part of this lesson was eliminated as it became more evident that it was an unnecessary extension. The focus of this lesson was then turned to the complex text, *The Jungle*, and how to create questions and activities that were truly text dependent. We had to identify what the learning outcome was going to be, to more clearly define the purpose of this lesson.

The writing process took at 15-20 hours to complete, however this is a series of lessons or a unit. Despite the time required in development, it is a worthwhile experience for teachers and students. This process would not have been possible without collaboration. It is absolutely necessary to collaborate with ELA and other professionals that have a vested interest the outcome of the curriculum that is developed. Collaboration not only in the planning process, but in the assessment process is essential in creating a deep understanding of any information that your students encounter. For example, by using text based answers (short response and essay) across the ELA and Social Studies classrooms, student responses became more developed and less fragmented. Also, establishing a common language with students is critical when setting student performance expectations in each class. When assessing student work, the collaboration with the ELA teacher enabled us to develop rubrics that addressed both ELA and Social Studies requirements, and sharing the jointly-developed rubrics with our students provided them with clear and consistent expectations.

**What were your expectations for student success resulting from this lesson? Please connect these expectations to your knowledge of your students, their behavior patterns, and your confidence that this could work.**

For this particular group, success was getting them to use text-based support to respond to the questions. Many of them can identify the themes and main ideas of various texts; however, being required to closely read a piece of work to extract a specific phrase/term/ quote in response to a question is a different task.

The biggest challenge with this lesson was motivation and making sure that the content and activities kept student interest during the entire unit. Having students work in pairs or groups is an excellent way to maintain their interest as not all students interpret/understand information exactly as their peers do.

Students indicated that they clearly understood the purpose of not only the reading, but also the context of the era in which it was written and the relationship between activities and skills in both the social studies and ELA classroom.

**What worked in terms of implementation of this lesson?**

The in-depth and multiple readings of the text assisted students in decoding words or interpreting meaningful quotes. Students were also better able to make connections between prior knowledge of the women's rights movements and other effects of the growth of industry (in the U.S. and Europe.) This is evident through the students' writing and ability to verbally explain their deeper understanding and connections.

**What adjustments did you make to the lesson based on using it in your classroom? Please be specific: your instructional approach, selection of materials, timing for activities, etc.?**

The adjustments that were made to the original 8<sup>th</sup> grade focus of this lesson are as follows:

**Instructional Approach:**

1. Students were asked to identify and define the terminology that they personally struggled with in the readings. Students were then put into pairs to discuss the academic vocabulary that was a challenge and what they thought would be the best possible definition for those terms.
2. Questions and text were chunked based on student ability as well as students being placed in groups to complete multiple readings with the text.
3. Classroom discussion took place to assist students in identifying issues that were present in *The Jungle* as well as the government's response to resolving those issues. Students then investigated the government's response to the issues of *The Jungle* in pairs.

**Material Selection:**

1. The questions were modified from "description" to "analytical" and the materials were modified eliminating terms from the academic vocabulary sheet as well as deleting the definitions found

at the bottom of each page of the reading. By making these changes with the academic vocabulary it guided students toward using context clues and focused specifically on their understanding of vocabulary.

2. iPads were available for use when doing the brief research component for this lesson. The iPads provided the additional text that was needed, as students would be hand writing their responses as opposed to using word processing/typed response.

**Timing of Activities:**

1. Timing was a factor when the class reached the reporting out stages, as not all members were "ready" to move on, however, we were able to overcome this obstacle through pair sharing.
2. Timing was also a factor with the research. For this component, an entire 42 minute class period would have been more appropriate.

Scaffolding Questions

What are the effects of Upton Sinclair’s book *The Jungle*?

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Explain the setting of *The Jungle*

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Why does Sinclair compare workers to the ptarmigan and chameleon?

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“The men and women who worked in this department were precisely the color of the “fresh country sausage” they made”

Using the above quote, how did factory conditions impact workers?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_
In-Depth Resources: Unit 7

Chapter 22 Section 1 Roosevelt and Progressivism
Literature Selection from The Jungle by Upton Sinclair

When Upton Sinclair (1878-1968) wrote The Jungle, his descriptions of the meat-packing industry caught the public’s attention. The book helped lead to the passage of the 1906 Pure Food and Drug Act. The Jungle tells the story of a Lithuanian immigrant, Jurgis Rudkus, and his family. They live in Chicago. This passage is about Jurgis’s mother-in-law, Elzbieta. To help the family, she takes a job in a sausage factory.

Elzbieta was used to working, but she found this change a hard one, for the reason that she had to stand motionless upon her feet from seven o’clock in the morning till half-past twelve, and again from one till half-past five. For the first few days it seemed to her that she could not stand it—she suffered almost as much as Jurgis had from the fertilizer, and would come out at sundown with her head fairly reeling. (1)

Besides this, she was working in one of the dark holes, by electric light, and the damp- ness, too, was deadly—there were always puddles of water on the floor, and a sickening odor of moist flesh in the room. The people who worked here followed the ancient custom of nature, whereby the ptarmigan1 is the color of dead leaves in the fall and of snow in the winter, and the chameleon 2, who is black when he lies upon a stump and turns green when he moves to a leaf. The men and women who worked in this department were precisely the color of the “fresh country sausage” they made. (2)

The sausage room was an interesting place to visit, for two or three minutes, and provided that you did not look at the people; the machines were perhaps the most wonderful things in the entire plant. Presumably sausages were once chopped and stuffed by hand, and if so it would be interesting to know how many workers had been displaced by these inventions. (3)

On one side of the room were the hoppers,3 into which men shoveled loads of meat and wheelbarrows full of spices; in these great bowls were whirling knives that made two thou- sand revolutions a minute, and when the meat was ground fine and adulterated4 with potato flour, and well mixed with water, it was forced to the stuffing machines on the other side of the room. The latter were tended by women; there was a sort of spout, like the nozzle of a hose, and one of the women would take a long string of “casing” and put the end over the nozzle and then work the whole thing on, as one works on the finger of a tight glove. This string would be twenty or thirty feet long, but the woman would have it all on in a jiffy; and when she had several on, she would press a lever, and a stream of sausage meat would be shot out, taking the casing with it as it came. Thus one might stand and see appear, miraculously born from the machine, a wriggling snake of sausage of incredible length. (4)

### Scaffolding Questions

Why does Sinclair compare the actions of the woman to the prestidigitator?

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What were the working conditions that existed in the factories? Use evidence from the text to support your response.

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*“...she stayed right there—hour after hour, day after day, year after year, twisting sausage links and racing with death. It was piecework, and she was apt to have a family to keep alive; and stern and ruthless economic laws had arranged it that she could only do this by working just as she did...”*

Using the above quote, why did workers continue to endure factory conditions?

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### *From The Jungle continued*

In front was a big pan which caught these creatures, and two more women who seized them as fast as they appeared and twisted them into links. This was for the uninitiated the most perplexing work of all; for all that the woman had to give was a single turn of the wrist; and in some way she contrived to give it so that instead of an endless chain of sausages, one after another, there grew under her hands a bunch of strings, all dangling from a single center. It was quite like the feat of a prestidigitator<sup>5</sup>—for the woman worked so fast that the eye could literally not follow her, and there was only a mist of motion, and tangle after tangle of sausages appearing. In the midst of the mist, however, the visitor would suddenly notice the tense set face, with the two wrinkles graven in the forehead, and the ghastly pallor of the cheeks; and then he would suddenly recollect that it was time he was going on. (5)

The woman did not go on; she stayed right there—hour after hour, day after day, year after year, twisting sausage links and racing with death. It was piecework, and she was apt to have a family to keep alive; and stern and ruthless economic laws had arranged it that she could only do this by working just as she did, with all her soul upon her work, and with never an instant for a glance at the well-dressed ladies and gentlemen who came to stare at her, as at some wild beast in a menagerie<sup>6</sup>. (6)

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown<sup>7</sup> swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else to chop it up into sausage. With what had been told them by Jonas<sup>8</sup>, who had worked in the pickle rooms, they could now study the whole of the spoiled-meat industry on the inside, and read a new and grim meaning into that old Packingtown jest—that they use everything of the pig except the squeal. (7)

Jonas had told them how the meat that was taken out of pickle<sup>9</sup> would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant—a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor—a process known to the workers as “giving them thirty per cent.” (8)

**Scaffolding Questions**

What actions did factories take to make meat ready for “home consumption?”

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How did a “system of rigid economy” impact workers and consumers?

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Why did Sinclair compare Elzbieta’s actions with that of “... the machine she tended...” Use evidence from the text to support your response.

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***From The Jungle continued***

Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as “Number Three Grade,” but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade—there was only Number One Grade. The packers were always originating such schemes—they had what they called “boneless hams,” which were all the odds and ends of pork stuffed into casings; and “California hams,” which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy “skinned hams,” which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them—that is, until they had been cooked and chopped fine and labeled “head cheese!” (9)

It was only when the whole ham was spoiled that it came into the department of Elzbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white—it would be dosed with borax<sup>10</sup> and glycerine,<sup>11</sup> and dumped into the hoppers, and made over again for home consumption.<sup>12</sup> There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs.<sup>13</sup> There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. (10)

There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the

hoppers with fresh meat, and sent out to the public’s breakfast. Some of it they would make into

“smoked” sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it “special,” and for this they would charge two cents more a pound. (11)

Such were the new surroundings in which Elzbieta was placed, and such was the work she was compelled to do. It was stupefying, brutalizing work; it left her no time to think, no strength for anything. She was part of the machine she tended. . . (12)

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**12** UNIT 7 CHAPTER 22

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## RUBRIC: Reformers Project Paragraph

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Category	3	2	1	0
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>Addresses each part of the essential question</li> <li>Uses relevant facts, examples and details to answer question</li> </ul>	<ul style="list-style-type: none"> <li>Addresses one part of the essential question</li> <li>Uses relevant facts, examples and details to answer question</li> </ul>	<ul style="list-style-type: none"> <li>Addresses one part of the essential question</li> <li>Makes few or does not use relevant facts, examples and details to answer question</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the essential question</li> <li>Does not use relevant facts, examples, and details to answer question</li> </ul>
<b>Relevant Information</b>	<ul style="list-style-type: none"> <li>Identifies at least 3 relevant facts</li> <li>Explains relevant connections between historical ideas/events</li> </ul>	<ul style="list-style-type: none"> <li>Identifies at least 2 relevant facts</li> <li>States relevant connections between historical ideas/events</li> </ul>	<ul style="list-style-type: none"> <li>Identifies at least 1 relevant fact</li> <li>Makes few relevant and/or does not make relevant connections between historical ideas/events</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 0 relevant facts</li> <li>Does not identify connections between historical ideas/events</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>6-10 Complete Sentences</li> <li>Organized paragraph with a topic sentence and concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>4-5 Complete Sentences</li> <li>Organized paragraph with a topic sentence with no concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>2-3 Complete Sentences</li> <li>Lacks Organization, is missing a topic and concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>1-0 Complete Sentences</li> <li>Lacks Organization, is missing a topic and concluding sentence.</li> </ul>

## Thematic Grades 9-12

Category	0	1	2	3	4	5
<b>Organization and Sequencing</b>	<ul style="list-style-type: none"> <li>• Essay does not have an introduction, body paragraphs, or conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Is missing an introduction, and/or body paragraphs, and/or conclusion</li> <li>• Information is not presented in logical order</li> </ul>	<ul style="list-style-type: none"> <li>• Includes introduction , 2 body paragraphs, and conclusion</li> <li>• Organization does not create a link between information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Includes introduction, 2+ body paragraphs, and conclusion</li> <li>• Organization of information and ideas is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Includes introduction, 2+ body paragraphs, and conclusion</li> <li>• Information and ideas are linked through organization of the essay</li> </ul>	<ul style="list-style-type: none"> <li>• Includes introduction, 2+ body paragraphs, and a conclusion</li> <li>• Conclusion may include an argument</li> <li>• Information and ideas from multiple sources are linked through analysis</li> </ul>
<b>Tasks</b>	<ul style="list-style-type: none"> <li>• Essay does not answer task(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal response to task(s), or only addresses one task</li> </ul>	<ul style="list-style-type: none"> <li>• All task(s) attempted, but response is uneven or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>• All task(s) attempted with appropriate support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Answers all task(s) thoroughly, providing multiple relevant facts, examples, and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers all task(s) thoroughly, providing multiple relevant facts, examples and details</li> <li>• Creates original information/thoughts, through linking facts, examples, and details</li> </ul>
<b>Use of Outside Information</b>	<ul style="list-style-type: none"> <li>• Information and/or ideas provided do not use relevant information to answer the task(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 1-3 pieces of information</li> <li>• Information and/or ideas are listed</li> <li>• Information is not relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 4-6 pieces of outside information</li> <li>• Information and ideas are listed</li> <li>• Some of the information is relevant to the task(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 4-6 pieces of outside information</li> <li>• Information and ideas are listed; some description is evident.</li> <li>• Most of the information is relevant to the task(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 7-10 pieces of outside information</li> <li>• Describes information and ideas using some to establishing a relationship with the task(s)</li> <li>• All of the information is relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 10+ pieces of outside information</li> <li>• Explains information and ideas using analysis to establish a relationship with task(s)</li> <li>• All of the information is relevant to the task</li> </ul>

