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Grades 4-5 The Iroquois

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Grade: 4

Subject: Social Studies

Topic: Eastern Woodland Native Americans: The Iroquois

Intended Audience: Whole class

Essential Question:

- ▶ What were the values, practices and traditions of Eastern Woodland Native Americans and how did these people contribute to our Nation today?
- ▶ What were the roles of men, women and children and how did each contribute to daily life in the village?
- ▶ What parts of modern day New York did the Iroquois tribes live during the early 1500s, what geographic features made up this land and how did these affect the lifestyle and well being of the Iroquois tribes.

Unit Understandings:

- Students will understand where the Iroquois Tribe of the Eastern Woodlands lived in relation to modern day New York.
- Students will understand the practices, values, traditions, and daily life of the Iroquois tribe.
- Students will understand the contributions these tribes have made to our nation today.

Standards:

◆ *Social Studies Standard #1: History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

◆ *Standard 3: Geography*

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global - including the distribution of people, places, and environments over the Earth's surface.

◆ *Standard 4: Economics*

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

◆ *Standard 5: Civics, Citizenship, and Government*

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

◆*Standard 1: Language for Information and Understanding*

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

◆*Standard 1: Creating, Performing, and participating in the Arts*

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Pre-Assessment:

-Students will be given a word web about The Iroquois.

-“Iroquois” will be written in the middle and the students will have to write as many terms and facts that they already know or associate with the “Iroquois”.

Grouping:

▪Based on the pre-assessment, students will be grouped by prior knowledge and ability level. The teacher will analyze each student’s performance on the pre-assessment regarding how much information the student could provide on the pre-assessment word web and how much detail is provided. Based on their performance the students will be grouped into either the high, medium or low group. Students who scored high on the pre-assessment by providing between 7 to 10 facts or ideas about the Iroquois will be placed in the high group. The high group will be referred to as the “Red Team”. Students who provided 4 to 6 facts or ideas about the Iroquois will be placed in the middle or average group. This group will be referred to as the “Blue Team”. Students who provide no information, facts or ideas to 3 facts or ideas about the Iroquois will be placed in the low group. This group will be referred to as the “Green Team”. The color coordinated teams will each receive a task card titled “_____ Team: Think-Tac-Toe”. The students will receive a learning contract/task card that contains 9 culminating activities in the form of various projects according to Bloom and Gardner. The students have the choice of three activities. They must choose one from each of the three content categories of: Village Life, Traditions and Beliefs, or Geography. The students must circle their three choices, sign their contract and complete the projects with their groups by the date provided.

Materials:

-Leveled texts for each ability group for research

-Other texts to be accessed for extra information about the Iroquois

- Pre-assessment
- Think-Tac-Toe learning contracts
- Writing tools
- Various art supplies

● **Hook:**

The teacher will play authentic Native American music while having the students participate in a “Pow Wow”. The students will be actively engaged in the traditional “Honoring Ceremony” in which each student will either choose or be given a name based on their positive characteristics. For example: “One-who-runs-like-lightning”, “Brings-Good-News”, “Speaks-Gently”, “Rising-Fire-Eagle”, and “Generous-Water-Flower”.

Team A: Make a collage of photos and pictures that relate to your tribal name and personal identity.

Team B: Make a poster with symbols explaining your personality and tribal name.

Team C: Make a mobile with three symbols explaining your tribal name.

● **Procedure for Differentiated Lesson:**

-Teacher will hand out leveled texts for the Red Team, the Blue Team and the Green Team to read for research of village life of the Iroquois.

-A detailed slideshow will be shown presenting various aspects of daily village life for the Iroquois including:

Geographic features of the Iroquois land where their villages were located.

Layout of the village

Longhouse structure and use

Wigwam structure and use

Every day rituals of men, women and children

Roles and responsibilities of each person according to their status

Traditions and ceremonies that the village people participate in

Each group will then complete a follow up activity to apply their understanding of their research:

Team A: Compare and contrast the daily village lifestyle of an Iroquois child with your daily lifestyle.

Team B: Write a one page response showing specific examples and details of “A Day in the Life of _____” (Insert your tribal name and write from the point of view of an Iroquois child.)

Team C: Create a five box comic strip with pictures that show daily village life of an Iroquois Indian. Provide an explanation below each box.

Post-Assessment:

-The post assessments of this unit are in the form of tiered projects.

Culminating Project:

Throughout the unit, learning occurred in many different ways and forms of instruction. The students worked independently to read, research, and take notes. The students also worked within their groups on activities and projects according to the topic being studied on each particular day of the unit schedule. Students received support in taking notes at their individual ability level. The culminating project to this unit is in the form of three tiered activities that the students must complete according to three content areas that assess what they have learned throughout the unit and require them to apply that knowledge and research skills as historians.

Tiered Activities:

- Learning contracts were designed tailored to meet the needs of students based on their ability and learning styles.
- These tiered activities are attached on Think-Tac-Toe learning contracts/task cards.

Anchor Assignments:

Once students finished the three activities they chose for their culminating project, they can complete any of the activities listed on the anchor assignments page.

*See attached.

References:

Heacox, D. (2002). *Differentiating Instruction in the Regular Classroom* (pp. 67-118).
Minneapolis: Free Spirit Publishing.

New York State Standards

Rubistar

Weiner, R., ED 672, *Differentiating Curriculum and Instruction Packet*, April 28, 2009.

<http://ericir.syr.edu/Virtual/Lessons/crossroads/sec3/gr3/unit1/u1g3l2.html>

Calendar/Unit Schedule:

Day 1- Introduction to the unit: Students receive their tribe and tribal names at naming ceremony.

Pre-assessment: Word Web for the Iroquois

Day 2- Village life and research.

.Day 3- Map study of regions where the Iroquois tribes lived, hunted, gathered, traveled and lived.

Day 4- Farming and Food: Cooking Exercise

Day 5- Clothing

Day 4- Traditions, beliefs and ceremonies

Day 7- Folktales and Folklore

Day 9- Music and Arts and crafts

Day 10- Social and Political Structure

Name _____

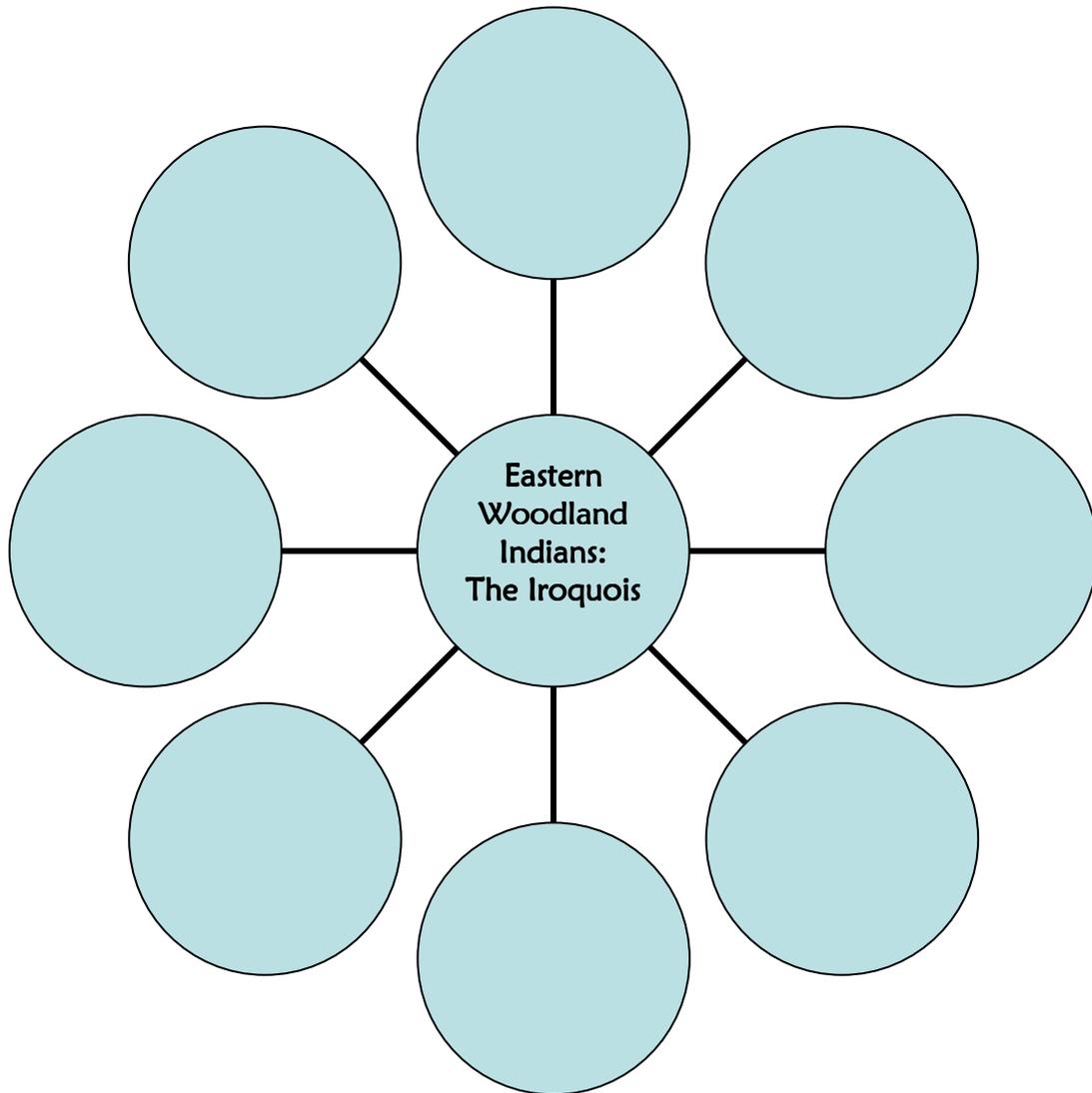
Date _____

Unit: The Iroquois- A Study of Eastern Woodland Native Americans

Pre-Assessment

-This an assessment to see how much you already may know about The Iroquois Tribes of Native Americans that we are studying in our next Social Studies unit. Please write as many facts you know or ideas you have about these tribes in the following Word Web.

-Include ideas/facts about daily life, family, the village, jobs, roles of men, women and children, values, traditions, etc.



Activity Card: Red Team

Think-Tac-Toe

Choose three of these activities, one from each category. Circle which activities you choose to complete.

I, _____, will complete the following activities by May 5, 2009.

Village Life	Weave a basket out of brown paper. Decorate it with Iroquois symbols. Write a 5 paragraph essay explaining why the both men and women did this and the importance of basket making to their society.	Develop blue prints for creating a longhouse. Show the dimensions, layout, shape and design. Write a 6 paragraph composition including details of what materials are used for each part and the different sections including the rafters, the aisles, the sides, the roof, openings, storage and sleeping and sitting platforms.	Pretend a new museum exhibit is opening. Design a brochure for parents advertising the features of the exhibit. Include details about the village council, family structure and how they lived, how they got food from land, how food was prepared and jobs of family members and roles of men, women and children.
Traditions and Beliefs	Create a poem with 8-10 stanzas praising Mother Earth for the natural resources Iroquois rely on.	Select a folktale from <u>Naked Bear Folktales of Iroquois</u> by John Bierhorst. Pretend a villain is going on trial before the tribal council to be prosecuted. Have a round table debate in which sachems discuss the outcome of the case Write your argument in three paragraphs provide 3-4 supporting details from the text.	Imagine you are a member of the False Face Society. Create a mask that is used to scare away evil spirits. Hypothesize why these masks were used during the harvest seasons and celebrations. Write your hypotheses in 3 paragraphs include details and support from your research.
Geography	Choose 7 specific landforms and bodies of water that made up Iroquois land and find photographs. Verify how the Iroquois tribes utilized these landforms and refine this use by providing 2 new ways the Iroquois could use these more efficiently.	Illustrate a resource map. Prioritize the value of each resource for the Iroquois by estimating how much of each resource was used for different things in the village. In 3-4 paragraphs, predict what the Iroquois would do if their most important resource like bark or cedar ran out.	Imagine a shortage of “the three sisters” (Corn, beans and squash) and compose a creative 20 line song that the Iroquois might sing to summon the spirits for help.

Activity Card: Blue Team

Think-Tac-Toe

Choose three of these activities, one from each category. Circle which activities you choose to complete.

I, _____, will complete the following activities by May 5, 2009.

Village Life	Create a short pictogram story of 6 to 8 sentences on a paper “bear skin” using Iroquois symbols. Translate the story into English. sentences	Construct a model of a longhouse. Categorize all of the necessities for a clan’s longhouse. Write a story about 3 items in the longhouse as they apply to the roles of a man, woman and child in daily activities.	Pretend a new museum exhibit is opening. Design a brochure for other 4 th grade students advertising the features of the exhibit. Include details about family life, jobs, homes, food and clothing.
Traditions	Compose a 10 to 15 line song praising Mother Earth for the resources that Iroquois rely on.	Compare and contrast two Iroquois legends in a Venn diagram. Examine the differences and similarities. Write an 8 sentence paragraph critique about each legend. Tell which has a better message and storyline, which is more believable and creative.	Create a ceremonial mask and write a diary entry from the point of view of an Iroquois inferring the significance of the mask.
Geography	Interview the War Sachem (chief) and the Peace Sachem about solving the problem of how to protect the major rivers and lakes that the Iroquois rely on for food and transportation from enemies and invaders. Write these suggestions in a 2 page speech to be presented to the council.	Illustrate a resource map on a poster board showing the layout of natural resources through the Iroquois land. Use symbols for each resource, a compose rose, a legend, a title. Pretend you are a mapmaker and write a 3 paragraph story explaining what you would include on a Native American map as you set out on a hunting/gathering journey.	Research tools used for cultivating crops and preparing food. Investigate what they were made of and infer what they were used for. Provide pictures/illustrations of each tool and write a paragraph on one side of an organized t-chart with details from your research.

Activity Card: Green Team

Think-Tac-Toe

Choose three of these activities, one from each category. Circle which activities you choose to complete.

I, _____, will complete the following activities by May 5, 2009.

Village Life	Weave a basket out of brown paper or clothe. Place three objects in the basket and put on a skit as if you were an Iroquois explaining why you used the basket and the significance of the objects in it. Write your reasons in a paragraph summary.	Outline five main steps to explain how to build a longhouse. Explain who is involved, where they get materials and what they use for various parts of the longhouse. Sequence the parts using pictures on a story board.	Pretend a new museum exhibit is opening. Design a brochure for first and second grade students advertising the features of the exhibit. Include details about the village, family homes and food.
Traditions	Compose a seven line Native American song praising the thunder spirits who brought rain falls that helped the crops grow. Fill in the lines on the template given and sit is to the tune provided.	Read the legend of “The Four Iroquois Hunters” develop a bio poem about one of the characters.	Create a ceremonial mask that is used to scare away evil spirits. Illustrate a picture showing how Native Americans would have used this and provide 3-5 sentence paragraph captions.
Geography	Label on the given map the major lakes, rivers, forests of the areas where the Iroquois lived in New York and explain in 3 sentences per land form how each helped the Iroquois meet daily needs like transportation, food or shelter.	Identify plants and animals that were native to the land of the Iroquois. Find a picture, label and provide a description of what it was used for. Compile in an illustrated dictionary.	Find Iroquois recipes using their main crops and natural resources. As a group activity, gather materials for making one recipe and cook the meal for the class. Write out the recipes on flash cards and explain each step in a sequence of 5 or 6 directions.

What Do I Do If I Finish Early?

- 😊 Make a cardboard Canoe and explain the use of the canoe.
- 😊 Explore the uses of birch bark, collect bark and make bark containers for planting or make model bark containers out of construction paper or brown paper bag.
- 😊 Use modeling clay to make pottery and decorate it with Iroquois symbols.
- 😊 Research the dimensions of a wigwam. Use rope to layout the diameter on the floor. With other group members, imagine that this is your clan's home. Place all of the things that you need for survival and daily living routines inside the diameter of the rope. Then, have each clan member enter the "wig-wam" re-enact how it would be to live within a Native American Wig-wam.
- 😊 Recreate hunting tools and pantomime how they are used.
- 😊 Create a model of an Iroquois headdress using construction paper, cotton balls, feathers, markers crayons, etc.
- 😊 Research Iroquois sign language and practice with a team member.
- 😊 Play the Algonquin Pin and Target game using a plastic lid with holes and a pencil attached.
- 😊 Make a corncob doll. Write a story about the corncob doll as she travels with the clan that her owner is a member of.
- 😊 Read "Brother Eagle, Sister Sky" by Susan Jeffers. Summarize and discuss Chief Seattle's message as it relates to the importance of the environment.
- 😊 Read "The Star Maiden" by Barbara Juster Esbensen. Discuss what beautiful thing the Star Maiden became and what problems she endured in this tale.
- 😊 Select a tale from "Skywoman: Legends of the Iroquois" by Douglas M. George Kanentiio. Recreate a scene from the book through your own illustration and explain/interpret it in a short paragraph.
- 😊 Answer the message of the day that is taken from "If You Lived With the Iroquois" by Ellen Levine.
- 😊 Pretend you would like to create a new tribal ceremony. Write up a proposal and present it to the sachems. Include the ceremony name, purpose, beliefs and benefits to the Iroquois culture and its people

Grading Rubric: Building A Structure- Aspects of Iroquois Village Life and Traditions

CATEGORY	4	3	2	1
Function	Structure functions extraordinarily well, holding up under atypical stresses.	Structure functions well, holding up under typical stresses.	Structure functions pretty well, but deteriorates under typical stresses.	Fatal flaws in function with complete failure under typical stresses.
Information Gathering	Accurate information taken from several sources in a systematic manner.	Accurate information taken from a couple of sources in a systematic manner.	Accurate information taken from a couple of sources but not systematically.	Information taken from only one source and/or information not accurate.
Requirements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Construction - Materials	Appropriate materials were selected and creatively modified in ways that made them even better.	Appropriate materials were selected and there was an attempt at creative modification to make them even better.	Appropriate materials were selected.	Inappropriate materials were selected and contributed to a product that performed poorly.
Construction - Care Taken	Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.	Construction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.	Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.	Construction appears careless or haphazard. Many details need refinement for a strong or attractive product.

Grading Rubric: Poetry Writing

CATEGORY	4	3	2	1
Ideas & Content	There is a clear, well-focused topic. The topic stands out and is supported by detailed information.	The topic is clear but the supporting information is general.	The topic is somewhat clear and/or there is a need for more supporting information.	The topic is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details "wow" the reader as the details go beyond the obvious or predictable.	Supporting details are effective.	Supporting details are relevant but somewhat ordinary and/or lacking in choice.	Supporting details may be unclear and/or it is not clear how they relate to the topic.

Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.
Flow & Rhythm (Sentence Fluency)	All lines/phrases sound natural and are easy-on-the-ear when read aloud. Each line is clear and has an obvious emphasis.	Almost all lines/phrases sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most lines/phrases sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The lines/phrases are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Spelling & Punctuation (Conventions)	Writer makes no errors in spelling, capitalization, or punctuation that distract the reader from the content.	Writer makes 1-2 errors in spelling, capitalization or punctuation that distract the reader from the content.	Writer makes 3-4 errors in spelling, capitalization and/or punctuation that distract the reader from the content.	Writer makes more than 4 errors in spelling, capitalization and/or punctuation that distract the reader from the content.
Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.
Requirements	Poem follows the requirements and exhibits that the writer incorporated all elements in directions.	Poem follows most of the requirements in the directions and exhibits that the writer incorporated most of the elements in the directions.	Poem follows some of the requirements and exhibits that the writer incorporated certain elements in the directions but not all or most.	Poem does not follow the requirements and contains any elements in the directions.

Grading Rubric: Roundtable Debate

CATEGORY	4	3	2	1
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Requirements	Debate follows the requirements and exhibits that the participants incorporated all elements in directions.	Debate follows most of the requirements and exhibits that the participants incorporated most elements in directions.	Debate follows some of the requirements and exhibits that the participants incorporated certain elements in directions.	Debate follows none of the requirements and exhibits that the participants incorporated no elements in directions.

Historical Role Play

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

General Writing Rubric

CATEGORY	4	3	2	1
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Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Length	Includes more than the length that is specified within the directions and requirements.	Includes the specified length that is required in the directions.	Includes less than the specific length required in the directions.	Writing is incomplete and does not follow the directions.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Neatness	Writing piece is typed or neatly written by hand, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Writing piece is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Writing piece is typed or hand written and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Writing piece looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.
Requirements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.

Making A Brochure : Advertising Feature of a New Iroquois Exhibit on Village Life

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.

Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Requirements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.

Making A Map : Geographic Features and Resources of Iroquois Land

CATEGORY	4	3	2	1
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
Color Choices	Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.	Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student does not use color appropriately.

Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
Requirements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.

Grading Rubric for Making A Mask : Ceremonial Masks of the Iroquois to Scare Away Evil Spirits

CATEGORY	4	3	2	1
Creativity	Totally original design, no element is an exact copy of designs seen in source material.	Most of the mask elements are unique, but 1 element may be copied from source material.	Some aspects of the mask are unique, but several elements are copied from source materials or other students.	The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).

Attractiveness /Craftmanship	The mask shows that the creator was took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	The mask shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.	The mask looks thrown together at the last minute. It appears that little design or planning was done. Craftmanship is poor.
Details	Mask details are all easily viewed and identifiable from across the classroom.	Most mask details are easily viewed and identifiable from across the classroom.	Most mask details are easily identified when the mask is seen close-up.	Many mask details are too small or are not clear.
Durability	The mask was built to last through multiple wearings or performances.	Most of the mask is sturdy, but there are a couple of pieces that might need extra care when wearing it.	The basic structure of the mask is sturdy, but many of the details are fragile. It looks like it would not look good after wearing it once or twice.	The mask is flimsy and falls apart easily. It may not last for one wearing.
Sources	The student has 5 or more sources of inspiration correctly cited.	The student has 3-4 sources of inspiration correctly cited.	The student has 2 sources of inspiration correctly cited.	The student has fewer than 2 sources of inspiration correctly cited.
Knowledge about Culture/Story	The student can answer 3 questions correctly about how the mask relates to the culture or story being studied.	The student can answer 2 questions correctly about how the mask relates to the culture or story being studied.	The student can answer 1 question correctly about how the mask relates to the culture or story being studied.	The student does not understand how the mask relates to the culture or story being studied.
Knowledge of Mask Construction	The student can clearly describe the steps used to make his/her mask. The student can accurately point out how this process was similar or different from mask-making in the culture being studied.	The student can clearly describe the steps used to make his/her mask.	The student can describe most of the steps used to make his/her mask.	The student has great difficulty describing how his/her mask was constructed.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.

Grading Rubric: Making A Poster

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.

Grading Rubric: Compose a Song

CATEGORY	4 - Above Standard	3 - Meets Standard	2 - Approaching Standard	1 - Below Standard
Demonstrates appropriate audience behavior	Student always demonstrates appropriate audience participation for the context/style of music (e.g., clapping, standing, singing along)	Student usually demonstrates appropriate audience participation for the context/style of music (e.g., clapping, standing, singing along)	Student sometimes demonstrates appropriate audience participation for the context/style of music (e.g., clapping, standing, singing along)	Student rarely demonstrates appropriate audience participation for the context/style of music (e.g., clapping, standing, singing along)
Analyzes how music fits time/culture	Accurately describes several dominant elements of music associated with a particular time period or culture and can relate them to other elements in that time or culture..	Accurately describes a couple of dominant elements of music associated with a particular time period or culture and can relate them to other elements in that time or culture.	Accurately describes 1-2 dominant elements of music associated with a particular time period or culture.	Has difficulty describing any dominant elements of music associated with a particular time period or culture.
Facts - Time Period/Culture	When asked to speak or write about the time period or culture, the student presents several accurate facts, with no inaccurate or questionable facts.	When asked to speak or write about the time period or culture, the student presents 1-2 accurate facts, with no inaccurate or questionable facts.	When asked to speak or write about the time period or culture, the student presents 1-2 accurate facts, but also includes 1 or more inaccurate or questionable fact.	Student cannot talk or write accurately about the time period or culture.
Facts - Instruments	When asked to speak or write about musical instruments or styles associated with a particular time period or culture, the student presents several accurate facts, with no	When asked to speak or write about musical instruments or styles associated with a particular time period or culture, the student presents 1-2 accurate facts, with no inaccurate or	When asked to speak or write about musical instruments or styles associated with a particular time period or culture, but also includes 1 or more inaccurate or questionable fact.	Student cannot talk or write accurately about the instruments or styles associated with a particular time period or culture.

	inaccurate or questionable facts.	questionable facts.		
Applies different musical styles	When asked to play a song in the style of a time or culture, the student's performance and explanation shows a clear understanding of that style.	When asked to play a song in the style of a time or culture, the student's performance and explanation shows understanding of several elements of that style.	When asked to play a song in the style of a time or culture, the student's performance and explanation shows understanding of at least one element of that style.	The student performance and explanation shows no understanding of the style.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.

Grading Rubric: Drawings/Iroquois Illustrations

CATEGORY	4	3	2	1
Title	Title is informative, centered, and larger than other text.	Title is informative and larger than other text.	Title is informative and centered.	The title is incomplete and does not clearly indicate what organism is pictured.
Labels	Every item that needs to be identified has a label. It is clear which label goes with which structure.	Almost all items (90%) that need to be identified have labels. It is clear which label goes with which structure.	Most items (75-89%) that need to be identified have labels. It is clear which label goes with which structure.	Less than 75% of the items that need to be identified have labels OR it is not clear which label

				goes with with item.
General Formatting	Unlined paper is used. The drawing is large enough to be clear (about ½ of a page of typing paper). Student name, class, and date are in the lower left corner. There is a figure caption that describes the drawing. The caption includes information about magnification, when appropriate.	Unlined paper is used. The drawing is large enough to be clear (about ½ of a page of typing paper). Student name, class, and date are in the lower left corner.	Unlined paper is used. The drawing is a little too large or a little too small. Student name, class, and date are in the lower left corner.	Lined paper is used AND/OR the drawing is much too small or much too large.
Drawing – general	Lines are clear and not smudged. There are almost no erasures or stray marks on the paper. Color is used carefully to enhance the drawing. Stippling is used instead of shading. Overall, the quality of the drawing is excellent.	There are a few erasures, smudged lines or stray marks on the paper, but they do not greatly detract from the drawing. Color is used carefully to enhance the drawing. Overall, the drawing is good.	There are a few erasures, smudged lines or stray marks on the paper, which detract from the drawing OR color is not used carefully. Overall, the quality of the drawing is fair.	There are several erasures, smudged lines or stray marks on the paper, which detract from the drawing. Overall, the quality of the drawing is poor.
Drawing – details	All assigned details have been added. The details are clear and easy to identify.	Almost all assigned details (at least 85%) have been added. The details are clear and easy to identify.	Almost all assigned details (at least 85%) have been added. A few details are difficult to identify.	Fewer than 85% of the assigned details are present OR most details are difficult to identify.
Accuracy	95% or more of the assigned structures are drawn accurately and are recognizable. All assigned structures are labeled accurately.	94-85% of the assigned structures are drawn accurately and are recognizable. All assigned structures are labeled accurately.	94-85% of the assigned structures are drawn accurately and are recognizable. 94-85% of the assigned structures are labeled accurately.	Less than 85% of the assigned structures are drawn AND/OR labeled accurately.

Spelling	All words are spelled correctly in the title, labels and caption/description.	All common words are spelled correctly in the title, labels and description. 1-2 scientific words may be misspelled.	75% of the words are spelled correctly in the title, labels, and description.	Fewer than 80% of the words are spelled correctly in the title, labels, and description.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.