

FARM LIFE RUBRIC

STUDENTS WILL BE ABLE TO...	INADEQUATE	ADEQUATE	GOOD	STRONG	WEIGHTING
<p>1. IMAGE OF A FARM Successfully complete a Painting Analysis Worksheet after studying the painting of the Farm.</p>	<p>Worksheet showed a lack of observation about life on a farm. <i>Observations are not relevant to farm life.</i></p>	<p>Worksheet shows some observation of life on the farm.</p>	<p>Worksheet shows a thorough observation of life on a farm.</p>	<p>Worksheet shows a sophisticated understanding of life on a farm. <i>Observations are detailed and insightful.</i></p>	
<p>2. TOOLS OF A FARM Identify tools that would be used on a farm in 1830 and show knowledge of what they were used for.</p>	<p>Can identify little of the tools used on a farm and can't tell what they were used for.</p>	<p>Can identify some of the tools used on a farm and can tell what some are used for.</p>	<p>Can identify most of the tools used on a farm and can tell what they were used for.</p>	<p>Can identify all of the tools and knows how they were used on the 1830 farm. <i>Indicates which tools were the most useful to farmers.</i></p>	
<p>3. MAKING CLOTH ON A FARM Students will be able to describe the steps needed to make cloth on a farm.</p>	<p>Shows little understanding of how cloth was made on a farm</p>	<p>Shows some understanding of how cloth was made on a farm. <i>Some steps are missing and not in the correct order.</i></p>	<p>Understands how cloth was made on a farm. <i>The major steps are identified but one is missing or not in the correct order.</i></p>	<p>Shows and excellent understanding and could explain all the steps of making cloth on the farm.</p>	
<p>4. WORK ON A FARM Draw and label a typical New England Farm workers day.</p>	<p>Drawing shows 1 or 2 things done during a typical farm workers day. <i>No labels are made.</i></p>	<p>Drawing shows 3 or 4 things done during a typical farm workers day. <i>Drawings are mislabeled or confusing</i></p>	<p>Drawing shows 5 or 6 things done during a typical farm workers day. <i>Labels are correctly applied.</i></p>	<p>Drawing shows more than 6 things done during a typical day. <i>Labels are correctly applied and descriptive.</i></p>	

STUDENTS WILL BE ABLE TO...	INADEQUATE	ADEQUATE	GOOD	STRONG	WEIGHTING
<p>5. COMPARE THE OLD CHELMSFORD MAP WITH THE 1850 LOWELL MAP</p> <p>Students will be able to list identifying factors that have changed within the two maps and how they have changed due to the development of industry.</p>	<p>List contains 1 or 2 changes from the Old Chelmsford Map to the 1850 Lowell Map. No supporting details on how change helped industry.</p>	<p>List contains 3 or 4 changes from the Old Chelmsford Map to the 1850 Lowell Map. No supporting details on how change helped industry.</p>	<p>List contains 1 or 2 changes from the Old Chelmsford Map to the 1850 Lowell Map. All changes have supporting details to show how it helped industry.</p>	<p>List contains 3 or 4 changes from the Old Chelmsford Map to the 1850 Lowell Map. All changes have supporting detail to show how it helped industry.</p>	
<p>6. WRITE FINAL ESSAY ON WHO'S LIFE WOULD YOU CHOOSE?</p> <p>Students are able to make a choice about which life they would like to have (Farm or Factory) and complete an essay giving supporting evidence (pros and cons) as to why they choose that life.</p>	<p>Essay states which life they chose, but only gives one supporting reason why they chose that life. Decision is based on a one sided argument either pro or con.</p> <p>Note: Essays are in full and complete sentences.</p>	<p>Essay states which life they chose and gives two supporting reason why they chose that life. Decision is one sided but accurate.</p> <p>Note: Essays are in full and complete sentences.</p>	<p>Essay states which life they chose and gives three supporting reason why they chose that life. Decision indicates an understanding of pros and cons.</p> <p>Note: Essays are in full and complete sentences.</p>	<p>Essay states which life they chose and gives four supporting reason why they chose that life. Decision indicates an excellent understanding of pros and cons.</p> <p>Note: Essays are in full and complete sentences.</p>	