

Factory Life Rubric

STUDENTS WILL BE ABLE TO...	INADEQUATE	ADEQUATE	GOOD	STRONG	WEIGHT
1. IMAGE OF A FACTORY Successfully complete a Painting Analysis Worksheet after studying the painting of the Farm.	Worksheet showed a lack of observation about life in a factory.	Worksheet shows some observation of life in a factory.	Worksheet shows a thorough observation of life in a factory.	Worksheet shows a sophisticated understanding of life in a factory.	
2. TOOLS OF A FACTORY Identify tools that would be used in a mill/factory in 1850 and show knowledge of what they were used for.	Can identify little of the tools used in a factory and can't tell what they were used for.	Can identify some of the tools used in a factory and can tell what some are used for.	Can identify most of the tools used in a factory and can tell what they were used for.	Can identify all of the tools and knows how they were used in the 1850 factory.	
3. MAKING CLOTH IN A FACTORY Students will be able to describe the steps needed to make cloth in a factory/mill.	Shows little understanding of how cloth was made in a factory.	Shows some understanding of how cloth was made in a factory.	Understands how cloth was made in a factory.	Shows an excellent understanding and could explain all the steps of making cloth in a factory.	
4. WORK IN A FACTORY Students will be able to draw a picture of what a typical worker may do in a factory.	Drawing shows 1 or 2 things done during a typical factory workers day.	Drawing shows 3 or 4 things done during a typical factory workers day.	Drawing shows 5 or 6 things done during a typical factory workers day.	Drawing shows more than 6 things done during a typical factory workers day.	

STUDENTS WILL BE ABLE TO...	INADEQUATE	ADEQUATE	GOOD	STRONG	WEIGHTING
<p>5. COMPARING 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 change in industry.</p>	<p>List contains 1 or 2 changes from the Old Chelmsford Map to the 1850 Lowell Map. No support for showing how change helped industry.</p>	<p>List contains 3 or 4 changes from the Old Chelmsford Map to the 1850 Lowell Map. No support for showing 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 support 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 support to show how it helped industry.</p>	
<p>6. FINAL ESSAY 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.</p> <p>Note: Essays are in full and complete sentences.</p>	<p>Essay states which life they chose and gives two supporting reasons why they chose that life.</p> <p>Note: Essays are in full and complete sentences.</p>	<p>Essay states which life they chose and gives three supporting reasons why they chose that life.</p> <p>Note: Essays are in full and complete sentences.</p>	<p>Essay states which life they chose and gives four or more supporting reasons why they chose that life.</p> <p>Note: Essays are in full and complete sentences.</p>	