

Editorial Effects of the Industrial Revolution Rubric

ESLR: Be Critical Thinkers • who identify, access, analyze, integrate and utilize a variety of resources and information. • who think inductively to interpret raw facts and data for themselves.

Identify issues from graphs, charts, songs, literature and dialog			
Element Required	Exceeds Standards (3)	Meets Standards (2)	Does Not Meet Standards (1)
<p>Identify issues from graphs, charts, songs, literature and dialog (Matrix of evidence of positive and negative effects of industrialization and ways to improve negative effects.)</p>	<p>Completes a three column matrix illustrating or describing evidence of positive effects, negative effects and ways to improve negative effects of the Industrial Revolution.</p>	<ul style="list-style-type: none"> • Completes the majority of a three column matrix illustrating or describing evidence of positive effects, negative effects and ways to improve negative effects of the Industrial Revolution. But deals with issues unevenly. 	<ul style="list-style-type: none"> • Minimal completion of a three column matrix illustrating or describing evidence of positive effects, negative effects and ways to improve negative effects of the Industrial Revolution. • Does not address ways to improve negative effects.
<p>Interprets raw facts and data for themselves (An editorial discussing whether the Industrial Revolution improved life and suggestions to address problems created by it.)</p>	<p>Student fully understands the question and addresses the issues with appropriate illustrations.</p> <ul style="list-style-type: none"> • Clear thesis statement supported through well organized editorial • Headline reflects point of view of the editorial • Introduction states thesis • Body supports thesis • Provides supportive evidence for arguments in at least six different aspects of the Industrial Revolution • Recommendations address the negative effects of the Industrial Revolution • Includes illustration of a main idea 	<p>Student demonstrates an understanding of the question but deals with it unevenly.</p> <ul style="list-style-type: none"> • Thesis is stated by but not evenly supported in editorial • Headline reflects body of editorial • Introduction states thesis • Body addresses thesis but unevenly • Provides some supportive evidence for arguments • Makes recommendations to address the negative effects of the Industrial Revolution 	<p>Suggests inadequate understanding of the question and makes only minimal or confused effort to deal with it.</p> <ul style="list-style-type: none"> • Thesis not stated • Thesis not supported in body • minimal supportive evidence for arguments • Minimal recommendations to address the negative effects of the industrial Revolution