

Summative Assessment 1: Articles for the *Industrial Times* Unit

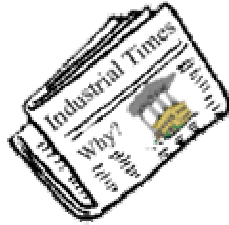


Table of Contents

Item	Page Number
Assessment Instructions	2
Directions and Rubric: Articles for the Industrial Times: SiteMaker	3-4
Directions and Rubric: Articles for the Industrial Times: Business Section	5-6

Articles for the Industrial Times Summative Constructed Response

Duration:

Two days

Standard (s) Assessed:

SS.A.3.4.8

Description of Assessment Activity:

Students create an article with a catchy headline on an invention or development that occurred in the second part of the Industrial Revolution. The article is to be written as if they were living in that time and writing for the “Industrial Times”.

Teacher Directions:

The basis for the information in this article comes from a formative activity, Inventions of the Latter Part of the Industrial Revolution, in the lesson, “Continuation of the Revolution,” where students create catchy headlines and list important aspects of the invention or development. From this activity, the student should have the basic information for the article. Prior to writing the article, go over the rubric found on the assignment sheet, making sure they understand it. Use the rubric to grade the headline and article.

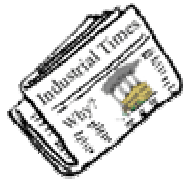
- Part I assesses student’s understanding of the Goal Three standard Effective Communicators. There are seven categories. As the student’s work is read, check or highlight the appropriate box for each of the seven categories. Students receive a holistic score based on where the majority of the indicators fall. For instance, if a student has four items checked in the “Arrived” category and three in the “Close” category they receive the 10 points for the “Arrived” because that is where the majority of their indicators fall.
- Part II assesses student’s understanding of the standard SS.A.3.4.8. It is weighted more heavily than the other sections because it is content based. There are 5 levels of criteria. Choose the level that most adequately explains the student’s work.

Student Directions:

From the list of important inventions or developments coming from the second part of the Industrial Revolution found below, choose one and 1) create a catchy headline, and 2) write an article as if you were living at the time.

Scoring Method and Criteria:

Use the rubric that accompanies the assignment sheet to grade the assignment. Students that make in a range of 75-100 on the article should be allowed to publish their article to the World Wide Web via Beacon Learning Center’s SiteMaker, under the theme of *History: The Industrial Revolution* and the topic of “Further Advancements.” Use the assignment sheet: Articles for the Industrial Times: SiteMaker. If the Internet is not available, use the assignment sheet: Articles for the Industrial Times: Business Section.



Articles for the Industrial Times: SiteMaker



Directions:

From the list of important inventions or developments coming from the second part of the Industrial Revolution found below, choose one and 1) create a catchy headline, and 2) write an article as if you were living at the time. Make sure you use the rubric to guide the writing of the article. Turn in your article and this assignment sheet. If you get a grade of 75 or above, you can then publish your article to the Internet using SiteMaker.

Interchangeable parts (Eli Whitney)	Gasoline fueled internal combustion engine (Gottlieb Daimler)	Petroleum oil fueled internal combustion engine (Rudolf Diesel)
Airplane (Wright Brothers)	Mass production (Henry Ford)	Electric battery (Alessandro Volta)
Electricity and electric generator (Michael Faraday)	Photography (Louis Daguerre)	Electric light (Thomas Edison)
Telegraph (William Morse)	Telephone (Alexander Graham Bell)	

		Arrived 10	Close 8	Getting there 6	Barely passing 4	Little or no effort 2	
Part I: Goal Three: Effective Communicators		The headline is very catchy. It ♦sums up the situation and ♦is worded in such a way as to capture the readers attention.	The headline is catchy. It ♦sums up the situation and ♦is worded in such a way as to capture the readers attention.	The headline attempts to be catchy. It comes close to ♦ summing up the situation or ♦is more like a title for the article.	The headline doesn't attempt to be catchy. It is just a simple title for the article.	♦Either doesn't have a headline or the headline doesn't match the article.	Points for Part I
		♦Writes article in present tense.	♦Writes article in present tense.	♦Writes article in present tense most of the time.	♦Writes article in present tense some of the time.	♦Doesn't write article in present tense.	
		♦Has an interesting introductory paragraph that tells about the article's organization.	♦Has an adequate introductory paragraph that tells about the article's organization.	♦ Has an introductory paragraph that attempts to tell about the article's organization.	♦ Has an introductory paragraph that doesn't tell about the article's organization.	♦ Doesn't have an introductory paragraph.	
		♦Has a thesis statement, in the introductory paragraph, that sums up the whole article well.	♦Has a thesis statement, in the introductory paragraph, that attempts to sum up the whole article, but falls short.	♦Has a thesis statement, in the introductory paragraph, but it fails to sum up the whole article.	♦Has a thesis statement, in the introductory paragraph, but it doesn't relate to the whole article.	♦Doesn't have a thesis statement in the introductory paragraph.	
		♦Has paragraphs that are focused on individual aspects of the subject, have a topic sentence, and have an adequate amount of sentences to convey the information.	♦ Has paragraphs that are focused on individual aspects of the subject, but may lack in some instances a topic sentence or enough sentences to convey the information.	♦ Has paragraphs that are somewhat focused on individual aspects of the subject, but often lack topic sentences or don't have enough sentences to convey the information adequately.	♦ Has paragraphs, but they are basically unfocused, lack most of the topic sentences and/or have an inadequate amount of sentences to convey the information.	♦May or may not have paragraphs. If they exist they are unfocused, lack topics sentences and have an inadequate amount of sentences to convey the information.	
		♦Has a reasoned and interesting ending paragraph that forms a conclusion.	♦Has a reasoned and somewhat interesting ending paragraph that forms a conclusion	♦Has an ending paragraph that is more of a summary than a conclusion.	♦Has an ending sentence or two that is a summary only.	♦Doesn't have an ending for the article.	
		♦Has no grammatical or spelling errors.	♦Has few grammatical or spelling errors.	♦Has some grammatical or spelling errors.	♦Has many grammatical or spelling errors.	♦Has frequent grammatical or spelling errors.	
	90 points	80 points	70 points	60 points	40 points		
Part II: SSA 3-48		Provides a thorough explanation that includes all of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention ♦importance of the invention.	Provides an adequate explanation that includes all of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention ♦importance of the invention.	♦Provides a basic explanation that includes most of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention ♦importance of the invention.	♦Provides an explanation that inadequately explains some of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention occurred. ♦importance of the invention.	♦ Provides little or no explanation of any of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention occurred. ♦importance of the invention.	Points for Part II
	0= No evidence of understanding						
						Total	

Name _____



Articles for the Industrial Times: Business Section



Directions:

From the list of important inventions or developments coming from the second part of the Industrial Revolution found below, choose one and 1) create a catchy headline, and 2) write an article as if you were living at the time. Make sure you use the rubric to guide the writing of the article. Turn in your article and this assignment sheet. If you get a grade of 75 or above, you can then publish your article to the Business Section of the Industrial Times, which will be prominently displayed.

Interchangeable parts (Eli Whitney)	Gasoline fueled internal combustion engine (Gottlieb Daimler)	Petroleum oil fueled internal combustion engine (Rudolf Diesel)
Airplane (Wright Brothers)	Mass production (Henry Ford)	Electric battery (Alessandro Volta)
Electricity and electric generator (Michael Faraday)	Photography (Louis Daguerre)	Electric light (Thomas Edison)
Telegraph (William Morse)	Telephone (Alexander Graham Bell)	

		Arrived 10	Close 8	Getting there 6	Barely passing 4	Little or no effort 2	
Part I: Goal Three: Effective Communicators		The headline is very catchy. It ♦sums up the situation and ♦is worded in such a way as to capture the readers attention.	The headline is catchy. It ♦sums up the situation and ♦is worded in such a way as to capture the readers attention.	The headline attempts to be catchy. It comes close to ♦ summing up the situation or ♦is more like a title for the article.	The headline doesn't attempt to be catchy. It is just a simple title for the article.	♦Either doesn't have a headline or the headline doesn't match the article.	Points for Part I
		♦Writes article in present tense.	♦Writes article in present tense.	♦Writes article in present tense most of the time.	♦Writes article in present tense some of the time.	♦Doesn't write article in present tense.	
		♦Has an interesting introductory paragraph that tells about the article's organization.	♦Has an adequate introductory paragraph that tells about the article's organization.	♦ Has an introductory paragraph that attempts to tell about the article's organization.	♦ Has an introductory paragraph that doesn't tell about the article's organization.	♦ Doesn't have an introductory paragraph.	
		♦Has a thesis statement, in the introductory paragraph, that sums up the whole article well.	♦Has a thesis statement, in the introductory paragraph, that attempts to sum up the whole article, but falls short.	♦Has a thesis statement, in the introductory paragraph, but it fails to sum up the whole article.	♦Has a thesis statement, in the introductory paragraph, but it doesn't relate to the whole article.	♦Doesn't have a thesis statement in the introductory paragraph.	
		♦Has paragraphs that are focused on individual aspects of the subject, have a topic sentence, and have an adequate amount of sentences to convey the information.	♦ Has paragraphs that are focused on individual aspects of the subject, but may lack in some instances a topic sentence or enough sentences to convey the information.	♦ Has paragraphs that are somewhat focused on individual aspects of the subject, but often lack topic sentences or don't have enough sentences to convey the information adequately.	♦ Has paragraphs, but they are basically unfocused, lack most of the topic sentences and/or have an inadequate amount of sentences to convey the information.	♦May or may not have paragraphs. If they exist they are unfocused, lack topics sentences and have an inadequate amount of sentences to convey the information.	
		♦Has a reasoned and interesting ending paragraph that forms a conclusion.	♦Has a reasoned and somewhat interesting ending paragraph that forms a conclusion	♦Has an ending paragraph that is more of a summary than a conclusion.	♦Has an ending sentence or two that is a summary only.	♦Doesn't have an ending for the article.	
		♦Has no grammatical or spelling errors.	♦Has few grammatical or spelling errors.	♦Has some grammatical or spelling errors.	♦Has many grammatical or spelling errors.	♦Has frequent grammatical or spelling errors.	
		90 points	80 points	70 points	60 points	40 points	
Part II: SSA 3-48		Provides a thorough explanation that includes all of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention ♦importance of the invention.	Provides an adequate explanation that includes all of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention ♦importance of the invention.	♦Provides a basic explanation that includes most of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention ♦importance of the invention.	♦Provides an explanation that inadequately explains some of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention occurred. ♦importance of the invention.	♦ Provides little or no explanation of any of the following: ♦the inventor(s). ♦date of invention. ♦description of the invention occurred. ♦importance of the invention.	Points for Part II
	0= No evidence of understanding						
							Total