

Name: _____

Unit 2, Week 2: “Encounter: 1492”

Content Objective:

I can investigate the effects of significant events.

Language Objective:

I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

1. *What effects did Columbus' voyages have on the indigenous people of the Americas?*
 2. *How did Columbus and his men treat the Tainos? What happened to the Tainos as a result?*
 3. *Why did Columbus and his men treat them this way?*
 4. **In a chunk paragraph with a topic sentence (TS), a concrete detail (CD), and commentary (CM) please answer the following question:**

	NG	Does Not Meet	Developing	Proficient	Exceeds
Investigate effects of a significant historical event.		Inaccurate, missing, or incomplete description of the impact of the historical event on people, places, and/or institutions.	Highlights few relevant impacts of the major event. Limited description of event's effect on people, places, and/or institutions.	Sufficiently highlights relevant impacts of the major event. Accurate description of event's effect on people, places, and/or institutions.	Detailed, numerous, specific analysis provides in-depth assessment of impact of major event. Makes clear connection between events: explains how major event affected people, places, and/or institutions.

	1: Does Not Meet	2: Developing	3: Proficient	4: Exceeding/Excelling
<i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i>	<p>Student rarely or never includes evidence from the text to support their claims and analysis.</p> <p>Student does not identify the author or the title of the text being discussed.</p>	<p>Student has used textual evidence to support their claims, use is sporadic or the connection between the evidence is unclear.</p> <p>Student uses too much evidence and paraphrase and does not make connection to analysis.</p> <p>Student uses textual evidence without citing page numbers, identifying title and author, and/or distinguishing between paraphrase, summary or direct quote.</p>	<p>The student uses evidence from the text to back up each claim.</p> <p>Analysis is supported by paraphrase, direct quotation, and embedded quotation. The student uses their own analysis to make connection between textual evidence and independent analysis.</p> <p>Student has correctly cited the page number and identified the title and author of the text being discussed.</p>	<p>The student uses evidence from the text and other supporting texts to back up each claim.</p> <p>Analysis is supported by paraphrase, direct quotation, and embedded quotation. The student uses their own analysis to make connection between textual evidence and independent analysis.</p> <p>Student has correctly cited the page number and identified the title and author of the text being discussed as well as provided a works cited page in MLA format for each text utilized.</p>

Notes: