

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:**

What are the important aspects of the Taino/Arawak culture? (What did they do, Where did they live)

	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. 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: