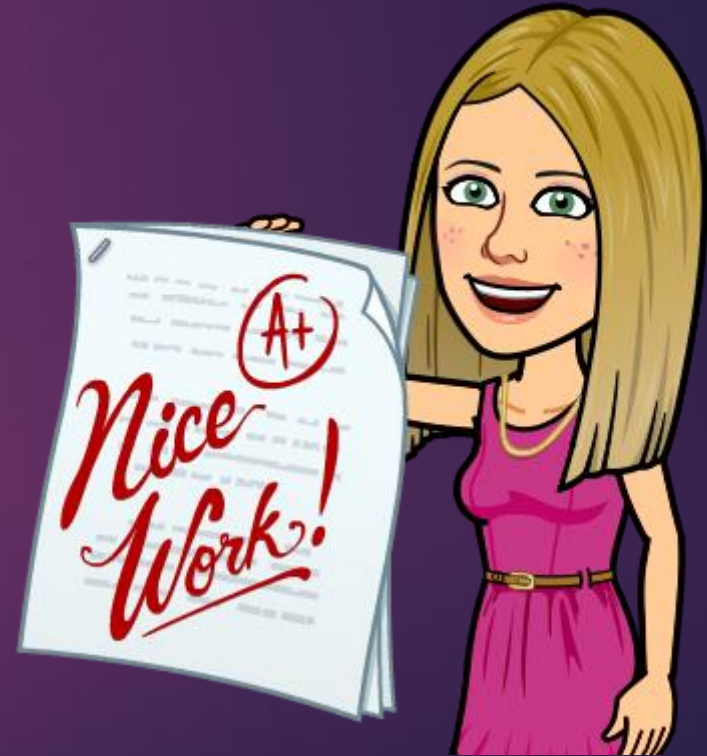


# Tips for writing: Holistic Rubric

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SOCIAL STUDIES



# Tip #1: Always include a Topic Sentence

- ▶ A topic sentence always restates and answers the prompt.
- ▶ The topic sentence is always the first sentence of your response.
- ▶ **DO NOT** use pronouns (it, they, them, he, she) in a topic sentence. Use the proper noun.
- ▶ Example Prompt: Describe the importance of one physical feature in ancient Egypt.

Example 1:

The Nile river.

**WRONG!!**

Example 2:

One important physical feature in ancient Egypt is the Nile River.

**RIGHT!!**



## Tip #2:

# Always write in complete sentences

- ▶ Do not write the way you text. Spell words out.  
Examples: You vs. U    Because vs. bc    With vs. w
- ▶ Use capital letters and punctuation (periods, commas, etc.)
- ▶ No bullet points!! (you will not receive credit for answering an essay question in bullet points.)
- ▶ Example Prompt: Describe the importance of one physical feature in ancient Egypt.

### Example 1:

- the Nile river

**WRONG!!**

### Example 2:

One important physical feature in ancient Egypt is the Nile River.

**RIGHT!!** ↑

## Tip #3:

# Include Specific Evidence (2 sentence minimum)

- ▶ Sentence #2 and #3 need to contain specific evidence that supports the topic sentence. Do not include general or vague evidence.
- ▶ Example Prompt: Describe the importance of one physical feature in ancient Egypt.

### Example 1:

- The Nile river provided water to the people of Egypt.

**WRONG!!**

### Example 2:

The Nile River provided water to the area so farmers could grow crops and raise animals.

**RIGHT!!** ↑

# Tip #4: **Provide A Conclusion** (1 sentence)

- ▶ Conclusion sentence summarizes your information and restates the topic sentence.
- ▶ **HINT:** If conclusion sentences are difficult for you, includes a “because” statement. This forces you to explain the information covered in your paragraph.
- ▶ **HINT:** Conclusion sentences NEVER introduce new information.
- ▶ Example Prompt: Describe the importance of one physical feature in ancient Egypt.

## Example 1:

- People need water or they die.

**WRONG!!**

## Example 2:

The Nile River was an important physical feature in Egypt because crops, animals, and people cannot survive without it.

**RIGHT!!**



# MORE TIPS

**DO NOT use the phrases:**

- I think...
- I feel...

**Use evidence, not feeling, to support the topic sentence.**

**Write your response as if you are writing to your grandmother**

- I will not make assumptions. If you assume I will know what you mean, you are wrong. Provide enough information that your grandmother would know what you are writing about.

# How I grade your essay responses following the Holistic Rubric

## Score 6 (125%)

Response is sophisticated and skillful in written communication (operating above grade level), demonstrated by:

- **Connectability:** Exceptional clarity, focus, and control in topic development that often shows insight and makes important connections throughout.
- **Evidence/Details:** In-depth exploration of the topic with well-chosen, relevant, and credible details and/or facts.
- **Introduction & Conclusion:** Introduces a precise claim(s) and/or topic, perhaps creative, and a conclusion that supports the information presented and restates the topic.
- **Organization:** Specifically and carefully chosen words and phrases that are domain-specific and enhance meaning, leading to a piece of writing with high levels of complexity and cohesion.
- **Audience:** Intentional and committed interaction between the writer and the reader. Style and tone are appropriate to writing objectives.
- **Conventions:** Effective and/or creative use of a wide range of conventions with few errors.

## Score 5 (112.5%)

Response exceeds grade level expectations in written communication, demonstrated by:

- **Connectability:** Clarity, focus, and control in topic development that shows insight and makes important connections throughout.
- **Evidence/Details:** A thorough exploration of the topic using well-chosen, relevant, and credible details and/or facts.
- **Introduction & Conclusion:** Introduces a claim(s) and/or topic, and a satisfying conclusion that supports the information presented.
- **Organization:** A broad range of carefully chosen words and phrases that are domain-specific, leading to a piece of writing with complexity and cohesion.
- **Audience:** Awareness of the reader and commitment to the audience and topic. Style and tone are appropriate to writing objectives.
- **Conventions:** Effective use of a wide range of conventions with few errors.

## Score 4 (100%)

Response meets grade level expectations in written communication, demonstrated by:

- **Connectability:** Ideas are adequately developed with a clear and coherent presentation of ideas that make connections throughout.
- **Evidence/Details:** Relevant and credible details that are sometimes general or limited; organization that is clear, but sometimes predictable.
- **Introduction & Conclusion:** A recognizable claim/topic and conclusion, although one or both may be somewhat weak.
- **Organization:** Effective word choice that is functional and domain-specific, leading to a piece of writing that is cohesive.
- **Audience:** Shows interaction between writer and audience. Style and tone are appropriate to writing objectives.
- **Conventions:** Control of standard conventions although a wide range is not used; errors that do not impede readability.

## Score 3 (75%)

Response is approaching grade level expectations in written communication, demonstrated by:

- **Connectability:** Broad or simplistic ideas that are understood but not fully developed. Lack of connection between topic and details.
- **Evidence/Details:** Developmental details are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing.
- **Introduction & Conclusion:** Beginnings and endings that are underdeveloped and inconsistent; repetitive transitional devices.
- **Audience:** Reliance on clichés and overused words that do not connect with the reader; limited audience awareness.
- **Organization:** Monotonous and sometimes misused words, phrases, and ideas that break down cohesion.
- **Conventions:** Limited control of standard conventions with significant errors.

## Score 2 (50%)

Response is below grade level expectations in written communication, demonstrated by:

- **Connectability:** Overly simplistic and sometimes unclear ideas that have insufficiently developed connections between topic and details.
- **Evidence/Details:** Sequencing of evidence/details that is often just a list; ineffective details that require reader inference to comprehend and follow.
- **Introduction & Conclusion:** Attempt that is too short to offer coherent development of the topic.
- **Audience:** Lack of audience awareness.
- **Organization:** Repetitive, monotonous, and often misused words, phrases and ideas awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; writing is not cohesive.
- **Conventions:** Little control of basic conventions resulting in errors impeding readability.

## Score 1 (25%)

Response is significantly below grade level expectations in written communication, demonstrated by:

- **Connectability:** Lack of purpose and ideas in sequencing. Missing connection between topic and details.
- **Evidence/Details:** Evidence/details are missing and/or inaccurate.
- **Introduction & Conclusion:** Missing beginning and/or ending.
- **Audience:** Sentences with confusing word order that may not permit oral reading.
- **Organization:** Obscures the main point. Extremely limited vocabulary that shows no commitment to communicating a message.
- **Conventions:** Severe and frequent errors in conventions that impede readability.



# Explanation of Rubric Terms

- ▶ **Connectability:** Writer's ability to maintain connection between topic, details, and conclusion. Writer stays focused on the main idea and does not distract the reader by adding unimportant, irrelevant, or off-topic information.
- ▶ **Evidence/Details:** Writer provides appropriate amount of evidence/details to support the writing prompt. Evidence/details are relevant and accurate.
- ▶ **Introduction/conclusion:** Writer includes a hook sentence or something that grabs the reader's attention. Writer also includes a topic sentence or thesis statement/section that lets the reader know what the rest of paragraph/essay is about. Writer summarizes why the details/evidence prove the topic sentence is correct.
- ▶ **Organization:** Writer is able to present ideas that flow smoothly from one sentence to the next. Writer is able to choose the best possible words or phrases to provide meaning and understanding to the reader. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest.
- ▶ **Audience:** Writer knows who they are writing for and is able to make a good decision about what information to include, as well as the tone and language used to explain it. Example: We might say: 'Look at that silly doggie!' if the audience is a 2-year-old, but we wouldn't say that to a teenager. We might say: 'I need you to pick up the kids from soccer practice tonight.,' to a spouse or partner, but we wouldn't say that to our boss.
- ▶ **Conventions:** Writer is able to use correct grammar, spelling, punctuation, and capitalization. The audience can finish reading, without having to stop to try to figure out what was actually intended.



# Understanding a Holistic Rubric



- ▶ Learning how to write well is an essential part of communication. When we learn the fundamentals of writing, we are better able to communicate our thoughts, knowledge, and points of view.
- ▶ The goal is for you, as the student, to be able to assess your own writing before you even submit your response. The holistic rubric will teach you how to become a better overall writer.
- ▶ Every writing assignment will be scored using a holistic rubric. That includes; short answer essay questions, portfolios, discussion posts etc.
- ▶ You're submissions will be given a score of 1-6. Points are awarded based off the score you earn and the total points the assignment is worth.
- ▶ You must meet every criteria on the rubric in order to earn the higher score.



# A CLOSER LOOK.... what does a 1 look like?

## Score 1 (25%)

Response is significantly below grade level expectations in written communication, demonstrated by:

- **Connectability:** Lack of purpose and ideas in sequencing. Missing connection between topic and details.
- **Evidence/Details:** Evidence/details are missing and/or inaccurate.
- **Introduction & Conclusion:** Missing beginning and/or ending.
- **Audience:** Sentences with confusing word order that may not permit oral reading.
- **Organization:** Obscures the main point. Extremely limited vocabulary that shows no commitment to communicating a message.
- **Conventions:** Severe and frequent errors in conventions that impede readability.

**Prompt:** *In a well-developed paragraph, analyze the importance of the concert in Bethel, NY, in August of 1969. What long term effects did this gathering have on social policy, music, and culture of the era? Include evidence that supports your ideas. Be sure to cite at least one reference source. Your answer will be scored on the UCA Holistic Rubric and will be worth 8 points of your final test/quiz score.*

## **RESPONSE: (2 points earned)**

- they playd som music and it was loud and there was mud and many many people who liked the music and they took drugs
- Woodstock was a concert. They had lots of bands and singers. Their was alot of people. They liked the music. They were hyppies.
- Woodstock was the concert.

## **Discussion:**

- Based on the HOLISTIC RUBRIC, why would these responses earn a score of a 1?
- Why did they earn 2 points if they scored a 1?



# A CLOSER LOOK.... what does a 2 look like?

## Score 2 (50%)

Response is below grade level expectations in written communication, demonstrated by:

- **Connectability:** Overly simplistic and sometimes unclear ideas that have insufficiently developed connections between topic and details.
- **Evidence/Details:** Sequencing of evidence/details that is often just a list; ineffective details that require reader inference to comprehend and follow.
- **Introduction & Conclusion:** Attempt that is too short to offer coherent development of the topic.
- **Audience:** Lack of audience awareness.
- **Organization:** Repetitive, monotonous, and often misused words, phrases and ideas awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; writing is not cohesive.
- **Conventions:** Little control of basic conventions resulting in errors impeding readability.

**Prompt:** *In a well-developed paragraph, analyze the importance of the concert in Bethel, NY, in August of 1969. What long term effects did this gathering have on social policy, music, and culture of the era? Include evidence that supports your ideas. Be sure to cite at least one reference source. Your answer will be scored on the UCA Holistic Rubric and will be worth 8 points of your final test/quiz score.*

## RESPONSE: (4 points earned)

This is about Woodstock. I learned about how they had a lot of bands and the people slept outside. I think that this one dude broke a guitar and another guy set his piano with fire also I learned that theyre were some dug and people got in trouble but not to much trouble because they wanted peace.

## Discussion:

- Based on the HOLISTIC RUBRIC, why would these responses earn a score of a 2?
- Why did they earn 4 points if they scored a 2?



# A CLOSER LOOK.... what does a 3 look like?

## Score 3 (75%)

Response is approaching grade level expectations in written communication, demonstrated by:

- **Connectability:** Broad or simplistic ideas that are understood but not fully developed. Lack of connection between topic and details.
- **Evidence/Details:** Developmental details are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing.
- **Introduction & Conclusion:** Beginnings and endings that are underdeveloped and inconsistent; repetitive transitional devices.
- **Audience:** Reliance on clichés and overused words that do not connect with the reader; limited audience awareness.
- **Organization:** Monotonous and sometimes misused words, phrases, and ideas that break down cohesion.
- **Conventions:** Limited control of standard conventions with significant errors.

**Prompt:** *In a well-developed paragraph, analyze the importance of the concert in Bethel, NY, in August of 1969. What long term effects did this gathering have on social policy, music, and culture of the era? Include evidence that supports your ideas. Be sure to cite at least one reference source. Your answer will be scored on the UCA Holistic Rubric and will be worth 8 points of your final test/quiz score.*

## **RESPONSE:** (6 points earned)

Woodstock was a famous concert that was super lit. I don't really know a lot of the music from this concert but I learned that it was important. It was crazy because there was like a million people there for days but they didn't have any fights or anything. Santana played at the concert and Janis Joplin. Those were the only to that I know. But the music from that concert changed the world and it also changed the music that people make, still to this day.

## **Discussion:**

- Based on the HOLISTIC RUBRIC, why would these responses earn a score of a 3?
- Why did they earn 6 points if they scored a 3?



# A CLOSER LOOK.... what does a 4 look like?

## Score 4 (100%)

Response meets grade level expectations in written communication, demonstrated by:

- **Connectability:** Ideas are adequately developed with a clear and coherent presentation of ideas that make connections throughout.
- **Evidence/Details:** Relevant and credible details that are sometimes general or limited; organization that is clear, but sometimes predictable.
- **Introduction & Conclusion:** A recognizable claim/topic and conclusion, although one or both may be somewhat weak.
- **Organization:** Effective word choice that is functional and domain-specific, leading to a piece of writing that is cohesive.
- **Audience:** Shows interaction between writer and audience. Style and tone are appropriate to writing objectives.
- **Conventions:** Control of standard conventions although a wide range is not used; errors that do not impede readability

**Prompt:** *In a well-developed paragraph, analyze the importance of the concert in Bethel, NY, in August of 1969. What long term effects did this gathering have on social policy, music, and culture of the era? Include evidence that supports your ideas. Be sure to cite at least one reference source. Your answer will be scored on the UCA Holistic Rubric and will be worth 8 points of your final test/quiz score.*

## **RESPONSE: (8 points earned)**

Woodstock was a concert that was super important in music and in politics and in culture. It was important in music because it changed the kind of music that people like to listen to and the kind of music that people made. It was important in politics because there was a lot happening in the world like the Vietnam War and the hippie movement. And in culture because it taught people that you can come together in a big group and still be peaceful. I learned all of this from *Cassie's Exhaustive and Useless Knowledge of Old Music*. Woodstock was an important event in history for many reasons.

## **Discussion:**

- Based on the HOLISTIC RUBRIC, why would these responses earn a score of a4?
- Why did they earn 8 points if they scored a 4?



SELDOM

# A CLOSER LOOK.... what does a 5 look like?

## Score 5 (112.5%)

Response exceeds grade level expectations in written communication, demonstrated by:

- **Connectability:** Clarity, focus, and control in topic development that shows insight and makes important connections throughout.
- **Evidence/Details:** A thorough exploration of the topic using well-chosen, relevant, and credible details and/or facts.
- **Introduction & Conclusion:** Introduces a claim(s) and/or topic, and a satisfying conclusion that supports the information presented.
- **Organization:** A broad range of carefully chosen words and phrases that are domain-specific, leading to a piece of writing with complexity and cohesion.
- **Audience:** Awareness of the reader and commitment to the audience and topic. Style and tone are appropriate to writing objectives.
- **Conventions:** Effective use of a wide range of conventions with few errors.

**Prompt:** *In a well-developed paragraph, analyze the importance of the concert in Bethel, NY, in August of 1969. What long term effects did this gathering have on social policy, music, and culture of the era? Include evidence that supports your ideas. Be sure to cite at least one reference source. Your answer will be scored on the UCA Holistic Rubric and will be worth 8 points of your final test/quiz score.*

## RESPONSE: (9 points earned)

One of the greatest bands of the 1950s and 60s were the Beatles, and even though they did not play at Woodstock, they have a song called "Imagine." This song talks about imagining large groups of people, all getting along and loving one another. This is a perfect example of why the concert in Bethel, NY, was so important in the summer of 1969. There was so much happening in the world at that time. The wide range of bands and singers shows that a large group of people could all find something that they loved and could share. Certainly, these musicians, like Crosby, Stills, & Nash, Jimi Hendrix, the Grateful Dead, and Janis Joplin, among many others, had a huge impact on the world and style of music. But the more important factor is the contrast that it provided to what was going on with the Vietnam War and all the protests, Civil Rights, and many other instances. According to *Cassie's Exhaustive and Useless Knowledge of Old Music*, there were almost half a million people in attendance, and yet there were no fights, no crime. There was not enough food or water, yet everyone shared and got by. It was a great example of John Lennon's immortal words, "Imagine no possessions, I wonder if you can, No need for greed or hunger, A brotherhood of man."

## Discussion:

- Based on the HOLISTIC RUBRIC, why would these responses earn a score of a 5?
- Why did they earn 9 points if they scored a 5?



Rare!!

## A CLOSER LOOK.... what does a 6 look like?

### Score 6 (125%)

Response is sophisticated and skillful in written communication (operating above grade level), demonstrated by:

- **Connectability:** Exceptional clarity, focus, and control in topic development that often shows insight and makes important connections throughout.
- **Evidence/Details:** In-depth exploration of the topic with well-chosen, relevant, and credible details and/or facts.
- **Introduction & Conclusion:** Introduces a precise claim(s) and/or topic, perhaps creative, and a conclusion that supports the information presented and restates the topic.
- **Organization:** Specifically and carefully chosen words and phrases that are domain-specific and enhance meaning, leading to a piece of writing with high levels of complexity and cohesion.
- **Audience:** Intentional and committed interaction between the writer and the reader. Style and tone are appropriate to writing objectives.
- **Conventions:** Effective and/or creative use of a wide range of conventions with few errors.

**Prompt:** *In a well-developed paragraph, analyze the importance of the concert in Bethel, NY, in August of 1969. What long term effects did this gathering have on social policy, music, and culture of the era? Include evidence that supports your ideas. Be sure to cite at least one reference source. Your answer will be scored on the UCA Holistic Rubric and will be worth 8 points of your final test/quiz score.*

### **RESPONSE: (10 points earned)**

In the words of Joni Mitchell's iconic song, "I'm going to camp out on the land, I'm going to set my soul free (Siquomb Publishing Company, 1969)." The song was called "Woodstock," and it perfectly encapsulated the ideals of the many people seeking to attend this famous gathering. Strangely enough, the singer was not even in attendance, as her managers thought that it would be too dangerous for Joni to attend. Later that week, as she met up with her close friends of Crosby, Stills, & Nash and they told her of their experiences, she penned these lyrics (Greaney, 139). The song was later recorded and made famous by CSN, but the way it came about is a perfect metaphor for the times and the experience itself.

During the summer of 1969, America was in turmoil on many fronts. The Vietnam War was in full swing, made ever more contentious by the fact that this was also the birth of 24hr news coverage and footage of flag-draped coffins returning from the war. The Stonewall Riots had just occurred, challenging the status quo in terms of LGBTQ rights. Apollo 11 and Neil Armstrong had landed on the moon, and the Manson Family murders happened in California.

## Score 6: continued



Various race related upheaval was on the news daily. The Cuyahoga River in Ohio had burst into flames, thus giving birth to the modern day environmental movement. And in the middle of all of this, a small band of peace and music loving “hippies” determined to host a music festival in upstate New York (<https://www.thirteen.org/blog-post/summer-of-69-timeline/>). The tales of how this small undertaking quickly snowballed out of control and became one of America’s most well-known events are the makings of legend. But what was most incredible was the far-reaching ripple effects of this gathering.

Thought to be “too dangerous” for Mitchell to attend, it turns out that Woodstock, to this day, holds the record for largest domestic gathering with no violent incidents (Greaney, 174). Much of the country, and the world, were looking at the times and seeing great excitement and discovery, but also violence and hatred and governmental overreach in all areas. What Woodstock showed was a microcosm of what was *possible*. To say nothing of the advances in musical stylings, innovative chord progressions, and a new style of showmanship for live audiences. Social policy was informed by several of the groups that began in this gathering when the participants then returned to their homes across the nation. The Plastic Ono Band, consisting of John Lennon and his wife Yoko Ono released “Give Peace a Chance,” which gave way to a whole slew of anti-war anthems, irrevocably tying the music of this generation to the political and cultural landscape of the times. In Joni Mitchell’s plea to get ourselves back to the garden, the desire of the people to be heard and known through their music rings forth. “By the time we got to Woodstock, We were half a million strong, And everywhere there was song and celebration, And I dreamed I saw the bombers, Riding shotgun in the sky, And they were turning into butterflies, Above our nation (<https://jonimitchell.com/music/song.cfm?id=75>).”

### ► Discussion:

- Based on the HOLISTIC RUBRIC, why would this responses earn a score of a 6?
- Why did they earn 10 points if they scored a 6?



# Examples: Prompt: What is the role of government in a mixed economy?

\*Remember to look for ALL the following elements\*

✦ Connectability

✦ Organization

✦ Audience

✦ Evidence/Details

✦ Intro/Conclusion

✦ Conventions

## Student #1

I don't know.

## Student #2

Govnment should taxe peoples & inforce stuff.

## Student #3

There role in mixed economys is to balance the rights of evveryone with the need. They do this by inforcing taxes, providing public services, and creating laws. Govrnments are important.

## Student #4

The role of them in mixed economies is to balance rights of people with the needs of the group. They do this by enforcing taxes, providing public services, and creating laws. Governments with mixed economies do this because it protects the buyer and the workers. It regulates the economy.

### SCORE:

Points: 0/4  
RUBRIC SCORE: 0

### SCORE:

Points: 1/4  
RUBRIC SCORE: 1

### SCORE:

Points: 2/4  
RUBRIC SCORE: 2

### SCORE:

Points: 3/4  
RUBRIC SCORE: 3

# Examples: Prompt: What is the role of government in a mixed economy?

\*Remember to look for ALL the following elements\*

✦ Connectability

✦ Organization

✦ Audience

✦ Evidence/Details

✦ Intro/Conclusion

✦ Conventions

## Student #5

The role of governments in mixed economies is to balance the rights of individuals with the needs of society. They do this by enforcing taxes, providing public services, and creating laws. Governments with mixed economies do this because it protects buyers and workers. It regulates the economy. By doing this, governments are able to meet the needs of the citizens and maintain an orderly society.

**SCORE:**

Points: 4/4

RUBRIC SCORE: 4

## Student #6

**How would you take this**

**and turn it into a 5?.. Ideas?**

- Include an example of countries with mixed economies
- Include an example of a public service, tax, and law.
- Elevate word choice. Ex: Replace "buyer" with "consumer". Replace "workers" with "employees"
- Include a "hook" sentence and stronger conclusion.
- Cite your source

**SCORE:**

Points: 4.5/4

RUBRIC SCORE: 5

## Student #7

**How would you take this**

**and turn it into a 6?.. Ideas?**

- Include multiple examples of countries with mixed economies
- Include multiple examples of a public service, taxes, and law.
- Cite multiple sources
- Increase explanation of what a "mixed economy" is.
- Strong explanation of why a country would choose a mixed economy.

**SCORE:**

Points: 5/4

RUBRIC SCORE: 6

A corkboard with a white note pinned to it that says "Now it's your turn!". The note is held in place by two red pushpins. The corkboard is tilted and positioned in the top-left corner of the slide.

Now it's your turn!

**Prompt:** The late 1400s through the early 1600s was a time of exploration and early settlement of several European colonies. Each European country had different reasons for their exploration and settlement, but all encountered Native Americans during their exploration, growth, and development. Write a paragraph that compares and contrasts the relationships of the Native Americans with the Europeans including the Spanish, French, Dutch, and English.

The Native Americans had different experiences with each nation based on the fact that the European nations had each of their own special interests. The Spanish were known for taking down a good amount of natives during land conquests of the Americans, and the English did the same thing up north. The French and Dutch were a bit smarter and preferred trading with them.

**SCORE:**  
**Points: 0/4**  
**RUBRIC SCORE: 0**

<https://brainly.com/question/1713580>



**Prompt:** The late 1400s through the early 1600s was a time of exploration and early settlement of several European colonies. Each European country had different reasons for their exploration and settlement, but all encountered Native Americans during their exploration, growth, and development. Write a paragraph that compares and contrasts the relationships of the Native Americans with the Europeans including the Spanish, French, Dutch, and English.

Example 1

there was a lot of trading and and alliances sometimes even fighting.

**SCORE:**  
**Points: 1/4**  
**RUBRIC SCORE: 1**

Example 2

European Countries's settlers all acted differently from one another. For instance the English and Spanish were more out right brutal towards the Native Americans whereas the French and Dutch were kinder towards them. The French and Dutch eventually let their own rivalry get in the way of their kindness towards the Native Americans. Each group had different goals. The Spanish wanted gold, the English wanted land, and the French and Dutch were more trade orientated, with the French focusing on a way to get through America to the Pacific Ocean.

**SCORE:**  
**Points: 3/4**  
**RUBRIC SCORE: 3**



**Prompt:** The late 1400s through the early 1600s was a time of exploration and early settlement of several European colonies. Each European country had different reasons for their exploration and settlement, but all encountered Native Americans during their exploration, growth, and development. Write a paragraph that compares and contrasts the relationships of the Native Americans with the Europeans including the Spanish, French, Dutch, and English.

There were many people who traveled to the Americas and decided to overrule and conquer Indian empires but there were few who loved the Indians and treated them with respect. Two people who did were Christopher Columbus who was of Italy and William Penn who was of the Dutch. They decided to treat the Indians with respect and hospitality because they believed it was their land, so settlers had to pay the Indians to stay. There were others that decided to treat Native Americans differently. An example of this is the Spanish, the Spanish decided to take advantage of the land that Columbus had found and began to conquer Native American lands. The French decided to set up trade with the Indians to surpass their rivals and had no intention of hurting them. Europe was similar to the French but they instead decided to trade without having any intention to hurt them, unfortunately they still spread disease among the Native Americans.

**SCORE:**  
**Points: 2/4**  
**RUBRIC SCORE: 2**



**Prompt:** The late 1400s through the early 1600s was a time of exploration and early settlement of several European colonies. Each European country had different reasons for their exploration and settlement, but all encountered Native Americans during their exploration, growth, and development. Write a paragraph that compares and contrasts the relationships of the Native Americans with the Europeans including the Spanish, French, Dutch, and English.

The Spanish, French, Dutch, and English all had different ways of interacting with the Native Americans. The Spanish believed they were superior and killed Native Americans, similarly to how the English killed natives for food. The Dutch and the French wanted to trade for furs and other expensive goods, but all the Europeans had a negative impact on the environment and the people, whether it be killing the natives with diseases or warfare, killing the environment with overtrapping or clearing forests for farmland, or just erasing culture and traditions to make room for Christianity.

**SCORE:**

Points: 2/4

RUBRIC SCORE: 4

A corkboard with a white paper pinned to it that says "Now it's your turn!". The paper is held in place by two red pushpins. The corkboard is tilted and positioned in the upper left corner of the slide.

Now it's your turn!

**Prompt:** The late 1400s through the early 1600s was a time of exploration and early settlement of several European colonies. Each European country had different reasons for their exploration and settlement, but all encountered Native Americans during their exploration, growth, and development. Write a paragraph that compares and contrasts the relationships of the Native Americans with the Europeans including the Spanish, French, Dutch, and English.

The Spanish wanted to enslave the Indians. The french respected the Indians and tried to respect their cultures. The dutch and the English tried to convert them to Christianity. The English eventually tried to control them.

**SCORE:**

Points: 2/4

RUBRIC SCORE: 4