

Name: _____ Partner name: _____

2016 NHD Outline Worksheet- Exploration, Encounter & Exchange in History

Title

Thesis

Exploration: Give examples of where, what, how, why, positives and negatives

Encounter: Give examples of who and what was encountered – positive and negatives for each group

Exchange: Give examples of what was exchanged. Who benefited/suffered more why?

Conclusion: To what extent has exploration, encounter, and exchange impacted history?

Name _____ Partner(s) name: _____ Teacher _____

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CRITERIA	20	15	10	5
Title	Title of project is clearly reflective of the theme	Title of the project is reflective of the theme, but unevenly	Title of the project is minimally reflective of the theme	Title does not reflect the theme
Thesis	Outline has a clear thesis (main idea or point of view). The thesis is richly supported by thoughtful analysis and interpretation which acknowledges strengths and weaknesses of historical evidence.	Outline has a thesis. It is more of a description with little analysis or interpretation.	Outline has a thesis and only describes people or events without analysis or interpretation.	Outline has no clear thesis and only describes people or events without analysis or interpretation.
Exploration Encounter-Exchange	Lists and demonstrates facts that are richly supported by research	Lists and demonstrates facts that are thoroughly supported by research	Lists and demonstrates facts that are somewhat supported by research	Lists and demonstrates facts that are minimally or not supported by research
Relation to Theme	Outline is thoroughly linked to the theme and connections to the theme are well demonstrated.	Entry is related to the theme, but would be strengthened by more links throughout.	Entry is loosely related to the theme. More explanation is necessary.	Entry's relation to the theme is implied but not clearly explained.
Conclusion	Outline demonstrates the topic's significance in history by thoroughly showing its influence or impact over time. Outline has a clearly stated conclusion and answers the question, "Why was this important?"	Outline demonstrates some of the topic's significance in history by showing its influence or impact over time. Minor inaccuracies may be present. Entry has a clearly stated conclusion.	Outline states that the topic is significant, but does not illustrate its influence or impact through evidence. Conclusion needs more explanation to be convincing. Inaccuracies may be present.	Outline suggests that the topic is significant, but does not demonstrate its significance. The conclusion is implied, not stated.

_____ **Grade**

_____ **Points lost for late submission -10 points per day**

Name _____ Partner(s) Name: _____ Teacher: _____

Criteria	20 points	15 points	10 points	5-10 points	0-5 points
Primary Sources	5 strong primary sources. Fully understands the difference between primary and secondary sources	4 strong primary sources OR 5 uneven (strength) primary sources. Fully understands the differences between primary and secondary sources	3 strong primary sources OR 4-5 sources that are uneven OR may contain inaccuracies. May include more pictures, graphics, etc. than written sources. Understand the differences between primary and secondary sources	3 primary sources may be uneven. OR Mixes of primary and secondary sources are listed. Includes more pictures, graphics, etc. than written sources. May understand the differences between primary and secondary sources.	2 primary sources OR a mix of primary and secondary sources. Include more pictures, graphics, etc. than written sources. Does not fully understand the differences between primary and secondary sources.
Secondary Sources	5 strong secondary sources. Fully understands the difference between primary and secondary sources	4 strong secondary sources OR 5 uneven (strength) sources. Fully understands the differences between primary and secondary sources	3 strong secondary sources OR 4-5 sources that are uneven OR may contain an inaccuracy. May include more pictures, graphics, etc. than written sources. Understands the differences between primary and secondary sources	3 primary sources may be uneven. OR Mixes of primary and secondary sources are listed. Includes more pictures, graphics, etc. than written sources. May understand the differences between primary and secondary sources.	2 primary sources OR a mix of primary and secondary sources. Includes more pictures, graphics, etc. than written sources. Does not fully understand the differences between primary and secondary sources.
Format	All citations are correct and sources are divided into primary and secondary sources	Most citations are correct there may be 1 or 2 inaccuracies. Sources are divided into primary and secondary sources	Some inaccuracies in citations. Sources are divided into primary and secondary sources may contain some inaccuracies.	Sources are cited but citations are lacking information and contain inaccuracies. Sources are divided but contain inaccuracies.	Sources are listed but contain major inaccuracies and/or are not divided into primary and secondary sources.
Annotation	All sources are fully annotated	Sources are annotated but may be uneven or contain 1 or 2 inaccuracies	Sources are annotated but may contain inaccuracies	Some sources are annotated and may include inaccuracies.	Little annotation is provided. May contain some inaccuracies
Appearance	Neatly typed Follows logical plan Free of grammar and spelling errors	Neatly typed Follows logical plan few grammar and spelling errors	Neatly typed Follows logical plan/may be uneven some grammar and spelling errors	Neatly typed Logical plan is uneven Inaccuracies with grammar and spelling errors	Not typed-handwritten Does not follow logical plan grammar and spelling errors

_____Grade

_____Points lost for late submission -10 points per day

_____Final Quiz Grade