


## Broadsheets

In the mid-1700's many people in the British colonies got their news from **broadsheets** – one-page, one topic, one sided newspapers.

**Directions:** You are to design and create a broadsheet summarizing the causes, fighting, and outcomes of the French and Indian War. Your broadsheet should be written at the \_\_\_\_\_ end of the war looking back over the entire war. You may write from a specific \_\_\_\_\_ point of view but be careful not to be overly bias in your writing. Be aware of your \_\_\_\_\_ audience.

- The broadsheet should contain three individual articles.
- You must use the graphic organizer on the back of this page to help you gather information. Remember, you need all of the fine details in order to write a complete newspaper.
- You should include at least one small drawing/sketch.
- The broadsheet must be mounted on a 12"x18" piece of construction paper.
- Your name must appear on the front of your broadsheet.

Grade	Broadsheets					
	Poor/ Little Evidence of Achievement	Beginning	Developing	Proficient	Advanced	Distinguished
<b>Information</b> 	Contains serious and persistent errors; is incoherent or underdeveloped. Information is poorly written, inaccurate, or incomplete.	Gives some relevant ideas, but they are unclear or barely developed; shows little sense of organization; lacks sentence control; uses language poorly; contains serious errors in grammar and conventions; Information could be better written and too much/not enough information is given.	Presents some relevant ideas fairly clearly and gives some support; shows some sense of organization; has generally correct sentence structure; uses language adequately; may contain some serious errors in grammar and conventions; Information is mostly on topic and helps achieve the goal of the project.	Presents relevant ideas and develops them clearly and fairly well; is generally well-organized throughout; generally well-formed sentences, uses language fairly well; has relatively few serious, intrusive errors in grammar and conventions; Information is on topic and helps achieve the goal of the project.	Presents good ideas and develops them logically, fully and clearly; is very well-organized throughout; has a generally strong command of sentence structure; uses language well; has relatively few intrusive errors in grammar and conventions; Information is on topic and helps achieve the goal of the project.	Presents thoughtful ideas and develops them logically, fully and clearly; is very well-organized from beginning to end; has a strong command of sentence structure; uses language effectively; has few intrusive errors in grammar and conventions; Information is on topic and helps achieve the goal of the project.
<b>Gathering Information</b>	No evidence of gathering information is given.	Evidence of gathering information is given. Graphic organizer is used ineffectively or incorrectly.	Evidence of gathering information is given. Graphic organizer is used somewhat effectively and fairly correctly.	Evidence of gathering information is given. Graphic organizer is used effectively and correctly.	Evidence of gathering information is given. Graphic organizer is complete and included all details needed to write broadsheet.	Evidence of gathering information is given. Graphic organizer is complete and additional information is included that enhanced the final project.
<b>Layout or Attractiveness</b>	No finished product submitted or finished product not of quality.	Finished product requires many changes and does not stand alone.	Finished product does not stand alone.	Finished product stands alone.		
<b>Following Classroom Guidelines</b>	Student was not on task during work time. Disruptive of other students work and learning.	Student was often not on task, needed frequent refocusing. Did not work very well on the project, and caused disruptions.	Student was often on task, needed few refocusing prompts. Worked fairly well on the project, and caused few disruptions.	Student was on task most of the time, needed 1-2 refocusing prompts. Worked well on the project, and caused no disruptions.	Student was always on task, needed no refocusing prompts. Worked well on the project, and causes no disruptions.	Student was always on task, completing work in a very efficient manner. Student may have aided the learning of other students by providing an excellent model for work or directly aided other students. Caused no disruptions.