Life in the Middle Colonies
Writing Journal Entries

The Situation/Goal
Your group is in charge of informing the rest of the class about the way of life for families in the Middle Colonies.

Getting Ready
This is, in large part, an individual project. Your group will serve as a source for discussion of the text and help in gathering information before you begin your individual journal entries. The group members will also serve as a writers' circle in which you will offer constructive criticism of each others' work.

On your desks you will find colored cards with group roles on them. After a quick discussion, you may move seats and sit where the role fits the group member best. Some cards are blank. Your group may create new jobs as the project progresses. Write those new roles down using an overhead marker…in the red bin on the board. Since this is a project that involves a great deal of discussion and then individual work, you may find that some roles fit and others don't.

The Project
You are going to write journal entries for three days as if you were a member of a typical Middle Colony family. You should show your knowledge and understanding of the way of life in the Middle Colonies. It is suggested that you cover the following topics: how people made their living, immigrants, business/trade, religion, customs and fun.

You must show evidence of gathering and organizing information from the text. You may select and use a graphic organizer of your choice.

			Life in the Middle Colonies Writing Journal Entries			
	Poor/ Little Evidence of Achievement	**Beginning**	**Developing**	**Proficient**	**Advanced**	**Distinguished**
Information	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.
Gathering Information	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 used effectively and correctly.	Evidence of gathering information is given. Graphic organizer is used effectively and correctly.
Finished Product	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.	Finished product stands alone and extra touches added.	Finished product stands alone and appears authentic.
Following Classroom Guidelines	Student not on task during work time. Disruptive of other students work and learning.	Student is often not on task, does not works very well with group and individual parts of the project, and causes disruptions.	Student is often on task, works fairly well with group and individual parts of the project, and causes few disruptions.	Student is on task most of the time, works well with group and individual parts of the project, and causes no disruptions.	Student is always on task, works well with group and individual parts of the project, and causes no disruptions.	Student is always on task, works very well with group and individual parts of the project, and causes no disruptions. Student is engaged in high level discussion.

Grade_____