

Inquiry Question:

What was life like in the English colonies of North America?

Context: In class we analyzed *The Crucible* by Arthur Miller and various documents about the English colonies in New England uncovering the religion, economy, roles of women and slaves.

Task: In three or four paragraphs, with an introduction and conclusion, describe the economy, culture and political systems of colonial New England. Be sure to cite all evidence you include by document name or author. Additionally, all evidence should be corroborated between two sources.

Research: *The Crucible* by Arthur Miller
Economy of New England p 86-88 of Passports
Culture of New England p 89-91 of Passports
Political Systems of New England p 92-93 of Passports

Due: _____

Rubric:

	Exceeds Standard 4	Meets Standard 3	Approaches Standard 2	Standard Unmet 1
Organization	The purpose & main idea of each paragraph is very clear. Uses features of organized writing to create cohesion among claims and evidence. Clearly presents an introduction to the topic and provides a concluding statement or section. Establishes and maintains a formal style.	The purpose & main idea of each paragraph is clear. Uses features of organized writing to distinguish among claims and evidence. Presents an intro. and provides a concluding statement or section. Establishes and generally maintains a formal style.	The purpose & main idea of each paragraph is somewhat clear. Organization is coherent and unified overall in support of the essay's purpose, but is ineffective at times and may have abrupt or weak transitions between ideas or paragraphs. May contain confused intro. & concluding statement. Presents a partial introduction and/or may provide a closing sentence. Partially maintains a formal style.	The purpose & main idea of each paragraph is not clear. Writing does not clearly communicate a clear purpose and seems disjointed. Does not write a clear introduction and may only attempt a closing sentence that drifts from the Inquiry Question. Does not maintain a formal style.
Evidence	More than three pieces of relevant cited evidence.	Three pieces of relevant cited evidence.	Two pieces of relevant cited evidence. – OR – Evidence was not relevant.	Less than two pieces of evidence included.
Corroboration	Constructs interpretation of events using agreeing or conflicting information given about the same topic in multiple sources.	Explains similarities and differences by comparing information and perspectives of multiple sources.	Identifies similarities and differences in information in multiple sources.	Demonstrates little to no attempt to examine documents for corroborating or conflicting evidence.
Explanation/ Analysis	Accurately integrates relevant technical or quantitative information from visual source(s). Draws upon multiple pieces of evidence from texts and/or visuals to support analysis, reflection, and research.	Integrates and makes connections between various sources of information including text and/or visual sources. Draws evidence from texts to support analysis, reflection, and research.	Integrates some information from various sources, including visual sources where applicable but all information may not be relevant. Represents information in isolation and does not yet make connections between the different forms of information.	Demonstrates a misunderstanding of the text and/or visual sources. Identifies irrelevant or inaccurate information; identifies some information from sources but does not attempt to integrate it; or misunderstands or omits important information.
PUGS	No mistakes	Less than four mistakes	Less than eight mistakes	More than seven mistakes

* **PUGS – Punctuation, word Usage, Grammar and Spelling.**