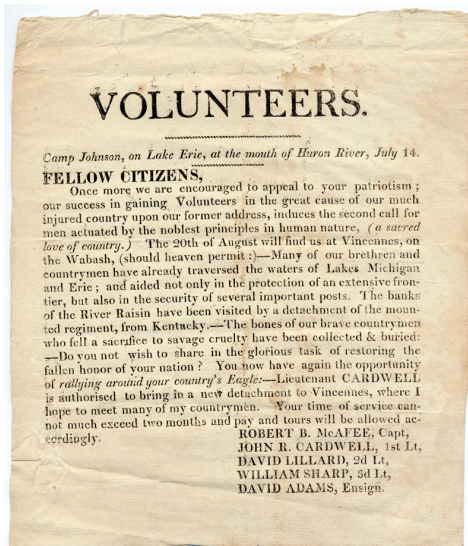


Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



Why Fight the War of 1812?

Created By
Larry Snyder
Oakwood Middle School
Grade 8

Duration

4- 60 minute class periods, may be adapted as teacher needs.

Image Courtesy of the Library of Congress

Overview

- Students will explore the War of 1812 in the Northwest by listening to song lyrics, analyzing the positions taken by leaders of the United States and creating an 1812 Broadside by researching a battle or event. Students will need access to computers to research and construct their broadside. It would also be beneficial if teacher's had access to a smart board.

Ohio's New Learning Standards

- History, Content Statement 8
Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
- Content Elaborations: Waging the War of 1812

Ohio's Common Core

- Reading Standards for Literacy in History/Social Studies 6-12 #2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Historical Background

The War of 1812 between the United States and Great Britain, was caused primarily by the United State's desire to defend its presumed right as a neutral state to freely trade with other nations, even in wartime. Another especially intolerable measure was the impressments of American sailors by the British. By 1811 thousands of American seamen had been impressed and held in bondage by the British. Pushing the country further toward war, frontier settlers were outraged by British support for the Native Americans in the Northwest Territory, who were uniting under the powerful Shawnee warrior Tecumseh.

In 1812, President James Madison called for war on Britain. On June 17, 1812, the Senate barely voted for war to protect "free trade and sailor's rights." What the war hawks actually wanted was to annex Canada, expand western and southern frontiers, and remove the threat of alliance between Britain and the Native Americans in the Great Lakes region.

A small untrained U. S. Army invaded Canada. At the outset, Detroit was surrendered without one shot fired. Low morale was raised, if briefly, by victories in scattered naval engagements. Captain Oliver Hazard's defeat of a British squadron on Lake Erie eased the threat of British attacks from the west. The war then shifted to the mid-Atlantic when the British invaded and burned Washington, DC. Peace negotiators were sent to France to work on an end to the war. Even though that peace was achieved the news didn't travel as fast. The British attacked New Orleans and were defeated by an army commanded by General Andrew Jackson. The war then ended with little changing between the two countries.

Enduring Understandings/ Essential Questions

- **Enduring Understandings**

1. Conflict can lead to loss or acquisition of territory for the groups involved.
2. Conflict can lead to an increased feeling of nationalism.

- **Essential Questions**

1. What are the forces that push a nation to the point where declaring war on another nation is needed?
2. How does one determine when a war is won or lost?
3. What is the message a reader can get from song lyrics?
4. What various attitudes and political positions are revealed in broadsides?

Instructional Strategies

Day One

1. (Hook) Using the following You Tube videos (or search for one you like better) play the You Tube music video: http://www.youtube.com/watch?v=LsRK3DNoa_Q Johnny Horton The Battle of New Orleans 1959 (2:31). Then listen to The War of 1812 Song (Original) by the Arrogant Worms <http://www.youtube.com/watch?v=Ety2FEHQgwM> (4:00). Students should be instructed to listen

carefully to the songs. Afterwards the teacher can hold an oral reflection/reaction to the differences between the two songs. If the teacher wishes they could print out the words to the songs. A copy of the lyrics may be found at <http://www.pbs.org/wned/war-of-1812/classroom/intermediate/every-song-tells-story/>

2. Pass out the Primary Sources, Appendix #1, Primary Sources A-G, You may have students work as individuals or in small groups as they analyze the primary sources and identify whether the source is a pro-war or anti-war statement. Have students use the Primary Source Analysis, Appendix #2 sheet from the National Archives. After completing the Document Analysis students will complete the T-Chart, Appendix #3-organizing the arguments for the war or against the war.

Day Two

1. Continue the discussion and review the pro war and anti war positions taken by key leaders.

2. Pass out Appendix #4 Instructional Strategy-Broadside. Review with students what a broadside is and show examples using historical samples from:

<http://www.contemplator.com/history/broadside.html>

<http://memory.loc.gov/ammem/bdsds/bdsdhome.html>

3. Students are to choose a battle or event and research using Appendix #5 the Student's Research Journal Log. A reminder that the battle or event must be associated with the War of 1812 in the Northwest. Student's will use either teacher supplied 8 ½ X 11 or 11 X 17 white paper. As an alternative do the Broadside on being pro-war or anti-war.

4. Teacher may choose whether students should work as an individual or with a partner to complete the broadside.

Day Three

1. Pass out the Broadside Rubric, Appendix #6, review with students.

2. Students will continue to research their battle or event anything not completed in class must be completed as homework due for class the next day.

Day Four

1. Allow any students that have not finished access to computers to finish. Maybe have a few volunteers present their Broadside to the rest of the class.

Classroom Materials

- Students will need access to a computer lab or to personal devices as allowed by your district.
- Copies of any handouts or primary source documents.
- If you have access to a smart board for the Hook activity, if not just use the words to explore the differences.

Resources

- **Primary Sources**

1. Address of the Minority to their Constituents. {1812}. *Annals of Congress*, 12th Congress, 1st Session (1812), 11, 2219-2221. Online Posting. American Memory Website. Library of Congress. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=024/llac024.db&recNum=519> (accessed January 10, 2013).
2. Clay, Henry. {February 22, 1810}. *Annals of Congress*, 11th Congress, 1st Session (1810), 580. Online Posting. American Memory Website. Library of Congress. Retrieved from: <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=020/llac020.db&recNum=285> (accessed January 10, 2013).
3. Grundy, Felix. {December 9, 1811}. *Annals of Congress*, 12th Congress, 1st Session (1811), 1, 424. Online Posting. American Memory Website. Library of Congress. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=023/llac023.db&recNum=208> (accessed January 10, 2013).
4. Grundy, Felix. {December 9, 1811}. *Annals of Congress*, 12th Congress, 1st Session (1811), 1, 426. Online Posting. American Memory Website. Library of Congress. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=023/llac023.db&recNum=209> (accessed January 10, 2013).
5. Madison, James, *Journal of the House of Representatives of the United States, 1811-1813*. Vol. 8, p. 358. (Monday June 1, 1812). Online Posting. American Memory Website. Library of Congress, http://memory.loc.gov/cgi-bin/ampage?collId=llhj&fileName=008/llhj008.db&recNum=356&itemLink=D?hlaw:1:/temp/~ammem_J4Wv::%230080357&linkText=1 (accessed March 22, 2013).
6. Randolph, John. {December 9, 1811}. *Annals of Congress*, 12th Congress, 1st Session (1811), 1, 446. Online Posting. American Memory, Library of Congress. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=023/llac023.db&recNum=219> (accessed January 10, 2013).
7. Randolph, John. {December 9, 1811}. *Annals of Congress*, 12th Congress, 1st Session (1811), 1, 533. Online Posting. American Memory Website. Library of Congress. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=023/llac023.db&recNum=263> (accessed January 10, 2013).
8. "Treaty of Peace and Amity between His Britannic Majesty and the United States of America," *Treaties and Other International Acts of the United States of America*, Edited by Hunter Miller, Volume 2, Documents 1-40:1776-1818, (Washington: Government Printing Office, 1931). The Avalon Project. Yale University Law School. http://avalon.law.yale.edu/19th_century/ghent.asp (accessed January 21, 2013).

9. *A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates 1774-1875*. American Memory, Library of Congress.
<http://memory.loc.gov/ammem/amlaw/lawhome.html> (accessed March 22, 2013).

- **Secondary Sources**

1. Larry Nelson, *Men of Patriotism, Courage & Enterprise!*, Westminster, Maryland, Heritage Books, Inc., 1985
2. Donald R. Hickey, *The War of 1812*, Urbana and Chicago, University of Illinois Press, 1995.
3. Hugh Howard, *Mr. and Mrs. Madison's War*, New York, Bloomsbury Press, 2012.
4. David Curtis Skaggs and Gerard T. Altoff, *A Signal Victory*, Annapolis, Maryland, Naval Institute Press,, 1997.
5. Sandy Antal, *A Wampum Denied: Procter's War of 1812*, Montreal & Kingston, Carleton Library Series 191, 2011.
6. Alan Taylor, *The Civil War of 1812*, New York, Alfred A. Knopf, 2010.
7. Mark Collins Jenkins and David A Taylor, *The War of 1812 and the Rise of the U. S. Navy*, Washington, DC, National Geographic, 2011.
8. *Friends of Fort McHenry*, Website, Friends of Fort McHenry,
<http://www.friendsoffortmchenry.org>
9. U.S. Public Broadcasting Service, *War of 1812*. Website, <http://www.pbs.org/wned/war-of-1812/home/> (accessed April 5, 2013).
10. U.S. Public Broadcasting Service, "Every Song Tells A Story Lesson Plan," *War of 1812*
<http://www.pbs.org/wned/war-of-1812/classroom/intermediate/every-song-tells-story/>
11. Written Document Analysis Worksheet, National Archives, Teachers Resources,
<http://www.archives.gov/education/lessons/worksheets/> (accessed April 5, 2013).

- **Assessment Sources**

1. Continental Congress Broadside Collection, Documents from the Continental Congress and the Constitutional Convention, Library of Congress,
<http://memory.loc.gov/ammem/bdsds/bdsdhome.html> (accessed May 19, 2013).

2. The Contemplator's Short History of Broadside Ballads,
<http://www.contemplator.com/history/broadside.html> (accessed May 19, 2013).
-

Summative Assessment (or Question)

1. Create an 1812 Historic Broadside Appendix #4, #5 and #6
-

Assessment or Answer Key

Students will construct a Historic Broadside relating to the War of 1812 in the Northwest. Directions for completing the Broadside are located in Appendix #2. There is no key available but students and teachers will be able to view historic broadsides on the following websites:

<http://memory.loc.gov/ammem/bdsds/bdsdhome.html>

<http://www.contemplator.com/history/broadside.html>

Assessment Rubric

Broadside Rubric-Appendix #6

Appendices

Appendix #1A-C Primary Sources A-G

- A. Henry Clay-Kentucky, February 22, 1810
- B. Congressman Felix Grundy-Tennessee, December 9, 1811
- C. Congressman Felix Grundy, Tennessee, December 9, 1811
- D. Congressman John Randolph, Virginia, December 9, 1811
- E. Congressman John Randolph, Virginia, December 9, 1811
- F. Excerpt from President James Madison's Message to Congress, June 1, 1812
- G. Excerpt from a statement Signed by 34 Federalist Congressmen

Appendix #2 Primary Source Analysis Sheet

Appendix #3 T-Chart Pro or Anti War

Appendix #4 Instructional Strategy-Broadsides

Appendix #5 Student's Research Log

Appendix #6 Broadside Rubric

Appendix 1: Primary Sources

Page 1 of 3

Source A: Henry Clay – Kentucky. February 22, 1810

Annals of Congress, 11th Congress, 1st Session (1810), 580

It is said...that no object is attainable by war with Great Britain. In its fortunes, we are to estimate not only benefit to be derived to ourselves, but the injury to be done the enemy. The Conquest of Canada is in your power. I trust I shall not be deemed presumptuous when I state that I verily believe that the militia of Kentucky is alone competent to place Montreal and Upper Canada at your feet. Is it nothing to the British nation; is it nothing in the pride of her Monarch, to have the last of the immense North American possessions held by him in the commencement of his reign wrested from dominion? Is it nothing to us to extinguish the torch that lights up savage warfare? Is it nothing to acquire the entire fur trade connected with that country and to destroy the temptation and the opportunity of violating your revenue and your laws?

Source B: Congressman Felix Grundy- Tennessee. Dec. 9, 1811

Annals of Congress, 12th Congress, 1st Session (1811) I, 424.

The true question in controversy... involves the interest of the whole nation. It is the right of exporting the production of your own soil and industry to foreign markets. Sir, our vessels are now captured... and condemned by the British courts of admiralty, without even the pretext of having on board contraband of war...

...The United States are already the second commercial nation in the world. The rapid growth of our commercial importance has not only awakened the jealousy of the commercial interest of Great Britain, but her statesmen, no doubt, anticipate with deep concern (our) maritime greatness...

Over and above these unjust pretensions of the British Government, for many years past they have been in the practice of impressing our seamen, from merchant vessels; this unjust and lawless invasion of personal liberty, calls loudly for the interposition of this government.

Source C: Congressman Felix Grundy- Tennessee. Dec. 9, 1811

Annals of Congress, 12th Congress, 1st Session (1811) I, 426.

...It cannot be believed by any man who will reflect, that the savage tribes, uninfluenced by other Powers, would think of making war on the United States... They have already felt the weight of our arms; they know they hold the very soil on which they live as tenants...How, then, sir, are we to account for their late conduct? In one way only; some powerful nation must have intrigued with them, and turned their peaceful disposition towards us into hostilities. Great Britain alone has intercourse with those Northern tribes... British gold... baubles and trinkets, and the promise of support and a place of refuge if necessary, have had their effect.

This war, if carried on successfully, will have its advantages. We shall drive the British from our Continent- they will no longer have an opportunity of intriguing with our Indian neighbors, and setting on the ruthless savage to tomahawk our children and children...

Appendix 1: Primary Sources

Page 2 of 3

Source D: Congressman John Randolph- Virginia Dec. 9, 1811

Annals of Congress, 12th Congress, 1st Session (1811) I, 446.

An insinuation had fallen from the gentleman from Tennessee (Mr Grundy) that the late massacre of our brethren on the Wabash had been instigated by the British Government. Has the President given any such information? Has the gentleman received any such, even informal, from any officer of this Government? Is it so believed by the Administration? ... this insinuation was of the grossest kind... he was ready to march to Canada...

Advantage has been taken of the spirit of the Indians, broken by the war which ended in the Treaty of Greenville... it was our own thirst for territory, our own want of moderation, that had driven these sons of nature to desperation, of which we felt the effects...

Source E: Congressman John Randolph- Virginia Dec. 9, 1811

Annals of Congress, 12th Congress, 1st Session (1811) I, 533.

Sir, if you go to war it will not be for the protection of, or defense of your maritime rights. Gentlemen from the North have been taken up to some high mountain and shown all the kingdoms of the earth; and Canada seems tempting in their sight. That rich vein of Genesee land, which is said to be even better on the other side of the lake than on this.

Agrarian cupidity [greed], not maritime right, urges the war. Ever since the report of the Committee on Foreign relations came into the House, we have heard but one work- like the whip-poor-will, but one eternal monotonous tone- Canada! Canada! Canada! Not a syllable about Halifax, which unquestionably should be our great object in a war for maritime security.

It is to acquire a preponderating Northern influence that you are to launch into war. For purposed of maritime safety, the barren rocks of Bermuda were worth more to us than all the deserts [of Canada]...

Appendix 1: Primary Sources

Page 3 of 3

Source F: Excerpt from President James Madison's Message to Congress, June 1, 1812

Journal of the House of Representatives of the United States, 1811-1813.

British cruisers have been in the continued practices of violating the American flag on the great highway of nations, and of seizing and carrying off persona sailing under it...

The practice...is so far from affecting British subjects alone that, under the pretext of searching from these, thousands of American citizens, under the safeguard of public law and of their national flag, have been torn from their country and from everything dear to the; have been dragged on board ships of war if a foreign nation and exposed, under the severities of their discipline, to be exiled to the most distant and deadly climes, to risk their lives in the battles of their oppressors, and to be the melancholy instruments of taking away those of their own brethren.

British cruisers have been in the practice also violating the rights and the peace of our coasts. They hover over and harass our entering and departing commerce...Under pretended blockades... our commerce has been plundered in every sea, the great staple of our country have been cut off from their legitimate markets, and a destructive blow aimed at our agricultural and maritime interests...

In reviewing the conduct of Great Britain towards the United States, our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers- a warfare which is known to spare neither age nor sex...It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders and garrisons, without connecting their hostility with that influence, and without recollecting the authenticated examples of such interposition [meddling] heretofore furnished by the officers and agents of that government... We behold on the side of Great Britain a state of war against the United States, and on the side of the United States a state of peace toward Great Britain.

Source G: Excerpt from a Statement Signed by 34 Federalist Congressmen.

Annals of Congress, 12th Congress, 1st Session (1811) II, 2219-2221.

...How will war upon the land protect commerce upon the ocean? What balm has Canada for wounded honor? How are our mariners benefited by a war which exposes those who are free, without promising release to those who are impressed?

But it is said that war is demanded by honor...If honor demands a war with England, what opiate lulls that honor to sleep over the wrongs done us by France? On land, robberies, seizures, imprisonments, by French authority; at sea, pillage, sinkings, burning, under French orders. These are notorious. Are they unfelt because they are French?...With full knowledge of the wrongs inflicted by the French, ought the government of this country to aid the French cause by engaging in war against the enemy of France?...

The undersigned cannot refrain from asking, what are the United States to gain by this war? Will the gratification of some privateers compensate the nation for that seep of our legitimate commerce by the extended marine of our enemy which this desperate act invites? Will Canada compensate the Middle states for New York; or the Western states for New Orleans?...

Signed by thirty-four congressmen.

Appendix 2: Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="0"> <tr> <td><input type="checkbox"/> Newspaper</td> <td><input type="checkbox"/> Map</td> <td><input type="checkbox"/> Advertisement</td> </tr> <tr> <td><input type="checkbox"/> Letter</td> <td><input type="checkbox"/> Telegram</td> <td><input type="checkbox"/> Congressional record</td> </tr> <tr> <td><input type="checkbox"/> Patent</td> <td><input type="checkbox"/> Press release</td> <td><input type="checkbox"/> Census report</td> </tr> <tr> <td><input type="checkbox"/> Memorandum</td> <td><input type="checkbox"/> Report</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record	<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement											
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record											
<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report											
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other											
2.	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="0"> <tr> <td><input type="checkbox"/> Interesting letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations												
<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp												
<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p> <p>_____</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>_____</p> <p>POSITION (TITLE):</p> <p>_____</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <p>_____</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>B. Why do you think this document was written?</p> <p>_____</p> <p>_____</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>_____</p> <p>_____</p> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <p>_____</p> <p>_____</p> <p>E. Write a question to the author that is left unanswered by the document:</p> <p>_____</p> <p>_____</p>												

Courtesy of the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Also available online: <http://www.archives.gov/education/lessons/worksheets/>

Appendix 3: T-Chart Pro and Anti-War

Should We Go To War???

Arguments from the Primary Sources that support war	Arguments from the Primary Sources against going to war.

Appendix # 4: Instructional Strategy: Broadside

Instructional Strategy-War of 1812 Broadside

1. What is your favorite type of media-which do you prefer: television, movies, radio, the internet, etc? What would you do for mass media if there were no electricity? How would you get information out to the "masses?"
2. Broadside were a common form of printed material in the 17th, 18th, 19th, and early 20th centuries. Broadside were commonly printed on one side of a large sheet of paper.
3. Broadside were inexpensive to produce and were an early form of mass media, long before newspapers, radio, TV, or the internet. What was actually printed on the broadside varied greatly-from posters for meetings, plays, and events to ballads, political commentary, and satirical essays. Many broadside contained the lyrics of popular songs of the day.

TASK

4. You are now going to do some research about the history of broadside, and then create your own. Use the following online resources:

A. <http://www.contemplator.com/history/broadside.html>

Contains a history of broadside and a number of links to other internet sites with information on broadside.

B. <http://memory.loc.gov/ammem/bdsds/bdsdhome.html>

This website about broadside maintained by the Library of Congress.

5. Your job is to create your own War of 1812 Broadside. Try to include as many of the common characteristics of broadside in your design as you can. You will choose either a battle or an event from the list below:

Battles	Events
Surrender of Detroit	President Madison's Declaration of War
River Raisin Massacre	Congress's vote on the Declaration of War
Battle of Lake Erie	Treaty of Ghent
Battle of the Thames	Popular song relating to the war
Battle of Fort Stephenson	New England Broadside against the war
Sieges of Fort Meigs	Causes of the war
Battle of Tippecanoe	

6. Students' may construct their broadside by hand or using the computer. The size of your paper will be 8 ½ X 11 or 11 X 17 white paper. You may get the paper from your teacher.

Good luck! Get started on your research!!!

Appendix 5: Student Journal Log

Student's Research Journal Log-1812 Broadside

Student_____

Class Period_____

Broadside Title_____

Student's Research Journal Log-War of 1812 Broadside

Date Reviewed_____

Primary Source Citation_____

Secondary Source Citation_____

Brief Annotation of Site:

Time Spent:_____

Appendix 6: War of 1812 Broadside, Assessment Rubric

Teacher Name: _____

Student Name: _____

Category	4-Complete Understanding	3-Adequate Understanding	2-Limited Understanding	1-Little or no Understanding
How well does the student understand the concepts of a "Broadside"- format, length, and content X1	Demonstrates complete understanding of the major concepts of a "Broadside"- format, length, and content	Demonstrates adequate understanding of the concepts of a "Broadside"- format, length, and content.	Demonstrates limited understanding of the concepts of a "Broadside"- format, length, and content.	Demonstrates little or no understanding of the concepts of a "Broadside"- format, length, and content.
The battle of event is clearly stated X 2	The battle or event is clearly stated and creatively presented.	The battle or event is presented creatively, but the focus is not clearly stated.	The battle or event is presented and some focus and direction is provided with some creativity.	The battle or event is not clear or focused.
Communication of thinking X1	Communicates thinking clearly with originality.	Communicates successfully the thinking process.	Communicates on a limited basis.	Makes little attempt to communicate the thinking process.
Grammatical Usage X1	Demonstrates exceptional control of sentence structure and appropriate use of language and word choice, mastery of language and word choice, mastery of usage, spelling and punctuation.	Demonstrates adequate control of sentence structure with appropriate language and word choice. Some mechanical errors are evident but none that interfere with the message.	Demonstrates limited control of sentence structure with limitations in word choice. Some mechanical errors are evident that detract from the message.	Demonstrates serious mechanical errors that obscure the message. Work shows an inadequate control of sentence structure with limitation in word choice.

Total Score: _____

Comments: _____
