

## INTERDEPENDENCE:

An Interdisciplinary, Integrated, Thematic Unit Plan for A Single Shard

CI 5850

Appalachian State University

Dr. Greene

July 2, 2009

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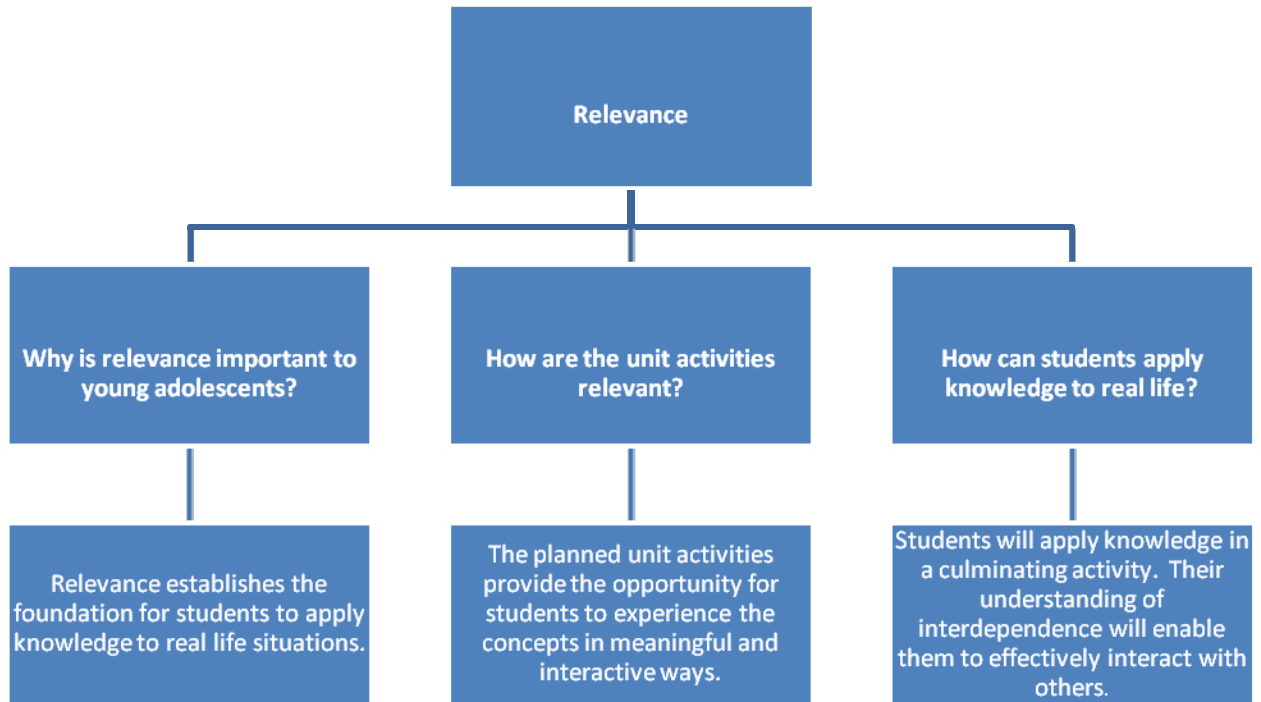
## **I. Developmental Responsiveness**

### **Appropriateness for Young Adolescent Learners**

This unit centers around the theme of interdependence. Students will focus on this theme in core subject areas and exploratory classes for a three week period of time. The anchor of this unit is the reading of the novel A Single Shard. The novel provides realistic examples of interdependence between the characters. This theme is developmentally responsive to seventh grade students as they begin to explore their independence. Students desire increased independence from parents and other authority figures in their lives. They also begin developing stronger relationships with peers. The theme of interdependence will give them the opportunity to explore the value of interdependent relationships and the balance these relationships can potentially bring to one's life.

The unit fully integrates the curricula of language arts, social studies, and art. The activities will not address just a single subject area, but they will blur the lines between these three content areas. The concept of interdependence is expanded through connections made in other content areas and exploratory areas as students explore the concept of interdependence in other types of relationships. Connections to the theme of interdependence will be made in mathematics, science, and character development. Technology skills will be integrated into the unit in many ways as technological resources are explored by the teacher as well as the students. Students will not only complete research using technology, but will also create documents and multimedia products while participating in activities throughout the unit.

## Relevant Opportunities for Learners



The unit provides relevant examples of interdependence that address the interests and social concerns of students this age. The unit explores homelessness as a social concern. Students will have the opportunity to apply their knowledge as they research local homeless issues, communicate their findings, and participate in relief efforts to assist those in need. Students will also make personal connections to the interdependent relationships between characters described in the novel.

## **Inviting Opportunities**

The activities planned for this unit are inviting to the young adolescent. An important aspect for the teacher to first consider is the development of the learning community. Some of the issues discussed in this unit are sensitive issues and it is imperative that the classroom forum be one of acceptance and compassion. The forum must be a non-judgmental place to discuss the societal issues of interdependence and homelessness. The teacher must be sensitive and knowledgeable of students' feelings related to the theme and discourage negative comments from members of the class.

Literature circles will give students the opportunity to interact and experience the issues presented in the novel in a collaborative way. Other unit activities involve partner and small group work fostering further collaboration between members of the learning community. Guest speakers and online virtual field trips will bring opportunities for students to interact with real life applications of new knowledge.

## **Challenging Opportunities**

The unit presents appropriate levels of challenge for all learners by holding high expectations for learner outcomes. Formative assessments performed throughout the three week unit will inform the teacher of student progress toward mastery of learning targets for the unit. By communicating high expectations from day one of the unit until the end, the teacher will ensure students are consistently challenged as they learn new concepts and explore new content material. The unit activities can be easily adapted to provide differentiated activities for diverse learners while upholding high expectations for all. Students are expected to participate in all activities created for this unit.

## Engaging Opportunities

Students will be highly engaged in learning as they participate in the activities planned for the unit. The concept of interdependence will become a familiar one for students as they complete learning tasks, literature circles, research, and projects in this unit. The activities planned for the unit keep a focus on hand-on learning and provide opportunities for high levels of engagement and interaction with new knowledge as well as with each other.

## Summary

A thorough understanding of the emotional, physical, social, and cognitive characteristics of young adolescents is a necessity for the seventh grade teacher. This understanding is the foundation for creating effective learning experiences for students. This unit on interdependence is planned with the major characteristics of young adolescents in mind. The activities are relevant, inviting, challenging, and engaging for seventh grade students. The concept of interdependence is responsive to these students as they begin to seek independence from adults and develop more meaningful relationships with peers. The concept of interdependence is also a concept they must understand in their quest to be contributing members of our modern democratic society.

The unit respects the **dignity** of students by presenting inviting, challenging, and engaging activities based on real and important issues faced by young people in society. Students will participate in **democratic** discussions based on the essential questions for the unit as they carry out their roles in the literature circles. Most of all, the unit celebrates **diversity** as it explores a less known culture of people drawing strong correlations between their lives and the lives of students.

## II. Curriculum

In the novel A Single Shard the main character has survived thus far due to Crane-Man taking care of him. Tree-Ear now wants to become a potter and knows that this will not happen without Min teaching him the skills. Since the characters are connected through their dependence on one another, the activities in this unit will focus on the theme of interdependence. The following essential questions will guide the students as they read the novel and participate in the daily activities:

1. What is interdependence?
2. How are people dependent on the natural resources in the area where they live?
3. How does interdependence affect me?
4. Why does our world need to know about interdependence?
5. What moral responsibility do I have to other people?

This unit affords opportunities to integrate reading directly with seventh grade social studies and art. Since the North Carolina standard course of study for seventh grade social studies includes a focus on Asia, students will study the Korean culture and traditions that relate to the setting of the novel. A group discussion of apprenticeships, class systems, and the role of women will give students insight to the events in the novel. Students will also have the opportunity to use clay to create their own pot or sculpture and learn about the pottery-making process first hand. They will understand how pottery during the time of the novel was utilitarian and has shifted to art over time. Students will learn how the region that produces the clay is

responsible for the unique characteristics of a piece of pottery and how the culture influences the design of the piece.

The theme of the unit will also allow the teacher to explain how interdependence is crucial to science, math, character/moral development. The unit examines how the systems of the body are dependent on each other. During this unit the students will learn about the digestive and circulatory systems. In math, students will study independent and dependent variables in simple algebraic equations. This math focus reflects the overall theme of interdependence, but student activities do not relate directly to the content of the novel. While reading this novel, students will participate in a service learning project “Castle of Cans” and will collect canned food to be donated to the local food bank. This project will help students answer the essential question “What moral responsibility do I have to other people?”

This unit follows the philosophy of exemplary middle schools. The activities in this unit provide students with challenging and engaging learning experiences. The theme of the unit will connect several subject areas and help students to understand the relationship between many content areas. The teachers of an entire academic team working together will be key to the success of this unit. We believe the topics will be inviting for students and will generate many opportunities to become responsible for their own learning. The launching and culminating units both offer opportunities for the school and community to work together.

### **III. Instruction**

This unit has two launching activities. For the first activity, a guest speaker a local food bank will share information about resources available to the homeless in our area and the resources that are needed to support the agency. The speaker will explain the “Castle of Cans” food drive and invite students to participate. Since the main character in the novel is homeless, this activity will allow students to learn how the homeless can receive assistance in our area and how bringing canned food can help. For the second launching activity, a local potter will visit the class to show students how to make a pot using a wheel. He will explain the firing process, talk about the history of pottery, and share information about Asian methods of creating pottery. Several teaching strategies will be used during the course of this unit such as literature circles, Thinking Maps, hands-on learning, virtual field trips, creative writing, and cooperative learning. Students read the novel in a literature circle, discuss the novel in the small group, and will answer questions related to the book. They will be involved in hands-on learning while making their own piece of pottery. Thinking Maps, journal writing, and cooperative learning will be used to help students organize the content area information and promote critical thinking during the unit. Assignments have been designed to meet a variety of learning styles and multiple intelligences. The students will also complete a WebQuest on the novel once they have finished their reading. The WebQuest has information on the author, Korean words, a Korean folktale, and pictures of the celadon pottery from the novel.

The planned instructional events for this unit use the RICE standards. This unit is relevant in that it will expose students to pottery and help them examine their own interests. It will also help students see the connections between several content areas. The unit will be challenging for students because they must use the communication and organization skills

learned to put together a parent night that will highlight what they have learned. Students will use journals to reflect, use their writing skills to create a RAFT and skits, and use math and map skills to measure distances. All of these activities show that the unit is integrative. The unit will also be exploratory in that students will learn about another culture and learn about a possible new hobby/ interest.

<b>Relevant</b>	<ul style="list-style-type: none"><li>• hobbies/ Interests (i.e.Pottery/ Art)</li><li>• connections between SS, LA, Art, Math, Science</li></ul>
<b>Challenging</b>	<ul style="list-style-type: none"><li>• addresses issue of homelessness</li><li>• organizing a parent night</li></ul>
<b>Integrative</b>	<ul style="list-style-type: none"><li>• writing skills applied outside of LA class.</li><li>• math skills applied outside of math class.</li></ul>
<b>Exploratory</b>	<ul style="list-style-type: none"><li>• Study of Korean culture</li><li>• Explore new artistic interests</li></ul>

For the culminating activity, students will invite parents to open house at school. Students will sell the pottery bowls they made during the unit filled with ice cream. They will be responsible for seeking donations of ice cream or money to purchase ice cream for the event. The proceeds from the sale of the ice cream and bowls will be donated to the local homeless shelter. Parents will hear what the students have learned about the homeless in our community and see the public service announcement skits that the students have created. This activity will also serve as the performance-based assessment.

## WEEK ONE

### ESSENTIAL QUESTIONS:

1. How are people dependent on the natural resources in the area where they live?
2. What is interdependence?
3. How does interdependence affect me?

Event Description	NCSCOS Goal	Strategy Used	Assessment
<p>Launching Activity:</p> <p>Guest speaker will share information about resources available to the homeless in our area and the resources that are needed to support the agency. The speaker will explain the “Castle of Cans” food drive and invite students to participate.</p>	<p><b>Language Arts 2.01</b> Respond to informational materials that are read, heard, and/or viewed by making connections to related topics/information.</p> <p><b>Computer Technology Skills 3.01</b> Select and use appropriate technology tools to solve problems and make decisions in content areas.</p> <p><b>Computer Technology Skills 3.05</b> Create spreadsheets to analyze and interpret data for content assignments.</p>	<p>Guest Speaker/ First Hand Experience</p>	<p>Whole Group: Investigate the number of homeless people in our county and surrounding counties. Create a spreadsheet to record this information.</p> <p>Small Group: Write a brief skit to educate others on homelessness.</p>
<p>Launching Activity:</p> <p>A local potter will visit the class to show students how to make a pot using a wheel. He will explain the firing process and share information about Asian methods of</p>	<p><b>Visual Arts 5.02</b> Describe characteristics of specific works of art that belong to a particular culture, time and place</p> <p><b>Visual Arts 6.01</b> Explain how a work of art can meet its intended purpose.</p>	<p>Guest Speaker/ Hands on activity</p>	<p>Individual: Create a bowl to be sold during the open house.</p>

creating pottery.			
<p>Introduce students to Korea and Celadon pottery using the website for The Metropolitan Museum of Art:  <a href="http://www.metmuseum.org/explore/korea/gallery.html">www.metmuseum.org/explore/korea/gallery.html</a></p> <p>The Met museum has an exhibit of Korean art, including celadon pottery.</p>	<p><b>Visual Arts 5.02</b> Describe characteristics of specific works of art that belong to a particular culture, time and place</p> <p><b>Computer Technology Skills 3.08</b> Plan, design, and develop a multimedia product using data to present content information in the most effective way.</p> <p><b>Computer Technology Skills 3.10</b> Select, evaluate, and use a variety of digital resources and information to research and present findings about Eastern Hemisphere: Africa, Asia, and Australia.</p>	<p>Virtual Field Trip, Multimedia Presentation</p>	<p>Students will develop a simple powerpoint presentation (7 slides) depicting the different styles of pottery to be mentioned in the story. They will search for internet images depicting:</p> <ul style="list-style-type: none"> <li>-Celadon wheel thrown vase</li> <li>-Nested pottery boxes</li> <li>-Hand-sculpted pieces</li> <li>-Celadon vase with “melon” shape</li> <li>-Celadon vase with flower inlay work</li> <li>-Celadon vase with Cranes and Clouds inlay work</li> </ul> <p>A list of links will be provided by the teacher.</p>
<p>Literature Circles- Students will read assigned sections of the novel and discuss assigned questions.</p>	<p><b>Social Studies 5.02</b> Examine the different economic systems, (traditional, command, and market), developed in selected societies in Asia and assess their effectiveness in meeting basic needs.</p> <p><b>Social Studies 10.04</b> Examine the rights, roles, and status of individuals in selected cultures of Asia and assess their importance in relation to the general welfare.</p> <p><b>Language Arts: 1.02</b> Respond to expressive materials that are read by making connections between works, self and related topics</p>	<p>Cooperative Learning Groups, Literature Circle Role Assignments</p>	<p>Individual: Visit the website <a href="http://www.freerice.com">www.freerice.com</a>. What is the purpose of this site? How can you help others while learning on this site?</p> <p>Write one paragraph to answer these questions.</p>
	<p><b>Social Studies 2.01</b> Identify key physical characteristics</p>	<p>Tree Map</p>	<p>Small Group: What natural resources have Americans</p>

<p>Whole group discussion of Korea's use of natural resources (i.e. clay, forests) in the novel</p>	<p>such as landforms, water forms, and climate and evaluate their influence on the development of cultures in Asian regions.</p> <p><b>Social Studies 3.01</b> Identify ways in which people of Asia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.</p>		<p>turned into a profit-making business?</p> <p>List the natural resources and the products made from those resources.</p>
<p>Journal Entries – 2 per week</p> <p>Topics for Week 1:</p> <ul style="list-style-type: none"> <li>• 1. The story revolves around the work of the potters of the village and Tree-ear's fascination with it. Tree Ear found a profession he had an extreme interest in. What factors determine our interests? Describe some of the things that you are interested in possibly pursuing as a career or hobby.</li> <li>• 2. Describe some of the things your friends have developed an interest in as possible career paths or special hobbies.</li> </ul>	<p><b>Language Arts: 1.02</b> Respond to expressive materials that are read by making connections between works, self and related topics</p> <p><b>Language Arts 2.01</b> Respond to informational materials that are read, heard, and/or viewed by making connections to related topics/information.</p>	<p>Personal Student Journal</p>	<p>Research a hobby or profession that interests you.</p> <p>List 3 steps you can take to begin to learn this new skill.</p>

<p>Introduce the concept of dependent and independent variables in algebraic expressions through math stories in which the math example evolves as the story is told. Variables correspond with the first letter of the dependent and independent variables.</p>	<p><b>Mathematics 5.03</b> Use and evaluate algebraic expressions to solve problems.</p>	<p>Math Stories</p>	<p>Ticket Out – Students work with a partner to write the algebraic expression that goes with a similar math story to the one demonstrated by the teacher.</p>
<p>View a video clip describing the organs of the circulatory system and their functions.</p>	<p><b>Science 4.02</b> Describe how systems within the human body are defined by the functions it performs.</p>	<p>Multimedia video clip and viewing guide, GIST summarizing strategy</p>	<p>Use the GIST strategy to identify 10 keywords from the video clip. Write a summary of the information presented in the video using these 10 keywords.</p>

### Week One Literature Circle Questions

1. What do you think of Crane-Man’s sense of humor?
2. How do jokes and stories help Crane-Man and Tree-Ear cope with their lives?
3. Give 3 adjectives to describe Tree-Ear. Provide evidence from the novel for each word.
4. What is Min’s wife like? What role did women have in this time period?
5. Why is Tree-Ear willing to work for no payment?

**WEEK TWO**

ESSENTIAL QUESTIONS:

1. Has time changed the way people depend on one another?
  
2. What are the characteristics of a dependable person?

<b>Instructional Event Description</b>	<b>NCSCOS Goal</b>	<b>Strategy Used</b>	<b>Assessment</b>
Literature Circles	<b>Language Arts: 5.01</b> Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by engaging in small group discussions.	Cooperative Learning Groups	Small Groups answer and discuss questions for literature circle.
Charting Tree Ear's Journey- Students will use online maps to estimate the distance Tree Ear traveled.  <a href="http://www.nationalgeographic.com/xpeditions/">http://www.nationalgeographic.com/xpeditions/</a>  <a href="http://www.randmcnally.com/rmc/EdPub/action/startApp.do">http://www.randmcnally.com/rmc/EdPub/action/startApp.do</a>	<b>Social Studies 1.01</b> Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Asia.  <b>Math 1.03</b> Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	Partners, Websites, online maps	Pairs will combine to form groups of four. In the group, each pair will share and defend their conclusions about Tree Ear's travels. The two groups will then compare and contrast their conclusions and come to an agreement on a final product to share with the rest of the class. (Formative assessment using a rubric)
Journal Entries – 2 per week  Topics for Week	<b>Language Arts: 1.02</b> Respond to expressive materials that are read by	Personal Student Journal	Describe the current homeless situation in Catawba County. Document real statistics

<p>2:</p> <ul style="list-style-type: none"> <li>1. Tree-ear and Crane-man are homeless. What do you think would be different if they were homeless in your area of Catawba County?</li> <li>This story takes place hundreds of years ago. How would the life of a homeless orphan and a homeless disabled man be different in this millennium?</li> </ul>	<p>making connections between works, self and related topics</p> <p><b>Language Arts 2.01</b> Respond to informational materials that are read, heard, and/or viewed by making connections to related topics/information.</p>		<p>and cite your sources of information.</p>
<p>Continue math stories to explore different relationships between the dependent and independent variables.</p>	<p><b>Mathematics 5.03</b> Use and evaluate algebraic expressions to solve problems</p>	<p>Math Stories</p>	<p>Solve a math story word problem on your own.</p>
<p>View a video clip describing the organs of the digestive system and their</p>	<p><b>Science 4.02</b> Describe how systems within the human body are defined by the functions it performs.</p>	<p>Multimedia video clip and viewing guide, GIST summarizing strategy</p>	<p>Use the GIST strategy to identify 10 keywords from the video clip. Write a summary of the information presented in the video using these 10</p>

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### Week Two Literature Circle Questions

1. Compare and contrast Tree-Ear's life to the average young person's life today.
2. Page 82. Crane-Man explains how a fox changed his life. What does he mean by "destined"?
3. Is destiny a matter of luck or do we have control over what happens in our lives?
4. What qualities does Tree-Ear have that make him destined for a better life?

**WEEK THREE**

ESSENTIAL QUESTIONS:

1. Why does our world need to know about interdependence?
2. What moral responsibility do I have to other people?

<b>Instructional Event Description</b>	<b>NCSCOS Goal</b>	<b>Strategy Used</b>	<b>Assessment</b>
Literature Circle- Examine the topics of honesty, family, and work in the novel. Create a circle map with examples in the novel.	<b>Language Arts 2.01</b> Respond to informational materials that are read, heard, and/or viewed by making connections to related topics/information.	Circle maps	Select one of the following topics: honesty, family, or work. Illustrate a scene from the novel that relates to the topic you selected.
Students will examine the functions of the digestive and circulatory systems by completing a T-Chart to compare and contrast functions. (small group) Students will answer the question: How are the two body systems dependent on each other?	<b>Science 4.01</b> Analyze how human body systems interact to provide for the needs of the human organism  <b>Language Arts 6.02</b> Continue to identify and edit errors in spoken and written English by producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.	T-Chart, Cooperative Learning Groups, RAFT	Independent: Complete the following RAFT writing assignment:  <b>Role:</b> Digestive System  <b>Audience:</b> Circulatory System  <b>Format:</b> letter  <b>Topic:</b> “We need you!”
WebQuest  <a href="http://www.angelfire.com/d20/readingteacher20/index.html">http://www.angelfire.com/d20/readingteacher20/index.html</a>	<b>Language Arts 2.01</b> Respond to informational materials that are read, heard, and/or viewed by making connections to related topics/information.  <b>Social Studies 11.02</b> Examine the basic needs and wants of all human	WebQuest	Webquest contains a rubric for evaluation of the student’s final product.

	<p>beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.</p> <p><b>Computer Technology Skills 3.11</b> Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments.</p>		
<p>Journal Entries – 2 per week</p> <p>Week 3 Topics:</p> <ul style="list-style-type: none"> <li>The relationship between Crane Man and Tree Ear can be described as a reflection of interdependence. The relationship between Min and Tree Ear also develops a high level of interdependence between the two characters. Describe another relationship where you have seen evidence of interdependence between two people. It can be a “real” relationship or one you have read about in another story.</li> </ul> <p>**2<sup>nd</sup> Journal Topic is related to the culminating Activity below:</p>	<p><b>Language Arts: 1.02</b> Respond to expressive materials that are read by making connections between works, self and related topics</p> <p><b>Language Arts 2.01</b> Respond to informational materials that are read, heard, and/or viewed by making connections to related topics/information.</p>	<p>Personal Student Journals</p>	<p>Write a paragraph explaining the significance of the concept of interdependence as it relates to you and your life.</p>
<p><b>Culminating Activity:</b> Open house at school. Students will sell pottery</p>	<p><b>Language Arts: 1.04</b> Reflect on learning experiences by analyzing personal learning</p>	<p>Creative writing/ Skits</p>	<p>Journal Response: Reflect on your role of making this event a</p>

bowls filled with ice cream and donate the proceeds to the homeless shelter. Parents will hear what the students have learned about the homeless in our community and see the public service announcements skits that the students have written.	growth and changes in perspective.	Journal Responses	success. What contribution makes you proud? What improvements can be made?
Solve word problems using dependent and independent variables. Explain the interdependent relationship between the variables in the expression.	<b>Mathematics 5.03</b> Use and evaluate algebraic expressions to solve problems	Math Stories	Create a word problem using dependent and independent variables in an expression with a partner.

### Week Three Literature Circle Questions

1. Where does Tree-Ear get his courage for the journey? Was he brave before the trip or does he become brave during the journey?
2. Why does Min change his attitude towards Tree-Ear?
3. How are the characters dependent upon one another?
4. How are the characters dependent upon the land?

# Daily Schedule for Interdependence Unit



8:25- 11:00	Participate in Integrated Unit Activities
11:00- 11:25	Lunch
11:25- 12:15	Math Instruction
12:15- 1:00	Science Instruction
1:00- 1:45	Exploratory Rotations (Chorus, Spanish, Drama, Band)
1:45- 2:30	Required Rotations (Health, PE, Computers)
2:30	Teacher Advisory Groups/ Healthy Active Child Time

## IV. Assessment

### Formative Assessment

Formative assessments are needed in all units of study to measure student progress toward mastery of learning targets throughout the unit. This planned unit incorporates a variety of formative assessment techniques to enable the teacher to monitor, measure, and support student learning. These assessments inform instruction and allow the teacher to make adjustments as needed in the planned activities for instruction. Formative assessments provide useful information about the students' needs and indicate to the teacher where the students fall on the continuum of learning. The formative assessment techniques used in this unit are:

- Create a spreadsheet to recording the number of homeless people in your county and surrounding counties.
- Develop a simple powerpoint presentation (7 slides) depicting the different styles of pottery to be mentioned in the story.
- Write one paragraph to answer specific questions about the website [www.freerice.com](http://www.freerice.com)
- List the natural resources and the products made from those resources in America.
- List 3 steps you can take to begin to learn about a hobby or profession that interests you.
- Ticket Out – Math problem
- Use the GIST strategy to identify 10 keywords and summarize information presented in a video clip.
- Small Groups answer and discuss questions for literature circle.
- Groups will compare and contrast their conclusions and come to an agreement on a final product to share with the rest of the class.
- Describe the current homeless situation in Catawba County. Document real statistics and cite your sources of information.
- Solve a math story word problem on your own.

- Select one of the following topics: honesty, family, or work. Illustrate a scene from the novel that relates to the topic you selected.
- Independent Writing Assignment: Complete the following RAFT:
  - **Role:** Digestive System
  - **Audience:** Circulatory System
  - **Format:** letter
  - **Topic:** “We need you!”
- Webquest with rubric
- Write a paragraph explaining the significance of the concept of interdependence as it relates to you and your life.
- Create a word problem using dependent and independent variables in an expression with a partner.

Each of these formative assessment items are sequenced after instructional events designed to provide students with the knowledge base to perform the tasks requested. These items are listed in sequence in the Weekly Plans for the unit.

### **Summative Assessment**

Summative assessment is necessary to inform teachers if students have successfully mastered the goals of the unit of study. In this unit we use performance assessments as our summative evaluation of student success in learning the material presented. The summative assessments we suggest are related to the culminating activity of the unit as well as participation in this service learning opportunity. These assessment items are:

- Students write a public service announcement to educate others on homelessness. This skit is performed at the open house.
- Students create a pottery bowl to be sold during the open house.
- Students reflect on their role of making the open house event a success. What contribution made them proud? What improvements can be made for next year’s event?

# *A Single Shard*

## *Evaluation Rubric*

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<ul style="list-style-type: none"> <li>· Completed all activities with exceptional care</li> <li>· Written work is free from errors</li> <li>· All work completed early or on time</li> </ul>	<p><b>Above and Beyond Criteria</b></p> <p><b>+4</b></p>
<ul style="list-style-type: none"> <li>· Completed all activities</li> <li>· Written work well done with few errors</li> <li>· All assignments completed on time</li> </ul>	<p><b>Meets Criteria</b></p> <p><b>+3</b></p>
<ul style="list-style-type: none"> <li>· Completed most activities</li> <li>· Written work needs additional revisions</li> <li>· Some assignments incomplete and or late</li> </ul>	<p><b>More Effort Needed to meet Criteria</b></p> <p><b>+2</b></p>
<ul style="list-style-type: none"> <li>· Activities incomplete</li> <li>· Written work needs additional revisions</li> <li>· Completed work does not meet criteria</li> </ul>	<p><b>Go Back and Redo</b></p> <p><b>+1</b></p>
<ul style="list-style-type: none"> <li>· Activities incomplete or not done</li> <li>· Extensive revisions needed</li> <li>· Lack of care demonstrated in attempts at all tasks</li> </ul>	<p><b>We Need A Conference</b></p> <p><b>+0</b></p>

This rubric is part of the WebQuest found at

[http://www.angelfire.com/d20/readingteacher20/index\\_files/page0004.html](http://www.angelfire.com/d20/readingteacher20/index_files/page0004.html) .

# Charting Tree-Ear's Journey

## Collaborative Work Skills

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.

**Comments:**

## Culminating Activity Rubric

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>On Target</b>
<b>Level of Engagement</b> (25 points)	Student rarely contributes to planning the activity by offering ideas and asking questions.	Student proactively contributes to planning the activity by offering ideas and asking questions when prompted.	Student proactively contributes to planning the activity by offering ideas and asking questions voluntarily.
<b>Behavior</b> (25 points)	Student usually displays disruptive behavior during activity planning and presentation.	Student rarely displays disruptive behavior during activity planning and presentation.	Student almost never displays disruptive behavior during activity planning and presentation.
<b>Preparation</b> (25 points)	Student did not meet requirements for assigned donations, work time, and set up for the program.	Student showed adequate effort in seeking assigned donations, work time, and set up for the program.	Student showed exceptional effort by seeking donations, extra work time and set up for the program.
<b>Listening Skills</b> (25 points)	Student does not listen when others talk, both in groups and in planning sessions. Student often interrupts when others speak.	Student listens when others talk, both in groups and in planning sessions.	Student listens when others talk, both in groups and in planning sessions. Student incorporates or builds off of the ideas of others.

TOTAL POINTS EARNED \_\_\_\_\_

Comments \_\_\_\_\_

## V. Resources

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