

Classification Rubric

Genre Chart Classification	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Establishes a clear thesis	Establishes a strong, purposeful thesis	Establishes a clear thesis	Thesis is unclear	Does not include a thesis
3 Categorizes information with headings	Headings reflect the main ideas of paragraphs and support thesis	Headings are used to categorize information	Headings do not reflect the main idea of paragraphs	Does not include headings
4 Develops topic with facts, definitions, details, quotations, and examples	Topic thoroughly developed with facts, details, quotations, and examples	Topic is well developed with facts, details, quotations, and examples	Topic development is weak	Lacks topic development
5 Uses academic language that shows an awareness of audience	Academic language reflects considerable knowledge of topic and audience	Academic language reflects knowledge of topic and audience	Attempts to use academic language	Does not use academic language
6 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
7 Includes graph or illustration to aid comprehension	Graph or illustration enhances comprehension	Graph or illustration aids comprehension	Includes illustration or graph but connection to topic is unclear	Does not include illustration or graph
8 Uses an appropriate conclusion	Conclusion is purposeful and insightful	Uses an appropriate conclusion	Conclusion is ineffective	Does not have a conclusion
9 Correct conventions support meaning	Insignificant or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

Classification
Lesson 1

List of Humanitarians

Note: This is not a comprehensive list. The names are linked to sites.

Andrei Dmitrievich Sakharov – Soviet nuclear physicist committed to human rights

Mother Teresa – Founded an international organization supporting orphans, children in war zones, the hungry, homeless, crippled, blind, and sick

Xiye Bastida – Mexican-Chilean climate activist

Michaela Mycroft – Diagnosed with cerebral palsy, co-founded the Chaeli Campaign, which aims to make South Africa a more accessible and accepting place for those with special mobility needs

Desmond Mpilo Tutu – South African Bishop that took a prominent stand against the apartheid

Eliezer Wiesel – Famous author, vocal about the wrongs of violence and racism

Florence Nightingale – British nurse who helped improve standards of hospitals and nursing

Harriet Beecher Stow – Famous author and abolitionist committed to ending slavery

Harriet Tubman – A slave who escaped to freedom and committed her life to helping other slaves escape

Liu Xiaobo – Nobel Peace Prize Laureate for his dedication to human rights in China

Mahatma Gandhi – Advocate of non-violence and civil rights

Dr. Jane Aronson – CEO of Worldwide Orphans, providing education, medicine, and emotional support for orphaned and abandoned children across the globe

Christopher Yao – Teenager who started organizations, providing free cleft-lip surgery to children in poor countries, free online education, and resources to help other youth to start their own charitable programs



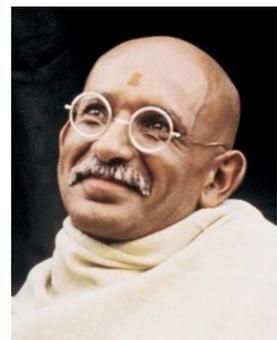
Xiye Bastida



Liu Xiaobo



Michaela Mycroft



Gandhi

Website Evaluation

Name _____

Date _____

Website #1: _____

Topic: _____

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? _____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether you think this website is suitable for your research.

Website Evaluation

Website #2: _____ Topic: (Same as website #1)

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? ____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether you think this website is suitable for your research.

Ideas for Research

I. Early Years

- a. Birth
 - i. Where
 - ii. When
- b. Family
 - i. Parents
 - ii. Siblings
- c. Where did he/she live?
- d. Childhood
 - i. Activities/Interests
- e. Education

II. Middle Years

- a. Marriage
 - i. Who
 - ii. When
- b. Children
- c. Work experience
- d. Influences – person or event that was particularly influential

III. Later Years

- a. Retired or continued working
- b. Tragedies or successes during this time
- c. Death
 - i. Date
 - ii. Cause

IV. Significance

- a. Why was/is this person significant?

George Orwell Research Paragraph

According to one biography, Orwell's first word was "beastly." He struggled with bronchitis and the flu as a child. Orwell reportedly composed his first poem around the age of four. He later wrote, "I had the lonely child's habit of making up stories and holding conversations with imaginary persons, and I think from the very start my literary ambitions were mixed up with the feeling of being isolated and undervalued." One of his first literary successes came at the age of 11 when he had a poem published in the local newspaper.

<http://www.biography.com/people/george-orwell-9429833>

Sample Notes

Heading	My paraphrase
<p>Early Life</p>	<p>George Orwell was a lonely child. Which is part of the reason he became such a great writer and possibly why he was concerned about justice.</p> <p>“I had a lonely child’s habit of making up stories and holding conversations with imaginary person’s and I think from the very start my literary ambitions were mixed up with the feeling of being isolated and undervalued.” George Orwell</p>
<p>Electronic Source #1</p> <p>http://www.biography.com/people/george-orwell-9429833</p>	<p>Direct quote</p>

Where the information was found. Include on the “Source Documentation” sheet.

Source Documentation

Internet Sources

Source #1

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #2

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #3

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Print Source

Author(s) and Editor(s): _____

Title of book/article: _____

Title of the journal, newspaper, or magazine: _____

Other contributors: _____

Edition and/or volume (if applicable): _____

Publisher: _____

Publication date: _____

Page number(s): _____

Art Work (Electronic Source)

Artist's name: _____

Title of artwork: _____

Title of Container: _____

Medium: _____

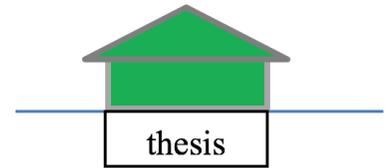
Institution or owner of the art: _____

Date of artwork or the date you accessed the art: _____

Full web address: _____

THESIS STATEMENT
The roadmap for your paper

It is like the foundation of a house.



CLAIM + REASON

Your thesis statement is usually in the last sentence of your introduction.

How to write a thesis statement:

1. Ask a question about your topic.

Ex: Who is Mr. Smith? What is significant about Mr. Smith?

2. Think of some answers to your question.

Ex: Mr. Smith is a great teacher who makes learning fun.

He can relate to his students.

He is strongly devoted to his students' academic progress.

He has high expectations for students.

3. Combine and Refine 1 and 2:

Ex: Mr. Smith is an exceptional, devoted teacher because he makes learning fun and helps students achieve high expectations.

4. Check:

Is it specific?

Weak: Fredrick Douglass was an amazing writer.

Good: Fredrick Douglass' experience as an orphan and a slave inspired him to become a powerful writer who exposed the oppression of slavery.

Did you answer how or why?

Weak: In this paper, I will discuss how Mozart's life made significant contributions to music.

Good: Mozart's extraordinary talent and privileged upbringing enabled him to change the world with his music.

Avoid stating a fact.

Weak: Marie Curie was a scientist.

Good: By overcoming the challenges of poverty and sexism, Marie Curie became the first woman to receive the Nobel Prize.

Sample Outline

Thesis Statement

George Orwell used his life experiences to positively contribute to society through great works of literature.

I. Early Years

Topic of Paragraph

Heading

a. Orwell spent most of his young life away from family at school.

- i. Bengal India
- ii. Started boarding school at age 5
- iii. Received a scholarship to Eton
 1. Very good school

Supporting Details

II. Middle Years

a. Experiences in the military helped develop a hatred for injustice and a love for people

- i. Burma
 1. Hated the way the English treated the natives
 2. Wrote about injustice in Burma
 3. Lead to a desire to understand the poor in England

b. Lived among poor and outcast

- i. Wrote another book about the experiences of the poor

c. Joined military again

- i. Spain
- ii. Shot by sniper
- iii. During rest and recoup, wrote one of his most famous novels

III. Later Years

a. A time of joy and pain that made him write his greatest work

- i. Sudden death of his wife
- ii. Produced numerous pieces of literature
 1. 1984

iii. Died of tuberculosis at age 46

1. Possibly contracted while working with the poor

IV. Significance

a. Battled government oppression

- i. War
- ii. Literature

Engaging the Reader Sample Paragraphs

Quote from Literature

Engaging Strategy

Intro of Person

In *To Kill a Mockingbird* by Harper Lee, Atticus Finch once said, “You never really know a man until you walk around in his shoes.” Eric Blair, more commonly known by his pen name George Orwell, the famous author and activist took this idea to heart. Driven by his passion for the common man, Orwell committed his life’s work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Thesis

Shocking Statement

Engaging Strategy

Intro of Person

In hopes of understanding the common man, Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life’s work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Thesis

List

Engaging Strategy

Intro of Person

Hungry. Tired. Penniless. Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life’s work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Thesis

Anecdote

Engaging Strategy

There was once a man willing to give up his whole life just to experience the despair of those on the streets. It was through this sacrifice that he found a passion for the common man and a hatred toward authoritarian regimes. Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Intro of Person

Thesis

Question

Engaging Strategy

Is there anything more powerful, more stirring, more inspiring, than a man willing to give up all his wealth just to experience the hardship of others? Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Intro of Person

Thesis

Quote

Intro of Person

Engaging Strategy

Eric Blair, more commonly down by his pen name George Orwell, once said, "Speaking the truth in times of universal deceit is a revolutionary act." The author not only believed this, he lived it. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Thesis

Parenthetical Citation Guide

One author

Use author's last name and page number where the quote was found:

Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (Lee, 128).

No comma between
name and page number

Punctuation
follows citation.

Two authors

Use the authors' last names in the text or in the parenthetical citation.

Example: "Evidence used to support ideas in an academic essay is usually paraphrased" (Dollahite and Haun 77).

Three or more authors

Use the first author's last name and "et al."

Example: The results for the second year improved by 47% (Smith et al.).

No author is identified

If a source does not include an author's name, use the title or an abbreviated title in the text or parenthetical citation.

Example: Even though Orwell died at the young age of 46, his ideas and opinions have lived on through his work ("George Orwell").

Citing Information Without an Original Source

If you did not read the original source and you cannot find the original source, use the parenthetical abbreviation "qtd." to indicate a quote used.

Example: ABC News reported that "even users who said they didn't like tap water had no problem with it when they didn't know what it was" (qtd. in Money Crashers).

Parenthetical Citation Practice

Place the correct parenthetical citation after each quote.

1. In support of challenging academic classes Sims says, “Statistically, 25 out of every 30 young people take classes in high school that will affect their success in the working world.” _____

From *Work and You* by Hank Sims on page 256

2. Emily Dickinson was many things, but “she was clearly not insane. She was a genius; eccentric, yes, but not insane.” _____

From *Emily Dickinson: Demure Barbarian* by Garrett Devons and Harry Greenwolf on page 16.

3. If students continue their schooling, whether in a trade or university, they can “expect to find a wider variety of options available to them than they had in high school.” _____

From “Why Continue Learning” found on www.teenslearning.net in 2019

Embedded Quotes

Identify which quotes are embedded correctly and which quotes are not (E=embedded, NE=not embedded). Rewrite and correct the sentences that are not embedded correctly.

4. Most significant is Jane’s will to “venture to hope” for happiness and stability at Thornfield (Bronte 250). E or NE
-
-

5. Scout hated school. She would do anything if it meant she didn’t have to go to school. “I went so far as to pay for the privilege of rubbing my head up against the head of Miss Rachel’s cook’s son, who was afflicted with a tremendous ringworm” (Lee 75). E or NE
-
-

6. Gene pushed back a limb of the tree just enough for Phineas to get through. “Phineas tumbled sideways, broke through the little branches below and hit the bank with a sickening, unnatural thud” (60). E or NE

7. Ralph dreamed of civility, of a normal life. “The sounds of nightmare from the other shelters no longer reached him, for he was back to where he came from, feeding ponies with sugar over the garden wall” (Golding 98). E or NE

8. The passage concludes with a final “melancholy wail,” developing the setting as mysterious and sorrowful (21). E or NE

Embedded Quotation Practice

Practice using two of the following sentence starters with a quote from your research.

1. For instance, according to (author), "—."
2. (author) writes, "—."
3. In the article, (name the article), (the author) maintains that, "—."
4. This is addressed in an excerpt from (source), "—."
5. (The author) explains, "—."

1.

2.

Transition Practice

Instructions: Divide the class into partners/groups and have students rewrite their paragraph using transitions and varied sentence beginnings.

Group 1

Cats are terrible pets. Cats like to be independent. They do not care about praise from their owners. They do what they want to do, when they want to do it. Praise does nothing for them. They are not motivated by the love of their owner. They scratch. They scratch kids. Cats use an extremely messy, foul-smelling litter box. Dogs would be a great pet.

Group 2

Tornadoes are extremely dangerous. They strike at any moment without warning. Tornadoes make it hard for people to find cover. The wind speed averages about 110 mph and in extreme cases can reach upwards of 300 mph. A tornado can destroy everything in its path, ranging from a few short miles to dozens of miles. They are powerful enough to lift cars, relocate buildings, and completely level a whole town. Tornadoes are extremely dangerous. There are a number of ways for people to stay safe.

Group 3

In Ancient Egypt, mummification was an elaborate process. Embalmers used salts to remove moisture from the body. The salt-like substance dried out and preserved the bodies. Mummies were ritualistically anointed with oils and perfumes. Often finger and toe protectors were placed over the mummy's fingers and toes to prevent breakage. They were wrapped with strips of white linen to protect the body from being damaged. Then the bodies were wrapped in a canvas sheet for further protection. Many other countries and cultures have similar rituals.

Group 4

Running is one of the best ways for a person to stay fit. You do not have to find other people to go running. It is a sport that can be done by any individual looking to get in shape or blow off steam. It does not require a lot of expensive equipment. It just requires a good pair of shoes and socks. Running does not require a field, gym, or any particular place for that matter. You can run in the country, on trails, in the city, on a sidewalk, and even through a field. There are a few safety issues to consider when running.

Group 5

Education is extremely important. Education opens doors that might otherwise be closed. If you do not have a specific degree, businesses are less likely to hire you. It does not matter what experience you have. A person with a degree in teaching would be hired before the person with teaching experience. Education provides a foundation for new ideas and critical thinking. This is important for people to live productive and healthy lives. It is more important to have strong integrity.

Revision: Classification

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader and establishes a clear thesis

Suggestion for improvement: _____

Categorizes information with headings

Suggestion for improvement: _____

Develops topic with facts, definitions, details, quotations, and examples

Suggestion for improvement: _____

Uses academic language that shows an awareness of audience

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Includes graph or illustration to aid comprehension

Suggestion for improvement: _____

Uses an appropriate conclusion

Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Classification Assessment

Classification Genre Chart

- Engages the reader and establishes a clear thesis
- Categorizes information with headings
- Develops topic with facts, definitions, details, quotations, and examples
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Uses an appropriate conclusion

Write an informative essay about a topic of interest, such as a sport, an instrument, hobby, place, person, occupation, etc. Create headings to guide and clarify information in your writing.

Include the following:

- At least two research sources
- A graph or illustration

Check that your writing reflects level 4 on the rubric.