**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comparing and Contrasting
Native American Geographical Regions and People Groups**

**Directions:**

* **Choose two of the Native American geographical regions that we have learned about during this Unit (Eastern Woodlands, the Plains, the West and Southwest, the Northwest or Arctic).**
* **Create a T-chart that helps you organize the details for each region.**
* **On loose-leaf, write an essay that compares and contrasts the two regions.**
* **Use at least 5 of the “Compare and Contrast Words” in your essay.**
* **Use the rubric attached to guide you in your writing of the essay. PLEASE HAND IN A COPY OF THE RUBRIC WITH YOUR ESSAY.**
	+ **SOURCES TO REFERENCE FOR YOUR ESSAY**
		- **Your textbook**
		- **PowerPoint presentations (on the website)**
		- **Your notes from class or guided notes sheet**
* **Have someone proofread your essay.**
	+ **Is all of your spelling correct?**
	+ **Did you capitalize all the proper nouns?**
	+ **Did you capitalize the beginnings of each sentence?**
	+ **Did you put periods, question marks, or exclamation points at the end of your sentences?**
	+ **Did you indent each new paragraph?**
	+ **Did you use interesting word choice?**
	+ **Did you use AT LEAST 5 words from the “Compare and Contrast Words” sheet in your essay?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Number:\_\_\_\_\_\_**

**Title: Comparing and Contrasting**

**Two Native American Regions of the United States**

|  |  |  |
| --- | --- | --- |
| Assignment: |  |  |
| **Task:**4 - Fulfills all requirements of the task3 - Fulfills most requirements of the task2 - Fulfills some requirements of the task1 - Fulfills few requirements of the task  |  |  |
| **Sentence Variety and Vocabulary:**4 - Uses sentence variety with challenging vocabulary3 - Uses simple sentences with grade level vocabulary2 – Mostly uses simple sentences, some fragments, and grade level vocabulary1 - Uses sentence fragments or phrases, and below grade level vocabulary  |  |  |
| **Details from Text** 4 - Makes effective use of relevant and accurate details3 - Uses relevant and accurate details2 - May use some relevant and accurate details1 - No details or irrelevant details  |  |  |
| **Understanding**4 - Demonstrates a thorough understanding of the text3 - Demonstrates a literal understanding of the text2 - May demonstrate some misunderstandings or gaps in understanding1 - May demonstrate very little understanding of the text  |  |  |
| **Focus**4 - Makes inferences from the text and maintains clear focus3 - Maintains a predominately clear focus2 - Attempts to establish a focus1 - Does not establish a focus  |  |  |
| **Engagement and Voice**4 -Fluent and easy to read, displays sense of engagement or voice3 - Fluent and easy to read, may display a sense of engagement or voice2 - Somewhat difficult to read, no sense of engagement or voice1 - Difficult to read, no sense of engagement or voice  |  |  |
| **Spelling, Grammar, Punctuation**4 - Conventions assist understanding considerably3 - Conventions aid in understanding adequately2 - Conventions impede understanding1 - Conventions impede understanding  |  |  |

**Rubric**