

TEACHING AMERICAN HISTORY
Local History Lesson Plan Series RUBRIC - GRADUATE CREDIT

	Meets with Excellence TAH's Expectations for a Unit Lesson Series Plan	Meets TAH's Expectations for a Unit Lesson Series Plan	Does Not Meet TAH's Expectations for a Unit Lesson Series Plan	Percentage
Focus on Content and Analysis 50%	<ul style="list-style-type: none"> ●Lessons provide significant and clear connections to local history. 15 points ●The lessons are tightly focused on the content theme. 15 points ● Substantial evidence of <i>Thinking Like a Historian</i> analysis: knowledge through thinking and organization of information has been demonstrated in each lesson plan. In each lesson statements show that writer has successfully generalized, interpreted, tested or synthesized information specific to the subject studied. 20 points 	<ul style="list-style-type: none"> ●The lessons' connection to local history is stated. 12 points ●The lessons are focused primarily on the content theme. 13 points ● Moderate evidence of <i>Thinking Like a Historian</i> analysis: knowledge through thinking and organization of information has been demonstrated in 3 or 4 lesson plans. A central portion of the work includes statements which show that writer has successfully generalized, interpreted, tested or synthesized information specific to the subject studied. 15 points 	<ul style="list-style-type: none"> ● The lessons' connection to local history is limited. 10 points ●The lessons have limited focus on the content theme. 10 points ● Some evidence of <i>Thinking Like a Historian</i> analysis: knowledge through thinking and organization of information has been demonstrated in 2 lesson plans. A small, but not central portion of the work includes statements which show that writer has successfully generalized, interpreted, tested or synthesized information specific to the subject studied. 10 points 	
Lessons' Objectives <ul style="list-style-type: none"> ●Define what students will know and be able to do ●Assessment shows what students have learned what was designed 30%	<ul style="list-style-type: none"> ●The objectives are tailored in terms of what students can do and learn. You identify what learning will take place; this is measurable and observable. Higher order thinking skill are included. 15 points ●Assessments of the activities planned support and demonstrate that the students have learned what is designed for them to know and be able to do. 10 points ●A well-designed rubric is included. 5 points 	<ul style="list-style-type: none"> ●The objectives are tailored to what students can do and learn. You identify the learning which will take place; and this is measurable and observable. 12 points ●Assessments of the activities planned support the objectives, yet are vague on documenting students' understanding. 9 points ●A good rubric is included. 4 points 	<ul style="list-style-type: none"> ●The objectives are imprecise or unclear, or are written in terms of what the teacher will do and not what the students will be able to do. 10 points ●Assessments of the activities are such that the teacher understanding students' learning is limited. 7 points ●The rubric is included, but its value as an evaluation tool is limited. 2 points 	
Style 20%	<ul style="list-style-type: none"> ●The TAH Template is used and all fields are completed. 5 points ●Text is written with no errors in grammar, capitalization, punctuation and spelling. 5 points ●All materials are identified & available for use. It is clear what materials are referenced in the lesson (e.g. each "handout" is referred to by name). 5 points ●The lessons effectively utilize 5 or more primary sources. 5 points 	<ul style="list-style-type: none"> ●The TAH Template is used & some fields are not completed. 3 points ●Text is clearly written with little editing required for grammar, punctuation, & spelling. 4 points ●Materials necessary to complete the lessons are listed. Reproducible materials are available. 4 points ●Lessons successfully utilize 3 or 4 primary sources. 4 points 	<ul style="list-style-type: none"> ●The TAH Template is hardly used. 2 points ●Spelling, punctuation, and grammar errors distract or impair readability. 2 points ●A limited list of student and teacher materials is provided. Reproducible materials are described, but not attached. 1 point ●Some lessons use 2 primary sources. 2 points 	
			TOTAL	