

TEACHING AMERICAN HISTORY
Local History Lesson Plan Series RUBRIC - PDPs

	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 of the 3 lesson plans. 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 2 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 1 lesson plan. 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	