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Elementary Students' Analysis of Diverse History-Based Sources

Tara Richeson

Eastern Illinois University

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Elementary Students' Analysis of Diverse History-Based Sources

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BY

Tara Richeson

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Tara Richeson

Eastern Illinois University

Abstract

This study analyzed students' use of diverse sources for a history-based writing assignment on Abraham Lincoln. Participants includes 41 students in a fifth grade self-contained classroom in rural Illinois. The study was conducted during students' 30-minute writing period, every day for six weeks. During this time period, students close-read trade books and primary sources to collect research on Lincoln. Students also gathered additional information during their field trip to the Abraham Lincoln Presidential Library and Museum. Students synthesized their information from the various sources and organized the notes to write an informational, history-based writing piece on Lincoln. Students were required to cite their various sources and corroborate information between sources. Finally, student selected one of three finishing option to share their information with others. The results of the study suggested that students seemed genuinely motivated and intrigued by the assignment, they used close reading to analyze diverse texts effectively but not perfectly, and they engaged in complex forms of writing using non-fiction, history-based curricula. Overall, students were successful in using, citing, and corroborating diverse sources for this complex, history-based writing unit.

Keywords: diverse texts, trade books, primary sources, citing, non-fiction writing

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Dedication

I dedicate my work to my children, Lainey and Nolan.

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Introduction

To meet the demands set forth by various state and national initiatives, educators across the country are hard at work. They are collaborating with colleagues; creating new, more rigorous lessons; scaffolding instruction to help students meet new expectations; and constantly reflecting on their practices. Many of these new demands center around research that suggests that students should be spending more academic time reading and writing about informational texts. This is my qualitative inquiry, as a teacher-researcher, into these changing curricular expectations.

Literature Review

State and national education initiatives are calling for major changes in the way educators teach and prepare students for their futures; in college, the work force, and civic life. The initiatives this research will focus on include: the Common Core State Standards for English/language arts and literacy in history/social studies, science, and technical subjects; the College, Career, And Civic Life Framework; the Illinois Social Science Standards; and the Partnership for Assessment of Readiness for College and Careers.

The Common Core State Standards

The Common Core State Standards (hereafter CCSS) are a set of quality, national standards for public education students attending kindergarten through 12th grade. This rigorous set of standards was developed not only to create a level of consistency and rigor throughout the states, but also to ensure students are college and career ready with a standard set of skills by the culmination of their twelfth-grade year. This set of skills would develop into the Common Core anchor standards by which all grade level

standards build toward, scaffolding skills from the lowest grades through the highest (NGA & CCSSO, 2010a). As specified by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA), “these standards are research and evidenced based, aligned with college and work expectations, rigorous, and internationally benchmarked” (NGA & CCSSO, 2010a, p. 3).

While the CCSS for English Language Arts & Literacy build upon the foundation of previously existing standards, it is necessary to recognize its differences from the previous standards, as they relate heavily to this thesis. There are three key shifts called for by CCSS for ELA: regular practice with complex texts and their academic language; reading, writing, and speaking grounded in evidence from texts, both literary and informational; and building knowledge through content-rich non-fiction (NGA & CCSSO, 2010c).

The Common Core shift one. The first major shift involves text complexity. The complexity of what students read matters. The NGA and CCSSO state the following:

While reading demands in college, workforce training programs, and life in general have held steady or increased over the last half-century, K-12 texts have actually declined in sophistication, and relatively little attention has been paid to students’ ability to read complex texts independently (2010b, p. 2).

To compensate for this area of deficit, the standards call for “a staircase of increasing complexity” to prepare all students to be ready to read such texts by graduation (NGA & CCSSO, 2010a). The standards also, “outline a progressive development of reading

comprehension so that students advancing through the grades are able to gain more from what they read” (NGA & CCSSO, 2010c, p. 1).

The Common Core shift two. The second shift increases the amount of reading, writing, and speaking that is grounded in evidence from text, both literary and informational. Previously, writing demands of K-12 students focused heavily on personal experiences or opinion, but such tasks did little to prepare students for life after high school. As a result, college professors assigning research papers find that a majority of students are turning in mediocre or abysmal work (Fitzhugh, 2012). In fact, in a 2006 survey by the *Chronicles of Higher Education* about students’ preparation for college-level writing, reading, and research, only a small portion of students were very well prepared (Fitzhugh, 2012). Furthermore, according to a report published in 2005 by *the National Commission on Writing*, it was found that state governments spend nearly a quarter of a billion dollars each year for remedial writing instruction for their employees (Fitzhugh, 2012). Clearly, public school teachers should focus on reading, writing, and research more often.

The writers of the CCSS recognize the importance of students developing skills necessary to create evidence-based writing to both inform and persuade. According to the NGA and CCSSO, informational and persuasive writing serves several purposes including:

to increase readers’ knowledge of a subject, to help them better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. To produce this type of writing, students

draw from what they already know and from primary and secondary sources (2010b, p. 23).

The CCSS emphasizes the importance of reading a text closely and carefully and possessing the ability to extract pertinent evidence from the text to support a given purpose (NGA & CCSSO, 2010a)

The Common Core shift three. The third shift in the standards focuses on building knowledge in content-rich non-fiction. The writers of the CCSS express their concerns over the lack of opportunities students have to interact with non-fiction texts on which to build content knowledge. Students today are asked to read very few expository texts. As little as 7 percent of elementary and 15 percent of middle school instructional reading is expository (NGA & CCSSO, 2010b, p. 3). The authors go on to state this omission of non-fiction continues to occur, “despite the fact that expository text makes up the vast majority of the required reading in college and the workplace” (NGA & CCSSO, 2010c, p. 3). Coupled with the small amount of expository texts assigned, students are then often given superficial tasks like skimming the text for obscure information. The experts state, “such reading is unlikely to prepare students for the cognitive demands of true understanding of complex texts” (NGA & CCSSO, 2010b, p. 3).

To become successful readers, students must develop strong content knowledge and academic vocabulary from the world around them. The CCSS acknowledges the important role informational texts play in building content knowledge through non-fiction texts. “It is vital for students to have extensive opportunities to build knowledge through texts, so they can learn independently” (NGA & CCSSO, 2010c, p. 1). For grades Kindergarten through 5th grade, the standards require a 50-50 balance between the time

spent on informational and literary reading during the school day. However, in grades 6-12, the demand for non-fiction increases. For example, in the 8th-grade students see a slight shift in the previously equal 50-50 balance to a 45-55 literary to informational split. Meanwhile, 12th graders see a huge balance shift in favor of informational texts with a 30-70 split during their school day (NGA & CCSSO, 2010c, p. 1). To meet these rigorous demands for non-fiction, informational reading and writing must be incorporated into every subject. The Standards are not alone in emphasizing informational texts: “The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades” (NGA & CCSSO, 2010a, p. 4). As rigor increases in the CCSS, higher expectations appear in standardized testing as well. We must prepare our students for these high-stakes assessments. Passing such tests have important benefits later on in students’ educational careers, such as admittance to colleges of their choice and scholarships. These tests can also be tied to school funding and teacher evaluations.

Partnership for Assessment of Readiness for College and Careers

The Partnership for Assessment of Readiness for College and Careers, also known as PARCC, was “designed to measure knowledge, skills, and understandings essential to achieving college and career readiness” (PARCC, 2012, p. 3). During the assessment, students will complete tasks which require them to demonstrate both critical thinking and higher order thinking skills that reflect the rigor found in the CCSS (PARCC, 2012).

For the purpose of this research, I will focus on what is expected of students regarding the ELA portion of the PARCC assessment. Students will be expected to

demonstrate their ability to read complex texts; write effectively when using and analyzing sources; conduct and report on research; use their speaking and listening skills; and use the correct language for reading, writing, and speaking (PARCC, 2012). These types of state and national assessment have a strong influence on what is taught and how it is taught in schools, especially when student performance is tied to administrator and teacher evaluations and school funding.

The College, Career, and Civic Life Framework

The College, Career, and Civic Life Framework, also known as the C3 standards for Social Studies, reinforces the importance placed upon literacy by the Common Core State Standards. The C3 standards address the need to prepare students to meet the challenges of life after high school. “The C3 Framework fully incorporates and extends the expectations from the grades K–5 English Language Arts standards and the grades 6–12 standards for Literacy in History/Social Studies, Science, and Technical Subjects” (National Council for Social Studies, 2013, p. 7).

The primary purpose of the C3 Framework is to “provide guidance to states on the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life” (National Council for Social Studies, 2013, p. 17). This guidance comes in the form of the Inquiry Arc. According to the National Council for Social Studies (2013), the Inquiry Arc is defined as:

A set of interlocking and mutually reinforcing ideas that feature the four dimensions of informed inquiry in social studies: 1) Developing questions and planning inquiries, 2) Applying disciplinary concepts and tools, 3)

Evaluating sources and using evidence, and 4) Communicating conclusions and taking informed action (p. 17).

All four dimensions are utilized in this study. Students will ask and answer questions (Dimension 1), close-read and demonstrate historical thinking (Dimension 2), evaluate sources while reading and completing organizer for notes (Dimension 3), and create a writing piece to communicate what they learned (Dimension 4). For the purpose of this thesis, I will focus on the Dimension 3 for evaluating sources and using evidence, as well as the history domain in Dimension 2 as it specifically focuses on historical thinking and historical inquiry. Historical thinking requires the students to not simply ask and answer questions like who, what, when, and where, but extend their thinking to evaluate why and how events occurred. It also involves locating and evaluating historical sources, acknowledging different perspectives, and using evidence to develop arguments about people and events in the past (National Council for Social Studies, 2013).

Historical inquiry involves gathering information to investigate the past to answer those questions. The National Council for Social Studies (2013) states, “Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers” (p. 45).

The Illinois State Board of Education (hereafter ISBE), heavily influenced by the C3 Framework, adopted a new set of Social Studies Standards in 2016. Like the CCSS standards, the Illinois Social Science Standards were designed to ensure students are college and career ready by the end of high school. Like the C3 Framework, the Illinois Social Science Standards also want students to be prepared for civic life: “The vision

supporting this design is to produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate” (ISBE, 2017, p. 2). Because these standards were created from the C3 Framework, they also require students to engage in historical thinking, inquiry, and other disciplinary concepts to pursue answers to their student-generated questions (ISBE, 2017, p. 3). Specific instructional strategies and practices are crucial for students to be able to engage in inquiry-based learning.

Pedagogy

In this research, I will discuss the use of diverse texts, historical literacy and historical thinking, and close reading. These instructional strategies and practices were selected because all three topics address the three main shifts in the Common Core State Standards with its focus on research and informational texts. Furthermore, these instructional strategies and practices will guide students in creating a higher quality writing piece and hopefully, a deeper understanding of the content they are researching.

Use of diverse texts. Not only is it important to vary the complexity of the texts being used as required in the first shift of the CCSS, it is also important to expose students to diverse types of texts. According to Bennett & Step-Sanders (2016), “Students’ historical understanding can be improved if they are exposed to a variety of texts” and “the ability to decode and comprehend advanced texts is the first step in historical understanding” (para. 1). Due to the nature of this thesis, I will focus on informational texts, including primary and secondary sources.

Trade books are considered secondary sources, and should be considered as a curricular resource to use when introducing a topic. When selecting trade books, educators should carefully select texts “of diverse reading levels with disparate degrees of

historicity to differentiate the curriculum and provide misrepresentation materials for students to interrogate during close reading” (Bickford & Bickford, 2015, p. 65). To guide their close reading of the secondary source, students in the study used a content analysis questionnaire that consisted of carefully crafted text-dependent questions that helped students notice what information was included, omitted, or contradicted. In their study, they contended that, “manageable and engaging confusion...generates genuine interest” (Bickford & Bickford, 2015, p. 66). To address differences in trade books, educators should remind students that trade books are secondary sources and are considered non-witness’s second-hand accounts. The authors were not present to gather the information first hand, thus they can only rely on the informational available to them from others or their own access to primary sources (Bickford & Bickford, 2015). Primary sources are the original documents (recorded oral accounts, maps, photographs, newspapers, etc.) or artifacts that are original to the time under study and created by the people experiencing it.

To supplement the information from the secondary sources and to fill the gaps in the trade books during their study, Bickford and Bickford (2015) provided students with primary sources, many of which were free online through the Library of Congress. Because primary sources are often written for adults and typically written in cursive, they should be modified for length, syntax, and prose to make them age appropriate (Bickford, 2016). Students should also guided to scrutinize and evaluate their source and content (Bickford, 2016): “This twin text approach juxtaposes no less than two distinct, interrelated texts, and in doing so, position students to engage in close reading-or intentional scrutiny of all elements --of a text” (Bickford, 2016, p. 3). The exposure to

historical texts such as primary and secondary sources “provide a context for students to learn critical reading skills such as comparing, contrasting, and higher order thinking” (Bennett & Stepp-Sanders, 2016, para. 7). Experts agree on the importance of using multiple sources. In fact, Fitzhugh (2012) believes when students engage in historical or text-based writing, they should be required to write one page and use at least one source per year in school. For example, a fifth-grader would be required to write a five-page paper and use at least five different sources within their writing piece. The ability to distill information from multiple sources not only demonstrates students’ understanding of critical reading skills, it also impacts their overall historical understanding and literacy.

Historical literacy and historical thinking. Close reading, while sometimes viewed as solely an English language arts strategy, is part of history education as historical literacy and thinking. According to Nokes (2017),

The C3 Framework, the influential Common Core State Standards, and a growing body of research and emerging pedagogical practices have moved the United States in closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and historical consciousness (p. 438).

As a result, teachers are tasked with teaching students to become more historically literate. Historical literacy is defined as “the ability to read, write, and create historical interpretations of primary, secondary, and tertiary sources” (Nokes as cited in Bennett & Stepp-Sanders, 2016, para. 1). To successfully write such interpretations from multiple sources, students first need to engage in historically thinking. Historical thinking includes cognitive processes such as including framing questions to engage in historical

inquiry, gathering information from multiple sources to answer those questions, analyzing information from those sources, and constructing arguments from them (Nokes, 2014). For the purpose of this thesis, I will focus on evaluating sources of information.

Evaluating sources of information. The ability to analyze and evaluate a historical source is instrumental in historical thinking. When reading a historical source, students must understand that information should not be accepted at face value, rejected on a whim, or merely committed to memory. Instead, students should view themselves in a different role, sorting through conflicting accounts, judging the accuracy of each, weighing evidence, and constructing original interpretations (Nokes, 2014; Nokes, 2017). Students must remember that history is interpretive and as suggested by the C3 Framework, students must consider various aspects of a source before deciding if the source is useful for studying a particular topic. Students should analyze the source of the document, the intended audience, its purpose, the time period it was written, the historical context of the time, possible biases and perspectives, and if the information has been corroborated or disputed in other sources (Bickford & Bickford, 2015; Bickford, 2016; National Council for Social Studies; Nokes, 2014).

Traditional history instruction does not allow students the opportunity to develop meaningful historical thinking because it only includes a single narrative of the past free of, “interpretations, disagreements, or controversies. As a result, students often view history as the past, simply what happened” (Nokes, 2014, p. 376). Furthermore, “when given the chance to research historical topics independently, students rarely use multiple sources to cross-check information, but instead accept at face value information from a

single source (Nokes, 2014, p. 376). Instead, it is imperative for students to use multiple sources, both primary and secondary accounts of the same historical event or person, and corroborate the information between multiple texts. Being able to analyze, evaluate, and corroborate your source demonstrates sophisticated historical thinking. The level of sophistication varies based more on the amount of experience students have with historical thinking than on age. Students can be successful in using multiple source, they just need the time and resources to practice the skill.

Nokes (2014) referenced a 2010 study by Reddy and VanSledright in which the authors identified three epistemic stances, or ways of thinking, that can measure an individual's level of historical thinking. The first stance is the objectivist stance. Students at this level accept traditional narrative without question and memorize facts. Students in the second stance, or subjectivist stance, acknowledge different historical accounts as equally valid unless they face conflicting information; then they typically choose a side and discredit the other side without much thought. Students who approach primary sources with an objectivist stance or subjectivist stance cannot truly engage in historical thinking. Those in the third stance, the criterialist perspective, understand multiple interpretations are possible, but that their "skillful use of evidence allows one to question, evaluate, and accept or reject interpretations" (Nokes, 2014, p. 379).

Close reading. Because the second shift in the CCSS requires more reading, writing, and speaking that is grounded in evidence from both literary and informational texts, students are required to write more evidence-based research pieces such as informational and persuasive essays, in addition to personal narratives and opinion pieces (NGA & CCSSO, 2010c). To build content knowledge and extract information from

diverse texts, students must also be able to read a text closely and carefully (NGA & CCSSO, 2010c). The writers of the CCSS consider close reading to be so vital to understanding a text, it is listed as the first of ten anchor standards for reading (NGA & CCSSO, 2010a). Close reading is defined as “a form of guided instruction that focuses on multiple readings and rich discussions about a complex piece of text. The teacher uses text-dependent questions to drive the discussion and to provide students with authentic purposes for re-reading” (Fisher & Frey, 2014, p. 47). The repeated reading element of close reading allows students to notice not only the surface level of the texts, but to explore the deeper levels of the text such as specific craft and structure or language the author has used in a text (Dollins, 2016). A majority of students who participated in Fisher and Frey’s study agreed that close reading required more effort, and 100% of the student focus groups said that “close reading was more interesting than regular reading” (Fisher & Frey, 2014, p. 33-35). Teachers also found that close reading was useful in helping students analyze a text and found the effort to be worthwhile. The NGA & CCSSO (2010a) stated the following:

Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence

that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language (p. 3).

Through close reading, teachers expect students will gain the ability to build content knowledge on the topic they are researching in order to craft their own non-fiction text, such as an informational or persuasive piece, that contains detailed information or evidence from the text to support their topic (Dollins, 2016). This is another essential skill that young children can develop if given the opportunity and guidance to practice the skill.

Writing assessments. Two main types of assessments are commonly used in the education setting: formative and summative. Formative assessments are diagnostic assessments that gather detailed information for educator use. These types of assessments can be used to improve instruction and student learning while the skill is still being taught. Conversely, summative assessments are an evaluative assessment given at the conclusion of a defined period of instruction to measure students' learning, typically through tests, assignments, or projects. Summative assessments can become formative assessments if teachers uses the information to design instruction later.

Authentic assessment. Whichever type of assessments educators choose to employ, authentic assessments should be utilized as much as, or more often, than traditional assessments. While traditional test items require students to demonstrate some criticality and are efficient to grade, unfortunately, they also promote force-choice

questions like matching, fill-in-the-blank, true or false, and multiple-choice questions that measure rote memorization (Bickford, 2016). Authentic assessment is a more natural and real-world assessment that requires students to demonstrate critical thinking.

For the purpose of this thesis, I will focus on authentic assessments relating to historical literacy and historical thinking. Authentic assessments of historical content knowledge and historical thinking can take many forms including the use of document-based questions (DBQs) and single account interpretive essays (SAIEs). While these two assessments allow students to demonstrate understanding and critical thinking, they can also be problematic. Neither tasks require students to demonstrate new understanding creatively; nor do they incorporate media and technology, which typically appeal to students (Bickford, 2016). Other, more creative tasks used for authentic assessment include: timelines, political cartoons, movies, posters, historical fiction newspapers, journals, children's books, book reviews, concept maps, and graphic organizers such as Venn diagrams; all of which have their own problematic elements as seen in Bickford's study (2017). Despite potential problems in these creative tasks, teachers can minimize and correct many of these problems through reflection, critique, and experience. Moreover, researchers still agree, "authentic assessments position students to creatively demonstrate newly generated understandings, the highest level of criticality" (Bickford, 2017, p. 150).

Historical, or document-based writing, and original political cartoons are examples of authentic assessment that combine students' historical argumentation with creativity, criticality, and historical thinking (Bickford, 2016). In document-based writing, students can judge the historicity of a primary source by evaluating the source,

its credibility and biases, the context in which it was made, and its corroboration of similar sources. Otherwise, students can evaluate the historical accuracy and representation in one previously read trade book or textbook. After which, they will complete a writing task of their choice, such as a traditional essay, in the form of a question similar to those found in DBQs and SAIEs. These document-based writing tasks can then be used to demonstrate their creativity and understanding in the form of original political cartoons (Bickford, 2016). For this thesis, my students collected information from diverse sources and put it in graphic organizers. Students then used the organizers as a guide for their history-based writing piece on Abraham Lincoln. According to Bloom's Taxonomy, by synthesizing information from different historical sources to create a new writing piece, students demonstrated the pinnacle of criticality, creation (Anderson & Krathwohl, 2001).

Relevant Historical Research

Residing in the Land of Lincoln and living within a driving distance of several Lincoln-based historical sites, one would assume that elementary students in the area would be near experts on the 16th president. Unfortunately, in my experience, that is not the case. They can do little more than name him when presented with a photograph. Too many times, Abraham Lincoln content is taught to our students in isolation and is quickly forgotten. When asked to recall prior knowledge, it is limited to his childhood days living the pioneer life in a log cabin, his incredible height and tall hat, or that he was president during "a war." In reality, Lincoln was a living person who was born to parents with humble beginnings, was self-educated, married and had a family, and was involved in different careers before his political life and presidency. He also penned one of the

most memorable speeches ever written during the deadliest battle in U.S. history, freed (most) of the slaves, and was consequently assassinated. Throughout my experience in using Lincoln trade books as a teaching tool, I have noticed that many Lincoln biographies for children completely omit most of his personal life, early careers, and assassination. While many would agree with leaving out the gory details, it is important for students to know that those who disagreed with his views were responsible for his death. Students need to know how serious the issue of slavery was during that time in history. The following texts will help fill the gaps left by the trade books in my study: *Abraham Lincoln: Great American President* (2006) by Brenda Haugen, *A Self-Made Man* by Sidney Blumenthal (2016), and *Lincoln: A Photobiography* by Russell Freedman (1987). To select the first two texts, I looked for books with the following criterion: it was available at the Booth Library at Eastern Illinois University, it was published within the two decades, and it was a text that encompasses his entire life. Many of the books on Lincoln focused solely on his role in the Civil War or were published several decades ago. The final text by Freedman was selected because it was a high quality book, and I was also very familiar with it. I have used this book in the past when helping children writing on this topic to help supplement missing information not found in other sources. It also included many references to primary sources that I would use for this project. The following content from these texts will appear in the captions accompanying the primary sources I chose to help introduce students to information regarding Lincoln's family life, early careers, and death.

Lincoln's parents, Thomas Lincoln and Nancy Hanks, married in 1806. Lincoln had a sister, Sarah, who was two years older. He had a younger brother, Thomas, who

died in infancy (Blumenthal, 2016). In 1818, at the age of 34, his mother would die of 'milk sickness,' caused by drinking tainted cow's milk. This illness was the result of milk cows eating a poisonous plant called white snakeroot (Freedman, 1987; Haugen, 2006). Nine-year-old Lincoln helped his father build her coffin (Blumenthal, 2016). Both Lincoln and his sister Sarah were overcome with grief. In 1919, Thomas married a widow named Sarah Bush Johnston and added her three children (Elizabeth, John, and Matilda) to the household, (Blumenthal, 2016; Freedman, 1987; Haugen, 2006). Sarah, Lincoln's step-mother, "brought order and affection to his life" after his mother passed (Blumenthal, 2016). "Abe was the best boy I ever saw or ever expect to see, she said" (Blumenthal, 2016, p. 27). He described her as his "kind, tender, loving mother, to whom he was indebted more than all the world for his kindness" (Blumenthal, 2016, p. 27). While his father, Thomas, often tried to dissuade Lincoln from reading and writing so much, Sarah strongly encouraged it.

Lincoln married Mary Todd, an outspoken and opinionated woman from a well-to-do family who also enjoyed discussing politics (Haugen, 2006). They wed on November 4, 1842, surrounded by 30 of their close friends (Blumenthal, 2016; Freedman, 1987; Haugen, 2006). Neither the bride nor groom's parents attended. Lincoln gave Mary a gold wedding ring with the words "Love is Eternal" engraved on the inside (Haugen, 2006). Their first child, Robert Todd, was born soon after in 1843. Three more sons would follow: Edward "Eddie" in 1846, William Wallace "Willie" in 1850, and Thomas "Tad" in 1853 (Freedman, 1987; Haugen, 2016). Later on, Willie (11), and Tad (8) would become the first presidential children to live in the White House. They would run through the executive mansion interrupting serious conferences, playing tricks on

cabinet members, making friends with the staff, and collecting pets—including a pony they rode around the White House grounds and a goat that slept in Tad's bed. The oldest brother, Robert Todd was attending Harvard University at the time (Freedman, 1987). He was the only son to reach adulthood and have children of his own. The three younger sons would pass away while still in their youth. Eddie died before the age of three in 1850 from illness, Willie died at the age of 12 from typhoid fever in 1862, and Tad died at age 18 due to an illness in 1871.

Before life in politics, Abraham Lincoln held several jobs. As a boy, Lincoln's father hired him out. "For twenty-five cents a day, the boy dug wells, built pigpens, split fence rails, felled trees" (Freedman, p. 11). The money he earned went back to his family. At 17, Lincoln worked as a ferryman on the Anderson River near the Ohio River, transporting passengers to steamboats, earning "a dollar in less than a day" (Blumenthal, 2016, p. 34). He was also hired as a flatboatman to make a 1,200 mile trip to New Orleans, Louisiana delivering and selling cargo of meat, corn, and flour. Lincoln earned \$24.00 for his three-month trip (Blumenthal, 2016; Freedman, 1987; Haugen, 2006). Later on, Abraham Lincoln would find work as a blacksmith, a captain of an Illinois militia company, a postmaster in Salem, a deputy surveyor, a general store clerk, and later a part owner of a general store (Blumenthal, 2016; Freedman, 1987; Haugen, 2006). When the general store in New Salem, Illinois failed and his partner, William Berry "winked out", Lincoln was left to pay the debt (Blumenthal, 2016, p. 62). Lincoln earned money by splitting rails, working as a farm hand, and helping at a local gristmill. He finally started his career in politics in 1845, when he was elected to the Illinois House of Representatives from Sangamon County, Illinois. When not in session, Lincoln

studied law and was admitted to practice on March 1, 1837 (Freedman, 1987). Later in 1849, Lincoln patented a new idea for buoying vessels over sandbars. According to Blumenthal (2016), Lincoln presented his idea to the Patent Office, stating:

Be it known that I , Abraham Lincoln, of Springfield, in the county of Sangamon, in the state of Illinois, have invented a new and improved manner of combining adjustable buoyant air chambers with a steam boat or other vessel for the purpose of enabling their draught of water to be readily lessened to enable them to pass over bars, or through shallow water, without discharging their cargoes (p. 422).

He would be the first and only president to hold a patent while in office (2016).

During his presidency, Lincoln received letters in the mail almost every day threatening abduction or assassination, and he even began dreaming about his assassination and funeral (Freedman, 1987; Haugen, 2006). A short time later, General Lee surrendered to the North, and the North became the victors of the Civil War. Five days later, Lincoln attended the Ford's Theatre with his wife, Mary. While attending the play *Our American Cousin*, Lincoln was shot in the head by Southern sympathizer and popular actor, John Wilkes Booth (Freedman, 1987; Haugen, 2006). "John Wilkes Booth saw President Lincoln as an evil tyrant. The actor believed in the Confederate cause and firmly supported slavery" (Haugen, 2006). Lincoln survived the shooting for several hours but died the next morning at 7:22 a.m. on April 15, 1865. Lincoln's death was a shock to the American people. No other American president had ever been killed by assassination (Haugen, 2006). A manhunt began for President Lincoln's murder and his accomplices. Twelve days after Booth shot Lincoln, Booth was cornered in a Virginia

barn and killed (Freedman, 1987; Haugen, 2006). Eight other people were brought before a military court and tried for their participation in the assassination plot. Mary never recovered from her husband's death. She dressed in full black mourning attire for the rest of her life, and she never attended the theatre again (Haugen, 2006).

Current research and standards assert that for students to engage in the complexity associated with text-based writing, they need to research their history-based topics through the use of primary and secondary sources, evaluate these sources, and engage in close reading to fully understand them. Furthermore, students should demonstrate mastery of the material through a form of an authentic writing assessment. For this thesis, my students will close-read trade books and several primary sources to generate an extensive list of important facts. They will record these facts on organizers, which they will then use to create mini, illustrated biographies on Abraham Lincoln. Upon completion, I will analyze the use of their history-based sources and how they were used to support their informational writing.

Methods

This study of elementary students' analysis of diverse history-based sources will use a qualitative approach to analyze students' use of primary and secondary sources.

The purpose of this study is to answer the following questions:

1. What happened when fifth-grade students were tasked with close reading and complex forms of writing using nonfiction, history-based curricular resources?
2. Did student include the most relevant information from their sources in their writing?

To evaluate students' final informational pieces, I developed a rubric (see Appendix A) to assess various aspects of their writing including the writing process, organization, non-fiction craft, research, use of diverse sources, citation and corroboration, overall quality, and depth of student reflection. Each aspect is assessed on an ascending scale from zero to three; with zero reflecting no effort (missing), one reflecting little effort, two reflecting fair effort, and three reflecting good or adequate effort. For example, one aspect of the rubric specifically assesses the use of diverse sources. I require students to include information from at least five of the eight total primary sources. If the students do not include any facts from the primary sources, they score a zero. If students include facts from one or two primary sources, they score a one. If students include facts from three to four primary sources, they score a two. If students include facts from five or more primary sources, they score a three.

Sample and Population

I will be working with two different groups of fifth-grade students to complete the Lincoln Biography writing assignment in my English Language Arts classroom. The first class consists of 17 general education students; there are eleven boys and six girls. Their writing class runs from 10:00-10:30 a.m. The second class consists of 24 general education students; there are fifteen boys and nine girls. Their writing class runs from 2:00-2:30 p.m. There are no special education students in either class, with the exception of students receiving speech services. Several students from each class receive Title I services for math and reading. In the morning class, two students receive math interventions, and two different students receive reading interventions. In the afternoon class, three students receive reading interventions, and one student receives both reading

and math interventions. This information will help me determine an appropriate level of rigor for future classes. For example, if my highest performing students are struggling with too many sources, I can determine that I need to reduce the number of sources required. Also, if my lowest performing students are successful with the number of sources used, I can determine that the amount was appropriate.

Demographic and Setting

According to the 2017 Illinois District Report Card, there are 2,788 students enrolled in our district. This district lacks significant diversity in relation to racial or ethnic background of students with 86.1% of students identifying as white. The remaining students identify as black (4.5%), Hispanic (3.8%), Asian (1.2%), American Indian (0.2%), two or more races (4.1%) or Native Hawaiian/Pacific Islander (0%). There are many outside factors that affect our students and their education. For example, our district is home to a large population of students who come from families with a low socio-economic status; currently 48.7% of students qualify for free or reduced lunch, and 1% of students register as homeless. Also, the chronic truancy rate is 8%. The high school dropout rate is 4%, and the mobility rate is 10%; both are higher than the state average of 2% and 7% respectively. Our district also provides special education services for a large number of students; currently, 19% of our students are on an IEP. Our district class size average stands at 23 students, while the state class-size average is 20 students.

Data Source and Instruments

To begin the unit, I will measure students' schema on Abraham Lincoln using an organizer (see Appendix B). This organizer will allow students to record what they think they know and what they actually know about Lincoln. Students will also have space to

list questions they want to answer during their research for their Lincoln biography. Students will use two different sets of note taking organizers and two different source analysis organizers to aid them in this non-fiction, history-based writing assignment. The first set of organizers (see Appendix C) will serve as a place for students to take notes and collect facts from their trade books (see Appendix D) and primary sources (see Appendix E). They will then be able to compare, contrast, and corroborate information from the different sources.

After the first trade book is analyzed, but before the primary sources are introduced, students will use a source analysis organizer (see Appendix F) to help them notice which information is missing from the trade books. Once students have realized no information is included for Lincoln's marriage and family, nor his death, they will be given the primary sources to fill in the gaps. After the primary sources are analyzed and notes collected, students will complete a second source analysis organizer (see Appendix G) to ensure all necessary information is included.

Finally, students will use the second set of organizers (see Appendix H), as a place to synthesize and organize all the information from the trade books and primary sources under common headers (birth and early life; schooling and early work; marriage and family; presidency, Civil War, and slavery; death and legacy; other interesting facts). Students will use this set of organizers as an outline when writing their biography.

Data Collection, Analysis, and Presentation

Upon completion of the writing unit, students will turn in all organizers, drafts, and final writing pieces for analysis. They will also complete an end of the unit reflection organizer that I will use to improve the unit. I will assess their writing pieces

based on the rubric (see Appendix A). This unit will take approximately six weeks (see Appendix I). It will take another two to three weeks for assessment and qualitative analysis of the data. Total data collection time will be approximately nine weeks. Data will be analyzed qualitatively. The rubric used for their overall non-fiction, history-based writing will provide the information to answer the guiding questions for the study. Information from the graphic organizers will give information to answer the guiding questions.

Findings

Throughout the implementation and assessment of the history-based, informational writing unit on Abraham Lincoln, three patterns in the data emerged. First, students seemed genuinely motivated and intrigued by the assignment. Second, they used close reading to analyze diverse texts effectively but not perfectly. Third, they engaged in complex history-based writing. These patterns are reported and meaning is extrapolated below.

Motivation and Intrigue: Pattern One

Four main factors were responsible for the level of student motivation and intrigue that helped keep students engaged in this writing assignment. Students enjoyed reading and taking notes on the trade books and primary sources. The trade books were accessible and relevant to students. The museum visit helped to set a purpose and add some fun. My extemporaneously-written observations showed that students seemed engaged and on task during their independent writing time.

Working with trade books and primary sources. Students appeared to be both motivated and intrigued by the research and note-taking portions of the non-fiction,

history-based writing unit. For instance, during the research and note-taking portion of the assignment, students were asked to read and take notes on one of the two trade books offered. All students (100%) read and took notes on one of the trade books, while nearly half ($n = 18$; 44%) of the students chose to read and take notes on both trade books even though it was not required. Furthermore, when students were asked to complete the same reading and note-taking task with at least five of the eight primary sources, nearly all of the students did so ($n = 39$; 95%). Nearly half of students read and took notes on more than the required five sources ($n = 18$; 44%), and several students read and took notes on all eight primary sources ($n = 5$; 12%). This willingness to go beyond the minimum research requirement appeared to be motivated by their own curiosity and desire to learn more.

Accessible and relevant texts. I credit some of the student motivation and intrigue to the trade books and primary source documents I selected. I felt that the sources were both accessible and relevant to the children and the task. Accessibility was essential when selecting sources due to the students' lack of experience with research. This unit would be the first time most of the students would read more than one source, take notes to gather information on more than one source, organize and synthesize information from more than one source, cite information and corroborate information, and use it all for a writing piece. Because the writing task would be difficult and complex, I had to make sure the texts were not. I purposefully chose trade books that were below grade level so students could focus on the tasks instead of the decoding of the text. In addition, I chose trade books that were visually appealing and easy to read. They had large, vivid pictures and short chunks of information. The trade books used non-

fiction text features such as headers, maps, and timelines to organize the information.

The books were relevant because they were non-fiction texts that provided specific information on our topic, Abraham Lincoln.

One of the texts, *I am Lincoln* by Meltzer (2014), proved to be motivating but a bit problematic. Several of the students chose this book because it had a graphic novel format. Many of my reluctant readers and comic book lovers were instantly drawn to the bold, colorful pictures and short, speech bubble text. They appeared to be written in the first person, from Lincoln's point of view. However, after reading and taking notes on the book, several of the students noted characteristics that they did not like about this book. For instance, some students did not like how the illustrator depicted Lincoln as a child throughout his entire life. A few students were confused by the first person narrative format of the text. They believed that the book was actually written by Abraham Lincoln because it used the personal pronoun I. In addition, a few times in the book, Lincoln states, "I'm gonna be on a penny." This led a student to think that Lincoln could "tell the future" when he was a child because he is in fact depicted on the penny today. Furthermore, this book provided few facts for student research with no dates at all in the main body of the text. While this book is an excellent choice for casual reading or to introduce Lincoln to children, I would not recommend it for research purposes.

Abraham Lincoln Presidential Library and Museum visit. During the first few weeks of our research, my teaching partner and I found out we won a grant to visit the Abraham Lincoln Presidential Library and Museum located in Springfield, Illinois. This field trip was the biggest contributing factor responsible for student motivation. Early on during our research, students were made aware that our two classes were the

only classes from our district that received the grant allowing us to attend this field trip. I detailed the honor behind winning the grant, and the responsibility that we had to share our knowledge of Abraham Lincoln with others at our grade level and in our school. I told students that I would be sharing our non-fiction, history-based writing pieces on Lincoln with all the teachers and students in our school who were not lucky enough to go, so we had to make sure our information was both abundant and accurate. Many of the students took this challenge seriously. During our visit, students were divided into heterogeneous groups of seven to eight students per chaperone. Each student was responsible for helping his or her group take notes on the exhibits so they could incorporate and corroborate what they learned into their existing Lincoln research. After the visit, I collected notes from all of the groups and synthesized the information into one typed document, and we read them over together. I told students that they would be responsible for incorporating at least five facts from the notes into their final writing piece, and they did! All students included at least five facts from the notes gathered from the Abraham Lincoln Presidential Library and Museum notes ($n = 41$; 100%). It appears that the visit helped make the research more meaningful to the students. I believe that telling students we would share their writing pieces with others who did not get to attend, made the assignment more authentic and gave it more purpose.

Extemporaneously-written observations. Students displayed motivation and intrigue during the independent work period. Most students remained on task and worked diligently each day, often completing work well before the end of the allotted time given for that portion of the assignment. Additionally, several students wanted to read more trade books and primary sources than I had to offer. A few students asked if

they could find additional sources to continue their research. I allowed them to find pictures for the non-fiction text features they would add later, but not information. Furthermore, students approached me outside of class time asking what they were going to be working on the following day. Some students persistently requested to work ahead. Other students requested a small group meeting with me for the next step introduction. If time allowed and materials were ready, I granted their requests.

To summarize, student motivation and intrigue in this unit was attributed to four main factors. Students enjoyed reading and taking notes on the trade books and primary sources. The trade books were accessible and relevant. The museum visit helped to set a purpose and add some fun. Based on my anecdotal notes during independent writing, students seemed engaged and on task during their independent writing time.

The Analysis of Diverse Sources was Effective, but Not Perfect: Pattern Two

Using the rubric, I assessed each student's non-fiction, history-based writing piece studied their analysis of the diverse sources. The second pattern I noticed was that students analyzed diverse texts effectively, but not perfectly. Students relied heavily on the graphic organizers to take notes and organize their information. The trade book and primary source analysis organizers were effective. Students benefited from collaboration time with their classmates. I noted a few areas where sources needed streamlined or changed all together.

Reliance on graphic organizers. Students effectively used the various graphic organizers I provided to them and modeled. They relied heavily on these graphic organizers to take notes on the trade books and primary sources, to choose additional sources to supplement missing information from the trade books, to compare information

across sources, and to organize and synthesize their notes. Despite the ample space provided for collecting information, many students needed to use the back sides of the organizers to help manage the wealth of information they collected from the various sources. See an example of the front and back of a student's organizer in Figure 1 below.

TB#3

Abraham Lincoln Secondary Source Analysis (Everyone must take notes on this text)	
Book Source information:	Historical Significance: What are some important facts? What did you learn? Be specific, but just don't write full sentences.
Title: Abraham Lincoln	<ul style="list-style-type: none"> • Important man in history • He's on the penny and the \$5 bill. • He was 16th pres.
Author: Caroline Crosson Gilpin	<ul style="list-style-type: none"> • Born in one room log cabin in Kent Feb. 12th 1809. • He grew up in Indiana. • Lincoln once said, "I've been waiting for tomorrow which can be done today." • He wanted to go to school but there was too much work to be done on the farm. • Lincoln (as one grew) chopped down trees, built fences, and plowed the land. • He was very strong and very tall. • Lincoln was a kind person and was a great storyteller. • Taught himself to read, and wrote, tell stories, and give speeches. • Taught himself to pilot a riverboat and how to be a soldier. • He studied law and became a lawyer by himself. • A pair of shoes in Lincoln's time cost one dollar, a quart of milk cost 10¢. • Dollars and dimes were worth a lot more back then. • Kids that went to school learned together in a one room school house. • In 1842 Lincoln and Mary Todd got married. • All boys named Robert, Eddie, Tad, Willie. • Mary Todd was one for president and won. • Lincoln gave some people owned slaves. • Slaves didn't have many rights.
Genre: Biography	

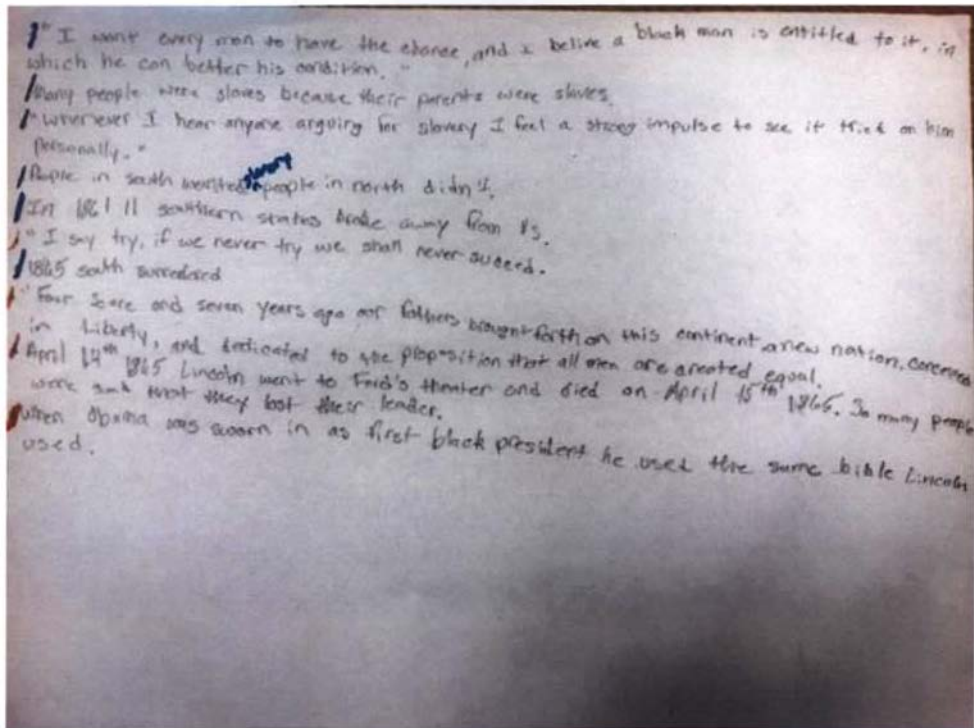


Figure 1. A student's note-taking organizer.

Despite this student's careful use of space with her small print and use of bullets to organize the information, the student still ran out of room for the facts she collected from this one source. While I did not anticipate students taking enough notes to fill the front side of the organizer, many students surprised me by taking so many notes they needed to utilizing both sides of the organizer.

Effectiveness the of source analysis organizers. After reading one or both of the trade books offered, students completed a trade book analysis organizer (Figure 2) to help them discover what information was included and excluded from the trade book. Both of the trade books were missing information on Lincoln's marriage to Mary Todd, his education and early careers, his children, and his assassination.

Name: _____

Abraham Lincoln Trade Book Analysis
(Complete after you read and take notes on your trade book.)

1. What is the title of your trade book? I am Abraham Lincoln / Amazing Americans

2. Who is the author? Abraham Lincoln Book / Melissa / Stephanie Kuligowski

3. What is the genre? Biography

4. Does this source include information about:

> Lincoln's birth and parents?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NOT SURE
> Lincoln's love of books and learning?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's jobs before he was president?	<input checked="" type="radio"/> YES	<input checked="" type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's wife and children?	<input checked="" type="radio"/> YES	<input checked="" type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's feelings on Slavery?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's as a president?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's role in the Civil War?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's death & the cause of his death?	<input checked="" type="radio"/> YES	<input checked="" type="radio"/> NO	<input type="radio"/> NOT SURE
> Lincoln's legacy & how he is remembered?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NOT SURE

5. Looking at the information that is missing in number 4 (the NQs), where should we look to find this information about Lincoln's life? A book that has a timeline

6. Is there anything else you would like to know about Abraham Lincoln?
Why did he want to become president.

Figure 2. A student's trade book analysis organizer.

Through the use of this organizer, this student was able to determine that his trade book was lacking information on Lincoln's early careers, his wife and children, and his cause of death. While it was easy to see what information was included in the trade books by looking at his notes, he may not have ever noticed what information was excluded without the use of the trade book analysis organizer.

After determining what was missing using the trade book analysis organizer, the primary source analysis organizer helped students choose which of the eight primary sources they needed to close-read to supplement the missing information from the trade books.

Name: _____

Abraham Lincoln Primary Source Analysis Questions
(Complete after you read the primary sources)

- Looking back on trade book and your secondary source analysis sheet, which areas of Lincoln's life do you need more information?
Wife, children, and death
- List the 4 primary sources you chose to read and take notes on to add information (in addition to PS# 1) to these areas: PS# 3 PS# 4 PS# 5 PS# 6
- Did you get enough information from these 4 sources? YES NO Maybe
- Which area(s) are still missing information?
None
- Which of the three remaining primary sources would help you add to that area or areas?
PS# PS# PS#
- Can you think of any other resource we can use to gather more information on Abraham Lincoln?
The internet Lincoln Museum visit

Figure 3. A student's primary source analysis organizer.

In Figure 3, this student determined that they were missing information on Lincoln's wife, children, and death. He used this organizer to identify the four primary sources that he would need to close-read in order to find that information. He circled sources three, four, five, and six; all of which provide additional information on Lincoln's wife, children, and death. Without this organizer, this student among others, may not have been able to effectively identified which sources they needed to read.

Students were required to read and take notes on a minimum of five of the eight primary source documents. Three primary source documents were particularly vital for students to select. They include primary source one (marriage), two (education and early

careers), and three (children). After displaying the eight primary source choices, students voted on one primary source document that would serve as our close-reading and note-taking model to be completed together as a class. Students wisely selected primary source one for teacher modeling. It was their choice whether they wanted to take notes and use the information as one of their five primary sources.

The students did well in selecting the three most important primary sources. Nearly all students took notes on Lincoln's marriage to Mary Todd ($n = 40$; 98%), which I modeled on the board. A majority of students close-read and took notes on primary source two about Lincoln's education and early careers ($n = 33$; 80%). Nearly all students close-read and took notes on primary source three about Lincoln's sons ($n = 38$; 93%). Primary source four, the victory poster, and source eight, the newspaper satire on Lincoln's height, were the least useful of the eight primary sources. The analysis organizers helped make this apparent to students, as these two sources were the least selected of all eight sources.

Less than half of students selected and took notes on primary source four, the victory poster ($n = 17$; 41%). Only a small portion of those who took notes on source four found the facts important enough to include the information in their final draft ($n = 9$; 22%). Similarly, less than half of students selected and took notes on primary source eight, the newspaper satire on Lincoln's height ($n = 17$; 41%) and only a small portion of students would go on to include this information in their final drafts ($n = 6$; 15%). Because primary sources five, six, and seven all covered Lincoln's assassination, I could not select one of the sources as being more important than the other sources. However, all but one of the students selected at least one of the three sources on the assassination (n

= 40; 98%). The one student who did not lost and never reproduced his primary source organizer. As a result, he did not include any primary sources in his writing piece.

Thinking prompts within primary sources. To encourage students to glean as much as they could from each of the primary sources they selected, I ended each primary source document with a text-based question. I told students if they could not answer the question, they did not read the document closely enough. They were encouraged to go back and re-read because they most likely missed something important. For example, on primary source three I asked, “How many sons did Abraham Lincoln bury during his lifetime?” Not only did students need to know how many children Lincoln had but also their genders. I wanted them to know how many of his children died at a young age, despite their better than average lifestyle at the time. I hoped this document would help to shine a light on how difficult and tragic pioneer life was for people, especially children.

On primary source five, the illustration of Lincoln’s assassination, I asked students, “What surprised you? Does the shooter match the description of Booth as described in primary source seven?” This requires students to close read both the illustration of Booth in the assassination picture and the detailed description of Booth on the wanted poster in source seven and compare the two. I believe these text-based questions were vital to student understanding of the content.

Collaboration time. Time for students to collaborate during independent work time proved to be beneficial. While students worked independently to select their own sources, they often discussed and compared sources while working at their tables. If they liked a source a classmate was using or heard information they wanted or needed, they

were required to get their own copy of the source and take their own notes to encourage accuracy.

Students were also provided the opportunity to collaborate further when they were assigned the third trade book. Unlike the independent work required for the first trade book and the primary sources, students were encouraged to read and take notes with a partner. This idea of working with a partner when their independent note-taking work was finished seemed to motivate students to stay on task. In addition, it also gave them a partner to help them read and note-take as this trade book was the longest and most informative trade book of the three.

Changes and streamlining needed. After analyzing student work, reflecting on my observations and notes, and reading the end-of-unit feedback organizers (see Appendix I), I noticed areas within the unit that need some improvement in regards to the sources and organizers. First, I would like to make a change to the trade books I selected by replacing the text, *I Am Lincoln* by Meltzer, with another suitable text with more content. While the book is very appealing, it is not suitable for the purpose of this unit.

I need to reorder the primary sources by putting them in a chronological order. I would also like to add a primary source, such as an early map of the Midwest including Kentucky, Illinois, and Indiana. In the caption, I would track the movement of the Lincoln family by date and location. Many students seemed to be confused by when and where Lincoln lived. Furthermore, I see the need to condense or perhaps even combine the trade book analysis organizer and the primary source content organizer because some of the information is a bit repetitive. I would also like to streamline primary sources two and three. While I believe all the information is important, a few students noted that they

felt overwhelmed by the amount of information on these two particular documents. They would often ask if they had to take notes on “all of it”, to use their common phrase. I would prefer streamlining the content instead of splitting the information over two documents, which would increase the number of sources for students. The number of sources was a negative reported on the end-of-unit feedback organizers (Figure 4), so I would like to keep the number of primary sources under ten.

Name: _____

Abraham Lincoln Biography Piece

	What did you like?	What did you not like?	What would you change?
# of sources:	I liked the Validity of Sources	nothing	nothing
Trade Books	I liked how one of the books was cartoon	nothing	add a fourth book
Primary Sources	they were very informational	how many there were	nothing
Museum Visit	The fun movie that also tied in facts so it wasn't boring	nothing	nothing
Citing the Sources ()	nothing	how we had to do it not every part	nothing
Nonfiction Text Features	how they made the book look more professional	nothing	you have to do one more since 2 was only
Anything else?	nothing		

Figure 4: A student's end-of-the-unit feedback organizer.

I also want to change the rubric. In an effort to reduce the length of the rubric, I would like to remove the writing process section. While I would still require students to follow the writing process, I will not formally assess them on it for this piece. I would

also like to change the phrasing for the assessment categories. Instead of using the phrases Good Quality, Fair Quality, and Poor Quality, I would like to use Meeting Expectation, Approaching Expectation, and Not Meeting Expectation. Because I found myself using half-points, I would also consider adding a fifth category to the rubric. Perhaps I would add an Exceeding Category where students who went beyond the requirements could earn some extra credit points instead of offering them in the Non-fiction Text Feature portion of the rubric.

In summation, students' analysis of diverse sources was effective, but not perfect. They relied heavily on the graphic organizers I provided, and effectively used the trade book and primary source analysis organizers. The thinking prompts at the end of the primary sources and collaboration time were also beneficial, giving students the opportunity to discuss and comprehend information. While there were many positive aspects regarding students' analysis of diverse sources, there is more work to do. Some of the sources and the rubric need changed or streamlined to better support students' needs.

Students Effectively Engaged in Complex Forms of Writing Using Non-fiction, History-based Curricula: Pattern Three

After the students took notes on the trade books and primary sources, they synthesized their notes on a final set of organizers. These organizers were then used as the outline for their non-fiction, history-based writing piece on Lincoln. Despite the complex nature of the assignment, students performed well overall. The overall grade average on this assignment was 87%, which suggests most students were capable of performing new and difficult tasks despite the complex nature of the assignment.

Effective scaffolding appears to be essential for student success because those students who did not seem to pay close attention to the modeling or follow the step by step order of lessons did not perform as well as those who did. Students appear to enjoy being able to choose from one of three project options in which to share their information. While there was measurable student success, there were areas in need of improvement. For the students who did not do well on the assignment, the problems could be traced back to issues in the note-taking portion of the assignment and a lack of organization on the students' part. This suggests the importance of paying attention to the modeling during the mini-lessons and organizing your work each day. In addition, absences and new student move-ins caused difficulties for both the students and the teacher.

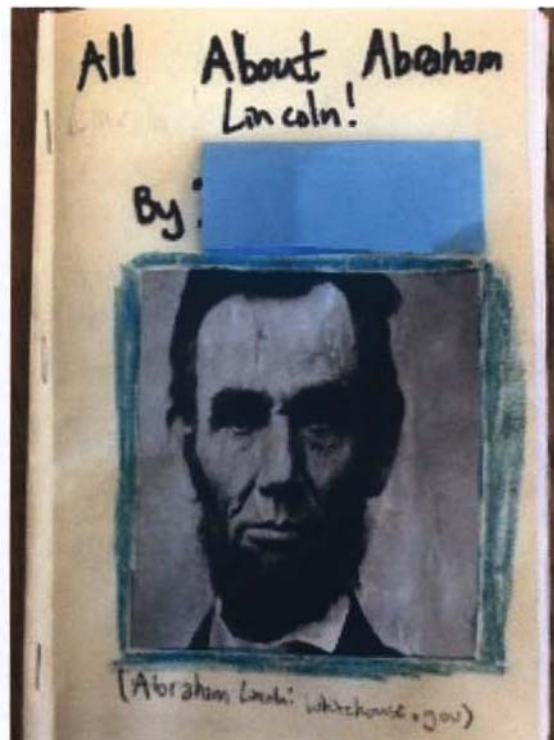
Effectiveness of scaffolding. I believe the effectiveness of scaffolding was largely attributed to taking each phase of the writing process step by step. I modeled each step and then allowed time for students to complete each step. For example, each day we spent notetaking, I would take a few minutes to read a source and model how to take notes and collect facts as I read. It appears that this strategy paid off because students scored well on the fact portion of the rubric. I considered a fact to be a name, date, location, or other significant detail related to Lincoln's life. Students scored a class average of a little more than 16 points out of the possible 18 points (3 points for each of the 6 headers) with several students scoring all 18 out of 18.

Moreover, one of the most laborious steps in this non-fiction, history-based writing unit was synthesizing all the notes from the different sources onto the final set of organizers. To help students, I decided that we needed to color code the notes. Together we assigned a different color for each of the six headers. For instance, students decided

that the header, Schooling, Books, and Early Careers should be green like money. So, we color coded everything that referenced his schooling, books, and early careers in green. They would repeat this step in a different color with the remaining five headers. Later, they would transfer all the color-coded notes from their first set of organizers to their final set of organizers where each page was a different, color-coded header. So, all of the green color coded notes that fall under the header Schooling, Books, and Early Careers would be transferred and recorded on the page labeled Books, Schooling, and Early Careers and highlighted in green. To make this difficult task easier, we would practice together. Each day of the color coding process, a student volunteered their work to be used for modeling.

It appears the modeling was very effective in helping students to organize their numerous facts. This organization and repeated modeling would also help students be successful later when citing and corroborating the same facts. When citing their sources on the final project, the majority of students scored either fair or good on the assessment rubric ($n = 35$; 85%) with only a handful of students scoring poor ($n = 6$; 15%). Furthermore, the majority of students also scored either fair or good on following the correct format for their citations ($n = 32$; 78%). I required students to corroborate some of their facts across sources. This proved to be one of the most difficult tasks in the unit, but many students were still successful. To score good on the rubric for corroboration, students needed to corroborate a fact with more than one source at least five different times within their writing piece. To score fair, students needed to corroborate three to four times. The majority of student scored good ($n = 26$; 63%) on corroboration, while an additional portion scored fair ($n = 6$; 15%).

Project options. After students used their final set of organizers to create a draft, they revised, edited, and chose how they would like to present their information. Students selected from one of three formats including a booklet, question and answer book, or newspaper. See Figures 6, 7, and 8 for an abstract of each of the three project options. Figure 5 shows the cover and two inner pages of a booklet option. Figure 6 shows the cover and one inner page of the question and answer book option. Figure 7 shows the front and back sides of the newspaper option.



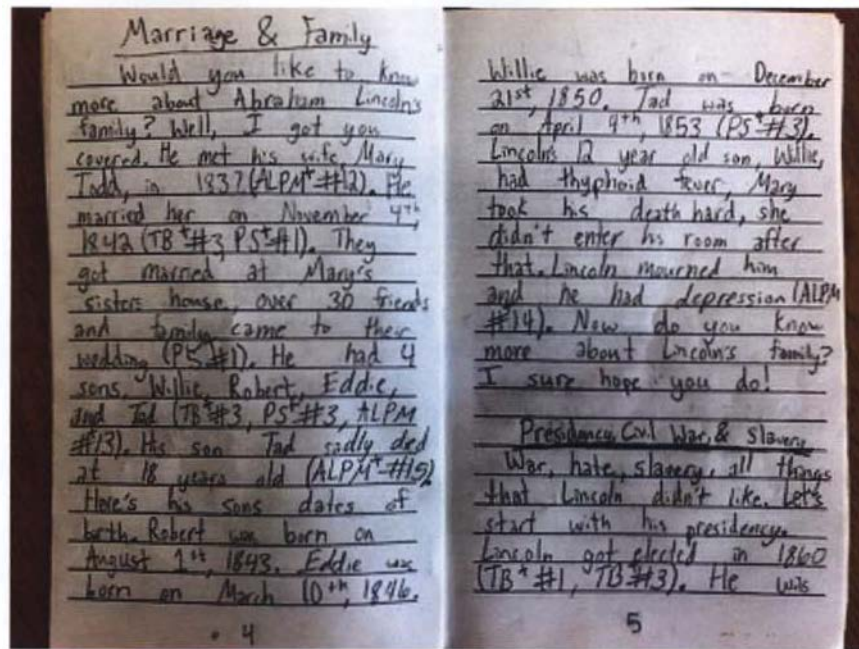
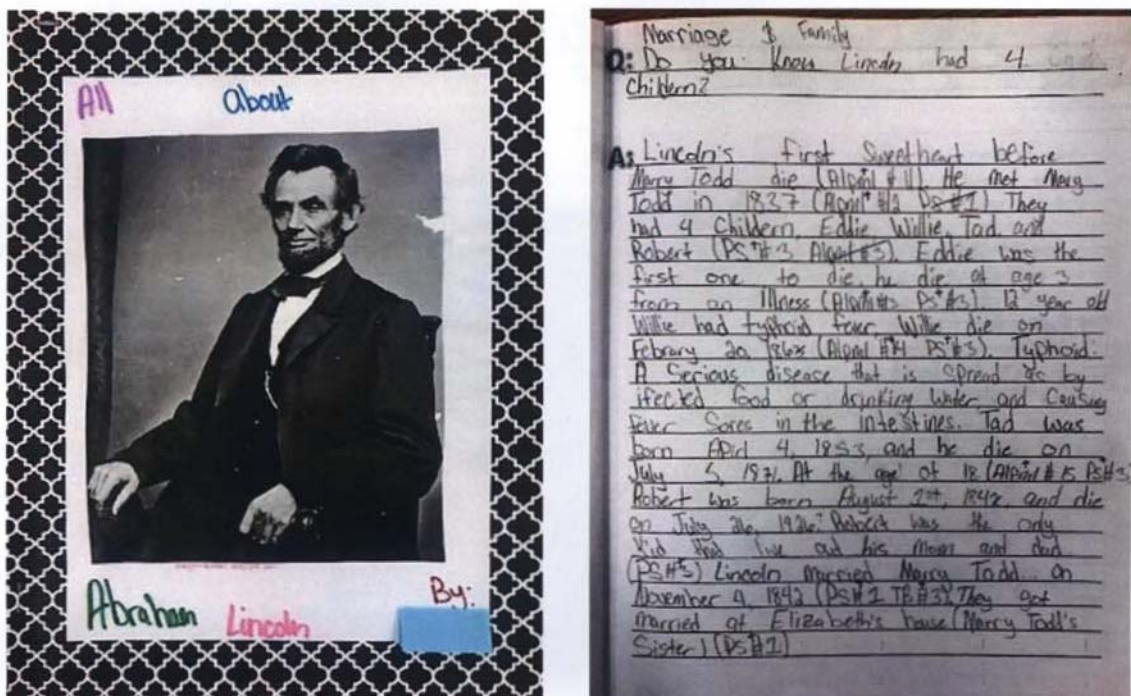


Figure 5. Student example of project option one, a booklet.

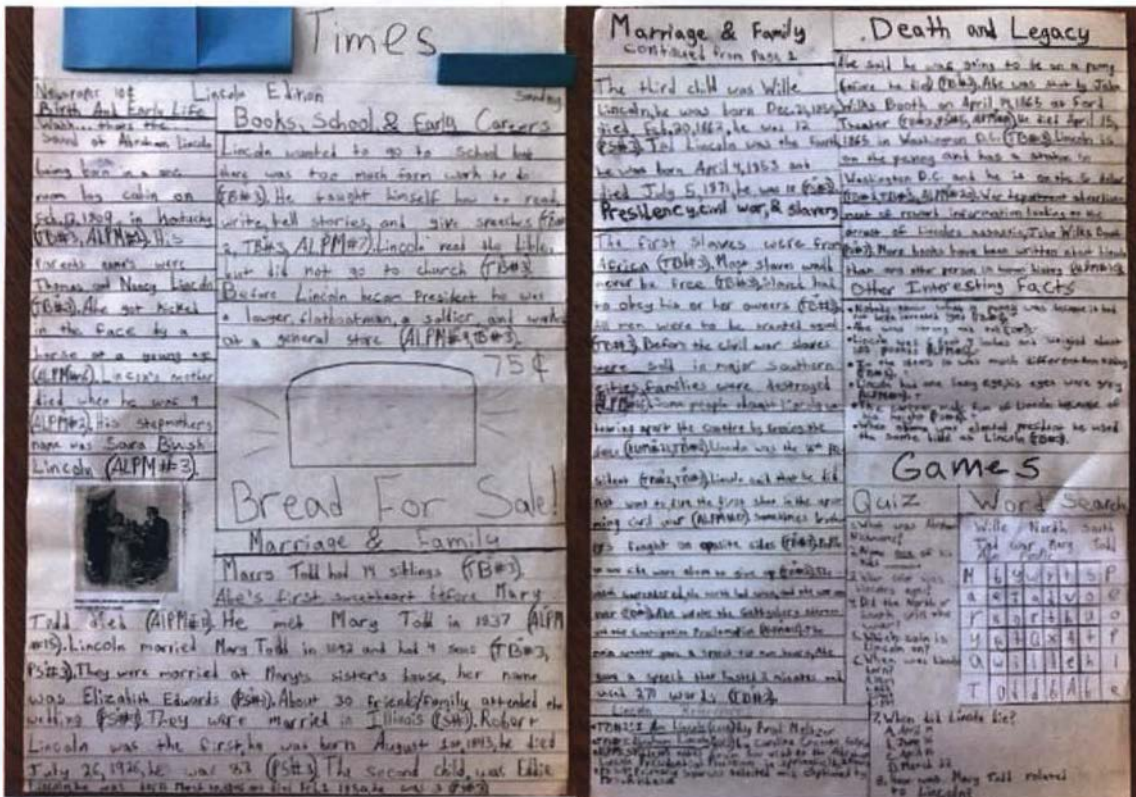
In Figure 5, the student created a Lincoln booklet. To make her booklet look like a real Lincoln biography, she created a colorful picture for her cover and filled the inside pages with text. Inside, she used the six headers to organize her information chronologically. Under each header, the student wrote a paragraph using the facts from



her notes. She also made sure to cite the source of her information throughout the paragraphs. On other pages in her booklet, she included other nonfiction text features such as pictures with captions, a table of contents, bullets, a quiz, and an author's note.

Figure 6. Student example of project option two, a question and answer book

In Figure 6, the student created a question and answer book. She also created her project to follow the format of a real book. She designed an eye catching cover and filled



the inside pages with text. She also used the six headers to organize her information chronologically. Below each header, she wrote a paragraph relating to his life using the information from her notes. She also included the appropriate citations. Each page of her question and answer book introduced a new header related to his life.

Figure 7. Student example of project option three, a newspaper

In Figure 7, this student created a newspaper. The student created her newspaper to resemble a real newspaper with different columns and headlines to divide the information under the six headers. She used the information from her sources to write paragraphs under each header or headline. She also cited where she found her information. She included nonfiction text features one would see in a real newspaper such as advertisements, pictures with captions, and games.

The majority of students chose to complete the newspaper format ($n = 28$; 68%), a little more than a quarter of students chose to complete the booklet ($n = 11$; 27%), and a small portion of students chose to complete the question and answer book ($n = 2$; 5%). This suggests that the student preferred this format most, and students seemed to be drawn to the open space and the freedom to arrange the information to their liking. The booklet and the question and answer both had pre-drawn lines which may have been too restricting to some students. The question and answer book was the least popular of the three. Interestingly, it was the only one of the three projects that I had a student sample of to share. The student sample I shared, was well done and full of text and pictures. Perhaps seeing this student sample overwhelmed students and dissuaded them from choosing this project.

Importance of note-taking. While most students performed well on the non-fiction history-based writing piece, a few did not. Most of the problems could be traced back to notetaking. Some of the students either recorded the facts from their sources incorrectly, or their handwriting was so poor that they could not read their own handwriting later when synthesizing and finishing. This led to students including incorrect facts and citations throughout their writing piece. A few students simply did

not follow the directions or watch the modeling when citing their sources and corroborating the facts. These students either cited all the sources they used in a list at the end of the paragraph instead of after each fact as modeled (Figure 8), or they did not cite some or all of their sources during the notetaking process as modeled (Figure 9).

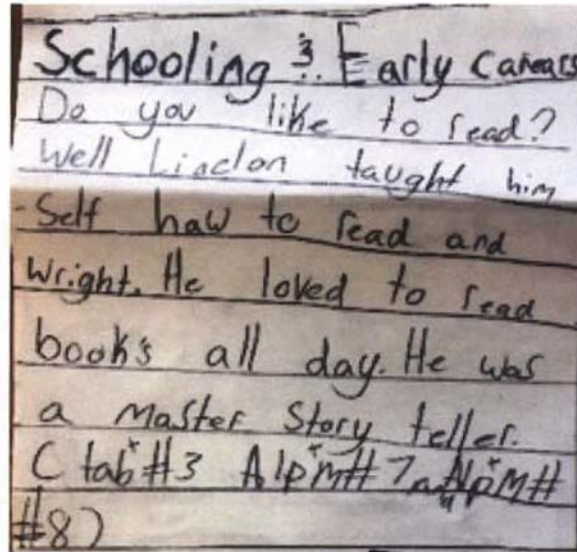


Figure 8. A student's newspaper example with citations at the end of the paragraph.

In Figure 8, instead of citing their sources for the facts used at the end of the sentence in which they used it, the student cited all the sources used in the paragraph at the end of the paragraph. This made it difficult to check the accuracy of the citations, especially if multiple sources were cited.

Missing work proved to be a major challenge. Despite the fact that each child had a writing folder that is required to be left in the classroom at all times, a handful of students still lost some of their work. A few told students told me about lost work early on, and they were able to either find their work a few days later or reproduce it. A few others continued to unsuccessfully search for the missing organizers instead of reproducing them, wasting several days of in-class time. One student lost his primary source organizer and declined to reproduce it, so he was unable to include any facts from the primary sources into his final writing piece. This made it very difficult for him to score well on the Lincoln Facts portion of the rubric since the primary sources were selected to provide information that was not available in the trade books. Furthermore, it made it difficult for him to corroborate information between sources since primary sources consisted of eight different pieces of information.

Frequent absences also proved to be very difficult. A majority of the absences were a result of influenza or strep throat, causing students with these illnesses to be absent for several days to more than a week at a time. It was nearly impossible to send home make-up work or missed work home for students to complete independently because they lacked previous experience citing or corroborating facts or using multiple sources prior to this assignment. They needed to be at school to see me model each step. When they returned, it was often difficult for students to remember which step of the process they were on when they left. Aside from absences due to illnesses, students also missed writing time due to truancy or other commitments such as band, gifted education, or counseling appointments. While most of the gifted students were able to catch up quickly when they returned, it was more difficult for most of the others.

I had two new students move into our classroom over the course of the writing unit. Both arrived well after notes were taken on the trade books and halfway through the primary sources. One of the students was very intelligent. She caught on quickly, making up several days of missed instruction in class, study hall, or at home. The other student did not catch on at all. After the first few weeks, it was apparent that this student required a great deal of support and encouragement to work. He was absent more days than he was present, and he was so painfully shy that he refused to participate or ask questions. I spent a great deal of my time, both in class and during study hall, working one-on-one with him. Often I would have to help him read the below grade level reading materials and scribe his notes for him. After I spent several weeks supporting him, he transferred to another district.

Student work samples. I selected five writing pieces and their rubrics to serve as student samples. Each of the five pieces chosen serve as a representation for others like it. For example, I chose Kayla's writing piece to serve as the example for the students who scored in the top 5% on the assignment. While Ben also scored in the top 5%, I chose his example to represent students who exhibited a disparity between daily work and success on this writing piece. His work also served as an example of good handwriting and organization on the newspaper option. Isaac's paper served as an example of students who struggled with organization and good handwriting with the newspaper. His work also represented the struggle with including citations in the final project. Erica's work was selected as an example of the students who persevered despite challenges. Her work showed me that even struggling students were capable of being successful with this unit. Finally, I selected Greyson's work to represent the few students

who were disengaged and disorganized. His work also represented the problems in notetaking and citation early on in the unit.

Kayla. Kayla is very intelligent, shy, and mature for her age. While she hardly speaks in class, she finds it easy to communicate and express herself through writing. She has performed well on every writing piece this year (Figure 10), and I often use her pieces as examples of excellent work. Kayla scored 71.5 points out of the total 70 points possible. I offered up to two extra credit points for students who added more than the required number of non-fiction text features to their informational writing piece. While embellishing the piece to resemble authentic trade book or newspaper was not the focus of the assignment, I wanted to reward those who spent the extra time to do so. It gave my artistic and creative students an opportunity to demonstrate their abilities. Kayla scored all possible points in many areas on the rubric including the Writing Process, Organization and Non-fiction Craft, Lincoln Facts, Diverse Use of Sources, and Reflection and Quality.

She only lost half of a point in the Citation and Corroboration section for a small mistake in following the citation format. While she included the required parenthesis and period, she positioned the period inside the parenthesis instead of outside as modeled on the board.

Name: Kayla Date: 5/10/18

Abraham Lincoln Biography Rubric

Writing Process:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points
Prewriting (Collecting Research Notes & Planning) Evidence of time spent collecting notes/facts about Lincoln's life from trade books and primary sources.	No evidence of time spent researching & taking notes. Notes are missing.	Little evidence of time spent researching and taking notes	Some evidence of time spent researching and taking notes.	Strong evidence of generous time spent researching and taking notes. ✓
Drafting Accuracy of facts from research notes from prewriting session (notes) included in the draft.	Writer included no facts from notes into the draft.	Writer included a very limited amount of facts from notes into the draft.	Writer included a fair amount of facts from notes into the draft. ✓	Writer includes a generous amount of facts from notes into the draft. ✓
Revising (blue pen) Evidence of time spent making changes to draft by adding facts, details, word choice, figurative language, sensory details, and/or deleting what doesn't belong.	Writer spent no time making changes to their draft.	Writer spent little time making changes to their draft.	Writer spent fair amount of time making changes to their draft. ✓	Writer spent a generous amount of time making changes to their draft and/or they were already included in their draft. ✓
Editing (red pen) Evidence of time spent making corrections to draft for spelling, capitalization, punctuation, and paragraphing.	Writer spent no time making correction and numerous errors still exist.	Writer spent a limited amount of time making corrections and several errors still exist.	Writer spent a fair amount of time making corrections. Writer made attempts to correct most errors. ✓	Writer spent a generous amount of time making corrections and few errors remain. ✓
Finishing Final product turned in with all parts. <u>note: rough draft, sticky notes from peer responding/editing, final drafts and rubric</u> <u>booklet</u>	All 5 parts of final product missing.	Final draft complete, but writer is missing 3-4 pieces.	Final draft complete, but writer is missing 1-2 pieces	Final draft is complete, and the writer turned in all pieces of the product. ✓
Organization & Nonfiction Craft	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points
Organization & Chronology Lincoln facts were organized under 6 common headers (early life; schooling & early careers; marriage & family; presidency, the Civil War, and Slavery; Death & Legacy; other interesting facts). Facts and headers in chronological order.	Facts not organized chronologically or under common headers.	A limited amount of the facts organized correctly. Other remain disorganized. <u>headers -</u>	Majority of facts organized correctly.	Nearly all facts organized correctly. ✓
Creative Nonfiction Strategies Writer used creative nonfiction strategies such as voice, sensory details, bold beginnings, & exciting endings to gain and hold the reader's attention. They were a writer, not a fact teller. <u>UHT 11</u>	Writer was a fact teller. No clear use of creative nonfiction strategies used.	Writer added limited examples of creative nonfiction strategies.	Writer used a fair amount of creative nonfiction strategies.	The writer used great examples creative nonfiction strategies to bring the information to life for readers. The writer was not a fact teller. ✓
Domain Specific Vocabulary Writer included at least two domain specific vocabulary words and their definitions within their writing. <u>auction block election</u>	Writer did not include two domain specific vocabulary words.	Writing included 1 domain specific vocabulary word, but did not define it properly in the text.	Writer include either 1 domain specific vocabulary word and defined it or two vocabulary words but they did not define them properly in the text.	Writer included 2 domain specific vocabulary words and defined them within the text. ✓
Nonfiction Text Features In addition to the required paragraph headers and bullets, writer included at least two other NTFF such as: an index, table of contents, picture with a caption, timeline, chart, table, graph, map, quiz, and bold words with glossary. <u>FR</u>	Writer missing required headers and bullets and both nonfiction text features of their choice.	Writer either did not include required nonfiction text or was missing was missing both the nonfiction text features of their choice.	Writer included required headers and bullets for paragraph 6 and 1 nonfiction text features of their choice with good quality or 2 nonfiction text features of choice with fair quality.	Writer includes required headers and bullets for paragraph 6 and at least two other nonfiction text features of good quality. <u>2 pts etc</u>

Lincoln Research & Facts:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Early Life	No facts from research notes were included	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Schooling, Books, & Early Careers	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Marriage & Family	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Presidency, Civil War, & Slavery	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Death & Legacy	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Other Interesting Information	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Diverse Use of Sources:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Trade Books Used 3, 2 Writer included facts from at least 2 of the 3 different trade books.	Writer did not use facts from any of the trade books.	Writer only used facts from 1 of the trade book.	-----	Writer used facts from at least 2 of the 3 trade books.	3
ALPIM Notes Used 1, 2, 3, 6, 7 Writer used facts from the visit to the Abraham Lincoln Presidential Library and Museum. 1, 2, 3, 6	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	3
Primary Sources Used Writer used facts from at least 5 of the 8 different primary sources. 2, 1, 3, 6, 5, 7	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	3
Citation & Corroboration	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Credit Given Writer gave informal citation to appropriate source after fact was given.	No citations were included.	A citation was included for a limited amount of facts used.	A citation was included for a fair amount of facts used.	A citation was included for all facts used.	3
Citation Format Informal citations used, writer followed correct format to credit source.	Writer did not use correct format when citing sources.	Writer showed limited ability in correctly formatting citations used.	Writer showed fair amount of ability in correctly formatting citations used.	Writer showed strong ability in correctly formatting citations. <i>period after ()</i>	2.5
Corroboration If the same fact was repeated in multiple sources, did student give credit to all sources? 1, 1, 1, 1	No corroborating of sources was done.	Student corroborated at least 1-2 times.	Student corroborated at least 3-4 different times.	Student corroborated at least 5 different times.	3
Reflection & Quality:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Goal Sheet/Self Reflection Writers reflect on their writing. They rate their writing, tell what they are proud of, identify what needed more work, and set a goal for their next piece.	Writer did not complete or turn in a goal reflection sheet.	Writers' goal reflection sheet was turned in but parts were left blank.	Writers' goal reflection sheet was turned in, but the questions were completed with short responses and no detail.	Writers' goal reflection sheet was turned in. The questions were adequately answered, showing writer's thinking with descriptions and details.	3
Overall Quality of Work & Effort Writer worked up to their ability. They used their time wisely, put forth their full effort, and produced neat, complete, and attractive work.	Quality of work does not match writer's ability.	-----	-----	Quality of work matches writer's ability.	3
Self Assessment Writer graded themselves on rubric.	Writer did not use the rubric to grade himself/herself.	Writer graded himself/herself using the rubric.	-----	-----	1
Total Points Possible: 70 Total points earned: <i>71.5/70</i> Grade: <i>102% A*</i>					
Comments: <i>Wow, Kayla! You did an outstanding job! 😊</i>					

Figure 10. The front and back sides of Kayla's rubric.

Kayla is an intelligent and dedicated student. She scored well throughout all areas of the rubric, and her work served as a representation for the top 5% of student work.

Ben. Ben is a naturally bright student who does not have to work hard to do well. Because of this, there is often disparity in his work. While he does not always put forth his best work on daily assignments, he recognizes the importance of doing well on unit assignments and chapter tests. Ben scored 70.5 points out of the possible 70 points, earning him a 101%. See Figure 11. There were two points of extra credit possible for students who chose to add more than the required number of text features. Ben added a word search and a wanted poster of Booth, earning him two extra points. Ben scored well in all areas of the rubric. He earned all points possible in the Writing Process, Use of Diverse Sources, and Citing and Corroborating portions of the rubric. In addition to the quality of the content, Ben recognized the importance of the neatness of his work. He knew he would not earn points for parts of the rubric, such as facts and citations, if they were illegible. Because the newspaper option did not include printed lines like the other two options, some of the other newspapers were difficult to read. See Figure 11 for a sample of the neat and clear handwriting on Ben's newspaper.

Name: Ben

Date: 5/10/18

Abraham Lincoln Biography Rubric

Writing Process:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points
Research (Collecting research notes & Planning) Evidence of time spent collecting notes/facts about Lincoln's life from trade books and primary sources.	No evidence of time spent researching & taking notes. Notes are missing.	Little evidence of time spent researching and taking notes.	Some evidence of time spent researching and taking notes.	Strong evidence of generous time spent researching and taking notes. ✓ 3
Writing Amount of facts from research notes from providing answer (initial) included in the draft.	Writer included no facts from notes into the draft.	Writer included a very limited amount of facts from notes into the draft.	Writer included a fair amount of facts from notes into the draft.	Writer includes a generous amount of facts from notes into the draft. ✓ 3
Revising (blue pen) Evidence of time spent making changes to draft by adding facts, details, word choice, figurative language, sensory details, and/or deleting what doesn't belong.	Writer spent no time making changes to their draft.	Writer spent little time making changes to their draft.	Writer spent fair amount of time making changes to their draft. ✓	Writer spent a generous amount of time making changes to their draft and/or they were already included in their draft. 3
Editing (red pen) Evidence of time spent making corrections to draft for spelling, capitalization, punctuation, and paragraphing.	Writer spent no time making correction and numerous errors still exist.	Writer spent a limited amount of time making corrections and several errors still exist.	Writer spent a fair amount of time making corrections. Writer made attempts to correct most errors.	Writer spent a generous amount of time making corrections and few errors remain. ✓ 3
Finishing Final product turned in with all parts. (notes, rough draft, sticky notes from peer responding/editing, final draft, and rubric) <u>NEWS PAPER</u>	All 5 parts of final product missing.	Final draft complete, but writer is missing 3-4 pieces.	Final draft complete, but writer is missing 1-2 pieces.	Final draft is complete, and the writer turned in all pieces of the product. ✓ 3
Organization & Nonfiction Craft	Missing- 0 points	Poor Quality- 1 point	Fair Quality- 2 points	Good Quality- 3 points
Organization & Chronology Lincoln facts were organized under 6 common headers (early life; schooling & early careers; marriage & family; presidency, the Civil War, and Slavery; Death & Legacy; other interesting facts). Facts and headers in chronological order.	Facts not organized chronologically or under common headers.	A limited amount of the facts organized correctly. Other remain disorganized.	Majority of facts organized correctly. <i>Some headers made up out of chronological order</i>	Nearly all facts organized correctly. ✓ 2.5
Creative Nonfiction Strategies Writer used creative nonfiction strategies such as voice, sensory details, bold headings, & exciting endings to gain and hold the reader's attention. They were a writer, not a fact teller. <u>LHT 11</u>	Writer was a fact teller. No clear use of creative nonfiction strategies used.	Writer added limited examples of creative nonfiction strategies.	Writer used a fair amount of creative nonfiction strategies. ✓	The writer used great examples creative nonfiction strategies to bring the information to life for readers. The writer was not a fact teller. 3
Domain Specific Vocabulary Writer included at least two domain specific vocabulary words and their definitions within their writing. <u>monument assassination</u>	Writer did not include two domain specific vocabulary words.	Writing included 1 domain specific vocabulary word, but did not define it properly in the text.	Writer includes either 1 domain specific vocabulary word and defined it or two vocabulary words but they did not define them properly in the text.	Writer included 2 domain specific vocabulary words and defined them within the text. ✓ 3
Nonfiction Text Features In addition to the required paragraph headers and bullets for header 6, writer included at least two other NTF such as: an index, a table of context, picture with a caption, timeline, chart, table, graph, map, quiz, and bold words with glossary. <u>word search</u> <u>wanted poster</u>	Writer missing required headers and bullets and both nonfiction text features of their choice.	Writer either did not include required nonfiction text or was missing both the nonfiction text features of their choice.	Writer included required headers and bullets for paragraph 6 and 1 nonfiction text features of their choice with good quality or 2 nonfiction text features of choice with fair quality.	Writer includes required headers and bullets for paragraph 6 and at least two other nonfiction text features of good quality. <u>2pts e.c.</u> ✓ +6

Lincoln Research & Facts:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Early Life	No facts from research notes were included.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Schooling, Books, & Early Careers	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Marriage & Family	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Presidency, Civil War, & Slavery	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Death & Legacy	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	2
Other Interesting Information	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Diverse Use of Sources:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Trade Books Used 2, 3 Writer included facts from at least 2 of the 3 different trade books.	Writer did not use facts from any of the trade books.	Writer only used facts from 1 of the trade book.	-----	Writer used facts from at least 2 of the 3 trade books.	3
ALPLM Notes Used 1, 2, 17 Writer used facts from the visit to the Abraham Lincoln Presidential Library and Museum. 6, 7, 8, 9, 13, 12, 15	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	3
Primary Sources Used Writer used facts from at least 5 of the 8 different primary sources. 3, 1, 4, 5, 6	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	3
Citation & Corroboration	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Credit Given Writer gave informal citation to appropriate source after fact was given.	No citations were included.	A citation was included for a limited amount of facts used.	A citation was included for a fair amount of facts used.	A citation was included for all facts used.	3
Format Followed Informal citations used; writer followed correct format to credit source.	Writer did not use correct format when citing sources.	Writer showed limited ability in correctly formatting citations used.	Writer showed fair amount of ability in correctly formatting citations used.	Writer showed strong ability in correctly formatting citations.	3
Corroboration If the same fact was reported in multiple sources, did student give credit to all sources? 1	No corroborating of sources was done.	Student corroborated at least 1-2 times.	Student corroborated at least 3-4 different times.	Student corroborated at least 5 different times.	3
Reflection & Quality:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Goal Sheet/Self Reflection Writers reflect on their writing. They rate their writing, tell what they are proud of, identify what needed more work, and set a goal for their next piece.	Writer did not complete or turn in a goal reflection sheet.	Writers' goal reflection sheet was turned in but parts were left blank.	Writers' goal reflection sheet was turned in, but the questions were completed with short responses and no detail.	Writers' goal reflection sheet was turned in. The questions were adequately answered, showing writer's thinking with descriptions and details.	3
Overall Quality of Work & Effort Writer worked up to their ability. They used their time wisely, put forth their full effort, and produced neat, careful, and attractive work.	Quality of work does not match writer's ability.	-----	-----	Quality of work matches writer's ability	3
Self Assessment Writer graded themselves on rubric.	Writer did not use the rubric to grade himself/herself.	Writer graded himself/herself using the rubric.	-----	-----	1
Total Points Possible: 70		Total points earned: 70.5		Grade: 70 1/2 A	
Comments: Fantastic work Ben! You are a Lincoln expert! (smiley face)					

Date: 5/8/18		\$300 each	Lincoln Edition
Birth and Early Life Born that is the sound of Lincoln getting kicked in the face by a horse. (ALP#16) Abraham Lincoln February 12 th 1809 in a small log cabin in Kentucky. Imagine living there for all of your childhood. That's what Lincoln did. I bet he felt claustrophobic. (ALP#17) (TS#2) (PS#1) His mother passed away when he was 9 and his step mother's name was Sarah Bush Lincoln. (ALP#18) (ALP#19) Lincoln would also rather read in his free time than work on the farm with the other boys. (TS#2) Once when he was young he saw kids cutting bat coals on a turtle and he told them to stop. (TS#2) He chopped down trees with fences and placed land on the farm. (TS#2) Also one time he got into a fight with the Clary's Grave Boys. (TS#2)		Books, School and Early Careers Did you know Lincoln taught himself how to read? (ALP#20) One time he wrote an essay about not hurting turtles because he loved animals. (TS#2) He would also use chalk on trees to practice writing. (TS#2) He loved books. (TS#2) He loved them so much he walked 6 miles for a book. (TS#2) Eventually he read every book in his neighborhood. (TS#2) His favorite book was the one about George Washington. (TS#2) He copied his favorite parts from that book on to read. (TS#2) Everyone also believed he was a master story teller. (ALP#21) Before he became president he was a lawyer and a flatboat man. (ALP#22)	
Wanted John Wilkes Booth (\$50,000) Sumner (\$25,000) Harrod (\$25,000) (PS#7)		Marriage and Family Imagine how Mary Todd felt when her young son Willie died at an early age. (Saddened) I bet she probably when he died. (ALP#23) (TS#3) Mary Todd was Lincoln's wife. They met in 1832 and got married in 1842. (PS#1) (TS#3) (ALP#24) But before her favorite sweetheart died. (ALP#25) Lincoln and Mary were married in Elizabeth Edwards (Mary's sister) home.	

Figure 11. The front and back sides of Ben's rubric and a handwriting sample from his newspaper.

Ben only lost a total of 1.5 points, so there is not much room for improvement. He lost a point on facts for the Death and Legacy portion of the rubric, as he did not include the minimum 10 facts. He also lost half of a point on the Organization portion because his John Wilkes Booth wanted poster should have been on the back side of the newspaper near the header and paragraph for Death and Legacy. This suggests that he did not plan ahead for the location for his nonfiction text features before writing the six paragraphs of information. It appears as though he filled the front and back sides of his newspaper with text, leaving only a small portion on the lower front side for both his wanted poster and his timeline.

Isaac. Isaac is both intelligent and hardworking, but following oral and multi-step directions is often difficult and overwhelming for him. Despite these challenges, he performed well on this complex assignment. Isaac scored a total of 61.5 points out of 70, earning him an 88% on the assignment. See his rubric in Figure 12.

Isaac did very well in several areas of the assignment, scoring all points possible in the Writing Process and Lincoln Facts portions of the rubric. He also scored well in the Organization and Non-fiction Craft section, only losing one point in the Domain-specific Vocabulary section. The second vocabulary word chosen did not appear in the text.

Isaac lost several points in the section on the Diverse of Sources portion and the Citation and Corroboration portion of the rubric. While his citations were included in his draft, Isaac chose not to include them in the final copy of his newspaper. He thought they were “distracting” to the reader. While I agreed with him, I reminded him of the purpose of the assignment. As a compromise, I graded Isaac’s citations and corroboration of information in the draft and divided that score by two. Isaac also struggles with neatness and use of space in his handwriting. His choice of the newspaper option proved even more difficult due to the lack of printed lines. The issues with penmanship, lack of printed lines, smearing of the pencil, and planning of the space made the newspaper quite challenging to read and grade (Figure 12).

Name: Isaac

Date: 5/11/18

Abraham Lincoln Biography Rubric

Writing Process:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points
Prewriting (Collecting Research Notes & Planning) Evidence of time spent collecting notes/facts about Lincoln's life from trade books and primary sources.	No evidence of time spent researching & taking notes. Notes are missing.	Little evidence of time spent researching and taking notes.	Some evidence of time spent researching and taking notes.	Strong evidence of generous time spent researching and taking notes. ✓ 3
Drafting Amount of facts from research notes from prewriting session (notes) included in the draft.	Writer included no facts from notes into the draft.	Writer included a very limited amount of facts from notes into the draft.	Writer included a fair amount of facts from notes into the draft.	Writer includes a generous amount of facts from notes into the draft. ✓ 3
Revising (blue pen) Evidence of time spent making changes to draft by adding facts, details, word choice, figurative language, sensory details, and/or striking what doesn't belong.	Writer spent no time making changes to their draft.	Writer spent little time making changes to their draft.	Writer spent fair amount of time making changes to their draft. <i>revisions? in draft</i>	Writer spent a generous amount of time making changes to their draft and/or they were already included in their draft. ✓ 3
Editing (red pen) Evidence of time spent making corrections to draft for spelling, capitalization, punctuation, and paragraphing.	Writer spent no time making corrections and numerous errors still exist.	Writer spent a limited amount of time making corrections and several errors still exist.	Writer spent a fair amount of time making corrections. Writer made attempts to correct most errors.	Writer spent a generous amount of time making corrections and few errors remain. ✓ 3
Finishing Final product turned in with all parts. <u>notes, rough drafts, sticky notes from peer responding/editing, final draft, and rubric.</u>	All 5 parts of final product missing.	Final draft complete, but writer is missing 3-4 pieces.	Final draft complete, but writer is missing 1-2 pieces.	Final draft is complete, and the writer turned in all pieces of the product. ✓ 3
Organization & Nonfiction Craft	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points
Organization & Chronology Lincoln facts were organized under 6 common headers (early life, schooling & early career, marriage & family, presidency, the Civil War, and Slavery; Death & Legacy; other interesting facts). Facts and headers in chronological order.	Facts not organized chronologically or under common headers.	A limited amount of the facts organized correctly. Other remain disorganized.	Majority of facts organized correctly.	Nearly all facts organized correctly. ✓ 3
Creative Nonfiction Strategies Writer used creative nonfiction strategies such as voice, sensory details, bold language, & exciting endings to grab and hold the reader's attention. They were a writer, not a fact teller.	Writer was a fact teller. No clear use of creative nonfiction strategies used.	Writer added limited examples of creative nonfiction strategies.	Writer used a fair amount of creative nonfiction strategies.	The writer used great examples creative nonfiction strategies to bring the information to life for readers. The writer was not a fact teller. ✓ 3
Domain Specific Vocabulary Writer included at least two domain specific vocabulary words and their definitions within their writing. <i>ascend? not in text</i>	Writer did not include two domain specific vocabulary words.	Writing included 1 domain specific vocabulary word, but did not define it properly in the text.	Writer include either 1 domain specific vocabulary word and defined it or two vocabulary words but they did not define them properly in the text.	Writer included 2 domain specific vocabulary words and defined them within the text. ✓ 2
Nonfiction Text Features In addition to the required paragraph headers and bullets for header 6, writer included at least two other NTF such as: an index, a table of context, picture with a caption, <u>emotional chart, table, graph, map, quiz, and bold words with glossary.</u> <i>read class</i>	Writer missing required headers and bullets and both nonfiction text features of their choice.	Writer either did not include required nonfiction text or was missing one missing both the nonfiction text features of their choice.	Writer included required headers and bullets for paragraph 6 and 1 nonfiction text features of their choice with good quality or 2 nonfiction text features of choice with fair quality.	Writer includes required headers and bullets for paragraph 6 and at least two other nonfiction text features of good quality. <i>3 good 2 fair</i> ✓ 3

Lincoln Research & Facts:	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Early Life Year of birth?	No facts from research notes were included.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Schooling, Books, & Early Careers	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Marriage & Family	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Presidency, Civil War, & Slavery	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Death & Legacy	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Other Interesting Information	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Diverse Use of Sources:	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Trade Books Used 1, 2, 3 Writer included facts from at least 2 of the 3 different trade books.	Writer did not use facts from any of the trade books.	Writer only used facts from 1 of the trade book.	in draft only ✓ Writer used facts from 2-3 of the trade books.	Writer used facts from at least 2 of the 3 trade books.	2
ALPIM Notes Used Writer used facts from the visit to the Abraham Lincoln Presidential Library and Museum.	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	in draft only ✓ Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	2
Primary Sources Used Writer used facts from at least 5 of the 8 different primary sources.	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	in draft only ✓ Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	2
Citation & Corroboration	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Credit Given Writer gave informal citation to appropriate source after fact was given.	No citations were included. None on back	A citation was included for a limited amount of facts used.	A citation was included for a fair amount of facts used. in draft only	A citation was included for all facts used. not in correct place	1.5
Format Followed Informal citations used; writer followed correct format to credit source.	Writer did not use correct format when citing sources. none	Writer showed limited ability in correctly formatting citations used.	Writer showed fair amount of ability in correctly formatting citations used. draft only	Writer showed strong ability in correctly formatting citations.	1.5
Corroboration If the same fact was repeated in multiple sources, did student give credit to all sources?	No corroborating of sources was done. none	Student corroborated at least 1-2 times.	Student corroborated at least 3-4 different times. draft only	Student corroborated at least 5 different times.	2
Reflection & Quality:	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Goal Sheet/Self Reflection Writers reflect on their writing. They rate their writing, tell what they are proud of, identify what needed more work, and set a goal for their next piece.	Writer did not complete or turn in a goal reflection sheet.	Writers' goal reflection sheet was turned in but parts were left blank.	Writers' goal reflection sheet was turned in, but the questions were completed with short responses and no detail.	Writers' goal reflection sheet was turned in. The questions were adequately answered, showing writer's thinking with descriptions and details.	3
Overall Quality of Work & Effort Writer worked up to their ability. They used their time wisely, put forth their full effort, and produced neat, careful, and attractive work.	Quality of work does not match writer's ability.	---	---	Quality of work matches writer's ability.	3
Self Assessment Writer graded themselves on rubric.	Writer did not use the rubric to grade himself/herself.	Writer graded himself/herself using the rubric.	---	---	1
Total Points Possible: 70 Total points earned: 61.5 Grade: 88% B+					
Comments: <i>Awesome work Isaac! 😊 You are a Lincoln expert! Missing all citations in final draft. (2 points given instead of 3)</i>					

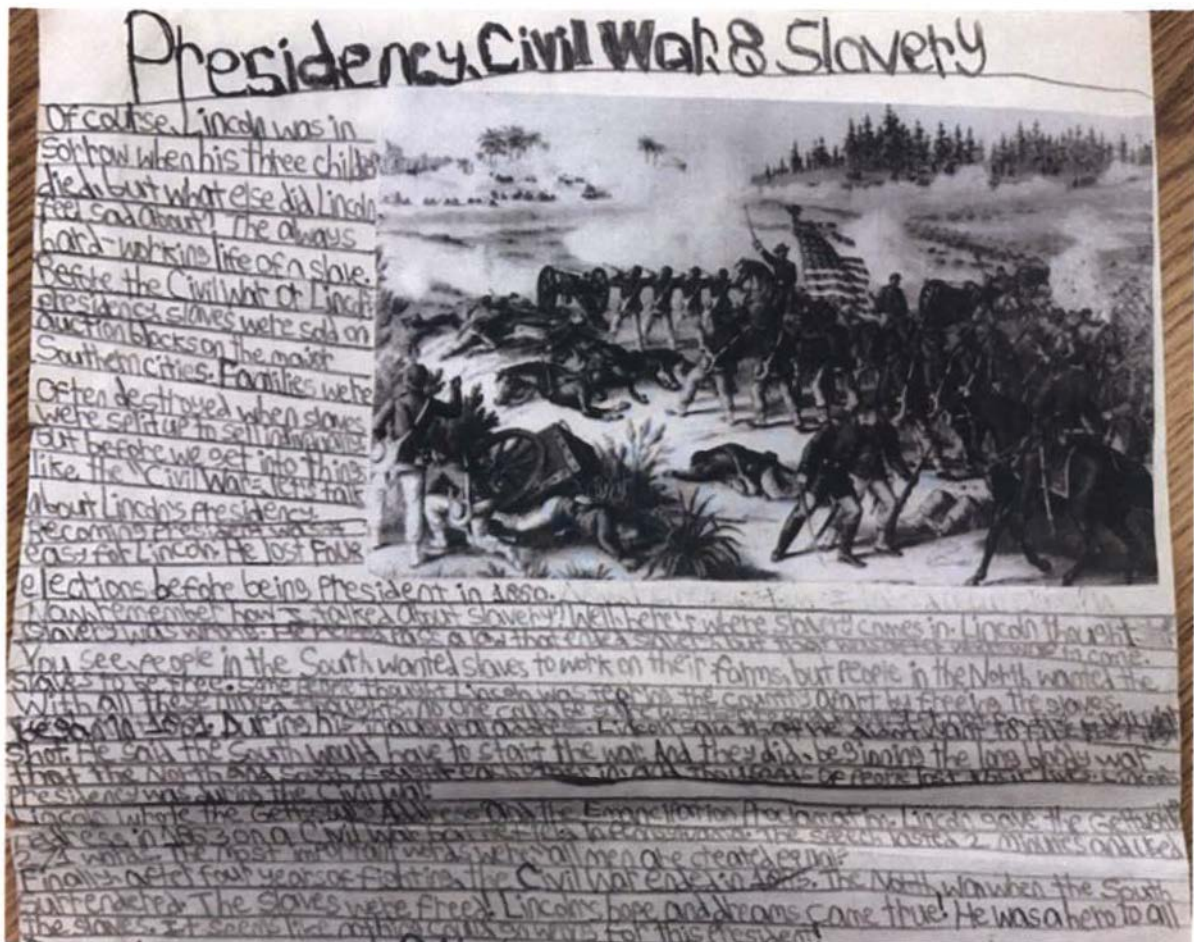


Figure 12. The front and back sides of Isaac's rubric and a handwriting sample from his newspaper.

Erica. Erica is a hardworking student who receives Title 1 services for reading and qualifies for a math intervention. Despite these challenges, Erica scored very well on this writing project. She scored 66.5 of 70 possible points on her question and answer book, earning a 95%. See Figure 13. She met or exceeded my expectations on several portions of the rubric. For instance, Erica earned all points possible for in the rubric section Use of Diverse Sources. She excelled in this area, using more than the required number of sources. She used information from all eight primary sources and several facts from the Lincoln museum notes. She was the only student to use all eight primary

sources. This helped her earn all possible points on the Lincoln Research and Facts portion of the rubric. Furthermore, she scored all points possible on the Citations and Corroboration of facts and sources on the rubric. Experiencing difficulty with spelling, Erica set a personal goal to earn all possible points related to spelling on this writing piece. Determined to succeed in her goal, Erica peer edited her writing piece several times with classmates. This determination helped her earn full credit on the Editing portion of the rubric.

While I am pleased with Erica's writing piece, there were a few areas that could be improved. Organization seemed to be an area where several students struggled a bit. While most students organized all notes under the correct headers (due to the color-coding), several students, including Erica, did not organize the facts within each header. For instance, the facts under the heading Marriage and Family were disorganized. The first sentence states that Lincoln and Mary Todd met in 1837. She went on to name each of his four sons and their dates of birth and death. The births or deaths dates were not in chronological order. Then, after stating that Lincoln's son Robert died in 1926, she went on to tell us that Lincoln and Mary Todd got married in 1842. Similar disorganization occurred again under the header Presidency, Civil War, and Slavery and again in Death and Legacy. While I recommended that students put facts in chronological order by numbering them, I did not require it. I would encourage Erica to add more creative non-fiction strategies, such as adding voice or sensory details, in order to sound like a storyteller and less like a fact teller.

Name:

Erica

Date:

5-10-18

Abraham Lincoln Biography Rubric

Writing Process:	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Researching (Collecting Research Notes & Planning) Evidence of time spent collecting research notes about Lincoln's life from trade books and primary sources.	No evidence of time spent researching & taking notes. Notes are missing.	Little evidence of time spent researching and taking notes.	Some evidence of time spent researching and taking notes.	Strong evidence of generous time spent researching and taking notes.	3
Drafting Amount of facts from research notes from prewriting session (notes) included in the draft.	Writer included no facts from notes into the draft.	Writer included a very limited amount of facts from notes into the draft.	Writer included a fair amount of facts from notes into the draft.	Writer included a generous amount of facts from notes into the draft.	3
Revising (blue pen) Evidence of time spent making changes to draft by adding facts, details, word choice, figurative language, sensory details, and/or deleting what doesn't belong.	Writer spent no time making changes to their draft.	Writer spent little time making changes to their draft.	Writer spent fair amount of time making changes to their draft.	Writer spent a generous amount of time making changes to their draft and/or they were already included in their draft.	2.0
Editing (red pen) Evidence of time spent making corrections to draft for spelling, capitalization, punctuation, and paragraphing.	Writer spent no time making corrections and numerous errors still exist.	Writer spent a limited amount of time making corrections and several errors still exist.	Writer spent a fair amount of time making corrections. Writer made attempts to correct most errors.	Writer spent a generous amount of time making corrections and few errors remain.	3
Finishing Final product turned in with all parts. (notes, rough draft, sticky notes from peer responding/editing, final draft, and rubric).	All 5 parts of final product missing.	Final draft complete, but writer is missing 3-4 pieces.	Final draft complete, but writer is missing 1-2 pieces.	Final draft is complete, and the writer turned in all pieces of the product.	3
Organization & Nonfiction Craft	Missing- 0 points	Poor Quality- 1 point	Fair Quality-2 points	Good Quality-3 points	
Organization & Chronology Lincoln facts were organized under 6 common headers (early life, schooling & early career, marriage & family, presidency, the Civil War, and Slavery, Death & Legacy, other interesting facts). Facts and headers in chronological order.	Facts not organized chronologically or under common headers.	A limited amount of the facts organized correctly. Other remain disorganized.	Majority of facts organized correctly.	Nearly all facts organized correctly.	1.5
Creative Nonfiction Strategies Writer used creative nonfiction strategies such as voice, sensory details, bold beginnings, & exciting endings to gain and hold the reader's attention. They were a writer, not a fact teller.	Writer was a fact teller. No clear use of creative nonfiction strategies used.	Writer added limited examples of creative nonfiction strategies.	Writer used a fair amount of creative nonfiction strategies.	The writer used great examples creative nonfiction strategies to bring the information to life for readers. The writer was not a fact teller.	2.5
Domain Specific Vocabulary Writer included at least two domain specific vocabulary words and their definitions within their writing.	Writer did not include two domain specific vocabulary words.	Writing included 1 domain specific vocabulary work, but did not define it properly in the text.	Writer include either 1 domain specific vocabulary word and defined it or two vocabulary words but they did not define them properly in the text.	Writer included 2 domain specific vocabulary words and defined them within the text.	2.5
Nonfiction Text Features In addition to the required paragraph headers and bullets for header 6, writer included at least two other NFTF such as: an index, a table of content, picture with a caption, timeline, chart, table, graph, map, quiz, and bold words with glossary.	Writer missing required headers and bullets and both nonfiction text features of their choice.	Writer either did not include required nonfiction text or was missing was missing both the nonfiction text features of their choice.	Writer included required headers and bullets for paragraph 6 and at least two other nonfiction text features of their choice with good quality or 2 nonfiction text features of their choice with fair quality.	Writer includes required headers and bullets for paragraph 6 and at least two other nonfiction text features of good quality.	3

Lincoln Research & Facts:	Missing-0 points	Poor Quality-1 point	Fair Quality-2 points	Good Quality-3 points	
Early Life	No facts from research notes were included.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Schooling, Books, & Early Careers	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Marriage & Family	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Presidency, Civil War, & Slavery	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Death & Legacy	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	3
Other Interesting Information	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	3
Diverse Use of Sources:	Missing-0 points	Poor Quality-1 point	Fair Quality-2 points	Good Quality-3 points	
Trade Books Used Writer included facts from at least 2 of the 3 different trade books. 2, 2	Writer did not use facts from any of the trade books.	Writer only used facts from 1 of the trade book.	---	Writer used facts from at least 2 of the 3 trade books.	3
ALPIM Notes Used 2) Writer used facts from the visit to the Abraham Lincoln Presidential Library and Museum. 1, 3, 8, 9, 10, 17, 18	Writer did not use facts from any of the primary sources. notes	Writer used facts from 1-2 of the primary sources. from notes	Writer used facts from 3-4 of the primary sources. notes	Writer used facts from at least 5 of primary sources. 5+	3
Primary Sources Used 7, 4, 5 Writer used facts from at least 5 of the 8 different primary sources. 2, 3, 1, 4	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	3
Citation & Corroboration	Missing-0 points	Poor Quality-1 point	Fair Quality-2 points	Good Quality-3 points	
Credit Given Writer gave informal citation to appropriate source after fact was given.	No citations were included.	A citation was included for a limited amount of facts used.	A citation was included for a fair amount of facts used.	A citation was included for all facts used.	3
Format Followed Informal citations used; writer followed correct format to credit source.	Writer did not use correct format when citing sources.	Writer showed limited ability in correctly formatting citations used.	Writer showed fair amount of ability in correctly formatting citations used.	Writer showed strong ability in correctly formatting citations.	3
Corroboration If the same fact was repeated in multiple sources, did student give credit to all sources? 1	No corroborating of sources was done.	Student corroborated at least 1-2 times.	Student corroborated at least 3-4 different times.	Student corroborated at least 5 different times.	3
Reflection & Quality:	Missing-0 points	Poor Quality-1 point	Fair Quality-2 points	Good Quality-3 points	
Goal Sheet/Self Reflection Writers reflect on their writing. They rate their writing, tell what they are proud of, identify what needed more work, and set a goal for their next piece.	Writer did not complete or turn in a goal reflection sheet.	Writers' goal reflection sheet was turned in but parts were left blank.	Writers' goal reflection sheet was turned in, but the questions were completed with short responses and no detail.	Writers' goal reflection sheet was turned in. The questions were adequately answered, showing writer's thinking with descriptions and details.	3
Overall Quality of Work & Effort Writer worked up to their ability. They used their time wisely, put forth their full effort, and produced neat, careful, and attractive work.	Quality of work does not match writer's ability.	---	---	Quality of work matches writer's ability.	3
Self Assessment Writer graded themselves on rubric.	Writer did not use the rubric to grade himself/herself.	Writer graded himself/herself using the rubric.	---	---	1
Total Points Possible: 70 Total points earned: 66.5/70 Grade: 95% A*					
Comments: Wow, Erica! You are a Lincoln expert! (C!) So proud of you! ❤️					

Figure 13. The front and back sides of Erica's rubric.

Erica's work was selected to represent students who struggle academically, but found success in this research project. Despite qualifying for both reading and math interventions, Erica worked hard daily and persevered throughout this complex writing piece. Her success stands as a reminder that students can meet and exceed your expectations with determination and proper instruction.

Greyson. Greyson is a smart young man with a lot of potential and personality. As the end of the year grew nearer, Greyson, like a few others, found it more difficult to stay on task during the writing unit. Because he did not engage in the lessons or use his class time wisely, he did not perform as well as he should have. Greyson scored 36.5 out of 70 points, earning him a 52%. See Figure 14. Despite being reminded that this was an informational writing piece, Greyson chose to take very few notes from the various sources. Of the notes he did take, very little of the information made it from the first set of organizers to the final project. This negatively affected the Lincoln Research and Facts portion of the rubric, earning Greyson only 11 of the possible 18 points. In addition, it also caused him to score low on the section of the rubric for Use of Diverse Sources since he only used one of the required two trade books and only three of the required five primary sources. He cited very few sources and did not corroborate any. He struggled in the Writing Process portion and the Organization and Non-fiction Craft portion of the rubric.

Greyson did exhibit strong ability in some areas of the assignment. Regarding the Finishing portion of the rubric, all parts of the assignment were accounted for and turned in on time. He also did well on the non-fiction text features, adding bullets, a picture, a timeline, and most of the required headers. In addition, while he did not define the words

as required, Greyson included his two domain-specific vocabulary words. Interestingly, Greyson did well to include at least five facts from the Abraham Lincoln Presidential Library and Museum visit. Because this portion of the unit allowed for Greyson to be more active in his learning with less sitting and reading, he did well. In his end-of-unit feedback organizer, he held the museum visit in high regard. In response to what he liked about the museum, he responded with “everything”. When asked what he did not like, he said, “It was all good”. When asked what he would change, he stated, “nothing”.

Name: Greyson

Date: 5/10/18

Abraham Lincoln Biography Rubric

Writing Process:	Missing- 0 points	Poor Quality- 1 point	Fair Quality- 2 points	Good Quality- 3 points
Researching (Collecting Research Notes & Reading) Evidence of time spent collecting notes/reads about Lincoln's life from trade books and primary sources.	No evidence of time spent researching & taking notes. Notes are missing.	Little evidence of time spent researching and taking notes	Some evidence of time spent researching and taking notes. <i>limited notes</i>	Strong evidence of generous time spent researching and taking notes.
Drafting Amount of facts from research notes from prewriting session (notes) included in the draft.	Writer included no facts from notes into the draft.	Writer included a very limited amount of facts from notes into the draft.	Writer included a fair amount of facts from notes into the draft. <i>limited to begin with</i>	Writer includes a generous amount of facts from notes into the draft.
Revising (blue pen) Evidence of time spent making changes to draft by adding facts, details, word choice, figurative language, sensory details, and/or deleting what doesn't belong.	Writer spent no time making changes to their draft.	Writer spent little time making changes to their draft. <i>add details bold beginnings</i>	Writer spent fair amount of time making changes to their draft.	Writer spent a generous amount of time making changes to their draft and/or they were already included in their draft.
Editing (red pen) Evidence of time spent making corrections to draft for spelling, capitalization, punctuation, and paragraphing.	Writer spent no time making correction and numerous errors still exist.	Writer spent a limited amount of time making corrections and several errors still exist.	Writer spent a fair amount of time making corrections. Writer made attempts to correct most errors.	Writer spent a generous amount of time making corrections and few errors remain.
Finishing Final product turned in with all parts. (notes, rough draft, sticky notes from peer responding/editing, final draft, and rubric).	All 5 parts of final product missing.	Final draft complete, but writer is missing 3-4 pieces.	Final draft complete, but writer is missing 1-2 pieces.	Final draft is complete, and the writer turned in all pieces of the product.
Organization & Nonfiction Craft	Missing- 0 points	Poor Quality- 1 point	Fair Quality- 2 points	Good Quality- 3 points
Organization & Chronology Lincoln facts were organized under 6 common headers fairly life: Childhood & early career, marriage & family, presidency, the Civil War, and Slavery, Death & Legacy; other interesting facts). Facts and headers in chronological order.	Facts not organized chronologically or under common headers. <i>No header for presidency Early life + Books/early careers split</i>	A limited amount of the facts organized correctly. Other remain disorganized.	Majority of facts organized correctly. <i>no header for other interesting facts</i>	Nearly all facts organized correctly.
Creative Nonfiction Strategies Writer used creative nonfiction strategies such as voice, sensory details, bold beginnings, & exciting endings to gain and hold the reader's attention. They were a writer, not a fact teller.	Writer was a fact teller. No clear use of creative nonfiction strategies used.	Writer added limited examples of creative nonfiction strategies. <i>1 Question</i>	Writer used a fair amount of creative nonfiction strategies.	The writer used great creative nonfiction strategies to bring the information to life for readers. The writer was not a fact teller.
Domain Specific Vocabulary Writer included at least two domain specific vocabulary words and their definitions within their writing.	Writer did not include two domain specific vocabulary words. <i>typhoid lower not defined not defined</i>	Writing included 1 domain specific vocabulary word but did not define it properly in the text. <i>2- undefined</i>	Writer include either 1 domain specific vocabulary word and defined it or two vocabulary words but they did not define them properly in the text.	Writer included 2 domain specific vocabulary words and defined them within the text.
Nonfiction Text Features In addition to the required paragraph headers and bullets for header 6, writer included at least two other NTF such as: an index, a table of context, picture with a caption, timeline, chart, table, graph, map, quiz, and bold words with glossary.	Writer missing required headers and bullets and both nonfiction text features of their choice. <i>P. 6 lines - no caption Timeline - need 8 events/dates</i>	Writer either did not include required nonfiction text or was missing was missing both the nonfiction text features of their choice.	Writer included required headers and bullets for paragraph 6 and 1 nonfiction text features of their choice with good quality or 2 nonfiction text features of choice with fair quality.	Writer includes required headers and bullets for paragraph 6 and at least two other nonfiction text features of good quality.

typhoid - lower

picture - time line + bullets

2
2
1
1
3
1
1
2
2.5

Lincoln Research & Facts:	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Early Life <i>no citations</i>	No facts from research notes were included.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	2
Schooling, Books, & Early Careers	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	2
Marriage & Family	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	2
Presidency, Civil War, & Slavery <i>Missing?</i>	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	2!
Death & Legacy	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-4)	Fair amount of facts included. (5-9)	Generous amount of facts included. (10+)	2
Other Interesting Information <i>Missing reader</i>	No facts from research notes were included in this area of his life.	Limited amount of facts included. (1-2)	Fair amount of facts included. (3-4)	Generous amount of facts included. (5+)	2
Diverse Use of Sources:	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Trade Books Used Writer included facts from at least 2 of the 3 different trade books. <i>3?</i>	Writer did not use facts from any of the trade books.	Writer only used facts from 1 of the trade book.	-----	Writer used facts from at least 2 of the 3 trade books.	1
ALPLM Notes Used Writer used facts from the visit to the Abraham Lincoln Presidential Library and Museum. <i>8, 12, 14, 21, 17, 2</i>	Writer did not use facts from any of the primary sources.	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources.	Writer used facts from at least 5 of primary sources.	3
Primary Sources Used Writer used facts from at least 5 of the 8 different primary sources. <i>2, 7, 6</i>	Writer did not use facts from any of the primary sources. <i>no citations</i>	Writer used facts from 1-2 of the primary sources.	Writer used facts from 3-4 of the primary sources. <i>Some incorrect/inaccurate</i>	Writer used facts from at least 5 of primary sources.	2
Citation & Corroboration	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Credit Given Writer gave informal citation to appropriate source after fact was given.	No citations were included.	A citation was included for a limited amount of facts used.	A citation was included for a fair amount of facts used.	A citation was included for all facts used.	1
Format Followed Informal citations used; writer followed correct format to credit source.	Writer did not use correct format when citing sources.	Writer showed limited ability in correctly formatting citations used.	Writer showed fair amount of ability in correctly formatting citations used.	Writer showed strong ability in correctly formatting citations.	1
Corroboration If the same fact was repeated in multiple sources, did student give credit to all sources?	No corroborating of sources was done.	Student corroborated at least 1-2 times.	Student corroborated at least 3-4 different times.	Student corroborated at least 5 different times.	0
Reflection & Quality:	Missing: 0 points	Poor Quality: 1 point	Fair Quality: 2 points	Good Quality: 3 points	
Goal Sheet/Self Reflection Writers reflect on their writing. They rate their writing, tell what they are proud of, identify what needed more work, and set a goal for their next piece.	Writer did not complete or turn in a goal reflection sheet.	Writers' goal reflection sheet was turned in but parts were left blank.	Writers' goal reflection sheet was turned in, but the questions were completed with short responses and no detail.	Writers' goal reflection sheet was turned in. The questions were adequately answered, showing writer's thinking with descriptions and details.	2
Overall Quality of Work & Effort Writer worked up to their ability. They used their time wisely, put forth their full effort, and produced neat, careful, and attractive work.	Quality of work does not match writer's ability. <i>✓</i>	-----	-----	Quality of work matches writer's ability	0
Self Assessment Writer graded themselves on rubric.	Writer did not use the rubric to grade himself/herself.	Writer graded himself/herself using the rubric.	-----	-----	0
Total Points Possible: 70 Total points earned: <i>36.5</i> Grade: <i>52% F</i>					
Comments: <i>Greyson, you did not follow directions for citing your sources! Also, you took very limited notes on Lincoln.</i>					

Figure 14. The front and back sides of Greyson's rubric.

Greyson's work represents the work of the few students who did not work to their potential, appeared disengaged, or lack organization. Greyson was capable of scoring well on this assignment, but he made the choice to not listen during mini-lessons and

modeling, follow directions, or accept feedback during conferences. Had this project been implemented earlier in the year, I think Greyson would have been more successful. However, it was implemented during the last quarter of the year, and he struggled to stay engaged.

Discussion

Below I will discuss the significance pertaining to the findings of this study. I will include my thoughts on the length and intensity of the piece, my role as grader, conferences, and clarity and complexity over conventions. I will also discuss how the museum visit, student choice, and technology integration can impact the future implementation of this writing unit.

Significance

The analysis of this writing project provided me with great insight into what my students are capable of accomplishing, and it has caused me to raise my expectations. After analyzing areas such as the length and intensity of the assignment, my role as grader, conferencing with students, and the focus of clarity and complexity over conventions, this assignment has given me insights into what is feasible and manageable for both students and teachers. Through the analysis and further reflection of the unit, I realized the important role the Abraham Lincoln Presidential Library and Museum visit played in motivating students and providing purpose to the entire unit. I further thought about the part that choice plays in the assignment. Finally, I considered the potential beneficial role that technology could play if integrated in this unit.

Length and intensity of the unit. The length and the intensity of the unit proved challenging. Because of scheduling issues, our writing workshop time is only about 30 to

35 minutes long on most days. After a mini-lesson, modeling, passing out folders, and allowing a few minutes for students to pack up at the end of class, they only had about 15 to 20 minutes to work independently. If a majority of the students did not finish the daily task, I would have to build in another day to complete the task before moving on to the next task. This would sometimes draw out the lessons and unit. Some students, who would take their work home to finish, would always be ready to move on the next day. At times this created conflict between students. If time allowed, I would pull students who were ready to move on aside for a small group; however, this caused the same issue the next day. Also, the students who were behind were the students that needed my attention the most in order to finish the assignment before the end of the school year.

These writing pieces proved difficult to grade, requiring well over 20 hours of grading spread over a week and a half. In the beginning, I would average one piece every 30 minutes. Toward the end, I could grade one in about 20 minutes. This included the time it took to check every single fact, citation, and corroboration across all sources used for accuracy.

Role of grader. Several took me more than 40 minutes a piece to grade due to various issues. For instance, a handful of students did not cite their work at all in the draft or the final project. Because of this, it was impossible to grade them on the section of the rubric for Diverse Use of Sources or on the section for Citation and Corroboration. Students who did not cite would have automatically lost all nine points. While I could not give them any credit for citing and corroborating without citations, I could go back through to find the sources for their facts. This proved to be the most time-consuming part due to the number of facts and sources they could have used, especially since some

facts appeared in more than one source. I went back through each fact in their writing piece to cite their sources for them to determine their use of diverse sources. Other writing pieces just proved very difficult to read. That made it difficult to determine if the fact and citation were accurate.

When I implement this unit again in the future, I will continue to check the accuracy of each fact, citation, and corroboration students include in their work. I believe this holds students accountable for the mastery of the skills. However, I will go back through students writing pieces to find sources for all their facts because they failed to include them in their project. I believe the skill was modeled thoroughly, and some students just made a choice not to include them. What would have taken them little time to add when taking notes on the source, took me a great deal of time to search for after the fact.

Conferences. During this writing piece, students did not seem to need very much one-on-one time with me during conferencing when compared to past writing pieces. Once students synthesized all their facts on their final organizers, they needed very little help from me unless they missed a mini-lesson. I would mostly spend my time circulating the room or helping absent students or new students. Because students were not requesting conferences, and I was not requiring conferences unless students were absent, new, or lost something, sometimes problems in their writing might go unnoticed. While I did set deadlines for both sets of organizers and their rough draft, I wish it had been feasible to read through each student's peer-revised and edited draft before students moved on to finishing. Because of the time constraints with the end of the year quickly approaching, this was impossible.

Clarity and complexity over conventions. I also think that the use of spell-check and grammar-check features in a word processor would allow students to spend less time of editing and more time focusing on the content and quality of their writing. I prioritize the clarity and complexity of the content far more than the conventions in our writing pieces. For instance, only three of the total 70 points, or 4% of all points, involve editing and conventions. As long as problems with conventions do not interfere with reading and comprehending their work and they have made an honest effort to edit, then that is all I can ask. The purpose of the paper is to measure their research and writing skills. It is not a spelling or grammar test.

Museum visit and notes. To hold students accountable for collecting information on Lincoln, I required each group of students to take notes about Abraham Lincoln during our visit. The responsibility of note-taking proved difficult, as some students, either had difficulty contributing or just did not want to. Many were so engrossed in the exhibits that they could not engage and take notes. Other times, the exhibits did not lend themselves to writing. While students had clipboards, the lighting, spacing, and other crowds of visitors often made the task difficult. Students found it particularly difficult to take notes during one of the films due to special effects. Not only was the room dark, but smoke billowed, lights flashed, sound effects erupted unexpectedly, and seats shook. While this definitely made for a memorable movie, it did not lend itself well to note-taking.

Even though the field trip to the Abraham Lincoln Presidential Library and Museum played a key role in student motivation and intrigue throughout the unit, the chances of next year's class attending the trip is small due to funding. We were only able

to attend the trip this year due to grant funding. Unless we raise the money ourselves, at least \$1,000, we will not be able to return. I believe this could have devastating effects on student motivation for this project.

Choice. While most students were excited to write about Abraham Lincoln, a few students initially expressed disappointment because they wanted to choose their topic like they have with all of our other writing units. However, because this was a carefully crafted research assignment, it would be nearly impossible to recreate the same pairings of trade books and primary sources with little notice on an array of topics in which I may be unfamiliar. While giving students free reign on any topic is not possible, I may consider duplicating the assignment with a second or third important figure in American history. That way, students can have a choice of topic, but all sources will have been provided by me. Additionally, if we are unable to attend the Abraham Lincoln Presidential Library and Museum in future years, students may no longer experience the same motivation and purpose they found when writing about Lincoln.

If I decide not to add additional choices in topics, I want to add more choices in project options. While the newspaper and booklet were popular, the question and answer book was not. Perhaps I could add a PowerPoint or Prezi options, which would also incorporate technology. While I am flexible on adding more options to finishing, I do not want to lose the quality of the research. I still want students to be able to incorporate a great deal of facts, citations, and non-fiction text features in the project option they choose.

Technology integration. If possible, next year I would like to incorporate technology into their writing unit. I believe it would be very advantageous for students to

first hand write and then type their first draft. It seems that this step may provide many benefits later on in the writing process. For example, after editing the handwritten version themselves, they could type their draft and use the spell-check and grammar-check features in a word processor to help also find errors the student missed. It would also make it easier for students to read one another's drafts when responding together during the writing process. Revising and editing would be much easier, because students could instantly add, delete, or change parts of their writing without having to rewrite the entire writing piece. This would save students a tremendous amount of time, leaving more time to focus on the overall quality of the content.

Furthermore, using a word processor or a publishing program with templates for booklets and newspapers would make the finishing stage easier for all students. They would be able to see the layout and copy and paste their typed information to fit the space. This would allow them the opportunity to experiment and change their layout after they have started. Typed writing would also make grading more manageable for teachers. Handwriting, spacing, and pencil smears would no longer be such significant issues. Also, with the amount of time students save by not rewriting their drafts by hand, instead making small changes to what needs fixing.

The analysis of the length and intensity of this assignment, my role as grader, my conferencing with students, and the focus of clarity and complexity over conventions has helped me to gain significant insight into the feasibility and manageability of this assignment. I also realized the important role the Abraham Lincoln Presidential Library and Museum visit played in motivating students and providing purpose to the entire unit.

I also explored the potential benefits that choice and technology could provide for this unit in the future.

Overall, I am happy with this non-fiction, history-based writing unit. While it required new and complex tasks, students rose to meet and exceed my expectations. The average grade between both classes was an 87%. That is the highest average of any of the four writing units this year, second only to the first writing piece that only assessed the writing process. Students learned the importance of citing and corroborating sources and a great number about Abraham Lincoln.

Limitations

While this study provided a great deal of information on how my students analyzed diverse sources, the study was limited. There were limitations in the data pool and student pool. Students were relatively homogenous. They had little experience with this form of close reading and text-based writing. Furthermore, there was no second rater to proof my determinations.

This study was isolated to two 5th grade classes located within one school building. Both classes were taught in the same classroom, by the same teacher. Also, 41 students is a relatively small number, so no grand generalizations can be made from the data. Furthermore, because the classroom served as a self-contained, general education classroom, the student population was relatively homogenous.

Prior to this non-fiction, history-based writing unit, the students had precious little experience with this form of close reading and text-based writing. In fact, it was the first time most of the students used more than one source to create an information writing

piece. It was the first time most of the students had ever read or used a primary source for research on a writing assignment.

Because the writing pieces and the assessment rubric were both so long and intense, there is the very real possibility that I may have missed something. While I tried my very best to count every single fact and verify the accuracy of every single fact, citation, and corroboration, there is no guarantee I did not make a mistake. Because I did not have a second rater, my numbers are unverified which limits the findings in this study.

In conclusion, there were some limitations within this study. The data pool and student pool was very limited. Students had little experience with this type of close reading and text-based writing. There was no second rater to verify the information assessed with the rubrics.

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Washington, DC: Authors.

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Appendix A

Abraham Lincoln Biography Rubric

Writing Process:	Missing- 0 pts.	Poor Quality- 1 pt.	Fair Quality-2 pts.	Good Quality-3 pts.
Prewriting (Collecting Research Notes & Planning) Evidence of time spent collecting notes/facts about Lincoln's life from trade books and primary sources.	No evidence of time spent researching & taking notes. Notes are missing.	Little evidence of time spent researching and taking notes	Some evidence of time spent researching and taking notes.	Strong evidence of generous time spent researching and taking notes.
Drafting Amount of facts from research notes from prewriting session (notes) included in the draft.	Writer included no facts from notes into the draft.	Writer included a very limited amount of facts from notes into the draft.	Writer included a fair amount of facts from notes into the draft.	Writer includes a generous amount of facts from notes into the draft.
Revising (blue pen) Evidence of time spent making changes to draft by adding facts, details, word choice, figurative language, sensory details, and/or deleting what doesn't belong.	Writer spent no time making changes to their draft.	Writer spent little time making changes to their draft.	Writer spent fair amount of time making changes to their draft.	Writer spent a generous amount of time making changes to their draft and/or they were already included in their draft.
Editing (red pen) Evidence of time spent making corrections to draft for spelling, capitalization, punctuation, and paragraphing.	Writer spent no time making correction and numerous errors still exist	Writer spent a limited amount of time making corrections and several errors still exist.	Writer spent a fair amount of time making corrections. Writer made attempts to correct most errors.	Writer spent a generous amount of time making corrections and few errors remain.
Finishing Final product turned in with all parts. (notes, rough draft, sticky notes from peer responding/editing, final draft, and rubric).	All 5 parts of final product missing.	Final draft complete, but writer is missing 3-4 pieces.	Final draft complete, but riter is missing 1-2 pieces	Final draft is complete, and the writer turned in all pieces of the product.
Organization & Nonfiction Craft	Missing- 0 pts.	Poor Quality- 1 pt.	Fair Quality-2 pts.	Good Quality-3 pts.
Organization & Chronology Lincoln facts were organized under 6 common headers (early life; schooling & early careers; marriage & family; presidency, the Civil War, and Slavery; Death & Legacy; other interesting facts). Facts and headers in chronological order.	Facts not organized chronologically or under common headers.	A limited amount of the facts organized correctly. Other remain disorganized.	Majority of facts organized correctly.	Nearly all facts organized correctly.
Creative Nonfiction Strategies Writer used creative nonfiction strategies such as voice, sensory details, bold beginnings, & exciting endings to gain and hold the reader's attention. They were a writer, not a fact teller.	Writer was a fact teller. No clear use of creative nonfiction strategies used.	Writer added limited examples of creative nonfiction strategies.	Writer used a fair amount of creative nonfiction strategies.	The writer used great examples creative nonfiction strategies to bring the information to life for readers. The writer was not a fact teller.
Domain Specific Vocabulary Writer included at least two domain specific vocabulary words and their definitions within their writing.	Writer did not include two domain specific vocabulary words.	Writing included 1 domain specific vocabulary word, but did not define it properly in the text.	Writer include either 1 domain specific vocabulary word and defined it or two vocabulary words but they did not define them properly in the text.	Writer included 2 domain specific vocabulary words and defined them within the text.
Nonfiction Text Features In addition to the required paragraph headers and bullets for header 6, writer included at least two other NTF features such as: an index, a table of contents, picture with a caption, timeline, chart, table, graph, map, quiz, and bold words with glossary.	Writer missing required headers and bullets and both nonfiction text features of their choice.	Writer either did not include required nonfiction text or was missing was missing both the nonfiction text features of their choice.	Writer included required headers and bullets for paragraph 6 and 1 nonfiction text features of their choice with good quality or 2 nonfiction text features of choice with fair quality.	Writer includes required headers and bullets for paragraph 6 and at least two other nonfiction text features of good quality.

Appendix B

Abraham Lincoln		
What do I think I know?	What do I actually know?	What questions do I still have?

Abraham Lincoln Secondary Trade Book Analysis (Take notes on at least one of the two trade books)	
Book Source Information.	Historical Significance. What are some important facts? What did you learn? Be specific, but jot-don't write full sentences.
Title: <u>I am Abraham Lincoln</u>	
Author: Brad Meltzer	
Genre: Biography	

Appendix C

Abraham Lincoln Secondary Trade Book Analysis (Take notes on at least one of the two trade books)	
Book Source Information.	Historical Significance. What are some important facts? What did you learn? Be specific, but jot-don't write full sentences.
Title: <u>Amazing Americans:</u> <u>Abraham Lincoln</u> Author: Caroline Crosson Gilpin Genre: Biography	(This area is left blank for student notes.)

Appendix C

Abraham Lincoln Primary Source Analysis (Choose at least 4 documents to analyze in addition to the one we analyzed)		
Primary Document. What type of document is it?	Historical Significance. What are some important facts? What did you learn? Be specific, but jot-don't write full sentences	Connections & Corroboration How is this source similar to or different from the other texts? (trade books and other primary sources) Be specific.
#1: Marriage License		
#2: Early Occupations		
#3: Lincoln's Sons		
#4: Victory Poster		

Appendix C

Abraham Lincoln Primary Source Analysis (Choose at least 4 documents to analyze in addition to the one we analyzed)		
Primary Document. What type of document is it?	Historical Significance. What are some important facts? What did you learn? Be specific, but jot-don't write full sentences	Connections & Corroboration How is this source similar to or different from the other texts? (trade books and other primary sources) Be specific.
#5: Illustration of Assassination		
#6: Assassination Announcement		
#7: Reward Advertisement		
#8: Political Cartoon		

Appendix D

Abraham Lincoln Trade Book List

Amazing American: Abraham Lincoln

Paperback: \$5.95 x 30=\$178.50

Kuligowski, Stephanie

ISBN-10: 1433388227

ISBN-13: 9781433388224

Guided Reading Level: J

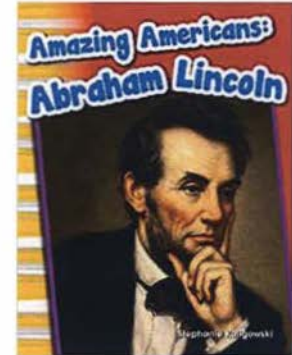
Lexile: 490L

Accelerated Reader Level:

Accelerated Reader Points

Page Count: 24

https://www.booksource.com/products/amazing-americans--abraham-lincoln_9781433388224.aspx

I am Abraham Lincoln

Hardcover: \$11.24 x 30=\$337.20

Meltzer, Brad

ISBN-10: 0803740832

ISBN-13: 9780803740839

Guided Reading Level: M

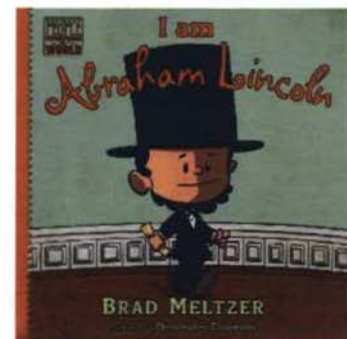
Lexile: 550L

Accelerated Reader Level: 3.0

Accelerated Reader Points 0.5

Page Count: 40

https://www.booksource.com/Products/I-Am-Abraham-Lincoln_9780803740839.aspx?FromSearch=True

Abraham Lincoln

Paperback: \$2.99 x 30= \$89.70

Gilpin, Caroline Crosson

ISBN-10: 1426310854

ISBN-13: 9781426310850

Guided Reading Level: J

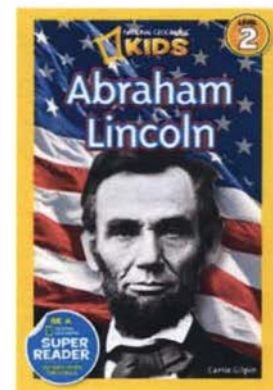
Lexile: 660L

Accelerated Reader Level: 3.8

Accelerated Reader Points 0.5

Page Count: 32

https://www.booksource.com/Products/Abraham-Lincoln_9781426310850.aspx?FromSearch=True



Appendix E

Primary Source #1: Marriage License

Abraham Lincoln and Mary Todd were married on Friday evening, November 4, 1842. The ceremony took place at the home of Mary's sister, Elizabeth Edwards, in Illinois. The wedding was attended by 30 relatives and close friends. Adapted from the original source: <http://rogerjnorton.com/Lincoln49.html>

The State of Illinois,
SANGAMON COUNTY, SS.

THE PEOPLE OF THE STATE OF ILLINOIS,
TO ALL WHO SHALL SEE THESE PRESENTS,---GREETING:

Know Ye, that License and Permission has been granted to any Minister of the Gospel, authorized to marry by the Church or Society, to which he belongs; any Justice of the Supreme Court; Justice of any Inferior Court, or any Justice of the Peace, to Celebrate and Ratify the Marriage of

Abraham Lincoln & Mary Todd

now both of this county, according to the usual custom and laws of the State of Illinois.

Witness, N. W. Matheny, Clerk of the County Court, in and for the County of Sangamon, and the Seal of said Court hereunto affixed at SPRINGFIELD, this 4th day of November 1842.

N. W. Matheny Clerk.

State of Illinois, }
Sangamon County, } SS.

I Certify that, on the 4th day of November 1842, I found in the Holy State of Matrimony *Abraham Lincoln* and *Mary Todd* according to the custom and laws of Illinois.

Witness my Hand and Seal, this 4th day of November 1842.

Charles D. Brown M. C. J. C.

In which state did Abraham and Mary Todd marry?

Appendix E

Primary Source #2: Early Occupations

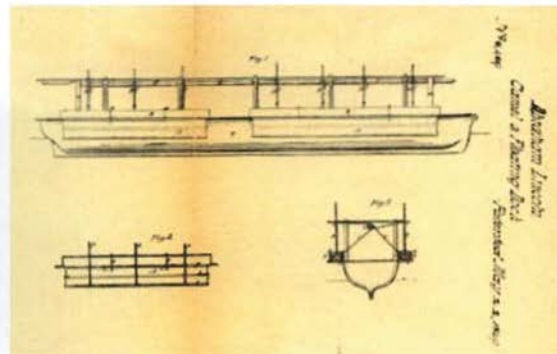
Top Left: Rail Splitter- After his general store failed in 1832, Lincoln worked odd jobs to repay his debt. He worked many odd jobs, such as a rail splitter and a land surveyor. Adapted from original source: <https://www.loc.gov/item/93504457/>

Top Right: Postmaster- Abraham Lincoln served at the postmaster of New Salem, Illinois from 1833 to 1836. It was a part time job that paid about \$50.00 a year. Adapted from the original source: http://www.abelincoln.com/railroad_calendar/cim-17.htm

Bottom Left: Flatboatman- In 1838 & 1841, Lincoln worked as a flatboatman on the Mississippi River. Adapted from original source: <https://www.gettyimages.ae/license/72899776>

Bottom Right: Inventor- In 1849 Lincoln applied for a patent. He invented a device to lift boats over shoals. While he had the idea patented, he never manufactured the idea. He is the only U.S. president to hold a patent.

Adapted from the original source: <https://www.gilderlehrman.org/content/abraham-lincoln-inventor-1849>



What were some of the early jobs held by Lincoln?

Appendix E

Primary Source #3: Lincoln's Sons

Top Left: Robert Todd Lincoln was born August 1st, 1843. He attended Harvard University. He died July 26, 1926. He was the only Lincoln son to survive his parents.

<https://www.findagrave.com/memorial/10323/robert-todd-lincoln#view-photo=566547>

Top Right: Edward Baker "Eddie" Lincoln was born March 10, 1846. He died Feb.1, 1850 at the age of 3 from illness. Adapted from original source: <http://rogerjnorton.com/Lincoln67.html>

Bottom Left: William Wallace "Willie" Lincoln was born on Dec. 21, 1850 and died February 20, 1862 at the age of 12 from illness. His death plunged the Lincoln into deep sorrow. Adapted from the original source: <https://www.loc.gov/item/94508324/>

Bottom Right: Thomas "Tad" Lincoln III was the youngest son. Tad was born on April 4, 1853 and died July 5, 1871 at the age of 18. Tad and Willie were the first presidential children to live in the White House. Adapted from the original source: <https://www.loc.gov/item/2008680395/>



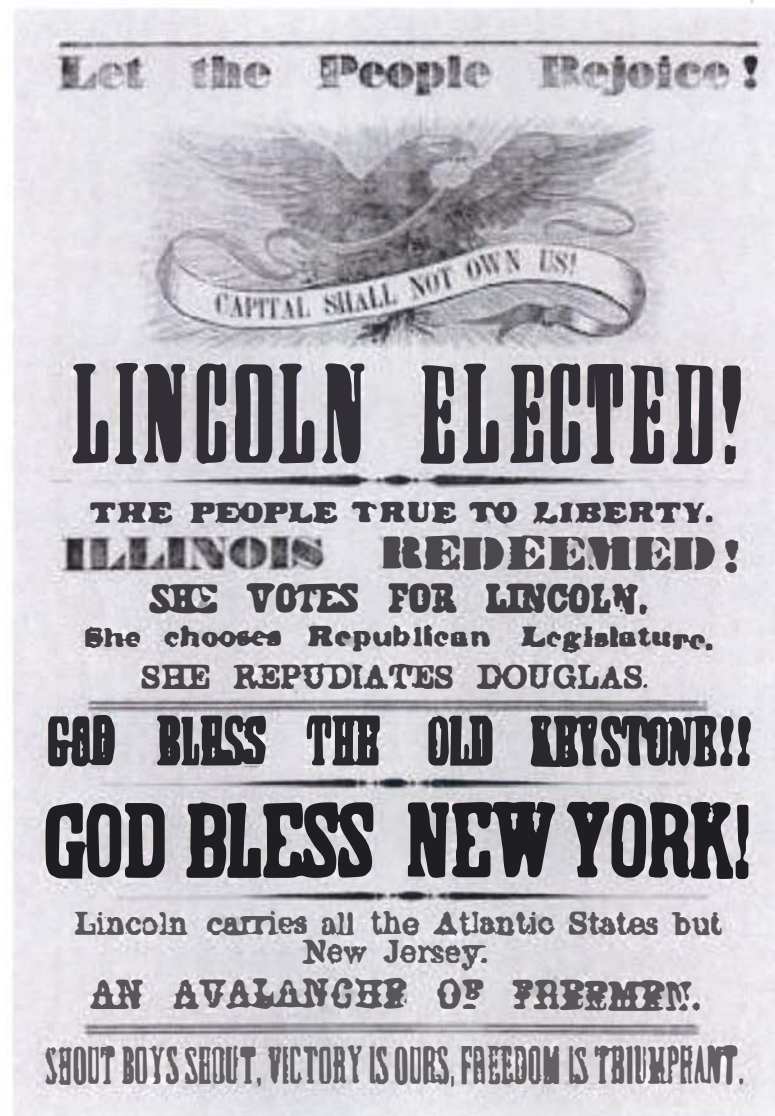
How many sons did Abraham Lincoln bury during his lifetime?

Appendix E

Primary Source #4: Victory Poster

This Lincoln victory poster ran on page 3 of the Freeport Wide Awake, a campaign newspaper from Illinois, on Nov. 17, 1860. It recognized the victory of Abraham Lincoln over Stephan Douglas for president of the United States. He would serve as our 16th president from March 4th, 1861 until his death on April 15, 1865.

Adapted from the original source: <http://elections.harpweek.com/1860/cartoons-1860f.asp?UniquelD=60>



Why was a poster used instead of another form of communication?

Who would like this poster? Who wouldn't?

Appendix E

Primary Source #5: Illustration of Assassination

An 1865 depiction of President Lincoln's assassination by artists E.R. & E.C. Kellogg. President Lincoln was shot by actor and confederate John Wilkes Booth during a play at the Ford Theater on the evening of April 14, 1865. It was five days after General Lee surrendered to the North.

Adapted from the original source: <https://www.loc.gov/item/scsm000407/>



What surprised you?

Does the shooter match the description of Booth as described in Primary Source 7?

Appendix E

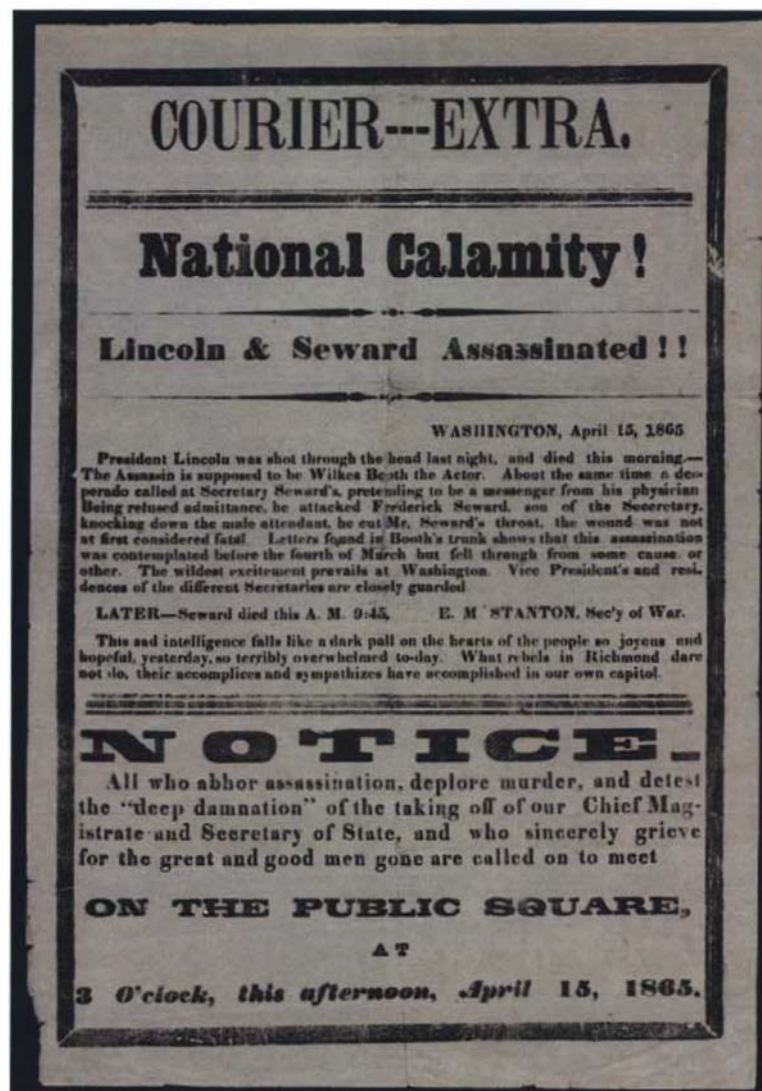
Primary Source #6: Assassination Announcement

National Calamity! Lincoln & Seward Assassinated!

President Lincoln was shot through the head last night and died this morning. The Assassin is supposed to be Wilkes Booth the Actor. Later found in Booth's trunk shows that this assassination was contemplated before the 4th of March but fell through from some cause or another.

Published in the Courier Extra Newspaper, Washington D.C. on April 15, 1865

Adapted from the original source: <https://www.loc.gov/resource/lprbscsm.scsm0429/>



Which words do you not know?

Where can you look to find out their meaning?

Appendix E

Primary Source #7: Reward Advertisement

War Department advertisement of reward information leading to the arrest of Lincoln's assassin, John Wilkes Booth and his conspirators, John Surrat and David Harold. (Booth, \$50,000; Surrat, \$25,000; and Harold, \$25,000)

Description of Booth: 5 ft. 7 or 8 in. in height, slender build, high forehead, black hair, black eyes, and wears a heavy black mustache.

Adapted from the original source: <https://www.loc.gov/item/96521960/>

War Department, Washington, April 20, 1865,

\$100,000 REWARD!

THE MURDERER
Of our late beloved President, Abraham Lincoln,
IS STILL AT LARGE.

\$50,000 REWARD
Will be paid by this Department for his apprehension, in addition to any reward offered by Municipal Authorities or State Executives.

\$25,000 REWARD
Will be paid for the apprehension of JOHN H. SURREATT, one of Booth's Accomplices.

\$25,000 REWARD
Will be paid for the apprehension of David C. Harold, another of Booth's accomplices.

LIBERAL REWARDS will be paid for any information that shall conduce to the arrest of either of the above-named criminals, or their accomplices.

All persons harboring or assisting the said persons, or either of them, or aiding or abetting their concealment or escape, will be treated as accessories to the murder of the President and the attempted assassination of the Secretary of State, and shall be subject to trial before a Military Commission and the punishment of DEATH.

Let the state of Missouri be removed from the list of the states and possessions of the rebellion.

All good citizens are exhorted to aid public justice on this occasion. Every man should consider his own conscience charged with this solemn duty, and use whatever might and way need it be accomplished.

EDWIN M. STANTON, Secretary of War.

DESCRIPTION.—BOOTH is Five Feet 7 or 8 inches high, slender build, high forehead, black hair, black eyes, and wears a heavy black mustache.

JOHN H. SURREAT is about 5 feet, 8 inches. Hair rather thin and dark; eyes rather light; no beard. Would weigh 145 or 150 pounds. Complexion rather pale and clean, with rufes in his cheeks. Wears light clothes of fine quality. Shoulders square, chest broad, neck prominent, ribs narrow; nose projecting in line of forehead rather low and square, but broad. Faint lightness on the right side; neck rather long. His lips are firmly set. A thin nose.

DAVID C. HAROLD is five feet six inches high, dark hair, dark eyes, complexion rather heavy, tall face, nose short, broad chest and back, feet small, nose high, round looking, strongly quick and active, slightly above his eyes when looking at a person.

NOTICE.—In addition to the above, State and other authorities have offered rewards amounting to about one hundred thousand dollars, making an aggregate of about TWO HUNDRED THOUSAND DOLLARS.

According to the poster, who was the Secretary of War?

How is this poster and its author related to Primary Source 6?

Appendix E

Primary Source #8: Political Cartoon

This is a Political cartoon that ran in 1864 after Lincoln's reelection for president. The cartoon used satire to poke fun at Lincoln's height and describe the growth of his confidence after being reelected as President. (Lincoln measured 6 foot 4 inches tall. The average height of a person during Lincoln's time was 5 foot 6 inches tall. Lincoln still holds the record for the tallest president in US history.)

Adapted from the original source: <http://elections.harpweek.com/1864/cartoon-1864-Medium.asp?UniqueID=56&Year>



(Long Abraham Lincoln a Little Longer.)

What is satire?

Appendix F

Name: _____

Abraham Lincoln Trade Book Analysis Questions

(Complete after you read and take notes on your trade book)

1. What is the title of your trade book? _____
2. Who is the author? _____
3. What is the genre? _____

4. Does this source include information about:

➤ Lincoln's birth and parents?	YES	NO	NOT SURE
➤ Lincoln's love of books and learning?	YES	NO	NOT SURE
➤ Lincoln's jobs before he was president?	YES	NO	NOT SURE
➤ Lincoln's wife and children?	YES	NO	NOT SURE
➤ Lincoln's feelings on Slavery?	YES	NO	NOT SURE
➤ Lincoln's as a president?	YES	NO	NOT SURE
➤ Lincoln's role in the Civil War?	YES	NO	NOT SURE
➤ Lincoln's death & the cause of his death?	YES	NO	NOT SURE
➤ Lincoln's legacy & how he is remembered?	YES	NO	NOT SURE

5. Looking at the information that is missing in number 4 (the NOs), where should we look to find this information about Lincoln's life?

6. Is there anything else you would like to know about Abraham Lincoln?

Appendix G

Name: _____

Abraham Lincoln Primary Source Analysis Questions

(Complete after you read the primary sources)

1. Looking back on trade book and your secondary source analysis sheet, which areas of Lincoln's life do you need more information?

2. List the 4 primary sources you chose to read and take notes on to add information (in addition to PS#1) to these areas: PS#_____ PS#_____ PS#_____ PS#_____

3. Did you get enough information from these 4 sources? YES NO Maybe

4. Which area(s) are still missing information?

5. Which of the three remaining primary sources would help you add to that area or areas?

PS#_____ PS#_____ PS#_____

6. Can you think of any other resource we can use to gather more information on Abraham Lincoln?

Appendix I

Name: _____

Abraham Lincoln Biography Piece

	What did you like?	What did you not like?	What would you change?
# of sources:			
Trade Books			
Primary Sources			
Museum Visit			
Citing the Sources (___).			
Nonfiction Text Features			
Anything else?			

Appendix J

	<u>Tentative Schedule</u>
Day 1	<ul style="list-style-type: none"> Informational book pass. Pass around autobiographies, biographies, and other informational texts. What do you notice? (facts, names, dates, nonfiction text features, organization) Discuss nonfiction text features. Create a list of nonfiction text features. Discuss difference between biographies vs. autobiographies. Make a Venn diagram anchor chart for student reference.
Day 2	<ul style="list-style-type: none"> Choosing a topic: Abraham Lincoln. Activity to activate our schema on Lincoln. Fill out a I Think I Know, I Know, I Want to Know organizer. What is our purpose as authors for writing about Abraham Lincoln? To teach/inform others about him and why he is significant person in history. (Review 3 types of Author's Purpose: inform, entertain, persuade) How do we become an expert on Abraham Lincoln so we can write a biography to teach others about him? Research.
Day 3	<ul style="list-style-type: none"> How will we remember what we read/researched so we can include it in our writing? Take notes Review note-taking (name of source, jot, abbreviation, most important information) Don't copy word for word. Make anchor chart. Review "Determining Importance" lesson from reading (who, what, when, where, why) and our close reading annotation mark for something important (star).
Day 4	<ul style="list-style-type: none"> Introduce trade book organizer Introduce two trade books. <u>Amazing American: Abraham Lincoln</u> and <u>I am Lincoln</u>. Students will choose ONE to read and take notes on. Teacher will model taking notes on a fact; students start taking notes on their trade book of choice. Students may choose to work alone or with a partner.
Day 5	<ul style="list-style-type: none"> Continue from day 5- Students finish taking notes on their source.
Day 6	<ul style="list-style-type: none"> Students will complete the Trade Book Content Analysis checklist to decide what was included and excluded from their text. Discuss at closing of lesson. How do we fill these gaps? Additional sources.
Day 7	<ul style="list-style-type: none"> Introduce primary sources. What is the difference between primary and secondary sources? Make anchor chart for student reference. Teacher models close reading & note taking with a primary source and students add it to primary source organizer.
Day 8	<ul style="list-style-type: none"> Students choose at least 5 more of the 8 primary sources that will help fill their gaps and change their NOs from Content Analysis to YESs. Discuss the importance of using multiple sources.
Day 9	<ul style="list-style-type: none"> Students choose one source to model together as a class. Students need to pick 4 more sources and take notes to fill in missing info. from trade books. Work day to read and take notes on primary sources. Primary Source Content Analysis checklist. Now do you have all the information to fill the gaps? Introduce 3rd trade book,
Day 10	<ul style="list-style-type: none"> In partners, read & take notes on Abraham Lincoln Trade Book #3.
Day 11	<ul style="list-style-type: none"> Continue trade book #3
Day 12	<ul style="list-style-type: none"> So now we know a lot about Lincoln, how can we group/organize the information? What are some major life events for anyone? Lincoln? Discuss chronological order. Brainstorm some headers for Lincoln. (Birth & Early Life) (Books, School, Early Careers) (Marriage & Family) (Presidency, Civil War, Slavery) (Death & Legacy)

	<ul style="list-style-type: none"> • Introduce final organizer that we will use to write the biography. Students transfer their information from their original organizers over to this one using color coding. They must also make sure to corroborate and synthesize similar information instead of repeating. Teacher models on organizer using a students' copy.
Day 13	<ul style="list-style-type: none"> • Field trip to Abraham Lincoln Presidential Library- Students take notes in groups
Day 14	<ul style="list-style-type: none"> • Read over Museum Notes • Continue to transfer information, adding in Museum notes
Day 15	<ul style="list-style-type: none"> • Transfer your new information to your final organizers. (be sure to add sources information)
Day 16	<ul style="list-style-type: none"> • Continue transferring and corroboration
Day 17	<ul style="list-style-type: none"> • Start the writing process. • We have already: <ul style="list-style-type: none"> ○ Collecting -- chose a topic and collected notes from multiple sources ○ Planning- using the organizers to organize our piece ○ Start drafting & I will continue to conference each day throughout writing process.
Day 18	<ul style="list-style-type: none"> • Review bold beginnings & exciting endings; continue with writing process
Day 19	<ul style="list-style-type: none"> • Review sensory details with Writer vs. Fact teller lesson; continue writing process
Day 20	<ul style="list-style-type: none"> • Discuss nonfiction text features; must add 3 nonfiction text features other than headers (timeline, chart, table, graph, picture with caption, map, etc.-see bulletin board). Be thinking about what you will add.
Day 21	<ul style="list-style-type: none"> • Academic vocabulary/domain specific vocabulary; model with teacher example
Day 22	<ul style="list-style-type: none"> • Add 2 words with definitions
Day 23	<ul style="list-style-type: none"> • Students will work through writing process and stop at through editing. <ul style="list-style-type: none"> ○ Revise (blue ink)- with a partner (at least once); add details, make changes, delete what doesn't belong ○ Edit-(red) alone or partner-make corrections to conventions (spelling, grammar, capitals, paragraphs)
Day 24	<ul style="list-style-type: none"> • Share rubric for assessment; read together to make sure everyone knows expectations.
Day 25	<ul style="list-style-type: none"> • Finishing- how to lesson on how to best present our information to readers <ul style="list-style-type: none"> ▪ Options: ▪ Who Was book? (booklet) ▪ Q & A Book? ▪ Newspaper?
Day 26	<ul style="list-style-type: none"> • Illustrating your information (draw or print pictures); content comes first
Day 27	<ul style="list-style-type: none"> • Finishing – I will conference
Day 28	<ul style="list-style-type: none"> • Finishing -I will conference
Day 29	<ul style="list-style-type: none"> • Finish. • Grade yourself on rubric. • Turn in all parts. (organizers, rough draft, revising sticky notes, final copy, reflection sheet, end of unit feedback sheet)
	<p>If students finish before due date, they may pair and share or write another biography on someone of their choice.</p>