

INDIGENOUS CULTURES RESEARCH WORKSHEET

Name 3 Indigenous Peoples/First Nations

- 1.
- 2.
- 3.

Facts:

- 1.
- 2.
- 3.

Facts:

- 1.
- 2.
- 3.

Facts:

- 1.
- 2.
- 3.

Name:

Class:

RESEARCH ASSIGNMENT RUBRIC

	Excellent 4	Good 3	Fair 2	Needs Work 1
Language (Grammar, Spelling Punctuation)	The research was organized, well-written, grammatically correct and had no spelling or punctuation errors.	The research was mostly organized and well-written with minimal grammatical, spelling or punctuation errors.	The research was unorganized and lacked clarity. There were several grammatical and/or spelling and punctuation errors.	The research was not organized, was difficult to understand and contained many grammatical, spelling and punctuation errors.
Content	The written content was on topic and was arranged in a clear, concise, logical and meaningful manner.	The written content was on topic and arranged in a logical and clear manner for the most part.	The content was somewhat off topic. The arrangement of the research information was not always clear.	The content was not on topic and did not follow a clear or meaningful method of expression.
Effort	The student's work demonstrated a complete understanding of the assignments and exceeded the requirements.	The student's work demonstrated a good understanding of the assignment and completed the requirements.	The student's work demonstrated some understanding of the assignment and somewhat completed the requirements.	The student's work demonstrated little or no understanding of the assignment and minimally competed the requirements.

COUPLET POEM WORKSHEET

DIRECTIONS:

1. Choose a positive attribute or contribution from a First Nation Peoples that has been an inspiration to you.
2. Using the back of this paper to brainstorm rhyming words
3. Compose 3-4 couplets about the attribute or contribution to form a couplet poem.

POEM TIPS:

1. Use a thesaurus to find different words or synonyms that might be easier to rhyme
2. When writing your couplet, think of things that include sights, sounds or movements that are part of the attribute or contribution.
3. Write about something personal that you enjoy using or incorporating into your own experiences based on First Nation Peoples.

EXAMPLE COUPLETS:

"It's hard to see the butterfly
When it floats across the sky"

"I made the cupcakes one by one
Now I'll wait until they're done"

1. _____

2. _____

3. _____

4. _____

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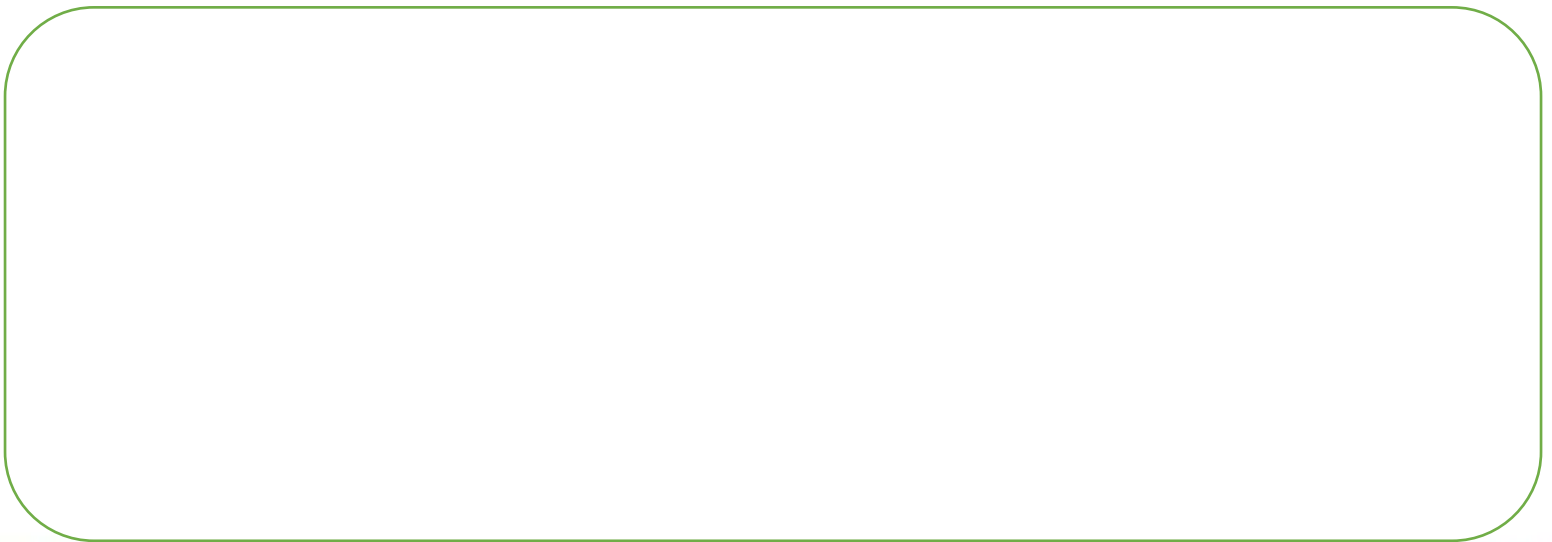
COUPLET POEM RUBRIC

	Excellent 4	Good 3	Fair 2	Needs Work 1
Language (Grammar, Spelling Punctuation)	Poetry is written with grade level appropriate spelling grammar and punctuation.	Poetry is written with mostly grade level appropriate spelling, grammar and punctuation.	Poetry is written with some errors in spelling, grammar and/or punctuation errors.	Poetry is written with errors that interfere with the reader's understanding.
Vocabulary	The use of vocabulary is exemplary and paints a vivid and clear picture for the reader.	The use of vocabulary is approaching colorful and descriptive imagery	The use of vocabulary is more narrative than descriptive.	The use of vocabulary is basic with little or no use of descriptive language.
Poetry Technique (Rhyming Couplet)	Utilized extensive poetic techniques to execute the rhyming couplets.	Utilized considerable poetic techniques to execute the rhyming couplets.	Utilized some poetic techniques to execute the rhyming couplets.	Utilized few poetic techniques to execute rhyming couplets.
Effort	The student's poetry demonstrated great effort in understanding and exceeded the assignment requirements.	The student's poetry demonstrated basic effort in understanding and completed the assignment requirements.	The student's poetry demonstrated some understanding and completed the assignment requirements.	The student's poetry demonstrated little or no understanding of the assignment requirements.

POETRY & BACKGROUND TRACK WORKSHEET

POEM TO BE RECITED:

Using words and drawings describe the mood/feeling of the piece:



Name:

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POETRY & BACKGROUND TRACK PERFORMANCE RUBRIC

	Excellent 4	Good 3	Fair 2	Needs Work 1
Steady Beat	The student recited the poetry rhythmically and on the steady beat.	The student recited the poetry and mostly kept the steady beat.	The student recited the poetry while somewhat keeping the steady beat.	The student recited the poetry without keeping the steady beat.
Attitude	The student was engaged and maintained a positive attitude throughout the performance.	The student was engaged and maintained a positive attitude throughout most of the performance.	The student was minimally engaged and demonstrated a less than positive attitude throughout the performance.	The student was not engaged and demonstrated a negative attitude throughout the performance.
Background Track	The composed track enhanced and complimented the poetry.	The composed track matched the feeling of the poetry.	The composed track somewhat matched the feeling of the poetry.	The composed track did not match the feeling of the poetry.