

The Paradox of Education in *Narrative of the Life of Frederick Douglass*

Long Term Learning Target: I can compose an argument. I can make a claim and use supporting evidence.

Learning Targets	Developing	Proficiency	Mastery
I can compose an argument (using my Persuasive Packet to organize my writing).	My thesis is confusing/vague, I didn't return to my thesis throughout my essay, I have 2 or less arguments, minimal connections between my ideas and I didn't use adequate evidence to support my thinking.	I have a strong thesis that I revisited a few times in my essay, I made at least 3 separate arguments to support my thesis, I used quotes to support my claims and I connected evidence with my own thinking.	I have a strong thesis that I revisited several times in my essay, I made 4+ in depth arguments to support my thesis, I used carefully selected quotes to support my claims, and I connected evidence with my own thinking, and I addressed the opposing viewpoint.
Pre-write I can use a pre-write to brainstorm my essay and organize my writing (in an outline).	My outline does not include all my arguments OR is not in correct outline form.	My outline is correctly formatted and includes all 3 of my arguments.	My outline is clearly formatted, contains all of my arguments, includes a concession , AND demonstrates the clear structure of my paper.
I can compose an essay following the required format . (MLA format)	I did not consistently follow MLA format and the requirements of the research paper.	I wrote a 2-3 page essay following the MLA format most of the time.	I wrote a 2-3 page essay consistently following the MLA format.
Writing Trait: I can organize my writing by: writing an engaging introduction; sequencing my ideas appropriately to the purpose in a clear and logical order; and writing a conclusion that leaves the reader with a sense of closure.	No real lead, no real conclusion; ideas are confusing; sequencing is random; pacing feels awkward; problems with organization make it hard for the reader to understand.	Recognizable introduction and conclusion; transitions sometimes work; sequencing shows some logic; structure may be predictable and takes attention away from the content.	Inviting introduction; satisfying conclusion; thoughtful transitions clearly connect ideas; sequencing is logical and effective; pacing is well controlled; the choice of structure matches the purpose and audience.
Social Studies Content: I can demonstrate my understanding of Narrative of the Life of Frederick Douglass in my essay.	Does not consistently demonstrate understanding, inaccuracies in content exist	I make accurate and clear arguments demonstrating my understanding of the text.	+In depth and precise arguments using the text as the guide for a well written essay.