Grades: high school

Subjects: U.S. History & Geography, World History & Geography

Time required: Four 55-minute class periods

Author: Brandi Love, Kirby High School, Shelby County Schools

OVERVIEW
In 1945, the war in Europe had ceased. However, in the Pacific, a fierce battle still waged on as Japan refused to end the fighting. Japan was threatened and urged to surrender. If they chose not to surrender, there would be dire consequences for the island nation. After severe warnings, President Harry S. Truman decided to enact and utilize the atomic bomb to end the war. Hiroshima and Nagasaki were the sites of the two atomic bomb drops, forever changing warfare in the world. Students will investigate a variety of primary sources to further expand their depth of knowledge on the decision to utilize the atomic bomb and its effects on the Japanese people during WWII. Students will then present their findings in a news broadcast format.

UNDERSTANDING GOAL
Students will understand the decision to use the atomic bomb to end the war with Japan and the impact of that decision.

OBJECTIVES
Students will be able to:
- analyze and interpret primary sources in various forms, including photographs and written text
- collaborate within groups in a simulation activity
- evaluate the main points of a historical event from secondary sources
- develop group research skills
- write an argumentative essay

INVESTIGATIVE QUESTION
By analyzing the primary and secondary sources presented, what was the immediate impact of the bombings on the Japanese people and the affected areas? How did this lead to the decision to end the war?

CURRICULUM STANDARDS

High School U.S. History & Geography
US.56 Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.

High School World History & Geography
W.52 Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.

High School English Language Arts
11-12.RL.1.1.7 Evaluate the topic or subject in multiple diverse formats and media.
11-12.W.1.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

MATERIALS
- Manila folders or large brown envelopes
- Print-outs of primary source images and texts (4 each)
- Primary Source Analysis Tool: questions and worksheet
- News Project Instructions & Reflections (2 pages long)
- News Project Evaluation Rubric
- World War II & the Atomic Bomb Essay Rubric
PRIMARY SOURCES

Images
- Pre-strike aerial view of Hiroshima [...] [1945]
- Aerial view of Hiroshima after the bomb [1946]
- General panoramic view of Hiroshima after the bomb ... shows the devastation ... about 0.4 miles ... / official U.S. Army photo [1945]
- Second atomic bombing of Nagasaki, Japan [1945]
- Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Japanese acceptance of Allied surrender terms with waving flags and a rain of paper [1945]
- Eight months after the atomic bomb was dropped Hiroshima still stands in ruins [1946] (from History.com)

Texts
- Letter, Franklin D. Roosevelt to J. Robert Oppenheimer thanking the physicist and his colleagues for their ongoing secret atomic research, 29 June 1943 (transcription available here)
- Letter to his mother describing aftereffects of Hiroshima bombing [1945, from the Harold Philip Munck collection, Veteran’s History Project] (start at second paragraph, and be warned about racist language)

Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Japanese acceptance of Allied surrender terms with waving flags and a rain of paper [1945]

PREPARATION

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>If students are using the McGraw-Hill, United States History and Geography: Modern Times, TN Edition, they should read both chapters 12 and 13 prior to the start of this activity or, in other textbooks, the appropriate reading introduction to WWII and the battles of the Pacific.</td>
</tr>
</tbody>
</table>
| Step 2 | Create four “Bomb Drop Packets” for each class, using either manila folders or envelopes. Each Bomb Drop Packet contains the following items in the order in which they should be introduced:  
- Library of Congress primary sources, printed out  
- Primary Source Analysis Tool  
- News Project Instructions & Reflections  
- News Project Evaluation Rubric  
- World War II & the Atomic Bomb Essay Rubric |
| Step 3 | Select two short news clips that you will share with your students as an example of reporting the news during a national disaster. Each news clip shouldn’t be longer than three minutes in length. |
| Step 4 | Secure an area in your school building where your students can present the broadcast without interruption and as realistically as possible. This area may be your classroom, an empty classroom, the school library, etc. Think of a location where you can have a panel-wide discussion and maybe also a display area. |
**What We Did**

In our class, we chose the back of the school library to perform our broadcasts. The days were scheduled ahead in order to reserve those spaces for our class only on those specific days. Students used a long table, draped it with a black sheet to serve as the news desk and drew their own logos (for news channels).

Most of the maps and background scenes had been traced from the class projector onto white butcher paper and colored in later. The primary source images were also projected onto white butcher paper during the live broadcast in a large format during live reporting in our class. We used a bookshelf as the back drop for our news studio and also as a point of positioning as students would tape their various maps and scenes to the bookshelf during the broadcast.

Before broadcast, I folded a sheet of cardstock twice to make four squares, then labeled the four squares 1, 2, 3 and 4. One student from each group pulled a card from my hand at random to reveal the group presentation order.

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**Day 1**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Ask your students to imagine what it would have been like on the ground in Japan after the atomic bombs were dropped on Hiroshima and Nagasaki at the end of WWII. What would the landscape have looked like? How would the bombs have impacted the people of Japan? How would they have helped (or not) in the American war effort in the Pacific theater? Encourage students to use vivid adjectives and descriptions. Tell them they’re going to be doing news broadcasts as if they were in Japan in the immediate aftermath of the atomic bombs, and that they will be doing research to put together “breaking news” stories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Divide students into four teams and present each group with a Bomb Drop Packet. Make sure that students know the weight, importance, and all expected components of the entire project. Information should be presented to ensure that students have a clear and concise understanding of the process and expectations. Have students pull out Pre-strike aerial view of Hiroshima […] and Aerial view of Hiroshima after the bomb from their Bomb Drop Packets and compare them as a class discussion. What are the main differences? What do these photos tell us about the impact of the bomb? Then, working within their teams, have students divide up the remaining primary sources in the packet and, individually or in pairs (depending on how many students per team), analyze each image or text using the Primary Source Analysis Tool questions and worksheet (or the online form). Students should keep in mind that they will be using some of these sources as part of their news broadcasts.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Have each team select one person to serve as the Director of the broadcast. The Director will be the liaison between the team and the educator. Inform each news team that they will be responsible for creating and implementing a live news broadcast based on the atomic bomb drops on Hiroshima and Nagasaki, Japan, on August 6 and 9, 1945. Clue students into the fact that this broadcast should appear as if it is happening in real time—i.e., your students have to assume they are in 1945, in the midst of a war.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Share two short news broadcast videos covering world disasters no longer than 3 minutes in length with your learners. Hurricane Katrina and the Thailand Tsunami are two examples of reporting during a national disaster that will provide students with recent news footage of events that they will recognize and easily relate to the project.</td>
</tr>
</tbody>
</table>
### Day 1 continued

**Step 6** Inform students that they must be professionally dressed on the day of presenting the live news broadcasts and the location of where the broadcasts will take place. Students must be made aware that this is a group project: all members must participate. All students in the group will receive the same grade and there are penalties for those missing from the group. Due to the fact it is a group project, the penalty grade will be shared amongst the group. Each group member that is absent will equate to a loss of 10 points, per person, towards the final group grade.

Open the floor to questions and begin group research steps. As groups read carefully through the News Project Instructions & Reflections, they will identify questions they cannot fully answer from the primary sources alone. Direct them to pertinent secondary sources in your school library, as well as online (such as Yale’s Avalon Project and Atomic Heritage Foundation) for further research. Students should get a good start on research by the end of the class period.

### Day 2

**Step 7** Students should be completing their research and beginning to lay the foundations for their teams’ news broadcasts. Students should also refer to their notes and the class textbooks for additional information to be utilized within their newscasts. All parts of the broadcast should be assigned. Students should be rotating at the projector so that each group has a chance to create backdrops, logos and scenes.

The educator should be moving about the classroom in a facilitator mode only.

### Day 3

**Step 8** This is a great time to ensure all members of the groups are contributing equally to the group and to answer any group questions that may be lingering by engaging your team Directors. Remind students that tomorrow will serve as presentation day and to report directly to the designated broadcast area.

Ten minutes prior to class dismissal have all Directors come forward and select a number between 1 and 4 to determine the order of tomorrow’s group presentations.

### Day 4

**Step 9** Students should enter the designated broadcast area dressed appropriately for a newscast. You should be able to distinguish your news teams based on their selected team colors. All maps, scenes and prep work should be completed. Group 1 should now begin preparing to present with all other groups proceeding in order.

Each group should receive one new copy of the News Project Evaluation Rubric to submit to the instructor ten seconds prior to presenting to identify their group and be used for group assessment.

**Step 10** Groups perform their broadcasts. Film them if possible.

**Step 11** After all presentations have been completed, have a group discussion. Ask students if the picture in their minds of the atomic bomb aftermath in Japan that emerged from their research was close to the picture they had before the lesson. What new impressions did they gain about this event? Then ask students to consider these essential background questions:

- What kind of sacrifices does war require?
- Why do political actions often lead to war?
- How does war impact society and the environment?

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**Letter, Franklin D. Roosevelt to J. Robert Oppenheimer thanking the physicist and his colleagues for their ongoing secret atomic research, 29 June 1943.**
Day 4 continued

| Step 12 | Each individual student should complete, for homework, a three-point, five-paragraph essay according to the criteria in the World War II & the Atomic Bomb Essay Rubric. Each essay should detail the students’ interpretation of the immediate impact of the bombings on the Japanese people and the affected areas. Students should include an evaluation of the United States government’s decision to use the atomic bomb to end the war. |

**Evaluation:**

Please see the *News Project Evaluation Rubric* (below, page 8) to serve as the evaluation tool for the group projects.

Please see the *World War II & the Atomic Bomb Essay Rubric* (below, page 9) to serve as the evaluation tool for the individual essays.

**Extension**

Locate and view actual news footage from the 1945 bomb drops and have students compare and contrast their news broadcast versus the actual live reporters during this challenging era. There are several authentic clips on YouTube, from actual news coverage to accounts from survivors. Students should consider the following questions:

- What key pieces of detail did you portray accurately?
- In hindsight, how could your group improve upon your broadcast presentation?
- Do you believe your newscast would have been well received in 1945?
- After watching the actual broadcast and reflecting on the class presentations, which group do you believe best portrayed the actual events of Hiroshima and Nagasaki?

Create a follow-up news report (or even a documentary clip) talking about the aftermath of the atomic bombs one year after the drop, or perhaps ten years afterwards. Incorporate long-range reflections from soldiers and civilians about the impact of the bombs, what the bombs achieved (or didn’t achieve), and how the Japanese reacted to defeat.
Each group must include the following elements for a complete news broadcast presentation. The group goal is to have the most informative and creative newscast possible. *Total News Segments should last ten minutes each.*

**Preparation**
- **Four-page report:** This must be typed double-spaced using 12-point Times New Roman font, with no grammatical errors. There should be a cover page (that does not count into the four pages of the report) with the names of all group members. The report should basically be a transcript of the news stories that are part of the broadcast presentation—this means the lead story, the breaking news story, and the breaking news update. The report must be submitted before the actual “airing” of the news broadcasts.
- **Must-have details:** Each group must come up with a name, motto, colors, and logo for its fictional news station. Be sure to include these in the broadcast. Group members must be professionally dressed and arranged in a panel presentation. (There will be a 5-point deduction for each member not dressed properly.) Each group must also create a hand-drawn map to display during its news broadcast.

**Part 1: Introduction**
- As with the majority of news broadcasts, the broadcast begins with a brief snippet of the stories that will be featured on the day’s news segment. (This includes previews of the lead story, weather, and additional stories not actually part of the broadcast project.)
- After the featured stories are announced, the anchor introduces him/herself, states the station name and station motto, and welcomes and/or thanks viewers for watching their particular news broadcast.
- The news begins to transition to the lead story.
- **Time allotted: 1 minute 30 seconds**

**Part 2: Lead Story**
- Lead news stories are the most important stories that occurred during the day and are often national stories that affect a wide range of people. The lead story should therefore introduce a topic that engages everyone.
- Each group must identify a *Lead Story that is related to the war in the Pacific*, prior to the bomb drop—this will vary from group to group. Make sure that the information you are presenting is factual, meaning that you have completed your research and found solid evidence using primary sources, textbooks, class notes, and other sources.
- Each story must be accompanied by primary source texts and/or images from the Bomb Drop Packet (or from individual research). When incorporating primary sources, analyze them; do not simply display them. Consider the following three questions:
  - What stands out to your group in those images?
  - How does viewing the images play on human emotions?
  - How can your group bring those images to life through your news reports?
- **Time allotted: 1 minute 15 seconds**

**Commercial #1**
- Select a commercial that is currently airing on television and have your group recreate the commercial (i.e. Jake from State Farm).
- All members of the group must participate in the commercial.
- Commercial must include original drawings, back drop, and theme music.
- **Time allotted: 30 seconds**

**Part 3: Breaking News**
- Breaking news is considered news that happens or unfolds during the broadcast and is considered so important it must be featured right away. This is your feature story—reporters should be reporting live from Tokyo about the events that have just happened in Hiroshima and Nagasaki.
- Because breaking news is so important, most news stations will actually cut from the studio anchor to a live reporter who is at the scene of the breaking news site. This allows your viewers to receive information as it happens.

*Continued on the next page...*
• Briefly describe the factual content of the story: the five W’s and the H:
  ⇒ Whom did it happen to?  ⇒ Where did it occur and how widespread was it?
  ⇒ What actually happened?  ⇒ Why did this happen?
  ⇒ When did it occur?  ⇒ How did this happen? Was there a warning?

• Library of Congress primary source images should serve as the backdrop for the news broadcast and must be analyzed for specific details to give viewers real-time information.

• Time allotted: 3 minutes 30 seconds

Part 4: Weather
• No news broadcast is complete without a weather report. Research to find out the actual weather report for Hiroshima and Nagasaki for the day on which you are reporting. If possible, use historic images of the weather for Japan for that day.

• Time allotted: 1 minute 15 seconds

Commercial #2
• Your group should create a public service announcement for your second commercial. A public service announcement is a message that is distributed by the media with no advertising cost attached because the message is for the general population and meant to inform a large audience of a particular happening, item, situation or event.

• Your public service announcement commercial should address the general population of either Hiroshima or Nagasaki and provide vital information for the population of the town, possibly assisting those in need after the bombing.

• Time allotted: 30 seconds

Part 5: Breaking News Update
• Just as before, this is the feature story on the news today.

• During the second airing of breaking news, the audience should be given updates as events continue to unfold in Hiroshima and Nagasaki. The reporter should now be discussing the reasons for ending the war, in detail.

• Live reporters are key to breaking news, utilizing factual information from research and the primary source images for their key components of information. This is a focal point of the news project.

• Time Allotted: 1 minute

Part 6: Closure
• The news always ends with the anchor saying a unique “goodbye,” restating the station name, restating the station motto, and reminding viewers to tune in tomorrow at the same time. Typically, the closure is funny or rather endearing. However, due to the devastation that has occurred in Nagasaki and Hiroshima, students should be mindful of the day’s events when presenting their closings.

• Time allotted: 30 seconds

TEAM REFLECTIONS BEFORE YOUR BROADCAST PRESENTATION:
• Is the information that you are presenting factual—meaning that you have completed your research and found solid evidence using your primary sources, textbooks, class notes, and other sources?

• Is the broadcast effective in presenting the information and gaining and retaining the viewers’ full attention?

• How do you capture your audience’s attention using primary sources? Did your group heavily analyze the primary source images and/or texts for details and insights?

• Facts in a news story are supposed to be arranged from most to least important. Has your group done this effectively? Why?

• Writing style is important in keeping listeners engaged with the story. Discuss among your group the use of the following in your broadcast:
  ⇒ Active voice  ⇒ Interesting and varied word choices
  ⇒ Precise and concise wording  ⇒ Unbiased reporting

• Discuss the accuracy of the facts used in the story. How do you know that the sources used were reliable and accurate?

• In what way did the use of quotations
  ⇒ Add to the credibility of the story?
  ⇒ Make the story more interesting?
  ⇒ Present differing points of view about the topic?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent: 8 Points</th>
<th>Good: 7 Points</th>
<th>Satisfactory: 6 Points</th>
<th>Needs Improvement: 5 Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Lead Story</td>
<td>(1) Gets attention (2) Clearly identifies topic (3) Establishes credibility (4) Prevents the main points</td>
<td>Meets any three of the four criteria</td>
<td>Meets any two of the four criteria</td>
<td>Meets only one of the four criteria</td>
<td></td>
</tr>
<tr>
<td>Breaking News, Part 1</td>
<td>Main points are clear and well-supported; sources are documented</td>
<td>Main points are somewhat clear, with some support and some documentation</td>
<td>Main points need clarity and support; there is a lack of sources and documentation</td>
<td>Main points are not clear and have no support; there are no sources or documentation</td>
<td></td>
</tr>
<tr>
<td>Breaking News, Part 2: Update</td>
<td>Main points are clear and well-supported; sources are documented</td>
<td>Main points are somewhat clear, with some support and some documentation</td>
<td>Main points need clarity and support; there is a lack of sources and documentation</td>
<td>Main points are not clear and have no support; there are no sources or documentation</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>(1) Reviews main points (2) Brings closure (3) Is memorable</td>
<td>Reviews main points, brings closure</td>
<td>Brings closure</td>
<td>Does not bring closure; the audience is left hanging</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Eye contact with audience virtually all the time (except for brief glances at notes)</td>
<td>Eye contact with audience less than 80% of the time</td>
<td>Eye contact with audience 50% of time or less</td>
<td>Little or no eye contact</td>
<td></td>
</tr>
<tr>
<td>Use of Language</td>
<td>Use of language contributes to effectiveness of the speech; few or no vocalized pauses (&quot;um,&quot; &quot;uh,&quot; &quot;er,&quot; etc.); nothing distracting</td>
<td>Use of language does not have negative impact; any vocalized pauses (&quot;um,&quot; &quot;uh,&quot; &quot;er,&quot; etc.) are not distracting</td>
<td>Use of language causes potential confusion; vocalized pauses (&quot;um,&quot; &quot;uh,&quot; &quot;er,&quot; etc.) are distracting</td>
<td>Use of language is inappropriate and distracting</td>
<td></td>
</tr>
<tr>
<td>Body language</td>
<td>Body language, gestures, and facial expressions add greatly to the message</td>
<td>Body language, gestures, and facial expressions complement message</td>
<td>Body language, gestures, and facial expressions lack variety and spontaneity</td>
<td>Body language, gestures, and facial expressions are lacking or inappropriate</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>Speaks clearly and distinctly all the time with no mispronounced words</td>
<td>Speaks clearly and distinctly nearly all the time with no more than one mispronounced word</td>
<td>Speaks clearly and distinctly most of the time with no more than two mispronounced words</td>
<td>Often mumbles or can not be understood with more than three mispronounced words</td>
<td></td>
</tr>
<tr>
<td>Group Appearance</td>
<td>All group members are professionally dressed in the station colors</td>
<td>Most of the group members are professionally dressed in the station colors</td>
<td>Some of the group members are professionally dressed in the station colors</td>
<td>Few or none of the group members are professionally dressed in the station colors</td>
<td></td>
</tr>
<tr>
<td>Reporters Panel</td>
<td>Presenter(s) are easy to hear, maintain a serious composure, but perhaps make 1-2 mistakes while presenting; presentation includes 2 well-thought-out commercials and the topic and theme are clearly defined</td>
<td>Presenter(s) are heard clearly, are occasionally silly, and make a few key mistakes while presenting; presentation includes 2 well-thought-out commercials and the topic and theme are clearly defined</td>
<td>Presenter(s) are heard, but occasionally are not loud enough, or are silly, and make several mistakes while presenting; presentation includes at least 1 commercial but topic and theme are not minimally defined</td>
<td>Presenter(s) cannot be heard or cannot get through the presentation in a serious manner, and are completely unprepared; presentation includes at least 1 commercial but topic and theme are not clearly defined</td>
<td></td>
</tr>
<tr>
<td>Visual Aids</td>
<td>Visual aids are well chosen and presented</td>
<td>Minor problems with visual aids</td>
<td>Significant problems with visual aids</td>
<td>No visual aids</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Within allotted time</td>
<td>Within 10% of allotted time</td>
<td>Within 20% of allotted time</td>
<td>Not within 20% of allotted time</td>
<td></td>
</tr>
<tr>
<td>Final Score</td>
<td>Note that 12 times 8 is 96</td>
<td>The remaining 4 points are given for all four teams</td>
<td>However, each group must work independently to secure the 96 points</td>
<td>Best of luck and enjoy!</td>
<td></td>
</tr>
</tbody>
</table>
World War II & the Atomic Bomb Essay Rubric

Students: use this rubric as a guide when writing your essays and check it again before you submit your finalized essay.

<table>
<thead>
<tr>
<th>Name</th>
<th>Total Score</th>
<th>Class</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grading Category Criteria</th>
<th>20: Excellent</th>
<th>15: Good</th>
<th>10: Fair</th>
<th>5: Poor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus &amp; Details</strong></td>
<td>Excellent use of historical detail, primary sources and information. Very few or minimal mistakes; all information is accurate. There is one clear, well-focused thesis statement. Main ideas are clear and are well-supported by detailed and accurate information.</td>
<td>Adequate use of historical detail, primary sources and information. Minimal mistakes; all information is accurate. There is one clear, well-focused thesis statement. Main ideas are clear but are not well-supported by detailed information.</td>
<td>Fair application of historical detail, primary sources and information. More than a few minimal mistakes; some information is accurate. There is a thesis statement. Main ideas are somewhat clear.</td>
<td>Minimal/incorrect historical detail, primary sources and information. Paper has mistakes; some information is accurate, but mostly opinionated material is present without supporting evidence. The topic and main ideas are not clear.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>The introduction is inviting, informative and expresses the author’s interpretation clearly on the use of the atomic bomb and the decision to end the war. The essay has a thesis statement which it supports with evidence. Information is relevant and presented in a logical order. The conclusion is strong.</td>
<td>The introduction is informative and expresses the author’s interpretation on the use of the atomic bomb and the decision to end the war. The essay has a thesis statement which is partially supported with evidence. Information is relevant and presented in a logical order. The conclusion is somewhat strong.</td>
<td>The introduction somewhat expresses the author’s interpretation on the use of the atomic bomb and the decision to end the war. The essay states the main topic and provides a few supporting pieces of evidence. Information is somewhat relevant. The conclusion is weak.</td>
<td>There is no clear introduction, structure, or conclusion.</td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td>The author’s purpose is very clear, and there is strong evidence of attention to detail during the research period, the class presentations, and the overall project. The author’s extensive knowledge of the atomic bomb and the decision to end the war is evident.</td>
<td>The author’s purpose is somewhat clear, and there is evidence of attention to detail during the research period, the class presentations, and the overall project. The author’s knowledge of the atomic bomb and the decision to end the war could have been supported with greater evidence. However, there is some established evidence.</td>
<td>The author’s purpose is somewhat clear, but there is little to no evidence of attention to detail during the research period, the class presentations, and the overall project. The author demonstrates little knowledge of the atomic bomb and the decision to end the war.</td>
<td>The author’s purpose is unclear and unfocused. There is no attention to detail, nor evidence of author’s knowledge of subject.</td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td>The author uses vivid words and phrases from the primary sources, class textbook, and student notes, providing a clear reflection of the overall project and class presentations. The choice and placement of words seems accurate, natural, and not forced.</td>
<td>The author uses words and phrases from the primary sources, class textbook, and student notes, providing a reflection of the class presentations. However, the word choice and placement of words is inaccurate at times and appears choppy.</td>
<td>The author uses words that communicate clearly, but the writing lacks variety for high school.</td>
<td>The writer uses a limited vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure, Grammar, Mechanics, &amp; Spelling</td>
<td>All sentences are well-constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.</td>
<td>Most sentences are well-constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.</td>
<td>Most sentences are well-constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.</td>
<td>Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.</td>
<td></td>
</tr>
</tbody>
</table>

**Educator Comments**

**Final Score**