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| **Timeline : US Housing History**Teacher Name: Student Names:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Objective:** Relate historical events to housing. |
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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content/Facts** | Facts were accurate for all events reported on the timeline. | Facts were accurate for almost all events reported on the timeline. | Facts were accurate for most (~75%) of the events reported on the timeline. | Facts were often inaccurate for events reported on the timeline. |
| **Dates** | An accurate, complete date has been included for each event. | An accurate, complete date has been included for almost every event. | An accurate date has been included for almost every event. | Dates are inaccurate and/or missing for several events. |
| **Time Use** | Classroom time was used to work on the project. Conversations were not disruptive and focused on the work. | Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work. | Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work. | Student did not use classroom time to work on the project and/or was highly disruptive. |
| **Resources** | The timeline contained at least 8-10 events related to the topic being studied. | The timeline contained at least 6-7 events related to the topic being studied. | The timeline contained at least 5 events related to the topic being studied. | The timeline contained fewer than 5 events. |
| **Learning of Content** | The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first. | The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first. | The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first. | The student cannot use the timeline effectively to describe events nor to compare events. |