Cayla Davenport Professor Schilling 12/08/10

Writing/Social Studies-

Academic Standard(s): 3.2.7 Roles of Citizens: Use a variety of information resources to gather information about local, state, and regional leaders and civic issues.

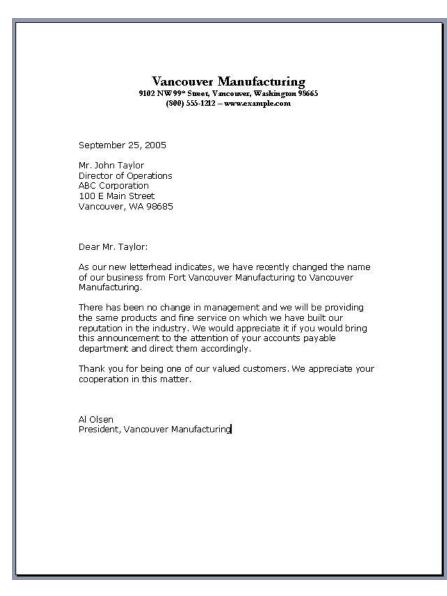
Performance Objectives:

Students will use a variety of resources to collect information on a local, state, or regional leader to use in writing a formal letter to the chosen leader and score at least 18 on the rubric.

Students will form one high-level question related to the information previously found on the leader, to end their letter.

Advanced Preparation by Teacher:

1) Have an example of a correctly written formal letter.



Lesson Plan:

- Show an example of a correctly written formal letter and explain the necessary components of a formal letter.
- 2) Explain dependable resources and that you should credit where you got the information.
- Have students pick a leader from local, state, and regional levels to turn into the teacher for approval.

- Once the student has been assigned a leader from local, state, or regional levels, then he/she should gather research on that person to include in their letter/question. (Bloom-Application)
- 5) The students should then write a draft of their letter. (Gardner- Verbal-Linguistic)
- 6) The final draft of the letter should include: why the student chose to write to that person, their favorite thing they found on that person, and a high-level question directed to that person that is relevant.

Assessment: Students will turn in their three choices of leaders. Then students will turn in a draft of their formal letter which should follow the formal format and be approximately half a page. The students should then turn in their final draft of their letter that follows the formal format and include: why the student chose to write to that person, their favorite thing they found on that person, and a high-level question directed to that person that is relevant, and be approximately half a page long.

Letter-Writing : Formal Letter

Teacher Name: Ms. Davenport

Student Name:

CATEGORY	4	3	2	1
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand- written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.
Sentences & Paragraphs	Sentences and paragraphs are complete, well- constructed and of varied structure.	All sentences are complete and well- constructed (no fragments, no run- ons). Paragraphing is generally done well.	Most sentences are complete and well- constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Format	Complies with all the requirements for a formal letter.	Complies with almost all the requirements for a formal letter.	Complies with several of the requirements for a formal letter.	Complies with less than 75% of the requirements for a formal letter.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3- 4 accurate facts about the topic.	The letter contains 1- 2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.