PRIMARY SOURCE SET

1. Teacher’s Guide

   The title of this American History Lesson is, “The Importance of Pearl Harbor and the U.S upon Entering WWII.” The subject that this lesson focuses on is the attack on Pearl Harbor and how it affected America’s decision to enter World War II. The primary sources used in this lesson help the students to connect to the day that will, “Live in Infamy” according to the President Franklin Delano Roosevelt.

2. Historical Background

   On December 7th, 1941, around 7:55 AM Hawaiian Time, a fleet of Japanese Dive Bombers attacked the Pearl Harbor Naval Based on the Island of Oahu. This devastating attack is what led the United States of America into the decision to enter the conflict of World War II. As a result of the attack on the U.S. soil, five of seven battle ships were destroyed along with seven other important ships that were sunk and severely damaged. The total victim tole includes: around 2,400 Americans killed, and nearly 1,200 severely wounded after the attack. As president at the time, Franklin Delano Roosevelt addressed America as “A date that will live in infamy- December 7th, 1941.” After a vote in Congress, the United States entered war against Japan. After the four-year long battle; nearly 400,000 American lives were lost to such great heroism through tragedy.

   (Resource-History Channel)

   http://www.history.com/this-day-in-history/pearl-harbor-bombed
3. Primary Sources

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
</table>
| **Bombing of Pearl Harbor - Photograph**  
<http://www.loc.gov/pictures/item/98506923>.  
  
During the lesson, this primary source will be used before a PowerPoint Presentation that will be given to the students. The students will analyze the photo to make a connection to a real-life event that occurred. |
| **Manuscript - After Pearl Harbor Interview**  
*“Man-on-the-Street” Interviews*. 1941. Photograph. Library of Congress Prints and Photographs Division, Washington, D.C.  
  
This primary source will be used as a key motivator for the “Create Your Own Diary Entry” activity during the lesson. The teacher will direct students to the LOC Website and the students will hear the interview of a man after the Attack on Pearl Harbor occurred. The students will be asked to step into the shoes of an American at the time of the attack; and express how they might have felt. |
### Pearl Harbor Before Attack


This photograph will be used as the first primary source in the lesson. It will serve as an introduction to the lesson where the students analyze the photograph before the attack on Pearl Harbor occurred. A photograph analysis tool worksheet will go along with this photo; in which the students will work on in groups or teams.

### Sketch Map of Island Coast


A sketch of the islands along the cost of Pearl Harbor will also be used in the introduction to the lesson. This will help students to have a description of where these Hawaiian Islands are in reference to where the bombing took place. In the lesson, the students will create their own map of Pearl Harbor as well.

### Post-Pearl Harbor Singers


The audio recording of the “Pearl Harbor Singers” will be used in the lesson during the end of the lesson after all facts and historical background knowledge has been taught. After hearing the song, the students will conduct their own poem or song as how they might have felt about the attack on Pearl Harbor too.
STANDARDS ALIGNED LESSON PLAN

1. Lesson Plan Code (create a code to identify your lesson, for example if your lesson is Social Studies for Grade 5, Period 3 create a code that might look like this: SS.5.3 or SocSt-Gr5-Pd3).

Soc.Stud: Gr.5.2

2. Subject: Pearl Harbor

3. Grade Level/Course: 5th or 6th Grade

4. Title of Lesson: The Importance of Pearl Harbor and the U.S upon Entering WWII

5. Teacher(s) name(s) Rachel M. Kustra

6. Alignments (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

**Fifth Grade PA Standards**

8.1 Historical Analysis and Skills Development
8.1.5.C:
- Locate primary and secondary sources for the research topic and summarize in writing the findings.

8.3 United States History
8.3.5.D:
- Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military conflict
- Economic stability (Reference RWSL Standard 1.8.5 Research)
Sixth Grade Standards (If used in this grade level)

8.1 Historical Analysis and Skills Development
8.1.6.B:

- Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

8.3.6.B: United States History

- Explain the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.6.D: United States History

Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

7. Vocabulary

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ship</td>
<td>Naval Base</td>
<td>Infamy</td>
</tr>
<tr>
<td>Defense</td>
<td>Japan (Place)</td>
<td>Investigator</td>
</tr>
<tr>
<td>Battle</td>
<td>Pearl Harbor (Place)</td>
<td>consequence</td>
</tr>
<tr>
<td>Citizen</td>
<td>Devastation</td>
<td>turmoil</td>
</tr>
<tr>
<td>Attack</td>
<td>Diary Entry</td>
<td>havoc</td>
</tr>
<tr>
<td>Emotion</td>
<td>Interview</td>
<td>mayhem</td>
</tr>
</tbody>
</table>

TPS_CALU
Lesson Plan Template
Revised: 6_2012
8. Objective(s) for Learning

- The students will be able to **explain and describe** with at least five details, the significant documents, artifacts and photographs that relate to the attack on the Pearl Harbor Naval Base; by examining a photograph of Pearl Harbor before and after the attack occurred and through a poster or PowerPoint group project.  

  (8.3.6 B-U.S. History)

- The students will be able to **draw a sketch map of Pearl Harbor** with accurate details and grid-lines; by examining a historical document that represents an early map of this historical place. (8.3.6 B-U.S History) (if time permits)

- The students will be able to **describe different points of view**, by listening to a song/audio recording from the “Post- Pearl Harbor” Singers. (8.1.6 B-Historical Analysis and Skills Development)

- The students will be able to **incorporate appropriate writing conventions and historical details relevant to the attack on Pearl Harbor**; by participating in a “Write Your Own Diary Entry” activity, in which the students will write how a Post- Pearl Harbor American may have felt during this time period.  

  (8.1.5 C-Historical Analysis and Skills Development)

9. Essential Questions (includes guiding investigative and other essential questions)

  ✓ Put yourself in the shoes of a Post-Pearl Harbor American- How was their life changed after this tragic and devastating event?

  ✓ What effect did the attack on Pearl Harbor have on the United State’s Involvement in WWII?

  ✓ By analyzing the primary sources available during our lesson activities, how do you apply what you learned about Pearl Harbor to other historical events that have occurred in America during World War II?
10. Duration

- The duration of this lesson is over a two-day period of instruction. Due to the fact that there are several activities relating to the topic of Pearl Harbor, this lesson must be broken up into two days.

  (1 hour period each estimated length of time given in the classroom for Social Studies)

11. Materials

- Primary Sources (As Listed Above)
- Paper with Grid-Lines (Map Activity) (If time permits)
- Photograph Analysis Tool Worksheets
- Writing/Notebook Paper (Diary Entry Activity) & Pencils/Pens (If not already in use)
- Computer (Smart Board/Projector) -Point Presentation (Pearl Harbor Facts) (Laptops if available)
- Writing Paper - Poem/Song Activity
- Rubric for Evaluation during lesson (given to students)

12. Instructional Strategies (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

**W**- In the beginning of the lesson, the students will first be provided with a detailed rubric that will help to guide their thoughts and work throughout the lesson and activities that will follow during instruction. To also know “where” the students are headed, the students will analyze a historical photograph that includes a sketch map of Pearl Harbor. If time permits, the students will work in groups to create their own sketch map of Pearl Harbor in today’s modern world.

**H**- After the students have been briefed on the rubric for the final project, the “Hook” to gain the students attention will be a brief pre-scripted skit that will take place in the classroom. Students will be given a ticket when walking in the classroom to be chosen for the skit. The skit will involve students taking on a fictitious role-play situation in how Americans felt during the Pearl-Harbor attack several years ago.
E- After the role-play skit has taken place, the students will be analyzing historical photographs of Pearl Harbor before and after the attack has occurred. A Photograph Analysis Tool Worksheet will be provided for this beginning activity.

R- Once the students have reflected on the historical photographs, a brief Power-Point Presentation will take place in which the students will gain further factual information on this historical event. To make this information real for the students, a short interview/ audio recording will take place from a “Post-Pearl-Harbor American.” The students will also listen to the short song recording from the “Pearl Harbor Singers”. Once these two historical items have been discussed, the students will have the opportunity to write a diary entry of their own as to how a Post-Pearl Harbor American might have felt. (This writing activity will be utilized as assessed, independent work to be evaluated at the end instruction.) A second activity that will take place (if time permits) is to have the students write their own song or poem of how an American may have felt at that tragic moment in American History.

E- To help the students express their understandings of the information learned throughout the lesson, the students will be asked to complete a group project for a final grade. This project will have two options; the students can either choose to create poster- project expressing vital information about the attack on Pearl Harbor, or the students can create a Power-Point Presentation with the essential information (as included on the rubric given at the beginning of the lesson.) Independent work- an independent evaluation will take place in which the students will write a diary entry of their own as to how a Post- Pearl Harbor American might have felt during this tragic time period in American History several years ago.

T- (Tailor Needs) - In this lesson, there are several activities that relate to Howard Gardner’s Theory of Multiple Intelligences. These activities include: writing, music, logical, spatial, auditory, visual, and kinesthetic activities. The organization in the instruction also moves from whole- group instruction to individual, independent assignments to assess and evaluate student progress.

O- Organization- The organization in this lesson moves from a whole-group Power-Point Presentation and group work with analyzing historical photographs; to independent work at the end of the lesson. The students are guided throughout the lesson by teacher instruction and peer groups; but are gradually moved to the final independent project in which they will each express their own understandings of what they have learned by analyzing the historical documents and artifacts relevant to the attack on Pearl Harbor that were discussed an elaborated on during instruction.
Instructional Procedures

1. Before the lesson begins, the students will be participating in a role-play skit that represents how Americans might have felt during the tragic time period during the attack on Pearl Harbor. Five student volunteers will be chosen using popsicle sticks with student names from the Volunteer Cup.

2. After the volunteer role-play skit, the teacher will briefly explain an overview of the projects that will be graded during and after instruction has taken place. (Included at the end of SAS Lesson Plan)

3. Next, the students will be analyzing two historical photographs: Pearl Harbor before the Attack, and also Pearl Harbor after the Attack. Students will work in groups and utilize a photograph analysis worksheet to investigate these historical documents. Students will be placed into groups based on the card they have chosen when walking into class at the beginning of the day. A computer will be given to each group in order to locate the historical photographs on the Library of Congress Online Website.

    The following questions will be posed to the students while observing and evaluating groups:

    - **Before Attack**- Describe the atmosphere of this picture.
      - Explain why this photograph looks so calm and serene.
      - What were the emotions of Americans like before the attack on Pearl Harbor?
      - Put yourself in the shoes of an American before the attack. Describe the activities that were going in Pearl Harbor before the attack.

    - **After the Attack**-
      - Describe how the scene has changed from analyzing the photograph before the attack on Pearl Harbor. Use vivid details!
What was the devastation of this attack that you can feel by analyzing this second photograph?

If you could put yourself in the shoes of American during the attack in this photo, where would you be? What would you be doing to aide in the rescue effort?

Does this photograph induce anger and sadness; or does it induce retaliation?

(If time is available- the students will be analyzing an early sketch of a map of Pearl Harbor)

4. Once the students have completed the group- analysis activity with the two historical photographs on school computers, a brief PowerPoint Presentation will take place discussing the essential facts regarding the attack on Pearl Harbor (This is how the information will be modeled and presented before the students continue working toward independent work regarding this lesson.)

- Historical Documents- Once the information has been presented to the students, they will then be listening to the audio recording entitled, “Man-on-the-Street. The students will be analyzing this interview in groups as a stepping stone for a Diary Entry Activity that will be utilized during the latter portion of the lesson.

- Also, the students will be analyzing a song by the Pearl Harbor Singers that was written after the tragic attack took place. Both historical audio recordings will be shown to the students by the teacher locating the recordings on the Library of Congress Website in order to be sure that the sources are used, “Worry-Free” in the classroom.
The following questions will be asked after the Power Point Presentation:

- **Describe and explain the consequences of this attack? What was the effect on the U.S involvement in World War II?** Please use details in your verbal or written response.
- **How did the emotions of Americans change from Pre-to Post Pearl Harbor Attack?**
- **What was the message of the President to United States Citizens after the attack?**
- **Do you think this attack could have been prevented knowing the facts after reviewing this presentation?**
- **As a Post- Pearl Harbor American, would you have stepped up to the plate become involved in World War II? Would you become frightened and deeply afraid? Please explain your emotional response to this attack.**

The following questions will be asked to evaluate analysis regarding the historical, audio recordings:

- **What was the emotional response of the man in “Man-On-the-Street” Describe his perspective after the attack on Pearl Harbor? Do you agree, disagree?**
- **How would you describe the morale or temperament of other Americans like this man in the interview?**
- **Describe your own emotional response to this interview.**
- **Identify and evaluate the purpose for the reason that these singers intentionally wrote this Post- Pearl Harbor Attack Song.**
- **Why do you think song writing was a popular activity to express emotions about World War II during this time period in American History?**
As the students move from group work to independent work (Day 2): The students will be given the opportunity to work on a choice of group work projects and independent projects. The following options will be given:

- The students can either choose to create poster-project expressing vital information about the attack on Pearl Harbor, or the students can create a Power-Point Presentation with the essential information (as included on the rubric given at the beginning of the lesson.) Independent work-an independent evaluation will take place in which the students will write a diary entry of their own as to how a Post-Pearl Harbor American might have felt during this tragic time period in American History several years ago.

- After an opportunity has been given for questions and further explanation of the projects required before, during, and after instruction: the students will be given time in class on Day 2 to begin the necessary work that will be evaluated. The students will also be given the rest of the school week and weekend to meet for any group work and also independent work that needs to be completed. All work is due on Wednesday of the next school week (Adjusted as necessary depending on when instruction has officially taken place during a regular school year.)
Assessment

1. **Formative Assessment** (Performance Task & Rubric)

   - During the duration of this lesson, the students will be evaluated for their participation in group work as well as an independent writing assignment (diary entry activity). While the students are working in cooperative groups, they will be monitored and given constructive feedback regarding their comprehension of the Attack on Pearl Harbor and how an American might have felt at that tragic time in American History. Students will be assessed using a rubric for their group work participation project as well as the independent diary entry activity.

**Accommodations for Students with Disabilities**

- *Students with visual impairments will be given a large print image of historical photographs during analysis activities.*

- *Students with a learning disability will be assigned a “Study-Buddy” that will be utilized as extra support during group work and also during independent work during the two-day lesson.*

- *Students with auditory impairments will be assisted by the teacher wearing a voice-amplifier during all elements of the lesson; most importantly during direct teacher instruction.*

- *All students with a disability will be provided with guided- notes during the teacher directed; PowerPoint Presentation.*

- *Extra time will be given to all students to complete project elements (as deemed necessary and appropriate by the classroom teacher).*
Group Work Rubric - Poster Project - Attack on Pearl Harbor

Making A Poster : Pearl Harbor Poster Activity

Teacher Name: **Ms. Kustra**

Student Name: __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer all questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer most questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>At least 7 accurate facts are displayed on the poster.</td>
<td>5-6 accurate facts are displayed on the poster.</td>
<td>3-4 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td>Graphics - Originality</td>
<td>Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics used on the poster reflect student creativity in their creation and/or display.</td>
<td>The graphics are made by the student, but are based on the designs or ideas of others.</td>
<td>No graphics made by the student are included.</td>
</tr>
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<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Graphics - Relevance</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td>Grammar</td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
</tbody>
</table>
Power Point Presentation (Group Work Evaluation) (Option 2- Group Work)

HyperStudio/Powerpoint Appearance and Content : Pearl Harbor
PowerPoint Presentation

Teacher Name: Ms. Kustra

Student Name:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buttons and Links Work Correctly</td>
<td>All buttons and links work correctly.</td>
<td>Most (99-90%) buttons and links work correctly</td>
<td>Many (89-75%) of the buttons and links work correctly.</td>
<td>Fewer than 75% of the buttons work correctly.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that might be inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly flawed or inaccurate.</td>
<td>Content is typically confusing or contains more than one factual error.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Group delegates tasks and shares responsibility effectively all of the time.</td>
<td>Group delegates tasks and shares responsibility effectively most of the time.</td>
<td>Group delegates tasks and shares responsibility effectively some of the time.</td>
<td>Group often is not effective in delegating tasks and/or sharing responsibility.</td>
</tr>
<tr>
<td>Sequencing of Information</td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.</td>
<td>Most information is organized in a clear, logical way. One card or item of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional card or item of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
</tr>
<tr>
<td>Originality</td>
<td>Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.</td>
<td>Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.</td>
<td>Presentation shows an attempt at originality and inventiveness on 1-2 cards.</td>
<td>Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.</td>
<td>Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.</td>
<td>Project is missing more than two key elements. It would make an incomplete study guide.</td>
<td>Project is lacking several key elements and has inaccuracies that make it a poor study guide.</td>
</tr>
</tbody>
</table>
Independent Project- Writing Activity- Diary Entry

Writing : Diary Entry- How Americans Might Have Felt During the Attack on Pearl Harbor

Teacher Name: **Ms. Kustra**

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation and Closing</td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td>Grammar &amp; spelling (conventions)</td>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 1-2 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
</tr>
<tr>
<td>Neatness</td>
<td>Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.</td>
<td>Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.</td>
<td>Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.</td>
<td>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.</td>
</tr>
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<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Capitalization and Punctuation</td>
<td>Writer makes no errors in capitalization and punctuation.</td>
<td>Writer makes 1-2 errors in capitalization and punctuation.</td>
<td>Writer makes 3-4 errors in capitalization and punctuation.</td>
<td>Writer makes more than 4 errors in capitalization and punctuation.</td>
</tr>
</tbody>
</table>

**Additional Resources**

- **Library of Congress:** [www.Loc.gov](http://www.Loc.gov)
- **Rubric Website:** Rubistar.com
- **Pennsylvania Department of Education:** [www.Pdesas.org](http://www.Pdesas.org)
- **History Channel:** [http://www.history.com/this-day-in-history/pearl-harbor-bombed](http://www.history.com/this-day-in-history/pearl-harbor-bombed)