



Unit IX Part 1 The Seasonal Round
Lesson 3 Folklife Around the Year and Around the State

Rubric for Collaborative Group Fieldwork Research

Group Members _____

Date _____

Task: You are a folk culture research group who has been directed to research a seasonal celebration or activity in Louisiana and present your findings in a format of your choice. You are expected to share it with students in your school. You will be assessed on your ability to show the relationship between a region of the state and the celebrations practiced there. Your background data should include as many of the following as possible: Internet documents, interviews, photographs, maps, music, regional class exchanges, books, brochures, newspapers, and weather facts.

Performance Element	Accomplished	Developing	Beginning	Possible	Actual
Researching	<ul style="list-style-type: none"> Selects a seasonal celebration and researches it through interviews, the library, and the Internet; completes Seasonal Events Fieldwork Checklist satisfactorily. 	<ul style="list-style-type: none"> Information collected generally fits criteria, is mostly accurate, may or may not be sufficient to show relationship between regions and celebrations; Seasonal Events Fieldwork Checklist not complete. 	<ul style="list-style-type: none"> Insufficient information is available to show relationships; relies upon someone else to identify factors; still uncertain about purpose of assignment. 	20	
Observing and Documenting Activities	<ul style="list-style-type: none"> Collaboratively identifies celebrations, holidays, customs, activities that are representative of a region of the state. 	<ul style="list-style-type: none"> Identifies some of the celebrations, holidays, customs; ideas formulates with assistance from outside the group. 	<ul style="list-style-type: none"> Only one or two members identify seasonal and regional factors; still uncertain about what to observe and document. 	20	
Interpreting and Evaluating Information	<ul style="list-style-type: none"> Uses inference skills, life experiences, prior knowledge, information from interviews, and other research to explain the relationship of seasonal celebrations to the region. 	<ul style="list-style-type: none"> Bases interpretations on information most of the time; formulates most conclusions with sufficient evidence. 	<ul style="list-style-type: none"> Does not interpret or evaluate information; formulates conclusions without sufficient evidence. 	20	
Disseminating Information	<ul style="list-style-type: none"> Creates a presentation or product that illustrated insights from multiple perspectives; explains the context of seasonal celebration and its relationship to the region. 	<ul style="list-style-type: none"> Creates a presentation or product that offers some personal insights; offers little explanation of relationship between seasonal celebrations and regions. 	<ul style="list-style-type: none"> Creates a presentation based primarily upon the ideas of others; offers little information about the context of the region and its celebrations. 	20	
Collaborative Group Work	<ul style="list-style-type: none"> Every member of the group contributes; all members treat the others with respect and kindness; all members complete their assigned tasks. 	<ul style="list-style-type: none"> Most members of the group contribute; most members treat the others with respect and kindness; all members complete their assigned tasks. 	<ul style="list-style-type: none"> Most tasks completed by only one or two group members; some members and ideas not respected; some tasks not completed. 	20	



Audience Feedback

The audience evaluates the group's presentation according to how clearly students can explain the reasons a seasonal celebration occurs in a particular region of the state.

Audience Comments

Louisiana Content Standards

CL-1-D4 Identifying and describing social, geographic, and historical factors that impact cultural practices. (3, 4)

ELA-7-M2 Problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information. (1, 2, 4)

ELA-1-M4 Interpreting texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific). (1, 2, 4, 5)

CL-1-D7 Identifying social customs related to religion, family life, folklore, and holidays. (3, 4, 5)

H-1A-E2 Recognizing that people in different times and places view the world differently. (1, 3, 4)

H-1A-M6 Conducting research in efforts to answer historical questions. (1, 2, 3, 4)