

Social Studies Minilessons: Improving

Improving Your Project

CONSIDER a social studies paper or project that you are working on.

WRITE a goal and objectives for the project. (See *Inquire* pages 256–257.)

COPY the goal and objectives onto a rubric sheet and rate your project. (See *Inquire* page 303.)

Evaluating a Bill

READ about a controversial bill in Congress right now.

WRITE the bill's goal and answer the 5 W's and H to create objectives for it (see *Inquire* pages 256–257).

CREATE a rubric using the goal and objectives and evaluate the bill. (See *Inquire* page 303.)

LIST ideas for improving the bill.

Rewriting History

THINK about a historical battle and **WRITE** the goal and objectives of the losing side.

CREATE a rubric to **RATE** the losing side's strategy. (See *Inquire* pages 302–303.)

CREATE an improvement plan to rewrite history. (See *Inquire* pages 306–307.)

WRITE a few paragraphs telling how your suggested changes would help the losing side win.

English Minilessons: Improving

Evaluating a Character

THINK about a character in a novel or short story.

WRITE a goal and objectives for the character. (See *Inquire* pages 256–257.)

EVALUATE how well the character accomplishes the goal and objectives. (See *Inquire* page 303.)

Improving Your Paper

CONSIDER an English paper that you are working on.

WRITE a goal and objectives for the paper. (See *Inquire* pages 256–257.)

COPY the goal and objectives onto a rubric sheet and rate your paper. (See *Inquire* page 303.)

Constructive Criticism

READ *Inquire* page 305, paying special attention to the list in the center.

CONSIDER a classmate's paper or project, thinking about its strengths and its weaknesses.

FOCUS on the positive, commenting on the strengths first.

COMMENT on the problems next, in a careful way.

PROVIDE options for improving the project, and **STEP BACK** to let the other person work.