

HISTORICAL QUALITY - 80%

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	<input type="radio"/> Historical argument is consistently supported by analysis and evidence.	<input checked="" type="radio"/> Historical argument is mostly supported by analysis and evidence.	<input type="radio"/> Historical argument is somewhat supported by analysis and evidence.	<input type="radio"/> Historical argument is supported by minimal analysis or evidence.	<input type="radio"/>
THEME	<input type="radio"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="radio"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input checked="" type="radio"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="radio"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="radio"/>
WIDE RESEARCH	<input type="radio"/> Bibliography includes an extensive variety of types of available sources.	<input type="radio"/> Bibliography includes a sufficient variety of types of available sources.	<input type="radio"/> Bibliography includes a moderate variety of types of available sources.	<input checked="" type="radio"/> Bibliography includes a limited variety of types of available sources.	<input type="radio"/>
PRIMARY SOURCES	<input type="radio"/> Primary sources consistently support the historical argument.	<input type="radio"/> Primary sources mostly support the historical argument.	<input checked="" type="radio"/> Primary sources somewhat support the historical argument.	<input type="radio"/> Primary sources are present but do not necessarily support the historical argument.	<input type="radio"/>
HISTORICAL CONTEXT	<input checked="" type="radio"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="radio"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="radio"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="radio"/> Relevant connections to the topic's time and place are limited.	<input type="radio"/>
MULTIPLE PERSPECTIVES	<input type="radio"/> Varied perspectives are consistently included throughout the project.	<input type="radio"/> Varied perspectives are mostly included throughout the project.	<input checked="" type="radio"/> Varied perspectives are somewhat included throughout the project.	<input type="radio"/> Varied perspectives are included in a limited way.	<input type="radio"/>
HISTORICAL ACCURACY	<input checked="" type="radio"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="radio"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="radio"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="radio"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="radio"/>
SIGNIFICANCE IN HISTORY	<input type="radio"/> The impact of the topic is consistently analyzed in the conclusion.	<input checked="" type="radio"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="radio"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="radio"/> The impact of the topic is mentioned.	<input type="radio"/>

STRENGTHS & AREAS FOR IMPROVEMENT

Jenny - Thanks so much for sharing your project with us!

I felt that you did an excellent job in providing the historical context to this important event. It was clear from your research that you fully understood President Roosevelt's choices with the war prior to the attack, but also why and how strategic Japan was when planning.

Given that this event took place in 1941, I would have liked to see you go more in-depth with the types of resources that you were able to find. There are radio reports, newspaper articles, personal interviews, and government documents, etc. that are available (even online) and would improve your overall research. Using some of these additional primary sources would help to support your historical argument.

If you were able to add a variety of resources to your bibliography, you may also find it easier to find multiple perspectives that you could have incorporated throughout your project. It would have been great to see evidence from both the Japanese and US sides, as well as from those that lived in Hawaii or in other parts of the US and how they were impacted.

Your thesis statement was very clear in why this event is important in history and significant, which was also clear in your conclusion. I would have liked to see you incorporate the annual theme to the thesis more. While talking to you in the interview, it was clear that you knew your argument and theme connection but it could have been clearer in the project itself.

Overall, your project was very well done and I learned a lot from you. Great work!