**Supporting Question 2: Analysis Task**

**Supporting Question 2:** What were the conditions like for the enslaved people as they prepared the ice cream?

**Analysis Task:** Write an informative paragraph describing the conditions Lucy faced throughout her day, including when she was preparing the ice cream. The following questions can help guide your writing. Use an additional sheet of paper as necessary.

* Where was Lucy throughout her day?
* What were her tasks?
* When did she complete these tasks?
* What tools did she use to complete her work?   
  **Writing Rubric for Grading Analysis Task:**

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| --- | --- | --- | --- | --- |
|  | **Focus** | **Organization** | **Support** | **Conventions** |
| **4 Excellent** | Has a strong voice and tone that clearly addresses the purpose for writing.  Has a strong beginning that introduces a situation.  Has a strong conclusion. | Uses transitional words, phrases, and clauses effectively to connect ideas and events.  Has a clear beginning, middle, and end with events that unfold naturally and logically . | Provides many concrete words and phrases and sensory details to describe events.  Uses pacing and description to develop events.  Uses details and events based upon factual information from the primary sources. | Demonstrates a strong command of spelling, punctuation, grammar, and usage.  Varies sentence structure to enhance the overall flow and effectiveness of the paragraph.  Has few, if any, errors. |
| **3 Good** | Appropriate voice and tone. The purpose is largely clear.  Has a beginning that introduces a situation.  Has a conclusion. | Uses some transitional words, phrases, and clauses to connect ideas and events.  Has a clear beginning, middle, and end with events that generally unfold naturally and logically. | Provides some concrete words and phrases and sensory details to describe events.  Makes a strong effort to develop events and ideas with pacing and description.  Uses some details and events based upon factual information from the primary sources. | Demonstrates a good command of spelling, punctuation, grammar, and usage.  Varies sentence structure to enhance the overall flow and effectiveness of the paragraph.  Errors in grammar or usage do not obstruct meaning. |
| **2 Fair** | Attempts to use personal voice and tone. Somewhat addresses the intended purpose.  Has a weak beginning that does not provide adequate detail.  Has a weak or abrupt ending. | Uses few transitional words, phrases, and clauses to connect ideas and events.  Makes an effort to have a beginning, middle, and end but the paragraph does not unfold naturally or logically. | Uses few concrete words and does not provide enough sensory details to describe events and experiences.  Occasionally develops events and ideas with pacing and description.  Uses very few details and events based upon factual information from the primary sources. | Demonstrates a fair command of spelling, punctuation, grammar, and usage.  Infrequently varies sentence structure.  Errors in grammar or usage occasionally interfere with meaning. |
| **1 Unsatisfactory** | Demonstrates limited awareness of use of voice and tone. Limited evidence of intended purpose.  Does not engage the reader.  Does not include a conclusion. | Does not use transitional words, phrases, or clauses.  Does not include a clear beginning, middle, and/or end, and presents events out of order. | Does not provide any concrete words or sensory details to settings, events, and experiences.  Shows little attempt to develop events and ideas with pacing and description.  Uses little or no details and events based upon factual information from the primary sources. | Demonstrates a minimal understanding of spelling, punctuation, grammar, and usage.  Constructs rambling, incomplete, run-on, or otherwise confusing sentences.  Errors in grammar or usage often interfere with meaning. |