Introduction
This Practice Set provides educators with student exemplars for the grades 3 – 5 Social Studies + Educational Technology assessments. We selected each sample to model the range of scoring for this assessment. There are two components that make up the scoring guide for educational technology—Attributes of Educational Technology Standards (checklist) and the Scoring Rubric for Educational Technology.

Attributes of Educational Technology Standards. Teachers will use the attributes checklist first to determine the number of attribute points the student work can earn. The checklist presents a list of characteristics that should be present in student work which meets the standard. The GLEs targeted by the assessment are listed in the left column. Each attribute name, such as Gather Information, is derived directly from the standards (Gather information using selected digital resources). Each attribute has one or more descriptions which detail what an at-standard performance looks like (Selects evidence from a digital source that is related directly to the student task).

This is different from a typical rubric, which describes various levels of performance. With the checklist, the teacher has only to decide whether or not the work is at standard. If the teacher determines that the work is at standard, then it earns the number of points indicated in the right-hand column. The teacher totals the points.

Scoring Rubric for Educational Technology. In the final step, the teacher uses the total number of points earned in the attributes checklist to determine the overall level of performance for the assessment. Student work earning no more than five attribute points would represent a below standard (Level 1) performance. Six to eight points meets the standard (Level 2), while student work that earns nine or ten points exceeds the standard (Level 3).

Discussion
We understand that this type of scoring may be new for many teachers; however, there are several compelling reasons why the assessment development group selected this tool over a traditional rubric.

First, many of the educational technology standards represent skills. As such, a student can demonstrate the skill or they cannot—there is no “better or worse than.” It did not make sense to scale the point scoring for the attributes, and the assessment development group decided not to quantify performance in terms of the number of times a student could demonstrate the skill. This is also why there are three performance levels instead of four.

A checklist format that describes the attributes is an efficient tool for teachers. There is only one decision involved for each attribute—is the work at standard?—instead of several decisions about quality. The tool also allows for cleaner scoring as the teacher need only consider one attribute at a time. This is unlike many rubrics, which have multiple attributes within a single cell. A student’s work might reach various targets within a column or row, so the teacher must synthesize the score. With the attributes checklist and scoring rubric tool we provide for the educational technology standards, teachers will be able score consistently across student work.

Review the Scoring Guide carefully (next two pages) and then the exemplars. Score each sample before using the annotations to review your choices and options for student feedback. Although the samples are for fourth grade work, the same scoring tool applies to all of the social studies + educational technology assessments for grades 3 – 5.
**Directions**: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts and pages from an eReader are just a few examples.

### Attributes of Educational Technology Standards

<table>
<thead>
<tr>
<th>GLE</th>
<th>Attribute Name</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attributes for GLE 1.3.2 should be scored for artifacts related to the research process only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.2</td>
<td>Gather Information</td>
<td>Selects evidence from a digital source that is directly related to the student task.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selects evidence from an additional digital source(s) directly related to the student task.</td>
<td>1</td>
</tr>
</tbody>
</table>
| 1.3.2 | Organize Information | Uses digital tools to organize information directly related to the topic.  
  *For example, Word, Webspiration, MindMeister, Wallwisher* | 1      |
|      |                        | Labels two or more categories based on important characteristics.  
  *Scoring Note: This point can only be earned if the student has used a digital tool to organize information.* | 1      |
|      |                        | Uses categories to sort data and information.  
  *Scoring Note: This point can only be earned if the student has used a digital tool to organize information.* | 1      |
|      | Record Sources         | Records digital source(s) during research. Must include title, author (if known), and type of resource. | 1      |
|     | Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only. |
| 1.3.3 | Ethical Use            | Puts results of research into own words.                                     | 1      |
| 1.3.3 | Synthesize Information | Combines information collected from digital sources to create a presentation or product. | 1      |
|      |                        | All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task. | 1      |
|      | Copyright Issues       | Properly cites all digital sources within the final product.                 | 1      |
|     | **TOTAL**              |                                                                             | **10** |
## Scoring Rubric for Educational Technology

<table>
<thead>
<tr>
<th>Performance Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Level 3 response</strong> exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.2 and 1.3.3.</td>
<td>9 - 10</td>
</tr>
<tr>
<td><strong>A Level 2 response</strong> meets the standards and reflects that a student understands and is able to perform GLE 1.3.2 <em>Locate and organize information from a variety of sources and media</em> and GLE 1.3.3 <em>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</em> BY using technology to develop a paper or presentation.</td>
<td>6 - 8</td>
</tr>
<tr>
<td><strong>A Level 1 response</strong> reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.</td>
<td>0 - 5</td>
</tr>
</tbody>
</table>

The Social Studies Rubric for this CBA can be found here: [http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx](http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx).
Citation for an Internet Article (Required)

Topic: 

Works Cited Information

Internet Articles

Author of Article: __________________________ Title of Page or Document: __________________________

Title of Site: __________________________ Date Document was written: 1998

Date you visited the site: 12-25-10 URL: __________________________

How to put it all together: (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates are written as day month year (10 Nov. 2006).

Last name, First name Initial. "Title of the page." Title of Entire Site or Larger Work. Date Document was written or updated. Date of access. <URL of homepage>.

<table>
<thead>
<tr>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________________</td>
<td>1. In 1792 Jefferson had already started his quest map and explore the land east of Louis.</td>
</tr>
<tr>
<td>2. ________________</td>
<td>2. They went in a small boat.</td>
</tr>
<tr>
<td>3. ________________</td>
<td>3. The route followed the Missouri River west across the plains.</td>
</tr>
</tbody>
</table>

History:

1. Jefferson's private secretary was a man named Thomas Jefferson
2. ________________
3. ________________

Challenges they faced:

1. ________________
2. ________________
3. ________________


Citation for a Book (Required)

Topic: Lewis and Clark Expedition

Author: 
Title: 

City of Publication: 
Publication Company: 

Copyright Date: 

How to put it all together: (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates year (2006).

Lastname, Firstname Initial. Title of Book. City of Publication: Publisher, Copyright Date.

Why they came to America:
1. They came to America because Lewis and Clark led over land.
2. Lewis and Clark came because they wanted to see the Pacific ocean.
3. They came to America because they needed to accomplish seven goals.

How they came to America:
1. Lewis and Clark took the Walla Walla Trail together.
2. They headed up the Missouri River in a keel boat.
3. They came through snake and Missouri River.

Challenges they faced:
1. If Lewis and Clark didn't cross the Rocky Mountains they would die.
2. On the expedition one person died.
3. The journey was slow and dangerous.
Lewis and Clark Expedition

I. Why in America
   A. Accomplish most of Jefferson's goals
   B. Led overland
   C. Want to find the Pacific Ocean

II. Their History
   A. Expedition completed on Sept 23, 1806
   B. Accomplish several goals
   C. Spent first winter with Mandan Indians
   D. Began journey on May 14, 1804

III. Challenges
   A. People die
   B. Winter was bad in 1805
   C. Journey was difficult, slow and dangerous
   D. Cross the rocky Mountains before winter

IV. How they got here
   A. Include a map
   B. Took the Walla Walla trail
   C. Went to Missouri river in kneelboats
   D. Came through the snake river
Lewis and Clark

Challenges
- Winter was bad in 1805
- Journey was difficult, slow, and dangerous
- Cross the Rocky Mountains before winter

Why in America
- Accomplish most of Jefferson's goals
- Led overland
- Want to find the Pacific Ocean

Their History
- Expedition completed on Sept 23, 1806
- Accomplish several goals
- Spent first winter with Mandan Indians
- Began journey on May 14, 1804

How they got here
- Include a map
- Took the Walla Walla trail
- Went to Missouri river in knee-boats
- Came through the snake river
Lewis and Clark Expedition

1. Lewis and Clark came to America to accomplish most of Jefferson's goals. He led the overland people together. Jefferson wanted to find the Pacific Ocean so they could cross.

2. Lewis and Clark began their journey on May 14, 1804 to get to the Pacific Ocean. Lewis and Clark had to spend there first winter with Mandan Indians. Lewis and Clark had to accomplish several goals. The Expedition ended on Sept 23, 1806 because the food had run out.

3. People died on the way there. In 1809 there was a bad winter because the weather was really cold. When Lewis and Clark were traveling the journey was difficult, slow, and dangerous. If Lewis and Clark did not cross the Rocky Mountains, they would not reach.

Lewis and Clark took the Walla Walla trail to get closer to the U.S. Lewis and Clark
went into Koolboo through the Missouri river. Lewis and Clark went through the Snake river.

**Sources:**
Lambert, D. and Lambert, E. Washington past and present.
Infinite study, studybook.
Lewis and Clark Expedition

Why in America
Their History
Challenges
How they got here
Why in America

- Want to find the Pacific Ocean
- Led overland
- Accomplish most of Jefferson's goals

Their History

- Expedition completed on Sept 23, 1806
- Accomplish several goals
- Spent first winter with Mandan Indians
Their History

- Began journey on May 14, 1804

Challenges

- People die
- Winter was bad in 1805
- Journey was difficult, slow and dangerous
- Cross the rocky Mountains before winter
How they got here

- Include a map
- Took the Walla Walla trail
- Went to Missouri river in kneelboats
- Came through the snake river
State the problem: smoking

How does the policy or law attempt to solve the problem?

it can kill people quicker

Or: How is the policy or law enforced?

it can cause cancer

<table>
<thead>
<tr>
<th>Groups involved in the law-making process</th>
<th>Describe involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>teenagers</td>
<td>some teenagers smoke</td>
</tr>
<tr>
<td>adults</td>
<td>some adults smoke, too</td>
</tr>
<tr>
<td>children</td>
<td>they can get sick from people that do smoke</td>
</tr>
</tbody>
</table>

Do you agree with the law? yes

Explain how the law or policy promotes a right or democratic ideal with one or more supporting details.

smoking is bad for your health so if your parents smoke, that doesn't mean you should

Sources (at least 2)

<table>
<thead>
<tr>
<th>Title: RCW 70.160.075</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking prohibited within twenty-five feet of public places or places of employment --</td>
</tr>
<tr>
<td>Application to modify presumptively reasonable minimum distance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author: WA state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of source (book, Web site): website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date published: November 8, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher: WA state</td>
</tr>
</tbody>
</table>

Notes (What did you learn there?):

Smoking is prohibited within a presumptively reasonable minimum distance of twenty-five feet from entrances, exits, windows that open, and ventilation intakes that serve an enclosed area where smoking is prohibited so as to ensure that tobacco smoke does not enter the area through entrances, exits, open windows, or other means. Owners, operators, managers, employers, or other persons who own or control a public place or place of employment may seek to rebut the presumption that twenty-five feet is a reasonable minimum distance by making application to the director of the local health department or district in which the public place or place of employment is located. The presumption will be rebutted if the applicant can show by clear and convincing evidence that, given the unique circumstances presented by the location of entrances, exits, windows that open, ventilation intakes, or other factors, smoke will not infiltrate or reach the entrances, exits, open windows, or ventilation intakes or enter into such public place or place of employment and, therefore, the public health and safety will be adequately protected by a lesser distance.

Is this source trustworthy? How do you know?

yes, because it informs people that they should stop smoking

Why is the information in your notes useful?

hey are because now I know to tell people to stay away from windows when they smoke
<table>
<thead>
<tr>
<th>Title:</th>
<th>RCW 28A.600.480</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting of harassment, intimidation, or bullying -- Retaliation prohibited -- Immunity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author:</th>
<th>WA state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of source (book, Web site):</td>
<td>website</td>
</tr>
<tr>
<td>Date published:</td>
<td></td>
</tr>
<tr>
<td>Publisher:</td>
<td>WA state</td>
</tr>
</tbody>
</table>

Notes (What did you learn there?):

1. No school employee, student, or volunteer may engage in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information about an act of harassment, intimidation, or bullying.

2. A school employee, student, or volunteer who has witnessed, or has reliable information that a student has been subjected to, harassment, intimidation, or bullying, whether verbal or physical, is encouraged to report such incident to an appropriate school official.

3. A school employee, student, or volunteer who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official, and who makes this report in compliance with the procedures in the district's policy prohibiting bullying, harassment, or intimidation, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Is this source trustworthy? How do you know? |

it tells you that bullying is violent

Why is the information in your notes useful? |

now i can tell an adult to stop the bullying
laws and policies in WA
I. no bullying
   A. it is violent
II. drinking while driving
   A. you can go to jail
III. dangerous dogs are put down
   A. they could harm people

IV. speed limits
   A. cars could crash
V. no smoking
   A. it can cause cancer
VI. texting while driving
   A. like speed limits, cars could crash
**Citation for a Book (Required)**

**Topic:** The Oregon Trail

**Author:** Dale and Laura Larson

**Title:** Washington Past & Present

**City of Publication:** East Wenatchee, WA

**Publication Company:** Directed media

**Copyright Date:** 1998

**How to put it all together:** (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates year (2006).

<table>
<thead>
<tr>
<th>Lastname, Firstname Initial. Title of Book. City of Publication: Publisher, Copyright Date.</th>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They would get very sick.</td>
<td>1. Some could not get nothing to travel so went by foot.</td>
<td></td>
</tr>
<tr>
<td>2. They couldn't have where they lived.</td>
<td>2. Some started by wagon.</td>
<td></td>
</tr>
<tr>
<td>3. They moved here for more acres and could have their own farms. They need to grow crops.</td>
<td>3. Lots of them came by horses.</td>
<td></td>
</tr>
</tbody>
</table>

**History:**

1. The first overland route from St. Louis to the Pacific Ocean was found by Lewis and Clark.
2. Early pioneers began searching for the shortest, quickest, and safest route to the Oregon Country.
3. In 1837, many people lost their jobs when an economic depression hit the United States.

**Challenges they faced:**

1. They had to give up their homes and farms to go through the Oregon Trail.
2. They didn't get big meals when they were on the Oregon Trail.
3. It would take months on the Oregon Trail.
Citation for an Internet Article (Required)
Topic: The Oregon
Works Cited Information
Internet Articles

Author of Article: Milhe Trinklein & Steve Boechler
Title of Page or Document: The Oregon Trail
Title of Site: Oregon Trail
Date Document was written: Unknown
Date you visited the site: 12/16/10
URL: http://www.isu.edu/~trcouch/trail.html

How to put it all together: (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates are written as day month year (10 Nov. 2006).

Last name, First name Initial. "Title of the page." Title of Entire Site or Larger Work. Date Document was written or updated. Date of access. <URL of homepage>.

Why they came to America:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

How they came to America:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

History:
1. The Oregon Trail was much more than a pathway to the State of Oregon.
2. __________________________________________________________________________
3. __________________________________________________________________________

Challenges they faced:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
The Oregon Trail

Pioneers & Settlers came here because they could get 160 acres for someone to move west. Pioneers & Settlers also came to America to live where they wanted. They also moved here for more oceans especially the farmers no need to grow crops.

Some Pioneers & Settlers could not get nothing to travel so went by foot lots started coming by wagons little came by horses.

One of Pioneers History is the first overland route from Saint Louis to Pacific Ocean was found by Lewis & Clark. Early Pioneers began searching for the shortest, quickest, safest route through the Oregon country. In 1837, many people lost their jobs when a economic depression hit the United States.
One of their challenges was they had to give up their homes and farm to go through the Oregon Trail. Also, they didn't get big meals when they were on the Oregon Trail. Hardest part was they took months on the Oregon Trail.

The Oregon Trail.

by

The Oregon trail.

- Why in America
- Their History
- Challenges
- How they got here
Why in America

- 160 acre for someone move west
- wanted to live were wanted
- food

Their History

- Pioneers search safest route to oregon trail.
- 1837, many lost jobs
- First route was found by Lewis and clark.
Challenges

- Give out farms to come.
- Did not got big meals.
- Months on oregon trail.

How they got here

- Include a map
- Horses
- Wagons
- foot
P3

Diagram showing the Rocky Mountains with labeled landmarks such as "finish", "Vancouver", "Colombia", "Mission", "Snake River", and "Vail River". The diagram includes arrows indicating directions and paths.
**Citation for a Book (Required)**

**Topic:**

Author: Dale Lumber  
Title: Washington Post and Present

City of Publication: East Wenatchee  
Publication Company:

Copyright Date: 

**How to put it all together:** (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates year (2006).

Lastname, Firstname Initial. *Title of Book*. City of Publication: Publisher, Copyright Date.

<table>
<thead>
<tr>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To start a new life</td>
<td>1. By a wagon</td>
</tr>
<tr>
<td>2. Came for freedom</td>
<td>2. With ox</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**History:**

<table>
<thead>
<tr>
<th>Challenges they faced:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pioneers homesteading</td>
</tr>
<tr>
<td>2. Some people lost their homes and farms</td>
</tr>
<tr>
<td>3. Pioneers sold their homestead farms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This people wanted to start a new life into the West.</td>
</tr>
<tr>
<td>2. Homesteaders began their journey on the Oregon Trail.</td>
</tr>
<tr>
<td>3. Some pioneers had to west during the Great Migration.</td>
</tr>
</tbody>
</table>
Pioneers and Early Settlers

I. Why in America
   A. New Life
   B. Freedom
   C.

II. Their History
   A. Start new life
      1. Began journey on original trail
         a. Headed west during migration

III. Challenges
   A. Wher ding
      1. Lost home's
         a. Sold hom's

IV. How they got here
   A. Include a map
      1. By a wagen
         a. An Ox

I. Start n
Pioneers and Early Settlers

Challenges
- Wher ding
- Lost home's
  - sold home's

Their History
- Start new life
- Began journey on origan trail
  - Heded west during migration

Why in America
- New Life
- Freedom

How they got here
- Include a map
  - By a wagon
    - An Ox
Pioneers wanted new life for their family. Also because they wanted freedom for their family.

Most pioneers began their journey on the Oregon trail. They headed west during the migration. Pioneers were dying. Lots of pioneers lost their homes, and some sold their homes.

They came with a wagon, and they also came with an ox. Most settlers were either farmers, miners, fishers, or loggers. They had to clear the forest, then plant their crops. In 1877, the government passed the Desert Land Act. Many settlers moved to eastern Washington to get this land.

Sources
### Citation for a Book (Required)

**Topic:** Japanese Immigrant

**Author:** Dall and Brown  
**Title:** Washington Past and Present  
**City of Publication:** East Wenatchee  
**Publication Company:** Directed Media  
**Copyright Date:** 1998

**How to put it all together:** (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates year (2006).

Lastname, Firstname Initial. *Title of Book.* City of Publication: Publisher, Copyright Date.

<table>
<thead>
<tr>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Many from western Washington were taken to the fishing grounds.</td>
<td>1.</td>
</tr>
<tr>
<td>2. Some went to other parts of the</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

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</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

What happened in their past?

Where they should route - desc.
## Citation for an Internet Article (Required)

**Topic:**

**Works Cited Information**

**Internet Articles**

<table>
<thead>
<tr>
<th>Author of Article:</th>
<th>Title of Article:</th>
<th>Title of Site:</th>
<th>Date Document was written:</th>
<th>Date you visited the site:</th>
<th>URL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lura Iehise</td>
<td>Kcc Alternative</td>
<td></td>
<td>unknown</td>
<td>12-14-10</td>
<td><a href="http://www3.hawaii.edu/">http://www3.hawaii.edu/</a></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to put it all together:** (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent all lines following the first line. Dates are written as day month year (10 Nov. 2006).

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History:</th>
<th>Challenges they faced:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. About 9,000 Japanese and Japan had a war.</td>
<td>1. The Japanese had already suffered some persecution and segregation.</td>
</tr>
<tr>
<td>2. America’s mid-19th century manifest destiny.</td>
<td>2. The blood of Hawaiians in 1870.</td>
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<tr>
<td>3. In 1900 the United States sent troops for war.</td>
<td>3.</td>
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</tbody>
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Japanese immigrants

I. Why in America
   A. Taken to fairgrounds
   B. Other parts mountains
   C. Some less quality

II. Their History
   A. 9,000 had a war
   B. Americas mid century
   C. USA sent troops

III. Challenges
   A. The Japanese suffered
   B. The boom hawaii
   C. Suffered persecution segregation

IV. How they got here
   A. Include a map
   B. Businesses were closed
   C. Bank accounts inspanded
   D. Lost homes money
Japanese immigrants

The Japanese immigrants were taken to the fairgrounds. They went on other parts of mountains. Some of the stuff were less quality of a lot of things. Some of the people went to war, good, of the people I were in the war, Americas went in the mid century. They had troops for the war. The Japanese suffered a lot. The boycott the state of Hawaiians suffered persecution segregation so bad. A lot of businesses were closing down. Banks accounts were stranded. A lot of people lost homes and money. Some people lost farms and the all the land they had.

Sources
Japanese Immigrants

By

Japanese immigrants

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- Their History
- Challenges
- How they got here
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