## Grade 9
**Unit 1: 600B.C.E - 600 C.E.: India, China, Rome**

**Length of Unit:** One Quarter

### Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious, intellectual and artistic institutions affect societies?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social and intellectual and artistic interactions among nations?

## UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects? (NCSS1)</th>
<th>How do global connections influence political, economic, religious, social, intellectual and artistic (“PERSIA”) interactions among nations? (NCSS9)</th>
<th>How do political, economic, social, religious, intellectual and artistic (“PERSIA”) institutions affect societies? (NCSS5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Understanding</strong></td>
<td>Identify aspects of culture.</td>
<td>Identify the major trade routes that connect China, India and Rome.</td>
<td>Identify the major empires in early India, China and Rome.</td>
</tr>
<tr>
<td>Develop An Interpretation</td>
<td>Examine the cultures of early India, China and Rome.</td>
<td>Explain the role of trade in the spread of ideas.</td>
<td>Describe the structure of governments in early India, China and Rome.</td>
</tr>
<tr>
<td>Making Connections</td>
<td>Compare and contrast the cultures of early India, China and Rome.</td>
<td>Describe the role of trade on the spread of religion.</td>
<td>Identify the effect of the government on the spread of religion.</td>
</tr>
<tr>
<td>Critical Stance</td>
<td>Evaluate the effect of belief systems on the development of cultures in India, China and Rome.</td>
<td>Assess the impact of religions on the social development of an area in which it did not originate.</td>
<td>Evaluate which empire had the greatest impact on the development of its society.</td>
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</tbody>
</table>
## Unit Vocabulary

<table>
<thead>
<tr>
<th>India</th>
<th>China</th>
<th>Rome</th>
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<tbody>
<tr>
<td>Polytheism</td>
<td>Confucius</td>
<td>Republic</td>
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<td>Hinduism</td>
<td>Confucianism</td>
<td>Caesar</td>
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<td>Brahman</td>
<td>Filial Piety</td>
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<td>Aryan</td>
<td>Analects</td>
<td>Pax Romana</td>
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<tr>
<td>Reincarnation</td>
<td>Daoism</td>
<td>Monotheism</td>
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<td>Moksha</td>
<td>Laozi</td>
<td>Judaism</td>
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<td>Karma</td>
<td>Yin Yang</td>
<td>Hebrew</td>
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<tr>
<td>Caste System</td>
<td>Han</td>
<td>Palestine/Judea</td>
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<td>Veda</td>
<td>Liu Bang</td>
<td>Torah/Old Testament</td>
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<td>Brahma</td>
<td>Wudi</td>
<td>Abraham</td>
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<tr>
<td>Vishnu</td>
<td>Centralization</td>
<td>Covenant</td>
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<td>Shiva</td>
<td>Assimilation</td>
<td>Moses</td>
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<td>Mauryan Empire</td>
<td>Silk Road</td>
<td>Ten Commandments</td>
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<td>Asoka</td>
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<td>Christianity</td>
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<td>Gupta Empire</td>
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<td>Jesus</td>
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<td>Buddhism</td>
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<td>Priest</td>
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<td>Siddhartha Gautama</td>
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<td>Old &amp; New Testament/Bible</td>
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<td>Four Noble Truths</td>
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<td>Apostles</td>
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<td>Enlightenment</td>
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<td>Constantine</td>
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<td>Dharma</td>
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<td>Theodosius</td>
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<td>Nirvana</td>
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<td>Diaspora</td>
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<td>Eightfold Path</td>
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<td>Bishop</td>
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<td>Pilgrimage</td>
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<td>Pope</td>
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<td>Monk</td>
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<td>Diocletian</td>
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<td>Germanic Invaders</td>
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</table>

## Suggested Unit Assessments

### Common Core Skills

| English Language Arts Standards » History/Social Studies » Grades 9-10 |

**Initial Understanding & Developing An Interpretation:**

- Create a graphic organizer comparing the basic tenets and identifying the leaders, holy books and deities of each religion.  
  
  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Map the development and spread of world religions.**
  Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Map the various trade routes and the spread of religions on said trade routes.**
  Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Research important contributions made by the Aryans to the development of life in India.**
  Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Write a letter from the perspective of a Buddhist to someone of a lower caste on why they should convert to Buddhism.**
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a timeline of major developments in the lives of Hebrews from 2000-700 B.C.**
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  Text Type and Purposes WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **Create a P.E.R.S.I.A chart showing the influence of Christianity on the Roman Empire.**
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of
how key events or ideas develop over the course of the text.

- **Make a list of reasons for the development of the caste system.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

- **Analyze both primary and secondary sources to create a list of reasons why Buddhist beliefs would limit their involvement in government.**
  *Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*

- **Analyze both primary and secondary sources to create a list of reasons why the beliefs of Christians and Jews challenged the authority of the time period.**
  *Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*

**Making Connections:**

- **Write a dialogue that discusses why religion is a source of contention and why adherents choose to follow in the face of conflict.**
  *Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*
  *Text Types and Purposes WHST.9-10.1. Write arguments focused on discipline-specific content.*
  *Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.*

- **Create a chart that compares and contrasts the caste system to alternative historical social hierarchies. Use small group discussions to share the various social hierarchies and make connections.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*
  *Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.*
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

- **Create a list of reasons why Buddhism did not establish strong routes in India.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of
<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Standard Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>Create a poster depicting the influence of a particular commandment on various current laws.</td>
<td>RH.9-10.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
</tr>
<tr>
<td>Create a timeline depicting major political events that led to the acceptance and spread of Christianity.</td>
<td>RH.9-10.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
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<td>Summary the beliefs of Hinduism and create a hypothesis regarding why other Asian countries would not accept such beliefs.</td>
<td>RH.9-10.9</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
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<tr>
<td>Key Ideas and Details</td>
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<tr>
<td>Interpret the text in order to decide why Buddhism gained a stronger following in other regions of Asia outside of India.</td>
<td>RH.9-10.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
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<tr>
<td>Key Ideas and Details</td>
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<td>Critical Stance:</td>
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<td>Evaluate which empire had the greatest impact on the development of its society.</td>
<td>RH.9-10.5</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
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<tr>
<td>Craft and Structure</td>
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<td>Critical Stance:</td>
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<tr>
<td>Production and Distribution of Writing</td>
<td>WHST.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Production and Distribution of Writing</td>
<td>WHST.9-10.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
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</tbody>
</table>
Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Write a journal entry from the perspective of each level of the caste system stating the effects of the belief in reincarnation on their social position.

Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Text Types and Purposes WHST.9-10.1. Write arguments focused on discipline-specific content.

- Debate whether or not Christianity would have developed in the same way, if it had developed in a region outside the Roman Empire.

Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Performance Assessment: Unit 1

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: World Religions

Type of Performance Task: Informative-Explanatory Performance Task

Common Core skills that are assessed in the Performance Task:

Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection and research.
Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Issue: “How does religion affect the lives of its followers both politically and socially?”

Background: Religions that developed in ancient times have had a great impact on the lives of their followers.

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. Then, organize supportive and relevant information into a brief outline.

Culminating Assignment: Write a well-organized Informative-Explanatory essay in the form of a four paragraph essay (introduction, two body paragraphs on politics and society, and a conclusion). The response must include information from five of the documents and may include outside knowledge.

Audience: Teacher

Procedure:
- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.
- Organize supportive and relevant information into a brief outline.
- Create a well-organized response in the form of a four paragraph essay (introduction, two body paragraphs on politics and society, and a conclusion). The response must include information from five of the documents and may include outside knowledge.
World Religions

Focus Question: “How does religion affect the lives of its followers both politically and socially?”

Document 1: The Ten Commandments (Exodus 20.1)

1. I am The Lord your God
2. You shall have no other gods to rival me
3. You shall not misuse the name of The Lord your God
4. Remember the Sabbath day and keep it holy.
5. Honor your father and your mother
6. You shall not kill
7. You shall not commit adultery
8. You shall not steal
9. You shall not give false evidence against your neighbor
10. You shall not covet

1. Analyze: To which religion(s) does this apply?
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______________________________________________________________________________
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2. Analyze: How does a person follow the moral code of this religion?
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3. What two attributes of Allah are identified in the opening line of “The Night”?

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4. According to the document, how will Allah punish those who deny the truth?

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Document 2: “The Night”

In the Name of Allah, the Compassionate, the Merciful

By the night, when she lets fall her darkness, and by the radiant day! By Him that created
the male and the female, your endeavors have different ends!
For him that gives in charity and guards himself against evil and believes in goodness,
We shall smooth the path of salvation: but for him that neither gives nor takes and
disbelieves in goodness, We shall smooth the path of affliction. When he breathes his last,
his riches will not avail him.
It is for Us to give guidance. Ours is the life of this world, Ours the life to come. I warn you,
then, of the blazing fire, in which none shall burn save the hardened sinner, who denies the
thrust and gives no heed. But the good man who purifies himself by almsgiving shall keep
away from it: and so shall he that does good works for the sake of the Most High, not in
recompense for a favor. Such men shall be content.
Document 3: The following is an excerpt from the Mahabharata, an Ancient Indian Epic from about 400 B.C.

Enjoy the pleasure bestowed on you,

and bear the pain bestowed on you,

wait patiently for what time brings,

as does the farmer with the fruit.

Let us overcome the angry man with gentleness,

the evil man with goodness

the miser with generosity

the liar with truth


______________________________________________________________________________

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Document 4: The following is an excerpt from the essay, “On the Nature of Man,” which was written by Zong Mi. He was a leading Buddhist scholar during the Tang dynasty in the early ninth century C.E.

“Confucius, Laozi, and the Buddha were perfect sages. They established their teachings according to the demands of the age and the needs of various beings. They differ in their approaches in that they encourage the perfection of good deeds, punish wicked ones, and reward good ones; all three teachings lead to the creation of an orderly society and for this they must be observed with respect.”

6. According to Zong Mi, why should Buddha be respected?

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Document 5: The following are the 4 Noble truths taken from a Chinese Buddhist canon text.

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<table>
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<tbody>
<tr>
<td>1. The Nature of Suffering (Dukkha): &quot;This is the noble truth of suffering: birth is suffering, aging is suffering, illness is suffering, death is suffering; sorrow, lamentation, pain, grief and despair are suffering; union with what is displeasing is suffering; separation from what is pleasing is suffering; not to get what one wants is suffering; in brief, the five aggregates subject to clinging are suffering.&quot;</td>
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<tr>
<td>2. Suffering's Origin (Samudaya): &quot;This is the noble truth of the origin of suffering: it is this craving which leads to renewed existence, accompanied by delight and lust, seeking delight here and there, that is, craving for sensual pleasures, craving for existence, craving for extermination.&quot;</td>
<td></td>
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<tr>
<td>3. Suffering's Cessation (Nirodha): &quot;This is the noble truth of the cessation of suffering: it is the remainderless fading away and cessation of that same craving, the giving up and relinquishing of it, freedom from it, nonreliance on it.&quot;</td>
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<tr>
<td>4. The Way (Mārga) Leading to the Cessation of Suffering: &quot;This is the noble truth of the way leading to the cessation of suffering: it is the Noble Eightfold Path; that is, right view, right intention, right speech, right action, right livelihood, right effort, right mindfulness, right concentration.&quot;</td>
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7. According to the 4 Noble truths what is the cause of suffering and how does one end it?

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Document 6: The following depicts the origins of the Hindu Caste system. The four major castes emerged from Purusha (the first human being). Purusha is identified with the creator god Brahma.

**The Brahmins:** The priestly class, born from the mouth of Brahma.

**The Kshatriyas:** Warriors and rulers, senators, presidents, majors, born from the chest of Brahma.

**The Vaisyas:** Farmers, merchants, lawyers, doctors.

**The Sudras:** Unskilled workers. Born from the feet of Brahma.

**Other sub-castes:** Up to 3,000 sub-castes, with the untouchables at the bottom.

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8. **What group makes up the Sudras class?**

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9. **Analyze: Why might the caste of Brahmins be associated with the mouth?**

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Document 7: The Five Pillars of Faith: Once a Muslim, each member must carry out five essential duties, called The Five Pillars of Faith. They are listed below:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Shahadat - A Muslim must acknowledge that &quot;There is no God but Allah and Muhammad is his Prophet&quot;</td>
</tr>
<tr>
<td>2</td>
<td>Salat - A Muslim must pray five times daily facing Mecca: at dawn, at noon, in the midafternoon, at dusk, and after dark.</td>
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<tr>
<td>3</td>
<td>Zakaat or almsgiving - Each Muslim give charity and help the needy. Must pay a zagat to the government.</td>
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<tr>
<td>4</td>
<td>Sawm - A Muslim must fast for the month of Ramadan. During the fasting month, one must refrain from eating, drinking, smoking, and sexual intercourse from dawn until sunset.</td>
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<tr>
<td>5</td>
<td>Hajj - A Muslim must make a pilgrimage to Mecca. Every adult Muslim who is physically and financially able to do so must make this pilgrimage at least once in his or her lifetime.</td>
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</tbody>
</table>

10. What duties does each Muslim have according to the 5 pillars?

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Document 8: The following is an excerpt from the New Testament of the Christian Bible:

1 And seeing the multitudes, he went up into a mountain: and when he was set, his disciples came unto him:
2 And he opened his mouth, and taught them, saying,
3 Blessed are the poor in spirit: for theirs is the kingdom of heaven.
4 Blessed are they that mourn: for they shall be comforted.
5 Blessed are the meek: for they shall inherit the earth.
6 Blessed are they which do hunger and thirst after righteousness: for they shall be filled.
7 Blessed are the merciful: for they shall obtain mercy.
8 Blessed are the pure in heart: for they shall see God.
9 Blessed are the peacemakers: for they shall be called the children of God.
10 Blessed are they which are persecuted for righteousness’ sake: for theirs is the kingdom of heaven.
11 Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake.
12 Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.

-Matthew 5

11. According to the text, what happens to those Christians who are merciful?
Document 9: The following is an excerpt from Genesis 17 of the Old Testament:

And I will make my covenant between me and thee, and will multiply thee exceedingly. And Abram fell on his face: and God talked with him, saying, As for me, behold, my covenant is with thee, and thou shalt be a father of many nations. Neither shall thy name any more be called Abram, but thy name shall be Abraham; for a father of many nations have I made thee. And I will make thee exceeding fruitful, and I will make nations of thee, and kings shall come out of thee. And I will establish my covenant between me and thee and thy seed after thee in their generations for an everlasting covenant, to be a God unto thee, and to thy seed after thee. And I will give unto thee, and to thy seed after thee, the land wherein thou art a stranger, all the land of Canaan, for an everlasting possession; and I will be their God.

-Genesis 17

12. According to the text, what did God give to Abraham and his descendants?

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And I will make my covenant between me and thee, and will multiply thee exceedingly. And Abram fell on his face: and God talked with him, saying, As for me, behold, my covenant is with thee, and thou shalt be a father of many nations. Neither shall thy name any more be called Abram, but thy name shall be Abraham; for a father of many nations have I made thee. And I will make thee exceeding fruitful, and I will make nations of thee, and kings shall come out of thee. And I will establish my covenant between me and thee and thy seed after thee in their generations for an everlasting covenant, to be a God unto thee, and to thy seed after thee. And I will give unto thee, and to thy seed after thee, the land wherein thou art a stranger, all the land of Canaan, for an everlasting possession; and I will be their God.

-Genesis 17
<table>
<thead>
<tr>
<th>Text Based Questions</th>
<th>Comments</th>
<th>Score (Out of 2)</th>
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<tbody>
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The response:

**2**
- Gives sufficient evidence of the ability to justify interpretations of information
- Includes specific examples that make clear reference to the text
- Adequately supports examples with clearly relevant information from the text
- Maintains consistent focus on the topic, purpose, or main idea
- States a claim and provides support for it
- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling

**1**
- Gives limited evidence of the ability to justify interpretations of information
- Includes some examples that make clear reference to the text. Supports examples with limited information from the text
- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur
- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling

**0** A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.
- Reflects a misunderstanding of the source
- Demonstrates little or no focus
- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling
Or the student has failed to respond to the question.
Outline for Essay: Use this outline to help organize your essay in a cohesive manner.

Introduction:

1. General Statement. Write one or two sentences about the topic of the question.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. Thesis Statement. Restate the question in the form of a sentence.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

3. Provide your THREE main ideas to support your thesis. Each one should be in the form of a sentence.
   a. ________________________________________________________________________________
_____________________________________________________________________________________
   b. ________________________________________________________________________________
_____________________________________________________________________________________
   c. ________________________________________________________________________________
_____________________________________________________________________________________

4. Transition. Write a sentence to connect the paragraphs.

_____________________________________________________________________________________
_____________________________________________________________________________________
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Body Paragraph One

1. Topic Sentence. This sentence should be almost identical to your sentence from 3a. of your introduction. Make sure to connect this topic sentence to the question being asked as well.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
2. **Provide evidence from the source material.** Take a quote directly from one of the documents and cite it correctly. You may either start your quote with: As stated in Document #, “Quote” OR “Quote,” (Doc #).

_____________________________________________________________________________________

_____________________________________________________________________________________

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3. **Explanation of quote.** Explain how this quote fits into this body paragraph and helps to prove your thesis IN YOUR OWN WORDS. This can take more than one sentence.

_____________________________________________________________________________________

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4. **Concluding/Transition Sentence.** Summarize the argument from this body paragraph and transition in to the next body paragraph.

_____________________________________________________________________________________

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**Body Paragraph TWO**

1. **Topic Sentence.** This sentence should be almost identical to your sentence from 3b. of your introduction. Make sure to connect this topic sentence to the question being asked as well.

_____________________________________________________________________________________

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2. **Provide evidence from the source material.** Take a quote directly from one of the documents and cite it correctly. You may either start your quote with: As stated in Document #, “Quote” OR “Quote,” (Doc #).

_____________________________________________________________________________________

_____________________________________________________________________________________

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3. **Explanation of quote.** Explain how this quote fits into this body paragraph and helps to prove your thesis IN YOUR OWN WORDS. This can take more than one sentence

4. **Concluding/Transition Sentence.** Summarize the argument from this body paragraph and transition in to the next body paragraph.

**Body Paragraph THREE**

1. **Topic Sentence.** This sentence should be almost identical to your sentence from 3c. of your introduction. Make sure to connect this topic sentence to the question being asked as well.

2. **Provide evidence from the source material.** Take a quote directly from one of the documents and cite it correctly. You may either start your quote with: As stated in Document #, “Quote” OR “Quote,” (Doc #).
3. **Explanation of quote.** Explain how this quote fits into this body paragraph and helps to prove your thesis IN YOUR OWN WORDS. This can take more than one sentence.

_____________________________________________________________________________________
_____________________________________________________________________________________
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4. **Concluding/Transition Sentence.** Summarize the argument from this body paragraph in one sentence. Should be very similar to topic sentence.

_____________________________________________________________________________________
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**Conclusion**

1. **Restate Thesis.** Should be VERY SIMILAR BUT NOT IDENTICAL

_____________________________________________________________________________________
_____________________________________________________________________________________

2. **Restate Three Main Ideas.** Briefly explain the connection between the support and thesis. Should be one sentence each. They should be listed in the order they were written about in essay.
   a. __________________________________________________________
   ___________________________________________________________________
   b. __________________________________________________________
   ___________________________________________________________________
   c. __________________________________________________________
   ___________________________________________________________________

3. **Concluding Statement.** Provide closure to essay

_____________________________________________________________________________________
_____________________________________________________________________________________

_____________________________________________________________________________________
### Informative-Explanatory Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
- controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
- controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
- use of a variety of transitional strategies  
- logical progression of ideas from beginning to end  
- effective introduction and conclusion for audience and purpose  
- strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
- use of evidence from sources is smoothly integrated, comprehensive, and concrete  
- effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
- few, if any, errors are present in usage and sentence formation  
- effective and consistent use of punctuation, spelling and capitalization |
| 3     | The response is adequately sustained and generally focused:  
- focus is clear and for the most part maintained, though some loosely related material may be present  
- some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
- adequate use of transitional strategies with some variety  
- adequate progression of ideas from beginning to end  
- adequate introduction and conclusion  
- adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
- some evidence from sources is integrated, though citations may be general or imprecise  
- adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language  
- use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- adequate use of punctuation, spelling and capitalization |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
- may be clearly focused on the controlling or main idea, but is insufficently sustained  
- controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
- inconsistent use of transitional strategies with little variety  
- uneven progression of ideas from beginning to end  
- conclusion and introduction, if present, are weak  
- weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
- evidence from sources is weakly integrated, and citations, if present, are uneven  
- weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
- use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
- frequent errors in usage may obscure meaning  
- inconsistent use of punctuation, spelling, and capitalization. |
| 1     | The response may be related to the topic but may provide little or no focus:  
- may be very brief  
- may have a major drift  
- focus may be confusing | The response has little or no discernible organizational structure:  
- few or no transitional strategies are evident  
- frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
- use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
- uses limited language or domain-specific vocabulary  
- may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
- errors are frequent and severe |
| 0     | Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
### Grade 9
#### Unit 2: 600 C.E - 1450 C.E.: Medieval Europe, Muslim Civilization, Mongolia, Feudal Japan, and Mesoamerican Civilizations

**Length of Unit:** One Quarter

**Essential Standards and National Standards for Social Studies**

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious, intellectual and artistic institutions affect societies?

<table>
<thead>
<tr>
<th>UNIT FOCUS Questions</th>
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<tbody>
<tr>
<td><strong>Thinking Skill Category</strong></td>
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<tr>
<td>How do historical experiences among, or within, societies and peoples reveal patterns of continuity and change? (NCSS2)</td>
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<tr>
<td>How do political, economic, social, religious, intellectual and artistic institutions affect societies? (NCSS5)</td>
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<tr>
<th>Content Knowledge Objectives</th>
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<tbody>
<tr>
<td><strong>Initial Understanding</strong></td>
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<tr>
<td>Describe, Recall, List, Draw, Identify, Label, List, Match</td>
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<tr>
<td>Describe the geography of Europe, the Middle East, Asia, and Central and South America.</td>
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<tr>
<td>List the political and religious institutions that existed in Europe, the Middle East, Asia, and Central and South America from 600 C.E. to 1450 C.E.</td>
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| **Developing An Interpretation** |
| Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take a Perspective |
| Explain how geography affected the development of civilizations in Europe, the Middle East, Asia, and Central and South America from 600 C.E. to 1450 C.E. |
| Compare and contrast the roles of political and religious institutions in the Frankish Empire, Muslim Caliphates, Mongol Empire, Medieval Japan and Mesoamerica from 600 C.E. to 1450 C.E. |

| **Making Connections** |
| same verbs as for Developing an Interpretation |
| **Europe:** Examine the rise and fall of the Frankish Empire and its connection to the development of Feudalism. |
| **Europe/Middle East:** Examine the short and long term effects of political, economic, religious and social issues on European and Muslim societies. |
| **Middle East:** Examine the causes of the rise and spread of Islam (warfare and trade) across Africa, Asia, and Spain and its connection to the development of Muslim Empires. |
| **Asia:** Compare and contrast the influence of Chinese culture on Japan and the Mongol Empire. |
Asia:
Examine the role of Genghis Khan in the development of the Mongolian Empire.

Examine the rise of Japanese Feudalism and its role in limiting Mongol influence in Japan.

Mesoamerica:
Examine the role of religion and its connection to the development of Mesoamerican civilizations.

Critical Stance
Analyze, Assess, Defend, Design, Evaluate, Judge, Rate

Evaluate whether feudalism in Medieval Japan and Medieval Europe had the same causes and effects.

Evaluate the patterns developed as a result of warfare in the spread of ideas.

Evaluate the role of trade in the development of societies in Asia, Europe, Mesoamerica, and the Middle East.

Evaluate the role of religion in shaping Muslim Empires and the civilizations of Mesoamerica.

<table>
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<tr>
<th><strong>Unit Vocabulary</strong></th>
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<tbody>
<tr>
<td><strong>Mongols</strong></td>
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<td>Clan</td>
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<td>Genghis Khan</td>
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<td>Nomads</td>
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<td>Pax Mongolica</td>
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<td>Kublai Khan</td>
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<td><strong>Japan</strong></td>
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<td>Feudalism</td>
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<td><strong>Maya</strong></td>
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<td><strong>Inca</strong></td>
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<td>Pachacuti</td>
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<td>Mita/Tribute</td>
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<td><strong>Medieval Europe</strong></td>
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<td>Franks</td>
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<td>Saladin</td>
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<td>Reconquista</td>
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<td>Inquisition</td>
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<td><strong>Middle East</strong></td>
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<td>Abbasid</td>
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<td>Allah</td>
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<td>Five Pillars</td>
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<td>People of the Book</td>
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<td>Quran</td>
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### Suggested Unit Assessments

**Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10**

**Initial Understanding & Developing An Interpretation:**

- **Map the geography of Asia, Europe, Mesoamerica and the Middle East.**  
  *Integration of Knowledge and Ideas RH.9-10.7.* Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  
  *Research to Build and Present Knowledge WHST.9-10.8.* Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **Create a graphic organizer comparing the political and religious institutions that existed in Europe, the Middle East, Asia, and Central and South America from 600 C.E. to 1450 C.E.**  
  *Key Ideas and Details RH.9-10.2.* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Craft and Structure RH.9-10.4.* Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Discuss in small groups how geography affected the development of civilizations in Europe, the Middle East, Asia, and Central and South America from 600 C.E. to 1450 C.E.**  
  *Key Ideas and Details RH.9-10.2.* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a Venn Diagram/Chart/Poster comparing and contrasting the roles of political and religious institutions in the Frankish Empire, Muslim Caliphates, Mongol Empire, Medieval Japan and Mesoamerica from 600 C.E. to 1450 C.E.**  
  *Key Ideas and Details RH.9-10.2.* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Craft and Structure RH.9-10.4.* Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Making Connections:**

**Europe:**

- **Create a written response that examines the rise and fall of the Frankish Empire and its connection to the development of feudalism.**
**Integration of Knowledge and Ideas** RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

**Text Type and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.

**Middle East:**
- **Socratic Seminar** – Examine the causes of the rise and spread of Islam (warfare and trade) across Africa, Asia and Spain and its connection to the development of Muslim Empires.
  - **Key Ideas and Details** RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  - **Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - **Research to Build and Present Knowledge** WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Create a cause and effect chart that examines the short and long term effects of political, economic, religious and social issues on European and Muslim societies.**
  - **Key Ideas and Details** RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  - **Integration of Knowledge and Ideas** RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - **Text Types and Purposes** WHST.9-10.2 Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - **Production and Distribution of Writing** WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Asia:**
- **Create an epitaph for Genghis Khan.**
  - **Text Type and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.

- **Write a newspaper article, examining the rise of Japanese Feudalism and its role in limiting Mongol influence in Japan.**
  - **Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - **Text Types and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.
  - **Text Type and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **Production and Distribution of Writing** WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
**Production and Distribution of Writing** WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Create a Venn Diagram/Chart/Poster comparing and contrasting the influence of Chinese culture on Japan and the Mongol Empire.**
- **Research to Build and Present Knowledge** WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Mesoamerica:**

- **Socratic Seminar** – Examine the role of religion and its connection to the development of Mesoamerican civilizations.

- **Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- **Integration of Knowledge and Ideas** RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

- **Create a Venn Diagram/Chart/Poster comparing and contrasting the rise and fall of the Mesoamerican civilizations.**

**Critical Stance:**

- **Evaluate the following statement: “Feudalism in Medieval Japan and Medieval Europe had the same causes and effects.” Present your findings as an essay/research paper or a PowerPoint.**

- **Create a flow chart evaluating the patterns developed as a result of warfare in the spread of ideas.**
| Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |

- **Create a board game evaluating the role of trade in the development of societies in Asia, Europe, Mesoamerica, and the Middle East.**

  - **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  - **Key Ideas and Details RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  - **Text Type and Purposes WHST.9-10.1.** Write arguments focused on discipline-specific content.

  - **Research to Build and Present Knowledge WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Write multiple journal entries from the perspectives of members of a given society evaluating the role of religion in shaping Muslim Empires and the civilizations of Mesoamerica.**

  - **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  - **Craft and Structure RH.9-10.6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  - **Integration of Knowledge and Ideas RH.9-10.9.** Compare and contrast treatments of the same topic in several primary and secondary sources.

  - **Text Types and Purposes WHST.9-10.1.** Write arguments focused on discipline-specific content.
Performance Assessment: Unit 2

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Black Death

Type of Performance Task: Informative-Explanatory Performance Task

Common Core skills that are assessed in the Performance Task:

Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection and research.
Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Issue: Why was the Bubonic Plague (Black Death) so devastating to European Society?

Background: The Bubonic Plague or “Black Death” came out of the eastern Mediterranean along shipping routes, reaching Italy in the spring of 1348. By the time the epidemic was abating in 1351, between 25% and 50% of Europe’s population had died. The epidemic is believed to have started in China and made its way west across Asia to the Black Sea. Because people had no defense against the disease and no understanding of how it spread, it brought panic as well as illness and death. Lepers, as well as Jews and other ethnic and religious minorities, were accused of spreading the plague and thousands of people were executed. We now know that the disease was spread by infected fleas that attached themselves to rats and humans. The most striking symptom of the plague was dark swellings or “buboes” in the lymph glands on a victim’s neck, armpits and groin. They ranged in size from an egg to an apple. Once the swelling appeared, an infected person was usually dead within a week.

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. Then, organize supportive and relevant information into a brief outline. Finally, create a well-organized Informative-Explanatory essay in the form of a four paragraph essay (introduction, two body paragraphs, and a conclusion). The response must include information from seven of the documents and may include outside knowledge.

Audience: Teacher
Procedure:

- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.
- Organize supportive and relevant information into a brief outline.
- Create a well-organized response in the form of a four paragraph essay (introduction, two body paragraphs, and a conclusion). The response must include information from seven of the documents and may include outside knowledge.
Q1a. → Where and when does the Bubonic Plague first enter Europe?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q1b. → How long does it take before the Bubonic Plague is recorded in Messina in Sicily? In London, England?
Messina: __________________________________________________________
Sicily: __________________________________________________________
London: __________________________________________________________

Q1c. → What is the last region of Europe affected by the Bubonic Plague?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q1d. → In your opinion, why did the spread of the plague follow this route?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Boccaccio Describes the Arrival of the Bubonic Plague in Florence

Source: The Decameron (adapted from a translation by Richard Hooker)

In 1348, there came into the noble city of Florence, the most beautiful of all Italian cities, a deadly pestilence, which, . . . several years earlier had originated in the Orient, where it destroyed countless lives, scarcely resting in one place before it moved to the next, and turning westward its strength grew monstrously. No human wisdom or foresight had any value: enormous amounts of refuse and manure were removed from the city by appointed officials, the sick were barred from entering the city, and many instructions were given to preserve health; just as useless were the humble supplications to God given not one time but many times in appointed processions, and all the other ways devout people called on God.

Q2a.→ What is the source of this passage?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q2b.→ According to the author, where did the plague originate?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

At the beginning of the spring of that year, that horrible plague began with its dolorous [misery causing] effects in a most awe-inspiring manner. . . . It began with swellings in the groin and armpit, in both men and women, some of which were as big as apples and some of which were shaped like eggs, some were small and others were large; the common people called these swellings gavoccioli. From these two parts of the body, the fatal gavoccioli would begin to spread and within a short while would appear over the entire body in various spots; the disease at this point began to take on the qualities of a deadly sickness, and the body would be covered with dark and livid spots, which would appear in great numbers on the arms, the thighs, and other parts of the body; some were large and widely spaced while some were small and bunched together. And just like the gavoccioli earlier, these were certain indications of coming death.

To cure these infirmities neither the advice of physicians nor the power of medicine appeared to have any value or profit; perhaps either the nature of the disease did not allow for any cure or the ignorance of the physicians . . . did not know how to cure it; as a consequence, very few were ever cured; all died three days after the appearance of the first outward signs, some lasted a little bit longer, some died a little bit more quickly, and some without fever or other symptoms.

Q2c.→ What are the symptoms of people who are ill with the plague?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q2d.→ According to the author, why was the plague so difficult to treat?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Giovanni Sercambi (1348-1424) was an apothecary [pharmacist] in a town about forty miles west of Florence. This image of the Black Plague was created about 1400. Arrows were a typical image for plague since they seem to bypass some and strike others. The Angel of Death represents the “bad air” that seemed typical of the plague.

Q3a.→ Why are arrows used as a symbol for the plague?

__________________________________________________________________________________________________

_________________________________________________________________________

___________________________________________________________

Q3b.→ According to this picture, what is the cause of the Bubonic Plague?

__________________________________________________________________________________________________

___________________________________________________________

__________________________________________________________________________________________________
Document 4
Marchione di Coppo Stefani, The Florentine Chronicle (c. 1370)
Physicians could not be found because they had died like the others. And those who could be found wanted vast sums in hand before they entered the house. And when they did enter, they checked the pulse with face turned away. They inspected the urine from a distance and with something odoriferous [to block the smell] under their nose. Child abandoned the father, husband the wife, wife the husband, one brother the other, one sister the other. In all the city there was nothing to do but to carry the dead to a burial. And those who died had neither confessor nor other sacraments. And many died with no one looking after them. . . . At every church, or at most of them, they dug deep trenches, down to the waterline, wide and deep, depending on how large the parish was. And those who were responsible for the dead carried them on their backs in the night in which they died and threw them into the ditch, or else they paid a high price to those who would do it for them. The next morning, if there were many [bodies] in the trench, they covered them over with dirt. And then more bodies were put on top of them, with a little more dirt over those; they put layer on layer just like one puts layers of cheese in a lasagna.

Q4a.→ According to the text how did the physicians treat the people when they became sick with Bubonic plague?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q4b.→ Why was it so difficult to bury the dead?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Document 5
A Nursery Rhyme
Many victims of the plague were children, who were unable to take care of themselves even if they survived infection. This common nursery rhyme describes the Bubonic Plague.

Ring a-round the rosy
Pocket full of posies
Ashes, ashes!
We all fall down!

"Ring a-round the rosy” probably refers to rosary beads which are supposed to provide God’s help. Posies are flowers that were used to stop the odor of rotting bodies. Ashes refers to cremation of bodies. “We all fall down” is the final outcome of the plague.

Q5a.→ What do we learn about the plague from this nursery rhyme?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q5b.→ In your opinion, why did children sing this nursery rhyme?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Image of the Plague
Medieval physicians wore outfits made of cloth or leather to protect themselves from the plague. The bird-like beak contained spices and vinegar-soaked cloth to mask the stench of death and decay.

Q6a.—Why did doctors wear costumes such as this one?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q6b.—What was put into the mask? Why?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
The Cremation of Jews in Strasbourg, Germany on St. Valentine’s Day, February 14, 1349

Source: Adapted from http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html

Jews throughout the world were reviled and accused in all lands of having caused it [the plague] through the poison which they are said to have put into the water and the wells . . . and for this reason the Jews were burnt all the way from the Mediterranean into Germany, but not in Avignon, for the pope protected them there. Nevertheless they tortured a number of Jews in Berne and Zofingen [Switzerland] who then admitted that they had put poison into many wells, and they also found the poison in the wells. Thereupon they burnt the Jews in many towns. . . . On Saturday - that was St. Valentine’s Day - they burnt the Jews on a wooden platform in their cemetery. There were about two thousand of them. Those who wanted to baptize themselves were spared. Many small children were taken out of the fire and baptized against the will of their fathers and mothers. And everything that was owed to the Jews was cancelled, and the Jews had to surrender all pledges and notes that they had taken for debts. The council, however, took the cash that the Jews possessed and divided it among the working-men proportionately. The money was indeed the thing that killed the Jews. If they had been poor and if the feudal lords had not been in debt to them, they would not have been burnt. After this wealth was divided among the artisans some gave their share to the Cathedral or to the Church on the advice of their confessors.

Q7a. According to the source, how did the Jews cause the plague?

Q7b. What happened to many European Jews during the Bubonic Plague? Why were some Jews spared?

Q7c. According to the author, why were the Jews really blamed for the plague?
Document 8
The Black Death: How Many Died? Source: [http://www.hyw.com/books/history/Black_De.htm](http://www.hyw.com/books/history/Black_De.htm)

<table>
<thead>
<tr>
<th>Area</th>
<th>Pre-Plague Population</th>
<th>Post-Plague Population</th>
<th>Population Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>England/Wales</td>
<td>3.7 Million</td>
<td>2.5 Million</td>
<td>32%</td>
</tr>
<tr>
<td>Scotland</td>
<td>500,000</td>
<td>400,000</td>
<td>20%</td>
</tr>
<tr>
<td>Ireland</td>
<td>800,000</td>
<td>600,000</td>
<td>25%</td>
</tr>
<tr>
<td>France</td>
<td>13 million</td>
<td>8.2 million</td>
<td>37%</td>
</tr>
<tr>
<td>Belgium/Luxembourg</td>
<td>2 million</td>
<td>800,000</td>
<td>33%</td>
</tr>
<tr>
<td>Holy Roman Empire</td>
<td>17 million</td>
<td>12.5 million</td>
<td>26%</td>
</tr>
<tr>
<td>Spain</td>
<td>7 million</td>
<td>5 million</td>
<td>29%</td>
</tr>
<tr>
<td>Italy</td>
<td>10 million</td>
<td>7 million</td>
<td>30%</td>
</tr>
<tr>
<td>Total (selected areas)</td>
<td>53.2 million</td>
<td>37 million</td>
<td>30%</td>
</tr>
</tbody>
</table>

Q8a.→ What was the population of England and Wales before and after the Bubonic Plague?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Q8b.→ According to this chart, which country had the most casualties?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Q8c.→ According to this chart, which country had the greatest mortality (death) rate?

__________________________________________________________________________________________________
Document 9

<table>
<thead>
<tr>
<th>Year</th>
<th>Population in Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>36</td>
</tr>
<tr>
<td>1050</td>
<td>40</td>
</tr>
<tr>
<td>1100</td>
<td>44</td>
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<tr>
<td>1150</td>
<td>51</td>
</tr>
<tr>
<td>1200</td>
<td>58</td>
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<td>1250</td>
<td>68</td>
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<td>1300</td>
<td>79</td>
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<td>1345</td>
<td>83</td>
</tr>
<tr>
<td>1400</td>
<td>60</td>
</tr>
<tr>
<td>1450</td>
<td>71</td>
</tr>
<tr>
<td>1500</td>
<td>81</td>
</tr>
</tbody>
</table>

Q9a.→ What was the population of Europe in 1345? In 1400? In 1500?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Q9b.→ Based on this chart, what was the long-term impact of the Bubonic Plague on Europe?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
## Question Rubric

<table>
<thead>
<tr>
<th>Text Based Questions</th>
<th>Comments</th>
<th>Score (Out of 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
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<td></td>
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<tr>
<td>1b</td>
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<td>1d</td>
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<td>8c</td>
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<tr>
<td>9a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The response:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 2     | - Gives sufficient evidence of the ability to justify interpretations of information  
      | - Includes specific examples that make clear reference to the text  
      | - Adequately supports examples with clearly relevant information from the text  
      | - Maintains consistent focus on the topic, purpose, or main idea  
      | - States a claim and provides support for it  
      | - Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 1     | - Gives limited evidence of the ability to justify interpretations of information  
      | - Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
      | - Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
      | - Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 0     | A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
      | - Reflects a misunderstanding of the source  
      | - Demonstrates little or no focus  
      | - Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
<pre><code>  | Or the student has failed to respond to the question. |
</code></pre>
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
* controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
* controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
* use of a variety of transitional strategies  
* logical progression of ideas from beginning to end  
* effective introduction and conclusion for audience and purpose  
* strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
* use of evidence from sources is smoothly integrated, comprehensive, and concrete  
* effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
* use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose |
| 3     | The response is adequately sustained and generally focused:  
* focus is clear and for the most part maintained, though some loosely related material may be present  
* some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
* adequate use of transitional strategies with some variety  
* adequate progression of ideas from beginning to end  
* adequate introduction and conclusion  
* adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
* some evidence from sources is integrated, though citations may be general or imprecise  
* adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise language with more general language:  
* use of domain-specific vocabulary is generally appropriate for the audience and purpose |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
* notion is clearly focused on the controlling or main idea, but is insufficiently sustained  
* controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
* inconsistent use of transitional strategies with little variety  
* uneven progression of ideas from beginning to end  
* conclusion and introduction, if present, are weak  
* weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
* evidence from sources is weakly integrated, and citations, if present, are uneven  
* weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
* use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose |
| 1     | The response may be related to the topic but may provide little or no focus:  
* may be very brief  
* may have a major drift  
* focus may be confusing or ambiguous | The response has little or no discernible organizational structure:  
* few or no transitional strategies are evident  
* frequent extraneous ideas may intrude  
* weak or no connections among ideas | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
* use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
* uses limited language or domain-specific vocabulary  
* may have little sense of audience and purpose |
| 0     | Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | |
Performance Assessment: Unit 2

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Crusades

Type of Performance Task: Argumentative Performance Task

Common Core skills:
Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Integration of Knowledge and Ideas RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Text Types and Purposes WHST.9-10.1. Write arguments focused on discipline-specific content.
Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Issue: Were the Crusades caused primarily by religious devotion or by the desire for political and economic gain?

Background: Pope Urban II issued a call for what he termed a “holy war”, a Crusade, to gain control of the Holy Land. Over the next 300 years, a number of Crusades were launched.

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. Then, organize supportive and relevant information into a brief outline. Finally, create a well-organized Argumentative essay in the form of a four paragraph essay (introduction, first body paragraph your argument, second body paragraph the opposing argument, third paragraph elaborating on your argument’s strength and opposing argument’s weakness). The response must include information from five of the documents as well as citations and may include outside knowledge.

Audience: Teacher

Procedure:

- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.
- Organize supportive and relevant information into a brief outline.
- Create a well-organized response in the form of a four paragraph essay (introduction, first body paragraph your argument, second body paragraph the opposing argument, third paragraph elaborating on your argument’s strength and opposing argument’s weakness). The response must include information from five of the documents and may include outside knowledge.
DOCUMENT 1

"Although, O sons of God, you have promised more firmly than ever to keep the peace among yourselves and to preserve the rights of the church, there remains still an important work for you to do. Freshly quickened by the divine correction, you must apply the strength of your righteousness to another matter which concerns you as well as God. For your brethren {brothers} who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For, as the most of you have heard, the Turks and Arabs have attacked them and have conquered the territory of Romania [the Greek empire] as far west as the shore of the Mediterranean and the Hellespont, which is called the Arm of St. George. They have occupied more and more of the lands of those Christians, and have overcome them in seven battles. They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue thus for awhile with impurity {not pure}, the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ’s heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile {disgusting} race from the lands of our friends... Moreover, Christ commands it.”

All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission {forgiveness} of sins. This I grant them through the power of God with which I am invested. O what a disgrace if such a despised and base race, which worships demons, should conquer a people which has the faith of omnipotent {all-powerful} God and is made glorious with the name of Christ!....


Q-1a → According to the document, why does Pope Urban II want Christians to go to the Middle East to fight?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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Document 2

“[After Urban had aroused the spirits of all by the promise of forgiveness to those who undertook the expedition with single-hearted devotion,] toward one hundred thousand men were appointed to the immediate service of God from Aquitaine and Normandy, England, Scotland, Ireland, Brittany, Galicia, Gascony, France, Flanders, Lorraine, and from other Christian peoples, whose names I no longer retain. It was truly an army of “crusaders,” for they bore the sign of the cross on their garments as a reminder that they should mortify (severely discipline) the flesh, and in the hope that they would in this way triumph over the enemies of the cross of Christ, as it had once come to pass in the case of the great Constantine. Thus, through the marvelous and unexampled working of divine dispensation (release), all these members of Christ, so different in speech, origin, and nationality, were suddenly brought together as one body through their love of Christ.”

SOURCE: Ekkehard’s Hierosolymita, a history, 1099.

Q-2a → According to Ekkehard, what was the response all over Europe to the speech by Pope Urban II?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Q-2b → Analyze: Why was this response significant?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Document 3

Consider, I pray, and reflect bow in our time God has transferred the West into the East, For we who were Occidentals now have been made Orientals. He who was a Roman or a Frank is now a Galilaean, or an inhabitant of Palestine. One who was a citizen of Rheims or of Chartres now has been made a citizen of Tyre or of Antioch. We have already forgotten the places of our birth; already they have become unknown to many of us, or, at least, are unmentioned. Some already possess here homes and servants which they have received through inheritance. Some have taken wives not merely of their own people, but Syrians, or Armenians, or even Saracens who have received the grace of baptism....Our parents and relatives from day to day come to join us, abandoning, even though reluctantly, all that they possess. For those who were poor there, here God makes rich. Those who had few coins, here possess countless besants {an ornament} ; and those who had not had a villa, here, by the gift of God, already possess a city. Therefore why should one who has found the East so favorable return to the West? God does not wish those to suffer want who, carrying their crosses, have vowed to follow Him, nay even unto the end....

SOURCE: Chronicles of Fulk of Chartres, late 11c.

Q-3a → According to the source, what are the financial benefits of fighting as a Crusader?

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Q-3b → According to Fulk of Chartres, what is happening to those Europeans who come to fight in the Middle East?

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“If God blesses us by enabling us to drive His enemies out of Jerusalem, how fortunate and happy we would be! For Jerusalem has been controlled by the enemy for ninety-one years, during which time God has received nothing from us here in the way of adoration. At the same time, the zeal of the Muslim rulers to deliver it languished. Time passed, and so did many indifferent generations, while the Franks succeeded in rooting themselves strongly there. Now God has reserved the merit of its recovery for one house, the house of the sons of Ayyub [Saladin’s family], in order to unite all hearts in appreciation of its members.”

SOURCE: The Islamic leader Saladin’s speech urging his people to retake Jerusalem, 1187.

Q-4a → What reasons did Saladin give for retaking Jerusalem?

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Q-4b → What arguments does he use to inspire his listeners?

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Document 5

"At this time arrogant people, a people of strange speech, a nation bitter and impetuous {impulsive} Frenchmen and Germans, set out for the Holy City, which had been desecrated {a violation of sacredness} by barbaric nations, there to seek their house of idolatry {worship of idols} and banish {expel} the Ishmaelites {Muslims} and other denizens {inhabitants} of the land...Their ranks swelled until the number of men, women, and children exceeded a locust horde {large nomadic group} covering the earth;...Now it came to pass that as they passed through the towns where Jews dwelled, they said to one another: ‘Look now, we are going a long way to seek out the profane {vulgar} shrine and to avenge ourselves on the Ismaelites; when here, in our midst, are the Jews—they whose forefathers murdered and crucified him for no reason. Let us first avenge ourselves on them and exterminate them from among the nations so that the name of Israel will no longer be remembered, or let them adopt our faith and acknowledge the offspring of promiscuity {casual sex}.”


Q-5a → Why does the author use the word “arrogant” in the first sentence? What is the author’s perspective?

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Q-5b → Cite two things that the Crusaders do to the Jews they encountered on their way to the Holy Land?

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Q-5b → Explain what is meant by “Let us first avenge ourselves on them and exterminate them from among the nations so that the name of Israel will no longer be remembered”

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SOURCE: Map of Palestine and the eastern Mediterranean coast, early 12c.

Q-6 → What motivation for the Crusades is illustrated by this map?

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To Hugh, Knight Of Christ and Master of Christ’s Militia: Bernard, in name only, Abbot of Clairvaux, wishes that he might fight the good fight…This is, I say, a new kind of knighthood and one unknown to the ages gone by. It ceaselessly wagers a twofold war both against flesh and blood and against a spiritual army of evil in the heavens. When someone strongly resists a foe in the flesh, relying solely on the strength of the flesh, I would hardly remark it, since this is common enough. And when war is waged by spiritual strength against vices or demons, this, too, is nothing remarkable, praiseworthy as it is, for the world is full of monks. But when the one sees a man powerfully girding (carrying) himself with both swords and nobly marking his belt, who would not consider it worthy of all wonder, the more so since it has been hitherto unknown? He is truly a fearless knight and secure on every side, for his soul is protected by the armor of faith just as his body is protected by armor of steel. He is thus doubly armed and need fear neither demons nor men….

SOURCE: Excerpt from “In Praise of the New Knighthood,” by St. Bernard of Clairvaux, speaking of the Knights Templar religious/military order, early 12c.

Q-7 → According to the text, what role did the religious orders like the Knights Hospitallers and the Knights Templars play during the Crusades?
## Question Rubric

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### The response:

**2**  
- Gives sufficient evidence of the ability to justify interpretations of information  
- Includes specific examples that make clear reference to the text  
- Adequately supports examples with clearly relevant information from the text  
- Maintains consistent focus on the topic, purpose, or main idea  
- States a claim and provides support for it  
- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling

**1**  
- Gives limited evidence of the ability to justify interpretations of information  
- Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling

**0**  
A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
- Reflects a misunderstanding of the source  
- Demonstrates little or no focus  
- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
Or the student has failed to respond to the question.
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| 4     | The response is fully sustained and consistently and purposefully focused:     | The response has a clear and effective organizational structure creating unity and completeness:  
  - claim is clearly stated, focused and strongly maintained  
  - alternate or opposing claims are clearly addressed*  
  - claim is introduced and communicated clearly within the context | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
  - use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete  
  - effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
  - use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
  - few, if any, errors are present in usage and sentence formation  
  - effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:                    | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
  - adequate use of transitional strategies with some variety  
  - adequate progression of ideas from beginning to end  
  - adequate introduction and conclusion  
  - adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:  
  - some evidence from sources is integrated, though citations may be general or imprecise  
  - adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
  - use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
  - some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
  - adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:         | The response has an inconsistent organizational structure, and flaws are evident:  
  - inconsistent use of basic transitional strategies with little variety  
  - uneven progression of ideas from beginning to end  
  - conclusion and introduction, if present, are weak  
  - weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
  - evidence from sources is weakly integrated, and citations, if present, are uneven  
  - weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
  - use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
  - frequent errors in usage may obscure meaning  
  - inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little relevant detail: | The response has little or no discernible organizational structure:  
  - few or no transitional strategies are evident  
  - frequent extraneous ideas may intrude | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:  
  - use of evidence from sources is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
  - uses limited language or domain-specific vocabulary  
  - may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
  - errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |

* * indicates that the response demonstrates a partial command of conventions:**
Performance Assessment: Unit 2
The Mongols—Informative-Explanatory Performance Task

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: The Mongols

Type of Performance Task: Informative-Explanatory Performance Task

Common Core skills:
Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection and research.
Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Issue: How did the Mongols accomplish the conquest of such a large territory within such a short period of time?

Background: Under Genghis Kahn and his successors the Mongols expanded from the Steppes of Asia to create the world’s largest land empire extending from China in the East and to Poland in the West.

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. Then, organize supportive and relevant information into a brief outline. Finally, create a well-organized Informative-Explanatory essay in the form of a four paragraph essay (introduction, body paragraph regarding diplomacy, body paragraph military success, and a conclusion). The response must include information from eight of the documents and may include outside knowledge.

Audience: Teacher

Procedure:
- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer
the questions which follow each document.

- Organize supportive and relevant information into a brief outline.
- Create a well-organized response in the form of a four paragraph essay (introduction, body paragraph regarding diplomacy, body paragraph military success, and a conclusion). The response must include information from eight of the documents and may include outside knowledge.

Document 1:

1a--How many years passed between the death of Genghis Kahn and Kublai Khan?

________________________________________________________________________

________________________________________________________________________

1b--What territories were added by Kublai Khan?

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________________________________________________________________________
After this in the Year of the Sheep Chingis* Khan set out to fight the people of Cathay (the Chin Empire in north China). First he took the city of Fu-chou then marching through the Wild Fox Pass he took Hsuan-te-fu. From here he sent out an army under Jebe’s command to take the fortress at Chu-yung Kuan. When Jebe arrived he saw the Chu-yung Kuan was well defended, so he said:

“I’ll trick them and make them come out in the open. I’ll pretend to retreat and when they come out I’ll attack them.”

So Jebe retreated and the Cathayan* army cried: “Let’s go after them!”

They poured out of their fortifications until the valleys and mountainsides were full of their soldiers. Jebe retreated to Sondi-i-wu Ridge and there he turned his army around to attack as the enemy rushed towards him in waves. The Cathayan army was beaten and close behind Jebe’s forces. Chingis Khan, commanding the great Middle Army, attacked as well, forcing the Cathayan army to retreat, killing the finest and most courageous soldiers of Cathay, the Jurchin and Khara Khitan fighters, slaughtering them along the side of Chu-yung Kuan so that their bodies lay piled up like rotten logs.

*Chingis Khan is an alternate spelling for Genghis Khan

*Cathay is another name for China

2a—How did the army commander Jebe get the people of Cathay “out in the open”?

________________________________________________________________________

________________________________________________________________________

2b—According to the text, what was the result of this strategy on the people of Cathay?

________________________________________________________________________

________________________________________________________________________
The Chronicles of Novgorod, 1016-1417, written by anonymous monks in Novgorod near Russia.

[In 1238] foreigners called Tartars* came in countless numbers, like locusts, into the land of the Ryazan, and on first coming they halted at the river Nukhla, and took it, and halted in camp there. And thence they sent their emissaries to the Knyazes of Ryasan, a sorceress and two men with her, demanding from them one-tenth of everything: of men and Knyazes and horses – of everything one tenth.... And the Knyazes said to them: “Only when none of us remain, then all will be yours.”.... And the Knyazes of Ryazan sent to Yuri of Volodimir asking for help, or himself to come. But Yuri neither went himself nor listened to the request of the Knyazes of Ryasan, but himself wished to make war separately. But it was too late to oppose the wrath of God.... And then the pagan foreigners surrounded Ryazan and fenced it in with a stockade. And the Tartars took the town on December 21, and they had advanced against it on the 16th of the same month. They likewise killed the Knyaz and the Knyaginya, and men, women, and children, monks, nuns and priests, some by fire, some by sword, and violated nuns, priests’ wives, good women and girls in the presence of their mothers and sisters.... And who, brethren, would not lament over this, among those of us alive when they suffered this bitter and violent death? And we, indeed, having seen it, were terrified and wept with sighing day and night over our sins...

*Tartars was the Russian name for the Mongols.

3a—Who are the Tartars?
________________________________________________________________________
________________________________________________________________________

3b--In what ways were the people of Ryasan put to death?
________________________________________________________________________
________________________________________________________________________
Document 4:

*Travels*, Marco Polo, a European adventurer and travel writer, written in 1298 based on his travels from 1274 to 1290.

Their arms are bows, iron maces, and in some instances, spears; but the first is the weapon at which they are the most expert, being accustomed, from children, to employ it in their sports. They wear defensive armor made from buffalo and hides of other beasts, dried by the fire, and thus rendered extremely hard and strong. They are brave in battle, almost to desperation, setting little value upon their lives, and exposing themselves without hesitation to all manner of danger. Their disposition is cruel.

They are capable of supporting every kind of privation, and when there is a necessity for it, can live for a month on the milk of their mares, and upon such wild animals as they may chance to catch. Their horses are fed upon grass alone, and do not require barley or other grain. The men are trained to remain on horseback during two days and two nights, without dismounting... No people on earth can surpass them in fortitude under difficulties, nor show greater patience under wants of every kind. They are most obedient to their chiefs, and are maintained at small expense.

4a—According to Marco Polo what weapons do the Mongols utilize?

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________________________________________________________________________

4b—Infer: How might the Mongols survive for up to a month?

________________________________________________________________________

________________________________________________________________________
Document 5:

**Persian History of Chinggis Khan, Juwaini, prior to his appointment as governor of Baghdad in 1259 by the Mongols.**

The reviewing and mustering of the army has been so arranged that they have abolished the registry of inspection and dismissed the officials and clerks. For they have divided all the people into companies of ten, appointing one of the ten to be the commander of the nine others; while from among each ten commanders one has been given the title of ‘commander of the hundred,’ all the hundred having been placed under his command. And so it is with each thousand men and so also with each ten thousand, over whom they have appointed a commander whom they call ‘commander of the tümen’. In accordance with this arrangement, if in an emergency any man or thing be required, they apply to the commanders of the tümin; who in turn apply to the commanders of the thousands, and so on down to the commanders of tens. There is a true equality in this; each man toils as much as the next, and no difference is made between them, no attention being paid to wealth or power. If there is a sudden call for soldiers an order is issued that so many thousand men must present themselves in such and such a place at such and such an hour of that day. And they arrive not a twinkling of an eye before or after the appointed hour.

Their obedience and submissiveness is such that if there be a commander of a hundred thousand between whom and the Khan there is a distance of sunrise and sunset, and if he but commit some fault, the Khan dispatches a single horseman to punish him after the manner prescribed: if his head has been demanded, he cuts it off, and if gold, he takes it from him.

Throughout the length and breadth of the land they established yams [rest stops], and made arrangements for the upkeep and expenses for each yam, assigning thereto a fixed number of men and beasts as well as food, drink, and other necessities. All this they shared out amongst the tümen, each two tümen having to supply one yam.

5a—According to the passage what is the purpose of dividing and arranging the people?

____________________________________________________

5b—From the article define: What is a yam? Analyze: How might this benefit an army?

____________________________________________________
Document 6:

A Report on Gender Relations, William of Rubruck, a Franciscan friar who visited the Mongols in 1250’s on behalf of the King of France.

One woman will drive twenty or thirty wagons, since the terrain is level.... It is the women’s task to drive the wagons, to load the dwellings on them and to unload again, to milk the cows, to make butter and grut [curds or cheese], and to dress the skins and stitch them together, which they do with a thread made from sinew.

The men make bows and arrows, manufacture stirrups and bits, fashion saddles, construct the dwellings and the wagons, tend the horses and mares, churn the comas [that is, the mare’s milk], produce the skins in which it is stored, and tend and load the camels.

6a—According to the author what is the women’s role?

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6b—According to the author what is the men’s role

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Document 7:

History of the Mongols, Rashid al-Din, Mongol high official, written after 1241.

During the seven years (between 1235 and 1241) Ogedei (the son of Chinggis Khan) enjoyed life and amused himself. He moved from summer to winter camp and visa versa, serene and happy, and took permanent delight in beautiful women and moonfaced enchantresses.

At every opportunity, he allowed his sublime thoughts to overflow lavishly into the most just and charitable of good deeds, into the eradication of injustice and enmity, into the development of cities and districts, as well as into the construction of various buildings. He never neglected any measure designed to strengthen the framework of peace, and to lay the foundation of prosperity.

7—According to Rashid al-Din, what good deeds were performed by Ogedei?

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Document 8:


That summer Chinggis Khan pitched his camp on the Snowy mountain. He sent soldiers out against those of the Tangqut people who had rebelled against him. The whole tribe was completely wiped out. Then he showed favor to Bo’orchy and Mugali, saying: “Take what you want, until you can carry no more. Make their fine sons follow behind you, holding your falcons. Bring up their daughters to arrange your wives’ skirts.”

8—How did Chinggis Khan show favor to Bo’orchy and Mugali?

________________________________________________________________________
________________________________________________________________________

Document 9:

Letter from Pope Innocent IV to the Great Khan, 1245.

It is not without cause that we are driven to express in strong terms our amazement that you, according to what we have heard, have invaded many countries belonging both to Christians and to others and are laying waste in a horrible desolation, and with a fury still unabated you do not cease from breaking the bonds of natural ties, sparing neither sex nor age, you rage against all indiscriminately with the sword of chastisement.

9—Analyze: Why might Pope Innocent IV have sent this letter to the Great Khan?

________________________________________________________________________
________________________________________________________________________
Document 10:

Letter from Great Khan to Pope Innocent IV.

Those of whom you speak showed themselves highly presumptuous and slew our envoys. Therefore, in accordance with the commands of the Eternal Heaven the inhabitants of the aforesaid countries have been slain and annihilated. If not by the command of Heaven, how can anyone slay or conquer out of his own strength?

Thanks to the power of the Eternal Heaven, all lands have been given to us from sunrise to sunset. How could anyone act other than in accordance with the commands of Heaven? Now your own upright heart must tell you: “We will become subject to you, and will place our powers at your disposal.” You in person, at the head of the monarchs, all of you, without exception, must come to tender us service and pay us homage, then only will we recognize your submission. But if you do not obey the commands of Heaven, and run counter to our orders, we shall know that you are our foe.

10a—According to the Great Khan, what lands have been given to the Mongols?

________________________________________________________________________

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10b—According to the text, what will happen if the monarchs do not submit?

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## Informativ-Explanatory Writing Rubric (Grades 6-11) Adopted from the Smarter Balanced Assessment Consortium

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<td>3</td>
<td>The response is adequately sustained and generally focused: • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas</td>
<td>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques</td>
<td>The response adequately expresses ideas, employing a mix of precise language with more general language • use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, spelling and capitalization</td>
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<td>The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused</td>
<td>The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas</td>
<td>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques</td>
<td>The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</td>
<td>The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, spelling, and capitalization.</td>
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<tr>
<td>1</td>
<td>The response may be related to the topic but may provide little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous</td>
<td>The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: • use of evidence from the source material is minimal, absent, in error, or irrelevant</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose</td>
<td>The response demonstrates a lack of command of conventions: • errors are frequent and severe</td>
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<td>Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
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The Mongols DBQ – Team Response

Team members:

_______________________ Moderator
(makes sure everyone has a chance to speak)

_______________________ Scribe
(writes down the group’s responses)

_______________________ Timekeeper
(keeps group on task so you will be finished on time)

_______________________ Reporter
(reports to the class about the team’s conclusions)
Please answer the following questions and turn in one paper for your group.

1. For each document
   a. What information in each document could help you answer the essay question?
   b. What is the point of view of the author? Why?
      (An example of POV analysis: if the author was an official of the Abbasid Caliphate, his point of view would be opposed to the Mongols because they killed the Caliph and conquered the Caliphate.)

<table>
<thead>
<tr>
<th>Doc #</th>
<th>Evidence</th>
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3. Using the evidence from the documents, write a thesis statement to answer the essay question-
- How did the Mongols accomplish the conquest of such a large territory within such a short period of time?
The Spread of Islam: Document-Based Question Activity

A Slow Process. In the century after Muhammad’s death, Muslims conquered territory "from the Atlantic to the borders of China." Many students reading this often wrongly imagine that this huge region instantly became "Islamic," meaning that most of the people living in those lands quickly became Muslims. To the contrary, the spread of Islam in these vast territories took centuries, and Muslims made up a small minority of the population for a long time. In other words, the expansion of territory under Muslim rule happened very rapidly, but the spread of Islam in those lands was a much slower process. There are several kinds of historical evidence of this gradual conversion process that we will examine in this lesson.

Q1→According to the text, what areas were conquered by the Muslims?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Q2→Infer. Paraphrase the underlined portion of the text in your own words.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

"Let there be no compulsion in religion." The Qur’an specifies, "Let there be no compulsion in religion" (2: 256). This verse states that no person can ever be forced to accept religion against his or her will. It tells Muslims that they cannot force people to convert to Islam. Muhammad set a precedent as the leader of Medina. Under his leadership, the Muslims practiced tolerance towards those of other religions. According to tradition, Muhammad often discussed religious ideas with the Jews, Christians, and polytheists (believers in many gods), and he heard their questions about his teachings. The Qur’an records some of the questions that people put to Muhammad, and his replies. Muslim leaders after Muhammad were required to be tolerant, based on the authority of both the Qur’an (in this and many other verses), and the Sunnah, that is, custom practiced by Muhammad or by early members of the Muslim community.

Q3→Define the word “compulsion” in the first line of the passage.
______________________________________________________________________________
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Q4→ Cite two reasons why Muslim leaders after Muhammad were required to be tolerant.
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One major type of evidence for tolerance by Muslim political leadership is the persistence of many religious minorities in the lands Muslims have ruled. Spain is one example, where Christians and Jews lived and worshipped under Muslim rule and contributed to the society in many ways. The writings of well-known Jewish and Christian scholars, physicians, scientists,
and artisans still exist. After the expulsion of Jews and Muslims from Spain following the conquests of Ferdinand and Isabella, Jews settled in North Africa under Muslim rule.

They were also invited by the sultan of the Ottoman empire to settle in Istanbul. Some of these communities still exist today. In Lebanon, Syria, and Turkey, for example, Christian and Jewish groups that pre-date the coming of Islam still exist, as do the Coptic Christians in Egypt, after 1400 years of Muslim rule there.

Q5→According to the text where did Jews and Christians live under Muslim rule?

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**Becoming Muslim.** Muhammad preached Islam at Makkah* and Madinah* in Arabia for about twenty-three years, while he received revelation of the Qur’an, according to Islamic teachings. For the first ten years (612 to 622 CE), he preached publicly at Makkah. After the migration to Madinah he preached for ten years, until his death in 632, only in his own house—the first masjid (mosque)—to people who came to hear him. Preaching in houses or in the masjid became the pattern in Islam. To accept Islam, a person only has to make the profession of faith (shahada) in front of two or more witnesses.

* Makkah and Madinah—cities—also known as Mecca and Medina

Q6→According to the text where did Muhammad preach after migrating to Madinah?

______________________________________________________________________________
______________________________________________________________________________

Q7→What must a person do to accept Islam?

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**Growth of Muslim population.** Historians speak of a geographic area as a “Muslim region,” “Muslim society,” “Muslim civilization,” or even “the Islamic world.” At a minimum, such terms must mean that most of the people who lived in those places considered themselves to be Muslims, that is, people who believed in the religion called Islam. We know, of course, that substantial numbers of people in those regions continued to practice the faiths they had belonged to before Islam, including Jews, Christians, Zoroastrians, Buddhists, Hindus and others. The social contributions of people of these religions continued under Muslim rule.

Q8→According to the text, what is meant by “the Islamic world”?  

______________________________________________________________________________
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The process of conversion. In the decades after Muhammad’s death, nearly all of the inhabitants of Arabia accepted Islam, except Christian and Jewish communities, which were allowed to continue practicing their faiths. As Muslim rule extended into regions beyond the Arabian tribal system, however, *khalifas*, that is, the successors of the Prophet as leaders of the Muslim community, did not encourage conversion to Islam among the populations of newly conquered areas.

Q9→Define the word “khalifas” in line 4

Nevertheless, during the early caliphates (632–750) non-Arabs began to accept Islam. Conversion took place at first among the lowest classes of people. These migrants became associates, or *mawali*, of Arab tribes, a traditional method of integrating outsiders. Some migrant Arab and *mawali* converts founded families that later made important contributions in preserving and spreading Islamic knowledge. They became scholars of Islamic law, history, literature, and the sciences. In this way, Islam spread in spite of the policies of political rulers, not because of them.

Q10→Define the word mawali from lines 3 & 4 of the passage.

During the years of the Umayyad Caliphate (Umayyad dynasty) from 661–750 CE, the overwhelming majority of non-Arab populations of the empire, did not practice Islam. Toward the end of that time, the North African Berbers became the first major non-Arab group to accept the faith. Within a few centuries, Christianity disappeared almost completely in North Africa (today’s Tunisia, Algeria, and Morocco), though Christian groups persisted in many other Muslim regions. Jews remained as a small minority, with many living in Muslim Spain. The spread of Islam among Iranians and other peoples of Persia was the second major movement, beginning about 720 CE. Both of these early groups of converts caused problems for the central government. In North Africa, Berbers set up an independent caliphate, breaking up the political unity of Islam. In Persia, the revolution arose that replaced the Umayyad with the Abbasid dynasty in 750, though only a small proportion of the population of Iraq (ancient Mesopotamia, centered on the Tigris-Euphrates valley) had at that time accepted Islam.

Q11→According to the text, what were the first two movements of conversion?
From then, however, Islam was no longer the religion of a single ethnic or ruling group, and the rates of conversion climbed more rapidly in lands under Muslim rule. For example, Arab Muslim forces conquered Egypt in 642, but by 700 few Egyptians had become Muslims. By 900 CE, about fifty percent of the population was probably Muslim, and by 1200, more than 90 percent. In Syria, Islam spread even more slowly. There, the 50-percent mark was not reached until 1200, nearly six hundred years after the arrival of Islam. Iraq and Iran probably reached a Muslim majority by around 900 CE, like Egypt. In much of Spain and Portugal, Islam became established in the 500 years following the initial conquests of 711 CE, though it may never have become the majority faith. After Spanish Catholic armies completed the conquest of the Iberian Peninsula in 1492, many Muslims and Jews were either expelled from Spain or converted to Christianity. Islam continued to exist, however, until after 1600. As in Spain and Portugal, Islam withered away in Sicily, the Mediterranean island that Muslims had conquered in the ninth century.

Q12→Briefly describe the significance of the following dates
642________________________________________________________________________
711________________________________
1492________________________________________________________________________

In Persia, Inner Eurasia, and India, Muslim law treated Zoroastrians, Buddhists, and Hindus just as it treated Jews and Christians. Muslim rulers offered followers of these religions protection of life, property, and freedom of religious practice in exchange for the payment of a tax, as an alternative to military service. In Sind (northwestern India), the Buddhist population seems to have embraced Islam in the eighth and ninth centuries. Buddhism disappeared entirely in that region. Hinduism, however, declined there more slowly than Buddhism did.

Q13→According to the text, what did Muslim rulers offer followers of other faiths?
___________________________________________________________

Continuing Spread. Beginning in 1192, other Muslim Turkish military groups conquered parts of India. The number of Muslims in India gradually increased from that time. The people of Bangladesh had been Buddhists, but they rapidly embraced Islam. Elsewhere in India, Hinduism remained the religion of the majority. In South India and Sri Lanka, both merchants and Sufi preachers, that is, followers of mystical Islam, spread the faith. By 1300, traders and Sufis also introduced it to Southeast Asia. Over the next two centuries, Islam spread from Malaysia to the great archipelago that is today Indonesia. Entering a region where Buddhism, Hinduism, and local polytheist religions existed, Islam required several centuries to become well established.

Q14→According to the text, by 1300 who helped to spread Islam to Southeast Asia?
Africa. Before 1500, Islam spread widely in sub-Saharan Africa. In West Africa, like Turkestan, India, and Indonesia, traders and Sufis introduced Islam. When rulers accepted the faith, numerous Muslim scholars, lawyers, teachers, and artisans migrated into the region to help build Muslim administration and cultural life. African Muslim scholars became established in major towns like Timbuktu, where they taught and practiced Islamic law as judges. By 1500, Islam was established in West Africa in a wide east-west belt south of the Sahara. Local polytheistic religions remained strong, however, and Islam did not become the majority faith in this region until the nineteenth century.

Q15→According to the text, what types of people migrated in to help build a Muslim administration?

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Q16→Define Polytheistic from line seven.

______________________________________________________________________________
______________________________________________________________________________

In East Africa, traders spread Islam along the coast beginning at least by the tenth century. By the fourteenth century, the numerous commercial city-states along the coast from today’s Somalia to Tanzania were predominantly Muslim. In the Sudan, south of Egypt, the population of Nubia gradually became Muslim during the fourteenth century, through immigration of Muslim Arab pastoral groups and because Christian rule became weak in that region.

Q17→Cite two reasons why the population of Nubia became Muslim

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## Question Rubric

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</table>
The response:

| 2 | • Gives sufficient evidence of the ability to justify interpretations of information  
  • Includes specific examples that make clear reference to the text  
  • Adequately supports examples with clearly relevant information from the text  
  • maintains consistent focus on the topic, purpose, or main idea  
  • states a claim and provides support for it  
  • uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
|---|---|
| 1 | • Gives limited evidence of the ability to justify interpretations of information  
  • Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
  • demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
  • uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 0 | A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
  • reflects a misunderstanding of the source  
  • demonstrates little or no focus  
  • has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
  Or the student has failed to respond to the question. |
DBQ PROMPT - What were the main ideas of Luther’s message and what technology aided Luther’s ability to convey this message? Use the evidence from the documents (quotes) below as support for your answer.

Reformation DBQ
The Protestant Reformation began in 1517 with Martin Luther’s posting of the 95 Theses. Prompted by the selling of indulgences that was occurring throughout Europe, Luther used his pen to lash out at the Catholic Church. Fueled by the invention of the printing press, by Johannes Guttenberg, Luther's ideas spread like wildfire and forever transformed the social, political and religious landscape of Europe and beyond. Luther and Guttenberg unintentionally conspired to bring about one of the most significant changed in history.

Luther Posting the 95 Theses

Printing Press

Document 1
“I cannot and will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I can do no other, so help me God. Amen.” – Martin Luther
Q1→Define the word recant.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Document 2
“By grace alone, through faith alone, and because of Christ alone” – Martin Luther
Q2→According to Martin Luther, how does an individual gain salvation?

____________________________________________________________________________________
____________________________________________________________________________________

Document 3
Any true Christian whatsoever, living or dead, participates in all the benefits of Christ and the Church; and this participation is granted to him by God without letters of indulgence. – 95 Theses by Martin Luther
Q3a→Martin Luther believes that God grants what to true Christians?

____________________________________________________________________________________
____________________________________________________________________________________
Q3b→Define the term indulgence

____________________________________________________________________________________
____________________________________________________________________________________
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**Document 4**

“It is a press, certainly, but a press from which shall flow in inexhaustible streams...Through it, God will spread His Word. A spring of truth shall flow from it: like a new star it shall scatter the darkness of ignorance, and cause a light heretofore unknown to shine amongst men” – Johann Guttenberg

Q4→Infer. What is meant by the phrase “scatter the darkness of ignorance”?

____________________________________________________________________________________
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**Document 5**

“In truth, the Jews, being foreigners, should possess nothing, and what they do possess should be ours. For they do not work, and we do not give them presents. Nonetheless, they keep our money and our goods and have become our masters in our own country and in their Dispersion. When a thief steals ten guldens, he is hanged; but when a Jew steals ten barrels of gold through his usury, he is prouder than the Lord himself! He boasts of it and strengthens his faith and his hatred of us, and thinks: ‘See how the Lord does not abandon His people in the Dispersion. We do not work, we are idle, and we pass the time pleasantly; the cursed goyim must work for us, and we have their money: thus we are their lords and they our servants!’ To this day we still do not know what devil brought them into our country; surely we did not go to seek them out in Jerusalem!”

- *On The Jews and Their Lies* (1543), Martin Luther

Q5a→How does Martin Luther view the Jews?

____________________________________________________________________________________
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Q5b→Infer. Considering Luther’s opinion of Jews, could he still be considered a reformer?

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The response:

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| 2                | - Gives sufficient evidence of the ability to justify interpretations of information  
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Or the student has failed to respond to the question. |
Feudalism & Manorialism: Document-Based Questions (DBQs)

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1
This excerpt describes Europe in the ninth and tenth centuries.

The barbarians have broken through the ramparts [defensive wall]. The Saracen [Moors] invasions have spread in successive waves over the South. The Hungarians swarm over the Eastern provinces... they sacked town and village, and laid waste in the fields. They burned down the churches and then departed with a crowd of captives... There is no longer any trade, only unceasing terror.... The peasant has abandoned his ravaged fields to avoid the violence of anarchy. The people have gone to cower [crouch down in fear] in the depths of the forests or in inaccessible regions, or have taken refuge in the high mountains... Society has no longer any government.

Source: The Middle Ages, Franz Fanck-Brennanz, Heinemann, 1932 (adapted)

1. According to the author, what were conditions like in Europe during the 800s?

________________________________________________________________________

________________________________________________________________________

Document 2

2. Explain the mutual obligations (s) as illustrated in this diagram.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Document 3
This excerpt describes the honor code medieval knights were expected to abide by.

The Code of Chivalry

With great ceremony each knight took the vows of true knighthood, solemnly promising to do no wicked deed, to be loyal to the King, to give mercy to those asking it, always to be courteous and helpful to ladies, and to fight in no wrongful quarrel for worldly gain, upon pain of death or loss of knighthood and King Arthur's favour.... To dishonor knighthood was the greatest disgrace, to prove themselves worthy of knighthly honour by [being] strong, brave, courteous, loyal bearing under great difficulties was the highest end [goal] of living.

Source: Le Morte d'Arthur by Sir Malory, circa 1470 (adapted)

3. According to this document, what are the main characteristics of chivalry?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Based on this diagram, state one economic characteristic of the medieval manor.


Document 5

Tenants on a manor owed services to their lord. Some of these services are listed below.

...To carry manure for two days, with a cart and two oxen, receiving food as before (3 meals each day);
To find a man to mow for two days receiving food as above; it is estimated that he can mow 1 1/2 acres in the two days;
To gather and lift the hay so mown, receiving 2 meals for one man;
To carry the lord's hay for one day with a cart and three of the tenant's own beasts, receiving 3 meals as before;
To carry beans or oats for two days in the autumn, and wood for two days in the summer, in the same manner and with the same food as before; ...


5a. Based on the Customaries of Battle Abbey, state one benefit the lord received under manorialism.


5b. Based on the Customaries of Battle Abbey, state one benefit that tenants received under manorialism.


Document 6

...Of necessity, the manor was a self-sufficient economic unit in view of the overwhelming difficulties of transportation in the period. International trade was carried on only to serve the demands of the wealthy, and it was largely in the hands of aliens [different peoples]—Greeks, Jews, Moslems. Local society made almost no use of money. To the extent that local exchange was carried on, it was conducted by barter. The small amount of international trade precluded [ruled out] the need for gold coinage. The Carolingians minted only silver coins, which were all that was usually necessary when the smallest silver coin could buy a cow. When gold coins were needed, Byzantine and Moslem currency was used. ...

Source: Norman F. Cantor, The Civilization of the Middle Ages, Harper Perennial

6. According to Norman Cantor, what are two ways manorialism influenced the economy of Europe?

(1) ________________________________________________

(2) ________________________________________________
## Question Rubric

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### The response:

- **2**
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<table>
<thead>
<tr>
<th>Essential Standards and National Standards for Social Studies</th>
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<tr>
<td><strong>NCSS2: TIME, CONTINUITY, AND CHANGE</strong> How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?</td>
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<td><strong>NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY</strong> What is the influence of people, places, and environments on personal development?</td>
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<td><strong>NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS</strong> How do political, economic, social, religious and intellectual and artistic institutions affect societies?</td>
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<td><strong>NCSS6: POWER, AUTHORITY, AND GOVERNANCE</strong> How do people create, interact with and change structures of power, authority, and/or governance?</td>
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<td><strong>NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY</strong> How do the development of science and technology impact society?</td>
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<td>Describe, Recall, List, Draw, Identify, Label, List, Match</td>
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<tr>
<td><strong>Renaissance:</strong> Identify the factors that led to the Renaissance.</td>
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<tr>
<td><strong>Global Trade &amp; Interactions:</strong> Identify the trade items shared between Europe, Africa, and Asia</td>
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<tr>
<td><strong>Renaissance:</strong> Describe artists who applied the technologies developed in the Renaissance.</td>
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<td><strong>Reformation:</strong> Describe how Protestantism differed from Catholicism.</td>
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<tr>
<td>Scientific Revolution:</td>
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<tr>
<td>Age of Exploration:</td>
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| Developing An Interpretation | Global Trade & Interactions: Examine the effect of the Crusades on the resurgence of trade between Europe and Asia (Middle East). |
|                            | Renaissance: Examine the classical (Greek and Roman) influences on the development of the Renaissance? |
|                            | Reformation: Examine the role of the Church in the development of the Reformation. |
|                            | Scientific Revolution: Explain why institutions of authority might tend to reject new ideas. |

<table>
<thead>
<tr>
<th>Scientific Revolution:</th>
<th>Identify key people associated with the Reformation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Exploration:</td>
<td>Identify the scientists and inventors during the Scientific Revolution.</td>
</tr>
<tr>
<td></td>
<td><strong>Age of Exploration:</strong> Identify key individuals associated with the Age of Exploration.</td>
</tr>
</tbody>
</table>

| Global Trade & Interactions: | Examine the effect of the Crusades on the resurgence of trade between Europe and Asia (Middle East). |
|                            | Renaissance: Examine the classical (Greek and Roman) influences on the development of the Renaissance? |
|                            | Reformation: Examine how the printing press allowed the Reformation to spread. |
|                            | Scientific Revolution: Examine how the new technologies impacted the everyday life. |
|                            | Age of Exploration: Explain how technology allowed Europeans to travel to and explore the “new” world. |
|                            | **Global Trade & Interactions:** Examine the effect of capitalism and new business practices on European society. |
|                            | Renaissance: Compare and contrast the key ideas/beliefs of the Italian Renaissance with that of the Northern Renaissance. |
|                            | Reformation: Compare and contrast the reforms of the Reformation to earlier and contemporary practices. |
|                            | Scientific Revolution: Summarize the theories and their impact on Early Modern Europe. |
|                            | Age of Exploration: Categorize the areas and time periods in which European nations embarked on voyages of exploration. |
**Age of Exploration:**
Describe the political, economic, and social changes in Europe as a result of the voyages of exploration.

**Making Connections**
same verbs as for Developing an Interpretation

<table>
<thead>
<tr>
<th>Global Trade &amp; Interactions:</th>
<th>Global Trade &amp; Interactions:</th>
<th>Global Trade &amp; Interactions:</th>
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<tbody>
<tr>
<td>Examine how the resurgence of trade led to the spread of the Bubonic Plague.</td>
<td>Compare the role of cities during Early Modern Europe with the role of cities today.</td>
<td>Compare and contrast social class structure during the Middle Ages and Early Modern Europe.</td>
</tr>
<tr>
<td>Renaissance:</td>
<td>Renaissance:</td>
<td>Renaissance:</td>
</tr>
<tr>
<td>Compare and contrast the arts of the Middle Age to the arts of the Renaissance.</td>
<td>Examine the effect of the printing press on Early Modern Europe to the effect of the Internet on modern society.</td>
<td>Evaluate the ideologies of Castiglione and Machiavelli. Whose ideas do you think create a more effective leader? Whose ideas had a stronger impact in his time and beyond?</td>
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<tr>
<td>Scientific Revolution:</td>
<td>Scientific Revolution:</td>
<td>Scientific Revolution:</td>
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<tr>
<td>Examine the Muslim and Byzantine contributions to the Renaissance using P.E.R.S.I.A.</td>
<td>Compare the effects of Early Modern European technology with the effects of modern technology.</td>
<td>Compare the impact of Erasmus and Moore on the Reformation.</td>
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<tr>
<th>Age of Exploration:</th>
<th>Age of Exploration:</th>
<th>Age of Exploration:</th>
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<tbody>
<tr>
<td>Compare and contrast native societies (Africa, East Asia, Americas) pre- and post-encounter with Europeans.</td>
<td>Examine how differences in technological abilities contributed to the dominance of Europeans over native societies in Africa, East Asia, and the Americas.</td>
<td>Examine how European influence reshaped the social, economic, and political structure in the colonies.</td>
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<thead>
<tr>
<th>Critical Stance</th>
<th>Renaissance:</th>
<th>Renaissance:</th>
<th>Global Trade &amp; Interactions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, Assess, Defend, Design, Evaluate, Judge, Rate</td>
<td>Evaluate the revolutionary impact of the Renaissance on the formation of</td>
<td>Debate the relative importance of the printing press on Early Modern</td>
<td>Evaluate the impact of trade &amp; interaction on the social, political, and</td>
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</tbody>
</table>
Early Modern Europe.

**Renaissance, Reformation & Scientific Revolution:**
Evaluate and defend: Which had the most revolutionary impact on Europe: the Renaissance, Reformation or Scientific Revolution?

**Age of Exploration:**
Evaluate the effects of European exploration on native American, African, and/or East Asian societies.

Europe to that of the Internet on modern society. Defend your answer.

**Renaissance:**
Analyze how beliefs (political or social) shape individuals, institutions, or nations.

**Reformation:**
Evaluate the effectiveness of each of the Protestant reforms.

**Scientific Revolution:**
Judge Galileo’s response to the Catholic Church.

<table>
<thead>
<tr>
<th>Global Trade &amp; Interactions</th>
<th>Reformation</th>
<th>Age of Exploration</th>
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<tbody>
<tr>
<td>Bubonic plague</td>
<td>Martin Luther</td>
<td>Mestizo</td>
</tr>
<tr>
<td>Capitalism</td>
<td>95 Theses</td>
<td>Mulatto</td>
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<tr>
<td>Commercial Revolution</td>
<td>John Calvin</td>
<td>Conquistador</td>
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<tr>
<td>Joint Stock Company</td>
<td>Henry VIII</td>
<td>Peninsulares</td>
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<td>Elizabeth I</td>
<td>Creoles</td>
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<td></td>
<td>Indulgence</td>
<td>Treaty of Tordesillas</td>
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<td></td>
<td>Predestination</td>
<td>Colony</td>
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<td>Renaissance</td>
<td>Theocracy</td>
<td>Encomienda</td>
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<td></td>
<td>Annul</td>
<td>Middle Passage</td>
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<td></td>
<td>Protestant</td>
<td>Triangular Trade</td>
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<td></td>
<td>Peace of Augsburg</td>
<td>Columbian Exchange</td>
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<td>Peace of Westphalia</td>
<td>Mercantilism</td>
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<td></td>
<td>Presbyterian</td>
<td>Dutch East India Company</td>
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<td></td>
<td>Anabaptist</td>
<td>Prince Henry the Navigator</td>
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<tr>
<td>Utopia</td>
<td>Catholic (Counter) Reformation</td>
<td>Vasco da Gama</td>
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<tr>
<td>Humanism</td>
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<td>Cortes</td>
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<tr>
<td>Realism</td>
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<td>Pizzaro</td>
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<tr>
<td>Perspective</td>
<td></td>
<td>Columbus</td>
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<tr>
<td>Michaelangelo</td>
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<td>Montezuma II</td>
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<td>Donatello</td>
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<td>Raphael</td>
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<td>DaVinci</td>
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**Unit Vocabulary**
<table>
<thead>
<tr>
<th>Renaissance Man</th>
<th>Heliocentric Theory</th>
<th>Atahualpa</th>
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<tbody>
<tr>
<td>Medici family</td>
<td>Galileo</td>
<td>Taino</td>
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<tr>
<td>Petrarch</td>
<td>Descartes</td>
<td>Bartolomeo de las Casas</td>
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<tr>
<td>Shakespeare</td>
<td>Bacon</td>
<td>Caravel</td>
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<tr>
<td>Machiavelli</td>
<td>Tyco Brahe</td>
<td>Circumnavigate</td>
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<td>Castiglione</td>
<td>Andreas Vesalius</td>
<td>Magnetic compass</td>
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<tr>
<td>Giotto</td>
<td>Isaac Newton</td>
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<td>Johann Gutenberg</td>
<td>Scientific Method</td>
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<td>Robert Boyle</td>
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Suggested Unit Assessments

Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10

Initial Understanding & Developing An Interpretation

Global Trade & Interactions:

- Create a map/diagram of the major trade routes and the products or ideas exchanged on those routes.
  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- Create a poster of the factors leading to the resurgence of trade between Europe, Africa, and Asia.
  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  
  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  
  *Text Type and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

- Create an advertisement for one of the new business practices formed by the middle class.
  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Renaissance:

- Create a set of flash cards using all of the vocabulary terms for this unit.

  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- Use text to answer assigned questions.
Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Range of Reading and Level of Text Complexity RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

- **Create a poster demonstrating the factors that led to the Renaissance in Italy and Northern Europe.**
  
  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a chart of the important artists, writers, and inventors of the Renaissance showing their contributions.**
  
  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a Venn Diagram/Chart/Poster of Key ideas of the Italian and Northern Renaissance.**
  
  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a P.E.R.S.I.A chart of the Renaissance.**
  
  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Reformation:**

- **Create an epitaph for one of the major players involved in the Reformation.**
  
  **Text Type and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.

- **Create a flowchart that identifies the factors leading to the Reformation.**
  
  **Key Ideas and Details** RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Integration of Knowledge and Ideas** RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Scientific Revolution:
• Create a P.E.R.S.I.A chart listing the various influences on the Scientific Revolution.
  
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  
  Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

• Create a graphic organizer that identifies, describes and examines the impact of the technologies, scientists and inventors of the Scientific Revolution.
  
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

• Discuss in small groups why institutions of authority might tend to reject new ideas. Produce a list of the group’s ideas.
  
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Age of Exploration:
• Complete a web quest that explores the movement of goods and resources during the Age of Exploration.
  
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

• Chart each explorer, place of origin, reason for exploration and results of exploration.
  
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

• Label a map of the world during the Age of Discovery showing various routes of exploration and areas of colonial control.
  
  Research to Build and Present Knowledge RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
analysis in print or digital text.

- **Create an advertisement that persuades a European to embark on a journey of Exploration and settlement.** *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  *Text Types and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

- **Create a chart identifying the goods that came to the new world from Asia, Africa and the New World.**

  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  *Research to Build and Present Knowledge* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Write an advice column to European explorers, traders, missionaries, or officials about the customs and cultures of the land they will visit in an attempt to ease relations between Europeans and indigenous populations.**

  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  *Text Types and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

### Making Connections

**Global Trade & Interactions:**

- **Create a graphic that demonstrates the positive and negative interactions of trade between Europe, Africa, and Asia**

  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  *Integration of Knowledge and Ideas* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

  *Text Types and Purposes* WHST.9-10.2 Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  *Production and Distribution of Writing* WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- **Conduct a short research project on the rise and development of a major trading center in Europe.**

  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  *Integration of Knowledge and Ideas* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Text Types and Purposes WHST.9-10.2 Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Renaissance:
- Create a P.E.R.S.I.A chart showing how the Byzantine and Muslim civilization influenced the Renaissance.
  
  Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- Create a P.E.R.S.I.A chart showing how Classical (Greek and Roman) civilizations influenced the Renaissance.
  
  Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- Create written responses that analyze and compare art from the Middle Ages to art from the Renaissance.
  
  Integration of Knowledge and Ideas RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

  Text Type and Purposes WHST.9-10.1. Write arguments focused on discipline-specific content.

- Socratic Seminar – How did the beliefs of Machiavelli and Castiglione shape political thought in Renaissance Europe?
  
  Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- Socratic Seminar – How did the beliefs of Erasmus and Moore shape the Reformation?
  
  Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  Integration of Knowledge and Ideas RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

  Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Reformation:
- Create a Venn Diagram/Chart/Poster of Key ideas that contrast the Protestant Reforms to the Catholic beliefs.
  
  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Socratic Seminar – Examine the role of the Church in the development of Reformation.**
  
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  *Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  *Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Create a graphic (table, chart, figure) which examines the regions that saw the printing press as an agent for change during the Protestant Reformation.**

  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  *Integration of Knowledge and Ideas* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

  *Text Types and Purposes* WHST.9-10.2 Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  *Production and Distribution of Writing* WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- **Compare the ideas of Erasmus and More using primary resources such as excerpts from *The Praise of Folly* and *Utopia*.**

  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  *Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  *Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

  *Integration of Knowledge and Ideas* RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

  *Text Types and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

- **Develop a comparison between Shi’a and Sunni Muslim groups today to Protestant reformers and the Catholic Church during the period of the Reformation.**

  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  *Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  *Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

  *Research to Build and Present Knowledge* WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
### Scientific Revolution:
- **Conduct a short research project to explain the effects of the scientific method on modern science.**
  - **Key Ideas and Details RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  - **Integration of Knowledge and Ideas RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - **Text Types and Purposes WHST.9-10.2.** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - **Research to Build and Present Knowledge WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **Create a T-Chart stating the beliefs of the Catholic Church contrasting the beliefs and discoveries of the Scientific Revolution.**
  - **Craft and Structure RH.9-10.6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - **Research to Build and Present Knowledge WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### Age of Exploration:
- **Research the effect of the triangular trade on Europe, Africa and the New World.**
  - **Key Ideas and Details RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  - **Research to Build and Present Knowledge WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **Create a chart, or non-linguistic representation, comparing the current competition for vanishing resources with the 15th Century search for spices.**
  - **Text Type and Purposes WHST.9-10.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - **Research to Build and Present Knowledge WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **Create a graphic organizer describing the political and/or social structures of Europe countries in colonial territories.**
  - **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Create a chart comparing the various reactions of non-Europeans to European exploration, expansion and colonization.**
  - **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
**Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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**Critical Stance**

- Choose any nation from Africa, Asia, or Latin America and determine if it went through a Renaissance in its recent history. Present your findings as an essay/research paper or PowerPoint.

**Production and Distribution of Writing** WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Production and Distribution of Writing** WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Choose any piece of technology used today and write an essay explaining how technology impacts our society.

**Craft and Structure** RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**Integration of Knowledge and Ideas** RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Text Types and Purposes** WHST.9-10.2 Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Production and Distribution of Writing** WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Create a PowerPoint presentation showing how the religious or political beliefs of any Connecticut official (Senator, Governor, Mayor, etc.) shaped his or her political decisions.

**Craft and Structure** RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**Production and Distribution of Writing** WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge** WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources,
using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Renaissance:**
- **Debate the effects of the printing press – and write a written response.**

  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  *Text Type and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

  *Text Types and Purposes* WHST.9-10.2 Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Reformation:**
- **Debate the effectiveness of the Protestant reforms in regard to religious and political changes both during the Reformation and in the present.**

  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Scientific Revolution:**
- **Write a journal entry as either the Pope or Galileo discussing Galileo’s response to the Catholic Church.**

  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

  *Integration of Knowledge and Ideas* RH.9-10.6. Compare the point of view of two or more authors and how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  *Text Type and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

  *Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

  - **Write a persuasive essay, defending whether the Renaissance, Reformation or Scientific Revolution had the greatest impact on Europe.**

    *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

    *Text Type and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

    *Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

    *Research to Build and Present Knowledge* WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources,
using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Range of Reading and Level of Text Complexity RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Age of Exploration:

- **Write a persuasive letter to a King, advising him whether or not to support Exploration.**
  - *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  - *Text Types and Purpose* WHST.9-10.1 Write arguments focused on discipline-specific content.
  - *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
  - *Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - *Production and Distribution of Writing* WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - *Range of Writing* WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **Socratic Seminar analyzing the impact of P.E.R.S.I.A forces on the Age of Exploration.**
  - *Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
  - *Integration of Knowledge and Ideas* RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
  - *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Research one of the regions colonized by Europeans during the Age of Exploration and identify the P.E.R.S.I.A effects on present day society.**
  - *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  - *Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - *Research to Build and Present Knowledge* WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Performance Assessment: Unit 3

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Pre-Colombian Civilizations

Type of Performance Task: Informative-Explanatory Performance task

Common Core skills:
Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Integration of Knowledge and Ideas RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Text Types and Purposes WHST.9-10.1. Write arguments focused on discipline-specific content.
Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Issue: How advanced were the Mayan, Aztec, and Incan Civilizations? What were their major accomplishments?

Background: Between 300 and 1500, three advanced civilizations developed in Central and South America. Ruins from the Mayan civilization remain even today in southern Mexico, Guatemala, and Honduras. The Aztecs, who conquered most of Mexico, built a highly-developed civilization in the 1400’s. At the same time, the Incas were building an empire in Peru.

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. Then, organize supportive and relevant information into a brief outline. Finally, create a well-organized Informative-Explanatory essay in the form of a five paragraph essay (introduction, first body Mayan, second body paragraph Aztec, third paragraph Inca & Conclusion). The response must include information from five of the documents as well as citations and may include outside knowledge.

Audience: Teacher

Procedure:
- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.
• Organize supportive and relevant information into a brief outline.
• Create a well-organized response in the form of a five paragraph essay (introduction, first body Mayan, second body paragraph Aztec, third paragraph Inca & Conclusion). The response must include information from five of the documents and may include outside knowledge.
Document 1: This pyramid in Tikal was the tallest structure in the Americas until the twentieth century.

Q1. → Describe the significance of Mayan architecture evidenced in this temple at Tikal?

____________________________________________________________________________________
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____________________________________________________________________________________

Document 2: Glyphs from the Mayan calendar

<table>
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<tr>
<th>Unit's name</th>
<th>Time period</th>
<th>Glyph</th>
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<tbody>
<tr>
<td>Baktun</td>
<td>144,000 days</td>
<td>![Baktun Glyph]</td>
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<td>Katun</td>
<td>7,200 days</td>
<td>![Katun Glyph]</td>
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<tr>
<td>Tun</td>
<td>360 days</td>
<td>![Tun Glyph]</td>
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<tr>
<td>Uinal</td>
<td>20 days</td>
<td>![Uinal Glyph]</td>
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<tr>
<td>Kin</td>
<td>1 day</td>
<td>![Kin Glyph]</td>
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</table>

Using these glyphs combined with numbers, any date can be written as the number of days that have passed since the beginning of the calendar. The Maya wrote their dates of importance in stone monuments called stelae some of which we can still see today.

Q2. → Analyze: What is the significance of these glyphs (symbols)?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Document 3: When he arrived in 1519, the Spanish conqueror Hernán Cortés described the magnificent Aztec of Tenochtitlán with these words.
“The city has many squares where markets are held and trading is carried on. There is one square…where there are daily more than 60,000 souls, buying and selling, and where are found all the kinds of merchandise produced in these countries, including food products, jewels of gold and silver, lead, brass, copper, zinc, bones, shells, and feathers.”

Q3a. →What year did Cortez arrive in Tenochtitlan?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Q3b. →According to the document, why was Cortés impressed with the markets in Tenochtitlán?
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Document 4: This description of farming in the Incan empire in 1539 was provided by Garciasco de la Vega, a son of an Incan princess and a Spanish explorer.

As soon as the Incan ruler had conquered any kingdom and set up his government, he ordered that the farmland used to grow corn be extended. For this purpose, he ordered irrigation channels to be constructed. The engineers showed great cleverness and skill in supplying water for the crops, since only scattered sections of the land could grow corn. For this reason, they endeavored to increase its fertility as much as possible.

Q4a. →What engineering technique was described by this sixteenth-century author?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Q4b. →Analyze: Why was this an important achievement?
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Q5a. → According to the map how did the Incan government unite its empire in the Andes Mountains?

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Q5b. → Analyze: Why is unification important in building an empire?

____________________________________________________________________________________
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____________________________________________________________________________________
Document 6: These photos of the ruins of Machu Picchu provide evidence of the superior building design and farming techniques—terraced farming—of the Inca in Peru.

Q6. → According to document 6, what specific farming and building techniques were used by the Incas?
Document 7: Aztec farming method known as *Chinampas*

Fig. 2: Diagram shows how traditional chinampa beds are built of alternating layers of aquatic weeds, bottom-muck, and earth packed inside rectangular cane frames firmly rooted to the floor of a lake or marsh. Ahuejote trees, a type of willow, are planted along the banks of new chinampas to provide shade, while their roots anchor the beds more securely to the bottom.

Q7a. → Cite two reasons why the Ahuejote trees were used.

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Q7b. → Analyze. The Aztec capital city is located in the middle of Lake Texcoco, why are the *Chinampas* necessary?

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## Question Rubric

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<tr>
<th>Text Based Questions</th>
<th>Comments</th>
<th>Score (Out of 2)</th>
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### The response:

<table>
<thead>
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<th>Score</th>
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| 2     | - Gives sufficient evidence of the ability to justify interpretations of information  
- Includes specific examples that make clear reference to the text  
- Adequately supports examples with clearly relevant information from the text  
- Maintains consistent focus on the topic, purpose, or main idea  
- States a claim and provides support for it  
- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 1     | - Gives limited evidence of the ability to justify interpretations of information  
- Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 0     | A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
- Reflects a misunderstanding of the source  
- Demonstrates little or no focus  
- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
Or the student has failed to respond to the question. |
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
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<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused: - controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained - controlling idea or main idea of a topic is introduced and communicated clearly within the context</td>
<td>The response has a clear and effective organizational structure creating unity and completeness: - use of a variety of transitional strategies - logical progression of ideas from beginning to end - effective introduction and conclusion for audience and purpose - strong connections among ideas, with some syntactic variety</td>
<td>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: - use of evidence from sources is smoothly integrated, comprehensive, and concrete - effective use of a variety of elaborative techniques</td>
<td>The response clearly and effectively expresses ideas, using precise language: - use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
<td>The response demonstrates a strong command of conventions: - few, if any, errors are present in usage and sentence formation - effective and consistent use of punctuation, spelling and capitalization</td>
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<td>The response is adequately sustained and generally focused: - focus is clear and for the most part maintained, though some loosely related material may be present - some context for the controlling idea or main idea of the topic is adequate</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: - adequate use of transitional strategies with some variety - adequate progression of ideas from beginning to end - adequate introduction and conclusion - adequate, if slightly inconsistent, connection among ideas</td>
<td>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: - some evidence from sources is integrated, though citations may be general or imprecise - adequate use of some elaborative techniques</td>
<td>The response adequately expresses ideas, employing a mix of precise language: - use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>The response demonstrates an adequate command of conventions: - some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed - adequate use of punctuation, spelling and capitalization</td>
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<td>The response is somewhat sustained and may have a minor drift in focus: - not clearly focused on the controlling or main idea, but is insufficiently sustained - controlling idea or main idea may be unclear and somewhat unfocused</td>
<td>The response has an inconsistent organizational structure, and flaws are evident: - inconsistent use of transitional strategies with little variety - uneven progression of ideas from beginning to end - conclusion and introduction, if present, are weak - weak connection among ideas</td>
<td>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: - evidence from sources is weakly integrated, and citations, if present, are uneven - weak or uneven use of elaborative techniques</td>
<td>The response expresses ideas unevenly, using simplistic language: - use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</td>
<td>The response demonstrates a partial command of conventions: - frequent errors in usage may obscure meaning - inconsistent use of punctuation, spelling, and capitalization.</td>
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<td>The response may be related to the topic but may provide little or no focus: - may be very brief - may have a major drift - focus may be confusing or</td>
<td>The response has little or no discernible organizational structure: - few or no transitional strategies are evident - frequent extraneous ideas may intrude</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: - use of evidence from the source material is minimal, absent, in error, or irrelevant</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing: - uses limited language or domain-specific vocabulary - may have little sense of audience and purpose</td>
<td>The response demonstrates a lack of command of conventions: - errors are frequent and severe</td>
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<td>Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
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Performance Assessment: Unit 3

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Reaction to the Scientific Revolution

Type of Performance Task: Argumentative Performance Task

Common Core skills that are assessed in the Performance Task:

Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Types and Purposes WHST.9-10.1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection and research.

Issue: Examine how the beliefs of the Church conflict with those of the Scientific Revolution.

Directions:

- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?

- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.

- Organize supportive and relevant information into a brief outline.

- Select one to two quotes that would provide evidence of supporting details. Provide citation information for each quote.

- Create a well-organized response in the form of a five paragraph essay (introduction, three body paragraphs and a conclusion). The response must include information from five of the documents and may include outside knowledge.
Scientific Revolution Document Based Question

Focus Question: How did the beliefs of the Church conflict with those of the Scientific Revolution?

Background: Beginning in the mid-1500s, a few scholars published works that challenged the ideas of the ancient thinkers and the church. As these scholars replaced old assumptions with new theories, they launched a change in European thought that historians call the Scientific Revolution. The Scientific Revolution was a new way of thinking about the natural world. That was based upon careful observation and a willingness to question accepted beliefs.

Part A:

Analyze the following documents and answer the questions that follow.

Document 1: The following are ancient diagrams of the universe showing the relationship between the planets and the sun.

Ptolemy’s Geocentric Model

Copernicus’ Heliocentric Model
Q1a. → According to the document what is the main difference between Ptolemy’s Geocentric Model and Copernicus’ Heliocentric Model?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Q1b. → According to your prior knowledge which model of the universe was accepted by the Catholic Church?
_____________________________________________________________________________________
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Document 2: The following is an excerpt taken from the World History textbook.

Although backed by authority and common sense, the geocentric theory did not accurately explain the movements of the sun, the moon, and planets. This problem troubled a Polish cleric and astronomer named Nicolaus Copernicus. In the early 1500s, Copernicus became interested in an old Greek idea that the sun stood at the center of the universe. After studying planetary movements for more than 25 years, Copernicus reasoned that indeed, stars, the earth, and other planets revolved around the sun.

Q2a. → According to the document what was the geocentric theory unable to explain?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Q2b. → According to the document how did Copernicus’ findings challenge the accepted view on the movements of the sun, the moon, and planets?
_____________________________________________________________________________________
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Source: World History by McDougal Littell
Document 3: Use the following cartoon to answer the questions that follow.

Galileo discusses his discoveries with the church.

Q3a. → According to the document, what did Galileo use to support his assumptions?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Q3b. → According to the document, how willing was the Catholic Church to accept new ideas proposed by Galileo about the universe?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Q3c. → According to the document, what is the Catholic Church’s view of Galileo’s observations that supported Copernicus’ heliocentric model?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________


Q4a. → According to the image what “truth” was discovered by Galileo that is depicted burning in the fire with him?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Q4b. → According to the image, why is word “fear” shown in the background/shadows and what does it represent?

_____________________________________________________________________________________
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Galileo, … aged seventy years, were in the year 1615 denounced to this Holy Office for holding as true the false doctrine … that the Sun is the center of the world and … that the Earth moves, … with a diurnal (daily) motion; for holding correspondence with certain mathematicians of Germany concerning the same; and whereas there was … produced the copy of a document in the form of a letter, purporting (claiming) to be written by you …, following the position of Copernicus, which are contrary to the true sense and authority of Holy Scripture:”

Q5a. → According to this document what are the charges brought against Galileo by the Catholic Church?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Q5b. → According to this document, whose position was Galileo in support of?

____________________________________________________________________________________
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Culminating Assignment Part B: Using the information from this packet as well as your background knowledge of the time period, answer the following question in a 5 paragraph essay.

How did the beliefs of the Church conflict with those of the Scientific Revolution?
<table>
<thead>
<tr>
<th>Document</th>
<th>Questions</th>
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</table>
The response:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>- Gives sufficient evidence of the ability to justify interpretations of information</td>
</tr>
<tr>
<td></td>
<td>- Includes specific examples that make clear reference to the text</td>
</tr>
<tr>
<td></td>
<td>- Adequately supports examples with clearly relevant information from the text</td>
</tr>
<tr>
<td></td>
<td>- Maintains consistent focus on the topic, purpose, or main idea</td>
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<tr>
<td></td>
<td>- States a claim and provides support for it</td>
</tr>
<tr>
<td></td>
<td>- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td>1</td>
<td>- Gives limited evidence of the ability to justify interpretations of information</td>
</tr>
<tr>
<td></td>
<td>- Includes some examples that make clear reference to the text</td>
</tr>
<tr>
<td></td>
<td>- Supports examples with limited information from the text</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur</td>
</tr>
<tr>
<td></td>
<td>- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td>0</td>
<td>- A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.</td>
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<td></td>
<td>- Reflects a misunderstanding of the source</td>
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<tr>
<td></td>
<td>- Demonstrates little or no focus</td>
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<tr>
<td></td>
<td>- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<tr>
<td></td>
<td>Or the student has failed to respond to the question.</td>
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<tr>
<td>Score</td>
<td>Statement of Purpose/Focus</td>
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<tr>
<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed* • claim is introduced and communicated clearly within the context</td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused: • claim is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate</td>
</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused</td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the purpose but may offer little relevant detail: • may be very brief • may have a major drift • claim may be confusing or ambiguous</td>
</tr>
<tr>
<td>0</td>
<td>Unintelligible: In a language other than English , Off-topic, Copied text , Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
</tr>
</tbody>
</table>
## Grade 9

**Unit 4: 1750 CE - 1900 CE: Revolutions in Thought, Politics & Economics: Enlightenment to Industrial Revolution**

**Length of Unit: One Quarter**

### Essential Standards and National Standards for Social Studies

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social and intellectual and artistic interactions among nations?

### UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>Enlightenment: Identify the major thinkers of the Enlightenment.</th>
<th>Enlightenment: Identify the major ideas of the Enlightenment.</th>
<th>Enlightenment: Identify major political, economic, social and intellectual ideas prior to the Enlightenment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Latin American Revolutions: Identify key revolutionary figures in Latin America.</td>
<td>Latin American Revolutions: Identify the social groups that existed in Latin America.</td>
<td>Latin American Revolutions: Identify and locate the major Revolutions in Latin America.</td>
</tr>
</tbody>
</table>

### Initial Understanding

**Describe, Recall, List, Draw, Identify, Label, List, Match**

- **Enlightenment:** Identify the major thinkers of the Enlightenment.
- **French Revolution:** Identify the key people involved in the French Revolution.
- **Latin American Revolutions:** Identify key revolutionary figures in Latin America.
- **Industrial Revolution:** Identify major thinkers of the Industrial Revolution.
<table>
<thead>
<tr>
<th><strong>Developing An Interpretation</strong></th>
<th><strong>Enlightenment:</strong> Describe how the conditions in Europe affected the rise of the enlightened despot.</th>
<th><strong>Enlightenment:</strong> Describe how the Enlightenment challenged the political, economic, religious, social and intellectual ideas of its time.</th>
<th><strong>Enlightenment:</strong> Explain how the ideas of the Enlightenment fostered a change towards democratic principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>French Revolution:</strong> Explain the role of key people involved in the French Revolution.</td>
<td><strong>French Revolution:</strong> Describe how the French Revolution led to democratic ideas.</td>
<td><strong>French Revolution:</strong> Examine which events of the French Revolution were most aligned with those of the Enlightenment.</td>
</tr>
<tr>
<td></td>
<td><strong>Latin American Revolutions:</strong> Explain how the ideas of revolutionaries led to nationalism in Latin America.</td>
<td><strong>Latin American Revolutions:</strong> Describe the conditions in Latin America that led to revolutions.</td>
<td><strong>Latin American Revolutions:</strong> Explain the significance of Latin American Revolutions.</td>
</tr>
<tr>
<td></td>
<td><strong>Industrial Revolution:</strong> Explain the ideas of major thinkers during the Industrial Revolution.</td>
<td><strong>Industrial Revolution:</strong> Describe how the Industrial Revolution impacted the lives of people around the world.</td>
<td><strong>Industrial Revolution:</strong> Describe demographic shifts as a result of the Industrial Revolution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Making Connections</strong></th>
<th><strong>Enlightenment:</strong> Compare and contrast the reforms of Enlightened Despots.</th>
<th><strong>Enlightenment:</strong> Compare and contrast the ideas of enlightened thinkers.</th>
<th><strong>Enlightenment:</strong> Interpret how the principles of the Enlightenment impacted society, especially gender roles and social classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>same verbs as for Developing an Interpretation</td>
<td><strong>French Revolution:</strong> Compare and contrast the ideas of participants in the French Revolution to Enlightenment ideas.</td>
<td><strong>French Revolution:</strong> Describe how the ideas of the French Revolution impacted societies around the world.</td>
<td><strong>French Revolution:</strong> Describe how society was altered by the French Revolution.</td>
</tr>
<tr>
<td></td>
<td><strong>Latin American Revolutions:</strong> Compare and contrast the ideas of Latin American Revolutionaries to those of revolutionaries outside of Latin America.</td>
<td><strong>Latin American Revolutions:</strong> Discuss how the growth of nationalism in France and the United States fostered revolutions in Latin America.</td>
<td><strong>Latin American Revolutions:</strong> Describe how society was altered by the Revolutions of Latin America.</td>
</tr>
<tr>
<td></td>
<td><strong>Industrial Revolution:</strong> Compare and contrast the ideas of</td>
<td><strong>Industrial Revolution:</strong> Examine how industrialization</td>
<td><strong>Industrial Revolution:</strong> Compare and contrast life in an urban environment during the Industrial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Revolution.</td>
</tr>
</tbody>
</table>
economic thinkers and their effects on society.  

**Critical Stance**

<table>
<thead>
<tr>
<th><strong>Enlightenment:</strong></th>
<th><strong>French Revolution:</strong></th>
<th><strong>Latin American Revolutions:</strong></th>
<th><strong>Industrial Revolution:</strong></th>
<th><strong>Culminating Questions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze whether or not an enlightened thinkers ideas could have existed in another time.</td>
<td>Evaluate which enlightened ideas had the greatest impact on society.</td>
<td>Defend Bolivar’s decision to unite into one Gran Colombia despite the differences in the region.</td>
<td>Assess the positive and negative effects of urbanization worldwide.</td>
<td>Assess the effect of enlightened ideas on societies outside of Europe.</td>
</tr>
<tr>
<td><strong>Defend</strong> the actions of leaders/groups during the French Revolution.</td>
<td><strong>Evaluate</strong> which group of people was most influenced by the French Revolution.</td>
<td><strong>Assess</strong> which country’s or region’s revolution was most successful?</td>
<td></td>
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</tr>
<tr>
<td><strong>Industrial Revolutions:</strong></td>
<td><strong>Assess</strong> the impact of the revolutions on Modern Latin America.</td>
<td></td>
<td><strong>Evaluate</strong> whether the Industrial Revolution had a positive or negative effect on society during the 1800’s.</td>
<td></td>
</tr>
<tr>
<td><strong>Defend</strong> the beliefs of either Karl Marx or Adam Smith based on conditions in Europe during the Industrial Revolution.</td>
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<td></td>
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</tr>
</tbody>
</table>

**Unit Vocabulary**

**Enlightenment**  
Reason  
Divine Right  
Despot  
Natural law  
Natural rights  
Salons  
Social contract  
Philosophes  
State of Nature  
Leviathan  

**French Revolution**  
*Bourgeoisie*  
Old Regime Louis XVI  
Marie Antoinette  
Deficit spending  
First, Second, Third Estate  
Estates General  
Tennis Court Oath  
National Assembly  
Bastille  
Great Fear  

**Coup d’état**  
Plebiscite  
Annex  
Napoleonic Code  
Consulate  
Concordat of 1801  
Continental system  
Confederation of the Rhine  
Waterloo  
Abdicate  
Legitimacy  

**Industrialism**  
Industrialization  
Luddites  
Enclosure Acts  
Crop Rotation  
Factors of Production  
Stock  
Corporation  
Entrepreneurs  
Urbanization  
Middle Class (Bourgeois)
<table>
<thead>
<tr>
<th>Spirit of the Law</th>
<th>Paris Commune</th>
<th>Clemens von Metternich</th>
<th>Working Class (Proletariat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Treatises of Government</td>
<td>Declaration of the Rights of Man</td>
<td>Balance of Power</td>
<td>Unionization</td>
</tr>
<tr>
<td>The Social Contract</td>
<td>Sans culottes</td>
<td>Congress of Vienna</td>
<td>Conservative</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>Émigré</td>
<td>Status quo</td>
<td>Liberals</td>
</tr>
<tr>
<td>Vindication of the Rights of Women</td>
<td>Legislative Assembly</td>
<td>Ideology</td>
<td>Radicals</td>
</tr>
<tr>
<td>Louis XIV</td>
<td>Jacobins</td>
<td>Liberal</td>
<td>Capitalism</td>
</tr>
<tr>
<td>Colbert</td>
<td>Civil Constitution of the Clergy</td>
<td>Conservative</td>
<td>Laissez Faire</td>
</tr>
<tr>
<td>Versailles</td>
<td>Constitution of 1791</td>
<td>Universal manhood suffrage</td>
<td>Adam Smith</td>
</tr>
<tr>
<td>Frederick the Great</td>
<td>Suffrage</td>
<td>Autonomy</td>
<td>Malthus</td>
</tr>
<tr>
<td>Thomas Hobbes</td>
<td>Declaration of the Rights of Women</td>
<td></td>
<td>Physiocrat</td>
</tr>
<tr>
<td>Mary Wollstonecraft</td>
<td>Nationalism</td>
<td></td>
<td>Free Market</td>
</tr>
<tr>
<td>John Locke</td>
<td>Robespierre</td>
<td></td>
<td>Wealth of Nations</td>
</tr>
<tr>
<td>Baron de Montesquieu</td>
<td>Committee of Public Safety</td>
<td></td>
<td>Utilitarianism</td>
</tr>
<tr>
<td>Voltaire</td>
<td>Reign of Terror</td>
<td></td>
<td>Socialism</td>
</tr>
<tr>
<td>Jean Jacques Rousseau</td>
<td>Radicals</td>
<td></td>
<td>Karl Marx</td>
</tr>
<tr>
<td>Versailles</td>
<td>Moderates</td>
<td></td>
<td>Communist Manifesto</td>
</tr>
<tr>
<td>Limited monarchy</td>
<td>Reactionary</td>
<td></td>
<td>Marxism</td>
</tr>
</tbody>
</table>

**Latin American Revolutions**

| Peninsulares | Creoles | Free Market |
| Mulattos | Mestizos | Wealth of Nations |
| Jose de San Martin | Simon Bolivar | Utilitarianism |
| Grand Columbia | Toussaint L’Ouverture | Socialism |
| Miguel Hidalgo | Jose Maria Morelos | Karl Marx |

**Suggested Unit Assessments**

**Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10**

**Initial Understanding & Developing An Interpretation:**

**Enlightenment:**

- Create flash cards that identify major Enlightenment thinkers and ideas.
  
  *Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*

  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*

  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

- Create a chart that identifies PERSIA forces prior to the Enlightenment.
  
  *Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features*
as the date and origin of the information).

**Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Text Types and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **Write a journal entry from the perspective of an individual living under an absolute monarch.** Describe how the conditions in the individual’s homeland would lead them to desire change.

  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  **Integration of Knowledge and Ideas** RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

  **Text Type and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.

- **Create a cause and effect chart that depicts the challenges presented by the Enlightenment to political, economic, religious, social and intellectual ideas of the time.**

  **Key Ideas and Details** RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  **Text Types and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

  **Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Create a flow chart that depicts how the ideas of the Enlightenment fostered a change towards democratic principles.**

  **Key Ideas and Details** RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  **Craft and Structure** RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

  **Text Types and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**French Revolution:**

- **Create a word wall of key vocabulary and people concerning the French Revolution.**

  **Key Ideas and Details** RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information).

  **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  **Craft and Structure** RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science

- **Create nonlinguistic representation of the social hierarchy in France.**
Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Text Types and Purposes WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- Symposium: Have a discussion between members of the three estates regarding the social conditions in France.

  Craft and Structure RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

  Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Create a timeline of the major events during the French Revolution.

  Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  Text Types and Purposes WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Role Play: Students will take on the role of an individual involved with the French Revolution and explain his purpose and ideas during the revolution.

  Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

  Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Analyze and annotate the French Revolution timeline in order to identify the alignment with enlightened ideals.

  Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

  Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

  Text Types and Purposes WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Latin American Revolutions:

- On a map locate and label the major revolutions in Latin America and label the key political figures associated with each region.
Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Create a chart that identifies the social groups that existed in Latin America.**

Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **In groups, research Latin American revolutionaries and how each of their ideas led to nationalism. Jigsaw the revolutionaries in alternative groups.**

Research to Build and Present Knowledge WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **Create a PERSIA chart that identifies the conditions in Latin America that led to revolution.**

Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Create a brochure of a Latin American country depicting the significance of the revolution on that country.**

Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Industrialism:**

- **Create flash cards identifying the key terms associated with the Industrial Revolution.**

Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create a graphic organizer identifying the resources necessary for an industrial revolution.**

Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Map and date the spread of the Industrial Revolution.**

Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features
as the date and origin of the information.

**Key Ideas and Details** RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Integration of Knowledge and Ideas** RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Text Type and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**• Research and create a project on the positive or negative effects of the Industrial Revolution.**

**Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Text Type and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Research to Build and Present Knowledge** WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Research to Build and Present Knowledge** WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

**• Write a journal entry from the perspective of a worker, or manager, on the need for unions.**

**Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Craft and Structure** RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Research to Build and Present Knowledge** WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Making Connections:**

**Enlightenment:**

**• Create a chart comparing and contrasting the reforms of Enlightened Despots.**
**Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a chart comparing and contrasting the ideas of enlightened thinkers.**
  
  **Craft and Structure RH.9-10.6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- **Create a flow chart interpreting how the principals of the Enlightenment impacted society.**
  
  **Integration of Knowledge and Ideas RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Research to Build and Present Knowledge WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**French Revolution:**

- **Create a Venn Diagram comparing and contrasting the ideas of participants in the French Revolution to Enlightenment ideas.**
  
  **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- **Create a photo story on how the ideas of the French Revolution impacted societies around the world.**
  
  **Key Ideas and Details RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

- **Production and Distribution of Writing WHST.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- **Write a journal entry from the perspective of a citizen of France discussing how life has been altered by the French Revolution.**
  
  **Craft and Structure RH.9-10.6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**Latin American Revolutions:**

- **Research a revolution in a country outside of Latin America and write an essay comparing and contrasting revolutionary ideas in that country to that of Latin America.**
  
  **Research to Build and Present Knowledge WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Research to Build and Present Knowledge WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
• Debate whether the American Revolution or the French Revolution had a greater impact on the start of Latin American revolutions.  
*Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

• Write a letter from the perspective of an inhabitant of Latin America discussing how life has been altered by the revolutions of Latin America.  
*Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
*Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

**Industrialism:**

• Create a Venn diagram examining the effects of the Industrial Revolution amongst countries.  
*Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
*Text Type and Purposes* WHST.9-10.1. Write arguments focused on discipline-specific content.

• From the perspective of a factory owner, research the various ways of compensating for the lack of natural resources.  
*Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  
*Integration of Knowledge and Ideas* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

• Create a flow chart showing how industrialization contributes to urbanization.  
*Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  
*Integration of Knowledge and Ideas* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Critical Stance:**

**Enlightenment:**

• Create a journal entry from the perspective of an enlightened thinker on how his ideas would change if he lived in a different time period.  
*Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

• Write a persuasive essay examining which enlightened ideas had the greatest impact on society.  
*Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
*Production and Distribution of Writing* WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **Create a political cartoon from the perspective of someone opposing the ideas of the Enlightenment.**
  
  *Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*
  
  *Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.*
  
  *Production and Distribution of Writing WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.*

- **Salon Symposium: Develop a discussion between people of the enlightenment on their opinions about the time period.**
  
  *Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*

**French Revolution:**

- **Napoleon on Trial: Was Napoléon a hero or a villain?**
  
  *Craft and Structure RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts*
  
  *Research to Build and Present Knowledge WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

- **Socratic Seminar: Evaluate which group of people was most influenced by the French Revolution.**
  
  *Research to Build and Present Knowledge WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*

- **Write a continuity and change over time essay (AP World History model) on the French Revolution from 1789 until 1805.**
  
  *Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

  *Production and Distribution of Writing WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

**Latin American Revolutions:**

- **Role Play: Have students take on the role of a reporter from a particular region of Latin America. The reporter must interview members of different social classes affected by the development of Gran Colombia.**
  
  *Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*

- **Write a persuasive essay stating which revolution in Latin America was most successful.**
Production and Distribution of Writing  WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Production and Distribution of Writing  WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing  WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **Glog (graphic blog) depicting the impact of a Latin American revolution on a modern Latin American country.** (edu.glogster.com)

Production and Distribution of Writing  WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Industrialism:**

- **Research an industrialized nation and discuss how its power has been increased due to industrialization.**

Integration of Knowledge and Ideas  RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **Debate the pros and cons of socialism and capitalism.**

Integration of Knowledge and Ideas  RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Integration of Knowledge and Ideas  RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

- **Write a persuasive essay defending whether urbanization had a positive or negative effect on everyday life.**

Production and Distribution of Writing  WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge  WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing  WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Performance Assessment: Unit 4

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: The Causes of the French Revolution

Type of Performance Task: Argumentative Performance Task

Common Core skills that are assessed in the Performance Task:

- **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Types and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.
- **Production and Distribution of Writing** WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Research to Build and Present Knowledge** WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection and research.

Issue: What were the most important causes of the French Revolution?

Directions:

- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.
- Organize supportive and relevant information into a brief outline.
- Select one to two quotes that would provide evidence of supporting details. Provide citation information for each quote.
- Create a well-organized response in the form of a five paragraph essay (introduction, three body paragraphs and a conclusion). The response must include information from five of the documents and may include outside knowledge.
French Revolution

Focus Question: What were the most important causes of the French Revolution?

Document 1: This excerpt is adapted from *Travels in France* by Arthur Young, who travelled through France from 1787 to 1789.

*In the south of France there is a taille [tax on the land and its produce]. There is an injustice in levying the amount each person must pay. Lands held by the nobility are taxed very little. Lands held by commoners are taxed heavily...*

*September 5, 1788: The poor people seem very poor indeed. The children are terribly ragged.*

*June 10, 1789: The lack of bread is terrible. Stories arrive every moment from the provinces of riots and disturbances, and calling in the military, to preserve the peace of the markets....The price of bread has risen above people’s ability to pay. This causes great misery.*

*July 1789: ...I was joined by a poor woman who complained of the hard times. “The tailles and feudal dues [rents owed the lords] are crushing us,” she said.*

1. List three observations this traveler made about the life of the peasant in France between 1787 and 1789.

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Document 2: This diagram illustrates the three estates in 1789 and the land each held during the Old Regime.

2. According to the diagram, which estate has the smallest population? Which estate has the largest population?
_____________________________________________________________________________________
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_____________________________________________________________________________________

3. What conclusions can you draw about the relationship between the percentage of the population in each estate and the percentage of land owned by that estate?
_____________________________________________________________________________________
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4. What conclusions can you draw about the relationship between the percentage of the population in each estate and the percentage of taxes paid by that estate?
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5. Analyze: State two unfair conditions that existed in pre-revolutionary France according to the diagram?
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Document 3: These excerpts from cahiers (lists of grievances about the king, taxing and voting in the Estates General) brought to the Estates General…

- That the king be forced to reform the abuses and tyranny of letter de cachet.
- That every tax... Be granted [by the Estates General] only for a limited time.
- That the taille [a tax on land] be borne equally by all classes....
- The meetings of the Estates General.... Shall be scheduled for definite times....
- In order to assure the third estate the influence it deserves because of its numbers... its votes in the assembly should be taken by head...

6. According to the text, what three changes did the Third Estate demand be made in the French government?

_____________________________________________________________________________________
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Document 4: In The French Revolution, historian Albert Mathiez claims that leadership fell to the middle class with their knowledge of the ideas of the Enlightenment.

- The Revolution had been accomplished in the minds of men long before it was translated into fact....
- The middle class... was sensitive to their inferior legal position. The Revolution came from them-the middle class. The working classes were incapable of starting or controlling the Revolution. They were just beginning to learn to read.

7. What does “was sensitive to their inferior legal position” mean?

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8. According to the document, what was the result of the middle classes’ knowledge of the ideas of the enlightenment?

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**Document 5:** Lord Acton suggested another point of view.

*The condition of France alone did not bring about the overthrow of the monarchy... for the suffering of the people was not greater than they had been before. The ideas of the philosophes were not directly responsible for the outbreak...[but] the spark that changed thought into action was supplied by the Declaration of American Independence... The American example caused the Revolution to break out...*

9. According to the text, what two factors contributed to the Revolution but did not spark it?
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_____________________________________________________________________________________

10. What did Lord Acton believe sparked the French Revolution?
_____________________________________________________________________________________
_____________________________________________________________________________________

**Document 6:** Comte D’Antraigues as quoted in an excerpt from *Citizens: A Chronicle of the French Revolution.*

“The Third Estate is the People and the People is the foundation of the State; it is in fact the State itself; the other estates are merely political categories while by the immutable (unchangeable) laws of nature the People is everything. Everything should be subordinated (inferior) to it... It is in the People that all national power resides and for the People that all states exist.”

11. According to the document, what are the people?
_____________________________________________________________________________________
_____________________________________________________________________________________
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12. To whom does the author suggest “everything” should be subordinated to?
_____________________________________________________________________________________
_____________________________________________________________________________________
13. What does Comte D’Antraigues see as the rightful role of the Third Estate in France?

_____________________________________________________________________________________

Document 7: The Political and Social System in France.

14. Identify the social class and/or position of the four men in the visual?

_____________________________________________________________________________________

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_____________________________________________________________________________________

15. What is the cartoonist saying about the relationship among the three estates of France?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
1. Men are born and remain free and equal in rights; social distinctions can be established only for the common benefit.

2. The aim of every political association is the conservation of the imprescriptible rights of man; these rights are liberty, property, security, and resistance to oppression….

4. Liberty consists in being able to do anything that does not harm another person..

10. No one may be disturbed because of his opinions, even religious, provided that their public demonstration does not disturb the public order established by law.

11. The free communication of thoughts and opinions is one of the most precious rights of man: every citizen can therefore freely speak, write, print…

16. Any society in which guarantees of rights are not assured nor the separation of powers determined has no constitution.

16. According to this document, state at least four natural rights of man?

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17. Based on the document, explain what the French believed the role of the government was?

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## Question Rubric

<table>
<thead>
<tr>
<th>Text Based Questions</th>
<th>Comments</th>
<th>Score (Out of 2)</th>
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<tbody>
<tr>
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</tbody>
</table>

The response:

| 2 | Gives sufficient evidence of the ability to justify interpretations of information  
|   | Includes specific examples that make clear reference to the text  
|   | Adequately supports examples with clearly relevant information from the text  
|   | maintains consistent focus on the topic, purpose, or main idea  
|   | states a claim and provides support for it  
|   | uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |

| 1 | Gives limited evidence of the ability to justify interpretations of information  
|   | Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
|   | demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
|   | uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |

| 0 | A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
|   | reflects a misunderstanding of the source  
|   | demonstrates little or no focus  
|   | has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
|   | Or the student has failed to respond to the question. |
## Smarter Balanced - Argumentative Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed* • claim is introduced and communicated clearly within the context</td>
<td>The response has a clear and effective organizational structure creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety</td>
<td>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques</td>
<td>The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
<td>The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling</td>
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<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused: • claim is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas</td>
<td>The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques</td>
<td>The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling</td>
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<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused</td>
<td>The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas</td>
<td>The response provides uneven, cursory support/evidence for writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques</td>
<td>The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</td>
<td>The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling</td>
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<tr>
<td>1</td>
<td>The response may be related to the purpose but may offer little relevant detail: • may be very brief • may have a major drift • claim may be confusing or ambiguous</td>
<td>The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude</td>
<td>The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose</td>
<td>The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure</td>
</tr>
<tr>
<td>0</td>
<td>Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
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* Alternate or opposing claims are clearly addressed when the response makes a clear attempt to address and refute the opposing claim.
Performance Assessment: Unit 4

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: The Effects of the Industrial Revolution

Type of Performance Task: Argumentative Performance Task

Common Core skills that are assessed in the Performance Task:

- Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection and research.
- Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Issue: Evaluate the positive and negative effects of the Industrial Revolution.

Directions:

- Carefully read the focus question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
- Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to make notes. Answer the questions which follow each document.
- Organize supportive and relevant information into a brief outline.
- Select one to two quotes that would provide evidence of supporting details. Provide citation information for each quote.
- Create a well-organized response in the form of a five paragraph essay (introduction, three body paragraphs and a conclusion). The response must include information from five of the documents and may include outside knowledge.
The Industrialization Revolution Document Based Question

Focus Question: Evaluate the positive and negative effects of the Industrial Revolution.

Source #1
The following excerpt is from a British industrial worker named William Cooper who testified before the Sadler Committee in 1832. The Sadler Committee was investigating the working conditions in British factories.

Sadler: What is your age?
Cooper: I am eight and twenty.
Sadler: When did you first begin to work in the mills?
Cooper: When I was ten years of age.
Sadler: What were your usual hours of working?
Cooper: We began at five in the morning and stopped at nine at night.
Sadler: What time did you have for meals?
Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.
Sadler: What means were taken to keep you awake?
Cooper: At times we were frequently strapped [whipped].
Sadler: When your hours were so long, did you have any time to attend a day school?
Cooper: We had no time to go to day school.
Sadler: Can you read and write?
Cooper: I can read, but I cannot write.

1. **According to the document, who is William Cooper?**

2. **From the text, describe at least one positive and negative effect of the Industrial Revolution?**
The following excerpt is from Joseph Hebergam another worker who testified before the Sadler Committee in 1832.

Sadler: What is the nature of your illness?
Hebergam: I have damaged lungs. My leg muscles do not function properly and will not support the weight of my bones.
Sadler: A doctor has told you that you will die within a year, is that correct?
Hebergam: I have been told so.
Sadler: Did he tell you the causes of your illness?
Hebergam: He told me it was caused by the dust in the factories and from overwork and insufficient diet …
Sadler: To what was his [your brother’s] death attributed?
Hebergam: He was cut by a machine and died of infection.
Sadler: Do you know of any other children who died at the R__________ Mill? [the name of the mill was withheld from the printed testimony]
Hebergam: There was about a dozen who died during the two and a half years I was there. At the L__________ Mill where I worked last, a boy was caught in a machine and both his thigh bones broke and from his knee to his hip the flesh was ripped up the same as if it had been cut by a knife. His hands were bruised, his eyes were nearly torn out and his arms were broken. His sister, who ran to pull him off had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.
Sadler: Did the accident occur because a shaft was not covered?
Hebergam: Yes.

3. According to Hebergam’s testimony, state three ways in which working in a factory has affected his health?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. What effect did the working conditions have on the other workers?

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______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. Summarize the effects of factory work on children according to source 1 and 2.

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______________________________________________________________________________
______________________________________________________________________________

Source #3

The following is an excerpt from Andrew Ure’s book *The Philosophy of Manufactures* published in 1835.

I have visited many factories, both in Manchester and in surrounding districts, and I never saw a single instance of corporal chastisement [beating] inflicted on a child. They seemed to be always cheerful and alert, taking pleasure in the light play of their muscles ... as to exhaustion, they showed no trace of it on emerging from the mill in the evening; for they began to skip about ... it is moreover my firm conviction that children would thrive better when employed in our modern factories, than if left home in apartments too often ill- aired, damp and cold.

6. According to the text, if children were not working in the factories, where would they be?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. From the text, state three adjectives that describe children who work in the factories.

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Source #4

From Charles Knight’s *The Working Man’s Companion* subtitled *The Results of Machinery, Namely Cheap Production and Increased Employment* published in 1831. The book was intended to instruct workers about the benefits of industrialization after failed political riots in Bristol, England.

You are surrounded, as we have constantly shown you throughout this book, with an infinite number of comforts and conveniences which had no existence two or three centuries ago and those comforts are not used by a few, but are within reach of almost all men. Every day is adding something to your comforts. Your houses are better built, your clothes are cheaper, you have an infinite number of domestic utensils. You can travel cheaply from place to place and not only travel at less expense, but travel ten times quicker than almost two hundred years age.

8. What evidence does the author give to suggest that the Industrial Revolution has benefited the life of all men?

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Source #5

The following description is from a pamphlet, published in 1797, by the Society for Bettering the Condition and Increasing the Comforts of the Poor.

The village contains about 1500 inhabitants, of whom all are capable of the work are employed in and about the mills. Of these there are 500 children who are entirely fed, clothed, and educated by Mr. Dale. The others live with their parents in the village and have a weekly allowance for their work. The healthy appearance of these children has frequently attracted the attention of the traveler. Special regulations, adopted by Mr. Dale, have made this factory very different from the others in this kingdom. Out of the nearly 3000 children employed in the mills from 1785 to 1797, only fourteen have died.


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______________________________________________________________________________
10. According to the author, what benefits were provided to people of this village?

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______________________________________________________________________________
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______________________________________________________________________________
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11. Describe what this document implies about conditions in other villages?

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Source #6

The following excerpt is from the French politician and economist Leon Faucher. Faucher visited several English cities in 1843 examining their social system and recorded his observations in a book entitled *Manchester in 1844*.

The little town of Hyde was, at the beginning of the century, a little hamlet of only 800 people, on the summit of a barren hill, the soil of which did not yield sufficient food for the inhabitants. The brothers Ashton have peopled and enriched the desert … Mr. T. Ashton employs 1500 workers [in his factories]. The young women are well and decently clothed … the houses inhabited by the work people form long and large streets. Mr. Ashton has built 300 of them, which he lets [rents] for 75 cents per week and … everywhere is to be observed a cleanliness which indicates order and comfort.

12. According to the text, what did Leon Faucher observe when he visited Hyde?

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
Source #7


Every great town has one or more slum areas where workers struggle through life as best they can out of sight of the more fortunate classes of society. The slums … are generally an unplanned wilderness of one – or two – storied houses. Wherever possible these have cellars which are also used as dwellings. The streets are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which deposits on the bank … one walks along a very rough path on the river bank to reach a chaotic group of little one-story, one room cabins … in front of the doors, filth and garbage abound …

13. According to the text, state at least five things that Engels observed as he visited an English industrial city?

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______________________________________________________________________________
______________________________________________________________________________

14. Using the title of the article as evidence, why did Engels focus on the negative results of industrialization?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
This table shows:

<table>
<thead>
<tr>
<th>Year</th>
<th>British Iron Production (1740-1900)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1740</td>
<td>17,350 tons</td>
</tr>
<tr>
<td>1796</td>
<td>125,079 tons</td>
</tr>
<tr>
<td>1839</td>
<td>1,248,781 tons</td>
</tr>
<tr>
<td>1854</td>
<td>3,100,00 tons</td>
</tr>
<tr>
<td>1900</td>
<td>9,000,000 tons</td>
</tr>
</tbody>
</table>

15. According to the table, from 1740-1900, what happened to iron production?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

16. Does this table show a positive or negative effect of the Industrial Revolution? Explain.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
**Question Rubric**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Comments</th>
<th>Score (Out of 2)</th>
</tr>
</thead>
<tbody>
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<tr>
<td>16</td>
<td></td>
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</tr>
</tbody>
</table>

The response:

**2**
- Gives sufficient evidence of the ability to justify interpretations of information
- Includes specific examples that make clear reference to the text
- Adequately supports examples with clearly relevant information from the text
- Maintains consistent focus on the topic, purpose, or main idea
- States a claim and provides support for it
- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling

**1**
- Gives limited evidence of the ability to justify interpretations of information
- Includes some examples that make clear reference to the text. Supports examples with limited information from the text
- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur
- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling

**0**
A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.
- Reflects a misunderstanding of the source
- Demonstrates little or no focus
- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling
Or the student has failed to respond to the question.
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed* • claim is introduced and communicated clearly within the context</td>
<td>The response has a clear and effective organizational structure creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety</td>
<td>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques</td>
<td>The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
<td>The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused: • claim is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas</td>
<td>The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques</td>
<td>The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused</td>
<td>The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas</td>
<td>The response provides uneven, cursory support/evidence for writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques</td>
<td>The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</td>
<td>The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the purpose but may offer little relevant detail: • may be very brief • may have a major drift • claim may be confusing or ambiguous</td>
<td>The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude</td>
<td>The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose</td>
<td>The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure</td>
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</table>
Performance Assessment: Unit 4

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Latin American Revolutions and the French Revolution.

Type of Performance Task: Informative-Explanatory Performance Task

Common Core skills that are assessed in the Performance Task:

Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Issue: What are the similarities/differences between the Revolutions of Latin America and the French Revolution? (Include Political, Social and Economic aspects)

Directions:

- Carefully read the issue. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?

- Conduct research on the issue, as well as alternate claims that can be made about the topic.

- Organize supportive and relevant information into a brief outline.

- Select two to three documents that would provide evidence of supporting details. Provide citation information for each document.

- Create a well-organized response in the form of a three to five page essay (introduction, body paragraphs, and a conclusion). The response must include information from three of the documents and must include outside knowledge.

- Make sure to proofread your work, checking for spelling, punctuation, and capitalization errors.
The following sources can be found through the use of Galenet Databases.

Suggested Source:


Outline for Essay  Use this outline to help organize your essay in a cohesive manner.

Introduction:
1. General Statement. Write one or two sentences about the topic of the question.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. Thesis Statement. Restate the question in the form of a sentence.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. Provide your THREE main ideas to support your thesis. Each one should be in the form of a sentence.
   a. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   b. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   c. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. Transition. Write a sentence to connect the paragraphs.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Body One – Main Idea One

1. **Topic Sentence.** This sentence should be almost identical to your sentence from 3a. of your introduction. Make sure to connect this topic sentence to the question being asked as well.

______________________________________________________________________________

______________________________________________________________________________

2. **Provide evidence from the source material.** Take a quote directly from one of the documents and cite it correctly. You may either start your quote with: As stated in Document #, “Quote” OR “Quote,” (Doc #).

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. **Explanation of quote.** Explain how this quote fits into this body paragraph and helps to prove your thesis IN YOUR OWN WORDS. This must be more than one sentence.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. **Concluding/Transition Sentence.** Summarize the argument from this body paragraph and transition in to the next body paragraph.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Body Two – Main Idea Two

1. **Topic Sentence.** This sentence should be almost identical to your sentence from 3b. of your introduction. Make sure to connect this topic sentence to the question being asked as well.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. **Provide evidence from the source material.** Take a quote directly from one of the documents and cite it correctly. You may either start your quote with: As stated in Document #, “Quote” OR “Quote,” (Doc #).

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. **Explanation of quote.** Explain how this quote fits into this body paragraph and helps to prove your thesis IN YOUR OWN WORDS. This must be more than one sentence.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. **Concluding/Transition Sentence.** Summarize the argument from this body paragraph and transition in to the next body paragraph.
Body Three – Main Idea Three

1. **Topic Sentence.** This sentence should be almost identical to your sentence from 3c. of your introduction. Make sure to connect this topic sentence to the question being asked as well.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. **Provide evidence from the source material.** Take a quote directly from one of the documents and cite it correctly. You may either start your quote with: As stated in Document #, “Quote” OR “Quote,” (Doc #).

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. **Explanation of quote.** Explain how this quote fits into this body paragraph and helps to prove your thesis IN YOUR OWN WORDS. This must be more than one sentence.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. **Concluding/Transition Sentence.** Summarize the argument from this body paragraph in one sentence. Should be very similar to topic sentence.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Conclusion

1. **Restate Thesis.** Should be VERY SIMILAR BUT NOT IDENTICAL

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. **Restate Three Main Ideas.** Briefly explain the connection between the support and thesis. Should be one sentence each. They should be listed in the order they were written about in essay.
   
   a. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   b. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   c. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

3. **Concluding Statement.** Conclude by considering the effects of your argument (or analysis or discussion).

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
### Informative-Explanatory Writing Rubric (Grades 6-11) Adopted from the

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**DRAFT 2013**