



**Literacy Design
Collaborative**

Were the Mongols more barbaric than Christians or Muslims of the time?

★ TASK

by Rod Powell

World History is replete with examples of "Bad Boys" - groups that are remembered for cruelties and excesses that forever cast a dark shadow on their legacy. The reputations of many of these group are well deserved. But are some of these groups unfairly remembered? Are contributions and positive aspects selectively remembered or covered by layers of historical bias? In this module, students will explore the cultures of three dominant medieval groups, The Mongols, the Islamic World, and the empires of the Christian Crusaders. The focus will be on the intertwining of culture and military practices. It is important that students think critically about historical stereotypes and this lesson allows for exploration of the changing nature of historical interpretation. This module draws extensively on the SAS Curriculum Pathways InterActivity #1221. It incorporates short background movies, short primary source readings, and an engaging online document analyzer for student use. I have used this lesson before and have adapted it by including my own teacher made material and a seminar component. The module is designed with a 9th grade class that has had experience in basic essay writing. Explicit instruction may be needed in writing in an argumentative manner.

GRADES

9

DISCIPLINE

 **Social
Studies**

COURSE

 **World
History**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 1 - Argumentation

Were the Mongols more barbaric than Christian or Muslim Warriors of the time? After researching primary and secondary sources on Mongols, Muslims, and Christian cultures, write an essay in which you argue the barbarous nature of the Mongols. Support your position with evidence from your research. In your discussion, address the credibility and origin of sources in view of your research topic.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

North Carolina Social Studies Essential Standards

WH.1.4

Use Historical Research to:

- Formulate historical questions
- Obtain historical data from a variety of sources
- Support interpretations with historical evidence
- Construct analytical essays using historical evidence to support arguments.

WH.2.6

Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.

WH.2.4

Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).

WH.2.7

Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).

WH.3.1

Explain how religion influenced political power and cultural unity in various regions of the Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

WH.3.2

Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.).

WH.3.4

Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.).

WH.5.2

Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).

WH.7.2

Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian

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Empire, the German Empire, "Have and Have Nots" of Europe, industrial America, etc.).

Texts

 **Genghis Khan: Secrets of Success**

 **The Fourth Crusade and the Sack of Constantinople**

 **Who Were the Mongols?**

 **Legacy of the Crusades**

 **Crusader Warfare**

 **Islamic Warfare**

 **Crash Course: The Mongols**

 **Crash Course: The Crusades**

 **Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13**

 **Genghis Khan and the Mongols**

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

We all know of groups that have the reputation of being evil or the Devil incarnate. Think of the Nazis of the 20th Century, the Thuggees of 19th Century India, and the Huns that scourged the late Roman Empire. These groups and others may have a well deserved reputation. We may begin this unit with some knowledge of The Mongols and Genghis Khan. Chances are that this knowledge involves stories of cruelty and murder. But is this historical stereotype true? And what of their contemporaries, the Muslims and the Crusaders. Many textbooks depict the Crusaders as shining forces liberating the Holy Land from the Muslims or the Muslims being vicious persecutors of Christians. Are these stereotypes true? Did history get it all wrong? In this module we will explore the cultures of the Muslims, Christians, and Mongols of the Medieval Period and try to determine how far off base commonly held historical beliefs may be.

Extension

This lesson offers extension ideas that:

- review later Mongol campaigns of the 13th Century
- describe the establishment of the Mughal Empire in India and the influence of the Golden Horde in Russia
- discuss the Mongol Empire's influence of the Yuan Dynasty in China, through its eventual collapse in 1368.

It also offers questions for further exploration that include:

- How is racial bias evident in either European historical documents about the Mongols and/or in stereotypes of the Mongol's fearsome reputation?
- The Mongol Empire was one of the largest in the history of the world. Why are Mongols not as well known as the Egyptians or Romans?
- Does war require cruelty?

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE WITH BULLETS In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	No Scoring	<ul style="list-style-type: none"> Link this task to earlier class content. Discuss student responses. Clarify timetable and support plans for the task.
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS In your own words, what are the important features of a good response to this prompt?	No Scoring	<ul style="list-style-type: none"> Share examples of type of text students will produce (either from past students or from professional writers). Identify or invite students to identify key features of examples. Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading Process				
Not provided	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	<ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> Teach a sample format for note taking. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	CORNELL NOTES Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols,	ALWAYS: <ul style="list-style-type: none"> Defines unknown words from the text Asks thoughtful questions about the text Uses 	WARM UP <ol style="list-style-type: none"> Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? Ask students to turn to the person sitting next to them and share out.

(D) Writing a summary paragraph of the most important information from the text.

- abbreviations/symbols in their notes when possible
- Summarizes the most important information in a paragraph

SOMETIMES:

- Defines unknown words from the text
- Asks thoughtful questions about the text
- Uses abbreviations/symbols in their notes when possible
- Summarizes the most important information in a paragraph

NEVER:

- Defines unknown words from the text
- Asks thoughtful questions about the text
- Uses abbreviations/symbols in their notes when possible
- Summarizes the most important information in a paragraph

3. Have the entire class share out their ideas.
4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say:

- Pick out main ideas
- Summarize with short phrases and keywords
- Note important facts and vocabulary words
- Use symbols and abbreviations
- Put into your own words
- Ask questions







5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information.

MODELING

1. Distribute the blank Cornell Notes handout and the Sample Article to students.
2. Using either an overhead projector or computer, display the blank handout.
3. Explain to students you will model how to fill in the handout while the class reads the article.
4. Have one student read aloud the article.
5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout.
6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form?
7. Have the entire class share out their ideas.

PRACTICE




1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage
2. Have students work individually to complete their Cornell Notes Handout.
3. Have students share their notes with their partner.
4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?
5. Have the entire class share out their ideas.

				<p>CLOSING</p> <ol style="list-style-type: none"> 1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year? 2. Have the entire class share out their ideas. <p>Additional Instruction</p> <p>Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.</p>
	<p>Additional Attachments:</p> <ul style="list-style-type: none">  Cornell_Note_Taking_System - Sample.pdf  Practice Article.pdf  Sample Article .pdf  Cornell Notes-student work.pdf  Cornell_Note_Taking_System.pdf  Cornell_Note_Taking_System.doc 			
Not provided	<p>ACTIVE READING > NOTE-TAKING:</p> <p>Ability to select important facts and passages for use in one's own writing.</p>	<p>IDENTIFICATION OF A TEXT'S MAIN IDEA</p> <p>In your own words, identify the main idea of a text. Cite and paraphrase details from the text that support the identified main idea.</p>	<ul style="list-style-type: none"> • Student accurately identifies the main idea of each assigned text. • Main idea is in student's own words. • Cited and paraphrased details align with student's identification of main idea. 	<ol style="list-style-type: none"> 1. Define "main idea" (controlling idea, thesis, claim). 2. Read a simple short text with students and have them put it away and then ask them to state in a complete sentence what the main idea of the text was. 3. Write the agreed upon main idea of the text on the board and ask students "how do you know this is the main idea of the text?". 4. Ask students to get out the text again and find details in the text that prove that the correct main idea has been stated. First, have them cite text from the reading directly. Secondly, have them paraphrase parts of the text. 5. Model this process using the attached graphic organizer (either with same text or with another text) -- have students fill in with you. 6. Independent practice: have students practice with another similar text. Collect and score this work. 7. Have students use copies of this graphic organizer for all of the texts they are using in this module. Score them and return them to students with feedback so they can use as notes during the writing process. <p>Additional Instruction</p>


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				This mini-task was originally designed for a module in a high school science class. Attached example articles come from that context.
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> Determining Main Idea.docx Mini-taskChecklistMainIdea.docx 6.4 Tantulum properties reading.doc 6.5 Main Idea from Article.doc 6.6 Main Idea from Article 2.doc Determining Main Idea_TEMPLATE.docx 			
Not provided	<p>POST-READING > ENHANCING COMPREHENSION:</p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY FOR EACH TEXT</p> <p>What is the author trying to accomplish? Which parts of the text show you that?</p>	<ul style="list-style-type: none"> Answers questions with credible response. 	<ul style="list-style-type: none"> Invite students to brainstorm ways to figure out any author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
Not provided	<p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>DEFINITION AND STRATEGIES</p> <p>Define "plagiarism" and list ways to avoid it.</p>	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
Transition to Writing				
Not provided	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>BULLETS</p> <p>In a quick write, note what you know now that you've read about _____ (<i>content</i>).</p>	No scoring	<ul style="list-style-type: none"> Discussion-based strategies, such as seminar (NY Times Skills Practice Socratic Seminars Using Informational Text) centered around essential question. Small group discussion using question.
Not provided	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>BARBARISM SCALE</p> <p>Barbarism Scale</p>	Not Provided	<p>Have students complete the Barbarism scale chart by rating each group and providing justifications for each ranking from at least three sources per group.</p> <p>Share out with elbow partner than whole class.</p>
Writing Process				
Not provided	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>OUTLINE/ORGANIZER (LDC PROTOTYPE)</p> <p>Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Not provided	<p>PLANNING > PLANNING THE WRITING: Ability to</p>	<p>OUTLINE/ORGANIZER</p> <p>Create an outline based on your notes and reading</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports opening 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs

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	develop a line of thought and text structure appropriate to an argumentation task.	in which you state your claim, sequence your points, and note your supporting evidence.	claim. <ul style="list-style-type: none"> Uses evidence from texts read earlier. 	about how the format works, and then take and answer questions.
Not provided	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.	OPENING PARAGRAPH (LDC PROTOTYPE) Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
Not provided	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.	REVIEWING COMPETING ARGUMENTS (HANDOUT) Identify and write the competing argument to your claim, and write the reasons used to support that competing argument.	Student has: <ol style="list-style-type: none"> Identified a competing claim. Identified the evidence supporting this claim. 	<ol style="list-style-type: none"> Do Now: Your mom tells you that you can't use your phone in the evenings because you should be doing your homework. Using formal language, try to convince her otherwise. Have students pair and share, and then tell them, you just created a "competing argument". Try to guess what this means. Provide students with a definition of "competing argument:" something that goes directly against the argument you are trying to make. Provide a content-specific example that isn't the writing task. For example, "the industrial revolution was good for women because they got to work." Have the class work together to formulate a counterclaim. Model thinking and writing using the same formatted worksheet, so students are familiar with it before they receive it. Today, you are going to imagine that you are not you, but rather someone else, and come up with an argument they could make to prove you wrong. Include some evidence. Remember: there's more than one right answer to this prompt. Circulate the room helping students. Pair/ Share
Additional Attachments:  Reviewing_the_Competing_Argument.doc  Reviewing_the_Competing_Argument.pdf  Reviewing Competing Argument-Student Work.pdf				
Not provided	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.	INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.

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Not provided	<p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>M.E.A.T. BODY PARAGRAPH OUTLINES</p> <p>Using your notes, full essay outline, and/or the assigned texts, create an outline for each body paragraph of your essay in which you state your main idea (topic sentence), support your main ideas with appropriate evidence, analyze that evidence, and transition / tie-up each body paragraph.</p>	<ul style="list-style-type: none"> • An outline is completed for each body paragraph • Each main idea works to support the controlling idea of the essay • Each main idea is supported by specific pieces of evidence • Each body paragraph contains analysis of the evidence • Each body paragraph concludes with a transition that ties up the paragraph and leads logically to the next one 	<p>(See attached full instructional plan).</p> <p>1) Discuss with students the function of body paragraphs, compare/contrast with the introductory paragraph, and situate body paragraphs in the full essay outline.</p> <p>2) List and define the four key terms associated with M.E.A.T.</p> <p>3) Provide a sample prompt and/or controlling idea and/or introductory paragraph to work from so can MODEL for students how to use M.E.A.T. graphic organizer to generate body paragraphs and/or have students work from the sample to fill out their own (see full instructional plan that is attached).</p> <p>4) Score the student work that comes out of their practice.</p> <p>5) Provide students with M.E.A.T. organizers to do the same thing for their actual body paragraphs for their essay.</p>
<p>Additional Attachments:</p> <p> MEAT Instructional Plan.docx</p> <p> MEAT_Template_Handout.docx</p> <p> MEAT_StudentWork.pdf</p>				
Not provided	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>MULTIPLE DRAFTS</p> <p>Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<ul style="list-style-type: none"> • Provides complete draft with all parts. • Supports the opening in the later sections with evidence and citations. • Improves earlier edition. 	<ul style="list-style-type: none"> • Sample useful feedback that balances support for strengths and clarity about weaknesses. • Assign students to provide each other with feedback on those issues.
Not provided	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT (LDC PROTOTYPE)</p> <p>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> • Provides draft free from distracting surface errors. • Uses format that supports purpose. 	<ul style="list-style-type: none"> • Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks. • Assign students to proofread each other's texts a second time.
Not provided	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT</p> <p>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> • Provides draft free from distracting surface errors. • Uses format that supports purpose. 	<ul style="list-style-type: none"> • Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks. • Assign students to proofread each other's texts a second time.

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Not provided	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none">Fits the “Meets Expectations” category in the rubric for the teaching task.	None
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Instructional Resources

Teacher Resource

 **Jurying review for module**

Section 4: What Results?

Student Work Samples

Meets Expectations



Advanced



Not Yet



Teacher Reflection

Student Work forthcoming with the week, 7/7/14.

All Attachments

- 📄 **Genghis Khan: Secrets of Success** : <https://s.ldc.org/u/exyoi5ek7quuztfj9g7g6si4s>
- 🔗 **The Fourth Crusade and the Sack of Constantinople** :
<https://s.ldc.org/u/dq72egcndbgg4g8gxc7zda538>
- 🔗 **Who Were the Mongols?** : <https://s.ldc.org/u/853avm6nnrdc11t35x1ysas8q>
- 🔗 **Legacy of the Crusades** : <https://s.ldc.org/u/dn0r0mvl0jgn554bnbp2u78is>
- 🔗 **Crusader Warfare** : <https://s.ldc.org/u/3dphurb0x2nb5a4yh9xrkwtdtv>
- 🔗 **Islamic Warfare** : <https://s.ldc.org/u/7mkob9prwa6hgwwraw8aec8wlt>
- 🔗 **Crash Course: The Mongols** : <https://s.ldc.org/u/bye89zf3i8ycsi8zy1g3ncmh9>
- 🔗 **Crash Course: The Crusades** : <https://s.ldc.org/u/7atjttfemwygazid6bg85k0qk>
- 🔗 **Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13** :
<https://s.ldc.org/u/cgfzrykop8r7czcjpjxmbrdd5>
- 🔗 **Genghis Khan and the Mongols** : <https://s.ldc.org/u/brx83qogrws3piomahw6d2azf>
- 📄 **A** : <https://s.ldc.org/u/7jduxud57m12b8iff7cid2q95>
- 📄 **B** : <https://s.ldc.org/u/207bk5ndmilw93pyp910uvmtc>
- 📄 **C** : <https://s.ldc.org/u/2sczet731sd4dywxokt07yjri>
- 📄 **D** : <https://s.ldc.org/u/dn9pk7amhtgnd1x60rv1m3675>
- 🔗 **Jurying review for module** : <https://s.ldc.org/u/1gw5zxjch63t6s98ol5xatz2s>