



## Ancient India & China

### Information Sheet for Informational or Explanatory Module

Module title:	Ancient India & China
Module description (overview):	Ancient India and China both developed along river valleys and became flourishing civilizations. This module will explore the geography, culture/customs and the government of these two civilizations. Students will then draw conclusions and/or make implications in regard to the development and longevity of one of the cultures and how it developed with its own unique government and culture/customs. Students will be assigned one culture for research and through shared presentations students will be exposed to both cultures.
Template task (include number, type, level):	Task 18 – Informational or Explanatory/Synthesis L1 After researching _____ (informational texts) on _____ (content), write a/an _____ (report or substitute) that explains _____ (content). What conclusions or implications can you draw? Cite at least _____ (#) sources, pointing out key elements from each source.
Teaching task:	After researching secondary sources on ancient India or China, write a report that explains the geography, culture/customs, and government of these civilizations. What conclusions or implications can you draw? Cite at least three sources, pointing out key elements from each source.
Grade(s)/Level:	7th Grade
Discipline: (e.g., ELA, science, history, other?)	Social Studies
Course:	7th Grade Ancient Civilizations
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## Section 1: What Task?

### TEACHING TASK

Background to share with students:	Ancient India and China both developed along river valleys and became flourishing civilizations. You will explore the geography, culture/customs and the government of these two civilizations. You will then draw conclusions and/or make implications in regard to the development and longevity of one of the cultures and how it developed with its own unique government and culture/customs. You will be assigned one culture for research, and through shared presentations you will be exposed to both cultures.
Teaching task:	After researching secondary sources on ancient India/China, write a report that explains the geography, culture/customs, and government of these civilizations. What conclusions or implications can you draw? Cite at least three sources, pointing out key elements from each source.
Reading texts:	List of Internet starting points for research: <a href="http://www.historyforkids.org/learn/china/">http://www.historyforkids.org/learn/china/</a> <a href="http://www.ancientchina.co.uk/menu.html">http://www.ancientchina.co.uk/menu.html</a> <a href="http://www.historyforkids.org/learn/india/">http://www.historyforkids.org/learn/india/</a> <a href="http://www.ancientindia.co.uk/">http://www.ancientindia.co.uk/</a>
Extension (optional):	

### CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Pennsylvania Academic Standards
NUMBER	CONTENT STANDARDS
7.2.7.A	Explain the characteristics of places and regions.
7.3.7.A	Describe the human characteristics of places and regions.
5.4.7.A	Identify how countries have varying interests.
8.4.7.A	Summarize the social, political, cultural and economic contributions of individuals and groups in world history.

COMMON CORE STATE STANDARDS

<b>READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY</b>	
<b>“Built In” Reading Standards</b>	<b>“When Appropriate” Reading (applicable in black)</b>
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.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
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.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
6- Assess how point of view or purpose shapes the content and style of a text.	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10- Read and comprehend complex literary and informational texts independently and proficiently.	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY</b>	
<b>“Built In” Writing Standards</b>	<b>“When Appropriate” Writing Standards (applicable in black)</b>
2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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 audience.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SCORING RUBRIC FOR INFORMATIONAL OR EXPLANATORY TEMPLATE TASKS

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, 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.

## Section 2: What Skills?

SKILL	DEFINITION
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>	
<i>1. Task engagement</i>	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>
<i>2. Task analysis</i>	<i>Ability to understand and explain the task’s prompt and rubric.</i>
<i>3. Project planning</i>	<i>Ability to plan a task so that reading and writing processes are accomplished on time.</i>
<b>SKILLS CLUSTER 2: READING PROCESS</b>	
<i>1. Reading “habits of the mind”</i>	<i>Ability to select appropriate texts and understand necessary reading strategies needed for the task.</i>
<i>2. Essential vocabulary</i>	<i>Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</i>
<i>3. Note-taking</i>	<i>Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</i>
<i>4. Organizing notes</i>	<i>Ability to prioritize and narrow notes and other information.</i>
<b>SKILLS CLUSTER 3: TRANSITION TO WRITING</b>	
<i>1. Bridging</i>	<i>Ability to begin linking reading results to writing task.</i>
<b>SKILLS CLUSTER 4: WRITING PROCESS</b>	
<i>1. Initiation of task</i>	<i>Ability to establish a controlling idea and consolidate information relevant to task.</i>
<i>2. Planning</i>	<i>Ability to develop a line of thought and text structure appropriate to an information/explanation task.</i>
<i>3. Development</i>	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>
<i>4. Revision</i>	<i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>
<i>5. Editing</i>	<i>Ability to proofread and format a piece to make it more effective.</i>
<i>6. Completion</i>	<i>Ability to submit final piece that meets expectations.</i>

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>				
15 min.	<p><u>1. Task engagement</u></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><u>Product:</u> Short response</p> <p><u>Prompt:</u> What do you know or think you know about the geography, culture/customs, and government of ancient India or China?</p>	No scoring	<ul style="list-style-type: none"> <li>▪ Students create a three column graphic organizer with geography, culture/customs and government as the headings for each culture. (Ancient India on one side of the paper, ancient China on the other side of the paper.)</li> <li>▪ Divide class into two groups- China and India. Students then brainstorm/record on chart paper all of the ideas they recorded on their graphic organizers.</li> <li>▪ Teach or review content required for the task depending on when in the sequence the content is taught – before or during the production of the task.</li> </ul>
10-15 min.	<p><u>2. Task analysis</u></p> <p>Ability to understand and explain the task’s prompt and rubric.</p>	<p><u>Product:</u> Short constructed response</p> <p><u>Prompt:</u> In your own words, what are the important features of a good response to this prompt?</p>	No scoring	<ul style="list-style-type: none"> <li>▪ Review each student’s response to ensure she/he understands the task. Ensure relevant reading material is selected or provided.</li> <li>▪ Have students share responses so that students can hear/know what each other is doing and encourage them to help each other when appropriate.</li> <li>▪ Discuss in detail the prompt, type of writing and structure, the product, and the rubric.</li> </ul>
5-10 min.	<p><u>3. Project planning</u></p> <p>Ability to plan a task so that reading and writing processes are accomplished on time.</p>	<p><u>Product:</u> Timeline</p> <p><u>Prompt:</u> Students will be given a project timeline with dates and deadlines.</p>	<p>Meets: Creates a “doable” timeline that paces reading and writing processes.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>▪ Provide students with a timeline template.</li> <li>▪ Discuss the importance of planning.</li> </ul>

**SKILLS CLUSTER 2: READING PROCESS**

<p>6 class periods</p>	<p><u>1. Reading “habits of mind”</u> Ability to select appropriate texts and understand necessary reading strategies needed for the task.</p>	<p><u>Product:</u> Bibliography note sheets  <u>Prompt:</u> 1) Identify sources you will use and note how each source relates to your task. 2) Note sources in bibliographic format (see bibliography note sheet).</p>	<p><i>Meets:</i> Selects appropriate text(s) for task (if applicable). Creates a first draft of a bibliography (if applicable).  <i>Not yet:</i> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ Assist students in selecting texts or provide texts. Teachers may select texts for students, direct them to a collection, or have them select on their own.</li> <li>■ Demonstrate reading strategies relevant to a type of text to prepare students for next steps in the ladder.</li> <li>■ Provide students with template for bibliography and explain format and use.</li> </ul>
<p>1 class period</p>	<p><u>2. Essential vocabulary</u> Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</p>	<p><u>Product:</u> Vocabulary notebook entries; Frayer models note sheet  <u>Prompt:</u> In your vocabulary packet (Frayer models) define and take notes on the provided content vocabulary terms. Students will be required to incorporate these terms in their final drafts.</p>	<p><i>Meets:</i> Identifies vocabulary. Writes in readable prose  <i>Not yet:</i> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ Teach use of dictionary and other sources to acquire understanding.</li> <li>■ Teach strategies for understanding words in context.</li> <li>■ Introduce language of reading and writing relevant to task.</li> <li>■ Introduce or review relevant terms used in the discipline.</li> </ul>
<p>4-5 class periods</p>	<p><u>3. Note-taking</u> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><u>Product:</u> What is plagiarism? guide sheet; notes &amp; short response  <u>Prompt:</u> Using a note-taking method (note cards), select information (passages, facts, data) relevant to the task; list (bullet) each source and note relevant information. What does plagiarism mean and what strategies can you use to avoid it? Discuss with students the importance of putting information in their own words.</p>	<p><i>Meets:</i> Accomplishes task by selecting relevant source material to support controlling idea. Answers question about plagiarism correctly and provides appropriate strategies for avoiding it. Writes in readable prose  <i>Not yet:</i> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ Review policy for plagiarism and develop students’ understanding of it.</li> <li>■ Provide students with colored note cards for the following categories- geography, culture/customs and government.</li> <li>■ Discuss the term “relevant” and what it means to stay on task – two demands embedded in the rubric.</li> <li>■ Teach strategies for identifying and selecting source material in the form of quotes, passages, data, etc. as it relates to a controlling idea and task.</li> <li>■ Identify any gaps or unanswered questions as you read about your topic.</li> <li>■ Teach strategies for summarizing or paraphrasing.</li> </ul>
<p>1 class period</p>	<p><u>4. Organizing notes</u> Ability to prioritize and narrow notes and other information.</p>	<p><u>Product:</u> Categorized note cards  <u>Prompt:</u> Prioritize relevant information by creating a set of categorized note cards based on the information from your notes.</p>	<p><i>Meets:</i> Provides a prioritized set of note cards that connect points for logic structure or line of thought. Suggests implications drawn from information about the issue or topic  <i>Not yet:</i> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ Students prioritize notes from most important to least important or most relevant to least relevant.</li> </ul>

SKILLS CLUSTER 3: TRANSITION TO WRITING				
10 min.	<u>1. Bridging</u> Ability to begin linking reading results to writing task	<u>Product:</u> Short response (with bullets) class work  <u>Prompt:</u> In a quick write, what are the most important facts about the geography, culture/customs, and government of India or China?	No scoring	<ul style="list-style-type: none"> <li>Students respond to the quick write by using three-column notes and share this information with a partner.</li> <li>Review professional or other samples of writing type and structure.</li> </ul>
SKILLS CLUSTER 4: WRITING PROCESS				
10-15 min.	<u>1. Initiation of task</u> Ability to establish a controlling idea and consolidate information relevant to task.	<u>Product:</u> Paragraph  <u>Prompt:</u> Write an introductory paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	No scoring	<ul style="list-style-type: none"> <li>Refer to the sample report to discuss the introductory paragraph.</li> <li>Demonstrate or provide a check-list for the ingredients of an opening paragraph and a range of approaches for establishing an informational/explanatory composition.</li> <li>Write a paragraph demonstrating a controlling idea with key points that support the development of the explanation.</li> </ul>
1 class period	<u>2. Planning</u> Ability to develop a line of thought and text structure appropriate to an information/ explanation task.	<u>Product:</u> Outline/plan  <u>Prompt:</u> Create an outline including key elements drawn from your reading or research and order them in some logical way (e.g. chronologically, sequentially).	<p>Meets: Applies an outline strategy to develop. Provides citations and references with elements for correct Form. Draws a credible implication from information about an issue or Topic. Writes in readable prose.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>Mini-lessons in outlining (see sample paper and outline handout).</li> <li>Use discussion-based strategies to develop thinking relevant to prompt.</li> <li>Have students connect ideas among the arts, literature, events.</li> </ul>
1-2 class periods	<u>3. Development</u> Ability to construct an initial draft with an emerging line of thought and structure.	<u>Product:</u> Opening paragraph and first draft  <u>Prompt:</u> Redraft an opening for your composition with one or more paragraphs that establish the controlling idea and provide a lead in for your reader.  Write an initial draft to include multiple paragraphs: an opening, development of your process, an ending to include a comment, conclusion, or implication.	<p>Meets: Provides an opening to include a controlling idea and an opening strategy relevant to the prompt. Provides an initial draft with all elements of the prompt addressed. Writes in readable prose.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>Use of template for all levels to guide students through first draft.</li> <li>Student-led revision sessions.</li> <li>Provide guidelines for the final draft of the report: 3-5 pages, 12 point font, double-spaced, 1 inch margins, no cover page.</li> </ul>

<p><i>1 class period</i></p>	<p><b><u>4. Revision</u></b>  <i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i></p>	<p><b><u>Product:</u></b> Revised drafts (2 or more)   <b><u>Prompt:</u></b> Students will exchange papers with another students and each one will complete a peer-revising checklist for their partner. They will then return the papers to revise and edit their papers.</p>	<p><b>Meets:</b> Demonstrates use of revision strategies that clarify logic and development of ideas; embeds relevant details; improves word usage and phrasing; and creates smooth transitions between sentences and paragraphs. Applies a text structure to organize reading material content and to explain key points related to the prompt.   <b>Not yet:</b> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>▪ Develop ways to manage revision process so that students get feedback in timely and helpful ways.</li> <li>▪ Draft study (students volunteer a segment for class or small group help and discussion).</li> <li>▪ Peer feedback on clarity of thinking and development of claim/argument.</li> <li>▪ Read-aloud for peer and adult feedback.</li> <li>▪ Strategies for embedding informational citation methods using citationmaker or easybib, quoting, paraphrasing.</li> </ul>
	<p><b><u>5. Editing</u></b>  <i>Ability to proofread and format a piece to make it more effective.</i></p>	<p><b><u>Product:</u></b> Next-to-final draft   <b><u>Prompt:</u></b> Finalize draft for the readership; apply finishing touches (e.g., visuals, neatness, formatting, copy editing).</p>	<p><b>Meets:</b> Demonstrates use of strategies that enhance the readability and appearance of the work for presentation.   <b>Not yet:</b> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>▪ Use of error analysis to encourage self-correction of language usage and grammatical errors.</li> <li>▪ Use of copy-editing marks.</li> </ul>
	<p><b><u>6. Completion</u></b>  <i>Ability to submit final piece that meets expectations</i></p>	<p><b><u>Final Piece</u></b>  <i>Turn in your complete set of drafts, plus the final version of your piece</i></p>	<p><i>Fits the “Meets Expectations” category in the rubric for the teaching task.</i></p>	

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
<p>Schedule library &amp; computer time            Provide note cards (optional)</p>	<p>List of Internet starting points for research:</p> <p>“Ancient China.” <i>Kidipede – History and Science for Kids</i>. Dr. Karen Carr, n.d. Web. &lt;<a href="http://www.historyforkids.org/learn/china/">http://www.historyforkids.org/learn/china/</a>&gt;.</p> <p>“Ancient China.” <i>ancientchina.co.uk</i>. The British Museum, n.d. Web. &lt;<a href="http://www.ancientchina.co.uk/menu.html">http://www.ancientchina.co.uk/menu.html</a>&gt;.</p> <p>“Ancient India.” <i>Kidipede – History and Science for Kids</i>. Dr. Karen Carr, n.d. Web. &lt;<a href="http://www.historyforkids.org/learn/india/">http://www.historyforkids.org/learn/india/</a>&gt;.</p> <p>“Ancient India.” <i>Ancientindia.co.uk</i>. The British Museum, n.d. Web. <a href="http://www.ancientindia.co.uk/">http://www.ancientindia.co.uk/</a></p>

	<p>Outline format and sample Time line organizer Note cards Vocabulary note sheet Bibliography (citation maker/easybib) <a href="http://www.openc.k12.or.us/citeintro/citeintro.php?Grd=Sec">http://www.openc.k12.or.us/citeintro/citeintro.php?Grd=Sec</a> <a href="http://www.easybib.com/">http://www.easybib.com/</a></p>
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## Section 4: What Results?

### STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

### CLASSROOM ASSESSMENT TASK

Background to share with students (optional):	
Classroom assessment task	N/A
Reading texts:	

### INFORMATIONAL OR EXPLANATORY CLASSROOM ASSESSMENT RUBRIC

LDC Informational/Explanatory Classroom Assessment Prompt MEETS EXPECTATIONS	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identify a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

## Teacher Work Section

Here are added thoughts about teaching this module.

\*There was a connection between science and social studies in regard to citing resources that was helpful. Students had already learned how to use *citationmaker* and *easybib*, so students were familiar with this process for citing resources.

\*Some students were familiar with the outlining process, while others were not. Assessing students' background was helpful when teaching the mini-lesson on outlining.

\*There was some discussion over whether or not students needed to outline at all. It was decided that this skill was helpful for students in regard to organizing their thoughts. It was just another tool in the pre-writing process.

\*Color-coding note cards (assigning each topic a color) was very helpful for students when taking notes.

\*This module could be used to compare/contrast any early civilizations that have survived.

## Appendix

None