

Sollfrank for HIS1011
GRAPHIC ORGANIZER GRADING RUBRIC for HIS 1011

HW is all 4 Key Points (one must come from an Assigned Primary Source Text), Text & Page, and Meta-Insights – 10 points Credit/No Credit. Due on Tuesdays by 3:00 – class time.

Credit (10 points)	No Credit (0 points)
<i>Student shall complete 100% of the Homework (HW) for Credit.</i> <i>Student shall list a minimum of three key points or any “A-HA” learnings from the textbook readings one from the assigned Primary Source readings (i.e. Chinggis Khan)</i> <i>Student has listed the corresponding page numbers for their four key points. (i.e. pg. 167)</i> <i>Student shall respond to the following questions in 2-3 sentences each. Sentences must be coherent, relevant to context, and concise but include relevant detail.</i> 1) What is this A-HA learning or Key Point that stood out to you? How would you describe it (in context, of course!)? <i>(i.e. Chinggis Khan was the Mongol clan leader who rose to supreme power in China in the 12th century, creating the largest landmass empire in world history. His grandson established the Yuan Dynasty.)</i> 2) What possible historical importance or significance could this Key Point or A-HA moment have? <i>(i.e. The fact that the Mongol's controlled so much land, particularly along the Silk Road trade routes, made trade much safer. Currency rates were established. Culture was exchanged, and we see Europeans arriving in the Mongol courts and Chinese technology like silk-making arriving in Byzantium.)</i> <i>Student shall respond to the following question in 1-2 sentences. Sentences must be coherent, relevant to context, and concise but include relevant detail.</i> <i>Metacognition: 3) How has my learning increased because of this reading assignment? In other words, what did I know prior to reading this chapter, and how did these Key Points increase my learning?</i> <i>(i.e. From this chapter, my learning has increased in two ways. First of all, even though I had heard of Chinggis Khan, I thought he was more of a mythical character than a real person. I did not know he did established the largest landmass empire in world history. Secondly, I learned that Marco Polo was not the only European to reach China, and that technologies, religion, and skills were shared.)</i>	<i>Failure to complete 100% of the column on the right will result in a No Credit score. The student could fail in any one of the categories below:</i> <i>Listing three or less key points / “A-HA” learnings</i> <i>Not listing the corresponding page numbers for their key points.</i> <i>Failure to respond in any way to the following three questions in 2-3 sentences each. If sentences are not coherent, relevant, and concise with little to no detail, then No Credit is given.</i> 1) What is this A-HA learning or Key Point that stood out to you? How would you describe it (in context, of course!) <i>(i.e. Chinggis Khan was the Mongol clan leader.)</i> 2) What possible historical importance or significance could this Key Point or A-HA moment have? <i>(i.e. Chinggis Khan was the leader of the Mongols, and he slaughtered so many millions of people.)</i> <i>Failure to respond to the following question in 1-2 sentences. Sentences fail to be coherent, relevant to context, or concise or exclude relevant detail.</i> <i>Metacognition: 3) How has my learning increased because of this reading assignment? In other words, what did I know prior to reading this chapter, and how did these Key Points increase my learning?</i> <i>(i.e. Chinggis Khan's empire did not last long. He was really important in history. I didn't know anything about Chinggis Khan before.)</i>

--	--

Concept Map – Small Group Synchronous Work
Due Thursday at midnight.

In Small Groups – 15 points Credit / No Credit: Must be present with Small Group synchronous session, participate, and fully complete Concept Map with group to receive credit.

CONNECT: (*Small Group Discussion) 1) Verbally discuss your Key Points. What similarities did you find? What differences?
2) Organize / Concept Map / Illustrate your group's Key Points into at least three Main Characteristics and articulate connections.
3) What stands out to your group as being the most significant concept of this reading assignment? And why?

This portion of the assignment is completed in small groups, and it is 15 points as Credit / No Credit.

Students have to be participate in their Small Group synchronous session once per week in order to get the points for this portion of the assignment.

Three Main Characteristics have to be represented / included in this space, along with a combination of the group's Key Points / AHA learnings.

Question #3 has to be answered in a consensus by the small group (meaning, everyone reaches an agreement).

The RGO Homework and Concept Maps are built into the course as a tool to use on your Unit Tests and Final Exam.

*****This portion of the RGO is really unique to each Small Group to how you want to construct the first side of your RGO and then use that in class. It is difficult to make a rubric for this portion, other than it must be fully completed in order to receive credit.***