

**Gayle Sollfrank:  
READING GRAPHIC ORGANIZER FOR TEXTBOOK READINGS (HIS110-S7)**

**Part 1: HW is all 4 Key Points, Text & Page, and Insights – 10 points Credit/No Credit**

<p style="text-align: center;"><b>KEY POINTS</b> <i>(List a minimum of <b>four key points</b> and any “A-HA” learning’s)</i></p>	<p style="text-align: center;"><b>TEXT &amp; PAGE</b></p>	<p style="text-align: center;"><b>INSIGHTS</b></p> <p><i>Respond to the following three questions: 1) What does the Key Point or A-HA moment mean - in context? 2) Metacognitive: Make connections with your prior knowledge. (Be sure to use “I” statements. Example is on the Rubric.) 3) Make connections with the possible historical importance or significance of this Key Point or A-HA moment.</i></p>
<p><b>Example of an Excellent Response:</b></p> <p>Cyrus the Achaemenid</p>	<p style="text-align: center;">T&amp;E Pg. 132</p>	<p>1) Cyrus reigned from 558-530 B.C. and began the Persian’s imperial conquests. He ruled from Pasargadae, had the Cyrus Cylinder inscribed, initiated rebellions, conquered various lands, sent the Jews back to their homeland, and died from a fatal wound. 2) I knew Cyrus was a significant figure in Persia, but I didn’t know how he came to power and how he conquered various lands or that he sent the Jews back to Jerusalem from Persia. 3) Cyrus began Persian imperial control, which laid the foundation for future rulers such as Darius I and Xerxes. Cyrus and the Persian empire were significant in Jewish history.</p>
<p><b>Example of a Poor Response:</b></p> <p>Cyrus the Achaemenid</p>	<p style="text-align: center;">T&amp;E Pg. 132</p>	<p>1) Cyrus the Great started the Persian Empire. 2) I’ve never heard of Cyrus. 3) He was significant because he started the Persian Empire.</p>

**Part 2: In Class – 10 points Credit / No Credit:**

**CONNECT: (\*Small Group Discussion and Class Feedback) \*1) Were any Big Ideas shared by two or more in the group? If so, which ones? 2) Prepare to discuss and share the connections and differences based upon the question(s) the Instructor gives out in class for this assignment. This may vary from week to week.)**

<p>In our group: We all had Cyrus under our Key Points. We all said that he was key to founding the Persian Empire. He allowed the Jews to return to Jerusalem, and he was a good military leader. We put Cyrus the Achaemenid under the Classical Society category “High Degree of Internal Societal and Hierarchical Organization.”</p>	<p>Class Share Out: High Degree of Internal Societal and Hierarchical Organization: Cyrus – issued the Cyrus Cylinder which showed he was a humanitarian leader. He also said that he got his authority from Ahura Mazda, giving legitimacy to his reign. This was enhanced by his support of the Jews rebuilding their temple in Jerusalem. This demonstrated that he was able to not only obtain authority but retain authority over diverse groups of people. He paved the way for his successors (Cambyses and then Darius I) to make Persia an even greater empire.</p>

## GRAPHIC ORGANIZER GRADING RUBRIC for HW - HIS110-S7

<b>Credit (10 points)</b>	<b>No Credit (0 points)</b>
<p><i>Student must complete 100% of the Homework (HW) for Credit.</i></p> <p><i>Student has listed a minimum of <b>four key points</b> and any “A-HA” learnings (i.e. Chinggis Khan)</i></p> <p><i>Student has listed the corresponding <b>page numbers</b> for their four key points. (i.e. pg. 167)</i></p> <p><i>Student responds to the following <b>three questions</b> in one to two sentences. Sentences must be coherent, relevant, and concise.</i></p> <p><i>1) Student responds to the question “What is the Big Idea(s)?” These “Big Ideas” are gone over in class, so student should be able to explain why they place the key point within a Big Idea. (i.e. Chinggis Khan was the Mongol clan leader who rose to supreme power, creating the largest landmass empire in world history. The Big Idea is that Chinggis Khan’s conquests led to the nomadic society of the Mongols toppling the centralized governments of Xia Dynasty in China, the Russians, into Europe, and India.)</i></p> <p><i>2) Student makes connections with each of the Big Idea(s) and their own prior knowledge. Student must use “I” language in explaining their connections. (i.e. I knew that Chinggis Khan was the leader of the Mongols, but I did not know that he slaughtered so many millions of people nor that his empire was split into four segments after his death.)</i></p> <p><i>3) Student makes connections with the possible historical importance or significance of each Key Point or A-HA moment. (i.e. Even though Chinggis Khan’s empire did not last long, it was foundational for creating stability along the Silk Road, establishing empire-sized communication routes, and centralized governance over a huge empire.)</i></p>	<p><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></p> <p><i>Student lists <b>three or fewer key points</b> and any “A-HA” learnings</i></p> <p><i>Student fails to list the corresponding <b>page numbers</b> for their key points.</i></p> <p><i>Student fails to respond in any way to the following <b>three questions</b> in one to two sentences. If sentences are not coherent, relevant, and concise, then No Credit is given.</i></p> <p><i>1) Student fails to respond to the question “What is the Big Idea(s)?” These “Big Ideas” are gone over in class, so student should be able to explain why they place the key point within a Big Idea. (i.e. Chinggis Khan was the Mongol clan leader.)</i></p> <p><i>2) Student fails to make connections with their own prior knowledge. Student fails to use “I” language in explaining their connections. (i.e. Chinggis Khan was the leader of the Mongols, and he slaughtered so many millions of people.)</i></p> <p><i>3) Student fails to make connections with the possible historical importance or significance of each Key Point or A-HA moment. (i.e. Chinggis Khan’s empire did not last long, but there was a huge significance to his empire. He was really important in history.)</i></p>

Sollfrank Fall 2017 – World Civilizations I  
Student Reflection Essay

Rate and evaluate your own learning in this course. Give at least two examples of specific ways in which your learning has improved since taking this course. Sample Student Responses:

- I learned to actually organize and synthesize my notes so I can review and understand a substantial amount of material.
- I definitely learned to read and analyze things in a new way through doing the weekly RGO's.
- RGO's have improved how I take notes. They help me organize my thoughts.
- The RGO's taught me how to break down reading into what is important rather than getting lost in a torrent of words.
- My learning has increased.....Because of the RGO's and Primary Sources essay and paper, I was able to increase my knowledge and retention of subject matter for this class.