

© Sollfrank for HIS1010
READING GRAPHIC ORGANIZER GRADING RUBRIC for HIS 1010

HW is all 4 Key Points, Text & Page, and Meta-Insights – 10 points Credit/No Credit

Credit (10 points)	No Credit (0 points)
<p><i>Student shall complete 100% of the Homework (HW) for Credit.</i></p> <p><i>Student shall list a minimum of four key points or any “A-HA” learnings from the textbook readings. <i>(i.e. Chinggis Khan)</i></i></p> <p><i>Student has listed the corresponding page numbers for their four key points. <i>(i.e. pg. 167)</i></i></p> <p><i>Student shall respond to the following questions in 1-2 sentences each. Sentences must be coherent, relevant to context, and concise but include relevant detail.</i></p> <p>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></p> <p>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. More culture was exchanged, because we see Europeans arriving in the Mongol courts and Chinese technology like silk-making arriving in Byzantium.)</i></p> <p><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></p> <p><i>Metacognition: 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 establish 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></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>Listing three or less key points / “A-HA” learnings</i></p> <p><i>Not listing the corresponding page numbers for their key points.</i></p> <p><i>Failure to respond in any way to the following questions in 1-2 sentences each. If sentences are not coherent, relevant, and concise with little to no detail, then No Credit is given.</i></p> <p>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></p> <p>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></p> <p><i>Failure to respond to the following question in 1-2 sentences. Sentences fail to be coherent, relevant to context, and concise or exclude relevant detail.</i></p> <p><i>Metacognition: 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></p>

In Class – 10 points Credit / No Credit:

CONNECT: (*Small Group Discussion and Class Feedback) 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 two Main Characteristics and be prepared to argue why. 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 > collaborations, and it is also 10 points as Credit / No Credit.

Each student has to participate and contribute to their small group to get the points for this portion of the assignment. The small group needs to coordinate 1 short synchronous session each week to work on the Concept Map.

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

Connections must be made and represented through color-coding or lines or some other creative method, and articulated. A goal of at least 3 connections should be represented.

The final consensus question has to be answered by the group.

The RGO is built into the course as a study guide for exams, so be sure to save your RGOs and keep them in order.

****This Concept Map portion of the RGO is unique to each small group.**