

Literacy Learner Analysis Case Study:

Refining Vocabulary Comprehension and Writing Skills in the Social Studies Classroom

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Section I: Brief Background and Reason for Focus

Students are introduced to vocabulary essential to their education on a daily basis. The comprehension of this information is often essential for their ability to achieve a higher level of understanding in a subject and build upon it moving forward. In the article “Are Current Reading Research Findings Applicable to Students With Intellectual Disabilities?,” its authors state, “Because individuals with [Intellectual Disabilities] IDs are known to have particular problems with vocabulary, this is another area of intense need.” In addition, they note, “they recommended using pictures, videos, and simple but interactive games that provide examples and nonexamples of concepts” (Fuatsch-Patridge, McMaster, and Hupp, 2011, p. 228). Though this article specifically addresses the need of ID students the reason for this case study is to prove that this is a necessary skill all Social Studies students need more exposure to. Through the work of the specific student in this case, important concepts in Social Studies, specifically World History, will be explored to assess their comprehension levels. In addition, the teacher will seek intervention by providing a multitude of examples in the form of traditional assessments, imagery, videos, and other multimedia sources to provide support to all levels of Social Studies Students.

Section II: Home and Family

The particular student being analyzed in this project is a learner that has just completed the ninth grade and is compatible with the reading skills of that particular grade. The student is a Caucasian female, with English as her primary language, that requires additional time to complete reading and in-class assessments. Though the student is capable at reading at a high-level, comprehension often takes longer and must be supplemented by additional resources. In

addition, the student usually performs better when quizzes or exams are read to aloud. After reading assignments are passed out they are often completed at home by the student taking notes individually and later going over the homework and notes with help from a parent or older sibling.

The student's familial background includes one brother and one sister with both parents living at home. The student is the youngest of her siblings and often seeks their support in completing homework assignments. Both siblings are proficient at their grade level and are able to provide adequate support. In addition, both parents are college graduates that can provide additional support as well.

Section III: Emotional Climate

The student currently attends a private, religious secondary school and the classroom usually contains 20-30 students. This individual case study will serve as a unique opportunity for the student to work on her literacy skills in a smaller setting. As Richard L. Allington states, "Class-size reduction does seem to be an effective preventive intervention design...smaller classes allowed teachers to better focus on the instructional needs of individual children." (Allington, 2011, pg. 248). By creating activities that mirror small reading groups the student will receive more of the personal comprehension instruction that is lacking in her larger classrooms. As described by the student, the classroom often involves assigned textbook readings that are followed up by reading quizzes and eventually more formal exams. In addition, the textbook readings are sometimes supplemented by primary and secondary sources as well. Though the student identifies as a person who enjoys reading and can comprehend classroom

readings often in her Adolescent Motivation to Read Profile she also admits that her greatest struggles are in Social Studies assignments.

Section IV: Literacy History

As a student at the tenth grade level the students most specific needs are in preparation for reading assignments outside of the textbook. The student identifies themselves as confident in their reading ability and generally understands most of what she reads based on the reading survive provided to her during the first lesson (Gambrell, Palmer, Codline, and Mazzoni, 1996). However, based on the original interview the student does not feel as comfortable with non-textbook sources due to a lack of exposure. As stated in Section II (Home and Family) the student often requires additional time to finish reading assignments and in-class assessments. Therefore, improving vocabulary comprehension will also help her become a more efficient reader and be able to complete writing assignments in a more timely fashion and with a better understanding of the material. When considering the implementation of reading strategies an instructor must remember, “To effectively apply a reading (or writing) strategy, students depend heavily on word, world, and domain knowledge; thus, strategy instruction should be as much about knowledge development as it is about teaching kids to use strategies independently” (Learned, Stockdill, and Moje, 2011, pg. 159). Therefore, for the student to improve her literacy skills in the area of the Social Studies, this case study must focus on building her content knowledge as much as skills that will help improve her literacy in non-textbook assigned readings.

Based on original interviews, both the student and her parents are very positive towards improving the student’s literacy in these specific areas. They are certain that focusing on non-

traditional reading resources will help improve the student's performance in future Social Studies classes and will also help with her overall comprehension of terminology and will lead to improved writing skills. As stated in Section II (Home and Family) the parents and older siblings are available for assistance and have been essential in the students improved efforts in the area to be able to understand reading assignments quicker and complete assessments in a more efficient fashion. In general, educational studies have shown that parent involvement in any aspect of school life is essential for a particular student's success. To take this point further, "The combined evidence supports a clear claim that parent involvement in their children's learning has noteworthy academic benefits for nearly all children" (Paratore, Edwards, 2011, pg. 437). Therefore, communication with the student's parents and elder siblings will be essential for continued improvement to be visible. In theory, there needs to be a balance between vocabulary comprehension, literacy instruction, and communication about literacy practices for this experience to be truly beneficial for the student.

Section V: Tests Given and Summary of Test Results

Based on the needs of the student and the specifics of the particular field of Social Studies literacy comprehension this case study will focus on developing the writing skills of a female high school student that recently finished the ninth grade. To assist in the assessment of this particular student's vocabulary comprehension and writing ability the *6 + 1 Trait* rubrics will be used to identify areas for improvement in her writing. The *6 + 1 Trait* rubric was constructed to increase students writing abilities due to its importance in increasing future employment. Specifically, the model assesses a student's ability to use ideas, organization, voice, word choice, sentence fluency, conventions, and presentation in individual writing

assignments (Education Northwest, 2014). Since the focus of this case study is on the comprehension of Social Studies vocabulary and her ability to process this information by improving writing skills, the study will focus more closely on the introduction of ideas and the organization of content in the writing.

Based on the *6 + 1 Trait* modified rubric and the needs of the particular student in this study the pre-test and post-test focused on her comprehension of a basic concept discussed in a common World History class that might be taught to anyone in grades nine through eleven. The first lesson pre-test consisted of a simple free write where the student was given ten minutes to consider the following question: Based on your general knowledge, how would you define the concept of civilization? The student then was provided ten minutes to consider her general understanding of the question based on only her experience in prior Social Studies classes. After this pre-test her response was briefly discussed and then she preceded to participate to in an activity that will be outlined in Section VI (Lesson Plan Matrix). The activity helped her comprehend some of the major components of the development of early civilizations and created a discussion that focused on the major vocabulary that would help improve her understanding of the topic. After completing this activity, a post-test writing activity was provided that modified the original question: Now that you have read and discussed the selected excerpts, how would you define the concept of civilization? Using the information provided, the intended goal sought improvement in her implementation of key ideas and vocabulary and the overall organization of her argument and allowed for twenty minutes of writing time.

The focus of assessing the pre-test (Artifact three in the appendix) would be to use the *6 + 1 Trait* rubric and focus only on ideas, implementation of vocabulary, and organization. Since

the pre-test assessed her general knowledge, expectations for proficiency in the introduction of important ideas or concepts were limited. Using the rubric provided by Education Northwest, the quality of the students writing (Artifact four and five in the appendix) would be considered emerging for word meaning and word usage, however beginning for word quality. Therefore, the assignment provided would be useful in helping to deliver support in these areas and lead to a greater understanding on the topic of civilization for the student. One area that showed proficiency was her use of grammar. In this area she contained aspects of developing and capable that are consistent with assigning a free writing activity. In the area of organization, the student scored beginning or emerging in all categories including lead and conclusion, transitions, sequencing, pacing, and purpose. It was evident that the student had not considered organization important while providing her very broad definition of civilization. The addition of useful resources provided during the activity will benefit improvement specifically in the areas of lead and conclusions, sequencing, and purpose.

By only slightly altering the post-test question, the student could specifically use information provided in the lesson to help improve their understanding and provide a detailed explanation. In the assessment of this writing response the continued use of the *6 + 1 Trait* rubric will help in providing consistency to assessing the growth in the student's comprehension and writing skill as the lesson progressed. After completing the activity, participating in an individualized discussion, and using the resources provided to her (Artifacts six, seven, and eight in the appendix), the student showed a marked improvement in the use of her vocabulary, introduction of key concepts, and overall organizational quality. In the area of ideas, her word meaning, word quality, and word usage all improved into the area of capable and contained some elements of experienced. The greatest area of improvement could be found in the students vastly

increased level of organization. The post-test contained a capable to experienced lead and conclusion and improvements in transitions, sequencing, and purpose (Artifacts 11 and 12 in the appendix).

After reviewing the pre-test (Artifact three in the appendix) and post-test (Artifact 10 in the appendix) it was evident that the addition of a guided note taking form appeared to help the level of comprehension that improved in the post-test. Therefore, in the second lesson it was not only important to include a similar tool, but also to differentiate the style that was provided. By the change in style of the tool the student would have to make adjustments to fit her needs, but it would also serve as another example of something could help her overcome her comprehension needs. In addition, I noted that the improvement from the pre-test and the post-test served as a direct result to the use of the textbook excerpts as resources. It had been identified by the parents that this type of source generally served as a strong point of her comprehension skills. To assess her ability to comprehend important vocabulary further, the types of sources would need to be varied to see if organizational tools and discussion really did lead to improvement.

Though literacy research often focuses on a student's ability to comprehend textual sources, it has also been noted that a variety of media can help improve the comprehension of learners that struggle with traditional textual support. The inclusion of a variation of many types of resources is important to consider because "Instructional texts of all kinds include a variety of visual images intended to help the learner understand and remember text. Visuals are certainly capable of serving this function. They can make abstract concepts more concrete or simplify complex information in a variety of ways" (Rakes, 2011, pg. 4). The additional imagery may help invoke a discussion that will allow the student to process their understanding in a way that

allows them to consider what they know prior to placing their knowledge into a written statement. In addition, digital resources, such as John Green's *Crash Course in World History*, can provide both a visual and audio explanation of the same content that can be provided in a traditional textual form. Though these resources can be used as additional tools it is also important to consider the changing landscape of literacy instruction in the United States. Especially in the area of measuring student comprehension "assessments evaluate traditional literacy and content knowledge...A better question related to assessment is, What can students do with new literacies that is not measured by current assessments?" (Barone, Wright, 2009, pg. 301). Therefore, in the second lesson it was important to consider how best to introduce the new multimedia resources and how they could affect the assessments provided.

To provide consistency to the pre-test and post-test I continued to use the *6 + 1 Trait* rubric to assess the student's writing in lesson two. However, since textbooks had been identified as a resource she understood well, the student was asked to read a brief excerpt from a standard World History text (Artifact 14 in appendix) and respond to the question of how Egypt compared to the general concepts of civilization discussed in Lesson 1. In addition, the student was provided a different tool from the first lesson to document notes (Artifact 15 in the appendix) and could use this tool to write her essay. During the pre-test of Lesson 2 (Artifact 16 in the appendix) the student showed an increase in both ideas used and organization from the pre-test. The additional use of the textbook and graphic organizer led to marks of capable and experienced in word meaning, quality, and usage. Although organizationally she continued to struggle with transitions, sequencing, and pacing (receiving developing marks), there was greater purpose from the first pre-test (Artifacts 17 and 18 of the appendix contain a more detailed explanation of the rubric). Though it appeared that the student had a sufficient understanding of

the text it was evident that exposure to additional resources would improve comprehension and help expand on the written argument.

During the second part of the lesson the student was introduced to three new sources. The sources included a primary source about Egyptian professions, a selection of images from Egyptian architecture, and a vlog (video log) from *Crash Course World History* about the United Kingdom of Egypt (Artifacts 19, 20, and a digital link to the vlog are in relation to the sources mentioned). Through a differentiated and multimedia approach the student was able to read, view, and hear content similar to the textbook, but in a more detailed fashion. In addition, individual discussions after contemplating each source allowed for the expansion of terminology and the unpacking of their meaning. Now that the student had added to the graphic organizer and maintained new sources of information an introduction of new terminology was evident in her discussion and a better understanding of the main idea of those terms. Accordingly, she received experienced marks in word meaning, quality and capable in word usage. However, in the area of organization the new information did not seem to help improve pacing, sequence, and only a slightly improved level of purpose. The new multimedia sources improved her vocabulary and ability to discuss the topics, however further work will need to be applied to help her organize the information she has acquired.

Section VI: Lesson Plan Matrix

Lesson 1- Date: 7/11/14

Lesson Foci/Date	Objectives	Instructional Materials	On-going Assessment
The focus of this lesson is to consider the following:	By the end of this lesson: <ul style="list-style-type: none"> • The student will be 	<i>Materials & supplies needed:</i> <ul style="list-style-type: none"> • Pre-test free write 	<ul style="list-style-type: none"> • <u>Transition to next learning activity</u> For homework the

<ul style="list-style-type: none"> • The student’s comprehension of basic Social Studies (specifically World History) terminology. • Assess the student’s comprehension of textbook resources. • Observe the student’s documentation skills. • Observe the student’s writing skills. • Analyze the connection that exists between the student’s comprehension and their ability to create an organized discussion of concepts related to Social Studies (specifically World History). 	<p>able to identify the definition of key concepts as they relate to the development of civilization.</p> <ul style="list-style-type: none"> • The student will be able to differentiate between multiple sources of information on the subject. • They will produce a written response differentiating the different factors that define civilization. <p>Common Core Standards used (State of Michigan):</p> <ul style="list-style-type: none"> • Standard 2.1 • Standard 2.2 • CE 2.1.1 • CE 2.1.2 • P1.1 • CE 2.1.4 • CE 2.1.6 • CE 2.1.7 	<p>on the concept of civilization prior to introduction of materials.</p> <ul style="list-style-type: none"> • three excerpts from World History textbooks describing the aspects of civilization. • Handout that asks the student to identify these key aspects in paragraph form. • Post-test prompt asking student to reconsider their response now that the reading has been discussed. 	<p>student must consider how does civilization progress. This will coincide with our next discussion about how individual city-states are influenced by cultural diffusion and change.</p>
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To observe a complete outline of the first lesson, consult Artifact two of the appendix.

The contents of this artifact consider the lessons objective, rationale, outline, types of support for the student, and explanations of assessments in a more detailed fashion than the lesson plan matrix.

Lesson 2- Date: 7/26/14

Lesson Foci/Date	Objectives	Instructional Materials	On-going Assessment
<p>The focus of this lesson is to consider the following:</p> <ul style="list-style-type: none"> • The student's comprehension of more detailed Social Studies (specifically World History) vocabulary. • Assess the differences that exist in the student's comprehension of textbook and non-textbook resources. • Observe the student's documentation skills in a new format. • Analyze the connection that exists between the student's comprehension and their ability to create an organized discussion of concepts related to Social Studies (specifically World History). • 	<p>By the end of this lesson:</p> <ul style="list-style-type: none"> • The student will be able to review the concepts related to the previous lesson on the aspects of civilization and specifically apply their knowledge to an individual civilization, the United Kingdom of Egypt. • The student will be exposed to a wider variety of sources beyond the textbook and work on contemplating important terminology from multiple sources of media. • The student will be exposed to a second form of note taking to help improve comprehension. • The student will consider the connection between vocabulary comprehension and writing skills in the area of word choice and 	<p><i>Materials & supplies needed:</i></p> <ul style="list-style-type: none"> • Textbook excerpt on the United Kingdom of Egypt. • Pre-test on how Egypt relates to the broad concept of civilization. • Primary source on scribes in Ancient Egypt • Selection of images of the Old Kingdom (United Kingdom) of Egypt • Excerpt from <i>Crash Course in World History</i> (on Ancient Egypt) • Graphic organization to sort information that is different from the textbook and the additional sources. • Post-test asking student to expand on how Egypt can be identified as a civilization based on the additional sources. 	<p>• <u><i>Transition to next learning activity</i></u></p> <p>The student can use the models, feedback, and experiences during these two lessons to expand on their vocabulary comprehension and writing skills in their sophomore year.</p>

	<p>organization.</p> <p>Common Core Standards used (State of Michigan):</p> <ul style="list-style-type: none"> • Standard 2.1 • Standard 2.2 • CE 1.4.4 • CE 2.1.1 • CE 2.1.2 • P1.1 • CE 2.1.3 • CE 2.1.4 • CE 2.1.6 • CE 2.1.7 		
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To observe a complete outline of the second lesson, consult Artifact 13 of the appendix. The contents of this artifact consider the lessons objective, rationale, outline, types of support for the student, and explanations of assessments in a more detailed fashion than the lesson plan matrix.

Section VII: Reflections on Your Differentiated Literacy Lesson Plans

Prior to the lessons provided to the student, both her and her parents identified quick processing and lack of comprehension as a serious impediment to her ability to complete reading assignments in a timely fashion and relay that knowledge into written form. The goal of the lessons was to assess why comprehension remained difficult and how to remedy the situation. By viewing the improved use of vocabulary and explanation in the pre-test and pos-tests from lesson one to lesson two it is evident that improvement took place. The reasons that these lessons proved to be beneficial can be related to a multitude of factors. First, the student's school experience provided little additional textual or multimedia support beyond the class text.

Therefore, the student's exposure to multiple forms of media and text to analyze could serve as a launching point for future classes. Her ability to seek out additional resources will be beneficial in her comprehension of major terminology. Throughout the lessons and writing assessments there can be documented evidence of an increased level of introduction of terminology and the beginning processes of explaining and organizing that information. Therefore, seeking out additional sources, as was modeled in the lessons, can lead to improved comprehension in future Social Studies courses. In addition, the student's level of understanding increased greatly through the one-one instruction after reading, viewing, or hearing each source. The student's ability to visualize and discuss information led to increased comprehension from the pre-test to the post-test.

The critical choices that made these lessons beneficial for the student involved considering the type of sources viewed during the lesson. In addition, the pacing of these resources allowed the student time to process what they were viewing, what type of source they were viewing, and how their comprehension changed between the different types. The introduction of differentiated methods can allow all learners to find an aspect to consider that might lead to greater understanding. Specifically, while discussing the benefits of the differentiated approach with English Language Learners (ELLs) research has stated, "Another common feature across these interventions involves the use of visuals and other extralinguistic strategies. While it may be sufficient for native speakers to work with linguistically contextualized explanations of word meanings, ELLs may require images and other extralinguistic sources of information...about words in order to fully grasp their meaning" (Carlo, Bengochea, 2011, pg. 126). Though this research discusses the benefit of multimedia literacy learning for ELLs, the quote seems to be appropriate to this particular case study as well.

The contention made in this study disagrees with the researches assessment that traditional interventions may be efficient for native speakers. Students that struggle with literacy also can benefit greatly from this kind of support and one of the successful points in the lessons relates directly back to the variety that was provided and the pace at which it was provided to the student.

Though a greater level of comprehension was achieved and the student learned multiple methods to document information and use it in a written prompt, the focus of the case study strived to achieve balance in comprehension and writing skills. The evidence remains clear in the difference of comprehension use from the two pre-tests (Artifact three vs. Artifact 16 in the appendix) and the two post-tests (Artifact 10 vs. Artifact 21 in the appendix) improved greatly due to the introduction of differentiated sources and models for preparation. However, there appears to be very little improvement from lesson one to lesson two in the area of organization. Within lesson one there does appear to be an increase in the level of organization from the pre-test to the post-test (Artifact three vs. Artifact ten in the appendix). However, there is very little improvement from the pre-test to the post-test in second lesson (Artifact 16 vs. Artifact 21 in the appendix). Therefore, if this case study could be repeated there would need to be more balance provided in the level of instruction on comprehension and organization. Ideally, there would be a lesson specifically devoted to organizational writing in the Social Studies prior to the two lessons revolving around content. The additional lesson at the beginning could set the stage and provide clear expectations of the type of writing that would be assessed in the lessons. Also, the effectiveness of the organizational instruction may have been improved by making the reading instruction more developmentally appropriate for the student. The focus on the Social Studies portion of the case study allowed for valuable information to be collected in this field, however it

may not have been the only field where reading comprehension could be improved. A greater focus on all areas of reading comprehension in the student's studies could have additionally improved the outcomes.

Throughout the case study multiple opportunities have been provided to implement aspects of the courses content into the lessons for the student that participated. Specifically, the course readings and additional resources certainly played a part in the final result of this case study. The week four instructional presentation on word recognition probably best connects to the goal of introducing resources to help with comprehension in the study. The slide relating to spelling-sound knowledge contained textual and visual support to help explain a complex topic that was also discussed in the readings for the week (Adams, 2011, pg. 8). In the study the approach focused around implementing multiples examples and resources of how to understand something. The greatest take away from this class will be how literacy goes beyond textual support and considers multiple aspects of a student's learning history, including their language background, family background, and the processes that exist conceptually.

Section VIII: Recommendations to Parents/Caregivers

Dear Mr. and Mrs. Stephens,

Rachael has shown great improvement over the course of only two lessons in literacy instruction in the Social Studies. During our meeting prior to instruction you mentioned that Rachel struggled with sources from outside the text. After interviewing and working with Rachael, I believe the actuality is that the classroom does not explore her to enough resources outside of the textbook. Though it may take longer for her to process primary and non-textbook primary and secondary sources, there was noticeable improvement in her comprehension of key concepts as a

direct result of these additional resources. In addition, as you work with her at home I would encourage the use of an organizational tool when taking notes on reading selections. It creates an excellent reference tool and will allow her to recall the content without returning to the text so often.

Also, do not hesitate to let her use non-traditional resources like video blogs, images, or any other multimedia content to help supplement her reading. These multiple sources will allow her to see and hear the information as well as read it. As long as the information comes from a reputable source it will benefit her comprehension skills. Finally, though the greatest focus of our literacy work was not on organizational skills, this is the next step to displaying improved comprehension skills over a long-term basis. Now that she has the tools and understands methods to increase her understanding, she needs to work on displaying this information in an organized, written discussion. A method that may be beneficial that is used in my own history department is the CEE model. This implies that for each main idea discussed it should be supported by a (c)laim, (e)vidence, and (e)xplanation. If these three aspects are considered we should see continued improvement in her ability to develop sequencing, pacing, and the additional of logical transitions in her writing.

Thank you for the opportunity to work with your student. Sincerely,

Scott Pangrazzi

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Appendix

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Figure 1
Adolescent Motivation to Read Profile reading survey

Name: Rachael Stephens Date: 7/1/14

Sample 1: I am in _____.

- Sixth grade
- Seventh grade
- Eighth grade
- Ninth grade
- Tenth grade
- Eleventh grade
- Twelfth grade

Sample 2: I am a _____.

- Female
- Male

Sample 3: My race/ethnicity is _____.

- African-American
- Asian/Asian American
- Caucasian
- Hispanic
- Native American
- Multi-racial/Multi-ethnic
- Other: Please specify _____

1. My friends think I am _____.

- a very good reader
- a good reader
- an OK reader
- a poor reader

2. Reading a book is something I like to do.

- Never
- Not very often
- Sometimes
- Often

3. I read _____.

- not as well as my friends
- about the same as my friends
- a little better than my friends
- a lot better than my friends

4. My best friends think reading is _____.

- really fun
- fun
- OK to do
- no fun at all

5. When I come to a word I don't know, I can _____.

- almost always figure it out
- sometimes figure it out
- almost never figure it out
- never figure it out

6. I tell my friends about good books I read.

- I never do this
- I almost never do this
- I do this some of the time
- I do this a lot

7. When I am reading by myself, I understand _____.

- almost everything I read
- some of what I read
- almost none of what I read
- none of what I read

8. People who read a lot are _____.

- very interesting
- interesting
- not very interesting
- boring

9. I am _____.

- a poor reader
- an OK reader
- a good reader
- a very good reader

(continued)

Figure 1 (continued)
Adolescent Motivation to Read Profile reading survey

Name: Rachael Stephens Date: 7/14/14

10. I think libraries are _____.
- a great place to spend time
 - an interesting place to spend time
 - an OK place to spend time
 - a boring place to spend time
11. I worry about what other kids think about my reading _____.
- every day
 - almost every day
 - once in a while
 - never
12. Knowing how to read well is _____.
- not very important
 - sort of important
 - important
 - very important
13. When my teacher asks me a question about what I have read, I _____.
- can never think of an answer
 - have trouble thinking of an answer
 - sometimes think of an answer
 - always think of an answer
14. I think reading is _____.
- a boring way to spend time
 - an OK way to spend time
 - an interesting way to spend time
 - a great way to spend time
15. Reading is _____.
- very easy for me
 - kind of easy for me
 - kind of hard for me
 - very hard for me
16. As an adult, I will spend _____.
- none of my time reading
 - very little time reading
 - some of my time reading
 - a lot of my time reading
17. When I am in a group talking about what we are reading, I _____.
- almost never talk about my ideas
 - sometimes talk about my ideas
 - almost always talk about my ideas
 - always talk about my ideas
18. I would like for my teachers to read out loud in my classes _____.
- every day
 - almost every day
 - once in a while
 - never
19. When I read out loud I am a _____.
- poor reader
 - OK reader
 - good reader
 - very good reader
20. When someone gives me a book for a present, I feel _____.
- very happy
 - sort of happy
 - sort of unhappy
 - unhappy

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

Scott Pangrazzi
TE 846
Katherine Cook
7-10-14

Lesson Plan Format

Outline for a Daily Lesson Plan

Date: 7/10/14

Objective(s) for today's lesson: By the end of this lesson, student will be able to identify the definition of key concepts as they relate to the development of civilization and differentiate between multiple sources of information on the subject

Rationale (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students' lives): The basic concepts for the discussion of World History from a human perspective revolve around the almost unanimous human decision to settle down and create communities. By differentiating between several authors point-of-views on the subject, the student must identify and comprehend key concepts, while deciding the common connections that exist in the author's argument.

Materials & supplies needed:

Pre-test on understanding of vocabulary prior to introduction of materials.
3 excerpts from World History textbooks describing the aspects of civilization.
Handout that asks the student to identify these key aspects in paragraph form.
Post-test asking student to redefine the terminology now that the reading has been discussed.

Procedures and approximate time allocated for each event

- ***Introduction to the lesson*** We will begin with a discussion of what civilization means to the student. In their own words they must explain their understanding of the subject. To make connections to prior lessons I will ask the student to consider the topics mentioned before and make an assertion of whether these examples could be considered civilization. In addition, the student will be asked to explain why our current country/generation is considered a civilization. (10 minutes)
- ***OUTLINE of key events during the lesson*** (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials)
 - Once the student has made a declaration of what they believe civilization is I will provide a pre-test of five

Academic, Social and Linguistic Support during each event

Introduction: The one-one discussion will help set expectations for what type of responses will be considered acceptable.

Outline:

It will be conveyed to the student that the pre-test is simply general knowledge and basic responses are acceptable.

<p>major concepts that they will look at in the readings to gauge their understanding. The student will be expected to provide a brief definition (1-2 sentences). Responses can be vague. After this is complete I will discuss the students responses and check their level of understanding of the topic. (10 minutes)</p> <ul style="list-style-type: none"> • After the discussion, the student will be given time to read three short excerpts about civilization and work on an activity that asks the student to differentiate between the readings. (20 minutes) • Following the completion of the activity, the student and I will engage and discuss with the material and help the student reach a conclusion about how to define civilization. (10 minutes) <p>• <u>Closing summary for the lesson</u> (How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) To display their change in understanding throughout the lesson I will provide a post-test to redefine the words the student attempted in the pre-test. However, this time they may use the activity and the resources to see how their understanding has changed. (10 minutes)</p> <p>• <u>Transition to next learning activity</u> For homework the student must provide a free write (6-8 sentences) about how does civilization progress. This will coincide with our next discussion about how individual city-states are influenced by cultural diffusion and change to create empires.</p>	<p>A guided notes activity will be provided to help the student organized the concepts discussed in the reading.</p> <p>The student will have the opportunity to process their responses in a one-one discussion.</p> <p><u>Closing Summary:</u></p> <p>It will be explained to the student that the post-test will look for organization of ideas and inclusion of key concepts discussed during the lesson.</p> <p>The student will be supported with the resources and the guided notes activity.</p>
<ul style="list-style-type: none"> • <u>Assessment</u> <ul style="list-style-type: none"> ○ The student will submit a pre-test to gauge their understanding of the topic prior to engaging with the reading. ○ During the guided reading activity the student will provide responses that will alter or expand upon their definitions in the pre-test. ○ After the activity the student will verbally communicate their beliefs about civilization and take a post-test uses the resources they have compiled to redefine the words provided in the pre-test. 	<p><i>Academic, Social, and Linguistic Support during assessment</i></p> <p>See statements listed in section above.</p>

World History
Mr. Pangrazi

Pre-test Writing Prompt

Question: Based on your general knowledge, how would you define the concept of civilization?

Based on my knowledge, I would define the concept of civilization as people coming together to create a stable living environment. Civilization includes ~~anything~~ anything that the group of people do to guide each other or help with things. It is how people act, or are how they are supposed to act, in order to be in accordance with other people. Civilization is two things: ① the actual group coming together and how ② the people act. To be civilized as a person is to follow laws and get along with others.

Sometimes it helps to re-state the question.

Could you be more specific?

Any other thought? It is always a good idea to have more than one main idea.

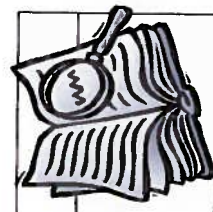
What do you mean by this? Who decides how we are supposed to act and how?

Since these are your major topics you should provide some more support for them.

Are these two connected?

Artifact 4

Pre-test-Lesson 1



Traits Rubric for Word Choice: Grades 3-12

Key question:

Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

	Not proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
A. Word meaning	Uses limited vocabulary; attempts to use words to convey meaning are unsuccessful	Has flawed or simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message	Has vocabulary that is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece	Uses vocabulary that is functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type	Incorporates precise and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type	Creates vivid imagery, with powerful and engaging vocabulary; uses precise words and/or figurative language to enhance meaning in interesting, natural ways
B. Word quality	Uses vocabulary that is so broad, generic, and/or inaccurate, it fails to communicate a message	Uses vague and mundane that the message is limited and unclear (e.g., "good," "bad," "nice")	Employs vocabulary that is correct in a general sense; includes message that is emerging or can be inferred; uses limited or inaccurate domain-specific vocabulary	Features vocabulary that works to clarify meaning/purpose and begins to shape a unique piece; has message that's easy to identify; uses accurate domain-specific vocabulary	Has vocabulary that suits purpose well and clearly communicates message; uses domain-specific vocabulary appropriately to demonstrate author's understanding	Features precise, accurate vocabulary, chosen to enhance purpose and meaning; has author's message that's easy to understand; uses domain-specific vocabulary professionally
	Has vague vocabulary so words convey no clear message	Uses confusing or misleading vocabulary and includes incorrect usage of even simple words; creates no images	Includes very basic vocabulary; uses words that tend to "tell" not "show"; has few images	Features vocabulary comprising familiar words and phrases that communicate clearly but only show a moment or two of sparkle or imagery	Has strong vocabulary that makes it easy to "see" what the author is trying to convey; employs vivid and/or figurative language	Uses striking, powerful, and engaging vocabulary that captures reader's imagination and lingers in the mind; enhances recall of significant phrases or mental images

at you-choose for the vocabulary more detailed in a more detailed way

are too broad

The concepts you provide are too broad

6

Traits Rubric for Word Choice: Grades 3-12



Key question:

Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

	Not proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
C. Word usage	Uses words incorrectly, making message unclear; distracts reader with errors and frequently uses slang and/or texting language that are inappropriate	Uses words that are inappropriate (i.e., either too plain or so exaggerated that they impede understanding); includes slang, and/or texting language that do not suit purpose	Chooses words that are functional but limited, conveying only a basic message; occasionally includes slang and/or texting language that are inappropriate	Demonstrates willingness to stretch and grow with attempts at creative word choice; shows mastery of appropriate vocabulary for message, purpose, and audience	Frequently chooses creative, precise words to clarify and enhance meaning	Uses words that are natural, original, and suited to purpose and audience; features effective word choice that enriches the author's message
D. Grammar	Misuses parts of speech frequently, confusing reader and clouding the message	Has limited variety in parts of speech; uses jargon or clichés that detract from the message	Includes mechanical parts of speech that reflect a lack of craftsmanship; relies on passive verbs, overused nouns, and lack of modifiers that limit the message and make the piece uninteresting	Uses accurate and occasionally refined parts of speech that are functional and start to shape the message	Carefully chooses correct and varied parts of speech to effectively communicate message and clarify and enrich writing	Crafts parts of speech to best convey message; has lively verbs that energize the piece and precise nouns/modifiers that add depth, color, and specificity

Try to be more formal.

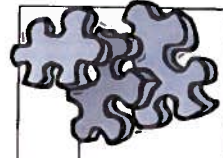
Rachael, Since you were only allowed to use your general knowledge, the concepts you provided were basic, but allowed you to make your point. If you are providing general observations try to provide more detail to get your point across.

⑦

Artifact 5

Pre-test - Lesson 1

Traits Rubric for Organization: Grades 3-12

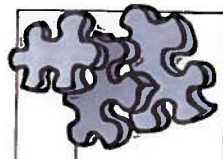


Key question:
Does the organizational structure enhance the ideas and make them easier to understand?

		Proficient									
		Not proficient		3 Developing		4 Capable		5 Experienced		6 Exceptional	
		2 Emerging		3 Developing		4 Capable		5 Experienced		6 Exceptional	
		1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional				
A. Lead and conclusion		Doesn't use identifiable organization; writing lacks a sense of direction or seems random	Contains mostly ineffective organization with only occasional sections or passages that direct the reader	Has uneven organization that affects the reader's ability to follow text	Has basic organization that moves the reader through the text logically without confusion	Reflects smooth and cohesive organization and varied techniques that build smoothly from one idea to the next to create a unified whole	Uses seamless organization that enhances and showcases central ideas; orders or structures information in a compelling way; clarifies relationships among ideas				
		Has no lead or conclusion	Contains a lead or conclusion, which is unclear or ineffective	Includes a lead that doesn't adequately establish purpose and/or a conclusion that fails to provide closure, leaving the reader with questions	Contains a recognizable lead and conclusion but they may be formulaic or obvious	Features a lead that creates anticipation and a conclusion that ties up loose ends with a satisfying sense of closure	Has an inviting lead that draws reader in and creates a strong sense of anticipation; includes satisfying conclusion that conveys a powerful sense of closure and resolution				
	B. Transitions	Does not include transitions	Uses weak transitions sporadically that fail to connect ideas or minimize confusion	Uses transitions inappropriately, resulting in weak chunking of paragraphs or ideas	Includes transitions that connect ideas though they may be formulaic or predictable in places; has paragraphs with topic sentences and support	Features logical, varied transitions; uses sequence and transition words/phrases effectively; orders paragraphs to support development of ideas	Uses clear, thoughtful transitions, showing the reader how ideas relate and enhancing meaning and progress throughout the piece; includes paragraphs that ensure ideas build throughout the piece to create a unified whole				
	C. Sequencing	Has no evident sequencing of ideas	Has ineffective sequencing, making it difficult to see how the piece fits together as a whole	Includes sequencing that fails to showcase ideas or takes over so completely it is formulaic	Provides logical and helpful sequencing with ideas placed in an understandable order	Employs sequencing that moves beyond the obvious, building connections between ideas	Uses highly effective sequencing, making best choices for progression and enriching the reader's understanding				



Traits Rubric for Organization: Grades 3-12



Key question:
Does the organizational structure enhance the ideas and make them easier to understand?

		Not proficient			Proficient		
		1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
D. Pacing	Has no evident pacing	Has very uneven pacing that slows when the reader wants to move quickly, and vice versa	Appropriately controls pacing in some sections but not in others	Evenly controls pacing in nearly all places	Has well-controlled pacing throughout	Uses pacing skillfully to compel the reader through the piece and enhance its power	
E. Purpose/ text structure	Leaves the reader struggling to find purpose because of missing text	Has loose text structure that leaves reader unclear or confused about purpose	Uses text structure that reflects purpose in places, but distracts in others	Has text structure that works to communicate purpose but may not enhance understanding	Includes text structure that supports and clarifies purpose for the reader	Uses text structure that flows so smoothly reader hardly notices; uses structure that enhances understanding of purpose	
F. Title (optional)	Has no title or a misleading one	Has a title that doesn't match content well	Includes a title that is formulaic or nondescriptive	Creates a title that connects to the central theme	Uses a title that reflects content in an unusual or interesting way	Draws the reader in with a title that is original and captures deeper meaning	

Rachael, In the pre-test you provided answers that displayed your general knowledge of the topic, but was difficult to comprehend because your organization did not create a sequence of events that was easy to follow.

COMPARATIVE ESSAY

The Defining Characteristics of Civilization

Appetite for food and sex is nature.

Kuo Tzu, fourth-century B.C.E. philosopher.

The range of variations is infinitely wider in food than in sex. . . . People who have the same culture share the same food habits, that is, they share the same assemblage of food variables. People of different cultures share different assemblages of food variables. We might say that different cultures have different food choices.

K. C. Chang, *Food in Chinese Culture: Anthropological and Historical Perspectives* (New Haven: Yale University Press, 1977), p. 1.

The first cities appeared in the Fertile Crescent and Egypt about 3000 B.C.E. as a result of the Agricultural Revolution, which began in those regions after about 10,000 B.C.E. This momentous achievement enabled humans to acquire food with much greater efficiency and regularity and in greater quantities than had been possible during the earlier hunting-gathering stage. Thus larger groups of people could live from the produce of less land. As food production increased, so did population and consequently population density. More efficient food production led to a surplus that allowed some people to engage in specialized occupations. Trade developed as a result. These advances changed the human condition so significantly that they are collectively termed the Agricultural Revolution.

Some historians speculate that agriculture spread from the Fertile Crescent and Egypt to other parts of the globe. This thesis is difficult to prove, however, and it is possible that agriculture was independently invented in several areas of the

world and under different geographic conditions. For example, most early centers of the Agricultural Revolution in Asia and North Africa were located in the temperate zones, and most early civilizations began in large river valleys: the Tigris-Euphrates in Mesopotamia, the Nile in Egypt, the Indus in India, and the Huang Ho in China. However, the Amerindians of Mesoamerica and South America developed advanced civilizations in tropical jungles, in hot arid highlands and coasts, and in cool plateaus and uplands, but not along major river valleys. These cultures differed in their food assemblages (for example, cereal grains in West Asia, rice in East Asia, maize in Mesoamerica), and in the evolution of city-based societies. Thus no set rules regarding the preconditions for civilization are universally applicable.

Many people use the word *civilized* to mean "urbane" or "sophisticated." The term is often applied to one's own group; other groups are deemed to be less civilized or uncivilized "barbarians." For example, the Greeks considered the Persians "barbarians" because they did not speak Greek and embrace Greek cultural values; in the same way, the Persians called the Arabs barbarians, and the Chinese referred to most of their neighbors by the same epithet. In North America, the Inuit and Sioux spoke of themselves as "human beings" or "the people," as if those outside their group were somehow less than human. The origin myths of many peoples support such claims.

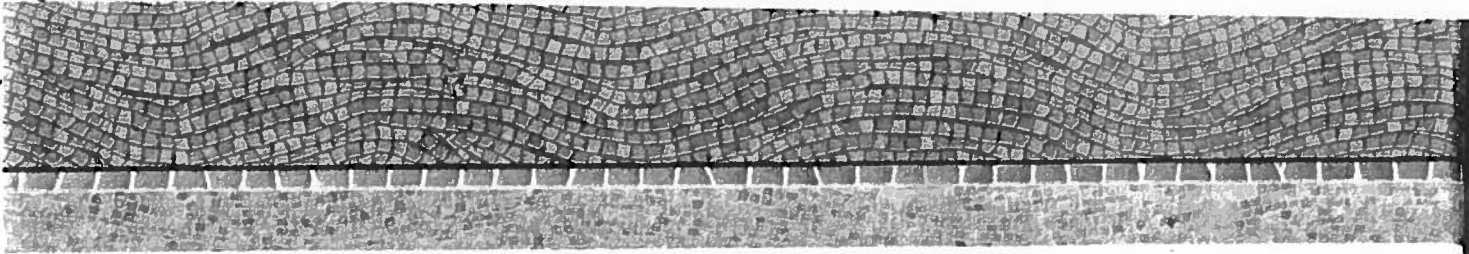
Professionals who deal with the past use the word *civilized* in a neutral, descriptive way. Increasingly, historians tend to define civi-

lization in terms of urbanization. Whatever the particular circumstances of their origin, early civilizations manifested similar urban characteristics: new and specialized vocations, advances in the arts and technology, and complex political and cultural institutions. Physically, a city is functionally distinct from the surrounding countryside, often with defensive walls demarcating the entire city or at least its religious and administrative center. It also includes palaces, temples, private residences, and markets. Socially, most early cities included people of distinct social classes and occupational groups, ranging from the ruling elite and religious leaders to artisans, merchants, and slaves.

The city-centered government also ruled surrounding territories, often by military force. It also organized labor for public works. Depending on the resources at their disposal, governments devoted great technological and artistic skills to building canals and dikes, roads, palaces, rulers' tombs, and monuments.

Another approach to defining civilization is to link it with writing. In the opinion of some, no matter how urbanized and how technologically, culturally, and artistically advanced a culture is, it must also have a system of writing to be termed civilized. Applying this criterion to Amerindian cultures, the Maya and the Aztecs were civilized but the Olmec and Inka were not.

Another issue related to the concept of civilization is the meaning of the term prehistoric. Most of us use the term to mean "primitive," as in the sense of Neolithic "cave dwellers." Some professionals,



however, use *prehistoric* in a special technical sense to denote a culture that had no writing or whose writing has not been deciphered. According to this point of view, an era is designated *historic* if written materials provide us with a deeper understanding of its culture than can be gained from archaeological artifacts alone. Thus, although the people of the Indus civilization used writing, their civilization is prehistoric, because the few surviving samples of their writing remain undeciphered.

This essay has defined civilization and its preconditions largely in material terms. In closing our discussion, we must also remember that every civilization represents a triumph of the human spirit. In the words of Arnold J. Toynbee, a renowned historian of world civilizations:

How are we to describe . . . any . . . of the ten or twenty civilizations which we can count up on our fingers? In human terms . . . , each of

these civilizations is . . . a distinctive attempt at a single great common human enterprise . . . , an effort to perform an act of creation. (*Civilization on Trial* [New York: Oxford University Press, 1948], p. 55)

The next two chapters will focus on the distinguishing features and achievements of the world's oldest known civilizations in West Asia and Africa, along the Mediterranean, in Central and South America, and in South and East Asia.



European actions should be in the world history of the past 500 years, and whether a standard process of modernization is useful or distorting in measuring developments in modern Turkey or China. Through debate come advances in how world history is understood and conceptualized, just as the detective work advances the factual base.

What Civilization Means

CULTURE'S IDEAS, CUSTOMS, SKILLS, ART, ETC
OF A GIVEN PEOPLE

Humans have always shown a tendency to operate in groups that provide a framework for economic activities, governance, and cultural forms such as beliefs and artistic styles. These groups, or societies, may be quite small; hunting-and-gathering bands often numbered no more than 60 people. World history usually focuses on somewhat larger societies, with more extensive economic relationships (at least for trade) and cultures.

One vital kind of grouping is called civilization. The idea of civilization as a type of human society is central to most world history, though it also generates debate and though historians are now agreed that it is not the only kind of grouping that warrants attention. Civilizations, unlike some other societies, generate surpluses beyond basic survival needs. This in turn promotes a variety of specialized occupations and heightened social differentiation, as well as regional and long-distance trading networks. Surplus production also spurs the growth of cities and the development of formal states, with some bureaucracy, in contrast to more informal methods of governing. Most civilizations have also developed systems of writing.

CIV: SURPLUS, SPECIALIZATION
SOCIAL DIFFERENTIATION;
TRADE, CITIES + STATES
BUREAUCRACY

Civilizations are not necessarily better than other kinds of societies. Nomadic groups have often demonstrated great creativity in technology and social relationships, and some were more vigorous than settled civilizations in promoting global contacts. Moreover, there is disagreement about exactly what defines a civilization—for example, what about cases like the Incas where there was no writing?

Used carefully, however, the idea of civilization as a form of human social organization, and an unusually extensive one, has merit. Along with agriculture (which developed earlier), civilizations have given human groups the capacity to fundamentally reshape their environments and to dominate most other living creatures. The history of civilizations embraces most of the people who have ever lived; their literature, formal scientific discoveries, art, music, architecture, and inventions; their most elaborate social, political, and economic systems; their brutality and destruction caused by conflicts; their exploitation of other species; and their degradation of the environment—a result of changes in technology and the organization of work.

The study of civilizations always involves more, however, than case-by-case detail. World history makes sense only if civilizations are compared, rather than treated separately. Equally important, civilizations (and other societies) developed important mutual contacts, which could have wide impact in reshaping several societies at the same time. And civilizations responded to still wider forces, like migration, disease, or missionary activity, that could reshape the frameworks within which they operated. Civilizations in these wider contexts—as they changed through internal dynamics, mutual interactions, and responses to broader forces—form the basic patterns of world history for the past 5000 years.

Civilization/Complex Society

A type of society characterized by all or most of the following features: dense population, agricultural economy, cities, complex social hierarchy, complex occupational specialization, centralized state, monumental building, a writing system, and a dominant belief system. To be distinguished generally from hunter-forager, pastoral nomadic, and small-scale agricultural societies. Civilization.

definition provided by *World History for Us All*.

Key Traits of Civilization

Advanced Cities- populations with vast and quick growth.

Specialized workers- priests, metalworkers, scribes, soldiers, teachers, weavers, merchants, government officials, potters, farmers.

Complex Institutions- formal governments, religious organizations with political power, education system that produces scribes.

Record Keeping- records of business transactions, historical events, customs, and traditions.

Advanced Technology- wheel, plow, sailboat, bronze weapons and body armor.

definition from page 19 in your World History text.

World History
Mr. Pangrazzi

What Defines a Civilization?



At the end of Big Era 2 humans had started the process of shifting from hunter-gatherer societies to developing small communities focused on agriculture. In Big Era 3 we will learn that these communities will grow into small city-states that will come to define our modern understanding of civilization. In this activity it will be your task to define aspects of a civilization by reading other textbooks' definition of what a civilization is.

Step 1: Read the selected reading and note the aspects of civilization it mentions.

List as many of the aspects of civilization mentioned in the readings on the lines provided below.

Good detail!

*big population, economy, cities, writing system, beliefs, trading networks

Key traits: advanced cities, workers, institutions, records, technology

*generate surplus beyond basic survival needs, developed important mutual contacts of people's lives

*reshape environments & dominate other creatures, embraces aspects of people's lives

Step 2: After viewing the textbook examples of civilization, discuss with your teacher the aspects you think are most important to the development of civilizations. Chose the five you feel are most appropriate based on the readings.

Aspect #1: big population

Why?:

In order for a system ~~to~~ ^{to} build a civilization/community it must have a big population so that are several different jobs that people can specialize in to benefit the people.

Nice comprehension!

Aspect #2: writing system

Why?:

It is ^{Just history?} important to have a writing system so that the history can be documented and learned from.

Aspect #3: trading networks

Why?:

Trading networks ~~will~~ delivers objects to people to meet their needs. Ex: food and clothing

Aspect #4: workers

Why?:

Workers will provide services for others. Everybody can get what they need. IS Skill and differentiation

Aspect #5: generate surpluses important in this section?

Why?:

Surpluses help to make people's lives easier and more comfortable. How? expand?

Step 3: Consider the words from the pre-test. Are there any words that you think you would like to still discuss?

1-1 discussion between student and instructor.

World History
Mr. Pangrazzi

Post-Test Writing Prompt

Question: Now that you have read and discussed the selected excerpts, how would you define the concept of civilization?

The concept of civilization is based on several factors. The factors include advanced cities, specialized workers, complex institutions, record keeping, and advanced technology. Another main factor is a big population. A big population can support itself by the jobs done by the people for the people. Civilization is the characteristics of ~~how people live~~ ^{how people live} within the group. It generates surpluses to provide comfort and stability. It also has a system of writing to document the history of the area. Trading networks are also developed to transport goods to meet the people's needs. Civilization allows people to reshape the environment to build institutions that will provide service for the people living there. Civilization is not ~~not~~ exactly better than other forms of societies, ~~but~~ it just has a lot of factors that distinguish it separately from others. Interesting concept to consider, but why wait until the conclusion to do so?

Move specific lead, but try to list your main topics in one sentence.

The pace at which you progress through concepts is rather quick.

You need more active transitions to help your discussion flow.

Improved word quality + usage.

Watch your sequence here.

Improved quality that provides more meaning.

Overall, strong improvement!

Post-test - Lesson 1



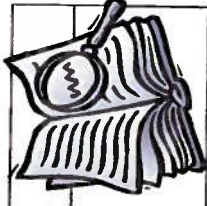
Traits Rubric for Word Choice: Grades 3-12

Key question:
Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

		Not proficient			Proficient		
		3 Developing			5 Experienced		
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A. Word meaning	1 Beginning	Uses limited vocabulary; attempts to use words to convey meaning are unsuccessful	Has flawed or simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message	Has vocabulary that is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece	Uses vocabulary that is functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type	Incorporates precise and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type	Creates vivid imagery, with powerful and engaging vocabulary; uses precise words and/or figurative language to enhance meaning in interesting, natural ways
	2 Emerging	Uses vocabulary that is so broad, generic, and/or inaccurate, it fails to communicate a message	Uses vague and mundane that the message is limited and unclear (e.g., "good," "bad," "nice")	Employs vocabulary that is correct in a general sense; includes message that is emerging or can be inferred; uses limited or inaccurate domain-specific vocabulary	Features vocabulary that works to clarify meaning/purpose and begins to shape a unique piece; has message that's easy to identify; uses accurate domain-specific vocabulary	Has vocabulary that suits purpose well and clearly communicates message; uses domain-specific vocabulary appropriately to demonstrate author's understanding	Features precise, accurate vocabulary, chosen to enhance purpose and meaning; has author's message that's easy to understand; uses domain-specific vocabulary professionally
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	4 Capable						
	5 Experienced						
	6 Exceptional						

Post-test - lesson 1

Traits Rubric for Word Choice: Grades 3-12

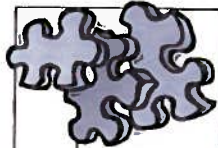


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	Not proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
C. Word usage	Uses words incorrectly, making message unclear; distracts reader with errors and frequently uses slang and/or texting language that are inappropriate	Uses words that are inappropriate (i.e., either too plain or so exaggerated that they impede understanding); includes slang and/or texting language that do not suit purpose	Chooses words that are functional but limited, conveying only a basic message; occasionally includes slang and/or texting language that are inappropriate	Demonstrates willingness to stretch and grow with attempts at creative word choice; shows mastery of appropriate vocabulary for message, purpose, and audience	Frequently chooses creative, precise words to clarify and enhance meaning	Uses words that are natural, original, and suited to purpose and audience; features effective word choice that enriches the author's message
D. Grammar	Misuses parts of speech frequently, confusing reader and clouding the message	Has limited variety in parts of speech; uses jargon or clichés that detract from the message	Includes mechanical parts of speech that reflect a lack of craftsmanship; relies on passive verbs, overused nouns, and lack of modifiers that limit the message and make the piece uninteresting	Uses accurate and occasionally refined parts of speech that are functional and start to shape the message	Carefully chooses correct and varied parts of speech to effectively communicate message and clarify and enrich writing	Crafts parts of speech to best convey message; has lively verbs that energize the piece and precise nouns/modifiers that add depth, color, and specificity

Rachael, It is clear that the resources and the graphic organizer really helped increase the concepts you provided in the post-test



Traits Rubric for Organization: Grades 3-12

Key question:
Does the organizational structure enhance the ideas and make them easier to understand?

	Not proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
D. Pacing	Has no evident pacing	Has very uneven pacing that slows when the reader wants to move quickly, and vice versa	Appropriately controls pacing in some sections but not in others	Evenly controls pacing in nearly all places	Has well-controlled pacing throughout	Uses pacing skillfully to compel the reader through the piece and enhance its power
E. Purpose/ text structure	Leaves the reader struggling to find purpose because of missing text	Has loose text structure that leaves reader unclear or confused about purpose	Uses text structure that reflects purpose in places, but distracts in others	Has text structure that works to communicate purpose but may not enhance understanding	Includes text structure that supports and clarifies purpose for the reader	Uses text structure that flows so smoothly reader hardly notices; uses structure that enhances understanding of purpose
F. Title (optional)	Has no title or a misleading one	Has a title that doesn't match content well	Includes a title that is formulaic or nondescriptive	Creates a title that connects to the central theme	Uses a title that reflects content in an unusual or interesting way	Draws the reader in with a title that is original and captures deeper meaning

see context or sequencing

Rachael, Though the pace of the discussion did not allow for a detailed discussion of each main topic, there was a vast improvement in the organization of this essay.

Scott Pangrazzi
 TE 846
 Katherine Cook
 7-25-14

Lesson Plan Format

Outline for a Daily Lesson Plan

Date: 7/25/14

Objective(s) for today's lesson: By the end of this lesson, the student will be able to review the concepts related to the previous lesson on the aspects of civilization and specifically apply their knowledge to an individual civilization, the United Kingdom of Egypt. In addition, the student will be exposed to a wider variety of sources beyond the textbook and work on contemplating important terminology from multiple sources of media.

Rationale (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students' lives): As stated in the first lesson and throughout the Literacy Learner Analysis Case Study, introducing students to multiples types of media is essential to the growth of comprehension of important terminology in any subject. After comprehension takes place, the student can then translate this into working on their skills in writing and presenting an organized argument.

Materials & supplies needed:

Textbook excerpt on the United Kingdom of Egypt
 Pre-test on how Egypt relates to the broad concept of civilization
 3 excerpts from additional sources outside the textbook.

- Primary source on scribes in Ancient Egypt
- Selection of images of the Old Kingdom (United Kingdom) of Egypt
- Excerpt from *Crash Course in World History* (on Ancient Egypt)

Graphic organization to sort information that is different from the textbook and the additional sources.

Post-test asking student to expand on how Egypt can be identified as a civilization based on the additional sources.

Procedures and approximate time allocated for each event

- ***Introduction to the lesson*** We will begin with a discussion of the previous lesson where I can briefly check the students understanding of the key aspects of civilization (5 minutes)
- ***OUTLINE of key events during the lesson*** (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson;

Academic, Social and Linguistic Support during each event

Introduction:

One-one discussion will help create a guided review that helps her recall the important concepts from the previous

when/how I will distribute supplies and materials)

- The student will be supplied a brief textbook reading on the United Kingdom of Egypt and a graphic organizer to help sort the information that proves that they adhere to the aspects of civilization. Since, the student seems to do well with textbook readings, I want to use this to provide some knowledge before taking the pre-test that will ask her to connect Ancient Egypt to the concept of civilization. (15 minutes)
- After completion of the pre-test the student will be Supplied a brief primary source, a collection of images, and a short selection from a *Crash Course in History* video to supplement the information provided in the textbook. To help organize this information, I will work individually with the student to process the information and place it in a similar graphic organizer to organize her understanding of the reading. (20 minutes)
- The student will then complete a post-test essay with the same question from the pre-test, but now may use any resource provided in the lesson. (20 minutes)
- **Closing summary for the lesson** (*How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?*)
 - I will have the student complete a brief reflective piece and ask her to identify which resources were most beneficial in the lesson and how could the resources that were difficult to comprehend be more useful.

• **Transition to next learning activity**

The student can use the models, feedback, and experiences during these two lessons to expand on their vocabulary comprehension and writing skills in their sophomore year.

lesson.

Outline:

Academically the textbook resource will help her fill out general concepts in an organized fashion. Since this is a similar resource to the previous lesson this will help her assess her change in understanding of the material. In addition, she may use the resources on the post-test.

Since the student has struggled to understand non-textbook resources, a one-one walk through and the graphic organizer will help her process the information and allow her to revisit the notes later.

Following each resource time will be spent in one-one discussion to go over confusing or complex terms.

During the post-test the student can make use of the print and digital resources to write the prompt.

• **Assessment**

- The student will submit a pre-test to gauge their understanding of the topic prior to engaging with the reading.
- During the guided reading activity the student will receive individualized assistance and learn skills that will help organize her understanding of resources beyond the text.
- After the activity the student will verbally communicate their beliefs about civilization and take a post-test using the resources they have compiled to redefine the words provided in the pre-test.

Academic, Social, and Linguistic Support during assessment

See statements listed above.

The Nile provided a reliable system of transportation between Upper and Lower Egypt. The Nile flows north, so northbound boats simply drifted with the current. Southbound boats hoisted a wide sail. The prevailing winds of Egypt blow from north to south, carrying sailboats against the river current. The ease of contact made possible by this watery highway helped unify Egypt's villages and promote trade.

Egypt Unites into a Kingdom

Egyptians lived in farming villages as far back as 5000 B.C., perhaps even earlier. Each village had its own rituals, gods, and chieftain. By 3200 B.C., the villages of Egypt were under the rule of two separate kingdoms, Lower Egypt and Upper Egypt. Eventually the two kingdoms were united. There is conflicting historical evidence over who united Upper and Lower Egypt. Some evidence points to a king called Scorpion. More solid evidence points to a king named **Narmer**.

The king of Lower Egypt wore a red crown, and the king of Upper Egypt wore a tall white crown shaped like a bowling pin. A carved piece of slate known as the Narmer Palette shows Narmer wearing the crown of Lower Egypt on one side and the crown of Upper Egypt on the other side. Some scholars believe the palette celebrates the unification of Egypt around 3000 B.C.

Narmer created a double crown from the red and white crowns. It symbolized a united kingdom. He shrewdly settled his capital, Memphis, near the spot where Upper and Lower Egypt met, and established the first Egyptian dynasty. Eventually, the history of ancient Egypt would consist of 31 dynasties, spanning 2,600 years. Historians suggest that the pattern for Egypt's great civilization was set during the period from 3200 to 2700 B.C. The period from 2660 to 2180 B.C., known as the Old Kingdom, marks a time when these patterns became widespread.

Pharaohs Rule as Gods The role of the king was one striking difference between Egypt and Mesopotamia. In Mesopotamia, kings were considered to be representatives of the gods. To the Egyptians, kings were gods. The Egyptian god-kings, called **pharaohs** (FAIR•ohz), were thought to be almost as splendid and powerful as the gods of the heavens. This type of government in which rule is based on religious authority is called a **theocracy**.

The pharaoh stood at the center of Egypt's religion as well as its government and army. Egyptians believed that the pharaoh bore full responsibility for the kingdom's well-being. It was the pharaoh who caused the sun to rise, the Nile to flood, and the crops to grow. It was the pharaoh's duty to promote truth and justice. ③

Builders of the Pyramids Egyptians believed that their king ruled even after his death. He had an eternal life force, or *ka*, which continued to take part in the governing of Egypt. In the Egyptians' mind, the *ka* remained much like a living king in its needs and pleasures. Since kings expected to reign forever, their tombs were even more important than their palaces. For the kings of the Old Kingdom, the resting place after death was an immense structure called a **pyramid**. The Old Kingdom was the great age of pyramid building in ancient Egypt.

Artifact 14

Connect to Today

Scorpion King

In 1999 Egyptologists discovered a series of carvings on a piece of rock about 18 by 20 inches. The tableau scene has symbols that may refer to a king named Scorpion.

The rock shows a figure carrying a staff. Near the head of the figure is a scorpion. Another artifact, a macehead, also shows a king with the scorpion symbol. Both artifacts suggest that Egyptian history may go back to around 3250 B.C. Some scholars believe the Scorpion is the earliest king to begin unification of Egypt, represented by the double crown shown below.



crown of Upper Egypt crown of Lower Egypt crown of Upper and Lower Egypt

CHAPTER 2 • Section 2

Egypt Unites into a Kingdom

Critical Thinking

- Why was Narmer a particularly effective ruler? (*created a crown that combined those of the Upper and Lower kingdoms; moved the capital to Memphis, where the two kingdoms met*)
- How did building the pyramids show the power of the Egyptian pharaohs? (*Only very powerful leaders could get people to build one.*)

Connect to Today

Scorpion King

The Scorpion King may have made another contribution to history. The Scorpion King's tableau, and other related discoveries, may represent the world's first writing, extending recorded Egyptian history back to between 3300 B.C. and 3200 B.C. If this is correct, it would predate Sumerian writing, which has long been thought to be the world's oldest writing.

Vocabulary Note: The Greek root word -theo-

Point out the word *theocracy* and explain that it is formed from the Greek root *-theo-*, which means "god." Here, it is combined with another Greek root, *-crac-*, which means "govern." The resulting word means "rule by god," or a "religious government." Point out that students have already learned another word using this Greek root, *polytheism*, which means "belief in many gods."

Early River Valley Civilizations 37

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Interpreting Similes and Metaphors

Time 30 minutes

Understanding similes and metaphors

Purpose To broaden understanding of the text

Instructions Read the following line from the first full paragraph on this page: "The ease of contact made possible by this *watery highway* helped unify Egypt's villages and promote trade." Explain that "*watery highway*" is a metaphor—a figure of speech that compares two things that have something in common by saying one thing is another. Discuss the meaning of the metaphor with students.

Then explain that the authors use another figure of speech as well, the simile. In the third paragraph, the author describes "a tall white crown shaped *like a bowling pin*." This figure of speech uses "like" to make the comparison. Draw a bowling pin on the board and explain how it is like the crown. Tell students that metaphors and similes help readers see an unfamiliar idea more clearly by comparing it to something common. Have students discuss other figures of speech in this section: *ribbon of water*, *gift of the Nile*, *regular as clockwork*.

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Egyptian Culture

Critical Thinking

- How did the Egyptian belief in an afterlife compare to that of the Sumerians? (*Egyptians—Afterlife in a beautiful Other World if the soul was found to be pure. Sumerians—Gods ignored them after death, afterlife lived in a dismal, gloomy place.*)
- What evidence can you give that the Egyptians believed in an afterlife? (*embalmed bodies, built pyramids and other tombs, filled the tomb with items dead would need in next life*)

In-Depth Resources: Unit 1

- Primary Source: Sphinx of Amenemhet III, p. 32
- History Makers: Tutankhamen, p. 37

World Art and Cultures Transparencies

- AT3 Great Sphinx

Electronic Library of Primary Sources

- from *The Tomb of Tutankhamen*

More About . . .

Herodotus

Herodotus (484?–425? B.C.) was the author of the first great narrative history of Western Civilization. He traveled widely in the Persian Empire, which then included Egypt, and learned as much as he could about the history of the places he visited. The *History* is a detailed historical account of these places and is still considered an important source of information about the early history of western Asia and Egypt.



PRIMARY SOURCE

First, they draw out the brains through the nostrils with an iron hook. . . . Then with a sharp stone they make an incision in the side, and take out all the bowels. . . . Then, having filled the belly with pure myrrh, cassia, and other perfumes, they sew it up again; and when they have done this they steep it in natron [a mineral salt], leaving it under for 70 days. . . . At the end of 70 days, they wash the corpse, and wrap the whole body in bandages of waxen cloth.

HERODOTUS, *The History of Herodotus*

Attendants placed the mummy in a coffin inside a tomb. Then they filled the tomb with items the dead person could use in the afterlife, such as clothing, food, cosmetics, and jewelry. Many Egyptians purchased scrolls that contained hymns, prayers, and magic spells intended to guide the soul in the afterlife. This collection of texts is known as the *Book of the Dead*.

These magnificent monuments were remarkable engineering achievements, built by people who had not even begun to use the wheel. Unlike the Sumerians, however, the Egyptians did have a good supply of stone, both granite and limestone. For the Great Pyramid of Giza, for example, the limestone facing was quarried just across the Nile. Each perfectly cut stone block weighed at least 2 1/2 tons. Some weighed 15 tons. More than 2 million of these blocks were stacked with precision to a height of 481 feet. The entire structure covered more than 13 acres.

The pyramids also reflect the strength of the Egyptian civilization. They show that Old Kingdom dynasties had developed the economic strength and technological means to support massive public works projects, as well as the leadership and government organization to carry them out.

Egyptian Culture

With nature so much in their favor, Egyptians tended to approach life more confidently and optimistically than their neighbors in the Fertile Crescent. Religion played an important role in the lives of Egyptians.

Religion and Life Like the Mesopotamians, the early Egyptians were polytheistic, believing in many gods. The most important gods were Re, the sun god, and Osiris (oh-SY-rihs), god of the dead. The most important goddess was Isis, who represented the ideal mother and wife. In all, Egyptians worshiped more than 2,000 gods and goddesses. They built huge temples to honor the major deities.

In contrast to the Mesopotamians, with their bleak view of death, Egyptians believed in an afterlife, a life that continued after death. Egyptians believed they would be judged for their deeds when they died. Anubis, god and guide of the underworld, would weigh each dead person's heart. To win eternal life, the heart could be no heavier than a feather. If the heart tipped the scale, showing that it was heavy with sin, a fierce beast known as the Devourer of Souls would pounce on the impure heart and gobble it up. But if the soul passed this test for purity and truth, it would live forever in the beautiful Other World.

People of all classes planned for their burials, so that they might safely reach the Other World. Kings and queens built great tombs, such as the pyramids, and other Egyptians built smaller tombs. Royal and elite Egyptians' bodies were preserved by **mummification**, which involves embalming and drying the corpse to prevent it from decaying. Scholars still accept Herodotus's description of the process of mummification as one of the methods used by Egyptians.

Vocabulary
deities: gods or goddesses

MAIN IDEA

Analyzing Primary Sources

What does this description suggest about the Egyptians' knowledge of the human body?

C. Possible Answer They knew about internal organs and how to extract and preserve them.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Egyptian Tomb Painting

Class Time 45 minutes

Task Researching symbols

Purpose To analyze and learn about the symbols used in an Egyptian tomb painting

Instructions Explain to students that Egyptian tomb paintings give us much insight into the daily and spiritual lives of the Egyptians. The paintings depict events in the dead person's life and tell stories of their beliefs. The pictures are also rich in symbols, which help tell the story of the painting. Show Transparency AT4, Egyptian tomb painting, and have students discuss it as a group. You might

have them answer the following questions:

- What animals are shown in the painting?
- What symbolic meaning might the various animals have?
- What might the figures be standing on?
- Why are they standing on it?
- What are the two figures holding in their hands? Why?

Then assign them to work in pairs and research some of the symbols they find in the painting. Have students prepare a group presentation for the class.



World Art and Cultures Transparencies

Life in Egyptian Society

Critical Thinking

- Why was a good education important in ancient Egypt? (*Reading and writing allowed people to move to a higher social class.*)
- How might the Egyptians' knowledge of mummification have contributed to their knowledge of medicine? (*In the process of performing mummification, they learned about the body and its organs. This helped them cure the body as well.*)

History in Depth

The Rosetta Stone

The text on the Rosetta Stone was written in 196 B.C. during the reign of Ptolemy V. The Ptolemies were a Greek dynasty, placed on the Egyptian throne by Alexander the Great in 332 B.C. Ptolemy V had the stone engraved in an effort to solidify his power with the Egyptian priests. The text establishes a cult to Ptolemy and prescribes how the priests should maintain it. The text then defines the priests' privileges, specifically their economic benefits.

History in Depth

The Rosetta Stone

In 1799, near the delta village of Rosetta, some French soldiers found a polished black stone inscribed with a message in three languages. One version was written in hieroglyphics (top inset). A second version was in a simpler form of hieroglyphics, and the third was in Greek (both are shown in the bottom inset).

Since ancient Greek was a well-known language, it provided clues to the meaning of the hieroglyphics. Still, deciphering the Rosetta Stone took many years. In 1822, a French scholar named Jean François Champollion (shahm-paw-LYAWN) finally broke the code of the hieroglyphics.



40 Chapter 2

Life in Egyptian Society

Like the grand monuments to the kings, Egyptian society formed a pyramid. The king, queen, and royal family stood at the top. Below them were the other members of the upper class, which included wealthy landowners, government officials, priests, and army commanders. The next tier of the pyramid was the middle class, which included merchants and artisans. At the base of the pyramid was the lower class, by far the largest class. It consisted of peasant farmers and laborers.

In the later periods of Egyptian history, slavery became a widespread source of labor. Slaves, usually captives from foreign wars, served in the homes of the rich or toiled endlessly in the gold mines of Upper Egypt.

The Egyptians were not locked into their social classes. Lower- and middle-class

Egyptians could gain higher status through marriage or success in their jobs. Even some slaves could hope to earn their freedom as a reward for their loyal service. To win the highest positions, people had to be able to read and write. Once a person had these skills, many careers were open in the army, the royal treasury, the priesthood, and the king's court.

Women in Egypt held many of the same rights as men. For example, a wealthy or middle-class woman could own and trade property. She could propose marriage or seek divorce. If she were granted a divorce, she would be entitled to one-third of the couple's property. ④

Egyptian Writing As in Mesopotamia, the development of writing was one of the keys to the growth of Egyptian civilization. Simple pictographs were the earliest form of writing in Egypt, but scribes quickly developed a more flexible writing system called **hieroglyphics** (HY-uhr-uh-GLIH-fihks). This term comes from the Greek words *hieros* and *gluph*, meaning "sacred carving."

As with Sumerian cuneiform writing, in the earliest form of hieroglyphic writing, a picture stood for an idea. For instance, a picture of a man stood for the idea of a man. In time, the system changed so that pictures stood for sounds as well as ideas. The owl, for example, stood for an *m* sound or for the bird itself. Hieroglyphs could be used almost like letters of the alphabet.

Although hieroglyphs were first written on stone and clay, as in Mesopotamia, the Egyptians soon invented a better writing surface—**papyrus** (puh-PY-ruhs) reeds. These grew in the marshy delta. The Egyptians split the reeds into narrow strips, placed them crosswise in two layers, dampened them, and then pressed them. As the papyrus dried, the plant's sap glued the strips together into a paperlike sheet.

Egyptian Science and Technology Practical needs led to many Egyptian inventions. For example, the Egyptians developed a calendar to help them keep track of the time between floods and to plan their planting season. Priests observed that the same star—Sirius—appeared above the eastern horizon just before the floods came.

MAIN IDEA

Comparing
④ How was the status of women similar in Egyptian and Sumerian societies?
D. Answer Women in both societies could own property and had many rights.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

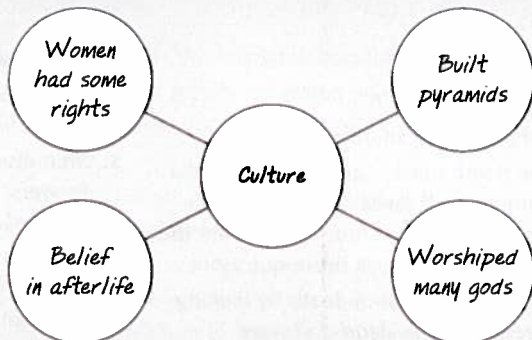
Organizing Information

Class Time 30 minutes

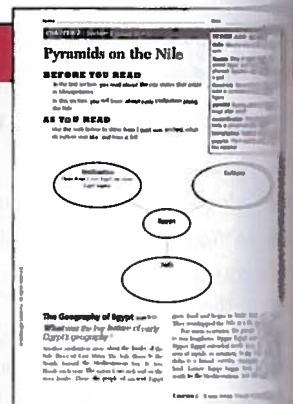
Task Making a cluster diagram

Purpose To review and synthesize information

Assign each student one of the following topics: geography, unification, culture, society. Then have each student create a cluster diagram like the one shown to record information from the text about his or her topic. Each completed diagram should have at least six connected circles. Have students meet in groups to share their diagrams.



Students who need additional help with the text may use Reading Study Guide, p. 15.



Reading Study Guide

25

World History
United Kingdom of Egypt

Name: Rachael Stephens

This concept
seems to be
difficult to comprehend.

	Complex Institutions	Specialized Workers	Advanced Cities	Advanced Technology	Record Keeping
<p>Used for get post tests</p> <p>Aspects of the United Kingdom from the textbook.</p> <p>Did you have a hard time understanding this term?</p>	<ul style="list-style-type: none"> temples to honor major deities <p>What about government? Any mention of law?</p>	<ul style="list-style-type: none"> merchants & artisans farmers & laborers priests 	<ul style="list-style-type: none"> social classes formed like a pyramid <p>What about the structure?</p>	<ul style="list-style-type: none"> pyramids ommunications calendars 	<ul style="list-style-type: none"> hieroglyphs <p>What about the material they wrote on?</p>
<p>Used just for post-tests</p> <p>Aspects of the United Kingdom from the additional resources.</p>	<ul style="list-style-type: none"> Complex Institutions <p>What about the resources made this section difficult?</p>	<ul style="list-style-type: none"> washermen pot makers cobblers watchmen merchants ships crews carpenters carpenters outworkers scribes peasants soldiers 	<ul style="list-style-type: none"> lasted for a super long time 	<ul style="list-style-type: none"> papyrus agriculture basin irrigation pyramids 	<ul style="list-style-type: none"> scribes kept track by using hieroglyphics demotic scripts

It looked like the additional resources helped here.

World History
Mr. Pangrazzi

Pre-test Writing Prompt

Prompt: In our first comprehension and writing activity we discussed the major concepts that helped define the term civilization. Now, that we have a broad definition of the term, it is time to consider some specific examples. After reading the textbook selection on the United Kingdom of Egypt, how do they display aspects consistent with early civilizations?

Too vague,
be more specific in
your lead.

Connects
with a
comparison
discussion

repeated
what
synonym
could you
use?

what
kinds?
be more
specific
in your
meaning.

Specific
word
usage

Egypt displayed several aspects consistent with early civilizations. Egypt's United Kingdom had advanced technology that was far advanced considering the time era. A few examples of this are the Great Pyramids, the process of mummification, and calendars. They also had a system of writing, also known as hieroglyphics. Specialized workers populated the area and provided the kingdom with various goods/deals. Some of the specialized workers are farmers, laborers, priests, merchants, and artisans. The United Kingdom of Egypt displays various aspects of early civilizations. *OK, this is a recap, but needs to be more specific.*

How does
this
connect
to last
lesson.

Rachael,

You use specific examples from the text, but your discussion does not consider the general question of how does Egypt compare to our original understanding of civilization.

Pre-test-Lesson 2

Traits Rubric for Word Choice: Grades 3-12



Key question:
Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

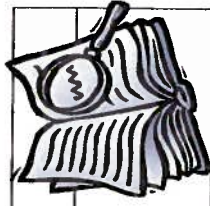
		Not proficient			Proficient	
		3 Developing			5 Experienced	
		4 Capable			6 Exceptional	
A. Word meaning	1 Beginning	Uses limited vocabulary; attempts to use words to convey meaning are unsuccessful	Has flawed or simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message	Has vocabulary that is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece	Uses vocabulary that is functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type	Incorporates precise and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type
	2 Emerging	Uses vocabulary that is so broad, generic, and/or inaccurate, it fails to communicate a message	Uses vocabulary that is vague and mundane that the message is limited and unclear (e.g., "good," "bad," "nice")	Employs vocabulary that is correct in a general sense; includes message that is emerging or can be inferred; uses limited or inaccurate domain-specific vocabulary	Features vocabulary that works to clarify meaning/purpose and begins to shape a unique piece; has message that's easy to identify; uses accurate domain-specific vocabulary	Has vocabulary that suits purpose well and clearly communicates message; uses domain-specific vocabulary appropriately to demonstrate author's understanding
	3 Developing	Has vague vocabulary so words convey no clear message	Uses confusing or misleading vocabulary and includes incorrect usage of even simple words; creates no images	Includes very basic vocabulary; uses words that tend to "tell" not "show"; has few images	Features vocabulary comprising familiar words and phrases that communicate clearly but only show a moment or two of sparkle or imagery	Has strong vocabulary that makes it easy to "see" what the author is trying to convey; employs vivid and/or figurative language
B. Word quality						Creates vivid imagery, with powerful and engaging vocabulary; uses precise words and/or figurative language to enhance meaning in interesting, natural ways
						Features precise, accurate vocabulary, chosen to enhance purpose and meaning; has author's message that's easy to understand; uses domain-specific vocabulary professionally
						Uses striking, powerful, and engaging vocabulary that captures reader's imagination and lingers in the mind; enhances recall of significant phrases or mental images

Answers, now does this vocabulary relate to the original question?

Need to be explained further

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Traits Rubric for Word Choice: Grades 3-12



Key question:

Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

	Not proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
C. Word usage	Uses words incorrectly, making message unclear; distracts reader with errors and frequently uses slang and/or texting language that are inappropriate	Uses words that are inappropriate (i.e., either too plain or so exaggerated that they impede understanding); includes slang and/or texting language that do not suit purpose	Chooses words that are functional but limited, conveying only a basic message; occasionally includes slang and/or texting language that are inappropriate	Demonstrates willingness to stretch and grow with attempts at creative word choice; shows mastery of appropriate vocabulary for message, purpose, and audience	Frequently chooses creative, precise words to clarify and enhance meaning	Uses words that are natural, original, and suited to purpose and audience; features effective word choice that enriches the author's message
D. Grammar	Misuses parts of speech frequently, confusing reader and clouding the message	Has limited variety in parts of speech; uses jargon or clichés that detract from the message	Includes mechanical parts of speech that reflect a lack of craftsmanship; relies on passive verbs, overused nouns, and lack of modifiers that limit the message and make the piece uninteresting	Uses accurate and occasionally refined parts of speech that are functional and start to shape the message	Carefully chooses correct and varied parts of speech to effectively communicate message and clarify and enrich writing	Crafts parts of speech to best convey message; has lively verbs that energize the piece and precise nouns/modifiers that add depth, color, and specificity

More are texts are important in her research

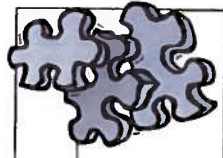
Rachael, This pre-test marks an improvement from lesson one because of your improved explanation of vocabulary and its more active use in the discussion. However, make sure that your discussion specifically answers the question being asked and does not just recap the source viewed.

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Artifact 18

Pre-test-lesson 2

Traits Rubric for Organization: Grades 3-12



Key question:
Does the organizational structure enhance the ideas and make them easier to understand?

		Proficient									
		Not proficient		3 Developing		4 Capable		5 Experienced		6 Exceptional	
		2 Emerging		3 Developing		4 Capable		5 Experienced		6 Exceptional	
A. Lead and conclusion	Doesn't use identifiable organization; writing lacks a sense of direction or seems random	Contains mostly ineffective organization with only occasional sections or passages that direct the reader	Has uneven organization that affects the reader's ability to follow text	Has basic organization that moves the reader through the text logically without confusion	Reflects smooth and cohesive organization and varied techniques that build smoothly from one idea to the next to create a unified whole	Uses seamless organization that enhances and showcases central ideas; orders or structures information in a compelling way; clarifies relationships among ideas					
	Has no lead or conclusion	Contains a lead or conclusion, which is unclear or ineffective	Includes a lead that doesn't adequately establish purpose and/or a conclusion that fails to provide closure, leaving the reader with questions	Contains a recognizable lead and conclusion but they may be formulaic or obvious	Features a lead that creates anticipation and a conclusion that ties up loose ends with a satisfying sense of closure	Has an inviting lead that draws reader in and creates a strong sense of anticipation; includes satisfying conclusion that conveys a powerful sense of closure and resolution					
B. Transitions	Does not include transitions	Uses weak transitions sporadically that fail to connect ideas or minimize confusion	Uses transitions inappropriately, resulting in weak chunking of paragraphs or ideas	Includes transitions that connect ideas though they may be formulaic or predictable in places; has paragraphs with topic sentences and support	Features logical, varied transitions; uses sequence and transition words/phrases effectively; orders paragraphs to support development of ideas	Uses clear, thoughtful transitions, showing the reader how ideas relate and enhancing meaning and progress throughout the piece; includes paragraphs that ensure ideas build throughout the piece to create a unified whole					
	Has no evident sequencing of ideas	Has ineffective sequencing, making it difficult to see how the piece fits together as a whole	Includes sequencing that fails to showcase ideas or takes over so completely it is formulaic	Provides logical and helpful sequencing with ideas placed in an understandable order	Employs sequencing that moves beyond the obvious, building connections between ideas	Uses highly effective sequencing, making best choices for progression and enriching the reader's understanding					
C. Sequencing											

These are more of the same

These are more of the same

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Traits Rubric for Organization: Grades 3-12

Consistency throughout
Key question:
Does the organizational structure enhance the ideas and make them easier to understand?

		Not proficient			Proficient		
		1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
D. Pacing	Has no evident pacing	Has very uneven pacing that slows when the reader wants to move quickly, and vice versa	Appropriately controls pacing in some sections but not in others	Evenly controls pacing in nearly all places	Has well-controlled pacing throughout	Uses pacing skillfully to compel the reader through the piece and enhance its power	
E. Purpose/ text structure	Leaves the reader struggling to find purpose because of missing text	Has loose text structure that leaves reader unclear or confused about purpose	Uses text structure that reflects purpose in places, but distracts in others	Has text structure that works to communicate purpose but may not enhance understanding	Includes text structure that supports and clarifies purpose for the reader	Uses text structure that flows so smoothly reader hardly notices; uses structure that enhances understanding of purpose	
F. Title (optional)	Has no title or a misleading one	Has a title that doesn't match content well	Includes a title that is formulaic or nondescriptive	Creates a title that connects to the central theme	Uses a title that reflects content in an unusual or interesting way	Draws the reader in with a title that is original and captures deeper meaning	

Rachael,

Your text structure would be more effective if followed the question more closely. In addition, try to focus on pacing and sequencing now that you have a clearer grasp on word choice and usage.

4. *The Book of the Dead* was clearly thought to be a very important means to everlasting life by contemporary Egyptians, who often brought it with them to the tomb. How could it also have been useful for the living?

Instructions in Letter Writing by an Egyptian Scribe (c. 1200 B.C.E.)

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ANONYMOUS

We now know so much about ancient Egypt because the Egyptians developed a system of writing, which they used for personal and public business as well as for religious purposes. They also discovered an ideal medium for recording their thoughts, for the marsh grass that surrounded them could be processed into papyrus, a relatively inexpensive and quite durable form of paper. These developments made the Egyptians place particular emphasis on scribes.

Gaining the necessary skills and education for this profession, however, was not easy, since it required years of assiduous training. In the following selection from a surviving papyrus, a teacher rebukes a promising student for his failure to take his studies seriously. In addition to outlining the inherent merits of being a scribe, the teacher also reviews the other possible professions that the failing student might be forced to adopt if he is not fortunate enough to enjoy the lifestyle of a scribe.

Young fellow, how conceited you are! You do not listen when I speak. Your heart is denser than a great obelisk, a hundred cubits high, ten cubits thick.

But though I beat you with every kind of stick, you do not listen. If I knew another way of doing it, I would do it for you, that you might listen. You are a person fit for writing, though you have not yet known a woman. Your heart discerns, your fingers are skilled, your mouth is apt for reciting.

You are worse than the goose of the shore, that is busy with mischief. It spends the summer destroying the dates, the winter destroying the seed-grain. It spends the balance of the year in pursuit of the cultivators.

You are worse than the desert antelope that lives by running. It spends no day in plowing. Never at all does it tread on the threshing-floor. It lives on the oxen's labor, without entering among them. But though I spend the day telling you "Write," it seems like a plague to you. Writing is very pleasant!

See for yourself with your own eye. The occupations lie before you.

The washerman's day is going up, going down. All his limbs are weak, <from> whitening his neighbors' clothes every day, from washing their linen.

The maker of pots is smeared with soil, like one whose relations have died. His hands, his feet are full of clay; he is like one who lives in the bog.

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(32)

The cobbler mingles with vats. His odor is penetrating. His hands are red with madder, like one who is smeared with blood. He looks behind him for the kite, like one whose flesh is exposed.

The watchman prepares garlands and polishes vase-stands. He spends a night of toil just as one on whom the sun shines.

The merchants travel downstream and upstream. They are as busy as can be, carrying goods from one town to another. They supply him who has wants. But the tax collectors carry off the gold, that most precious of metals.

The ships' crews from every house (of commerce), they receive their loads. They depart from Egypt for Syria, and each man's god is with him. (But) not one of them says: "We shall see Egypt again!"

The carpenter who is in the shipyard carries the timber and stacks it. If he gives today the output of yesterday, woe to his limbs! The shipwright stands behind him to tell him evil things.

His outworker who is in the fields, his is the toughest of all the jobs. He spends the day loaded with his tools, tied to his tool-box. When he returns home at night, he is loaded with the tool-box and the timbers, his drinking mug, and his whetstones.

The scribe, he alone, records the output of all of them. Take note of it!

Let me also expound to you the situation of the peasant, that other tough occupation. [Comes] the inundation and soaks him—, he attends to his equipment. By day he cuts his farming tools; by night he twists rope. Even his midday hour he spends on farm labor. He equips himself to go to the field as if he were a warrior. The dried field lies before him; he goes out to get his team. When he has been after the herdsman for many days, he gets his team and comes back with it. He makes for it a place in the field. Comes dawn, he goes to make a start and does not find it in its place. He spends three days searching for it; he finds it in the bog. He finds no hides on them; the jackals have chewed them. He comes out, his garment in his hand, to beg for himself a team.

When he reaches his field he finds <it> 'broken up.' He spends time cultivating, and the snake is after him. It finishes off the seed as it is cast to the ground. He does not see a green blade. He does three plowings with borrowed grain. His wife has gone down to the merchants and found nothing for 'barter.' Now the scribe lands on the shore. He surveys the harvest. Attendants are behind him with staffs, Nubians with clubs. One says (to him): "Give grain." "There is none." He is beaten savagely. He is bound, thrown in the well, submerged head down. His wife is bound in his presence. His children are in fetters. His neighbors abandon them and flee. When it's over, there's no grain.

If you have any sense, be a scribe. If you have learned about the peasant, you will not be able to be one. Take note of it!

The scribe of the army and commander of the cattle of the house of Amun, Nebmarenakht, speaks to the scribe Wenemdiamun, as follows. Be a scribe! Your body will be sleek; your hand will be soft. You will not flicker like a flame, like one whose body is feeble. For there is not the bone of a man in you. You are tall and thin. If you lifted a load to carry it, you would stagger, your legs would tremble. You are lacking in strength; you are weak in all your limbs; you are poor in body.

Set your sight on being a scribe; a fine profession that suits you. You call for one; a thousand answer you. You stride freely on the road. You will not be like a hired ox. You are in front of others.

I spend the day instructing you. You do not listen! Your heart is like an <empty> room. My teachings are not in it. Take their ('meaning') to yourself!

The marsh thicket is before you each day, as a nestling is after its mother. You follow the path of pleasure; you make friends with revellers. You have made your home in the brewery, as one who thirsts for beer. You sit in the parlor with an idler. You hold the writings in contempt. You visit the whore. Do not do these things! What are they for? They are of no use. Take note of it!

Furthermore. Look, I instruct you to make you sound; to make you hold the palette freely. To make you become one whom the king trusts; to make you gain entrance to treasury and granary. To make you receive the ship-load at the gate of the granary. To make you issue the offerings on feast days. You are dressed in fine clothes; you own horses. Your boat is on the river; you are supplied with attendants. You stride about inspecting. A mansion is built in your town. You have a powerful office, given you by the king. Male and female slaves are about you. Those who are in the fields grasp your hand, on plots that you have made. Look, I make you into a staff of life! Put the writings in your heart, and you will be protected from all kinds of toil. You will become a worthy official.

Do you not recall the (fate of) the unskilled man? His name is not known. He is ever burdened <like an ass carrying> in front of the scribe who knows what he is about.

Come, <let me tell you> the woes of the soldier, and how many are his superiors: the general, the troop-commander, the officer who leads, the standard-bearer, the lieutenant, the scribe, the commander of fifty, and the garrison-captain. They go in and out in the halls of the palace, saying: "Get laborers!" He is awakened at any hour. One is after him as (after) a donkey. He toils until the Aten sets in his darkness of night. He is hungry, his belly hurts; he is dead while

yet alive. When he receives the grain-ration, having been released from duty, it is not good for grinding.

He is called up for Syria. He may not rest. There are no clothes, no sandals. The weapons of war are assembled at the fortress of Sile. His march is uphill through mountains. He drinks water every third day; it is smelly and tastes of salt. His body is ravaged by illness. The enemy comes, surrounds him with missiles, and life recedes from him. He is told: "Quick, forward, valiant soldier! Win for yourself a good name!" He does not know what he is about. His body is weak, his legs fail him. When victory is won, the captives are handed over to his majesty, to be taken to Egypt. The foreign woman faints on the march; she hangs herself <on> the soldier's neck. His knapsack drops, another grabs it while he is burdened with the woman. His wife and children are in their village; he dies and does not reach it. If he comes out alive, he is worn out from marching. Be he at large, be he detained, the soldier suffers. If he leaps and joins the deserters, all his people are imprisoned. He dies on the edge of the desert, and there is none to perpetuate his name. He suffers in death as in life. A big sack is brought for him; he does not know his resting place.

Be a scribe, and be spared from soldiering! You call and one says: "Here I am." You are safe from torments. Every man seeks to raise himself up. Take note of it!

Study Questions

1. What were the material rewards of an ancient Egyptian scribe?
2. What are the drawbacks of attempting to win fame and fortune on the battlefield?
3. Use this discussion of different professions to describe the ancient Egyptian economy and its social structure.
4. Compose a modern version of this teacher's exhortation.

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Statue of a family group. BROOKLYN MUSEUM OF ART, 37.17E, CHARLES EDWIN WILBOUR FUND.
REPRODUCED BY PERMISSION.

Page 286 |



Three statues of Metjetji. BROOKLYN MUSEUM OF ART, 50.77, 51.1, 53.222, CHARLES EDWIN WILBOUR FUND.
REPRODUCED BY PERMISSION.

PORTRAYALS OF OFFICIALS.

In addition to royalty, another large class of Egyptian sculpture portrays the officials who ran both the secular and religious institutions. These men and women were often younger sons and daughters of the royal family in the Fourth Dynasty, but later in

World History
Mr. Pangrazzi

Post-Test Writing Prompt

Prompt: After reading the primary source, secondary source, and viewing the *Crash Course in History* video on the United Kingdom of Egypt how do the Egyptian's further display the aspects of civilization?

You have your general concepts, but they need to be included in the lead.

repetitive. Think of synonyms.

How does this prove civilization though?

Egyptians further display the aspects of civilization in many ways. They had two systems of writing: hieroglyphics for sacred writing and demotic scripts for record keeping. Technology was very advanced as well. They used papyrus made from marsh in the Nile to write on for their records. They used basin irrigation to control the water on the Nile for agricultural and irrigational needs. They also built great tombs for the pharaohs, known as the pyramids and the Sphinx. There were a ton of different workers who specialized in their jobs. Some examples of specialized workers are washermen, pot makers, cobblers, watchmen, merchants, ship crews, carpenters, carpenters' outworkers, scribes, peasants, and soldiers. All of these workers worked very hard and there was a lot expected of them. The United Kingdom of Egypt displays the aspects of civilization in several ways.

Better explanation

repeated from the pre-test. Expand!

Art, Feb 22

Post-test - Lesson 2



Traits Rubric for Word Choice: Grades 3-12

Key question:

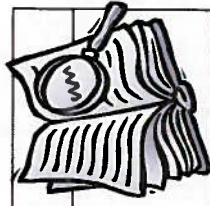
Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

		Not proficient			Proficient		
		2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional	
A. Word meaning	Uses limited vocabulary; attempts to use words to convey meaning are unsuccessful	Has flawed or simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message	Has vocabulary that is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece	Uses vocabulary that is functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type	Incorporates precise and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type	Creates vivid imagery, with powerful and engaging vocabulary; uses precise words and/or figurative language to enhance meaning in interesting, natural ways	
	Uses vocabulary that is so broad, generic, and/or inaccurate, it fails to communicate a message	Uses vocabulary that is so vague and mundane that the message is limited and unclear (e.g., "good," "bad," "nice")	Employs vocabulary that is correct in a general sense; includes message that is emerging or can be inferred; uses limited or inaccurate domain-specific vocabulary	Features vocabulary that works to clarify meaning, purpose and begins to shape a unique piece; has message that's easy to identify; uses accurate domain-specific vocabulary	Has vocabulary that suits purpose well and clearly communicates message; uses domain-specific vocabulary appropriately to demonstrate author's understanding	Features precise, accurate vocabulary, chosen to enhance purpose and meaning; has author's message that's easy to understand; uses domain-specific vocabulary professionally	
B. Word quality	Has vague vocabulary so words convey no clear message	Uses confusing or misleading vocabulary and includes incorrect usage of even simple words; creates no images	Includes very basic vocabulary; uses words that tend to "tell" not "show"; has few images	Features vocabulary comprising familiar words and phrases that communicate clearly but only show a moment or two of sparkle or imagery	Has strong vocabulary that makes it easy to "see" what the author is trying to convey; employs vivid and/or figurative language	Uses striking, powerful, and engaging vocabulary that captures reader's imagination and lingers in the mind; enhances recall of significant phrases or mental images	

↳ You pull a lot of accurate terminology from the sources.

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Traits Rubric for Word Choice: Grades 3-12



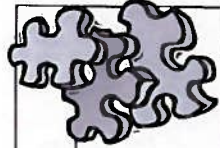
Key question:

Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

		Not proficient			Proficient		
		2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional	
C. Word usage	<p>1 Beginning</p> <p>Uses words incorrectly, making message unclear; distracts reader with errors and frequently uses slang and/or texting language that are inappropriate</p>	<p>2 Emerging</p> <p>Uses words that are inappropriate (i.e., either too plain or so exaggerated that they impede understanding); includes slang and/or texting language that do not suit purpose</p>	<p>3 Developing</p> <p>Chooses words that are functional but limited, conveying only a basic message; occasionally includes slang and/or texting language that are inappropriate</p>	<p>4 Capable</p> <p>Demonstrates willingness to stretch and grow with attempts at creative word choice; shows mastery of appropriate vocabulary for message, purpose, and audience</p>	<p>5 Experienced</p> <p>Frequently chooses creative, precise words to clarify and enhance meaning</p>	<p>6 Exceptional</p> <p>Uses words that are natural, original, and suited to purpose and audience; features effective word choice that enriches the author's message</p>	
D. Grammar	<p>Misuses parts of speech frequently, confusing reader and clouding the message</p>	<p>Has limited variety in parts of speech; uses jargon or clichés that detract from the message</p>	<p>Includes mechanical parts of speech that reflect a lack of craftsmanship; relies on passive verbs, overused nouns, and lack of modifiers that limit the message and make the piece uninteresting</p>	<p>Uses accurate and occasionally refined parts of speech that are functional and start to shape the message</p>	<p>Carefully chooses correct and varied parts of speech to effectively communicate message and clarify and enrich writing</p>	<p>Crafts parts of speech to best convey message; has lively verbs that energize the piece and precise nouns/modifiers that add depth, color, and specificity</p>	

You are attempting more complex words, but there is still work to be done in this area.

Rachael, Clearly the additional resources allowed you to provide more concepts and greater detail. Now that it appears that exposure to sources helps in this area, we can greater focus on your organization.



Traits Rubric for Organization: Grades 3-12

Key question:
Does the organizational structure enhance the ideas and make them easier to understand?

		Not proficient			Proficient		
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D. Pacing	Has no evident pacing	Has very uneven pacing that slows when the reader wants to move quickly, and vice versa	Appropriately controls pacing in some sections but not in others	Evenly controls pacing in nearly all places	Has well-controlled pacing throughout	Uses pacing skillfully to compel the reader through the piece and enhance its power	
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Rachael, The focus of these lessons was to consider how to improve your understanding of vocabulary and help you improve it's use in writing prompts. It is clear that your comprehension has improved and you are more actively attempting to use concepts. As you move forward, I would like you to put a greater focus into the organization of your prompts. This will allow you to make your understanding even clearer.

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