

7th Grade Language Arts Essay Writing
Unit, 2007-2008



Results of the Crusades

7th Grade

6 Week Unit

C. Cofield

CCPA – Coliseum College Prep Academy

Unit Overview:

This unit is a 6 week unit on the Middle Ages in Europe for my 7th grade Humanities (cored English Language Arts and History) course. Three days a week, we meet for two hours, and twice a week for one hour. The focus of the larger unit was on the geography, of Europe, Feudalism, the power of kings and popes, and the Crusades.

I chose to have the students write an essay on the Crusades to be able to reach all ability levels in my class. The concept of a crusade were accessible for all students, but also constituted an opportunity for my advanced students to demonstrate a deeper analysis of these beliefs and their impact on history.

Essential Questions:

What were the Crusades? What were the results of the Crusades? Were the results of the Crusades worth the cost?

R	A	F	T
7 th Grade Humanities Student	History Teacher	Document-Based Question Essay	Persuade the reader that the results of the Crusades were either more positive than negative or more negative than positive

Standards Assessed:

History:

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe

ELA:

Writing**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Learning Outcomes:

- Students will be able to write clear, organized, and expository essays based on their understanding of the positive or negative impact of Crusades results
- Students will be able to write essays that have a clear introduction, body paragraphs with supporting evidence, and a conclusion

Curriculum Materials and Resources:

- Medieval to Early Modern Times, Copyright © 1995-2008 Houghton Mifflin Company
- High King's Daughter (novel) by Debra Doyle
- Primary Source Documents from the History Pilot Assessment Packet
 - Pope Urban II
 - Speaking to a Council of Christian Bishops
 - Speaking to the Franks
 - Robert of Clari
 - A French Kinght who witnessed the looting of Constantinople
 - Raymond d'Aguilers
 - Account of someone who went on the Crusades
 - King Richard
 - Message to Saladin
 - Saladin
 - Response to King Richard's Message

Assessments:

- Results of the Crusades final essay
- Published final essay on class website

Assessment Tools:

History DBQ Rubric

Unit Plan Sequence:

<i>One</i>	<p>Geography – How did Europeans overcome challenging geographic features of their islands? What were some challenges facing Europe after the Fall of Rome</p> <p>Map work</p> <p>Cause-Effect Graphic Organizer – causes = geographic features, effects = how the Europeans adapted</p> <p>Reciprocal Teaching – “Europe After the Fall of Rome”</p>
<i>Two</i>	<p>Steps to Feudalism – How did feudalism develop in Europe? How was it similar to, but also different from Japanese feudalism?</p> <p>Direct Instruction/notes (History Alive)</p> <p>Social Pyramid and roles in Feudal Europe reviewed</p> <p>Feudalism Role Play and Debrief</p>
<i>Three</i>	<p>Crusades – What was the role of popes and kings in the Early Middle Ages? What were the Crusades?</p> <p>RT – “Popes and Kings” and “The Crusades”</p> <p>Perspective Analysis – popes, kings, Muslims, Jews, Christians</p> <p>Debate: Who should hold all the power – kings or popes?</p>
<i>Four</i>	<p>Fiction Analysis – “High King’s Daughter”</p> <p>Characterization of Princess Diamante</p> <p>Fictitious Elements – Story Mapping</p> <p>Metaphor Analysis (Conflict of story as metaphor for Crusades conflict)</p>
<i>Five</i>	<p>Essay – Were the results of the Crusades worth the cost?</p> <p>Review major features of essay writing</p> <p>Introduce essay packet</p> <p>Analyze documents Review PEE format for body paragraphs – point, evidence, explanation</p> <p>Gather materials needed to write essay and develop outlines</p> <p>Write draft of essay in class</p>

	History DBQ
<i>Six</i>	Revising and Publishing Review Writing Process Revision (focused on teacher-graded rubric and peer edit) 2 nd Drafts written in class Final Drafts typed in Computer Lab and posted on the class website

Samples of Student Work

Stephanie Buggs

Humanities 7A

5/30/08

Results of the Crusades

Would you put your life at risk for your religion? The Crusades? The Crusades were multiple wars between medieval Christians and Muslims. Both religions had hopes of controlling Jerusalem. For instance, some Christians went on the Crusades because they thought all of their sins were going to be forgiven. There were many consequences some negative and others positive. From my perspective the negatives outweighed the positives.

First, there were many deaths during the Crusades. According to source #5, Christians cut off the limbs of Muslims and left them in the middle of the street. Christians in this time period were very impertinent towards Muslims when they were killing and cutting them up then just leave them in the streets. Many serfs joined the Crusades because they couldn't get any work. Some that were killed were promised that their sin was going to be forgiven and that they were going to go to heaven.

Next, the Crusades created distrust between Christians and Muslims. According to "What were the results of the Crusades?" the Crusades was one of the biggest part in creating this mistrust between Christians and Muslims. Christians and Muslims had mistrust for each other after the Crusades because both thought either was going to attack at any time. Muslims helped create this distrust because they kept the one true cross as an advantage. Christians helped create this distrust because they started the first crusades. The Crusades not only created this mistrust between the two religions but they also helped too.

Although, some good came out of the Crusades for example new foods, new games, and more trade because both religions learned new ideas during this time and shared them with each other, I still disagree because deaths of human lives over powers new ideas. Not too many new ideas were shared I think because of all of the distrust, they probably wouldn't take anything that was shared.

Finally, from my point of view the negatives still overshadow the positives on the impact of world history. Although some still say it has a positive influence because of the new ideas shared I disagree because lives of people are more significant.

Results Of The Crusades

Do you want to know about the Crusades? The Crusades was a war between Christians and Muslims over the Holy Land. Christians wanted the Holy Land but Muslims had it in their control. I think the negative outweighed the positive because of KILLINGS and HUNGER.

To Begin, one negative result of the Crusades were thousands of Killings. According to source 5, Muslims had their heads cut off, were shot with arrows, thrown from towers, and some were burned alive. Christians wanted control of Jerusalem which was Holy to them because that is where the cross of their founder was and it was their place of worship. But to get it, many people were killed in the process.

Next, another negative result of the Crusades were that people were starving. According to source 6, many Christians starved to death. Even though they were fighting in the Crusades (and some went to get wealthy) that does not mean people did not starve to death.

Some people might think the results of the Crusades were positive. Although there are many negative things, people might think that the positive outweighs the negative. For example, they learned things from each other and that a positive result. I disagree because even though they learned things from each other people still were killed and many starved to death.

In conclusion the negative outweighs the positive because of KILLINGS and HUNGER. Since many others think that the positive outweighs the negative I think they are wrong but they could have a good explanation for why it is more positive. I believe the positive outweighs the negative because of KILLINGS and HUNGER and those are major things. My perspective affects people in a way because I am explaining the Crusades through my perspective and if the reader does not know about the Crusades they can read mine and know about the Crusades through a negative outlook.

Results of the Crusades by Leo Zavala

Do you think Christians went on the Crusades for Jerusalem or for God? The Crusades were fights between Medieval Muslims and Christians over control of Jerusalem. Christians started the Crusades because Pope Urban II promised their sins would be washed away. There were many results of the Crusades, for example, Europeans got new foods, and Jews were killed for their beliefs. Did the Crusades have a positive or negative impact on world history? In my opinion the Europeans learning new subjects of and Muslims keeping Jerusalem are examples of the positive Impact that the Crusades had on world history.

For instance, one example of a positive result of the Crusades is that Europeans learned new subjects. According to "what were the results of the Crusades" Europeans learned Algebra, Chemistry, and a new number system, which they didn't have before. Europeans learning new subjects is a positive result of the Crusades because without Algebra, Chemistry, and a new number system, people may not have invented more things in the future.

Additionally, a positive result of the Crusades is that Muslims were still in control of Jerusalem by the close of fighting. According to source #8, Muhammad, a prophet of Islam, died and went to Heaven in Jerusalem. Muslims still having Jerusalem was a positive result of the Crusades because Muslims had Jerusalem first before the attacks from the Christians and now they still have a place to honor their founder that went to heaven there.

Some people might think the results of the Crusades were negative because, for example, Jews being murdered just because they weren't Christian and believed in Jesus. However, I disagree because the positives of the Crusades, for example, new trading centers and new foods, may have had a bigger impact on the world, which a few Jews dying would not.

In conclusion, the Crusades had a more positive impact on World History. Although others may say the Crusades had a negative impact on the world because Jews died, on the other hand, new trading centers and new foods may have had a greater positive impact on World History. So, although fighting is bad, it can lead to greater things for the world.

Commentary and Reflection:

I evaluated each essay hoping to see some improvement in the use of evidence since the PWA earlier this school year. I hoped to see very organized essays that follow the basic pattern taught to them since they were not all previously able to identify the common patterns of essays.

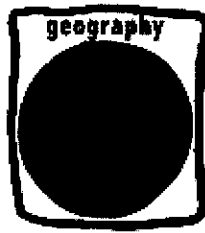
I was happy to see that after months of practicing inserting evidence in a paragraph AND providing an explanation has resulted in much improvement across the class. Most of my students were at about a 2 on the History DBQ rubric earlier in the year and the PWA rubric, and now the average was a 3!!!

I think giving the students choice with the essential questions and giving them the practice with P.E.E. paid off in terms of their progress. Something that didn't work so well was that a few students made gross generalizations in their essay. I didn't anticipate or address this issue beforehand. Students also had difficult writing conclusions because we have practiced so much on body paragraph formatting. Also, not giving the students a chance to formally revise their essays in class as a part of the unit sent the wrong message about the writing process. I focused too much on the first draft since I felt confident in their ability to perform better than previously with writing essays.

In a revision of this unit, I would not use a pilot assessment like the History DBQ simply because it forces students to respond to one question. I think it would have been nice to give students choice with regard to the prompt they would respond to. This would have allowed more differentiation.

I differentiated by giving students choice with outlining – they could follow the suggested model from the History DBQ packet or follow my suggested outline, which I wrote on the whiteboard in the class. The essay packet outline was easier so low-performing students could select this option, or challenge themselves with my outline. I encouraged my high-performing students to use my outline. I also differentiated by giving students who needed more time and/or assistance the opportunity to take the essay home or to their tutoring classes.

-C. Cofield



Name:
Class:
Date:

Today's Learning Objective =

GEOGRAPHIC FEATURES might include: bodies of water, mountains/hills, flat areas/valleys, canyons, major buildings, volcanoes, forests, deserts, and tropical, dry, or mild climate.

Journal #1

1. What are some of the major geographic features of Oakland, Ca?

2. Pick one of the features you mentioned in number 1, and describe the impact or effect it might have on those who live around it.

- a. *EXAMPLE - The hills of Oakland provide a scenic view for those who live near them as well as a view on the rest of Oakland. People who live in the hills probably see less traffic than others in Oakland.*







Closure

1. If you lived in North Europe, what kind of geography features would you deal with? What effect would these features have on you?

2. If you lived in South Europe, what kind of geography features would you deal with? What effect would these features have on you?

GEOGRAPHY – FEATURES OF OAKLAND

Directions: For each feature of Oakland, write the effect it might have on the people who live around it.

Feature	Effect
<p>Hills</p> 	
<p>Lake</p> 	
<p>Neighborhoods</p> 	
<p>Redwoods</p> 	

Downtown



Chinatown



August 25 & 26

Airport



The Bay



Humanities

Name:

Class:

Date:

HW: Think about the effect that geography has on people. Write about the geographic features of your neighborhood and describe the effect it has on you, your family, and your neighbors.

EX. A. Mosswood Park - the people of my neighborhood can travel to the park and play sports together, picnic, or just hang out and enjoy the trees and grass.

MY NEIGHBORHOOD

Geographic Feature	Effect on Me, My Family, and Neighbors
1.	
2.	
3.	
4.	
5.	
6.	

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Name:

Class:

Date:

Today's Learning Objective =

Journal #4

1. Does geography have an effect on people? How so? Give an example.

2. Compare and contrast someone in North Europe and someone in South Europe to describe the different impact geography has on each.



Closure

Q: What do you need to do between today and tomorrow to be prepared to get an A+ on the quiz?

Bingo Review

Copy in 16 of the following words in each box. Listen to the descriptions of the words and if you hear one of yours, mark an X in the top right-hand corner. Once you get four in a row, call 'BINGO,' just make sure you're right!

Effect *Cause* *Geography* *Ural* *Europe*
Britain *Med. Sea* *North* *South* *Seafarer*
Peninsula *Iberian* *France* *Gaul* *Italy*
River *Mountains* *N. E. Plain* *Balkans* *Black Sea*
Atlantic *Ireland* *Scandinavian* *Germany* *Spain*

Name:

Class:

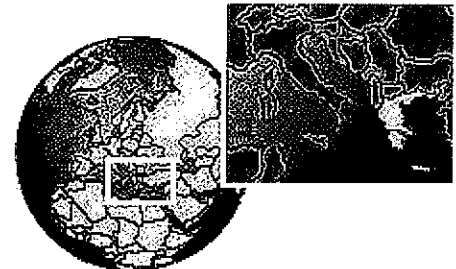
Date:

Today's Learning Objective =

Journal #2

3. What are the major geographic features of CCPA?

4. Pick one of the features you mentioned in number 1, and describe the impact it might have on those around it.



Closure – fill in for Europe

Bodies of Water	Countries	Peninsulas

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Humanities

Name:

Class:

Date:

Quiz: European Geography and Transitions

MAPWORK

Label the following on the map below:

- British Isles
- Balkan Peninsula
- Iberian Peninsula
- Scandinavian Peninsula
- Ural Mountains
- Spain
- France
- Britain
- Ireland
- North European Plain
- Germany
- Italy
- Italian Peninsula
- Mediterranean Sea
- Black Sea
- Atlantic Ocean
- Asia Minor
- Balkans

Geography and Effects

Effects - What you Feel, What you See, and/or What you Can Do

Fill in the missing cause OR effect given the following information. The first one is done for you. Follow the example.

Cause/Geographic Feature	Effect
<u>Mountains</u>	I feel safe because I have a natural defense from enemies
Rivers	
_____	I can reach lands connected to my country and I can reach the sea easily
Mediterranean Sea	
_____	I can raise sheep and goats
North European Plain	
_____	I feel hot, so I will go swimming
_____	I can become a seafarer

Name:
Class:
Date:

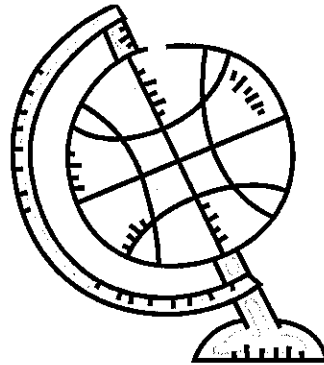
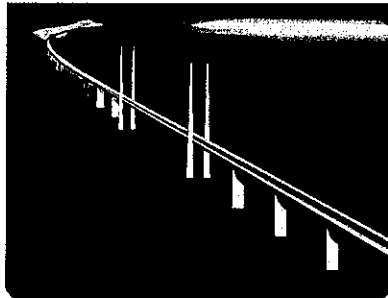
Today's Learning Objective =

Journal #5

1. What is geography about? Give an example.

2. For each transition type, write an example.

Compare	Contrast	Effect	Time	Support



Closure

1. What is something **positive** you did today to help yourself get a good grade on the quiz?

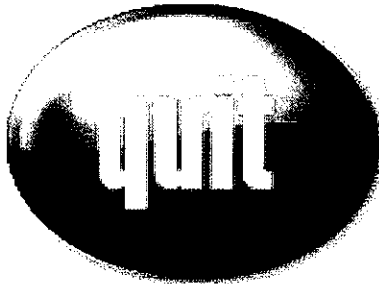
Name:
Class:
Date:

Today's Learning Objective = Describe changes in Europe after the Fall of Rome in more than one way

Journal #3

1. What would be different at CCPA if Mr. Townsend quit today?

2. What would you do differently if there were no principal here?



Closure – Explain *in 5 different ways* how Europe was different after Rome fell apart.

TTTT pg 242–7 Talk-to-the-Text once per page in at least 10 words, and use this ‘talk’ to make new understandings. You have the choice to think, wonder, visualize, question, summarize, predict, or clarify.

Quote	TTTT	Now I understand...
Pg 242		
Pg 243		
Pg244		
Pg245		
Pg246		
Pg247		

GROUP PRESENTATION PREPARATION

Prediction	Questions

Key Terms

Summary

Introduction



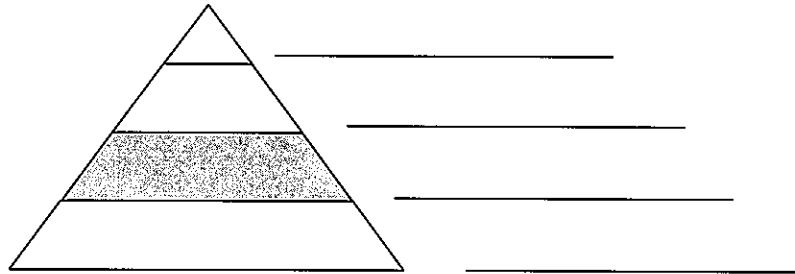
The period of history known as the Middle Ages lasted from 500 A.D. to 1500 A.D. It started as the Dark Ages, the tumultuous period of time that marked the fall of the Great Roman Empire. The once powerful empire that spread law, order and language into the Western world could no longer control or defend the territories it once conquered. The barbarians from the North stormed their way across Great Britain and Europe with artful savagery, thus ending the period of classical Roman culture and beginning the age of disorder. From this turbulent time, later peoples, possessed with determination and natural instincts for survival and justice, prepared the foundations for the wonderful Ages to follow. In this unit, you will learn of the people who lived in the Middle Ages. You will learn about their heroes and the clothes the people of the Middle Ages wore. You will also find out about the feudal system, the weapons used and the parts of a castle and the castle's offenses and defenses. This unit will take you on the journey of what it takes to become a knight. You will know what the word chivalry means, as well as the meaning of a shield, a coat of arms and of course, King Arthur and Camelot. Finally, you will make connections with history!

Name:
Class:
Date:

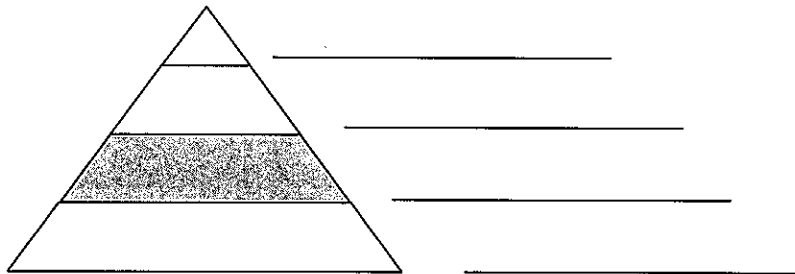
Today's Learning Objective =

Journal #

1. What is the social pyramid for the US today? (Who is at the top, middle, and bottom?)



2. PREDICT the types of people in the Medieval European social pyramid:



Closure

Use the following words to describe life in Medieval Europe: **knight, king, vassal, lord, peasant, and queen.**

Tues	Wednesday	Thursday	Friday
Analyze the motives and impact of the Viking Raids	Compare the Feudal Social Pyramid to a modern day social pyramid	Compare the Feudal Social Pyramid to a modern day social pyramid	Demonstrate learning from the week
Write a speech designed to frighten the rest of Europe and to explain why you are going to continue raiding coastal villages	Acting notes (HA) RT Poster Creation and TTTT about modern day connections or comparisons	Give a presentation on RT poster with a focus on modern day connections	Bingo Review and Quiz

Words to know: Fief, Monarch, Clergy, Manor, Serf

Name:
Class:
Date:

Today's Learning Objective =

Journal

1. Is your reciprocal teaching group like a feudal manor? Why or why not?
-
-
-
-



Detail from the month of September. From *Les Très Riches Heures du Duc de Berry*.

Closure

- What modern-day connections did you hear in today's presentation?

- How do you think today's presentation will help prepare you to pass Friday's quiz?

Name:
Class:
Date:

Today's Learning Objective =

Journal #

Write what you know about each topic in the boxes beneath them:

Vikings	Feudalism	Manor Life	Leadership in the Middle Ages



Closure

1. We are three weeks in to the new marking period. What changes have you made so far to make sure you get a high grade in Humanities?

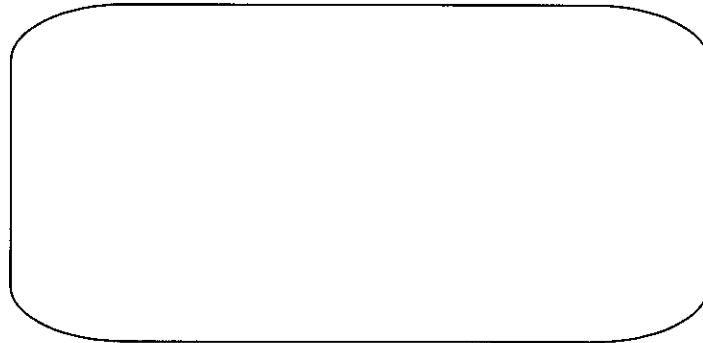
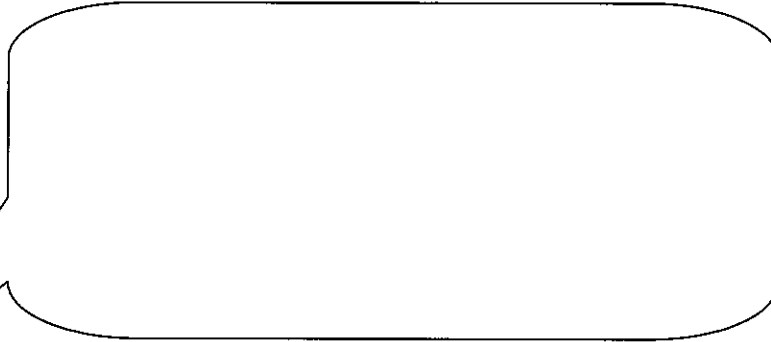
2. What is going well for you so far in Humanities?

3. What is not going so well for you in Humanities?

Name:
Class:
Date:

Quiz – Middle Ages Europe

Vikings – write a conversation between two Vikings in the bubbles below based on the facts you know about Vikings of the Middle Ages in Europe



Feudalism – Multiple Choice: circle the correct response

1. Knights didn't have time to
 - a. Support nobles
 - b. Serve their lords
 - c. Protect the manor
 - d. Grow food for themselves

2. In return for farming knights' land, peasants had to
 - a. Give knights food
 - b. Fight for knights
 - c. Care for knights children
 - d. Provide a shoulder to cry on

3. A typical manor included
 - a. Keep, moat, bailey, and pastures
 - b. Keep, bailey, hills, and mosque
 - c. Keep, hills, temple, and mall
 - d. There is no such thing as a manor

Manor Life – Short answer: Respond in COMPLETE SENTENCES!

1. Why did some peasants try to leave their manor?
2. Who was in charge of the manor and where did he live?
3. How did people keep religion as a part of their daily lives on the manor?

Leadership in the Middle Ages – Concept Web: write two facts around each leader below:

William the Conqueror



Monk



Missionary



Pope



Monarch (any)



Lord (manor)



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Explain Why the time period between 500-1500 AD is considered to be the Dark Ages</p> <p>Notes EQ PEE Paragraph explanation</p>	<p>Classify or categorize different types of people from Medieval Europe</p> <p>Muslim Magyar Viking Monarch Clergy Lord Noble Knight Peasant</p> <p>Project Character Map Who were they? Who could they be friends with today? WHY</p>	<p>Explain how both popes and kings ruled Europe</p> <p>Notes Reading RT alone</p>	<p>Determine the context for the Crusades</p> <p>Notes Reading RT alone Study Guide</p>	<p>Review study guide Jeopardy Reveiw</p> <p>Quiz</p>

Name:
Class:
Date:

Today's Learning Objective =

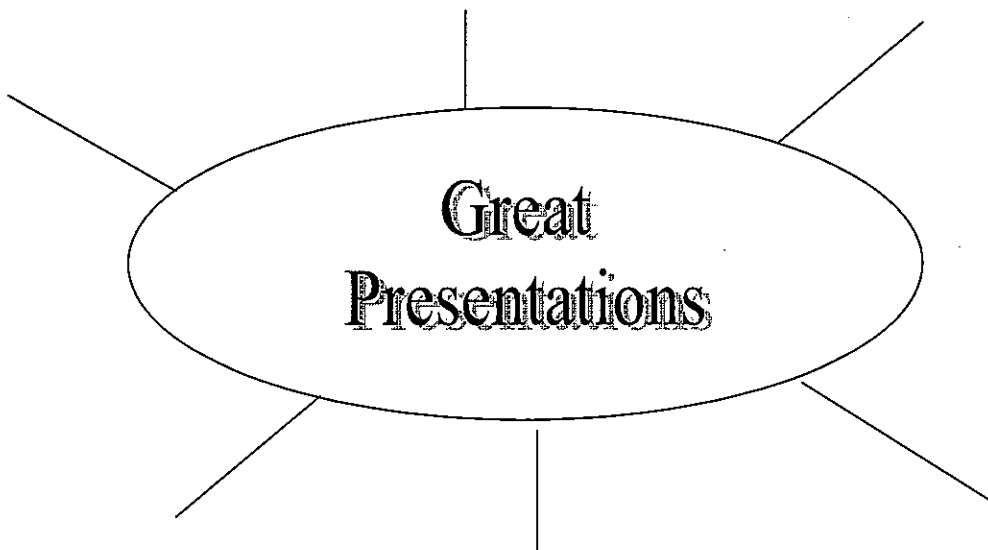
Journal #10

1. If you were surrounded by chaos, violence, and theft, how would you survive?

2. Do you think our time presently in Oakland 2008 is a 'dark' time or an 'enlightened' time? EXPLAIN YOUR RESPONSE

PRE-PRESENTATION

Q: What makes a great oral presentation in front of the class?



Graded Presentation: GROUP MEMBERS =

RT Rubric

	3	2	1	0
Clarifying	Words for clarification include a valid hypothesis about meaning and an explanation of how meaning was arrived.	Words for clarification include a valid hypothesis about meaning.	Identify unfamiliar vocabulary and phrases.	Do not identify items for clarification.
Questioning	Advanced questions about the text are constructed. Ex: Why? How?	Simple questions about the text are constructed. Ex: Who?, What?, Where?, When?	Questions about unimportant details from the text are constructed.	Questions that are unrelated to the text are constructed.
Summarizing	Summary includes a main idea and all supporting details.	Summary includes a main idea and some supporting details.	Summary includes a main idea or some supporting details, but not both.	Summary does not include a main idea or supporting details are unimportant.
Predicting	A valid prediction is formed and supported by prior knowledge.	A valid prediction is formed and supported by the title or text.	A valid prediction is formed, though not supported.	Prediction is invalid.
Connections	At least 4 clear connections to modern day are formed and supported by prior knowledge.	At least 3 clear connections to modern day are formed and supported by prior knowledge.	At least 2 clear connections to modern day are formed and supported by prior knowledge.	Connections missing.

Give Advice to This Group:

Graded Presentation: YOUR GROUP MEMBERS =

RT Rubric

	3	2	1	0
Clarifying	Words for clarification include a valid hypothesis about meaning and an explanation of how meaning was arrived.	Words for clarification include a valid hypothesis about meaning.	Identify unfamiliar vocabulary and phrases.	Do not identify items for clarification.
Questioning	Advanced questions about the text are constructed. Ex: Why? How?	Simple questions about the text are constructed. Ex: Who?, What?, Where?, When?	Questions about unimportant details from the text are constructed.	Questions that are unrelated to the text are constructed.
Summarizing	Summary includes a main idea and all supporting details.	Summary includes a main idea and some supporting details.	Summary includes a main idea or some supporting details, but not both.	Summary does not include a main idea or supporting details are unimportant.
Predicting	A valid prediction is formed and supported by prior knowledge.	A valid prediction is formed and supported by the title or text.	A valid prediction is formed, though not supported.	Prediction is invalid.
Connections	At least 4 clear connections to modern day are formed and supported by prior knowledge.	At least 3 clear connections to modern day are formed and supported by prior knowledge.	At least 2 clear connections to modern day are formed and supported by prior knowledge.	Connections missing.

Give Advice to YOUR OWN Group:

Name:
Class:
Date:

Today's Learning Objective =

Journal #11

1. List the different types of people in Medieval Europe below:

2. Pick one of the people you mentioned in number one and write who you think they would most likely be friends with today in 2008. EXPLAIN WHAT THEY HAVE IN COMMON THAT WOULD MAKE THEM FRIENDS.



Closure

If you could put all these people from Medieval Europe into two categories, what would those categories be? WHY? Fill in the chart after answering...
ANSWER =

Category #1	Category #2

Name:
Class:
Date:

Today's Learning Objective =

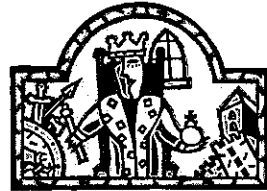
Journal #12

1. Why do popes have power? Give an example.

2. Why do kings have power? Give an example.



VS



Closure


Q; How did both kings and popes rule Europe in the Middle Ages?

A:


People of The Middle Ages in Europe

Directions: For each person, write a short description of who they are, what you think motivates them, and who they are connected to in modern times.


Muslim

Image	Description	Motivations	Today, similar to...
			


Magyar

Image	Description	Motivations	Today, similar to...
			


Viking

Image	Description	Motivations	Today, similar to...
			


Monarch

Image	Description	Motivations	Today, similar to...
			


Clergy

Image	Description	Motivations	Today, similar to...
			


Lord

Image	Description	Motivations	Today, similar to...
			


Noble

Image	Description	Motivations	Today, similar to...
			

Knight

Image	Description	Motivations	Today, similar to...
			

Peasant

Image	Description	Motivations	Today, similar to...
			

Humanities

Name:

Class:

Date:



A Day in the Life of A Peasant

A normal day of a regular peasant would generally start--and end like this:

6:00 AM - Roosters would wake most villagers up. At this time, most peasants started their daily activities normally by dressing and eating breakfast. A peasant's breakfast consisted of mostly vegetables, water, fruits and bread.

7:00 AM - The castle's bells would ring (if any) and serfs were required to start work at this time. In winter, peasants were most likely to wake up until 8 AM.

8:00 AM - Work continued, There were not many interludes for serfs; in the other hand, free peasants; could have many breaks.

9:00 AM - Work for serfs continued; they were not allowed to drink or eat anything in the farms, but nevertheless; most of them managed to contraband goods such as water. Peasants would farm a lot as well, but serfs were the true workers.

10:00 AM - The first interlude for serfs. When a noble was generous, he'd let the serfs rest for up to half an hour at this time. Draconian nobles would impose rules against resting.

11:00 AM - Labor was at its peak. Peasants were required to work and work at this time. In the interim, nobles were usually riding their horses or taking care of business. Most nobles would live out of the work of their serfs.

12:00 AM - Serfs continued working.

1:00 PM - Serfs would be normally given a time-off at this time since the sun would burn them otherwise. Farms were very hot places in which the sun was strong enough to make very painful burns. Serfs usually died at an early age--we can deduce that cancer had a lot to do with that (but we can't be sure).

2:00 PM - Work at farms continued. Children were usually playing in the gardens or farming as well. Their mothers spent a great amount of time at home--preparing food, teaching their kids new knowledge and doing house-work. Nevertheless, a woman could also be a serf; thus some of them worked many hours at the farms.

3:00 PM - Work continued.

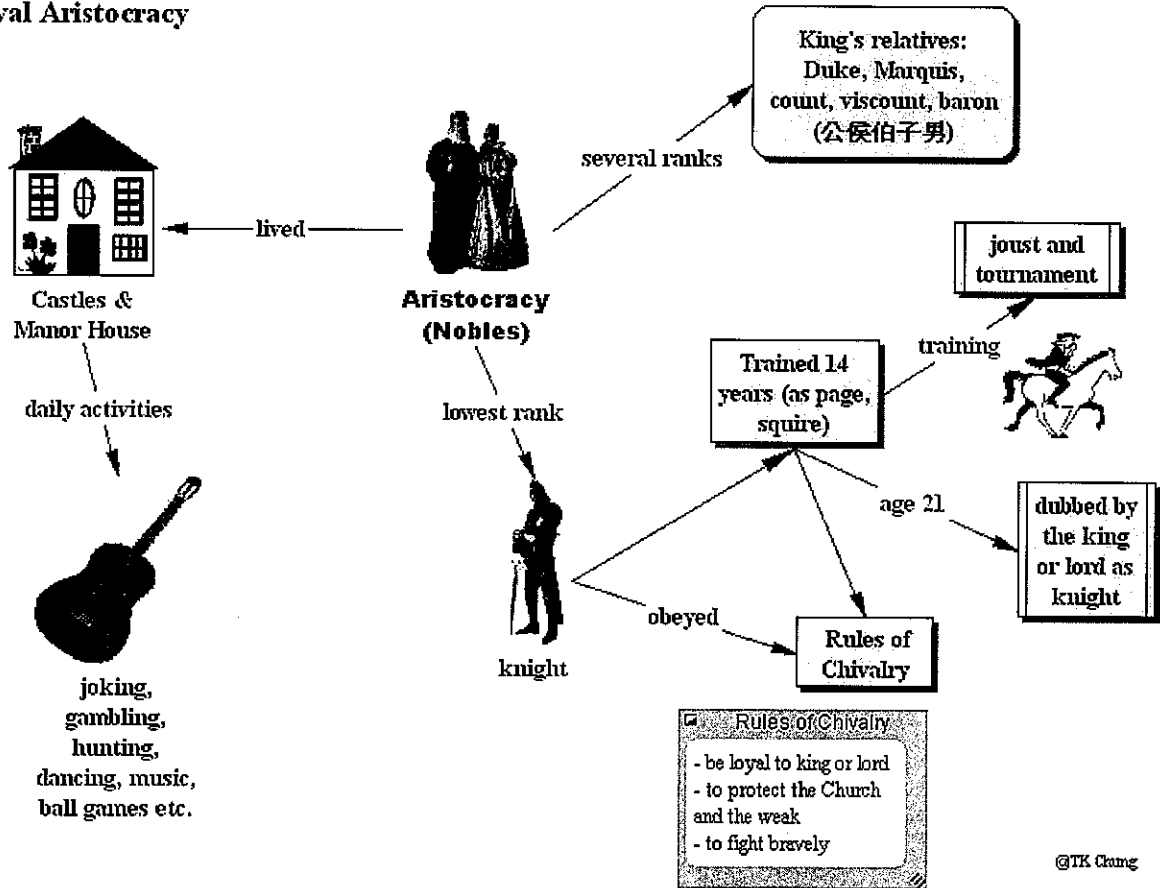
4:00 PM - This was the official resting time. Nobles would normally have glorious feasts with more food than a serf would see in a month. Serfs usually ate bread, vegetables and water. Under good circumstances, they had meat (usually in holidays).

Humanities

Name:
Class:
Date:

Medieval Life Visual

Medieval Aristocracy



Write a paragraph that explains the visual above:

Name:
Class:
Date:

Today's Learning Objective =

Journal #14

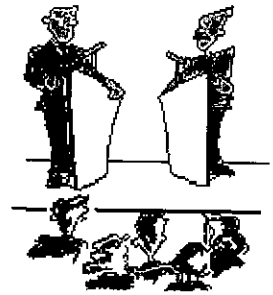
1. Write 5 facts about popes and kings below:

Popes	Kings
*	*
*	*
*	*
*	*
*	*

2. How can you use these facts against your opponents in the debate today?

Closure

1. In your opinion, who won the debate?
2. Why do you feel they won the debate?
3. What does it take to be successful in a debate?



Debate Rubric

	Excellent - 4	Good - 3	Satisfactory - 2	Needs Improvement -1	Score
Understanding of Topic	You clearly understood the topic in-depth and presented your information forcefully and convincingly.	You clearly understood the topic in-depth and presented your information with ease.	You seemed to understand the main points of the topic and presented those with ease.	You did not show an adequate understanding of the topic.	
Presentation Style	You consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	You usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	You sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	You had a presentation style that did not keep the attention of the audience.	
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.	
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.	
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant	

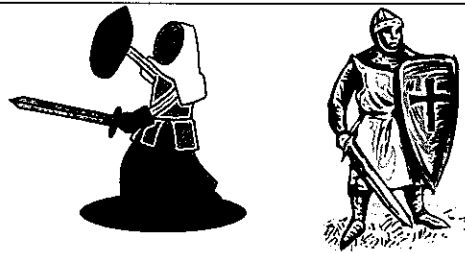
Name:
Class:
Date:

Today's Learning Objective =

Journal #15

1. What should you look for in your writing when you want to improve it?

2. Name an assignment that you revised and how your revision was better than the first draft?



Closure

What do you understand about the Crusades?

PEE Revision Checklist – check off each item as you revise your PEE paragraph.

_____ **Underlined Textbook Title and Page Number**

- EXAMPLE: Medieval to Early Modern Times, & (pg ____)

_____ **Correct Spelling**

- EXAMPLE: Medieval, Viking, Magyar, etc

_____ **Capitalized Proper Nouns**

- EXAMPLE: Dark Ages, Europe, etc

_____ **Transitions**

- EXAMPLE: For example, For instance, etc

_____ **Correct Tense (PAST TENSE)**

- EXAMPLE: Europeans **were** Christian, The king **was** in charge, etc

_____ **Subject-Verb Agreement**

EXAMPLE:
He **asked**, She
went, They
invaded, etc

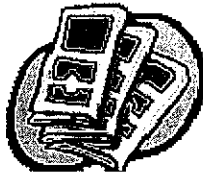
Name:
Class:
Date:

Today's Learning Objective =

Journal

If you were going to create a brochure on the Crusades, what topics or titles would you include on the six panels?

What kind of images would you include?



Closure

Use the Brochure Rubric to grade your project:

Brochure Rubric

CATEGORY	(4) Excellent	(3) Good	(2) Almost	(1) Not Yet
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy	The brochure has all of the required information (see checklist) and some additional information	The brochure has all of the required information (see checklist).	The brochure has most of the required information (see checklist).	The brochure has little of the required information (see checklist).
Writing – Mechanics	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics/Pictures	The graphics go well with the text and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	There are many citations from a variety of sources accurately listed on the brochure.	There are some citations from a variety of sources accurately listed on the brochure.	There are a few citations accurately listed on the brochure.	Incomplete citations are listed on the brochure.

Name:
Class:
Date:

Today's Learning Objective =

Journal

Look at your essay on West Africa from the fall. What skills do you remember using to complete this assessment?

What do you recall about writing essays in general?



Closure

Use the Rubric to describe how well you wrote your essay on the Crusades:

Notes – Essay Review

INTRODUCTION

*

*

*

BODY PARAGRAPH #1

*

*

*

BODY PARAGRAPH #1

*

*

*

BODY PARAGRAPH #1

*

*

*

CONCLUSION

*

History DBQ Essay Rubric

	5	4	3	2	1
Thesis	I have a thoughtful thesis that clearly maps out the major reasons I used to answer the question	I have a thesis that clearly maps out the major reasons I used to answer the question	I have a thesis that begins to show the major reasons I used to answer the question	I have a thesis that only repeats or rephrases the question	I have no thesis
Use of Documents	I skillfully used many sources or artifacts by showing I understand the author's point of view, make connections between sources, address a counterargument, and draw reasonable conclusions	I used many sources or artifacts by showing I understand the author's point of view, make connections between sources, address a counterargument, and draw reasonable conclusions	I used a few of the sources to show I understand the author's point of view, and/or make connections between documents	I just quoted the sources briefly without explaining them, or misunderstood the information	I didn't use any sources in my essay
Argument and Analysis	I convincingly used my background knowledge and information from the documents to support my thesis, while addressing a counterargument	I used my background knowledge and information from the documents to support my thesis, while addressing a counterargument	I tried to make an argument that supports my thesis and counters another perspective	I just made a list of events without explaining how it supports my thesis	I misunderstood the question

Organization and Clarity	I have clear writing in an introduction with a clear thesis, a body with clear topic sentences and convincing evidence, and a conclusion that summarizes my point and adds importance	I have an introduction with a clear thesis, a body with clear topic sentences and convincing evidence, and a conclusion that summarizes my point and adds importance	I have an introduction with a thesis, a body with topic sentences and some evidence, and a conclusion that summarizes my point	I have a weak introduction with a thesis, a body missing some topic sentences and some evidence, and a conclusion that is weak or absent	My organization is so poor, it is hard to understand what I wrote
Total Score and Comments					

Name:
Class:
Date:

Today's Learning Objective =

Journal

1. What do you remember about R.A.F.T.? (what does R.A.F.T. stand for?)

2. Make up an original R.A.F.T.:

R	A	F	T

Closure

Write about five changes you made to improve your rough draft and HOW these changes improved the essay. BE SPECIFIC!!!

Change	How it improved my essay

NOTES - The Writing Process

Prewriting	Drafting	Responding and Revising	Editing	Publishing

1. How far into the writing process are we?
2. What else do we need to do?

R	A	F	T
7 th Grade Humanities Student	History Teacher	Document-Based Question Essay	Persuade the reader that the results of the Crusades were either more positive than negative or more negative than positive

Author's Name _____
Reader's Name _____

REVISING SHEET

1. I will be focusing on LANGUAGE
2. Does the author use most words correctly? **Please put a STAR above any words you see in the author's paper that seem to be used incorrectly.**

Examples: _____

3. Does the author use any words in colorful, interesting, or fun ways to explain ideas in the paper? **Please put a CHECK above the colorful words that make a sentence seem alive to you.**

Examples: _____

4. If you find tired or overused words that could be upgraded, please put TWO STARS above them.

Examples: _____

5. Write the words you starred on the line below, along with any suggestions you have for more colorful words to replace them:

6. Look at the structure of the author's sentences. The sentences should be written in a variety of ways. Do they all start the same way? Are the sentence structures all exactly the same? Please **UNDERLINE** sentences that could be changed with a squiggly line:

Example:

7. Choose ONE sentence that you underlined, and write it on the lines below. Underneath it write your suggestion for a different way to write the same sentence:

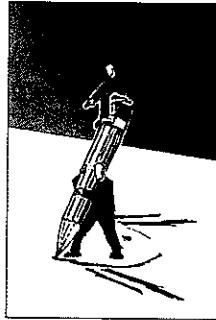
8. Now find your FAVORITE sentence in the paper, and underline it with two lines. This should be a sentence that is colorful, interesting, provocative....a sentence that makes you really think or feel because it is so clear and descriptive. Please write your reason for choosing the sentence on the line below:

Name:
Class:
Date:

Today's Learning Objective =

Journal

1. I mentioned that we will be going through THE WRITING PROCESS to fulfill our graduation portfolio requirements. What do you think this might mean? (Describe what you think this process is – there are FIVE STEPS!!!)



Closure

1. What did you accomplish today? BE SPECIFIC!!!

2. What did you need to do tomorrow?

Name:

Class:

Date:

Extended Outline for 2nd Draft

I. Introduction

Get the reader interested in your essay by starting with a grabber or hook:

Tell the reader about the topic of your essay (what, who, where, when, why):

Most essays answer a question.

What is the issue your essay will address?

Now answer the question.

Thesis:

**II. Body Paragraph #1 – One Way the Results of the Crusades were _____
(positive or negative)**

Make sure you help the reader expect what comes next by writing in a transitional word or phrase just before your topic sentence.

Transitional Word or Phrase: _____

Make sure your topic sentence reflects one part of the thesis that you are trying to prove:

Topic Sentence:

Give the reader information about your topic by writing in relevant evidence (you can use more than one source from the packet) Evidence:

According to source _____,

Explain *why the information from the source is important and how it relates to your thesis:*

III. Body Paragraph #2 – Another Way the Results of the Crusades were _____
(positive or negative)

Make sure you help the reader expect what comes next by writing in a transitional word or phrase just before your topic sentence.

Transitional Word or Phrase: _____

Make sure your topic sentence reflects one part of the thesis that you are trying to prove:

Topic Sentence:

Give the reader information about your topic by writing in relevant evidence (you can use more than one source from the packet) Evidence:

According to source _____,

Explain *why the information from the source is important and how it relates to your thesis:*

IV. Body Paragraph #3 – COUNTERARGUMENT

Some people might think the results of the Crusades were _____
(positive or negative)

Make sure you help the reader expect what comes next by writing in a transitional word or phrase just before your topic sentence.

Transitional Word or Phrase: _____

NOW EXPLAIN why someone would think like this:

EXPLAIN WHY this perspective is NOT one that you agree with:

V. Conclusion

Use different words to SUMMARIZE the topic of this essay:

Remind the reader of the counterargument, beginning with another transition:

Explain why you hold your position or perspective again:

Explain why this idea of yours is important (how does it affect a lot of people?)

Name:
Class:
Date:

Today's Learning Objective =

Journal

1. What kind of advice did your partner give you yesterday?

2. What advice are you gaining from the rubric graded by the teacher?



Closure

1. What did you accomplish today? BE SPECIFIC!!! = GIVE EXAMPLES OF WHAT YOU MEAN!!!

2. What did you need to do next week to be fully published?

Name:
Class:
Date:

Today's Learning Objective =

Journal

1. Describe the graduation portfolio project we are working on IN GREAT DETAIL:

2. Why is this an appropriate project to show you are ready for the 8th grade?



Closure

1. What part of your project are you proud of so far? BE SPECIFIC!!! = GIVE EXAMPLES OF WHAT YOU MEAN!!!

2. What did you need to do this week to be fully published?

In the computer lab...

- Click "File"
- Click "Find"
- Click "Applications"
- Click "TextEdit"
- Type your final draft
- Save it as CrusadesResults(yourname)
- E-mail it to yourself so you can continue to use it

In the computer lab...

- Click "File"
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- Type your final draft
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- E-mail it to yourself so you can continue to use it

Graduation Portfolio Project Rubric

Name: _____ Project Title: _____ Date: _____

Expectations	Exceeded (Professional Quality)	Achieved (A/B Middle School Work)	Met (B/C Middle School work)	Attempted (Low/Poor quality work)
Goals	<ul style="list-style-type: none"> • Student thoroughly addressed all areas of project, including rough and final drafts, peer edits, teacher-graded rubric, and printed copy of the published draft • Student exceeded the goals of the project. • Work demonstrates capabilities of an eight grader 	<ul style="list-style-type: none"> • Student mostly addressed areas of project, including rough and final drafts, peer edits, teacher-graded rubric, and printed copy of the published draft • Student clearly and thoroughly achieved the goals of the project. • Work demonstrates capabilities of a seventh grader 	<ul style="list-style-type: none"> • Student somewhat addressed most areas of the project, including rough and final drafts, peer edits, teacher-graded rubric, and printed copy of the published draft • Student met the goals of the project. • Work demonstrates capabilities of a seventh grader 	<ul style="list-style-type: none"> • Project is loosely related to project requirements. • Few project goals are met or addressed. • Work fails to demonstrate the capabilities of a seventh grader
Application	<ul style="list-style-type: none"> • All resources are properly documented with both rough and final drafts notes are present. • Attention to advice is apparent. • Wide variety of sources are used in-depth (with a minimal use of internet sources). • People resources are critical to the work produced. • The most recent and valuable sources are used. 	<ul style="list-style-type: none"> • Student documented most sources with both rough and final drafts and kept notes. • Student demonstrated some attention given to advice from peer and teacher • Project represented variety of skills including editing, drafting and typing 	<ul style="list-style-type: none"> • Both rough and final drafts and notes are present. • Some advice was taken from peer and teacher rubrics. • Project shows a limited variety of skills. 	<ul style="list-style-type: none"> • Student is missing a draft. • Advice is not addressed or taken into consideration. • Few skills are demonstrated

Name:
Class:
Date:

Today's Learning Objective =

Journal

3. What would your grade be right now if you had to turn in the work you've completed so far? USE THE RUBRIC!!!

4. What is your goal for the graduation portfolio project today knowing it's a minimum day?



Closure – Did you reach your goal for the day? Why or why not?

Name:
Class:
Date:

Today's Learning Objective =

Journal

Read the following pre-published essay and...

- a. Put a star next to the grabber*
- b. Circle the transitions*
- c. Underline the evidence*
- d. Put an exclamation point (!) next to your favorite line*

Do you think Christians went on the Crusades for Jerusalem or for God? The Crusades were fights between Medieval Muslims and Christians over control of Jerusalem. Christians started the Crusades because Pope Urban II promised their sins would be washed away. There were many results of the Crusades, for example, Europeans got new foods, and Jews were killed for their beliefs. Did the Crusades have a positive or negative impact on world history? In my opinion the Europeans learning new subjects of and Muslims keeping Jerusalem are examples of the positive impact that the Crusades had on world history.

For instance, one example of a positive result of the Crusades is that Europeans learned new subjects. According to "what were the results of the Crusades" Europeans learned Algebra, Chemistry, and a new number system, which they didn't have before. Europeans learning new subjects is a positive result of the Crusades because without Algebra, Chemistry, and a new number system, people may not have invented more things in the future.

Additionally, a positive result of the Crusades is that Muslims were still in control of Jerusalem by the close of fighting. According to source #8, Muhammad, a prophet of Islam, died and went to Heaven in Jerusalem. Muslims still having Jerusalem was a positive result of the Crusades because Muslims had Jerusalem first before the attacks from the Christians and now they still have a place to honor their founder that went to heaven there.

Some people might think the results of the Crusades were negative because, for example, Jews being murdered just because they weren't Christian and believed in Jesus. However, I disagree because the positives of the Crusades, for example, new trading centers and new foods, may have had a bigger impact on the world, which a few Jews dying would not.

In conclusion, the Crusades had a more positive impact on World History. Although others may say the Crusades had a negative impact on the world because Jews died, on the other hand, new trading centers and new foods may have had a greater positive impact on World History. So, although fighting is bad, it can lead to greater things for the world.

Closure

Are you finished with the graduation portfolio project? WHY OR WHY NOT?

Are You Ready to Publish?

If so...and if your work is saved on this computer...

- Go to <http://sites.google.com/a/ccpaedu.com/mrscofield>
- Type in your username and password (same as Technology class)
- Click on the site MrsCofield
- Under Attachments, click browse
- Select your essay and upload it to the site

If so...and if your work is NOT saved on this computer...

- Go to your e-mail where the essay is available
- Save the essay to this computer
 - You may need to copy the text into a TextEdit document
- Go to <http://sites.google.com/a/ccpaedu.com/mrscofield>
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- Under Attachments, click browse
- Select your essay and upload it to the site

Name:
Class:
Date:

Today's Learning Objective =

Journal

What are the documents you need for the graduation portfolio project? Do you have each document to turn in a finished product?

Document	Do you have it?
*	
*	
*	
*	
*	
*	
*	



Closure

1. What are you proud of? Why?



Graduation Portfolio Project - GRADE



CONGRATULATIONS!!! YOU WORKED HARD AND YOU FINISHED!!!

- Project Rubric _____
- Rough Draft(s) _____
- Teacher/History Rubric _____
- Peer Edit Rubric _____
- Extended Outline 2nd Draft _____
- Final Draft - Printed and Published _____
- Metacognitive Reflection _____

Comments:

Final Grade: /100