

LITERACY DESIGN
COLLABORATIVE

SAMPLE: 9th-10th Grade World History Anchor Module - Quarter 1 (R2/R3)

Overview

| GRADES | DISCIPLINE | COURSE | PACING |
|--------|--|---|---|
| 9 - 10 |  Social Studies |  World History |  N/A |

Description for Teachers

This is a module from the LDC Real Works Curriculum ©. Each LDC Real Works module is made up of:

- 1. A rigorous, standards-aligned **performance task** in which students produce authentic, discipline-specific writing in response to reading complex, authentic texts.
 - Each task includes an aligned, standards-driven **rubric** (validated by SCALE) used for scoring the resulting student work and for providing feedback to students.
- 2. An **instructional plan** (ranging from one-to-three weeks in length) that aids the teacher in carefully scaffolding the work of the performance task, while also providing formative assessment opportunities.
 - Each instructional plan includes all student handouts and other resources that are needed.

In an ideal LDC Real Works implementation, all K-12 students complete 3-4 modules in each primary discipline—ELA, Science, and Social Studies—each year. This dosage ensures that they get sufficient practice on and are sufficiently assessed on the most important reading and writing standards across the disciplines as they progress from grade-to-grade, while also ensuring they get deeply and consistently exposed to authentic disciplinary texts and writing products.

This kind of implementation also provides a great deal of cross-discipline and cross-grade alignment to teachers, which helps schools and districts to provide consistency with respect to professional development, curriculum planning, and student work analysis.

A full LDC Real Works implementation can fit into existing curriculum maps, greatly improving them. Each LDC Real Works module is an important "anchor" within a larger curriculum.

In this module, students will be supported in understanding how individuals, events, or ideas develop and interact to contribute to central ideas. In order to develop this understanding within the social studies, students will read texts on the colonization of Africa and then write a **causal analysis**. In a causal analysis, writers probe the why of specific actions, events, attitudes, and/or conditions and then examine the effect of specific consequences. In this module, students will analyze an example of this product before writing their own.

Description for Students

Students, the purpose of this module is to give you an opportunity to analyze the impact of a specific historical event, which is a common practice in the study of history. A causal analysis is a particular structure for writing about historical events and texts. In a causal analysis, we probe the why of specific actions, events, attitudes, and/or conditions and then examine the effect of specific consequences. That's what you will do in your final product for this task--evaluate the extent to which Mansa Musa's pilgrimage to Mecca led to European exploration and colonization in the continent of Africa.

Assignment

Focus Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.His.14.9-12

Focus

Analyze multiple and complex causes and effects of events in the past.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3

Focus

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

WHST.9-10.1

Focus

Write arguments focused on discipline-specific content.

Task

Task Template A4 - Argumentation

What was Mansa Musa's role in the colonization of Africa? After reading primary and secondary sources on the Kingdom of Mali and European exploration of Africa, write a causal analysis in which you argue the extent to which Mansa Musa's pilgrimage to Mecca caused European exploration of the African continent. Support your position with evidence from the text/s.

2019 - STUDENT WORK RUBRIC - ARGUMENTATION TASK - GRADES 9-10

9th-10th Grade World History Anchor Module - Quarter 1 (R2/R3)

| Scoring Elements | Emerging | | Approaches Expectations | | Meets Expectations | | Advanced |
|---|---|-----|--|-----|--|-----|---|
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Controlling Idea | Makes a general claim with an unclear focus. | | Establishes a clear claim that addresses the prompt , with an uneven focus . | | Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt. | | Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic . |
| Selection & Citation of Evidence | Includes minimal details from sources. Sources are used without citation. | | Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources. | | Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors . | | Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format . |
| Development / Explanation of Sources | Explanation of ideas and source material is irrelevant, incomplete, or inaccurate. | | Explains ideas and source material to support the argument , with some incomplete reasoning or explanations . | | Accurately explains ideas and source material and how they support the argument. | | Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument. |
| Organization | Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence. | | Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization . | | Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence . | | Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence. |
| C3 Concept: Cause and Effect | Includes causes or effects of past events. | | Explains causes and effects of past events or developments. | | Clearly explains reasonable relationships between multiple, complex causes and effects of past events or developments. | | Clearly explains reasonable and precise relationships between multiple, complex causes and effects of past events, AND evaluates their relative significance OR classifies causes to argue their relative significance. |

Resources

Texts

[Ibn Battuta - Travels in Asia and Africa 1325-1354](#)

[Leo Africanus - Description of Timbuktu \(1526\)](#)

[European Exploration of Africa](#)

[Kingdom of Mali](#)

[Journey to Mali - 1350 - 1351](#)

Teacher Resources

[2019 - Student Work Rubric - Argumentation Task - Grades 9-10](#)

[Full Instructional Plan](#)

Student Handouts

[PRO 9th-10th Grade World History Anchor Module - Quarter 1](#) (all student handouts in one document)

Scored Samples of Student Work

[Sample 1](#)

[Sample 2](#)