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6. Medieval Europe

Medieval Europe generally means the period of history from the fall of the Roman Empire (A.D. 476) to the beginning of the Modern Age (c. 1500). During this time, medieval Europeans developed political systems, religion, and ways of living that would lead Europe into a prominent position in the world. Two institutions, the Crown (which the king represents) and the Roman Catholic Church (which the Pope represents) battled over political power.

In your essay, answer the question “Who held more political power in the medieval ages in Europe, the Crown or the Roman Catholic Church?” Defend your answer using sound evidence.

You should be familiar with the following names and terms:

medieval monasteries	feudalism	Papacy	monarch
Charlemagne	Emperor Henry IV	Magna Carta	Islam
habeas corpus	Judaism	Crusades	interdict
excommunication	Catholic Church	St. Thomas Aquinas	

This essay has six assignments:

Assignment	Due Date		Due Date
1. Prewriting Activities	_____	4. Rough Draft	_____
2. Thesis Statement	_____	5. Final	_____
3. Outline	_____	6. Works Cited	_____

Prewriting Activities for Essay #6

A. Taking Notes

Follow the structure below to write notes. Research as many terms as your teacher requires.

Medieval Monasteries	
What?	_____
Who?	_____
When?	_____
Where?	_____
Why?	_____
Any other information?	_____
How important of a role did this play in medieval European life?	_____
_____	_____
Who was in charge of this, the Crown or the Church?	_____
_____	_____
Source: In what book, and on what pages, did you find the information?	_____
_____	_____

Feudalism	
What?	_____
Who?	_____
When?	_____
Where?	_____
Why?	_____
Any other information?	_____
How important of a role did this play in medieval European life?	_____
_____	_____
Who was in charge of this, the Crown or the Church?	_____
_____	_____
Source: In what book, and on what pages, did you find the information?	_____
_____	_____

B. Monarchism in Medieval Europe Politics

Politics is the art or science of governing, or ruling. In looking at the different groups in a medieval society and comparing their political power, you can decide how important politics was in the everyday life of a medieval European. Did the political rights of a person determine how he lived, how he thought, and how he acted? Because Europe has so many countries, and because primarily the English founded the U.S.A., we will look at English monarchy in the year 1295 to fill in this graphic organizer.

Title of the Ruler of England

King

Members of Parliament

**Members of Parliament from the House of
Lords and the House of Commons**

Poor Farmers Who Had No Say in Politics

Serfs

Questions:

1. What was the title of the ruler of England in 1295? The King
2. Which group(s) of English society was represented in Parliament in 1295? The nobility
3. In 1295, who had no political power in England? The Serfs
4. Did the king have any power or control over the Catholic Church in 1295? It is debatable whether the king had more power over the Church in 1295.
5. Was there ever an event in English medieval ages where a king acted violently against a leader of the Catholic Church? What happened? King Henry II encouraged his guards to kill the highest-ranking church official in England, Archbishop Thomas Becket. The guards killed the Archbishop.

C. Feudalism in Medieval Europe

Economics

Economics is how a person, or society, makes, sells, and distributes commodities (stuff). Studying economics helps us understand how people bought and sold items, and how people farmed and got food on the table. While working on this page, think how important a role economics had in the daily life of a medieval person.

Leader

1. King

Large, Powerful Landowners

2. Nobility

2. Nobility

Warrior Class

3. Knights

3. Knights

3. Knights

Poor Farmers Who Worked the Land

4. Serfs

Questions:

1. Who was the supreme leader of the land? (In chess, his wife is very powerful.) The King
2. Who were the landlords of medieval farm property? The Nobility
3. Who promised to fight a certain number of days a year in return for land? Knights
4. Who were not allowed to move from the property they farmed and were the lowest class in medieval society? Serfs
5. Could somebody from the Catholic Church, such as a priest or a bishop, own land and also be a knight or a lord? Yes

D. Power Struggles: the Crown and the Roman Catholic Church

Here are two examples of a power struggle between kings and the Catholic Church during the European Middle Ages (476–1500). Use your textbook and logical thinking to fill in the blanks.

King Henry IV (1056-1106) and Pope Gregory VII

King Henry IV and Pope Gregory VII disagreed over who should have the power to choose bishops and priests. The king and the Pope both wanted the power. Because King Henry IV would not follow the Pope, Gregory VII excommunicated the king. English nobles and bishops would not support the King, because they were afraid of excommunication. King Henry IV traveled to the Vatican barefoot during winter to show the Pope his humility. The King had to wait three days outside before the Pope would see him and accept his apology. The king and Pope then signed the Concordat at Worms (1122), ensuring that only the Pope had the power to choose bishops and priests.

Church **choose** **apology** **both** **excommunicated**
Concordat **afraid** **barefoot** **three**

King Henry II (1154-1189) and Archbishop Thomas Becket

English King Henry II got into an argument with Archbishop Thomas Becket about the **power** of the king. Becket fled England for France. When Archbishop Becket was in France, King Henry II wanted Prince Henry crowned as king, but only Archbishop Becket had the power to do this. King Henry II had other church leaders crown Prince Henry as king. Archbishop Becket came back to England and excommunicated the bishops who had crowned Prince Henry. King Henry II got very mad, yelled in rage, and four of his knights went immediately to Archbishop Becket and hacked him to pieces in a cathedral. As punishment, the Pope made Henry build three monasteries and send 200 soldiers on the Crusades.

excommunicated **Archbishop** **Henry** **France**
Becket **mad** **hacked** **power**

Question:

1. Did the Pope or the King have more power in medieval England? What evidence do you have that supports your answer? _____

E. Class Discussion

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment.

Each student must interview at least three classmates who do not sit next to one another. The answers to the following questions must be written down on a piece of paper.

1. What is your name?
2. Who had more power in the European medieval ages, the Crown or the Church?
3. What evidence do you have that supports what you think?

Reflection

After you have written down all your classmates' responses, think about them and ask yourself the following questions. Write down your answers under your classmates' responses.

1. What do I think of my classmates' answers?
2. Which are the best three answers to question #2 above?
3. Have I changed the way I think?
4. How have I changed the way I think?

You should now have a chance to present your ideas in a class discussion. If somebody says something with which you disagree, speak up! In your discussion, you may find out they are actually right and you are wrong. All possible viewpoints should be stated and defended out loud. Test your ideas in class.

Five-Paragraph Essay Grading Rubric

Grading Scale

4	Exceeds Standards
3	Meets Standards
2	Approaching Standards
1	Below Standards
0	Nonexistent

	Yes/No
Paragraph I.	
A. Thesis: Does it answer the question and provide organizational structure?	_____
B. Interest? Does it grab the interest of the reader?	_____
Score: _____	
Paragraph II.	
A. Topic Sentence: Does it provide a strong statement supporting the thesis?	_____
B. Evidence: 1. Is evidence used to support the topic sentence?	_____
2. Is the evidence explained clearly and in detail?	_____
C. Closer: Does the closer convincingly link the paragraph's evidence with the topic sentence?	_____
Score: _____	
Paragraph III.	
A. Topic Sentence: Does it provide a strong statement supporting the thesis?	_____
B. Evidence: 1. Is evidence used to support the topic sentence?	_____
2. Is the evidence explained clearly and in detail?	_____
C. Closer: Does the closer convincingly link the paragraph's evidence with the topic sentence?	_____
Score: _____	
Paragraph IV.	
A. Topic Sentence: Does it provide a strong statement supporting the thesis?	_____
B. Evidence: 1. Is evidence used to support the topic sentence?	_____
2. Is the evidence explained clearly and in detail?	_____
C. Closer: Does the closer convincingly link the evidence with the topic sentence?	_____
Score: _____	
Paragraph V.	
A. Restating Topic Sentences: Are the topic sentences in II, III, IV restated?	_____
B. Closer: Does the Closer persuasively show that the main ideas of paragraphs II, III, and IV strongly support the thesis?	_____
Score: _____ X 5 = _____	
Spelling or Grammatical Errors	- _____
Missing Prewriting Work	- _____
Total Score	_____

Multi-Page Research Essay Grading Rubric

Grading Scale

4	Exceeds Standards
3	Meets Standards
2	Approaching Standards
1	Below Standards
0	Nonexistent

I	Organization/Structure of the Essay	Yes/No
A. Thesis:	Does the thesis take a firm position on the essay topic?	_____
B. Topic Sentences:	Do topic sentences strongly support the thesis?	_____
C. Conclusion:	Does the conclusion persuasively affirm the thesis?	_____
	Score: _____	
II	Evidence: Part I: Accuracy and Adequacy of Evidence	
A. Accuracy:	Is all evidence accurate (true)?	_____
B. Adequacy:	Is enough evidence used?	_____
	Score: _____	
III	Evidence: Part II: Validity and Persuasiveness of Evidence	
B. Validity:	Do explanations of evidence make sense?	_____
A. Persuasiveness:	Do explanations of evidence support main ideas?	_____
	Score: _____	
IV	Language Mechanics	
A. Punctuation:	Does the essay use correct punctuation?	_____
B. Grammar:	Does the essay use correct grammar (sentence structure)?	_____
C. Spelling:	Is spelling correct?	_____
	Score: _____	
V	Writing Process	
A. Prewriting Activities:	Are all prewriting activities complete?	_____
B. Effort:	Is great effort shown in these activities?	_____
	Score: _____	
	Total Score: _____ X 5 = Grade: _____	