



# North Kingstown High School Anchor Assignment Assessment Plan

**Department**  
Social Studies

**Name of Course**  
Modern World History: Semester 1

**“Title” of Anchor Assignment**  
Informational Writing: Causes of European Exploration in the 15<sup>th</sup> and 16<sup>th</sup> Centuries

**What are students asked to do/create/write/present to complete this assignment?**

Purpose: Students interpret history as a series of connected events with multiple cause-effect relationships, by explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events.

Task: The textbook *Modern World History: Patterns of Interaction* identifies God, Glory, and Gold as motivations for European exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries. Select information from class and your own knowledge to write an informational report (3 or more paragraphs) which explains which of the three motivations (God, Glory, Gold) was the primary motivation for European exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries.

**Question:** In your opinion, which of the following was the primary or most significant motivation for European exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries? Use historical evidence from the textbook and class to support your answer.

- God - the desire to spread Christianity
- Glory – the desire to achieve fame for explorers and monarchs
- Gold – the desire to accumulate wealth

**Before writing, consider:**

- *The focus/thesis of your report*
- *The supporting details of your report*
- *The significance of the information in your report*

**A complete response to the question will include:**

- ✓ A clear purpose/focus
- ✓ Coherent organization
- ✓ Control of conventions
- ✓ Control of mechanics
- ✓ Historical details & elaboration

**GSE(s) Covered by this Assignment:**

RIHistoryGSE **HP1(9-12)-2** **Students interpret history as a series of connected events with multiple cause-effect relationships, by...** explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

**NKHS Expectation(s) for Student Learning Covered by this Assignment**

Written Communication

**Depth of Knowledge (Check one)**

Level 1 - Recall of Information - requires the student to write or recite simple facts. does not include complex synthesis or analysis, but basic ideas.

\_\_\_\_\_ **Level 2-** Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences.

\_\_\_**XX**\_\_\_ **Level 3-** Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis.

\_\_\_\_\_ **Level 4-** Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience.

**Is proficient completion of this assignment required for the e-Portfolio? Yes.**

**How will this anchor assignment be graded and weighed in the overall grading?**

**Outline the opportunities for students to revise their work.**

If a student's work is not proficient the student will have a two week period under their teacher's direction to revise their work. If still not proficient the student will be referred to the after school Remediation Program.