

Name _____

Date _____

Period _____

Culture Essay Directions

Using all you have learned over the past weeks about culture, write an essay that **Compares or Contrasts the traditional culture of Mongolia to that of the culture of the United States.**

Your work on this essay will be done almost entirely in class. Each step will receive a class work grade. You may not move onto the next step until you have successfully completed each prior step. Use the boxes below to check off each step once completed and graded.

Steps to Successful Completion:

- 1. Choose a topic _____ Compare & Contrast the traditional culture of Mongolia to that of the U.S. _____
- 2. Decide who your audience is _____
- 3. Gather information from all sources: Worlds Apart Video, Culture Gram, Chapter 24-4
- 4. Group information and ideas logically
- 5. Decide the point you want to make ... your Thesis, Controlling Idea
Thesis – a point of view that is supported with facts and details
- Thesis: _____
Approval/Discussion of thesis with Mr. Wallace
- 6. Select the groups to use
- 7. Add or eliminate information
- 8. Use Writing Graphic Organizer to format writing
- 9. Draft
- 10. Revisions/Edits
- 11. Final Copy

Task	Grade					Uses Time Wisely				
	Low	High	Low	High				
<input type="checkbox"/> Gather information from all sources	1	2	3	4	5	1	2	3	4	5
<input type="checkbox"/> Group information logically	1	2	3	4	5	1	2	3	4	5
<input type="checkbox"/> Thesis development	1	2	3	4	5	1	2	3	4	5
<input type="checkbox"/> Selection of groups and add or eliminate info	1	2	3	4	5	1	2	3	4	5
<input type="checkbox"/> Graphic Organizer for Writing	1	2	3	4	5	1	2	3	4	5
<input type="checkbox"/> Draft	1	2	3	4	5	1	2	3	4	5



Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA * • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF TASK AND MODE 	
5	<ul style="list-style-type: none"> • Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	<ul style="list-style-type: none"> • Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task and mode
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the task and mode
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
0	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

Standard English Conventions	
<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE, AND MECHANICS 	
3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	<ul style="list-style-type: none"> • Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.