

Group Names: _____

Group Project and Presentation
If You Were a Kid in Ancient China

	4 – Above and Beyond!	3 – You’ve got it!	2 – You’re Getting There!	1 –You Need Some More Practice
Historical Elements (6 th Grade, History, Content Statement 2)	Demonstrates complete understanding through performance and props of <u>all</u> of the qualities of dynasty assigned including: government, economics, religion, technologies, and social class	Demonstrates adequate understanding of qualities of the assigned dynasty – misses one of the important qualities (government, economics, religion, technologies, and social class)	Demonstrates incomplete understanding of the qualities of the assigned dynasty – misses two of the important qualities (government, economics, religion, technologies, and social class)	Demonstrates little to no understanding of the qualities of the assigned dynasty – misses three or more of the important qualities (government, economics, religion, technologies, and social class)
Geography Elements (6 th Grade, Geography, Content Statements 5 – 8)	Includes representation of all themes of geography through performance and props (location, place, movement, interaction with environment, and region)	Includes representation of three or four themes of geography through performance and props (location, place, movement, interaction with environment, and region)	Includes representation of two themes of geography through performance and props (location, place, movement, interaction with environment, and region)	Includes representation of one or no themes of geography through performance and props (location, place, movement, interaction with environment, and region)
Writing Performance (CCSS W.6.4)	Written script is clearly labeled and organized with speaking parts. No mechanical errors.	Written script is organized with a small amount of mechanical errors.	Written script is slightly disorganized with a moderate amount of mechanical errors.	Written script is extremely disorganized with a wide range of mechanical errors.
Speaking and Listening Skills (CCSS SL.6.4)	Students use appropriate eye contact, volume, and clear pronunciation consistently. Students provide constructive feedback.	Students use appropriate eye contact, volume, and clear pronunciation at times. Students provide constructive feedback to peers.	Students rarely use appropriate eye contact, volume, and clear pronunciation. At times, it is difficult to understand students. Students provide constructive feedback to peers.	Students do not use appropriate eye contact, volume, or pronunciation. It is difficult to understand the performance. Students provide constructive feedback to peers.

Rationale:

This rubric measures students' understanding of the ancient civilization of China. It will be used to assess students' understanding through their performance in their culminating project "If I Were a Kid in Ancient China...". The project is aimed at having students collaborate to apply their learning in an authentic way. Students are going to be assigned one of the five ancient dynasties of China. In their small group, students will write a script for a theatre performance that depicts what their life would look like if they lived in ancient China. The students have freedom in how they want to represent the different qualities and characteristics of ancient China during the specific dynasty. However, it is important that all groups strive to demonstrate knowledge and understanding of the following: government, economics, religion, technology, and social class. Students should also incorporate the five themes of geography. This could be done through a variety of ways. For example, in order to represent place students could create a backdrop with natural elements found in ancient China. For students to represent interaction with the environment, students could show the Great Wall of China. For movement, students could discuss the Silk Road, which would also demonstrate an understanding of the economic principles of ancient China. There is a variety of ways students can demonstrate their learning! It is up to them to be creative and show a complete understanding through their props and performance.

Going back to the goals of the unit, students were to understand and integrate the five themes of geography into the study of ancient China. Students were also supposed to learn the major events and important emperors of the different dynasties, the three major religions in ancient China, economics concepts of ancient China, and the different social classes. This rubric helps to determine students' understanding. It is based on a standards-based grading system. Students are assessed per standard. This rubric can be used to assess social studies standards and language arts standards. The standards addressed are the following: social studies history content statement 2, social studies geography standards 5 – 8, Common Core Standard W.6.4, and Common Core Standard SL.6.4. If a student achieves a rating of "4" it means that they have fully demonstrated understanding and can apply the information. If a student achieves a rating of "3", it means that their understanding is grade level, right where they are supposed to be. A rating of "2" indicated that the student has some understanding of the content, but cannot apply it effectively or there is confusion in understanding. A rating of "1" indicates that the student has little to no understanding of the various characteristics and qualities of the ancient Chinese civilization.