**Huang-Ho (China) Civilization Unit Outline**

**By: Carol Conway and Sarah Kucharski**

**DAY EIGHT and DAY NINE: CLOSING ACTIVITIES**

**Objective:** Students will discover what they have learned by re-examining theKWL Chart from Day One. The culminating activity/assessment will be presented and completed by each student.

**Geography Themes:** All themes will be addressed.

**Lesson Overview/Final Assessment Explanation:**

The teacher will put the KWL chart back on the smartboard and discuss with the class what learning and insights have taken place since the first day. Following the class discussion the culminating activity/assessment will be given.

**Assessment:**  Each member of the class will be individually writing a ‘friendly letter’ (as described in the Language Arts Curriculum) sharing at least 4 interesting things they learned about Ancient China with a class of 6th graders at Daqing No. 1 Middle School in Daqing, Heilongjiang, China. You will begin the letter by introducing yourself and sharing a little bit about you. You will then let the reader know you have been studying ancient China in school and wanted to share with them what you had learned.

The letter will give **specific** details about what you found particularly interesting. An example would be, “I had no idea that kites were first used by the military. The idea of putting whistles on them and flying them at night over their enemies was cool. If I heard them over my head in the dark I might think they were evil spirits too.” Please do not just tell them WHAT (you learned) but also tell your reader WHY you found it so interesting, or interesting enough to be sharing it in a letter.

You will first write a sloppy copy of your letter and have another member of the class do an ‘editor-review’ - then you will make the necessary corrections, before typing it on the computer for printing **or** writing it - in pen - with your very best handwriting. Remember, spelling does count and particularly as your letter will be read by someone who is learning the English language.

This letter will serve as a final assessment of the unit. As always, your classroom participation and daily work will also be included in your grade. A rubric will be on the smartboard so you will know exactly what is important. Upon grading your letter I will mail them all off to Mr. Yan Wenjic, the Principal of Daqing No. 1 Middle School with an explanation of who we are and what we learned these past 2 weeks. Hopefully we will receive a letter (or letters) back!

**Annotated Bibliography:**

 Mr. Yang Wenjic, Principal

 Daqing No. 1 Middle School

 284 Shengli Lu

 Daqing, Heilongjiang

 China

 **PROJECT RUBRIC**

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| --- | --- | --- | --- | --- |
| CATEGORY | 4 points | 3 points | 2 points | 1 point |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Content Accuracy | The letter contains at least 4 accurate facts about the topic. | The letter contains 3 accurate facts about the topic. | The letter contains 2 accurate facts about the topic. | The letter contains 1 or no accurate facts about the topic. |
| Detail | The letter contains at least 4 appropriate details why their chosen facts were interesting. | The letter contains 3 appropriate details why their chosen facts were interesting. | The letter contains 2 appropriate details why their chosen facts were interesting. | The letter contains 1 or no appropriate details why their chosen facts were interesting. |
| Format | Complies with all the requirements for a friendly letter. | Complies with almost all the requirements for a friendly letter. | Complies with several of the requirements for a friendly letter. | Complies with less than 75% of the requirements for a friendly letter. |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |
| Neatness | Letter is typed or neatly handwritten in pen, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is typed or handwritten, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care. | Letter is typed or handwritten and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |
| Pre-writing | Draft was completed on time. The draft was edited or revised if needed based on peer feedback. | Draft was completed late or the draft was not edited or revised if needed based on peer feedback. | Draft was completed late and the draft was not edited or revised if needed based on peer feedback. | Draft was not completed and was not edited/revised |