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| **Category** | **4 - Above and Beyond** | **3 - You’ve Got it!** | **2 - You’re Getting There** | **1 - You Need Some More Practice** |
| Agriculture(10 pts.) | * Includes accurate information about agricultural techniques and crops
* Does additional research to give more information to go more in depth about the why the crops they used were successful due to the geography of China
* Connects ideas to the Yellow River and its role in agriculture
 | * Includes accurate information about agricultural techniques and crops
* Connects ideas to the Yellow River and its role in agriculture
 | * Includes mostly accurate information about agricultural techniques and crops but may be missing some details
* Connects ideas to the Yellow River and its role in agriculture
 | * Does not include accurate or detailed information about agriculture products and practices
* Does not connect the Yellow River to how agricultural practices
 |
| Economic System(10 pts.) | * Includes accurate information about trading and the Silk Road
* Does additional research to give more information to go into the goods and ideas traded due to the opening of the Silk Road
* Connects ideas to the location of China and the places within it that affected how information, people, and goods were moved (inside of China and outside of China)
 | * Includes accurate information about trading and the Silk Road
* Connects ideas to the location of China and the places within it that affected how information, people, and goods were moved (inside of China and outside of China)
 | * Includes mostly accurate information about trading and the Silk Road but may be missing some details
* May not connect many ideas to the location of China and the places within it that affected how information, people, and goods were moved (inside of China and outside of China)
 | * Does not include accurate or detailed information about trading or the Silk Road
* Does not connect China’s geography to their economic system
 |
| Government(10 pts.) | * Includes accurate information about dynasties/monarchies and feudalism with nobility
* Does additional research to give more information to explore how government changed based on the regions in China
 | * Includes accurate information about dynasties/monarchies and feudalism with nobility
 | * Includes mostly accurate information about dynasties/monarchies and feudalism with nobility but may be missing some details
 | * Does not include accurate or detailed information about dynasties or how nobility played a role in feudalism
 |
| Social Structure(10 pts.) | * Includes accurate information about the role of men and families
* Does additional research to give more information about how government and social structures are related (nobility versus farmers, etc.)
 | * Includes accurate information about the role of men and families
 | * Includes mostly accurate information about the role of men and families but may be missing some details
 | * Does not include accurate or detailed information about the role of men and families
 |
| Religion(10 pts.) | * Includes accurate information about ancestor worship, Confucianism, and Buddhism
* Does additional research to give more information about connecting the geography of China to religion
 | * Includes accurate information about ancestor worship, Confucianism, and Buddhism
 | * Includes mostly accurate information about ancestor worship, Confucianism, and Buddhism but may be missing some details
 | * Does not include accurate or detailed information about religions
 |
| Technology(10 pts.) | * Includes accurate information about at least 3 technologies
* Connects ideas with the importance of each technology
* Does additional research to explain how the technologies are related to what was available to the Chinese or what they needed based on their geography
 | * Includes accurate information about at least 3 technologies
* Connects ideas with the importance of each technology
 | * Includes mostly accurate information about at least 2 technologies
* May not connect ideas with the importance of each technology
 | * Includes only 1 technology or does not include accurate or detailed information about technologies or their importance
 |
| Geography(10 pts.) | * Includes information about China’s location, places, and regions (including landforms and bodies of water)
* Makes careful connections between culture and geography
 | * Includes information about China’s location, places, and regions (including landforms and bodies of water)
* Connections to culture are good
 | * Includes some information about China’s location, places, and regions but may lack some detail
* Connections to culture are lacking
 | * Does not include accurate or detailed information about China’s location, places, and regions
* No connections to culture or connections are inaccurate
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| **Category** | **Student Assessment (Using the rubric from 1 – 4)** | **Teacher Assessment** |
| **Agriculture** |  |  |
| **Economic System** |  |  |
| **Government** |  |  |
| **Social Structure** |  |  |
| **Religion** |  |  |
| **Technology** |  |  |
| **Geography** |  |  |
|  | **Student Comments** | **Teacher Comments** |
|  |  |

**Assessment/Rubric Rationale:**

 This project is designed to get students to explore and research the categories established in the OACS history strand, early civilizations theme, statement 2. The activity is an authentic one, creating a way to advertise for a travel agency’s trip; something that people do every day in their jobs. Though students are given mostly free rein to create a product of their choice, the content is established in the rubric. I chose to include each of the categories because I felt it was important for students to be exposed to the different categories in the OACS content statement and show understanding of the categories. It is challenging in how it asks students to make connections to geography and across categories, also allowing for students to research deeper into topics of interest within the categories. I also gave space for students to self-assess, asking them to make sense of their understanding, connecting to constructivism.

 Instead of doing a project like this with every category laid out students could choose a category that they thought was the most important to ancient China. For example, they could create a presentation of their choosing of why they think the government was the most important and influential or why religion was the most important and influential. Perhaps students could write a correspondence to a professor who studies ancient China and share their thoughts to get feedback. Or perhaps students could create a model of a town in China and make sure to show and label the many aspects of the culture through their model, connecting it to the geography of China, as well.