

## Honors 9 Integrated World History and Literature Performance Assessment



### Original Production: Time Traveler Key Question: How do civilizations succeed, fail, and evolve?

#### Overview:

Students will investigate in depth one civilization during the course of the school year. The focus of this “time travel” will be research to show how geography, culture, history, and science and technology contributed to the successes, failures, and evolution of their chosen civilizations. Specific activities and research will be completed each quarter. Both ELA and SS classes will address annotation and research techniques during the first and second quarters to enable students to complete this assessment successfully.

#### Advantages of Time Traveler:

- A structured method to assess the development of research and writing skills that continues throughout the school year.
- Adequate time to complete research on chosen civilizations during quarters two and three.
- Numerous opportunities for research, presentation, and writing.
- An opportunity to develop a final product that analyzes, evaluates, and synthesizes research to answer the key question, “How do civilizations succeed, fail, and evolve?”

\*Note to Teacher: You will need to provide or each student will need to bring a disc or memory stick to “house” his/her electronic portfolio.

#### Task:

Research, writing, and presentation will focus on a civilization through the following **themes/lenses**:

- Space and Place (Geography)
- Science and Technology
- Culture
- Time Continuity/Change (History)

The following **critical components** that define “civilization” will also be addressed in research, writing, and presentation:

- dependence on agriculture
- occupational specialization
- class stratification
- organized government
- public works
- urbanism
- complex religion
- art and architectural structures to include houses
- development of writing for record keeping
- long-distance trade
- use of tools

(The last two deserve consideration although, according to some sources, they are not critical.)

The **products** at the end of this project will be:

- a cumulative portfolio which includes research, writings, graphics, scripts
- a performance, paper, exhibit, **or** video documentary that answers the key question
- a reflection paper, audio cassette/CD, **or** video of the portfolio

Note to Teacher: Students should **choose different mediums** for the performance and reflection tasks.

## Social Studies Standards

Upon successful completion of this production, the following Social Studies Standards will be met:

**9SK1a.** Interpret world maps

**10SK1g.** Research and analyze information using text-based databases and communication networks.

**9SS2a.** Compare and contrast cultures

**9SS3b.** Analyze the roles of art, music, literature, and folklore in historical development.

**9SS3c.** Describe the historical development of culture in a specific region.

**9SS3d.** Analyze attitudes, values, and behaviors of people in different historical contexts.

**9SS4c.** Differentiate ways that humans shape and adapt the environment to meet their needs.

**6SS7a.** Discuss the effect of trade on the development of civilization.

**6SS7b.** Discuss the impact of economic, technological, and social changes on work.

**6SS7c.** Analyze the development of economic systems over time.

**10SS8d.** Identify methods governments use to control citizens.

**9SS9c.** Explain societal changes in values, beliefs, and attitudes that have resulted from new scientific knowledge.

### Related SS Standards

**9SS2b.** Analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.

**6SS3a.** Use sources of historical information to analyze change.

**9SS4b.** Explain how topography, climate, vegetation, population, distribution, and resources impact a region or country.

**9SS6c.** Explain how groups and institutions influence and perpetuate people’s values, beliefs, attitudes, events, and culture.

**6SS8c.** Analyze the political, economic, religious, and social structures of the civilizations.

**9SS9b.** Evaluate the effects of technology on cultural values and the physical environment.

## English Language Arts Standards

Upon successful completion of this production, the following English Language Arts Standards may be met:

### E1 Reading

**E1c: The student reads and comprehends informational materials that develop understanding and expertise and produces written or oral work that:**

- E1c.1:** restates or summarizes information;
- E1c.2:** relates new information to prior knowledge or experience;
- E1c.3:** extends ideas;
- E1c.4:** makes a connection to related topics or information.

### E2 Writing

**E2a: The student produces a report that:**

- E2a.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to purpose, audience, and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, **comparing and contrasting**, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- E2a.7:** provides a sense of closure to the writing.

**E2e: The student produces a persuasive essay that:**

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
- E2e.3:** creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates and addresses reader concerns and counter-arguments;
- E2e.7:** supports arguments with detailed evidence, citing sources of information as appropriate;
- E2e.8:** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- E2e.9:** provides a sense of closure to the writing.

### E3 Speaking, Listening and Viewing

**E3c: The student prepares and delivers an individual presentation, in which the student:**

- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** develops several main points relating to a single thesis;
- E3c.5:** engages the audience with appropriate verbal cues and eye contact.

#### E6 Public Documents

**E6a: The student identifies strategies common to public documents and public discourse, including:**

**E6a.1:** effective use of argument

**E6a.5:** use of emotionally laden words and imagery

#### E7 Functional Documents

**E7a The student identifies strategies common to effective functional documents, to include:**

**E7a.3:** point out possible reader misunderstandings and misconceptions

#### Related ELA Standards

##### E4 Conventions, Grammar and Usage of the English Language

**E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:**

**E4a.1:** grammar;

**E4a.2:** paragraph structure;

**E4a.3:** punctuation;

**E4a.4:** sentence construction;

**E4a.5:** spelling;

**E4a.6:** usage.

**E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:**

**E4b.1:** adding or deleting details;

**E4b.2:** adding or deleting explanations;

**E4b.3:** clarifying difficult passages;

**E4b.4:** rearranging words, sentences, and paragraphs to improve or clarify meaning;

**E4b.5:** sharpening the focus;

**E4b.6:** reconsidering the organizational structure.

# Quarter One

## **Essential Understandings:**

**Culture #5:** Movement of goods, people, and ideas are conduits for cultural change.

**Culture #6:** Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.

**Communication #13:** Communication includes all human attempts to convey a message.

**Communication #14:** The ideas of effective communicators influence and are influenced by their society.

**Communication #15:** Communicators reflect the bias of their time.

**Communication #16:** Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

**Note to Teacher:** Guidelines for the civilization project:

- Distribute or post the list of suggested civilizations (Attachment 1) from which your students will each **select one** as a focus of his/her research and production. Limit the number of students (2 recommended) who select any given civilization so as to avoid repetition and taxing the available resources.
- All critical components that define “civilization” will be addressed through the four lenses or themes as stated above in conjunction with the chosen civilization and assigned task. Each assignment must have sufficient factual background to make sense to any reader.
- The production will span an academic year with segments of the assessment completed in conjunction with units taught. Knowledge and skills are targeted for each quarter of instruction.
- Both ELA and SS classes will address annotation and research techniques during the first and second quarters to enable students to complete this assessment successfully.

## **Assignment 1: News Article**

After reading *Motel of the Mysteries*, by David Macaulay, students will write a news article (written on papyrus? rice paper?) for their portfolio that describes their first impressions as a time traveler to their chosen civilization. In order to be knowledgeable about what they might encounter, students will need to complete some initial research. They will also need to include the approximate date their travel took place. True factual knowledge addressing the following: space/place (geography), science and technology, culture, and time continuity/change (history) must be included in the article. The article should make readers, as well as the author, eager to learn more about the civilization. Students will document research and include a Works Cited page.

## **Assignment 2: Public Announcement with Perspectives (Public Document)**

The announcement must be dated and contain enough factual information to be believable. A perspective paper that describes how individuals (based on a designated criterion) might react to the announcement must be attached. Criteria include:

- age
- gender
- economic status or social class

**Possibilities:** A student might elect to announce athletic games to be held in Sparta. The announcement would include detailed information as to registration, events, sponsors, guest appearances, awards, etc. The perspective paper would describe how the upper, middle, lower, and slave classes might react to the announcement **or** how children, young adults, mature adults, and seniors might react.

# Quarter Two

## Essential Understandings:

Space and Place #1: Geography influences the development of a civilization.

Space and Place #3: Humans shape and adapt to their environment.

Space and Place #4: A civilization's geographical location affects its global interaction and economic and political power.

Culture #5: Movement of goods, people, and ideas are conduits for cultural change.

Culture #6: Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.

Time, Continuity, and Change #9: Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.

Time, Continuity, and Change #10: The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.

Communication #13: Communication includes all human attempts to convey a message.

Communication #14: The ideas of effective communicators influence and are influenced by their society.

Communication #15: Communicators reflect the bias of their time.

Communication #16: Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

On-going research about their chosen civilizations will enable students to complete assessments for their yearlong project portfolios. Following revisions and refinements, they may be resubmitted as part of the portfolio for the final course grade. Students will also develop a Works Cited page of sources used in their research to learn about their civilization. This Works Cited page will be included in their portfolios. During this second quarter, students will complete the following assessments:

### **Assignment 1: Authentic product (Gift Shop Guru)**

Design and produce a series of authentic products such as trading cards (like baseball or Yugioh cards) a web page (if feasible at your school), souvenir set (4-6 pieces such as coins, figure replica, dolls, etc.) or a board game (simulation game). Whichever format is chosen, it must contain factual information and show the evolution of the civilization over time as appropriate.

Possibilities: A student who chooses "trading cards" might use architecture or art or transportation as a subject. Each card would show a different style or phase and include a description. A board game might focus on people, or places, and/or things and must include instructions.

### **Assignment 2: Publish a "How to" guide (Functional Document)**

The guide must contain enough factual information to be believable. Illustrations and models (if feasible) must accompany the text.

Possibilities: A student might choose how to build a Phoenician ship, how to organize and prepare a Viking dinner party, **or** how to design and build a Roman bath. Students will document research and include a Works Cited page.

### **Assignment 3: Write a persuasive essay**

The prompt for the essay is, "Why and how would you convince a person to move to your civilization?" **or**, "Why and how would you convince a person to stay away?" Students will document research and include a Works Cited page.

### **Assignment 4: Construct maps**

To accompany and enhance the persuasive essay, students will construct one or more maps that will help "persuade". Comprehensive keys showing geological features, etc. must be a part of the map(s). The

map(s) can be made with any material, but must be authentic and dated to reflect the development of the civilization as compared to the known world at the time of the essay.

Note to Teacher: Assignments 3 and 4 may be combined, culminating in an oral presentation with the map as a visual. See materials on Blackboard for options for this assignment.

Additionally, all assignments need to address geography, culture, history, science and technology as **appropriate**. For example, all of these themes could be included in the persuasive essay. The map(s) would focus on geography. The announcement or “How to” guide might focus on science and technology or culture. Also, students will have to choose an approximate date for each assignment. For example, in the case of the essay, outsiders might flock to Rome in its heyday, but it is doubtful they would be interested in relocating there during its decline.

# Quarter Three

## **Essential Understandings:**

**Space and Place #1:** Geography influences the development of a civilization.

**Space and Place #2:** Forces of nature create economic and cultural changes in a civilization.

**Space and Place #3:** Humans shape and adapt to their environment.

**Space and Place #4:** A civilization's geographical location affects its global interaction and economic and political power.

**Culture #5:** Movement of goods, people, and ideas are conduits for cultural change.

**Culture #6:** Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.

**Culture #7:** Culture disperses through assimilation or domination.

**Culture #8:** Civilizations share common characteristics.

**Time, Continuity, and Change #9:** Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.

**Time, Continuity, and Change #10:** The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.

**Science and Technology #11:** Science and technology affect and are affected by political, economic, and societal changes.

**Science and Technology #12:** Scientific and technological discoveries challenge existing cultural norms and change global perspectives.

**Communication #13:** Communication includes all human attempts to convey a message.

**Communication #14:** The ideas of effective communicators influence and are influenced by their society.

**Communication #15:** Communicators reflect the bias of their time.

**Communication #16:** Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

## **Assignment 1:**

### **Choice A: Time Travel Journal**

Students will conduct additional research on their civilization. They will complete a personal time travel journal or diary which includes:

- impressions of the landscape, geographical features
- anecdotes of the people(s) and culture(s)
- historical highlights
- reasons for successes and/or failures of the civilization
- advances in science and/or technology or lack thereof

The journal should describe how the author's impressions of the civilization have changed during the course of his/her research. A minimum of five "snapshots" across time and the evolution of the civilization must address at least four of the five bullets. Students will document research and include a works cited page

**OR**

### **Choice B: Historical Figure Profile**

Students will select a prominent figure from their civilization and write a profile which will include how this person affected or was affected by the following:

- geography
- science and technology
- culture

- time continuity/change (History)

Students will document research and include a works cited page

### **Assignment 2: Compare/Contrast Essay**

Using what students have learned in this course so far about a civilization other than their own, they will write a compare/contrast essay. This essay will compare and/or contrast their civilization with another of their choosing. Topics addressed will include those same bulleted items stated above. The personal journal or diary will serve as a reference. Students will document research and include a works cited page.

Suggestion: Students can work in pairs, sharing information about their respective cultures.

# Quarter 4

## **Essential Understandings:**

**Space and Place #1:** Geography influences the development of a civilization.

**Space and Place #2:** Forces of nature create economic and cultural changes in a civilization.

**Space and Place #3:** Humans shape and adapt to their environment.

**Space and Place #4:** A civilization's geographical location affects its global interaction and economic and political power.

**Culture #5:** Movement of goods, people, and ideas are conduits for cultural change.

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**Communication #15:** Communicators reflect the bias of their time.

**Communication #16:** Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

**Note to Teacher:** Consider dedicating part of a class period on designated days for presentations throughout the fourth quarter. Or, consider grouping your students so each presents to perhaps five or six students rather than the entire class. This will greatly decrease the time needed for presentations.

## **Culminating Project**

Part I: Students will submit a completed portfolio that contains all of the writings, graphics, and research they produced or conducted throughout the year. Students will document research and include a works cited page.

### **Hitchhikers Guide to the Past**

Part II: Students will make a presentation that responds to the question, "How and why did my chosen civilization succeed, fail, and evolve?" All four themes must be addressed. Students will choose their method of presentation from the following:

- video documentary
- exhibit, e.g. scrapbook, with oral commentary
- performance, e.g. role play or citizen monologue
- PowerPoint
- comic books or series of cartoons



Suggestions and examples of these various presentation formats can be found at [www.nationalhistoryday.org](http://www.nationalhistoryday.org). This site also contains rubrics for evaluating the projects. Students will document research and include a works cited page.

Part III: Students will participate in a Socratic Seminar or panel discussion using the focus questions, “How and why do civilizations succeed, fail, and evolve?” and “Is the United States succeeding, failing, or evolving?” Students should use notes from the other presentations as well as information from their research portfolios to support their assertions.

### **Criteria for Success**

- includes a thorough discussion of science/technology, history, geography, and culture(lenses/themes)
- addresses in detail the defining components of a civilization
- cites multiple primary and secondary resources in written and oral expression
- shows evidence of analytical research and proper documentation
- uses conventional grammar, mechanics, spelling, and punctuation
- displays a broad vocabulary and mastery of the different modes of writing
- organizes thoughts into structured, logical format
- uses science/technology, history, geography, and culture as they relate to the success, failure, and/or evolution of a civilization
- develops products based on accurate details obtained from a variety of primary and secondary sources
- develops new understandings through analysis and synthesis
- makes connections among civilizations

**Honors 9 Integrated World History and Literature  
Performance Assessment**



**Original Production: Time Traveler**

**Key Question: How do civilizations succeed, fail, and evolve?**

**To the Student:** Choose one of the following civilizations upon which to focus your “travel time” and in-depth research efforts for this course. You will complete a series of assignments which will assess your progress in meeting the standards for *Honors 9 Integrated World History and Literature*.

Civilizations to 1500 A.D.

**Location: Mesopotamia**

1. Sumeria
2. Babylon
3. Hittite
4. Assyrian

**Location: Egypt and Africa**

5. Egypt
6. Nubia (Kush)
7. Songhai
8. Mali

**Location: India**

9. Harappan
10. Aryan
11. Gupta

**Location: China**

12. Zhou
13. Han
14. Ming
15. Ch'in
16. Mongolia

**Location: East Asia**

17. Feudal Japan
18. Korean Dynasties

**Location: Asia Minor**

19. Persia
20. Arab/Islamic

**Location: The Americas**

21. Anasazi/Cliff Dwellers
22. Mound Builders/Mississippians
23. Inca
24. Aztecs
25. Maya
26. Olmecs

**Location: The North**

27. Vikings
28. Franks
29. Anglo/Saxon
30. Magyar

31. Celts

**Location: The Mediterranean**

32. Israelite

33. Phoenician

34. Greek

35. Roman

36. Macedonian

37. Byzantine