**Project Rubric**

(Habits of Mind)

4-Exemplary 3-Consistently 2-Sometimes 1-Rarely

**Preparation Score:**

\*Intentionally sought and gathered essential information

\*Used a variety of sources

\*Accurately interpreted information

\*Collaborated effectively (when appropriate)

**Inquisitiveness Score:**

\*Displayed enthusiasm for exploration and sought new learning

\*Looked for additional information

\*Made connections with past learning

**Oral Presentation Score:**

\*Demonstrated the ability to perform in front of a group

\*Spoke clearly

\*Used good eye contact

*\*Did not just read from PowerPoint or other visual aid*

**Content Presented Score:**

\*Often showed evidence of a variety of ideas

\*Showed evidence that ideas and concepts flowed together easily

\*Demonstrated the use of multiple resources to develop own evidence-based thinking

\*Showed evidence of higher-level thinking

\*Focused on relevant information and is clearly organized

\*Used correct mechanics

\*Displayed an understanding of the importance of readability

*\*Presentations with six key items can earn no higher than 2; seven can earn no higher than 3; eight is eligible to earn four*

**Visual Presentation Score:**

\*Created a unique product that showed commitment to clear understanding of information presented

\*Showed interesting and relevant information about the subject

\*Showed commitment to accuracy of information

\*Displayed a visually appealing product

**Comments:**

**TOTAL SCORE: /40**

*Adapted from Tahoma School District Core Curriculum, Maple Valley, Washington, -Habits of Mind.: Activating and Engaging, Arthur L. Costa and Bena Kallick, editors.*

**Modern World History: World Empires Group Project**

**Your group will have ten minutes to teach the rest of the class the story of one empire.**

Your coherent narrative should include 6-8 key names/events/ideas related to society, religion, government, discoveries, triumphs, and/or tragedies. After reading and researching, choose 4-6 key items ***in addition to*** the two items provided below:

* The Ming and Qing Empires in China (Zheng He and foot binding)
* The Tokugawa Shogunate in Japan (Daimyo/hostage system and Kabuki theater)
* The Mogul Empire in India, 1500-1763 (Taj Mahal and British East India Company)
* The Aztec, Mayan, and Incan Empires in the Americas (hieroglyphics and Machu Picchu)
* The Ottoman Empire, 1450-1600 (“gunpowder empires” and Suleyman the Magnificent)
* The Safavid (Persian) Empire, 1500-1722 (Shiite vs Sunni Muslim and Shah)

**You are expected to include:**

* one electronic visual aid (PowerPoint/Google Slides, Prezi, Haiku Deck, etc.)
* one handout for your classmates (one page front and back (two pages) maximum)
* a single list of resources your group used
* 3-5 review questions for your classmates at the end of your presentation
	+ *Don’t be surprised if Boyd chooses to steal these questions for the test…*

**Schedule:**

M 10/9: Explore your topic in the textbook and online; brainstorm ideas for your visual aid and handout

T 10/10: Work Day

R 10/12: Map Quiz and Work Day

M 10/16: Work Day; begin presentations if ready

T 10/17: Presentations; each group member is expected to speak, and Ms. Boyd and the rest of the class will ask questions after each presentation

R 10/19: Finish presentations if necessary

You are assessed individually according to the rubric on the other side of this page (total points x2, for 40 points total).

I encourage creativity, fun, and games! See me for approval before you do anything crazy or outside these parameters just to be safe, though.

**See me at any time if you need additional direction or have other concerns!**

*TIP ON RESOURCES:*

For access to teacher materials and quiz questions for each chapter, go to:

[**http://glencoe.mheducation.com/sites/0078607027/student\_view0/unit3/index.html**](http://glencoe.mheducation.com/sites/0078607027/student_view0/unit3/index.html)