Ryan Jacobs

1.27.13

Assessment Assignment

North Carolina Standards, Grade 9, World History

WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.

Taken from: <http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>

Task Analysis:

a) Students have developed the ability to comprehend cause and effect, the purpose and development of a timeline and correlate these historical facts with the world today.

b)

1. Reading the chapters

2. Taking notes in a linear fashion

3. Constructing ideas and interpretations via brainstorming (bubbl.us, etc.)

4. Relating facts and ideas to current events and their own lives

Standard: Students developed the necessary skills to conceptualize how conflict has shaped North Carolina and the United States. Students also understand how economics, politics, religion and social factors are interwoven in order to construct/interpret a timeline of history (i.e. North Carolina, United States History).

Step 1. Reading chapters 7 and 8 from their World History book in order to understand:

* Feudalism and the Manor Economy
* The Holy Roman Empire and the Catholic Church
* The Crusades

Step 2. Discuss and share ideas regarding these issues of medieval civilizations in class, including:

* Participate during paideia exercise
* collaborate with fellow students and exchange ideas during our classroom discussions

Step 3. Write an one to two page essay summarizing how conflict and innovation influenced political, economic and religious changes in medieval civilizations, including:

* Specific examples from at least England, Germany and France
* The Holy Roman Empire
* The relationship between these three dominate Northern countries

Step 4. Construct a project to present, regarding anything from a medieval civilization that displays:

* Knowledge of specific content
* Image, artwork or information

Goal: The student will comprehend how conflict and innovation influenced economic, political and religious changes in medieval civilizations.

Objective: When discussing this topic in class, students will form opinions and broaden their horizon upon the way these various concepts influenced this particular civilization.

Objective: By writing an one page paper and creating a project, students will further their ability to think critically and creatively.

**1.** People often thought of living in a monastery as a lonely way to live. Based on the information we discussed in class, do you think it was a lonely existence?

*\*Open for interpretation because this is more of a question to get the student engaged. I would except anything that seemed they put thought into it. Clearly, the best answers would be yes and no in some respects. They felt close to god and that it was their purpose to serve god, so it was a sacrifice that they accepted.*

**2.** [Most medieval peasants lived on vast estates called either fiefs or manors.](http://www.testdesigner.com/questions/55350/most-medieval-peasants-lived-on-vast-estates-called-either-f)

**A. True**

B. False

**3.** [Payments to millers for grinding corn in medieval England were called from the Latin molere, "to grind".](http://www.testdesigner.com/questions/26660/payments-to-millers-for-grinding-corn-in-medieval-england-we)

A. martinet

B. regimen

**C. emoluments**

**4.** In your own words, describe how the church dominated medieval life (at least one paragraph).

Example answer for full credit:

The Roman Catholic Church was part of the feudal system. There was the church, the nobility and the serf/peasant. The church was as much a part of the government as it was the religion and dictated to the nobility what it wanted. It controlled the people through its teachings that man was born with sin and to be able to reach the kingdom of God that they had to go through the church. This was easy to do since 90% of the population couldn't read or write and the church taught through the use of passion plays, weekly services, and as well as the church environment ( the use of stain glass windows). The church also controlled science and did not allow dissenting facts, discovery, or opinion that was against the teachings of the church. The entire society was controlled by the church.

**5.** [Document written by Martin Luther detailing what he believed to be the problems in the medieval Church.](http://www.testdesigner.com/questions/87501/document-written-by-martin-luther-detailing-what-he-believed)

* *95 Theses*

**6.** Describe the differences that set France, Germany and England apart citing examples from class and the readings.

-Religion, relationship with church, development of government, use of weapons, alliances, economy with specific answers like "England created its own church" and "Spanish was powerful because of its relationship with the Roman Catholic church" and "Germany was home to the protestant reform" would suffice. Again, more of a critical thinking question. There are many answers.

Rubric for paper on the topic:

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| Teacher Name: **Mr. Jacobs** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 2 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 1 facts in the article. Explanation is weak. | Student does not locate any particular facts. |
| **Identifies details** | Student recalls several details for each main point without referring to the article. | Student recalls several details for each main point, but needs to refer to the article, occasionally. | Student is able to locate most of the details when looking at the article. | Student cannot locate details with accuracy. |
| **Identifies opinions** | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| **Summarization** | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has difficulty summarizing the article. |

Rubric for paper on the project:

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| Teacher Name: **Mr. Jacobs** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Knowledge Gained** | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| **Content - Accuracy** | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| **Graphics - Originality** | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |

Technology:

HS.SI.1

Evaluate resources needed to solve a given problem.

HS.SI.1.1

Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

HS.SI.1.2

Evaluate resources for point of view, bias, values, or intent of information.

HS.SI.1.3

Evaluate content for relevance to the assigned task.

HS.TT.1

Use technology and other resources for assigned tasks.

HS.TT.1.1

Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

HS.TT.1.2

Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).

HS.TT.1.3

Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

HS.SE.1

Analyze issues and practices of responsible behavior when using resources.

HS.SE.1.1

Analyze ethical issues and practices related to copyright, not plagiarizing, and netiquette.

HS.SE.1.2

Analyze safety issues and practices when using online resources (legal and criminal consequences, long-term career consequences of behavior).

Plan for Individual Differences:

For students that have difficulty with reading, I will allow them to utilize electronic readers so that they understand the material that is presented to them in class. Also, students that are struggling with writing will be accommodated with the usage of computers and other technology assistance.