

Name: _____ Period: ____ DUE: _____

ANCIENT RIVER CIVILIZATIONS GOOGLE TREK EXHIBIT

IB Inquiry Statement: Resources and power influence system of a civilization.


IB Grading Criteria: A. Knowing & Understanding: depth of knowledge about ancient river civilizations
 C. Communicating: Organization of ideas/writing in "pins", exhibit layout
 D. Thinking Critically: Quality of GRAPES connections, Quality of explanation for how chosen topics were significant to the civilization

Purpose: The purpose of this project is to show what you have learned about the four ancient river civilizations we have studied, make connections to the GRAPES categories, and evaluate how different parts of each civilization were important to its function and success.

Situation: The Denver Museum of Nature & Science wants an interactive online exhibit that engages middle school students with the four ancient river civilizations. They want the online exhibit to show what made each civilization important *and* successful. The exhibit should be creative and informative to help middle school students improve their understanding about the earliest human civilizations. Google has agreed to help implement this exhibit through the use of the Google Maps application. The museum exhibit team has approached you to help design this exhibit – they have determined some "ground rules" for the exhibit's design; the rest is up to your creativity and knowledge!

Role: Your role is to design an interactive exhibit via Google Maps. You can work independently or with one other designer (peer) to create your online exhibit. In your role, there are guidelines to follow determined by the museum exhibit team, but the majority of the exhibit is based upon your knowledge and creativity.

Project Calendar/Timeline:

THURS 12/12	FRI 12/13	MON 12/16	TUES 12/17	WEDS 12/18	THURS 12/19
1) Intro Google Trek Project – instructions, rubric 2) Plan page HW: Work on plan page	1) Finish plan page & get initialed (by end of class) HW for wknd: Determine what you need to work on for project -- if you're working with a partner, discuss what <u>your</u> role is & what <u>you</u> need to accomplish	1) Work time for Google Trek Exhibit <i>*Google Trek must be shared with Mrs. Carson</i> HW: Work on Google Trek *For partners, make sure you know YOUR part!	1) Work time for Google Trek Exhibit HW: Work on Google Trek *For partners, make sure you know YOUR part!	1) Work time for Google Trek Exhibit HW: Work on Google Trek, due tomorrow! <i>Make sure to have your project & plan page to turn in</i>	PROJECT DUE --Turn in project & plan pages to Mrs. Carson  <i>Have a wonderful break!</i>

Museum Team “Ground Rules” - for Google Trek Exhibit

Be sure to follow these guidelines for your Google Trek project.

- 1. You may work individually or collaborate with 1 other peer to create a design team.**
- 2. For each river civilization you must choose 3 different GRAPES categories to make connections.**
 - 4 River Civilizations must be covered: Mesopotamia, Egypt, India, China
 - You will create each of these connections into a “pin” on Google Maps. (See tutorial packet)
 - You must have a total of 3 “pins” for each civilization that represent at least 3 different GRAPES categories.
- 3. For each “pin” you need to write a 5-6 sentence (minimum) analysis. Your analysis should include:**
 - 1-2 sentences that **describes** the topic you chose
 - (ex: if you choose the Silk Road, describe this topic)
 - 1-2 sentences that **analyzes** the connection to the selected GRAPES category
 - (ex: if you choose the Silk Road, explain how it fits with the GRAPES category you choose to go with it)
 - 2 sentences that **evaluates** how this topic was important in the ancient civilization & how it made the civilization successful/function
 - (ex: if you choose the Silk Road, write about how it was important to ancient Chinese society and helped make the society function or be successful)
- 4. For each “pin” you need to include an appropriate corresponding image. (see tutorial packet for how to add images to your pins)**

***Use the tutorial packet to help you set up, share, add a pin, and insert images to your Google Trek project!**

***Use the provided rubrics to check your work and make sure you are meeting expectations for the project!**

GOOGLE TREK EXHIBIT PROJECT RUBRICS

CRITERION A: Knowing and Understanding

What is assessed: Depth of facts & descriptions related to the river civilizations

Achievement Level	IB Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Very little information provided throughout pins *Inaccurate information *Missing pins which means exhibit is incomplete
1-2	ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples	*Many pins have little factual or accurate information about selected topics
3-4	ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions and examples	*Some pins have factual information included to explain the selected topics *Some pins have inaccurate information about selected topics
5-6 *GRADE LEVEL*	ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions and examples	*Pins for all 4 civilizations have factual, relevant information about selected topics
7-8 *EXCEEDING*	ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions and examples	*Pins for all 4 civilizations are detailed in the factual information *Information is accurate, relevant and demonstrates deep understanding about the selected topics

CRITERION C: Communicating

What is assessed: Quality of organization in written analysis for “pin” descriptions
Quality of organization of online map exhibit – “pin” placements match selected topics
Quality of pictures included to help communicate information about topics

Achievement Level	IB Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Exhibit map is not finished due to missing pins *Images may be missing from pins
1-2	i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way	*Written information for pins is confusing and unclear, or missing *Placement of pins on map does not match with the selected topics *Images do not match the selected topics or are missing
3-4	i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas	*Written information for pins is somewhat clear, but is missing key information with facts or analysis *Placement of some pins does not match with the selected topics *Images do not match some topics, a few images may be missing
5-6 *GRADE LEVEL*	i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions	*Written information for pins is complete and clearly laid out for viewers – includes facts and analysis parts *Placement of pins align with the selected topics for all 4 civilizations *Images match with the selected topics for all 4 civilizations

<p>7-8</p> <p>*EXCEEDING</p>	<p>i. communicates information and ideas in a style that is completely appropriate to the audience and purpose</p> <p>ii. structures information and ideas completely according to the task instructions</p>	<p>*Written information for all pins is complete and organized clearly for the viewers</p> <p>*Placements of pins matches selected topics</p> <p>*Uses color-coding, shapes, or another structure for pins to enhance organization system of the map exhibit</p>
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CRITERION D: Critical Thinking

What is assessed: Depth of explanations in written analysis of “pins,”
Depth of GRAPES category connections,
Quality of support (justification) for significance of chosen topics in civilization

Achievement Level	IB Level Descriptor	This means the student...
<p>0</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>*Most or all pins are missing or have constant incomplete analysis</p> <p>*No connections to GRAPES categories</p> <p>*Little to no evaluation of how the selected topics were important to the civilization</p>
<p>1-2</p>	<p>ii. begins to identify connections between information to make simple arguments</p> <p>iv. identifies different perspectives</p>	<p>*Pins across the 4 civilizations have basic or little explanation of how the selected topics were important to the civilization’s success or function</p> <p>*Pins have basic or little connection to a GRAPES category</p>
<p>3-4</p>	<p>ii. summarizes information to make some adequate arguments</p> <p>iv. recognizes different perspectives and suggests some of their implications</p>	<p>*Some pins demonstrate understanding of how the topic was important to the civilization’s success or function</p> <p>*Some pins have connection to a GRAPES category(ies), but lacking in detail with explanation</p>
<p>5-6</p> <p>*GRADE LEVEL*</p>	<p>ii. summarizes information in order to make usually valid arguments</p> <p>iv. clearly recognizes different perspectives and describes most of their implications</p>	<p>*Clearly explains how the selected topics for all 4 civilizations had impact/importance on the civilization’s success or function</p> <p>*Each selected topic clearly connects to 1 GRAPES category – explains why the topic fits with the GRAPES category and what can be learned about the category from the topic</p>
<p>7-8</p> <p>*EXCEEDING*</p>	<p>ii. summarizes information to make consistent, well supported arguments</p> <p>iv. clearly recognizes different perspectives and consistently explains their implications</p>	<p>*Across all 4 civilizations, pins consistently have a detailed evaluation of how the selected topic had impact/importance on the civilization’s success/function</p> <p>*Consistently connects selected topics to more than 1 GRAPES category with detailed, clear explanation -at least 2 topics per civilization</p>