Middle Ages Assignment Rubric

Step 1: Choose a subject area from the notes we have taken in class, during our group exercises (Social Structures, Daily Life, Religion, Writing and Literature, Economy, Science and Technology). Choose the one in which you are most interested.

Step 2: Prove your knowledge by creating a product which will provide evidence of your knowledge of at least one of the following curriculum outcomes:

How Rome and Christianity extended their influence over the Mediterranean world.

Explain the role of religion in medieval Europe.

Explain the role played by the Byzantine Empire during the medieval period.

Identify the essential elements of Medieval Civilizations – Feudalism.

Identify the effect of technological innovation on the feudal structure.

Analyze the effects of geography on medieval life.

Describe the cultural diffusion which characterized the medieval period. – EXAMPLE: Construct a map illustrating the medieval trade routes and explain the cultural exchange resulting from this movement of goods and people.

Identify the ideals which were espoused during the Middle Ages.

Distinguish the types of conflict which characterized the medieval period. Hundred Year's War, Crusades, Expansion of Islam (7th and 8th century).

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| Criteria | Meets Expectations | Exceeds Expectations |
| Product– if there is a physical object being submitted, it must be accompanied by a written piece or oral presentation of relevant information / explanation.  The word “presentation” refers to the method in which information is being communicated. | - Physical, visual, and written content combine to deliver the message with the elements and words reinforcing each other.  - The product's design is effective. The student demonstrates originality and inventiveness.  - The student uses grade-appropriate writing/speaking conventions.  - All information sources are credible; most are cited correctly.  - Verbal presentation appears rehearsed (not simply reading from slides)  - Visual presentation show skill and polish, it is evident that the student is playing to their strengths.  30-39 | - Multimedia elements and content take communication to a superior level with excellent use of elements like visual text, sounds, images, and technical skills.  - The work is engaging to teacher and students.  - The product design is attractive and visually appealing.  - The student demonstrates originality and inventiveness.  - The student uses writing conventions with a high degree of accuracy.  - All information sources are credible and cited correctly.  40-50 |
| Evidence of Understanding: Students will demonstrate an understanding of one or more of the listed curriculum outcomes, with attention to one of the key areas provided in class and listed in step 1. | For the chosen topic, the student has:   * Presented relevant information. * Provides evidence of understanding / knowledge. * Language is clear, and identifies the curriculum outcome being discussed. * No plagiarism.   30-39 | - The depth of information presented is detailed, and clearly presented, going beyond what was covered in class.  - Student can answer unscripted questions from the teacher or other students.  - The student demonstrates their own understanding of the curriculum in a way that shows confidence with the subject, and a mastery of the curriculum outcomes. In four words: “They know their stuff.”  40-50 |

Rubric adapted from information provided in “Building Better Rubrics” (Alberta Assessment Consortium, 2009), “Teaching about Historical Thinking” (TC2, 2006), and “The Historical Thinking Project” (http://historicalthinking.ca/ 2013)