

Grade 7 Unit 1 Empires Report Card: Summative Assessment Task Sheet

Statement of Inquiry

Empires rose in certain places where plenty of resources supported innovation.

Key Concept: Time, Place and Space

Related Concept: Innovation and revolution, resources

Global Context: Scientific and Technical Innovation

Inquiry Questions:

Factual: What does 'innovate' mean? What are different consequences of innovations

Conceptual: How can location and time period lead to innovation? How can innovations lead to opportunity? How can a new technology change the balance of power within a society or between societies? How does adoption of a new technology often lead to other new technologies? How have human events influenced, and have been influenced by physical and human geographic conditions in local, regional, national, and global settings? How are people both shaped by and shape the environments in which they live?

Debatable: Which innovation had the most impact?

Task

Goal: For students to present their evaluation of the significance of resources and innovation on societies across different times and places.

Role: Research Historian

Audience: The Research Forum, hosted by the International Committee of Historical Sciences; Historians, researchers, from around the world

Scenario: The [International Committee of Historical Sciences](#) is holding the XXII International Congress of Historical Sciences in Poznan, Poland in 2020. For the first time, they will hold a Research Forum, which invites all researchers to "share their ongoing or planned projects. By taking part in the Research Forum, you will be able to inform both scholars of established reputation and beginner researchers about your activity. The Research Forum will thus create the possibility of establishing cooperation between researchers, PhD students, and institutions supporting research."¹ Your secondary school has decided to contribute to this forum and send the best researchers and their project to this International Congress event next year.

Purpose: Students will choose one of the four empires they've been learning about throughout the unit and create a "Report Card" that identifies and evaluates the significance of different resources and innovations on the Empire's society. Students can choose from a variety of formats in which to present their findings, keeping in mind the presentation of their work needs to be appropriate for an academic audience, and be either a written piece of work no longer than A4 double-sided, or able to be presented under a short time limit of 5 minutes maximum. They should use the framework seen here to organize their First Draft Work, and/or they can incorporate this structure into their final product.

Framework Requirements:

Report Card			
Empire: _____		Evaluator: _____	
"Identify and evaluate the significance of resources and innovations on _____'s society"			
	Resources	Innovations	Significance
Politics			
Economics			
Religion			
Social			
Ideas			
Arts			
Overall Evaluation Comments			

¹ *The 23rd Congress*, Polska Akademia Nauk, ichs2020poznan.pl/en/.

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How you will be assessed:

(Note: Use the Task-specific clarification beneath each strand to guide you on how to achieve the highest levels)

	1 - 2	3 - 4	5 - 6	7 - 8
Ai	Makes limited use of terminology	Uses some terminology accurately	Uses considerable and relevant terminology accurately	Consistently uses a range of terminology accurately
	You have made little to no effort to include unit terminology in your report card or your usage is mostly incorrect	You have attempted to incorporate the unit terminology throughout your report card, but you may have some usage errors or have few terms included	You have incorporated much of the unit terminology accurately throughout your report card	You have incorporated the unit terminology accurately and appropriately throughout your report card
Aii	Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples	Demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions and/or examples	Demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples	Demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples
	You have incorporated few appropriate examples for each part of PERSIA which somewhat or inconsistently relate to the concepts of <u>resources</u> and <u>innovation and revolution</u>	You have incorporated some appropriate, and somewhat explained examples for each part of PERSIA which somewhat or inconsistently relate to the concepts of <u>resources</u> and <u>innovation and revolution</u>	You have incorporated many appropriate, and explained examples for each part of PERSIA which mostly relate to the concepts of <u>resources</u> and <u>innovation and revolution</u>	You have incorporated strong, appropriate, and thoroughly explained examples for each part of PERSIA which clearly relate to the concepts of <u>resources</u> and <u>innovation and revolution</u>
Dii	Begins to identify connections between information to make simple arguments	Summarizes information to make some adequate arguments	Summarizes information in order to make usually valid arguments	Summarizes information to make consistent, well-supported arguments
	Your evaluation outlines some resources and innovations to determine which is the most significant, and includes examples that may support your argument.	Your evaluation describes some good resources and innovations to determine which is the most significant, and includes a few examples that support your argument.	Your evaluation weighs many valuable resources and innovations to determine which is the most significant, and includes somewhat strong examples that support your argument.	Your evaluation clearly weighs multiple valuable resources and innovations to determine which is the most significant, and includes strong examples that support your argument.