**Historical Diorama, Story Board, Popsicle Stick Skit Unit Project**

Objective: To allow students to cooperatively work together to further their understanding of Social Studies outcomes and to subsequently communicate their understanding in a kinesthetic manner.

Project: Each student (either individually or in pairs) will create a diorama (a scenic representation in which sculpted (or created) figures and life-like details are displayed), a story board (a graphic representation), or a skit (well-written script with detailed popsicle stick figures) that demonstrates their understanding of a specific event that we have covered in class thus far. Students may use materials from the classroom in addition to materials gathered at home. A shoe box is required for the diorama. Please remember – creativity is encouraged!

**An analysis, in which you detail the initial CAUSE, immediate EFFECT, and long-term OUTCOME must accompany your project.**

**(1/2 page to page)**

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| **Focus** | **Understanding the Outcomes /8** | **Historical Content /8** | **Communication /4** |
| **Excellent** | The student’s understanding of the outcome(s) are/is insightful. | Evidence that the student researched historical facts about the time period.  Naturally embeds accurate historical facts/relevance into the project. | The project is effectively focused and clearly developed.  The quality of the project is enhanced because it is essentially free of errors and aesthetically pleasing. |
| **Proficient** | The student’s understanding of the outcome(s) are/is thoughtful. | Evidence that the student researched historical facts of the time period.  Historical facts/relevance are accurate, but clearly included as after-thoughts. | The project is clearly focused and coherently developed.  The quality of the project is sustained because it contains only minor errors and remains aesthetically pleasing. |
| **Satisfactory** | The student’s understanding of the outcome(s) are/is conventional. | Some evidence of historical research/relevance, though facts may be inaccurate.  Little or no historical facts are presented. | The project is functionally focused and logically developed.  The quality of the project is reduced because it contains frequent errors and is visually unappealing. |
| **Limited** | The student’s understanding of the outcome(s) are/is incomplete. | No evidence of research/historical relevance.  No historical facts are presented in anyway. | The project is largely unfocused and unclearly developed.  The quality of the project is minimized because it contains numerous and glaring errors and is visually unappealing. |
| **Insufficient** | The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has completed so little that it is not possible to assess understanding of the outcome(s). | | |

**Applicable Outcomes Brainstorming**

**Knowledge and Understanding**

Students will:

**8.3.4** assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:

• What key elements of Spain’s worldview led to the desire to expand the Spanish empire?

• In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?

• To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?