

From the New World to a New World

Subject(s): VA/US History

Grade(s): 11th

Quarter/Semester: Q1/S1

Driving Subject/Course:	Virginia and United States History
Supporting Subject/Course	English, Math, Science, PE, ROTC, Cybertechnology, Engineering
Essential Question	Why do people explore?
Understanding	One choice leads to a chain reaction of events.
Driving Question	What motivates someone to leave everything they know to travel to an unknown place and start over completely from scratch?
W5C Skills Emphasized	Citizenship, Communication, Creative Thinking

I. What intended learning outcomes are assessed through this performance assessment?

Know & Understand: Factual Knowledge	Do: Skills
<ul style="list-style-type: none"> VUS.2a The student will apply social science skills to understand the impact of the Age of Exploration by describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas. VUS.2b The student will apply social science skills to understand the impact of the Age of Explorations by analyzing the cultural interactions among American Indians, Europeans, and Africans. VUS.3a The student will apply social science skills to understand early European colonization by evaluating the economic characteristics of the colonies. VUS.3b The student will apply social science skills to understand early European colonization by analyzing how social and political factors impacted the culture of the colonies. VUS.3c The student will apply social science skills to understand early European colonization by explaining the impact of the development of indentured servitude and slavery in the colonies. 	<ul style="list-style-type: none"> Analyze journal entries and early documents of settlers to explore their thoughts and feelings on starting over in a new place. Use negotiation skills to better communicate and coexist with the natives. Calculate the risks taken with traveling to a new world (America/Mars) such as the distance, amount of food needed, when they will run out, and the area of the settlement that they need to access all of their necessities. Compare the food and nutrition of early settlers vs what is needed today. Create maps to show which country was influencing the new world. Compare the governing body of the new settlers vs. what is expected today. Analyze what is needed for exploration today on a new planet.

II. Task Descriptions (STAR - Scenario, Task, Audience, Role)

Scenario: Students are creating a fictional settlement on Mars based on the elements they can improve from the settlements created by the pilgrims (Jamestown/Plymouth).

Task: Create a settlement on Mars that fixes the mistakes that the early settlers experienced using tinkercad.com, tynker.com, brought in used recycled materials, legos, 3D drawings, or another teacher-approved method. Analyze how the pilgrims handled their situation of exploring the new world.

Audience (Authentic): NASA research team

Role: Explorer

III. By what criteria will students' performance and/or product be evaluated?

Students will be evaluated on the settlements created using [this](#) rubric.

IV. What instructional experiences are necessary for students to have experienced prior to this assessment? How will students be engaged in inquiry to explore or solve the driving question?

1. Students must create a settlement based on their own intended purpose for bringing a group of settlers to Mars, based on the idea of why the pilgrims ventured to the new world. Students will discover the multiple reasons the pilgrims settled in the New World (money/religious freedom/etc) and how the region was appealing for those wants and needs. This will guide the students to create their own desires for a settlement on Mars based on their own originality. The students' purposes for their settlements must be approved by the teacher, before the production of their settlement may begin.
2. Students must have a various specified buildings on their settlement to fit the basic needs of the settlement on Mars, based on the lack of basic needs that the pilgrims experienced. The buildings required are listed on [this](#) checklist. The checklist will provide the students with the ability to expand their minds to research the past vs the needs of the present/future. It will also mandate that they compare and contrast between the settlements to improve upon the failures and successes of the pilgrims in the New World.
3. Students must create their settlement in a 3D format, using any of the following methods: tinkercad.com, tynker.com, legos, recycled materials, other teacher-approved method.
4. Students must accurately compare and contrast the settlement created by the pilgrims and the settlement they are creating on Mars. This will be done through research on their own, assisted and aided by the teacher with provided materials through google classroom. The end product of the differences of the settlements in the New World and on Mars will be shown on notecards (or other approved method) within their settlements to describe their settlement buildings and how the needs of their settlers will be met.

V. *How will students reflect on their own experiences and participation during and after the PBL?*

1. During the project, students will work in groups to complete the assignment. Each portion of the assignment will require the students to reflect in a journal. They will be required to document one entry after each portion of the project is complete. This will detail the hardships, trial and errors, and lessons learned along the way. The journal entries will mimic what the pilgrims left for historians to uncover about the New World, and will be what the NASA teams study for further improvements within the Mars settlements.
2. After the project, the students will reflect in a final journal entry to describe the efforts it took to work with the strengths and weaknesses of their groups, the materials given, and the unknowns they had to hurdle. They will then grade themselves, as well as their partners, and then their group as a whole.

VI. *Considerations for differentiating this performance assessment*

Students will have multiple platforms to choose from in creating their settlements. This will include, but is not limited to: powtoons, legos, recycled materials, Google extensions, 3D printing, 3D drawing, etc.

Students will have their own intention for creating their settlements. This intention will create the main elements and function of their buildings and the cohabitation of their settlers.

This may be done in small groups of 2-3, or individually (dependent upon the end product chosen)

VII. *Career/Community/Business Opportunities & Connections*

NASA Research Center, variety of engineering-based careers