

PROJECT DESIGN: OVERVIEW

page 1

Name of Project: World Empires Children's Book

Duration: ~2 weeks

Subject/Course: Ancient World History

Teacher(s): Radcliffe

Grade Level: 7th

Other subject areas to be included, if any:

Key Knowledge and Understanding (CCSS or other standards)	7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, includings lavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).		
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving - students will analyze the characteristics of city-states and empires		Self-Management
	Collaboration - students will be given a list of roles to divide within their group	x	Other: The writing process
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Students will work as a group to research and write a children's book that explains what factors are needed for civilization to be considered an empire. (What is needed to sustain an empire?) They will each take a role in the the research by breaking down the topic into its individual parts. Once they have completed the research, the students will create an illustrated children's book. Each group will choose one of the following empires to write about: Sparta Athens Egypt Han Dynasty Assyrian Empire Ahshoka Empire Gupta Empire Kush Mayan Roman Empire Persian Empire What are the 5 criteria for a civilization to be considered an empire?		
Driving Question	What makes an empire an empire? /What does it take to sustain an empire?		

Entry Event	Some type of video clip - 300 Trailer: https://www.youtube.com/watch?v=Urlbxk7idYA	
Products	Individual: Page(s) of text and illustrations	Specific content and success skills to be assessed: Ability to identify primary and secondary sources, knowledge of the criteria necessary to become an empire.
	Team: Completed book	Specific content and success skills to be assessed: Empires (communicating, collaboration)

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page 2

Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	Completed books will be displayed in Media Center display case. Students will travel to Nowlin Elementary to read their books to elementary students
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Resources Needed	On-site people, facilities: Ellie, Media Center Specialist, Graphics lab
	Equipment: Chromebooks/computers/projector and books for research
	Materials: Paper, pencils, markers, etc.,
	Community Resources: Staff at Nowlin elementary.

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log, rough draft of book/chapters,		Focus Group: peer editing	
	Whole-Class Discussion: teach/reteach the rise of empires		Fishbowl Discussion	
	Survey: peer evaluation of group members		Other: Google form survey about the project - likes, dislikes, what could I do differently	

Notes:

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Empire Children's Book

Driving Question: What makes an empire an empire?/What does it take to sustain an empire?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)	What are the 5 criteria for a civilization to be considered an empire?	Students will complete a graphic organizer that lists the 5 criteria that a civilization needs to be considered an empire and give examples of each.	Slideshow - adapted from OS Atlas. Students will be given sentence stems to complete to help them track the information from the slideshow.
