**Three Civilizations Through**

**Time – Continuity and Change**

**Description:**

Using the work that we have done with Roman, Frankish and Medieval citizens, you will now show the class how things have changed through time and how they have stayed the same.

**Task:**

Show me, using words and pictures, how a “good citizen” looks in all three of these civilizations (CIV). Then, using your descriptive skills, explain what has changed and what has stayed the same through the development of these civilizations.

**Process:**

1. Create a representation of a good citizen for each era. To do this, ask yourself:

1. What makes a good citizen in each CIV?
2. What are the most important parts of each CIV?
3. How can you show that each citizen possesses the most important parts of the CIV?

2. Compare and contrast how these citizens have changed and how they have stayed the same over time. To do this, create a venn diagram (we will do this together) and then write out why/how these things have changed and/or stayed the same.

3. Explain how this is historically significant.

Full Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Historical Thinking Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **Beginning** | **Developing** | **Competent** | **Exemplary** |
| Historical Significance  Does the student demonstrate understanding of significant social, political, and economic historical circumstances?  Does the student consider / understand how these circumstances produce unique or quantitatively/qualitatively important historical issues? | * Demonstrates basic/surface understanding of how an event or person resulted in large, quantifiable historical shifts * Shows little understanding of how different historical circumstances can produce unique historical issues that may be worth analyzing | * Demonstrates adequate understanding of how an event or person resulted in large, quantifiable historical shifts * Shows some understanding of how different historical circumstances can produce unique historical issues that may be worth analyzing | * Demonstrates competent understanding of how an event or person resulted in large, quantifiable historical shifts * Shows clear understanding of how different historical circumstances can produce unique historical issues that are worth analyzing | * Demonstrates deep meaning understanding of how an event or person resulted in large, quantifiable historical shifts * Shows clear understanding of how different historical circumstances can produce unique historical issues and conducts an analysis |
| Use of Evidence  Does the student use evidence to support meaningful theories arguments about historical circumstance?  Does the student use evidence to inform perspectives and analysis? | * Uses evidence to demonstrate basic/surface perspectives and analysis about a topic * Understanding of how the evidence informs arguments or theories about historical circumstances is rudimentary/basic in its explanation | * Uses evidence to demonstrate adequate perspectives and analysis about a topic * Understanding of how the evidence informs arguments/theories about historical circumstances is confusing in some places in its explanation | * Uses evidence to demonstrate competent perspectives and analysis about a topic * Understanding of how the evidence informs arguments or theories about historical circumstances is competent in its explanation | * Uses evidence to demonstrate deep meaningful perspectives and analysis about a topic * Understanding of how the evidence informs arguments or theories about historical circumstances is clear and expository in its explanation |
| Identify Continuity and Change  Does the student show understanding of the way circumstances change over time? | * Demonstrates basic/superficial understanding of the degree to which what is being investigated has changed over time or remained the same | * Demonstrates adequate understanding of the degree to which what is being investigated has changed over time or remained the same | * Demonstrates competent understanding of the degree to which what is being investigated has changed over time or remained the same | * Demonstrates deep and meaningful understanding of the degree to which what is being investigated has changed over time or remained the same |

Comments: