Sample Performance Task

Enduring Understanding: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

Introduction:
Every day various news organizations report on events and trends that relate to the world history course. Careful analysis of such events will give you a better understanding of history’s recurring themes and the changes over time that have made the world what it is. This project is designed to help you attain such an understanding.

The Assignment:
- Select one of the following themes in world history
  - Beliefs and Ideas
  - Conflict and Change
  - Culture
  - Governance
  - Individuals, Groups, Institutions
  - Location
  - Movement and Migration
  - Technological Innovation
  - Time, Continuity and Change

Once you have selected your theme, research yours from articles (published within the last 6 months) that are examples of the theme you have chosen. You need a minimum of three articles (you may certainly have more). Once you have selected your articles, you should:
- Save each article in print form.
- Write a summary of the article.
- Paste the article and summary onto a sheet of paper.
- Compose a typed essay reporting on the theme and make a calculated prediction as to which direction you believe your theme will go in the near future. Specifics for the essay follow:
  - Paragraph 1: thesis statement and general explanation of the theme
  - Paragraph 2: one or two historical examples of this trend (from time before last 6 months).
  - Paragraphs 3-6 (or more): Explain your modern examples—one per paragraph. How do they work? What effect does your theme have on people? Use a combination of your own words and direct quotes from authors. Be sure to give credit to authors. Don’t plagiarize.
  - Paragraph 7: Conclusion—Explain how this theme has changed or remained the same over time. Show differences that have occurred. Show items that have remained constant. Be sure to include how your life has been affected by this theme.
Themes:
- Beliefs and Ideas
- Conflict and Change
- Culture
- Governance
- Individuals, Groups, Institutions
- Location
- Movement and Migration
- Technological Innovation
- Time, Continuity and Change

<table>
<thead>
<tr>
<th>Map and Globe Skills:</th>
<th>Information Processing Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 8, 11, 12</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 14</td>
</tr>
</tbody>
</table>

*Note concerning rubrics:* Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

### Content Rubric

<table>
<thead>
<tr>
<th>Scale</th>
<th>Criteria</th>
<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
</tr>
</thead>
</table>

**Student identifies, summarizes, and gives an historical context for the theme.**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student lists a theme, but does not give three examples. Nor is there a summary.</td>
<td>The student identifies the theme gives some historical context for the theme. The student authors a vague summary of the theme.</td>
<td>The theme is clearly identified. At least two historical examples are given of the theme. A thorough summary of the theme is offered.</td>
<td>In addition to everything in 3 (meets standard): The student offers additional historical examples of the theme.</td>
</tr>
</tbody>
</table>

**Student identifies elements of the theme that seem to change over time.**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student states that elements of the theme have changed, but offers no examples.</td>
<td>The student explains how the theme has changed, and offers a few vague references or examples of that change.</td>
<td>The student thoroughly explains how the theme has changed and gives several detailed examples of that change.</td>
<td>In addition to everything in 3 (meets standard): The student offers a hypothesis for future change to the theme.</td>
</tr>
</tbody>
</table>

**Student identifies elements of the theme that seem to remain constant over time.**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student states that some elements have stayed the same, but offers no examples.</td>
<td>The student explains how elements of the theme have remained the same, and offers a few vague references for examples of that continuity.</td>
<td>The student thoroughly explains how elements of the theme have remained the same and gives several detailed examples of that change.</td>
<td>In addition to everything in 3 (meets standard): The student offers a hypothesis about what parts of the theme will remain constant in the near future.</td>
</tr>
</tbody>
</table>

**Student analyzes the theme's effect on people.**

<table>
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<tr>
<td></td>
<td>Student states that the theme has affected people, but does not say how.</td>
<td>Student offers a vague description of how the theme has affected people.</td>
<td>Student offers a detailed discussion of how the theme has affected people.</td>
<td>In addition to everything in 3 (meets standard): The student discusses how the theme is likely to affect people in the near future.</td>
</tr>
</tbody>
</table>
### Product Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Below Expectation</th>
<th>2 Needs Improvement</th>
<th>3 Meets Expectation</th>
<th>4 Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students produce a product that is attractive.</td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
</tr>
<tr>
<td>Students produce a product that is organized.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
</tr>
<tr>
<td>Students produce a product that exhibits proper mechanics.</td>
<td>More than 4 errors are spelling or grammar.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>Three or fewer misspellings and/or grammatical errors.</td>
<td>No misspellings or grammatical errors.</td>
</tr>
</tbody>
</table>

### Resources for Unit

   - Provides background information for teachers & students as well as lesson plans.
   - http://www.globalization101.org

2. National Geographic lesson plan titled “Globalization.”
   - Invites students to consider the effects of globalization on modern culture in developed countries and on indigenous cultures. Students will conclude by writing paragraphs assessing whether globalization is positive, negative, or a combination of positive and negative.

3. National Geographic lesson plan titled “Products Across Borders.”
   - Students learn about foreign products available in the U.S. and about U.S. companies that sell products abroad. This lesson helps students recognize the impact globalization has in their lives.

4. Social Science Research Council Teaching Guide titled “Globalization.”
   - Provides background information for teachers. Summarizes growing significance of globalization and includes an excellent overview of negative and positive views of economic, political, and socio-cultural outcomes.

5. Americans and the World Digest
   - [www.americans-world.org](http://www.americans-world.org)
     Comprehensive information on US public opinion on international issues. The site includes The Digest, which provides comprehensive analyses of polling on various international topics. The topic “Globalization” is particularly relevant.

6. United Nations Education Portal
   - Website that includes teacher and student resources related to various parts of the United Nations including current goals, member country profiles, and projects.
   - [www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus)

7. International Monetary Fund
   - Student friendly website that describes the structure, purpose, and functions of the International Monetary Fund.
8. World Trade Organization
   - This website is meant to guide students in finding basic or detailed information about the World Trade Organization
   - www.wto.org/english/forums_e/students_e/students_e.htm

9. Unitedstreaming.com
   - Video titled “The History Game: The United Nations”
   - Documents the establishment of the United Nations and chronicles contributions of some of the individuals involved in its inception.

    - Extensive list of international organizations.

    - Excellent lesson plan about multinational corporations for use with English Language Learners.

12. United Nations Office of the High Representative of Least Developed Countries
    UN’s list of 50 least developed countries in the world. Describes the UN’s initiatives to aid their growth.

13. Association of Southeast Nations (ASEAN)
    Provides background information about the purpose, goals, and projects of ASEAN. Also contains profiles of member countries.
    http://www.aseansec.org

14. African Union
    Provides background information about the purpose, goals, and projects of the African Union. Also contains profiles of member countries.
    http://www.africa-union.org

15. PBS.org Africa series: This website contains a student quiz to ascertain previous knowledge about the continent of Africa.
    - Game Website: http://www.pbs.org/wnet/africa/challenge.html

16. Unitedstreaming.com contains several videos related to Africa today.
    - “Africa: Shaped by the Past”
    - “Africa Today” (The section titled “Medical Crisis in Africa” is particularly relevant.)

17. Performance task adapted from work created by Chris Ferraro as listed on the APCentral web site.

*UNIT CONTRIBUTORS: Martha Battle, Sonia Carlyle, Sean Costa, Deborah Heckwolf, Mary Ann King, and Alphus Spears.
Additional input provided by the GaDOE Social Studies Staff and the Social Studies Advisory Council.