

3D Representation Model

Students are going to choose one aspect or person that interested them in Chapter 1 of *Pathways*. They are then going to re-create this event, person, or object in a 3D representation. Students will be offered some options for supplies, but they are allowed to use anything else they desire. These projects are due on or by Friday, March 7th. Students will be given 2 days in class, and then they are on their own to complete it. They may randomly have some time in class. The rubric is attached below.

The project must include the following elements:

- 3D elements
- a title
- labels (if necessary)
- a variety of substances (cloth, rocks, string, icing, ect)

Here are some ideas for making your project:

- diorama
- picture box
- cake/ baked goods
- lego
- plasticine
- Sewing
- Popsicle sticks, toothpicks, marshmallows, ect..

Rubric:

	4 Exceeding	3 Fully Meeting	2 Meeting	1 Not Yet Meeting
TSWBAT: demonstrate awareness of artistic expression as a reflection of the culture	The student is fully aware and has made inferences to enhance their knowledge	The student is fully aware and has demonstrated their understanding	The student is aware, but there may be some misunderstandings	There are some misunderstandings, and knowledge is lacking

TSWBAT: describe how societies preserve identity, transmit culture, and adapt to change	Student is able to fully describe and goes deeper into the meaning with inferences	Student fully describes and understands	Students describes and understands, but some parts may be missing or misinterpreted	Descriptions are missing and there is a great misunderstanding
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TSWBAT: analyze the effect of commerce on trade routes, settlement patterns, and cultural exchanges	The student is able to effectively analyze all effects and has demonstrated their knowledge with inferences.	The student is able to demonstrate their knowledge and analyze effectively.	The student has analyzed the aspects, but some parts may be unclear or missing.	The student has not fully analyzed and their work is confusing.
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TSWBAT: describe the impact of technological innovation and science on political, social, and economic structures	The student is fully able to describe and has gone further in to their description by using inferences.	The student is fully able to describe and demonstrate their knowledge.	The student has described, but some parts may be unclear or missing.	The student is missing multiple aspects, and it is clear there is a misunderstanding
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TSWBAT: analyze how people interacted with and altered their environments	The student is fully able to analyze and goes further with inferences	The student is fully able to analyze	The student is able to analyze, but some parts may be unclear or missing	The student is unable to analyze all aspects, and there is misunderstanding
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