**World Indigenous Civilizations Webpage**

**Big Ideas:**

**Content:** Social, political, and economic systems and structures, including those of at least one indigenous civilization.

**Part 1 – Learning about an indigenous civilization.**

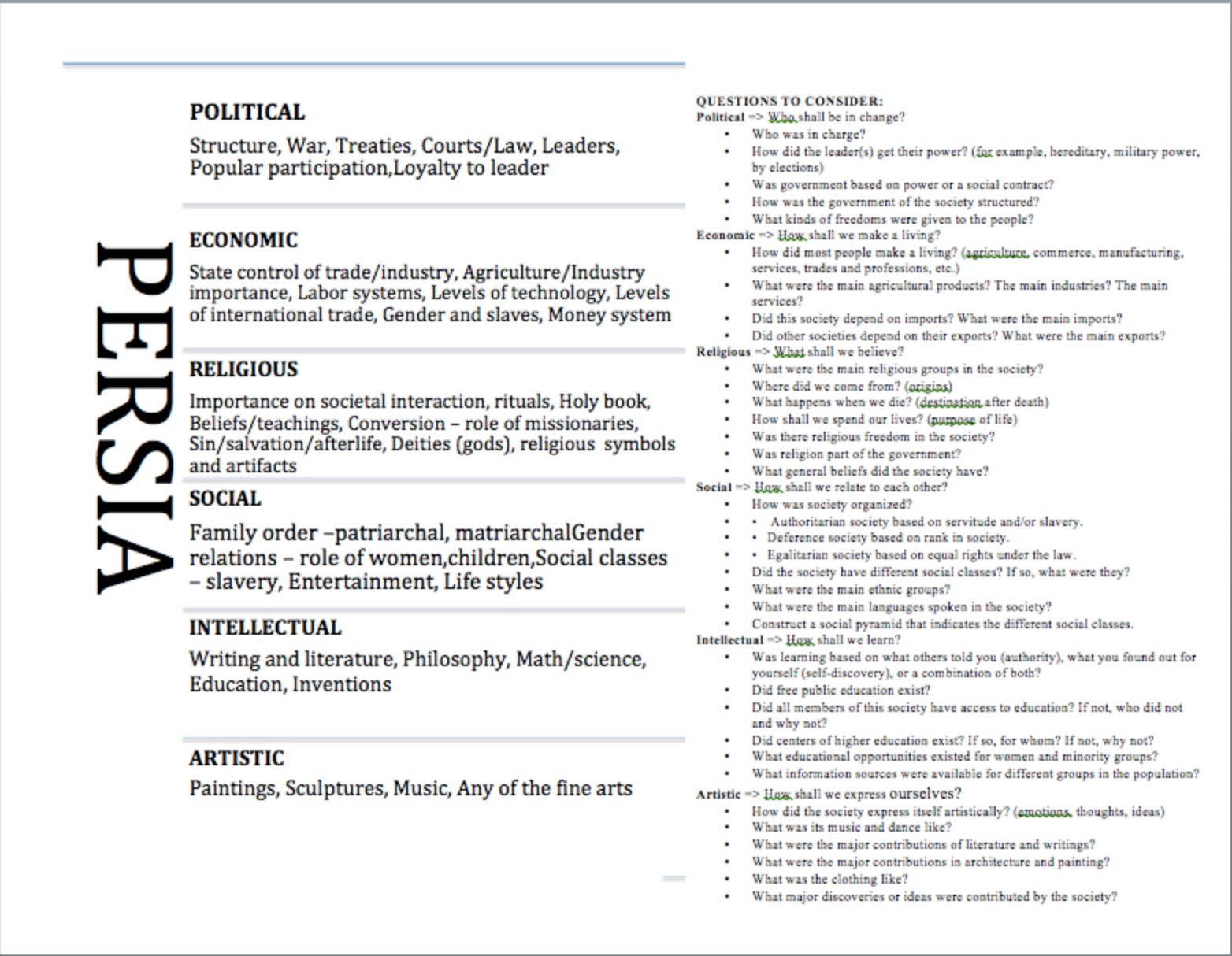
**Task:**

* Create a webpage that summarizes the political, economic, religious, social, intellectual, and artistic systems and structures (PERSIA) of an indigenous civilization pre-contact.
* Your webpage must provide an overview of the following:
  + A front page with sections on:
    - An historical overview (how old is this civilization, significant events, etc).
    - Where the culture was located (description plus map).
    - An embedded video or audio file that helps to explain more about the civilization.
* Sub-pages:
  + Provide an overview of an aspect of the culture (one of PERSIA).
  + Address the key questions that relates to your aspect of culture.
  + Include a gallery of images or other media that supports the text you include.

**Options:**

Select one of the following aspects of the society; and one additional responsibility:

|  |  |  |
| --- | --- | --- |
| **Aspect of culture to research (choose one):** | **Key Question** | **Additional responsibility – front page (choose one):** |
| Social | What was the status of women? (Social) | Webmaster (layout of front page) |
| Political | How were political decisions made during this period 7th -1750? | Historical overview of culture |
| Economic | How was wealth distributed in the culture? | Description of location & map |
| Religion | What were the main beliefs of society? (Religious) | Select a video to introduce the culture |
| Intellectual or Artistic | How did this society express itself artistically? | Description of settlements/architectural style |



**Assessment**

Please see the next page.

**Part 2 – Examining the effects of the arrival of settlers.**

**Task:**

* Create a new section on your webpage that answers both of the key questions below.
* Your answers should be directly related to the aspect of culture you have already researched.
* Include an introduction that provides a brief overview of contact.
* Include images, graphs, charts, tables or other media that supports your text.

|  |  |  |
| --- | --- | --- |
| **Aspect of culture to research:** | **Key Questions**  **(answer both)** | **Additional info to be included** |
| Social | What changes occurred as a result of contact and conflict?  What consequences resulted from exploration, expansion, and colonization? | An introduction including:   * Who made contact? * When contact occurred? * Which country(ies) explored/expanded/colonized in the traditional territory of the indigenous group you are researching?   A conclusion that summarizes the impacts and/or effects of colonization. |
| Political |
| Economic |
| Religion |
| Intellectual or Artistic |

**Part 3 – Determining significance**

* Working with another group, complete a Venn diagram that identifies similarities and differences between both indigenous cultures.
* How significant were the changes and consequences of exploration and colonization on the groups of people involved?
  + Use the criteria to determine significance in your reply:
    1. Number of people impacted
    2. Impact on people’s lives
    3. Resulted in long-lasting change
    4. Part of a larger historical trend
* Select four different changes/consequences that occurred.
* Rank these in terms of their significance from most to least.

**Assessment – Proficiency Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curricular competency** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Change and Continuity | Can identify that things changed amongst a culture | Can identify and briefly state how things changed amongst a culture | Can identify and describe what changed, and what remained the same for people of a culture | Can identify and describe an overview of what changed and remained the same for people of a culture that links to causes and consequences |
| Cause and Consequences | Provides inaccurate or unspecific factors that led to the event and its’ consequences | Provides limited, vague or non-specific factors that led to the key event and its’ consequences | Provides accurate factors that lead to the key event and its’ consequences. | Provides detailed and accurate factors that led to the key event and has offered multiple consequences for various groups effected |
| Significance | Includes an event, concept, or person (element) that relates to the topic | Selects elements that are related to the topic  Expresses an opinion about the significance of an event, concept, or person | Selects elements that are all historically significant  Can argue why and element should be considered significant using one criterion | Selects elements that are all historically significant  Accurately uses various criteria for judging the significance of each element |
| Communication | Can display elements in a random order | Can provide and explain some organization of the elements in the layout | Can determine the most effective way of communicating information and sharing ideas  Can communicate using the most appropriate or effective form, including images, text, speech, and media. | Can determine the most effective way of communicating ideas and defend the logic of an appropriate and well-planned layout |