**3rd Grade Performance Assessment**

**Ancient World Culture Artifact Museum**

**TEACHER GUIDE**

**Targeted Content:** Ancient world cultures’ contributions to humanity

**Essential Disciplinary Question:** Why did ancient civilizations produce what they produced?

**History & Social Science Skills**

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) identifying artifacts and primary and secondary sources to understand events in world cultures.

**Economics**

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.

3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

**Geography**

3.7 The student will describe how people in ancient world cultures adapted to their environment.

**English: Oral Language**

3.1 The student will use effective communication skills in group activities.

3.2 The student will present brief oral reports using visual media.

**English: Writing**

3.9 The student will write for a variety of purposes.

**Brief Summary of Performance Assessment Task:**

In groups of three, students will design and produce a replica of an ancient artifact and create a museum label to describe it. They will then share their artifact with their classmates and other visitors in a 2-minute presentation that will be recorded. The brief presentation will allow students to practice oral language skills while they present their artifact and a simple multimedia software presentation created with PowerPoint, Prezi, or similar platform. The teacher will then compile student presentations to create a classroom E-Book that will be shared with other 3rd grade classes for peer feedback and opportunities for revisions.

The full-size artifact that students create must be something that people in an ancient world culture used to adapt to their environment. The students must explain which natural, human, and capital resources would have been used to create the artifact and compare those resources with those used to create the replica. For example, students may use duct tape to make Roman sandals that were originally made of leather. The students must also explain how the artifact helped people in the culture specialize in some economic activity. A map of the region where the artifact originated should be included on the Museum Label.

Before students give their oral presentations, create a “Museum” on shelves or table tops to display the artifacts. Invite students in other classes to tour the museum and talk to the “expert” who created the artifact; these “interviews” will allow students to practice their oral communication and sharing skills with a wider audience. Alternately, create a “Museum Night” event for students during a PTA meeting or other school-wide event. Finished artifacts can then be displayed with their labels in the schools showcases.

**Procedure**

1. Divide students in to groups of 3 as is practical. Assign each student a specialized role to play in the group to ensure that all students participate equally in the process. Roles might include: Lead Researcher, Lead Writer, Creative Specialist.
2. Students must research in two or more sources to determine what object to make, what artifact to recreate. (SOL English 3.7) List of suggested resources attached. Students should identify the object they choose to produce and their opportunity cost (or second choice). (SOL Economics 3.9)

Optional extension: Ask students to complete the handout for their second choice or opportunity cost artifact.

1. Students will submit object proposal to teacher with a list of resources used by the original craftsperson and a list of resources the students are planning to use. (SOL Economics 3.7) and identifying their opportunity cost. Students will also speculate on the way in which their artifact was used to change the environment to meet their needs (such as a plow to till the soil for crops) or allowed the people to adapt to the environment (such as footwear that allowed them to walk across hot sand.) (See attachment)
2. Once students have completed their proposals, use this as an opportunity to reinforce the concept of specialization. Each student group in the class will be the specialized producers of one type of good much as the original, ancient world producers specialized in production and traded with other specialized producers for all the other goods and services he or she wanted. SOL Economics 3.9)
3. Students will produce one or two replicas of one type artifacts using the resources indicated in Steps 2/3.
4. Students will create a museum label that includes a map for the artifact. (SOL English 3.9/Geography 3.4)
5. Teacher will create a “museum” on shelves or table tops, and students will display their artifacts in the museum and answer questions of museum visitors. (SOL English 3.1) Alternately, student-made artifacts and labels can be displayed in the school’s display cases.
6. Students will share their artifact and label in a 2-minute oral presentation that addresses the ways in which the object helped its original producers adapt to the environment in which they lived. (SOL English 3.2/Geography 3.1a)

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**STUDENT HANDOUT**

Scenario: You are an archaeologist. Your job is to study the remains of ancient world cultures. In this task, you will:

1. Use at least 2 sources to find an object from Ancient Greece, Rome, or Mali that you can reproduce. This **artifact** must be something used by the people to help them adapt to their environment or that allowed them to adapt the environment to their needs. Choose a second-choice object. Make a record of your sources. Think about why the object you choose was valuable. Why did producers choose to make this object? Who was the specialized producer who made it? Who might have bought or traded for this object and how would he or she have used it. For example, if you chose to reproduce a bucket, think about how buckets were used and who would use a bucket. How does a bucket make life easier for the man or woman who owned it?
2. Report your choice item to your teacher and also your opportunity cost object. Tell what resources were used to create to original object and what resources your group will be using. Then answer the question about how this object helped the people who used it to adapt to their environment or adapt their environment to meet their needs. The bucket, for example, may have been used by people to carry water from a river or well to their home. Since there is no water at their house, the bucket allowed the user to carry water from another location in the environment. Please, use the handout provided.
3. Create or replicate the artifact once your teacher has approved your choice. Gather your resources and make your artifact. It should be full-size, if possible.
4. Write a **museum label** that explains
5. What the object is
6. What resources were used to create the ancient civilization’s object
7. What resources you used to create your object
8. Which specialized producer made the original object
9. How it was used and by whom including details of the way in which this object helped people adapt to their environment
10. And include a map indicating where the item may have been found
11. Make a short (two-minute) presentation to students in our class as well as visitors we invite using the software platform indicated by your teacher. Share your object and the information on your museum label.
12. Present your artifact to the public at our Ancient Artifact Museum event and be ready to answer questions about your object

Your **artifact** must:

1. Be from an ancient world culture that we are studying: Rome, Greece, or Mali.
2. Be something that people in an ancient world culture used to help them adapt to their environment.

Your **museum label** must:

1. Identify the natural, human, and capital resources that would have been used to create the real artifact
2. Discuss who would have specialized in making the product, and what they might have traded for it. (For example, someone who spent his time making sandals might have needed to trade for local fish to eat.)
3. Explain how the artifact helped people adapt to their environment.
4. Include at least one more interesting fact about the artifact or the culture it represents.

Your **two-minute presentation** must:

1. Mention all the things listed above in an engaging manner.
2. Have a role for every member of your group.

**A Lesson which can be used for Pre-Teaching the Economic Content of this Lesson**

Paraffin-alia-- <http://www.econedlink.org/teacher-lesson/39/Paraffin-alia>

"All resources are limited. It is this simple fact--scarcity--that forces us to make decisions. When we do make a choice, we pass up some other opportunity. "

Paraffin wax can be used to create crayons, but it can also be used to make other consumer goods.  How do we choose to use our scarce resources?  Students choose what to fold with their one sheet of origami paper and identify the resources they have used and their opportunity cost.

**Suggested Accessible Resources**

African Crafts: Free Craft Ideas for Kids: <http://www.wartgames.com/crafts/africa.html>

 Projects include: drum, weaving, masks, batik fabric

African Crafts: Making Galimotos: <http://www.bu.edu/africa/outreach/crafts/> excellent book-based lesson plan

 Projects include: galimotos

Artists Helping Children: <http://www.artistshelpingchildren.org/africanamericanheritagecraftsideaskids.html>

 Projects include: sock doll (fabulous), clay bead jewelry

Roman Craft Projects for Kids: <http://timetravellerkids.co.uk/fun-stuff/free-projects/roman-craft-projects>

Projects include: Shield, wax tablet, serpent bracelet, and clay oil lamp

Spend a Day in Ancient Rome/Greece: Projects and Activities that Bring the Past to Life

Classical Kids: An Activity Guide to Life in Ancient Greece and Rome

Ancient Rome: Free Craft Ideas for Kids: <http://www.wartgames.com/crafts/ancientrome.html>

 Projects include: mosaics, mask, foods

Ancient Greek Crafts: <https://www.activityvillage.co.uk/ancient-greece-crafts>

 Projects include: dramatic mask, pottery vase

Ancient Greece: Free Craft Ideas of Kids: <http://wartgames.com/crafts/ancientgreece.html>

 Projects include: “pottery” plate, clothing

Ancient Greece: 40 Hands-On Activities to Experience This Wondrous Age

**RUBRIC FOR PERFORMANCE ASSESSMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| TASK  | Beginning | Proficient | Mastery |
| Artifact Production | Ancient artifact is reproduced, but needs more work to better resemble the original version and improve visual appeal. | Ancient artifact somewhat resembles the original version but would benefit from more attention to detail. | Ancient artifact is reproduced with accuracy, neatness, visual appeal, and creativity. |
| Museum Label | The museum label lacks one or more of the 4 label requirements and needs much more detail to show a deeper understanding of ancient world cultures. The economic concepts are mostly incorrect. | The museum label contains the 4 label requirements but needs more detail to show a deeper level of understanding of world cultures. Most of the economic concepts are correct but some concepts need work. | The museum label accurately describes in detail the 4 label requirements and shows a deep understanding of ancient world cultures. The economic concepts are all correct. |
| Visual Presentation | The multimedia platform is not very engaging or visually appealing, describes the artifact to the wrong audience, requires greater organization, and needs more accurate coverage of the museum label information. | The multimedia platform requires more creativity and graphics, reaches a limited audience, is somewhat organized, and covers most of the museum label accurately.  | The multimedia platform is engaging and visually appealing, describes the artifact to the intended audience, is organized, and accurately covers all the museum label information. |
| Oral Presentation | The oral presentation needs more enthusiasm and organization when showcasing the artifact, shares limited information on the museum label, only partially answers audience questions, and allows only one or two students in the group to have important roles.  | The oral presentation is somewhat engaging and organized when showcasing the artifact, most of the information on the museum label is communicated, most of the audience questions are answered accurately, and all group members’ roles are almost equal and meaningful. | The oral presentation engages the audience by showcasing the artifact in an interesting and organized way, clearly and enthusiastically shares all the required information on the museum label, answers audience questions intelligently, and assigns all students in the group meaningful and equal roles. |

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Student Procedure: Step 2

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members of our group are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We have chosen to make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our opportunity cost is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The people of ancient \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ used these resources to produce their good:

 We will be using these resources to make our good:

Capital Resources

Human Resources

Natural Resources

Capital Resources

Human Resources

Natural Resources

How did this object allow the people who used it to alter their environment to suit their wants or allow the people to adapt to their environment?

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Student Procedure: Step 4

Museum Label Template

Members of our group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our object is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It was made by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The resources used to make this ancient object were:

Natural--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Human--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Capital--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our group used these resources to make our artifact:

Natural--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Human--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Capital--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This artifact was used by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who used this item to alter or adapt to their environment in this way: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because the producer of this object specialized in making these sorts of goods, he or she would have needed to trade for the other goods and services he or she wanted. The producer might have traded with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Map of location where this item was produced: