Assessment:

* Student will make a picture/story book that is told through the perspective of a child living during the Industrial Revolution. The student will be prompted to include what is happening to their living situation as they move from a rural area to an urban area, how the environment is changing, what technological advances are happening, and will describe their workplace environment. The student will use primary sources, such as pictures or newspapers, in their book to aid in telling the story. The student will state in their picture book why the changes are happening.
* Students will first create a rough draft, peer review their stories, receive feedback from the teacher, and then create a storybook for their final copy.
* Levels of thinking/Objectives:
  + Students will interpret and apply their understanding of the changes brought forth by the Industrial Revolution through the perspective of a child.
  + The students will use an analysis of thinking by analyzing how changes brought by the Industrial Revolution affected the world around them.
  + Students will use critical thinking by coming up with creative ideas to assemble their story and use primary source pictures to show their story along with a written narrative.
  + Students will demonstrate knowledge of technological advances during the Industrial Revolution, why there are environmental changes during the Industrial Revolution, workplace environments during the Industrial Revolution, and urbanization during the Industrial Revolution.
* Prompt given to students:
  + “Now that you have learned all about the Industrial Revolution, your task is to create a picture/ storybook! You are going to create a story from the perspective of a child your age that is moving from a rural area to an urban area with their family to work. Instead of going to school, the child is working in a factory. In your story, you are to include the following: the child’s living situation as they move from a rural area to an urban area, how the environment is changing, what technological advances are happening, and the workplace environment of the factory they are working in. You are also prompted to use your knowledge learned from this unit to include explanations for each of these situations. Your last step is to include pictures that you draw or primary source pictures with your story. You will create your book, we will do a peer review and you will receive feedback from me, and then you will create your final copy.”

Rubric:

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|  | 5 (Exceptional) | 4-3 (Meets standard) | 2-1 (Fails to meet standard) |
| Organization | Student creates a picture book that tells a creative story of a child during the Industrial Revolution. There are no grammatical errors. There are primary source pictures or drawn pictures accompanied with every page. | Student creates a picture book that tells a story of a child during the Industrial Revolution. There are little to no grammatical errors. There are some primary source pictures or drawn pictures accompanied with the pages. | Student creates a book about the Industrial Revolution but fails to tell a story. There are many grammatical errors and the book includes little to none pictures. |
| Changes | Student includes changes that are happening during the Industrial Revolution, including: environmental, urbanization, technological advances, and workplace environment. | Student includes changes that are happening during the Industrial Revolution, but fails to include one of the following changes: environmental, urbanization, technological advances, or the workplace environment. | Student does not include at least two of the following changes in the storybook: environmental, urbanization, technological advances, or the workplace environment. |
| Explanation of changes | Student includes accurate explanations for the changes provided. The student draws on material learned from class. | Student includes accurate explanations for the changes provided, but may not include all explanations. | Student includes little to no explanation for the changes provided. |