**The Industrial Revolution**

**Year 9 Assessment Task 1**

|  |  |  |
| --- | --- | --- |
| **Task** | **Due date** | **Weighting** |
| Portfolio of Work | Final due date for all work.  End of Week 2, Term 1, 2018 | 35% |

|  |
| --- |
| A student |
| **Outcomes:**  〉explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1  〉sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2  〉explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4  〉uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6  〉applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9  〉selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10 |

Task:

You are to select and present a portfolio of work as your assessment task.

You must select the activities from the Grid sheet you have been given. Each task is worth a number of points and tasks are scaled depending on their level of difficulty.

You must complete activities that add up to 20 points with a maximum of 15 points coming from the Remembering, Understanding and Applying columns and the rest from the Analysing, Creating and Evaluating columns.

The works must be completed to a high standard as per the marking criteria.

MULTIPLE INTELLIGENCES & BLOOM’S TAXONOMY

(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2016)

**UNIT OF STUDY: Industrial Revolution (1750-1900) YEAR LEVEL: 9**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Promoting Learning International** **www.pli.com.au** | Bloom’s Taxonomy: Six Thinking Levels | | | | | |
| **Remembering**  **1** | **Understanding**  **2** | **Applying**  **3** | **Analysing**  **4** | **Creating**  **5** | **Evaluating**  **6** |
| **Verbal**  **I enjoy reading, writing & speaking** | **1. What are the key features of our society? Where do they come from? Mind map.** | **2. Make a list of key features of the agricultural revolution. Use a fishbone diagram.** | **3. Write summary report that explains the advancements in agriculture made during this time. Start with a Recording Sheet.** | **10. Design questionnaire that analyses the impact of changing transportation over the past 200 years.** | **28. Write a ‘Million dollar Minute quiz’ about the era.** | **26. Prepare a list of positive and negative impacts of the industrial revolution.** |
| **Mathematical**  **I enjoy working with numbers & science** | **4. Create a timeline of events from 1750 to 1900.** | **6. Create a Flow chart that explains the flow of people from country to city. Start with 5 Whys.** | **17. Design a marketing strategy for a new invention.** | **Graph, family tree during this time. (1750 to 1900)** | **9. Research a the working conditions during this era.**  **Start with a question matrix.** | **27. Report on the impact the Industrial Revolution had on Australia. BROW** |
| **Visual/Spatial**  **I enjoy painting, drawing & visualising** | **5. Chart the growth of the British Empire from 1750 to 1900. - map** | **7. Watch doco on IR.eg. anything Tony Robinson** | **10. Write and illustrate a storybook on life for a child in the IR.** | **25. Create a Venn Diagram comparing IR with modern Technological Revolution.** | **15. Design a factory building that would cater to the new workforce in 1850. Complete a SWOT analysis of your new building.** | **Evaluate the contribution of artist, artwork to the time. Eg.**  **The Rolling Mill – Adolf Menzel or Iron and Coal – William Bell Scott** |
| **Kinaesthetic**  **I enjoy doing hands-on activities, sports & dance** | **24. Find a poem from the 1800s that describes a way of life. Eg William Blake -The Chimney Sweep or Thomas Hardy – The Ruined Maid.** | **11. Turn a sequence from a book/play/show of the era into short play. (eg. Jude the Obscure; North & South; anything Charles Dickens)** | **18. Create a Model or diorama of an invention from Industrial era.** | **11A.Perform your play for the class and critique each groups work. (see activity 11)** | **16. Invent a machine that would improve an existing industry.** | **13. Make a booklet of rules for a factory floor to improve the workers conditions.**  **WINCE** |
| **Musical**  **I enjoy making & listening to music** | **13. Find a piece of music from time.**  **Eg. The Miners Lullaby; Babies in the Mill; The Durham Lockout.** | **22. Write a song about event from the era.**  **23.Perform your song for the class.** | | **Create a musical game about era** | **Compose a rhythm or put new words to old song about the IR.** | **Write editorial for person/piece of music from time** |
| **Interpersonal**  **I enjoy working with others** | **In groups (2) investigate a machine from the IR.**  **Share with the class the information you have found out.** | | **12. Create a life game set during the Industrial Revolution. (2 pax)** | **In groups create a chart that shows the development of technology and its impact on society during the AR and IR. (2 pax)** | | **21. Conduct debate, form a panel to discuss the rights of the worker during the IR. (min 6 pax)** |
| **Intrapersonal**  **I enjoy working by myself** | **14. Wrtie an Acrostic poem using IR** | **8. Write a list of questions and answers from the doco.** | **19. Create a collage of factory images from the IR.** | **Assessment; Prepare an information report about an inventor from the time.** | **20. Write about your feelings in relation to the working conditions of children during this era. Start with X chart.** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Project : Writing Portfolio** | | | | | | | |
| Teacher Name: **Ms. Locke/Ms Marden/Mr Grace** | | |  | | | | |
|  | | | | | | | |
| CATEGORY | 4 | | 3 | | 2 | | 1 |
| Rough Draft | Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback. | Rough draft brought on due date. Student shares with peer and per makes edits. | | Provides feedback and/or edits for peer, but own rough draft was not ready for editing. | | Rough draft not ready for editing and did not participate in reviewing draft of peer. | |
| Mechanics | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | | Four misspellings and/or grammatical errors. | | More than 4 errors in spelling or grammar. | |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | | Uses other people\'s ideas, but does not give them credit. | |
| Attractiveness | Makes excellent use of font, colour, graphics, effects, etc. to enhance the presentation. | Makes good use of font, colour, graphics, effects, etc. to enhance to presentation. | | Makes use of font, colour, graphics, effects, etc. but occasionally these detract from the presentation content. | | Use of font, colour, graphics, effects etc. but these often distract from the presentation content. | |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | | Includes essential information about the topic but there are 1-2 factual errors. | | Content is minimal OR there are several factual errors. | |
| Organisation | Content is well organised using headings or bulleted lists to group related material.  Essays follow TEEAL | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | | Content is logically organised for the most part. | | There was no clear or logical organisational structure, just lots of facts. | |
| Bibliography | All sources of information are correctly referenced; including using APA style, grammar & punctuation, spelling. Sources used have been used according to the CRAAP policy. | All sources of information are referenced; including using APA style, grammar & punctuation, spelling. Sources used have been used according to the CRAAP policy. Some errors exist. | | Some sources of information are referenced including using APA style, grammar & punctuation, spelling. Some sources used follow the CRAAP policy. Some errors exist. | | Very few sources of information are referenced; work has not been edited. CRAAP policy has not been followed. Some errors exist. | |
|  | | | | | | | |