**World Renaissance Newspaper/Webzine Project-**

**Integrated APWH and CP English 10**

This week you will be creating a newsmagazine or an online webzine about the early modern/Renaissance period in world history. This is an integrated project between APWH and CP English 10 which allows you to combine solid historical research with various types of creative writing and visual art. This project is a significant grade in BOTH WH and English

You will be developing the following skills:

* Locating, gathering, analyzing, and evaluating written information about the political, economic, religious, social, intellectual, artistic, and geographic aspects of the early modern world
* Selecting and using appropriate study and research skills and tools according to the type of information being gathered or organized
* Conceptualizing, analyzing, and synthesizing the requisite information to develop the project
* Writing for a variety of purposes
* Interpersonal and collaboration skills

This project is worth ***50 points (two essay grades) in BOTH APWH and in CP English 10***.

**You will produce the following products:**

* Newspaper on tri-fold poster board created according to specified criteria or a website
* Completed daily note-catchers

Your magazine **must include** the following elements:

**□ 7 articles**

**□** Each **article must include a graphic/visual with a caption that explains its connection** to both the content of the article and the appropriate PERSIAN theme(s)

**□** Each **article must include** a 2-3 sentence footnote identifying what research was used in the article with source title in parentheses.

**□** News magazine must **cover at least 5 of the 7 PERSIAN categories**

**□** News magazine must present balanced global coverage of the world of the 15th and 16th centuries (i.e. **half of the articles related to Europe**, and the **other half related to your selected world region (Asia/S. Asia or the Middle East**).

**□** Your World Renaissance news magazines will be displayed on tri-fold poster boards (provided by your teachers) or on a laptop for a gallery walk and evaluation in the Little Theater.

**All assignments and extras (including model text for you to look at) for this project can be found here: P:\Teacher\APWH-HE10 RenProj**

**SCHEDULE:**

Tuesday 2/17, Block- Wednesday 2/18 and/or Thursday 2/19, Friday 2/20: English AND APWH project work time in library (there will be a day in English where you will be taking practice PARCC)

**Monday 2/23: Gallery Walk of all completed projects during class in Little Theater.**

You will be evaluated according to the following rubric:

**Renaissance Newsmagazine Rubrics**

**APWH Grading Rubric: (please turn this in with your project)**

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| --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Part. Proficient** | **Below** |
| **Content*10 pts possible*** | Exceeds expectations of PERSIAN (5 or more) representation and demonstrates a high level of historical accuracy.  | Meets the expectations of PERSIAN categories (5) and some historical accuracy. | Meets several of the expectations for PERSIAN categories (less than 5) and shows little historical accuracy. | Does not adequately meet the expectations of the historical content or PERSIAN. |
| **Completion*5 pts possible*** | Meets and exceeds the requirements for the project. | Meets the requirements of the project. | Meets most of the requirements of the project. | Several of the required elements are missing. |
| **Visual Products *5 pts possible***  | Shows a high level of effort and creativity throughout with visuals. | Shows an adequate level of effort and creativity. | Shows a fair amount of effort and creativity. | Shows a minimal level of effort and creativity. |
| **Appearance*5 pts possible*** | The product exceeds the expectation of the newsmagazine, is aesthetically pleasing, lots of color, well arranged and is professional looking.  | Meets the expectation of the product.  | Needs some work on appearance, not a lot of color, organization needs some work.  | Shows a minimal level of effort with little to no color, lack of flow, sloppy. |

**CP English 10 Grading Rubric: (please turn this in with your project)**

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| --- | --- | --- | --- | --- |
| **ENGLISH/LANGUAGE ARTS STANDARDS** | **Advanced** | **Proficient** | **Part. Proficient** | **Below** |
| **WRITING – CONTENT and ORGANIZATION: (5 pts.)** Students can write narratives as well as informative/explanatory texts to convey complex ideas and information clearly and accurately. Students use well-chosen details, well-structured event sequences, and effective selection, organization, and analysis of content. (W.1.a/W.2.a – CCSS: W.9-10.3/CCSS: W.9-10.2) | Written genres are represented accurately and creatively with vivid details and effective, persuasive content. | Written genres are represented accurately with details and effective, persuasive content. | Written genres are represented somewhat accurately but details and/or content may be lacking. | Written genres are not quite accurate. Details and content are significantly lacking. |
| **WRITING – MECHANICS: (5 pts.)** Students demonstrate command of the conventions of standard English grammar and usage as well as the conventions of capitalization, punctuation, and spelling. (W.3.b,c) (CCSS:L.9-10.1a)(CCSS: L.9-10.2) | Extremely well proofread and edited. Virtually no errors. | Well proofread and edited. Very few errors. | A few errors that distract from the content.  | Multiple errors that distract from the content. |
| **RESEARCH – CONTENT: (10 pts.)** Students can conduct a short research project to answer a question; they can narrow and broaden their inquiry when appropriate; they can synthesize multiple sources on the subject, demonstrating an understanding of the topic they are investigating. (RR.1.a) (CCSS: W.9-10.7) | Research is strong and persuasive, demonstrating an advanced understanding of the topic. | Research is persuasive, demonstrating an effective understanding of the topic. | Research is somewhat effective, but understanding could have been better with more research. | Research is underdeveloped and does not demonstrate a reasonable understanding of the topic. |
| **RESEARCH – SOURCES and CITATIONS**: **(5 pts.)** – The students can gather **relevant** information from **multiple authoritative** print and digital sources. The students avoid plagiarism by following a standard (MLA) format for citation. (RR.1.b) (CCSS: W.9-10.8)**DON’T FORGET TO PROPERLY CITE ALL VISUALS** | Sources (including visuals) are broad, relevant, authoritative, and compelling. All sources are cited properly with MLA format (bibliography). | Sources (including visuals) are broad, authoritative and relevant. All sources are cited properly with MLA format (bibliography). | Sources (including visuals) are present but may be lacking in terms of relevance and/or authority. Students attempted proper MLA formatting but there may be some errors (bibliography) | Sources (including visuals) are severely lacking in relevance and/or authority. Citations and/or bibliography are not properly formatted (MLA). |