

## Ancient China Abecedarian Book Project

**Content Objective:** Students will be able to analyze the geographic, political, economic, religious, and social structures of ancient China through creating an Abecedarian book.

**Language Objective:** Students will be able to explain how the geographic, political, economic, religious, and social structures impacted Ancient China.

**Task: Students will create and illustrate an abecedarian (A-Z book) for ancient China.**

### PROJECT GUIDELINES

- Each student receives 14 sheets of 11' x 8.5" paper, folded, and stapled in half.
- Books must be in landscape format.
- Each letter should take up two half pages that face each other.
- Sentences must be neatly written in black or dark blue ink.
- Sentence may be typed (Arial or Times New Roman, 12 pt. font).
- The focus letter of the alphabet should be slightly larger than the regular text. It may be a different color and a different font style. However, that same color and font style must be used for all other letter in the book.

### ILLUSTRATIONS

- All illustrations must be student drawn and in color with crayon or colored pencil.
- No images from internet, magazines, etc. may be used.
- Drawings must take up 2/3 of the page.

### TEXT INFORMATION

- Students must write 2-3 thorough sentences about the letter object they self-select.
- Names of people can either be placed under the first letter of her/his first or last name.
- Student must include the date and dynasty during which the Chinese invention, discovery, location, or ruler became into existence/importance.
- Sentences must be summarized and in student's own words. They cannot be copied from the source.
- Include the source after the summary (web site URL, book name and page number, etc.).

### CLASS WORK AND INDEPENDENT WORK

- Students will have four (4) weeks to complete this project.
- Students are required to bring this book project with them to school every day because ample time will be provided in class to work on the project.
- Other than AR reading, it will be the ONLY other activity students can work on if they finish tests early.
- **Intermittent deadlines:**

Monday, Nov. 23	Q, R, S, X, Y, Z	Monday, Dec. 7	H, I, J, K, L, M
Monday, Nov. 30	A, B, C, D, E, F, G	Monday, Dec, 14	N, O, P, T, U, V, W

## Ancient China Abecedarian Format

Students may self-select any ancient Chinese person, dynasty, invention, or city for each letter, **EXCEPT** for the letters C, M, Q, R, S, X, Y, and Z. The designated subjects must be used.

		Title Page (Original Title) & Name	1
2	<b>A</b>	Due: Mon 11/30	3
4	<b>B</b>	Due: Mon 11/30	5
6	<b>C</b>	Confucius	7
8	<b>D</b>	Due: Mon 11/30	9
10	<b>E</b>	Due: Mon 11/30	11
12	<b>F</b>	Due: Mon 11/30	13
14	<b>G</b>	Due: Mon 11/30	15
16	<b>H</b>	Due: Mon 12/7	17
18	<b>I</b>	Due: Mon 12/7	19
20	<b>J</b>	Due: Mon 12/7	21
22	<b>K</b>	Due: Mon 12/7	23
24	<b>L</b>	Due: Mon 12/7	25
26	<b>M</b>	Mandate of Heaven	27
28	<b>N</b>	Due: Mon 11/14	29
30	<b>O</b>	Due: Mon 11/14	31
32	<b>P</b>	Due: Mon 11/14	33
34	<b>Q</b>	Qin Dynasty	35
36	<b>R</b>	Silk Road	37
38	<b>S</b>	Shang Dynasty	39
40	<b>T</b>	Due: Mon 11/14	41
42	<b>U</b>	Due: Mon 11/14	43
44	<b>V</b>	Due: Mon 11/14	45
46	<b>W</b>	The Great Wall of China	47
48	<b>X</b>	Xian	49
50	<b>Y</b>	Yellow River	51
52	<b>Z</b>	Zhou Dynasty	53
54		Back Page (Book Rubric)	

### Ancient China Abecedarian Rubric

	<b>4: Scholar</b>	<b>3: Peasant</b>	<b>2: Artisan</b>	<b>1: Merchant</b>
<b>Picture and Graphic Design</b>	Pictures go well with the text and there is a good mix of text and graphics. Artwork supports the story.	Graphics go well with the story but there are so many that they distract from the text and/or lacks clarity to support the story.	Graphics go well with the text, but there are too few and the book seems <i>text heavy</i> . Drawings only partially help in the telling of the story.	Graphics do not go with the text, but appear randomly chosen. Artwork is done in a manner that does not convey the story subject.
<b>Illustration Attractiveness</b>	Selection of color and style is very attractive and appropriate.	The artwork is colorful but not consistently done throughout the book.	Artwork lacks color and style.	The book is unattractive in the application of illustrations and color.
<b>Book Making Aesthetics</b>	The book has exceptionally attractive formatting and well-organized information.	The book has attractive formatting and organized information.	The book has organized information.	The book's formatting and organization of material are confusing to the reader.
<b>Social Science Focus</b>	Weaves SS concepts into the content of the writing demonstrating an in-depth understanding.	SS concepts are demonstrated in the book's content.	SS concepts are poorly developed and writing does not demonstrate a clear understanding of concepts.	SS the book contains very few SS concepts and is not related in a logical order.
<b>Writing Strategies</b>	Provides an engaging opening that is clear and relevant. Uses expressive comparison, developed logically. Describes accurately, with variety, detail, and multi-sensory, lively writing.	Is clear and coherent. Provides support for comparisons. Organized and concludes with a summary.	Comparisons may be unclear or minimally described. Story may be unfocused. Includes some organization but parts may be confusing. Uses transition words minimally.	Provides incoherent comparison. May not address the topic or have no clear purpose. Provides inadequate support and uses transitions ineffectively.
<b>Writing Conventions</b>	Uses varied sentence structure. Shows mastery of grammar. Uses correct punctuation, capitalization, and spelling.	Demonstrates proficiency in the mechanics of writing and usage with only minor errors, which do not distract from readability.	Includes some errors in spelling, punctuation, capitalization, and usage that may distract from readability.	Includes many errors in spelling, punctuation, capitalization, and usage that distract from readability.
<b>Total Pts.: ____ *</b>	<b>4: 24 points</b>	<b>3: 18-23 points</b>	<b>2: 12-17 points</b>	<b>1: points &lt; 13</b>

*This rubric was adapted from the 2005 CVESD Book Writing Contest Rubrics.*