**China Unit Cornerstone Assessment using GRASP**

**Goal**

**Your task is** to create a jackdaw/display showing artifacts collected during your China Alive! trip, after studying about Chinese artifacts and what they reveal about ancient Chinese culture.

**The goal is to** increase the student’s understanding of the significance of primary sources (artifacts) that reveal culture.

**The problem or challenge is** to choose relevant and significant artifacts that reveal Chinese culture and history.

**The obstacles to overcome are** choosing relevant and significant artifacts that reveal Chinese culture and history.

**Role**

**You are** a student studying Chinese culture and history.

**You have been asked to** collect artifacts that reveal Chinese culture in the 21st century.

**Your job is** to create a display of these artifacts, including the significance of the artifacts and your connection to it.

**Audience**

**Your clients are** the sixth teachers of SAS.

**The target audience is** the general public.

**You need to show** the public that these artifacts are significant and important.

**Situation**

**The context you find yourself in** is a student on the SAS 6th grade China Alive trip.

**The challenge involves** **dealing with** selecting the appropriate artifact.

**Product, Performance, and Purpose**

**You will create** a display.

**In order to** express your ideas to the public.

**You need to develop** a display.

**So that** you express your ideas to the public.

**Standards and Criteria for Success**

**Your performance needs to** effectively communicate your understanding of China and its aspects of culture.

**Your work will be judged by** the 6th grade teachers and your peers.

**Your product must meet the following standards**

**Standard V Examines cultural practices and human interactions**

1. Identify the values and beliefs that motivate individuals and groups
2. Draw inferences from archaeological evidence

**Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge(inclusive of Digital Literacy)**

**2.** Demonstrate creative thinking, construct knowledge and develop innovative products

3. Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others