



DIRECTIONS:

With two partners, complete the following-

- 1) Define and explain the terms in Chapter 13 (divide and conquer)
- 2) Design a mini-project comparing the Sui, Tang and Song dynasties (a person apiece). Within your product you will be addressing the following questions...

- ***What do you consider the most important achievement of the Sui dynasty?***
- ***Was the Tang dynasty a new version of Han rule? Were there any important differences?***
- ***To what degree was Buddhism an influential force during the identified eras, specifically during the Tang?***
- ***To what extent were the Tang and Song dynasties one period of cultural development?***
- ***What were the most important innovations of the Tang and Song periods in the area of artistic and technological developments?***

... and ultimately determine the most influential dynasty among the three on Chinese history.

- 1) The format is of your choosing (chart, presentation, website, etc.).
- 2) Keep in mind PIRATES when gathering your points.
- 3) You have access to your textbook and web-based resources to complete the assignment.
- 4) The grading rubric is on the following page.
- 5) You will have in-class time on Thursday, November 6th, and Monday, November 10th to work on the assignment. It is due next Thursday, November 13th.
- 6) As always, do not hesitate to ask for assistance.

	8- EXEMPLARY	6- PROFICIENT	4 -DEVELOPING	2-UNSATISFACTORY	student	teacher
a. Position	The students clearly addresses task and purpose (has a strong thesis statement that they prove)	The students addresses task and purpose (Has a thesis statement that is debatable)	The students weakly addresses task and purpose (Has a weak thesis statement)	The students fail to address task and purpose. (No thesis statement or no clear direction)		
b. Evidence and Support	The position in the response is richly supported with information from a source(s) material. The supporting ideas in the response are well developed; information is accurate and relevant.	The position in the response contains some support using information from a source(s) material. The supporting ideas in the response are generally developed; information is accurate and relevant.	The position in response contains limited support or may not use information from source materials. The supporting ideas in the response are not thoroughly or only somewhat developed; some information may be inaccurate or irrelevant.	The response offers weak or no support from source materials OR the support provided is copied verbatim. The response may be poorly developed and/or illogical and inconsistent; supporting ideas are emotional, inaccurate, or irrelevant.		
c.Organization	The response is unified and focused and contains one or more controlling ideas; organization and control are sustained throughout	The response is organized contains one or more controlling ideas; digressions, if present, are not disruptive.	The response may lack focus. The student chooses formats/platforms to communicate clearly; the students and a controlling idea; there may be digressions or abrupt shifts that interfere with meaning.	The response lacks focus and a controlling idea; little or no organization is present and frequent digressions and/or abrupt shifts in the response interfere with meaning.		
d. Composition	Clearly meets the standards required in the discipline. The student chooses appropriate formats/platforms to communicate.	The student chooses appropriate formats/platforms to communicate. The student response meets most of the standards required in the discipline.	The student may choose inappropriate formats/platforms to communicate. The student response is limited in meeting the standards required in the discipline.	The student chooses inappropriate formats. The student response does not meet the standards required in the discipline.		