**Student Assessment Project: Travel to Ancient Israel**

There’s no better way to learn about a place than by traveling there. In this project, students will take their readers/viewers back through time to the land of Ancient Israel and demonstrate what they have learned about the people, physical environment, daily life, religion, and laws of this ancient culture. There are many creative formats that students can use to express their learning, so feel free to add ideas to the list generated in the project guide below.

The following guide outlines the sections of the project and the content that students should include, as well as the ICS materials that can support students with each section. Students should use key details from teacher-provided resources to show their understanding of the historical characteristics listed under “content” for each project section. In order to show their learning, students can use written or visual formats, depending on the format they’ve chosen and the type of information they are communicating. Students should seek to demonstrate historical accuracy and strong analysis of the information they provide, while having fun and getting creative in the process.

### Project Guidelines

**Format Options:**
- Travel Brochure  
- Travel Commercial  
- Travel Blog  
- TikTok Influencer Post  
- Travel Guidebook

<table>
<thead>
<tr>
<th>Project Section</th>
<th>Content</th>
<th>ICS supporting materials</th>
</tr>
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</table>
| **Where** are we going? | • Map - situate Ancient Israel within the geographic context of other ancient civilizations  
 • Geographic features  
 • Climate  
 • Human modifications of the physical environment | PPT includes helpful maps  
 Video: Ancient Israel  
 Article - Daily Life |
| **What** time period in history will we be traveling to? | • Key qualities of the Bronze and Iron Age | PPT  
 Video: Ancient Israel |
| **Who** are the people? | • Daily life of the ancient Israelites  
 • Social organization  
 • Laws | Article - Daily Life  
 Laws of Ancient Israel activity |
| **What** will we see? | • Houses of worship - Temple  
 • Visit a local’s house | Ancient Israelite House Thinglink  
 Article - Inside a Temple |
| **How** did they view the world? | • Cosmology  
 • Monotheism  
 • Prophets | Cosmology Thinglink  
 PPT |
## Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Key Details to Show</strong></td>
<td>Clearly represents the historical characteristics of each project section with multiple (3-4) key details; all details are historically accurate and create a strong picture of varied aspects of ancient Israelite culture.</td>
<td>Represents the historical characteristics of each project section with sufficient (2-3) key details; most details are historically accurate and create a sufficient picture of ancient Israelite culture.</td>
<td>Represents some of the historical characteristics of project sections with key details, though some may be left unsupported and details may show historical inaccuracies or incomplete picture of ancient Israelite culture.</td>
</tr>
<tr>
<td><strong>Understanding of Content</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Historical Analysis</strong></td>
<td>Consistently demonstrates why provided information is important to Israelite culture through insightful and appropriately developed analysis.</td>
<td>Explains why some details are important to Israelite culture, but this analysis could be expanded to show additional insights.</td>
<td>Attempts or lacks explanations about why details are important to Israelite culture.</td>
</tr>
<tr>
<td><strong>Project Quality</strong></td>
<td>Elements of project are well-organized and cohesive.</td>
<td>Elements of project are organized.</td>
<td>Elements of project may lack clear organization.</td>
</tr>
<tr>
<td></td>
<td>Writing and/or visuals are constructed with care, precision, and creativity; student takes ownership of the project and exceeds requirements.</td>
<td>Sufficient writing and/or visual quality that fulfills the project requirements.</td>
<td>Writing and/or visual quality may be lacking in execution and may not fulfill the project needs.</td>
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<tr>
<td></td>
<td>Project is well-edited and shows strong presentation quality.</td>
<td>Project demonstrates acceptable presentation quality, but may need a little more editing</td>
<td>Project is still developing and needs more editing to achieve acceptable presentation quality.</td>
</tr>
</tbody>
</table>

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