Name: _____

Date:_____

WAP—Part III (600BCE-1450BCE)
Digital Storytelling of a postclassical civilization

My civilization:

The Americas	**Southeast Asia**	**Africa**	**Polynesia**
Text: chapter 16	Text: chapter 18	Text: chapter 13	Text p. 206
Voyages: chapter 5 p. 114	Voyages: chapter 8	Voyages: chapter 11	Voyages: chapter 5 p. 127
World Societies: chapter 11 p.306	World Societies: chapter 13 p. 380	World Societies: Chapter 10	World Societies: chapter 12 p. 355

Assignment and due dates:
- Your group is going to create a digital story about the political, economic, social, and cultural developments of a postclassical region.
- **Research**: use your textbooks, Internet and other classroom resources to find out as much as you can about your assigned civilization.
- **Choose a point of view**: remember you are telling true information through a semi or totally fictitious story. Your region may cover multiple civilizations. What story can you tell that will entertain but also inform.
- **Write a script**: No, off the cuff narration! Everything you say needs to be planned out. Your rough drafts are due: _____. In class that day your script will go through both peer and teacher review. When you receive the script back incorporate the feedback from your peers and myself into a final draft for your story.
- **Collect images/video/music**: Now that you have a script it's time to gather images, videos (which you can find or make yourself) and music that will set the emotional/education pace of your video.
- **Create and Edit Digital Story**: Use your chosen Web 2.0 tool to create your digital story! Some really cool tools are listed on this blog site: http://www.educatorstechnology.com/2012/06/list-of-best-free-digital-storytelling.html. Feel free to ask me for advice, or work it out in your group!
- **Final Story Due**: _____.

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Rubric for Script Peer Review

Script I am reviewing: _____

Component	Circle which applies	Feedback: How can the script improve?
Story	Very interesting and well thought out. It engaged me emotionally and intellectually. There was a story but it wasn't interesting or didn't seem believable to the time period/region. There was no story, just a list of facts.	
Political	Political development was clearly expressed and woven into the story in a way that taught and entertained Political development was discussed but the information was not woven into the story at all/some was incorrect. Political development wasn't present or most information was incorrect.	
Economic	Economic development was clearly expressed and woven into the story in a way that taught and entertained Economic development was discussed but the information was not woven into the story at all/some was incorrect. Economic development wasn't present or most information was incorrect.	
Social	Social development was clearly expressed and woven into the story in a way that taught and entertained Social development was discussed but the information was not woven into the story at all/some was incorrect. Social development wasn't present or most information was incorrect.	
Cultural	Cultural development was clearly expressed and woven into the story in a way that taught and entertained Cultural development was discussed but the information was not woven into the story at all/some was incorrect. Cultural development wasn't present or most information was incorrect.	