Middle Ages: Castles STEAM Lesson Brief

This unit supports the objectives in the Core Knowledge Sequence for “Life in a Castle”, section 8 of the “Europe in the Middle Ages” Unit. It is designed to supplement the Pearson Learning Core Knowledge History and Geography book.

Background for “Europe in the Middle Ages”:

“The Middle Ages are usually said to have lasted from the fall of Rome in A.D. 476 to the beginning of the Renaissance, around 1350. During this period Christianity was the dominant religion in Western Europe; and feudalism, a system in which land was offered in exchange for loyalty and military support, was the dominant political arrangement.

It was an age of lords and knights, but also of nuns and monks, peasants and serfs. Religious figures, such as St. Benedict, Hildegard of Bingen and Thomas Beckett, played important roles – as did kings and queens such as Charlemagne, William the Conqueror, and Eleanor of Aquitaine.

In the late Middle Ages, as feudalism weakened and kings grew stronger, some of the modern nations of Europe began to emerge. France and England fought the Hundred Years’ War, during which England gained a sense of itself as a nation, although Joan of Arc helped France to win the war. English kings, such as King Henry II and King John, worked to consolidate their power but were forced to make concessions to the nobles by establishing a Parliament and signing the Magna Carta.

The growth of cities and rise of strong national governments, along with the ravages of the Black Death, helped to bring the Middle Ages to a close.” Core Knowledge History and Geography, Pearson Learning, Parsippany, NJ, 2002.

**Please note that the standards listed below are MN Standards for 4th grade (MN did not adopt the Core Curriculum). The numbers reflect the following in each subject category: 41221: the “4” means it is a fourth grade standard, “1” is the strand, “2” is the sub-strand, “2” is the standard, and “1” is the benchmark. (This is how we must identify the standards in our district.) If there are only four numbers, then that means that there is only one benchmark for that standard. Also, please note that our Engineering Standards are within our Science Standards.
# Castles: Getting Ready for Battle

## Concept:
Students will research castle construction and purposes of the castle’s features (LA, & S, SS, T, & E) and construct a replica of a middle ages castle using every day materials (SS, E & M) study materials used in actual castles, conduct an experiment to test heat transfers through different materials (S) observe paintings and photos (A), write a real estate advertisement with details and diagrams (A - Art, LA, & M), examine musical instruments from the era, their significance, and create a song reflective of the middle ages era (A – Music), and investigate offensive and defensive moves that may have been characteristic of the time to help with the castle design (A – Phy. Ed.), Extension: research heraldry and have students create their own shield (LA, SS & A-Art) Extension: Use the game Minecraft to make a basic design for their castle (T & M)

## Basic Plan:
Students will begin by being shown pictures of castles, paintings and photos, and asked to observe what they notice about the structures and the living conditions of the Middle Ages.

By reading texts on the Middle Ages – recommended: Section 8 of “Europe in the Middle Ages”, page 63 – 65 from Pearson Learning Core Knowledge History and Geography. Students will use a variety of resources and experimentation to research castles from that era, their construction, and purposes of the castle’s features and materials.

## Science
- **Concept** – temperature, conductor, insulator, materials, fire resistance
- **Standards** – 42111 – Objects have observable properties that can be measured (temperature). 43123 – Compare materials that are conductors and insulators of heat.
- **Careers** – Geologist, Chemist, Biotechnology, Chemical Engineering, Waste Management Technician, Materials Science
- **Project Element** – Using computer websites, books and other resources, students will research castles and note specific features of those castles and the purposes for those. Students should look for specific materials used in castle construction such as stone, mortar, clay soil and wood. Students will test heat transfers through different materials.
- **Assessment** – Students will address the materials used in the structure of the castle. For example, they may assert that their structure is made from stone, not wood, and is thereby fire resistant. (see rubric). Students will complete investigation chart, “Student Handout: Heat Transfer through Different Materials” Science journals for this experiment may be used as well as the handout.

## Technology & Engineering
- **Concept** – castles features, construct a castle design.
- **Standards** – 41221 Identify and investigate a design solution and describe how it was used to solve an everyday problem; 41222
Students will test heat transfers through different materials. To help understand some of the features of the castles, students will also investigate offensive and defensive moves that may have been characteristic of the time to help with the castle design. Then using every day materials, they will plan the layout and elevations, design & calculate the materials to be able to construct a replica of a middle ages castle including the features, such as arrow slits/loops, drawbridges, and barbicans. Integrated in this unit, students will create a real estate advertisement with details and diagrams, examine musical instruments from the era, their significance, and create a song reflective of the middle ages era and As an extension, students may use the game Minecraft to make a castle design for a castle and research heraldry and design a shield.

Skill level (Grade Range): Grade 4
Timing of Lesson: 5 class periods of 45 minutes each for research and castle construction.

Basic Supplies: (*) – See attached sample Letter to the Parents* Student’s Directions* Rubric for Castle Project* Rubric for Shield Project (extension)* Notebooks Pencils Highlighters Recorders (Music) Foam Floaters (Phy. Ed.)

Generate ideas and possible constraints for solving a problem through engineering design. 41223 Test and evaluate solutions, considering advantages and disadvantages of the engineering solution, and communicate the results effectively

• Careers – Designer, City Planner, Research and Development Engineer, Civil Engineer, Structural Engineer, Interior Designer, Mechanical Engineer, Carpenter, Structural Engineer, Architect.

• Project Element – Students will research castles and features, construct a castle based on learned information, which will include at least 7 historical castle design elements that would be found during the Middle Ages. Students will collect and use everyday items in their castle construction (see Parent Letter). Castle structure must be between 4 and 5 square feet in area, and no higher than 2 feet at its tallest peak.

• Assessment – Final construction of castle (rubric); Students will share their basic design with the class, explaining the features that they have included in that design. Required elements are those that could be found in castles during that era.

• Extension - Using Minecraft, students will design a basic castle design and develop own ideas related to the purposes for these features. Adding accurate features to their castle design.

Math –
• Concept – Linear measurement, area and perimeter and geometric shapes.

• Standards Use standard and metric measurement in real world contexts (Core Knowledge Standard); 4324 - Find the areas and perimeters of geometric figures and real world objects that can be divided into rectangular shapes. 4311 & 4312 draw and classify various types of triangles and quadrilaterals as they appear in various contexts. 4221 – Use number sentences involving multiplication, division, and unknowns in real world situations to solve
Items for heat experiment (see lesson: [http://www.powersleuth.org/teacher/energy-heats/lesson6-overview](http://www.powersleuth.org/teacher/energy-heats/lesson6-overview))

**Castle Project:**
Books and other resources
I-Pads and Web Links
Wooden or cardboard pieces for structures
Items from students (see parent letter)
rulers
Scotch and masking tape
Glue and glue sticks
String and yarn
Notebook and white printer paper
Construction paper- various colors and sizes
Tag board – White
Assorted tissue paper
Crayons and markers
Sharpies – black and various colors
Scissors
Index cards

**IT Resources:**

**Primary Resource and Example**
[http://www.yourchildlearns.com/castle.htm](http://www.yourchildlearns.com/castle.htm) – See photo at the bottom of the page

**Castle Research and Castle Construction**
[http://www.hoernersburg.net/Lego_Castle_Great_Hall.htm](http://www.hoernersburg.net/Lego_Castle_Great_Hall.htm) - cross-section views of castle features built with Legos


**Photos of Castles** – both sites have nice photos
[http://www.castles4kids.info](http://www.castles4kids.info)

problems.
- **Careers** – Computer Scientist, Meteorologist, Statistician, Astronaut, Astronomer
- **Project Element** - Students will use measurement skills, including linear measurement, area and perimeter, and various geometric shapes for both their castle construction. For example: Castle structure must be between 4 and 5 square feet in area, and no higher than 2 feet at its tallest peak.
- **Assessment** – Students will demonstrate and discuss the measurements of their design including the area and perimeter, formulas used, and geometric shapes used with teacher to produce appropriately shaped parts for their design. Other assessments include homework and quizzes on concepts.
- **Extension** – Provide the deep understanding of and apply the formulas needed to solve the problems for area and perimeter. Include volume.

**LA –**

- **Concept** – Research Report on Castles, speaking about castles to an audience.
- **Standards** – 4277 Interpret information in a text and explain how the information contributes to an understanding of the text; 4299 Integrate information from two texts in order to write or speak about a subject knowledgeably.
- **Careers** Media Writer, Journalist, Sales Representative, Historian, Teacher or Professor, News Anchor **Project Element** – Students will produce a real estate advertisement from information found in various resources and speak about their information knowledgeably. Students will write and share a persuasive paragraph to an audience of prospective buyers from the Middle Ages.
- **Assessment** – Real Estate Advertisement Rubric (attached)
- **Extension** – Produce a commercial to go along with their Real Estate Advertisement.
### SS –
- **Concept** – Research castles of the European Middle Ages, and their features.
- **Standards** – 54121 - Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions.
- **Careers** – History Museum Project Coordinator, Historian, Travel Agent/Guide
- **Project Element** – Students will complete each section of a KWL chart related to medieval castles and their features. Through research, students will apply their knowledge of medieval castles, their features, and materials in their castle recreation and real estate advertisement. Projects will contain accurate historical information such as weapons, siege warfare, armor, clothing and accessories.
- **Assessment** – Observation, Evidence of historical relevance and accuracy (see rubric); completed KWL chart and Research chart.
- **Extension** – Research and add other aspects of Middle Ages Life such as Feudal System, Knights, etc.

### Art –
- **Concept** – Art appreciation, media layout, architectural design
- **Standards** – 41322 - Describe how media arts communicates meaning
- **Careers** – Graphic Artist, Illustrator, Architect, Photographer, Artist, Art Appreciation, Media Layout, Architectural Design
- **Project Element** – Students will view slides of castles, both photos and illustrations, and have group/class discussions regarding the mood, emotion, meaning, and purpose of the castles and their features. They will also talk about what artistic designs/structure they observe and possible meaning behind this art and how they could represent these designs a real estate ad including the features they have chosen to include, and a
by Christopher Gravett |
| The History of Castles: Fortifications Around the World  
by Christopher Gravett |

**Resources on combat moves:**
- [https://www.youtube.com/watch?v=Pe0YE6Ct9gs](https://www.youtube.com/watch?v=Pe0YE6Ct9gs) (teaching video)
- [http://www.thortrails.com/getright/Medieval%20Combat.htm](http://www.thortrails.com/getright/Medieval%20Combat.htm) (Step by step instructions)

**Resources on music and instruments from the Middle Ages:**

Science resources:

Floor plan. (See “Castles as Art” discussion chart). They will review real estate ads and determine what features would be similar or different for a castle versus a standard home.

- **Assessment** – Architectural plans have included historically accurate artistic designs found in castles. Advertisement has at least 3 visuals, and the overall appearance and condition of the Real Estate Advertisement shows high quality and careful work. All parts are neat and complete. Essential components are included in the photos and the text including: materials used, design features, kitchen, bedrooms, bathrooms, price, SF, etc. (See rubric for real estate ad.)

- **Extension** – Design a family shield based on heraldry.
- **Floor plan of the castle.**
- **Elevation renderings of the castle.**
- **CAD 3D rendering of the castle.**

**PE** –
- **Concept** – Combat Moves
- **Standards** – 1. Students will learn to focus on important cues and adjust movements in certain situations.
- **Careers** – Martial Arts Instructor, Police Officer, Dance Instructor, Armed Forces Soldier, Military Officer.
- **Project Element** – Students will investigate combat moves that may have been used during battle and use that information to understand and recreate battle movements in a Middle Ages Castle.
- **Assessment** – Observation, Performance for PE
- **Extension** – Research and demonstrate other specific battle moves.

**Music** –
- **Concept** – Students will investigate instruments from the Middle Ages, and make up a song that could be associated with the era (possibly a Gregorian Chant)
- **Standards** – Grade 4 –MN- Recorders are part of the curriculum
| Project Element – Investigate and play such instruments as: guitar, cittern, shawm, and recorder; make up a Gregorian chant or other song that could be associated with the era. |
| Assessment – Recorder program assessment, observation |
| Extension – performances with instruments and original songs. |

http://www.themiddleages.net/life/music.html
July 29, 2014

Dear Families of LVE’s 4th Graders,

Next month we will be studying “European Life in the Middle Ages”. As our STEAM activity, students will be researching and designing a typical castle from this era.

We are asking for your support in locating and collecting everyday materials that students may use. Please help us by collecting items such as:

- Paper products – plates, bowls and cups
- Plastic spoons
- Paper towel and toilet paper rolls
- Wrapping paper
- Clean, recycled cartons and other containers
- Small to medium sized boxes
- Craft materials
- Other items you feel would be appropriate for this project

It is anticipated that we will begin construction of our castles on Tuesday, November 11, 2014. Please send in any items you have collected on that date.

Thank you for all of your help!

Sincerely,

Mrs. Dawn Coats

STEAM Specialist

Middle Ages Castle Project

CC. 2013 STEAM Education Lesson Brief
The following are the guidelines for Castle Project:

A. **Replica of a Typical European Castle – Team Project**
   1. You and your team will research and create a replica of a typical European Medieval Castle.
   2. Writing to be included:
      - Title, captions, labels, etc. needed to identify important features
      - Correct spelling, punctuation and neatness expected

B. **Research: Real Estate Advertisement – Student Project**
   1. Advertisement should describe and provide important information about the Castle.
   2. Writing should also reflect thinking and understanding of your construction, and related background information.
   3. Correct spelling, punctuation and neatness expected.
   4. Diagrams and pictures should be included. Ad should be “eye-catching”.

B. **One minute speech – Team Project** – to be presented to class
   1. Choose interesting facts to share.
   2. All team members need to participate in some way.

D. **Additional references, pictures, etc. – Team Extension**
(Extension - Museums always show additional resources to enhance their exhibits)

E. **Your ideas…..**

*Have fun with this!*
<table>
<thead>
<tr>
<th>Project Step</th>
<th>Date Completed</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check TEAM chart for jobs.</td>
<td></td>
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<tr>
<td>2. Generate questions (KWL Chart) – All team members make notes.</td>
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<tr>
<td>3. Gather references/Internet Sites – All team members.</td>
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<tr>
<td>4. Read references, mark with sticky notes and/or take notes – All team members.</td>
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<tr>
<td>5. Arrange notes in logical order – All team members.</td>
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<tr>
<td>6. Make a draft of your Real Estate Advertisement. Each student MUST make one.</td>
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<tr>
<td>8. Edit (Check for punctuation, spelling, etc.)</td>
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<td>9. Together, read for errors, and then correct.</td>
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<tr>
<td>10. Identify your resources on another piece of paper – One copy per team.</td>
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<tr>
<td>11. Using information from your research, design your team castle (you may want to make lists or drawings on a piece of paper. Also, keep in mind the available materials.)</td>
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<tr>
<td>12. Using your design and the materials, construct your castle.</td>
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<tr>
<td>13. Check your castle construction for construction quality and completeness. Fix or adjust as needed.</td>
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</tbody>
</table>
14. Add titles, captions and labels to the castle.

14. Complete advertisement with drawings and diagrams of your castle construction.

12. Speech – prepared and rehearsed

13. Additional references, pictures, etc. gathered (For Extension)

14. Self-Evaluation (Rubric)

**Middle Ages Castle Project – Rubric**

(Make 3 copies – one for individual evaluation, one for team evaluation, and one for the student to reflect)
<table>
<thead>
<tr>
<th>Components of project</th>
<th>30</th>
<th>20</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle represents typical in Medieval Europe.</td>
<td>Castle and 7 or more features could be historically found in the</td>
<td>Castle and features are somewhat representative of the Middle Age</td>
<td>Castle and features are not representative of the Middle Age Period and lacking an understanding of its purpose.</td>
</tr>
<tr>
<td>Castle is detailed and/or complete. Quality is good to excellent. All guidelines were followed.</td>
<td>Castle is somewhat detailed and/or complete. Quality is fair to good. All guidelines were attempted to be followed.</td>
<td>Castle is not detailed and/or complete. Quality is poor. All guidelines were not followed.</td>
<td></td>
</tr>
<tr>
<td>Real Estate Ad. Research</td>
<td>Real Estate Advertisement is included that has the name of the object boldly, clearly, and neatly written along with a well written explanation of a typical castle, its features, and their importance.</td>
<td>A Real Estate Advertisement was included but some component from the column to the left was missing.</td>
<td>Very little information was included in the Real Estate Ad.</td>
</tr>
<tr>
<td>Real Estate Ad. Materials Identification</td>
<td>A list of materials used for your castle was included. This is a list of materials that would have been used in constructing a real castle from the Middle Ages. List must also include advantages and disadvantages of using those materials.</td>
<td>Complete materials list was included, but advantages/disadvantages list was incomplete.</td>
<td>Very little information was included about the materials used and the advantages/disadvantages of those materials.</td>
</tr>
<tr>
<td>Visuals, Quality, and Neatness of Real Estate Ad.</td>
<td>Advertisement has at least 3 visuals, and the overall appearance and condition of the Real Estate Advertisement shows high quality and careful work. All parts are neat and complete.</td>
<td>Some component from the column to the left is missing.</td>
<td>The overall appearance is not neat or carefully done or parts are missing.</td>
</tr>
<tr>
<td>Persuasive Paragraph/ Speech</td>
<td>Persuasive paragraph and speech was clear, well presented, and knowledgeable</td>
<td>Some component from the column to the left is missing</td>
<td>Persuasive paragraph and speech were not well presented and/or knowledgeable.</td>
</tr>
<tr>
<td>Student Productivity</td>
<td>Student used classroom time allowed in a positive and productive way. Student was always prepared with supplies/materials for work sessions.</td>
<td>Student was at times off task and not using their time wisely. Student at times did not have the needed supplies/materials.</td>
<td>Student was off task and not using their time wisely most of the time. Student was not prepared for work sessions with supplies/materials most of the time.</td>
</tr>
<tr>
<td>Finished on Time</td>
<td>Completed by due date, all components are present</td>
<td>Mostly completed by due date, some small component was</td>
<td>Not completed by due date, mostly incomplete</td>
</tr>
</tbody>
</table>
Reflection/Comments:

Heat Transfer through Different Materials

A. Before you begin your experiments, make a prediction:
1. Which material do you think heat will transfer through the fastest? 

2. Which material do you think heat will transfer through the slowest? 

**B. Materials:**
- 4 containers
- Hot water
- A sample of each material: stone, mortar, clay soil and wood
- 4 Thermometers

**C. Experiment:**
1. Place one sample in each of the four containers.
2. Fill the containers with hot water until just below the top of the surface of the material.
3. Measure and record the temperature of the samples and the hot water bath every 2 minutes for 10 minutes.

<table>
<thead>
<tr>
<th>Time (Minutes)</th>
<th>Stone</th>
<th>Mortar</th>
<th>Clay Soil</th>
<th>Wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>2</td>
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<td>8</td>
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<td>10</td>
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</table>

**D. Results/Questions:**
1. How did your results compare to your prediction?
2. *Do different materials transfer heat at different rates?*

3. *What can you infer about the materials used for castle construction in the middle ages?*

### Medieval Inquiry
**KWL Chart**

<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
<th>WHAT I WANT TO KNOW</th>
<th>WHAT I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armor</td>
<td></td>
<td></td>
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<tr>
<td>Siege Warfare</td>
<td></td>
<td></td>
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<tr>
<td>Clothing</td>
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</tbody>
</table>
Research

Research an example of an item from the categories below and record your findings.

<table>
<thead>
<tr>
<th>Category</th>
<th>Identify an important item used in the Middle Ages</th>
<th>Picture of the item</th>
<th>Description of the item</th>
<th>Uses of the item</th>
<th>Other important information about the item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapon</td>
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<td></td>
</tr>
<tr>
<td>Armor</td>
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<tr>
<td>Siege</td>
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<tr>
<td>Warfare</td>
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<td></td>
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<tr>
<td>Clothing</td>
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<tr>
<td>Accessory</td>
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</tbody>
</table>

**Castles as Art**

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<table>
<thead>
<tr>
<th>Castle</th>
<th>What mood or emotion does this convey?</th>
<th>What is the purpose of this castle?</th>
<th>What designs do you see?</th>
<th>What is the meaning of the artwork?</th>
<th>How could you represent this castle in a real estate ad?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.wallcoo.net/human/castle_wallpaper_01/html/wallpaper14.html" alt="Castle Image" /></td>
<td><img src="http://www.tripadvisor.com.au/LocationPhotoDirectLink-g274938-i67691838-Poprad_Presov_Region.html" alt="Castle Image" /></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>


http://www.tripadvisor.com.au/LocationPhotoDirectLink-g274938-i67691838-Poprad_Presov_Region.html
## Rubric for Coat of Arms

### Extension Project

<table>
<thead>
<tr>
<th>Balance of Divisions</th>
<th>No Effort</th>
<th>Poor Effort</th>
<th>Average Effort</th>
<th>Outstanding Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 pts</td>
<td>1 pts</td>
<td>3 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>No Effort</td>
<td>The coat of arms was not designed with proper use of space at all.</td>
<td>The coat of arms was very poorly divided and looks badly unbalanced.</td>
<td>The coat of arms had some divisions and an attempt was made to be balanced. OR The attempt was made to make good use of space.</td>
<td>The coat of arms was divided in a way that is balanced. OR The coat of arms was designed by spacing objects evenly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbols</th>
<th>No Effort</th>
<th>Poor Effort</th>
<th>Average Effort</th>
<th>Outstanding Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 pts</td>
<td>1 pts</td>
<td>3 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>No Effort</td>
<td>No symbols are recognizable and there is no color on the coat of arms.</td>
<td>Symbols and color patterns were attempted but are unrecognizable.</td>
<td>No symbols were used but a definite pattern of colors is used. OR Symbols were used with no background pattern of colors.</td>
<td>One or more symbols were used that reflect the student's own beliefs of personality and self. Color was also used as a good background pattern.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>No Effort</th>
<th>Poor Effort</th>
<th>Average Effort</th>
<th>Outstanding Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 pts</td>
<td>1 pts</td>
<td>3 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>No Effort</td>
<td>No paragraph was written.</td>
<td>A paragraph was written explaining the symbols used to represent personality. The grammar and sentence structure was full of errors.</td>
<td>A paragraph was written explaining the symbols used to represent personality. The grammar and sentence structure was with minimal error.</td>
<td>A paragraph was written explaining the symbols used to represent personality. The grammar and sentence structure was without error.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>No Effort</th>
<th>Poor Effort</th>
<th>Average Effort</th>
<th>Outstanding Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 pts</td>
<td>1 pts</td>
<td>3 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>No Effort</td>
<td>No color was used.</td>
<td>Color was used but poor effort in coordination and neatness.</td>
<td>Color was used but not well coordinated and not pleasing to the eye.</td>
<td>A good choice of colors were used to coordinate an attractive design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets project deadline</th>
<th>No Effort</th>
<th>Poor Effort</th>
<th>Average Effort</th>
<th>Outstanding Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 pts</td>
<td>1 pts</td>
<td>3 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>No Effort</td>
<td>Project was turned in two or more days after deadline.</td>
<td>Project was turned in one day after deadline.</td>
<td></td>
<td>Project was finished and turned by deadline date.</td>
</tr>
</tbody>
</table>