Technology Through the Ages CBA

A responsible citizen needs to understand historical developments and their economic impacts to make informed decisions about their lives, the nation, and the world today. Using appropriate historical research practices, you will write an analysis of how a technological change that occurred in history impacts our lives today.

Directions to students[1]

In a cohesive paper or presentation[2], you will:

State a position on a historical question about the effects of a significant idea or technological development that outlines a reason(s) in support of the position.

Provide evidence for your position using two of the following social science perspectives:
- geographic
- cultural
- political
- economic
- sociological
- psychological

Provide reasons for your position that include:
- An evaluation of how well three or more sources, including primary sources AND secondary sources, support your position.

Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

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[1] This directions page guides students towards the "proficient" level (level "3") for this CBA. To help students reach "excellent" (level "4"), please refer to the rubric or, if available, the graphic organizer.
[2] Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

GLE	4 Excellent	3 Proficient	2 Partial	1 Minimal
5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation. 4.2.3 Analyzes and evaluates how technology and ideas have shaped world history (1450-present).	• States a position on a historical question about the effects of a significant idea or technological development that outlines a reason(s) in support of the position. • States why studying this historical question helps us to understand current issues and events.	• States a position on a historical question about the effects of a significant idea or technological development that outlines a reason(s) in support of the position.	• Develops a historical question about the effects of a significant idea or technological development WITHOUT stating a position OR • States a position on a historical question that is unclear or vague.	Describes events or presents ideas related to a significant idea or technological development.
4.2.3 Analyzes and evaluates how technology and ideas have shaped world history (1450-present).	Provides evidence for the position using three or more of the following social science perspectives: • geographic • political • cultural • economic • sociological • psychological	Provides evidence for the position using two of the following social science perspectives: • geographic • political • cultural • economic • sociological • psychological	Provides evidence for the position using one of the following social science perspectives: • geographic • political • cultural • economic • sociological • psychological	Develops a historical question about the effects of a significant idea or technological development and provides background on the historical question without using any specific social science perspectives.
5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).	Provides one or more reasons for the position supported by evidence. The evidence includes: • An evaluation of how well four or more sources support the reasons including primary AND secondary sources.	Provides one or more reasons for the position supported by evidence. The evidence includes: • An evaluation of how well three sources support the reasons including primary AND secondary sources.	Provides one or more reasons for the position supported by evidence. The evidence includes: • An evaluation of how well two sources support the reasons including primary OR secondary sources.	Provides reasons for the position without evaluating primary and secondary sources.
5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11th Grade) (EALR 5.2. Uses inquiry-based research.) 5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product…)	• Makes explicit references within the paper or presentation to **four or more** credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.	• Makes explicit references within the paper or presentation to **three** credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.	• Makes explicit references within the paper or presentation to **two** credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.	• Makes explicit references within the paper or presentation to **one** credible source that provides relevant information. • Cites the source within the paper, presentation, or bibliography.

Graphic Organizer for Technology through the Ages CBA

Question on Idea or Technology

Position

Position:

List of reason(s) for the position:

Connection to current issues or events:

Reasons for Position

Reason(s) for position	1st social science perspective:	2nd social science perspective:	3rd social science perspective:
	Evidence for the position:	Evidence for the position:	Evidence for the position:
1st primary or secondary source:	2nd primary or secondary source:	3rd primary or secondary source:	4th primary or secondary source:
Information supporting the position:	Information supporting the position:	Information supporting the position:	Information supporting the position: