

As one teacher of engineering put it, "that guy will pass his assessments and get his degree but he'll never think like an engineer." (Meyer and Land, 2006) To this end, we learned to "do" history.

*My assessment
-measure dept*

- inquiry based learning of essential questions
- threshold concepts (Meyer and Land)
- google docs based platform (full time, cooperative, organized writing/note-taking)
- full time Internet access
- 1-1 computing
- BYOD
- administrator's right to change
 - computer figuration

o "do" history.

My assessment must:

-measure depth of learning

-address core knowledge

-demonstrated discipline-based literacy

"resemble mastery"

:
mpire?
political power over several countries
sed by a single authority
f apple.

Mastery Demonstrations (history) attempt to address problems that require more than one discipline to solve and more than one discipline to articulate the answer.

3D

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For example:

What is an Empire?

- 1 supreme political power over several countries when exercised by a single authority
- 2 a variety of apple.

Practiced learning:

For extra credit, build a working catapult using an ancient design? The first person to complete this real world task gets the credit.





catapult using an ancient design: the first person to complete this real world task gets the credit.

His work met standard, but was not substantial enough for academic work. This was not a Mastery Demonstration.

Testament to Empire:

Create a 3d, multi-modal, model of your testament to empire.

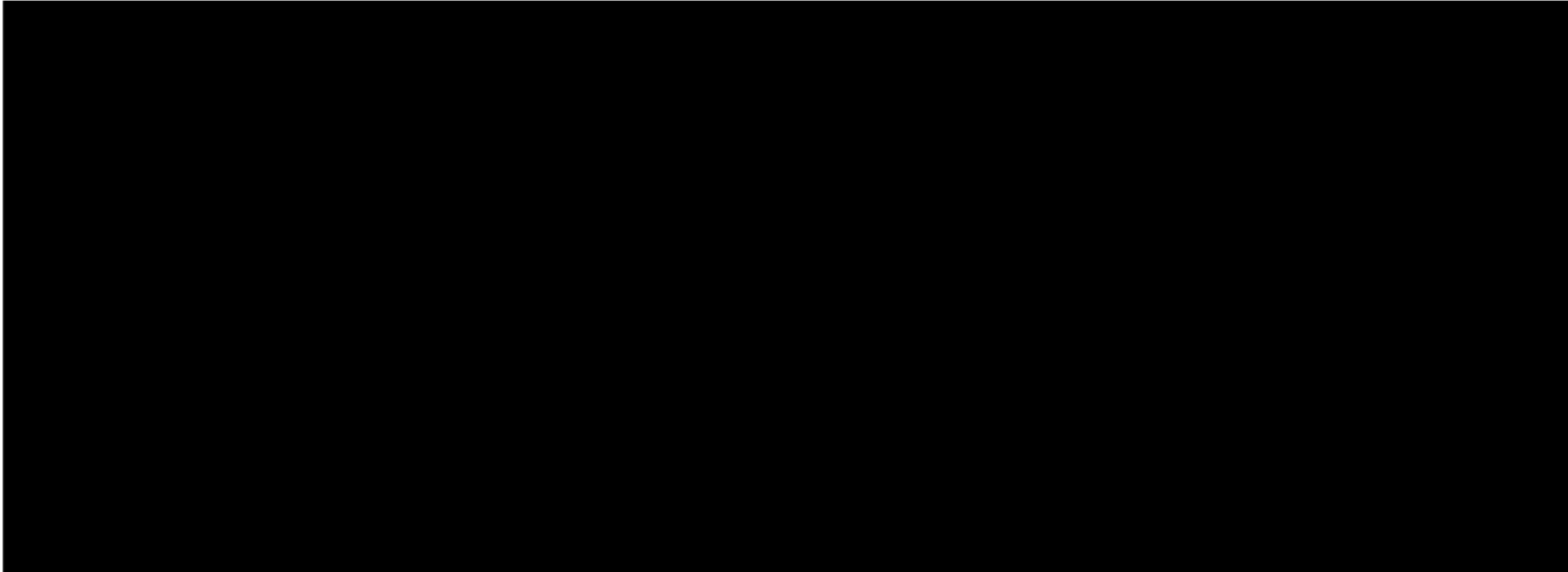
Incorporate flora, fauna, agriculture, metallurgy, hydrolic systems, and other infrastructure needs. Technical engineering feats such as land leveling, natural defense barriers, water flow must be considered.

ENEMIES must be considered.

Your project must be accompanied with a written and video Mastery Presentation which demonstrates your understanding of the full, scope of the exercise. For instance: How and why did you lay out your structures in such a way? How many and what types of laborers did you use? How did you come across the labor pool? Are there any skilled laborers involved in your activities? Did religion, mysticism, or culture impact any of your decisions? Did you build onto structures left by previous empires? How did you move large materials, people, etc.? Are any of your structures for defense, attack, religious in nature, etc.?

A professional engineer suggested the following workers were needed, and each worker must make a statement in your write-up: engineer, architect, hydro-engineer, laborer, mason, detail craftsmen (carver), metallurgist, painter, civil engineer

Here is what two weeks generated:





A professional engineer suggested the following workers were needed, and each worker must make a statement in your write-up: engineer, architect, hydro-engineer, laborer, mason, detail craftsmen (carver), metallurgist, painter, civil engineer

Jelsma Empire- Architectural Stone to scale.







Flash Presentation

y Demonstration

Flash Presentation

Mastery Demonstrations:
use more than one discipline
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Flash Presentation

Mastery Demonstrations:

require students to use more than one discipline
to problem solve

allow a measurable depth of inter-disciplinary
learning

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are not limited to singular mediums of articulation

require students to practice layered presentations of interrelated information

Mastery Demonstration

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blem solve

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learning

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most difficult
framing the problem-
It

are full heart, body, and mind exercise

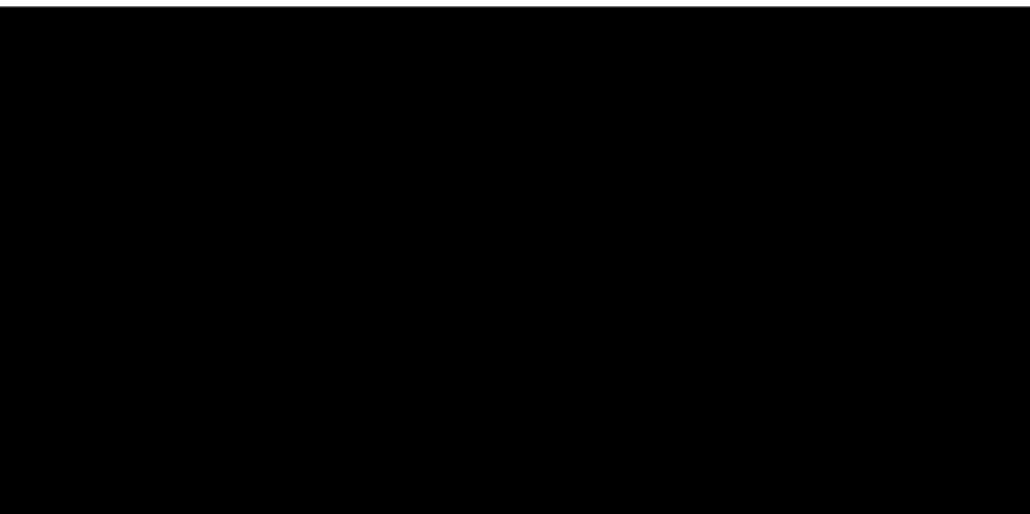
articulation

allow a measurable depth of inter-disciplinary learning

require students to provide presentations of inter-

allow students to attempt to solve the most difficult problems of the discipline, where experiencing the problem-solving process is as valuable as the result

are full heart,
demonstrating
list.



ult

ne problem-

are full heart, body, and mind exercises demonstrating skills too numerous to list.