Ms. Antonini

World History II

**Great City-states of the Renaissance**

Competition is nothing new. Indeed, even the Italian city-states demonstrated that they were competitive with each other. Imagine that the Milanese newspaper *Il Giornale* is sponsoring a competition for the award of Most Influential City-state of Renaissance Italy.

Each journalist has the opportunity to submit a nomination to the committee. As the newest member of the journalism team, your editor wants to be sure that you are well prepared for this task. In order to complete your nomination, you will need to do the following:

* Research information about the three city-states.
* Determine which city-state is the most influential by providing specific evidence about why you think that city-state is the most qualified.
* Explain why you chose that city-state to qualify for the title Most Influential City-state of Renaissance Italy.
* You need 1 paragraph (5-7 sentences) explaining why you chose that city-state.
* Present your nomination in the form of an oral presentation to the class.

Topics to explain and focus on in your written paper and oral presentation:

* Economic—trading centre
* Political—control of territory, powerful allegiances
* Artistic—noted artists, influence of art
* Social and intellectual—noted thinkers, acceptance of ideas
* Military—significant armed forces.

**Rubric for** **Great City-states of the Renaissance**

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|  **Level****Criteria** | **4****Excellent** | **3****Proficient** | **2****Adequate** | **1****Limited \*** | **Insufficient or Blank\*** |
| **Accesses and retrieves information** | Accesses and retrieves **significant** information about city-states. | Accesses and retrieves **relevant** information about city-states. | Accesses and retrieves **general** information about city-states. | Accesses and retrieves **trivial** information about city-states. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Draws conclusions** | Draws **insightful** conclusions about the influence of the city-states. | Draws **credible** conclusions about the influence of the city-states. | Draws **simplistic** conclusions about the influence of the city-states. | Draws **questionable** conclusions about the influence of the city-states. |  |
| **Supports conclusions** | Supports conclusions with **compelling** evidence. | Supports conclusions with **convincing** evidence. | Supports conclusions with **plausible** evidence. | Supports conclusions with **vague** evidence. |  |
| **Communicates information** | Communicates information in a manner that **captivates** the audience. | Communicates information in a manner that **engages** the audience. | Communicates information in a manner that **generally interests** the audience. | Communicates information in a manner that **lacks audience appeal**. |  |

\*When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.