**Asia Summative Task 1.B Flipbook for the rulers of India: Akbar, Shah Jahan, and Aurangzeb**

**Graphic Organizer**

|  |  |  |
| --- | --- | --- |
| **Akbar** | **Shan Jahan** | **Aurangzeb** |
| Years he Reigned: | Years he Reigned: | Years he Reigned: |
| Accomplishments: | Accomplishments: | Accomplishments: |
| Failures: | Failures: | Failures: |
| Good or bad ruler:  Use text support. | Good or bad ruler:  Use text support. | Good or bad ruler:  Use text support. |

**Asia Summative Task 1.B EXAMPLE Flipbook for the leaders of Rome:**

**Graphic Organizer**

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| **Octavian/ Augustus** | **Nero** | **Marcus Aurelius** |
| Octavian ruled from 27 BCE until he died in 14 AD, which is 41 years. | Nero took the thrown in 54 AD, at the age of 17. He ruled the Roman Empire for 14 years until he took his own life in 68 AD. | Marcus Aurelius ruled the Roman Empire from 161 AD to 180 AD, when he died in battle. He ruled for 19 years. |
| Accomplishments:   * He was crowned the first Emperor of the Rome. * He created a fire department and a police force for Rome. * He earned the respect of one of the most respected Senators, Cicero. * He repaired aqueducts and build more to ensure clean water got to more citizens. | Accomplishments:   * Nero was known as a great leader until around 59 AD. He got rid of capital punishment and lowered taxes. * He allowed slaves who felt they were not being treated fairly to file complaints against their owners. * He gave money to cities in need. | Accomplishments:   * Marcus was known for building schools, orphanages, and hospitals. * He wrote famous book on philosophy called Meditations. * He was able to win the Marcomannic Wars, where he beat the barbarians who were invading Roman lands. |
| Failures: | Failures:   * He had his mother murdered due to her interfering in his life. * His decisions and actions upset the Senate enough that they were going to have him executed; when he found out he took his own life instead. | Failures: |
| Octavian was a good leader. He made many great decisions that lead to Rome enjoying 200 years of peace called the Pax Romana, during this period citizens were proud to call themselves Roman. | Nero was may have been both a god and bad leader. He made good choices at the beginning of his rule but by the end he was acting like a crazy person. He went so far as to blame a fire that lasted 10 day on the Christians and began persecuting them. | Marcus Aurelius was a good leader. He cared enough about the citizen of Rome to sell his own possessions when Rome was hit with a famine and a plague during his rule. |

Task 1.B: Flipbook of Indian Rulers

Standard:

1. Student will be able to create a foldable to identify the three most influential Indian Rulers.
2. Students will be able to identify the years each ruler reigned, at least 3 accomplishments and/or failures of each ruler, determine if the ruler was good or bad and support their opinion with text supports/evidence.

Task:

Good leaders and rulers can make a huge difference in a society. History has seen many great rulers lead their society to greatness and achieve many accomplishments. Many of the great leaders in history have similar characteristics: kind, service to others, and sacrifice for the greater good. But history has also had its fair share of poor rulers as well. These bad rulers may only worry about themselves and not care about the people they are to serve and protect with their great power. During the unit study of India you will read about both good and bad rulers.

**Your task is to create a flipbook to demonstrate your knowledge of the three most influential Indian rulers: Akbar, Shan Jahan, and Aurangzeb.**

*Use pages 346- 349 in your textbook.*

Indian Rulers Rubric:

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **0-59** | **60-69** | **70-79** | **80-89** | **90-100** |
| **Reigned/ Ruled**  **and Conventions** | Student **did not provide** a sentence about the reign of any Indian rulers, and/or the dates were not accurate.  Student writing was very difficult to read.  There were **more than 16 spelling, punctuation, and/or grammar errors.** | Student provided a sentence about the reign of **only 1** of the Indian rulers, and/or the dates were not accurate.  Student writing difficult to read.  There were **11-15 spelling, punctuation, and/or grammar errors.** | Student provided a sentence about the reign of **only 2** of the Indian rulers, and/or the dates were not accurate.  Student writing was legible.  There were **11-15 spelling, punctuation, and/or grammar errors.** | Student provided a sentence about how long the reign of each of the 3 Indian rulers was with accurate dates.  Student writing was neat.  There were **6-10 spelling, punctuation, and/or grammar errors.** | Student provided a **well written sentence** about how long the reign of each of the 3 Indian rulers was and the dates are accurate.  Student writing was very neat and easy to read with **0-5 spelling, punctuation, and/or grammar errors.** |
| **Akbar** | Student may have presented no real valid examples or may have been for a different ruler. | Student presented **only 1 example of the ruler’s successes and/or failures** as the leader of India. | Student presented **only 2 examples of the ruler’s successes and/or failures** as the leader of India. | Student presented at **3 well written examples of the ruler’s successes and/or failures** as the leader of India. | Student presented **at least 3 well written and detailed examples of the ruler’s successes and/or failures** as the leader of India. |
| **Shah Jahan** | Student may have presented no real valid examples or may have been for a different ruler. | Student presented **only 1 example of the ruler’s successes and/or failures** as the leader of India. | Student presented **only 2 examples of the ruler’s successes and/or failures** as the leader of India. | Student presented at **3 well written examples of the ruler’s successes and/or failures** as the leader of India. | Student presented **at least 3 well written and detailed examples of the ruler’s successes and/or failures** as the leader of India. |
| **Aurangzeb** | Student may have presented no real valid examples or may have been for a different ruler. | Student presented **only 1 example of the ruler’s successes and/or failures** as the leader of India. | Student presented **only 2 examples of the ruler’s successes and/or failures** as the leader of India. | Student presented at **3 well written examples of the ruler’s successes and/or failures** as the leader of India. | Student presented **at least 3 well written and detailed examples of the ruler’s successes and/or failures** as the leader of India. |
| **Good or Bad**  **With Support** | Student did not state if the rulers were good, bad, or both.  Student did not support their opinion with evidence. | Student chose whether each ruler was good, bad, or both for only 1 ruler.  Student **supported their opinion with evidence for only 1 or 2 rulers and/or used only one additional point and/or only reused points already stated.** | Student chose whether each ruler was good, bad, or both for only 2 rulers.  Student **supported their opinion with well written evidence for only 2 rulers** and/or used a few additional points and/or reused points already stated. | Student chose whether each ruler was good, bad, or both.  Student **supported their opinion with well written evidence for all 3**, using a few additional points and or reusing points already stated. | Student chose whether each ruler was good, bad, or both.  Student **supported their opinion with strong well written evidence for all 3, using additional points**, not points used in accomplishments/ failures. |

**2% point Bonus for above and beyond creativity and effort.**

**Teacher Comments: 10% grade reduction if late.**

Total Points**: /500**