

## City of Ember Final Assignment

*Choose 1 of the following assignments to complete our study of City of Ember*

**Art**-Lina dreams of a world full of color and wonders what it might look like. She uses drawing as a way to express her dreams about faraway cities and unknown regions. She says that pictures can capture an idea or a place in ways language cannot. You will sketch a place that you have often dreamed about, like Lina does, and carefully select **colors** that reflect the mood and tone of the dream. Your artwork must be accompanied with a **one-page** explanatory essay. Your essay needs to tell about your dream using descriptive language and why you have this dream.

This assessment will be marked based on both your drawing and your essay. (Sketch Rubric and the Writing Rubric)

**Travel Pamphlet**- Make a travel pamphlet that describes Ember as the travel destination. Make sure that use elements of descriptive language like imagery, simile, and metaphors. Your pamphlet must include pictures, descriptions of 2-4 places of interest, name of tour guide (that is you), number and address to contact you (make up this information). These places must be real places in Ember, do not make up places to visit!

This assessment will be marked using the Pamphlet Rubric

**Science**—The City of Ember's vital resource, electricity, is running out. Using the internet resources in this guide, research the fundamentals of electricity. How does it work? Who discovered it? What are the key scientific principles behind it? As an extension, explore the *Watt's on Your Mind* Web site

<http://www.wattsnew.com/wattsnew3/castlegate/castlegate.html>

to learn about wasting electricity. You will need to make a poster that answers the questions listed above, including information about how electricity is wasted.

<http://science.howstuffworks.com/electricity.htm>

[http://www.thetech.org/exhibits/online/topics/1xa\\_flash.html](http://www.thetech.org/exhibits/online/topics/1xa_flash.html)

[http://www.pa.msu.edu/sciencet/ask\\_st/120893.html](http://www.pa.msu.edu/sciencet/ask_st/120893.html)

<http://www.eia.doe.gov/kids/energyfacts/sources/electricity.html>

This assessment will be marked using the electricity poster rubric

**Greed** - How does greed escalate to conflict? Trace incidents of greed by both townspeople and politicians occur as the characters progress from the beginning to end of the novel. Write a one page paper that discusses what the ultimate message about greed is? What is the message about humankind, corruption and power? Are the events of this novel a realistic reflection of human nature?

This assessment will be marked using the writing rubric

**Community Leadership** - Write a one page paper discussing the role of community leadership in the City of Ember and whether the leaders acted as good role models. Which characters provided true leadership for the town? When times were tough, how did the leaders of Ember provide for the citizens fairly?

This assessment will be marked using the writing rubric

**Social Studies & Geography**-When the citizens of Ember escape their dark society for a more promising land, they became refugees. Prepare a presentation that discusses what the word refugee means and research the global refugee crisis. Use a map to pinpoint the 10 areas of the world with the most refugees: Afghanistan, Angola, Burma, Burundi, Congo-Kinshasa, Eritrea, Iraq, the Palestinian territories, Somalia, and Sudan. Then choose one and give an overview of that location's current refugee situation as well as a brief history of its cause. Discuss why refugees flee their homelands and why some countries deny refugees access into their territories.

This assessment will be marked using the refugee PowerPoint rubric

## Sketch Rubric

CATEGORY	4	3	2	1
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics -Clarity</b>	Graphics are all in focus and the content easily viewed and identified	Most graphics are in focus and the content easily viewed and identified	Few graphics are in focus and the content is easily viewed and identified	Many graphics are not clear or are too small.

## Pamphlet Rubric

CATEGORY	4	3	2	1
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems 'text-heavy'.	Graphics do not go with the accompanying text or appear to be randomly chosen.
<b>Grammar and Mechanics</b>	There are no grammatical mistakes in the brochure. Capitalization and punctuation are correct throughout the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult. Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult. There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult. There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Required Content</b>	The brochure has all required information (pictures, descriptions of 2-4 places of interest within Ember, name of tour guide, contact information)	The brochure has most of the required information (pictures, descriptions of 2-4 places of interest within Ember, name of tour guide, contact information)	The brochure has some of the required information (pictures, descriptions of 2-4 places of interest within Ember, name of tour guide, contact information)	The brochure has little to none of the required information (pictures, descriptions of 2-4 places of interest within Ember, name of tour guide, contact information)

## Electricity Poster Rubric

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poster includes all required elements as well as additional information. (How does it work? Who discovered it? What are the key scientific principles behind it?)	All required elements are included on the poster. (How does it work? Who discovered it? What are the key scientific principles behind it?)	All but 1 of the required elements are included on the poster. (How does it work? Who discovered it? What are the key scientific principles behind it?)	Several required elements were missing. (How does it work? Who discovered it? What are the key scientific principles behind it?)
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
<b>Grammar and Mechanics</b>	Capitalization and punctuation are correct throughout the poster. There are no grammatical mistakes on the poster.	There is 1 error in capitalization or punctuation. There is 1 grammatical mistake on the poster.	There are 2 errors in capitalization or punctuation. There are 2 grammatical mistakes on the poster.	There are more than 2 errors in capitalization or punctuation. There are more than 2 grammatical mistakes on the poster.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics -Clarity</b>	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.

## Refugee PowerPoint Presentation Rubric

CATEGORY	4	3	2	1
<b>Text - Font Choice &amp; Formatting</b>	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
<b>Background</b>	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
<b>Content - Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.

## Writing Rubric

Title of Piece \_\_\_\_\_

Author's Name \_\_\_\_\_

	<b>1</b> Does Not Meet	<b>2</b> Partially Meets	<b>3</b> Does Not Fully Meet	<b>4</b> Meets	<b>5</b> More Than Meets	<b>6</b> Exceeds
<b>CONTENT/IDEAS</b>	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
<b>ORGANIZATION</b>	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
<b>VOCABULARY/WORD CHOICE</b>	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
<b>SENTENCE FLUENCY</b>	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
<b>CONVENTIONS</b>	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.