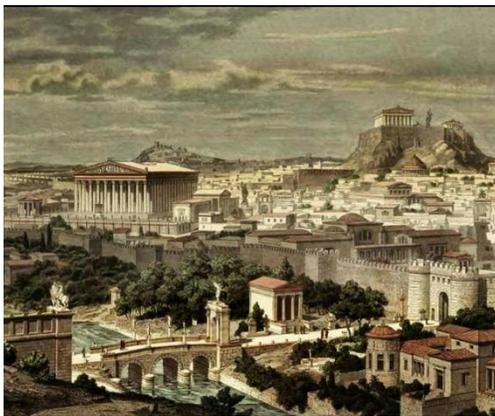


## Inquiry Question

*"How can architecture and visual artifacts show us religious beliefs shape a society?"*

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## General Reminders

The specific curriculum requirements and outcomes, including what you will **'know'** and can **'do'** by the end of each individual unit is located within the **'Unit Overview'** of each section and will not be repeated here. While each project takes on a variety of forms, you will see a sample rubric at the end of the instructions, which the instructor will use to make a determination for the mark.

Projects are intended to be submitted following the 'Learning Guide' and 'Unit Test' section of each unit. Please save the file you submit with your name as well as the individual project title, such as 'Andrew K., Inquiry Project 1.'

## Instructions

### **\*Project Submission Instructions:**

Submit the completed form of your project in your course under “**Project**” drop folder. If you have trouble please contact your instructor.

Instructions: *Imagine you are an anthropologist who is attempting to evaluate the importance of religious belief to individual societies. Compile a report of data and sources that show the many ways that, even without much information, we can examine the importance of belief to past peoples.*

In this project you may present your **learning** in a **variety of formats** (PowerPoint, Video, Podcast, Word Document Composition, etc.), but it will have to meet the following outcomes:

**Research and show** (which citations, see below for link to help) images that identify the role religious belief played in shaping architecture.

**Explain** the importance of these artifacts given the time they were produced in.

**Demonstrate** variety through bringing five (minimum) sources to the project, and be **inclusive** of several societies.

**Argue** how we are limited in being able to fully appreciate religious beliefs from some past peoples.

You need to **support** your ideas through citing **specific expressions** (evidence) from our unit **and/or** research outside of the unit using other examples.

You need to **discuss** what ‘big ideas’ you felt went throughout the unit.

Provide your personal thinking on the **inquiry question** at the end of your presentation.

**Show** creativity in how you approach your project by including elements of learning not explicitly asked for, whether in **design**, or going **beyond requirements** (for top marks), or showing a degree of **insight** in your answers.

Consult the sample rubric on the next page to help you understand how the instructor will mark this project, and to prepare it accordingly.

If you elect to conduct outside research please **cite** it. You can examine the following link to help determine the appropriate format:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## Companion Marking Guide

\*Please Note: All projects are sampled out of a /6-mark size, but have a much larger effect on you grade than that number may suggest because of how the mark is scaled (it will contribute far more than /6 marks).

\*Please Note: Proper grammar usage and organization is required to do well. If the instructor feels language conventions are not being followed and interfere with their ability to discern meaning, then you can expect a penalty (along with a comment) to identify this.

<b>5.5-6+ (91%-100%) – Superior Achievement</b>
This project is <b>superior in its achievement</b> . In addition to the 5/6 score it shows <b>creativity through adding items not explicitly asked for, has a sense of uniqueness or voice</b> , draws upon <b>a different subject or topic to enhance the discussion</b> , provides <b>outside research to substantiate the project, has substantiated the project beyond expectations, etc.</b> To differentiate the 5.5-6, the instructor has to ask themselves if the student can improve upon anything in a significant way that would warrant advice or not.
<b>5 (83%) – Full Achievement</b>
This project fully meets expectations. There was <u>equal attention and effort</u> displayed throughout the project to the different instructions asked of the student. Whatever the format of the project, it was <b>detailed</b> and stressed both <b>evidence of support and ideas from the course, but also the student’s own ideas</b> . While individual pieces of the project can be improved upon, generally it shows <b>some variety</b> . Despite this positive feedback the answers supplied may have been <b>conventional</b> , a <b>unique</b> point of view is lacking, the student may not <b>expand</b> on course ideas, or rarely brings <b>outside research</b> or <b>a new subject or idea</b> to the discussion.
<b>4.5 (75%) – Strong Achievement</b>
There is some standout attribute (which should be noted by the instructor) that provides the basis for this mark. It could be a particularly well <b>demonstrated</b> part of the instructions. It could be an element of skill in things like <b>use of evidence (support), word choice, variety in the project, descriptive opinion, etc.</b> Not all parts of the project are equally strong, but everything is developed. There may be multiple ways in which the instructor feels the student can benefit from improving different sections of the project, which should be noted. The student still probably is providing <b>superficial</b> answers (not as much unique opinion), but is doing so with skill.

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**4 (66%) – Competent Achievement**

This project is done competently. If there is no skill or effort that is a standout attribute in the assignment, then this is the mark which should be provided. The assignment is **mechanical or formulaic** in nature (cookie-cutter). It may parallel an earlier assignment to a large degree in substance and form. It likely is lacking in detail and provides **superficial** answers sometimes exploring all parts of an inquiry question but not **equally** distributing time on the instructions. Word choice may be repetitive and sentences may be simple. It is unlikely that the student went beyond expectations in any meaningful way.

**3.25 (55%) – Acceptable Outcome**

This assignment has completed its objectives but generally lacks significant detail. The responses often are ‘listing’ (e.g. providing something that while an appropriate answer is extremely concise and not fully exploring the provided question). The majority of the time the student is **closely paraphrasing** the course itself, rather than actually supplying their own **opinion** as well (which is a necessary component). The approach is **simplistic** and is aiming at getting the project done as quickly as possible.

**2.5 (41%) – Developing Work**

This project **has not met expectations**. It is likely missing **one major requirement** that has contributed to it being **partially incomplete**. Or, while the project was submitted it **misinterpreted** the instructions or outcomes in a major way. If the student **submitted** a creative poem (for example) that only hit one of the requirements well, but missed others entirely, it may result in this mark. The assignment has to **match** to the requirements of the Inquiry Project.

This mark may also be assigned if the project is so **lacking in detail** or individual **investment in thinking** that the outcomes are inappropriate, or in error. The instructor should **clearly identify** those issues lacking for the student.

**1 (16%) – Attempted**

Systematically poor language usage, disorganization, and especially **incomplete work** can result in this grade. The individual has likely missed multiple requirements in the project that make it insufficient to pass. Even if an element of the project is strong, this lack of two major requirements means the project must be edited, altered, or elaborated upon to receive a new evaluation.