CAN ONE PERSON CHANGE THE WORLD?

CCLS: 8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

MP.4 Model with Mathematics

Task: With your partner, come up with three ***positive*** ideas that you think can change the world to make the world a better, kinder, safer place. Then, decide on which of the following models would be more effective and why. Lastly, connect these models to mathematics, using your picture or diagrams to guide you.

**Model 1: “Pay it Forward” – Help three people, who then *each* help three people, and so on.**

**Model 2: Help three people each day.**

1. Draw a picture or diagram to represent Model 1. Be creative!
2. Draw a picture or diagram to represent Model 2. Be creative!
3. In two paragraphs, explain your three ideas for changing the world. Then, explain which model you think is more effective and why.
4. Demonstrate mathematically which model is more effective for changing the world.

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| 4 | * Students draw a complete picture or diagram to represent Model 1
* Students draw a complete picture or diagram to represent Model 2
* Students write two coherent paragraphs.
* Students state three ideas for changing the world.
* Students state which model they think is more effective and explain why.
* Students demonstrate a comprehensive understanding of mathematical concepts.
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| 3 | * Students draw a complete picture or diagram to represent Model 1
* Students draw a complete picture or diagram to represent Model 2
* Students write one-two coherent paragraphs.
* Students state two ideas for changing the world.
* Students state which model they think is more effective and explain why.
* Students demonstrate some comprehensive understanding of mathematical concepts.
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| 2 | * Students draw a complete picture or diagram to represent Model 1
* Students draw a complete picture or diagram to represent Model 2
* Students write one-two paragraphs.
* Students state one or two ideas for changing the world.
* Students state which model they think is more effective and explain why.
* Students demonstrate little comprehensive understanding of mathematical concepts.
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| 1 | * Students draw a complete picture or diagram to represent Model 1
* Students draw a complete picture or diagram to represent Model 2
* Students write one paragraph.
* Students state one idea for changing the world.
* Students state which model they think is more effective.
* Students demonstrate little to no comprehensive understanding of mathematical concepts.
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