**I will:** Create an early civilization.

**So that I can:** Identify the key components of human survival.

**I’ll know when I’ve got it when:** I am able to identify and explain the reasons for the survival of early humans.

**Mr. Rodriguez will:** Guide my learning by asking probing questions to encourage critical thinking.

**Directions for Performance Task:** Using the information learned in unit 1, students are to create a civilization that meets the following criteria:

**Environment**

 What is it like there, in terms of geography?

1. Describe the land, bodies of water, climate, etc.
2. Create a physical map (use textbook atlas as a resource for map examples).

**Society**

How does this society interact with their environment? How do they survive by using their environment? What are their main forms of food production? What types of transportation do they have?

**Culture**

 What cultural elements exist in your civilization? Create examples of their art, language, religion, scientific discoveries, etc.

What technologies do they have?

**Environmen**t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Society**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Culture**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Display*** **organization**
* **visual appeal**
* **use of charts, tables, graphs or diagrams**
* **topic/question visible and clearly stated**
 | * disorganized; limited visual appeal
* limited use of charts, tables, graphs or diagrams
* topic/question is unclear
 | * some organization with some visual appeal
* adequate use of charts, tables, graphs or diagrams
* topic/question is somewhat clearly stated and visible
 | * organized with visual appeal
* good use of charts, tables, graphs or diagrams
* topic/question is clearly stated and visible
 | * well organized and with high visual appeal
* effective use of charts, tables, graphs or diagrams
* topic/question is effectively stated and highly visible
 |
| **Written Report*** **summary of information**
* **use of writing traits and reading strategies**
 | * limited use of

 research and writing techniques.  Description is  unclear and  difficult to read. | * some use of research and writing techniques. Description is somewhat clear but lacks complete and clear conclusions.
 | * good use of research and writing techniques; with some complete observations and clear conclusions.
 | * thorough use of research and writing techniques with complete observations and insightful conclusions.
 |
| **Research*** **amount**
* **various sources**
 | * insufficient amount of research; limited sources
 | * adequate amount of research; sources could be more varied
 | * good, general amount of research from varied sources
 | * extensively researched from numerous, varied sources
 |
| **Organization*** **contents of report**
* **sequence**
* **resources used**
 | * Many aspects of the report are missing and/or not organized logically with no clarity or relevance to the project. Limited resources were used and were not sited properly in the bibliography.
 | * Some aspects of the report are missing and/or not organized logically with little some clarity and relevance to the project. Limited resources were used and were sited properly.
 | * Most aspects of the report are organized logically with clarity and relevance to the project. Some resources were used and were sited properly.
 | * All aspects of the report are organized logically with great clarity and relevance to the project. Several resources were used and sited properly in the bibliography.
 |

**\*\* This sheet must be turned in with your finished project.**