Mesopotamia, Egypt, and Greece Assignment Rubric

Step 1: Choose a subject area from the notes we have taken in class, during our group exercises (Social Structures, Daily Life, Religion, Writing and Literature, Economy, Science and Technology). Choose the one in which you are most interested.

Step 2: Prove your knowledge by creating a product which will provide evidence of your knowledge of at least one of the following curriculum outcomes:

**Students should be able to**

• Demonstrate an understanding of the role of law in society and the contribution of the early civilizations to this development.

**Students should be able to**

• Describe the role of religion in the civilizations of Mesopotamia and Egypt.

**Students should be able to**

• Describe the social structure Mesopotamian and Egyptian society.

**Students should be able to**

• Analyze the influence of technological innovations on the lives of the Egyptians and Mesopotamians.

**Students should be able to**

• Demonstrate an understanding of the role of writing in the development of civilization.

**Students should be able to**

• Identify the contribution to civilizations of the Mesopotamians and Egyptians.

**Students will be able to**

• Demonstrate an understanding of the achievements of Greek architecture and/or sculpture.

**Students should be able to**

• Identify the Greek values and perspectives as revealed in the Greek gods and myths, the Olympic Games, and the oracle at Delphi.

**Students should be able to**

• Identify the Greek contribution to the development of drama and some of the major themes addressed by Greek drama.

**Students should be able to**

• Describe the pleasures and challenges of daily life in the Greek city-states.

**Students should be able to**

• Identify examples of Greek accomplishments in such fields as science, medicine, and philosophy and provide reasons which may explain the Greek achievements in these areas.

**Students should be able to**

• Demonstrate an understanding of the relative merits of the various political institutions developed in the Greek city- states.

|  |  |  |
| --- | --- | --- |
| Criteria | Meets Expectations | Exceeds Expectations |
| Product– if there is a physical object being submitted, it must be accompanied by a written piece or oral presentation of relevant information / explanation.  The word “presentation” refers to the method in which information is being communicated. | - Physical, visual, and written content combine to deliver the message with the elements and words reinforcing each other.  - The product's design is effective. The student demonstrates originality and inventiveness.  - The student uses grade-appropriate writing/speaking conventions.  - All information sources are credible; most are cited correctly.  - Verbal presentation appears rehearsed (not simply reading from slides)  - Visual presentation show skill and polish, it is evident that the student is playing to their strengths.  30-39 | - Multimedia elements and content take communication to a superior level with excellent use of elements like visual text, sounds, images, and technical skills.  - The work is engaging to teacher and students.  - The product design is attractive and visually appealing.  - The student demonstrates originality and inventiveness.  - The student uses writing conventions with a high degree of accuracy.  - All information sources are credible and cited correctly.  40-50 |
| Evidence of Understanding: Students will demonstrate an understanding of one or more of the listed curriculum outcomes, with attention to one of the key areas provided in class and listed in step 1. | For the chosen topic, the student has:   * Presented relevant information. * Provides evidence of understanding / knowledge. * Language is clear, and identifies the curriculum outcome being discussed. * No plagiarism.   30-39 | - The depth of information presented is detailed, and clearly presented, going beyond what was covered in class.  - Student can answer unscripted questions from the teacher or other students.  - The student demonstrates their own understanding of the curriculum in a way that shows confidence with the subject, and a mastery of the curriculum outcomes. In four words: “They know their stuff.”  40-50 |

Rubric adapted from information provided in “Building Better Rubrics” (Alberta Assessment Consortium, 2009), “Teaching about Historical Thinking” (TC2, 2006), and “The Historical Thinking Project” (http://historicalthinking.ca/ 2013)