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| Did the innovation of agriculture that led to the river valley civilizations allow human society to progress from the hunter-gatherer lifestyle?  **Write an essay that addresses this question with a clear thesis. Evidence used can be anything that you researched for your project, any primary source documents that we looked at in class (Mesopotamian and Egyptian docs), scholarly articles (Before Class, The Worst Mistake in Human History, The Origins of Patriarchy), etc…** | | | |
| **Outcome** | **Exceeds** | **Meets** | **Not Yet** |
| **Communicate** | Ideas and information understood, mindful of audience, purpose and setting. Student uses formal writing to organize thoughts to best support thesis.  \_\_\_ Introduction captivates audience through bold use of style and word choice that allows audience to understand the argument without sounding formulaic  \_\_\_ Organization of essay is logical and topic sentences are aligned to rationale  \_\_\_ Conclusion intriguingly wraps up argument in a new way without introducing new information  \_\_\_ Paper avoids dropped quotes, 1st and 2nd person (I, you), and contractions (can’t, won’t) | Ideas and information understood, mindful of audience, purpose and setting. Student uses formal writing to organize thoughts to support thesis.  \_\_\_ Introduction adequately prepares audience for the argument by narrowing down presentation of ideas to the thesis  \_\_\_ Organization of essay is logical and topic sentences are aligned to rationale  \_\_\_ Conclusion adequately wraps up argument in a new way without introducing new information  \_\_\_ Paper avoids dropped quotes, 1st and 2nd person (I, you), and contractions (can’t, won’t) |  |
| **Argue** | Build a case for and defend conclusions reached, based in sound logic and valid evidence.  \_\_\_ Thesis statement includes clear debatable opinion and rationale. Audience understands argument and where paper is going immediately after reading introduction  \_\_\_ Each body paragraph uses multiple pieces of appropriate evidence that support thesis and rationale (topic sentences)  \_\_\_ A counter-claim is addressed and dismissed | Build a case for and defend conclusions reached, based in sound logic and valid evidence.  \_\_\_ Thesis statement includes clear debatable opinion and rationale.  \_\_\_ Each body paragraph uses at least 2 pieces of appropriate evidence that support thesis and rationale (topic sentences)  \_\_\_ A counter-claim is addressed and dismissed |  |
| **Be Precise**  **WORD WALL**  Ethnocentric  Paleolithic  Neolithic Revolution  Hunter-Gatherer  “Primitive Communism”  Domestication  Patriarchy  Oppression | Student richly supports thesis with many relevant facts, examples, and details.  \_\_\_ Evidence used to support thesis is accurate  \_\_\_ Student accurately weaves all of the vocabulary from the Word Wall into paper | Student richly supports thesis with many relevant facts, examples, and details.  \_\_\_ Evidence used to support thesis is mostly accurate  \_\_\_ Student accurately weaves most of vocabulary from Word Wall into paper |  |
| **Conclude**  Infer meanings, analyze information and develop valid ideas based on evidence and analysis\*  **\*Analysis= Explaining/ interpreting/ revealing something novel from the text and discussing how it supports your thesis.** | Evidence is more analytical than descriptive  \_\_\_ Student explicates (analyze and develop an idea in detail) evidence to support thesis  \_\_\_ When appropriate, student analyzes the source of evidence, not just evidence itself (especially for primary sources or older sources)  \_\_\_ Bulk of student’s paper is analysis, not mere description. Student connects all evidence to original thesis, thereby taking old evidence to a new place for a purpose | Evidence is both descriptive and analytical  \_\_\_ Student explicates evidence to support thesis  \_\_\_ Student includes description and analysis of evidence to prove that thesis is true |  |