Ancient Civilizations: What do we know and how do we know it?

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Unit Title: Ancient Civilizations: What do we know and how do we know it?

Grade Level: 10th Grade

Subject/Topic Area(s): AP World History

Designed By: M. Melendy Jacobie

Time Frame: 8 days

School District: North East ISD

School: STEM Academy @ Lee High School

School Address and Phone: 1400 Jackson Keller Rd, San Antonio, TX 78216

**Brief Summary of Unit** (Including curricular context and unit goals):

A unit for the first time period of AP World History. Students explore the essential questions of “What do we know about ancient societies? How do we know it? How does the geography of a place impact human activity? What characteristics must a civilization possess?” Students will explore the Paleolithic Era by examining the Lascaux Caves and the modern “Paleo” diet. They will track the changes brought by the Neolithic Revolution and discuss the qualities of a civilization before completing a performance task in which they research and create a video about one of the six core/foundational civilizations.
**Unit:** Ancient Civilizations – What do we know and how do we know it?  
**Grade:** 10th Grade AP World History

### Stage 1: Desired Results

#### Understandings

*Students will understand that…*
- Geography impacts human settlement and culture.
- Culture plays a significant role in unifying states.
- Arguments must be supported by evidence.

#### Essential Questions

- What do we know about ancient societies?
- How do we know what we know?
- How does the geography of a place impact human activity?
- What characteristics must a civilization possess?

### Knowledge

**Students will know…**

| TEKS |  
| 16.B Analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations |
| 17.A Identify important changes in human life caused by the Neolithic Revolution |
| 19.A Identify the characteristics of monarchies and theocracies as forms of government in early civilizations |
| 20.B Identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, the Jewish Ten Commandments |
| 21.B Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history |
| 24.A Describe the changing roles of women, children and families during major eras of world history |
| 27.A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations |

### AP Standards

1.1.1 Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

1.2.1 Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

1.2.2 Agriculture and pastoralism began to transform human societies.

1.3.1 Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished. Students should be able to identify the location of all of the following civilizations:
- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavin in Andean South America

1.3.2 The first states emerged within core civilizations.

1.3.3 Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

### Skills

**Students will be able to…**

| TEKS |  
| 16.C Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past |

### AP Standards

**Skill 1: Crafting historical arguments from historical evidence**

**Historical Argumentation:** A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

**Appropriate use of relevant historical evidence:** Historical thinking involves the ability to identify, describe, and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), with respect to content, authorship, purpose, format, and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.
Stage 2: Assessment Evidence

Performance Task:
Students will work in groups of 2-4 to create a video about one of the following ancient civilizations: Mesopotamia, Egypt, Mohenjo-Daro/Harappa, Shang Dynasty, Olmec and Chavin. The video will answer the question: What do we know about the civilization? How do we know it? The video may be a standard presentation of information or students may write lyrics and create a music video. Students will examine a variety of historical evidence including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources. Students will analyze evidence with respect to content, authorship, purpose, format, and audience, while also noting its limitations and the point of view that it reflects.

Other evidence:
(quizzes, tests, academic prompts, self-assessments, etc. Note – these are usually included where appropriate in Stage 3 as well)
- Lascaux Caves Quiz
- Student Paintings & Note Card Stories
- Student Notes: Paleolithic Era, Neolithic Revolution, Early Civilizations
- Guns, Germs and Steel: Episode 1 Video Questions
- The Modern Paleo Diet Analysis
- Evidence Analysis Forms
- Video Script
- Work Logs
- Project Rubric

Stage 3: Learning Activities
(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: The Paleolithic Era
HW: Watch “The Dordogne, France: Lascaux's Prehistoric Cave Paintings” (http://www.youtube.com/watch?v=UnSq0c7jM-A) for background on the Lascaux Caves. Go to the cave’s website (http://www.lascaux.culture.fr/?lng=en/#en/00.xml) for a virtual tour and examine some of the individual paintings. Students will complete a short quiz at the beginning of class for accountability.

Painting Activity
Students will be given a piece of paper and have ten minutes to create a finger-painting that tells a personal story. After ten minutes, students will wash their hands and exchange paintings with their neighbor. Students will then take a note card and have five minutes to write a paragraph telling the story shown in their partner’s painting. They may not assist their partner in understanding or explaining their story. Students will then exchange paintings and explain to their partner the real story their painting depicts.

Discussion: Point of View, Technology and the Stone Age
Lead a class discussion about the differences between the finger-paintings and note card stories. Be sure to mention that point of view is what accounts for these differences. Also, discuss the students ability to communicate effectively with finger-paint. What could have improved the clarity of their paintings? How would tools (a form of technology) have allowed them to more clearly articulate their point of view?

Notes: What do we know and how do we know it?
Students will take notes on a short PowerPoint about the Paleolithic Era including the migrations that populated the earth and evidence left by early humans that allows us to study them today. Be sure to emphasize the role of archaeologists and anthropologists in understanding the evidence and historians in piecing together a story of the Paleolithic era.
Day 2: The Neolithic Revolution
HW: Watch “Guns, Germs & Steel: Ep. 1” (http://www.youtube.com/watch?v=cLJfZ0yFpZo) about how geography influenced where agriculture and domestication of animals developed and the role those factors played in the first civilizations. Note: the video is almost one hour long. Students will complete the video notes page for accountability and notes.

Video Recap & Class Discussion
Begin by asking for questions about the video. Note the important geographic advantages that Eurasians have had over the rest of the world (cereal grains, domesticated animals) and how those led them to specialization of labor.

Notes: Neolithic Revolution
Short notes to define the Neolithic Revolution and explain its social and environmental impacts.

The Modern Paleo Diet – Do you buy it?
Explain to students that there is a new diet trend called the Paleo diet. Students will hypothesize which foods and drinks would/not be allowed if they were strictly following this diet. Explain the premise of the diet to students before instructing them to use the iPads to visit http://www.thepaleodiet.com and/or http://www.robbwolf.com to read about the diet. Students will examine the website(s) for content, authorship, purpose, format, and audience, while also noting its limitations and point of view.

Day 3: Civilizations
Warm Up: What makes a civilization?
Notes: Civilizations
Introduce the performance task in which students will work in groups of 2-4 to create a video about one of the following ancient civilizations: Mesopotamia, Egypt, Mohenjo-Daro/Harappa, Shang Dynasty, Olmec and Chavin. The teacher will divide the students into groups for this project to ensure that there are six groups. Once students gather in groups, write the names of the civilizations on the board. Out of a hat, the teacher will draw group numbers and the students may select which civilization they would like to research. Once groups have chosen their civilizations, they may begin their research by perusing some of the teacher selected resources for their civilization.

Day 4 & 5: Research
Students will conduct research and begin creating their videos. To monitor student progress and ensure accountability, students will complete evidence analysis forms for their sources as well as a work log.

Day 6 & 7: Filming
Students will begin filming and editing their videos. Students will continue to log their progress in their work log.

Day 8: Viewing of Student Videos
Videos are due at the beginning of class. They must be submitted to Moodle by uploading the video or by sending the link to an online version on YouTube or Vimeo. Students will spend the class period watching their classmates’ videos and taking notes.
Lascaux Caves Video Quiz

Where are the Lascaux Caves?

Name two animals whose images appear in the cave.

According to historians, what was the purpose of the cave?
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<th>Date</th>
<th>Time Period</th>
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<tr>
<td>Big bang</td>
<td>January 1</td>
<td>13.7 billion years ago</td>
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<td>Stars and galaxies begin to form</td>
<td>End of January/mid-February</td>
<td>12 billion years ago</td>
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<tr>
<td>Milky Way galaxy forms</td>
<td>March/early April</td>
<td>10 billion years ago</td>
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<td>Origin of the solar system</td>
<td>September 9</td>
<td>4.7 billion years ago</td>
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<tr>
<td>Formation of the earth</td>
<td>September 15</td>
<td>4.5 billion years ago</td>
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<tr>
<td>Earliest life on earth</td>
<td>Late September/early October</td>
<td>4 billion years ago</td>
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<tr>
<td>Oxygen forms on earth</td>
<td>December 1</td>
<td>1.3 billion years ago</td>
</tr>
<tr>
<td>First worms</td>
<td>December 16</td>
<td>658 million years ago</td>
</tr>
<tr>
<td>First fish, first vertebrates</td>
<td>December 19</td>
<td>534 million years ago</td>
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<tr>
<td>First reptiles, first trees</td>
<td>December 23</td>
<td>370 million years ago</td>
</tr>
<tr>
<td>Age of dinosaurs</td>
<td>December 24–28</td>
<td>329–164 million years ago</td>
</tr>
<tr>
<td>First humanlike creatures</td>
<td>December 31 (late evening)</td>
<td>2.7 million years ago</td>
</tr>
<tr>
<td>First agriculture</td>
<td>December 31: 11:59:35</td>
<td>12,000 years ago</td>
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<tr>
<td>Birth of the Buddha/</td>
<td>December 31:11:59:55</td>
<td>2,500 years ago Greek civilization</td>
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<tr>
<td>Birth of Jesus</td>
<td>December 31: 11:59:56</td>
<td>2,000 years ago</td>
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<tr>
<td>Aztec and Inca empires</td>
<td>December 31:11:59:59</td>
<td>500 years ago</td>
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<td>----------------------------------------------------------------------</td>
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<td>Earliest bipedal hominids (walking upright on two legs)</td>
<td>7 million to 6 million</td>
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<td><em>Homo habilis</em> (earliest use of stone tools)</td>
<td>2.5 million</td>
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<tr>
<td><em>Homo erectus</em> (first controlled use of fire and first hominid migrations out of Africa)</td>
<td>1.9 million to 200,000</td>
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<tr>
<td>Earliest <em>Homo sapiens</em> in Africa</td>
<td>250,000</td>
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<tr>
<td>Beginnings of human migration out of Africa</td>
<td>100,000–60,000</td>
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<td>Human entry into eastern Asia</td>
<td>70,000</td>
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<td>Human entry into Australia (first use of boats)</td>
<td>60,000–40,000</td>
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<td>Human entry into Europe</td>
<td>45,000</td>
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<tr>
<td>Extinction of large mammals in Australia</td>
<td>30,000</td>
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<td>Human entry into the Americas</td>
<td>30,000–15,000</td>
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<td>Cave art in Europe</td>
<td>25,000</td>
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<tr>
<td>Extinction of Neanderthals</td>
<td>25,000</td>
<td></td>
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<tr>
<td>End of last Ice Age (global warming)</td>
<td>16,000–10,000</td>
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<tr>
<td>Earliest agricultural revolutions</td>
<td>12,000–10,000</td>
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<tr>
<td>Extinction of large mammals in North America</td>
<td>11,000</td>
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<tr>
<td>Austronesian migration to Pacific islands and Madagascar</td>
<td>3,500–1,000</td>
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<tr>
<td>Human entry into New Zealand (last major region to receive human settlers)</td>
<td>1,000</td>
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Map 1.1 The Global Dispersion of Humankind

Chapter 1, Ways of the World: A Brief Global History with Sources, First Edition
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Page 14
Lascaux Caves, Southern France
Bantu Migration

- Spread agriculture and pastoralism
- Ironworking skills
- Bantu Languages
Characteristics of Paleolithic Societies

- Low population density
- Mostly self-sufficient. Some trade with other groups to exchange people, ideas and goods.
- Seasonally nomadic
- Egalitarian
- Low life expectancy (approx. 35)
Paleolithic Technology

- Tools
  - Wood and stone
  - Adapted for the environment

- Fire
  - To aid hunting/gathering
  - Protection from predators
  - Heat in cold climates
Incentives for Increased Food

- The disappearance of many large mammals
- Growing populations
- Newly settled ways of life
- Fluctuations in the process of global warming
Guns, Germs and Steel

Episode 1: Out of Eden
Answer the following questions to the best of your ability.

What caused the Eurasians to conquer the world?

What did Eurasians have that Native Americans, Africans and Australians didn’t?
Eurasians vs. Americans

- Swords and guns
- Horses
- Disease

- Stone and wooden tools
- No animals to ride
- No diseases to spread
How did the Eurasians reach the Americas before the Americans reached Eurasia?
Other Advantages to Eurasians

- Oceangoing ships
- Political will and organization
- Writing – allowed for spread of info, maps and sailing directions

HOW DID THE EURASIANS END UP WITH SO MANY ADVANTAGES?
Domesticated Animals

Domesticated animals must have:

- a diet that humans can supply
- a rapid growth rate
- a willingness to breed in captivity
- a tractable disposition
- a social structure involving submissive behavior towards dominant animals/humans
- lack of a tendency to panic when fenced in
How did Eurasia end up with the most domesticated animals?

- Largest land mass with the most wild species to begin with.
- Many animals in the Americas went extinct at the end of the last ice age.

- **Eurasia:** Horses, sheep, goats, cows, chickens, etc.
- **The Americas:** Llama and turkey
- **Africa:** Guinea fowl
Main Axis

- Americas
- Eurasia
- Africa
Main Axis

EAST-WEST AXIS

- Similar day-length and climate
- Allows domesticated plants and animals to be used all over the region

NORTH-SOUTH AXIS

- Large variations in day-length and climate
- Difficult for domesticated plants and animals to be used all over the region – adaptation takes time!
Domesticated Animals

- Allow for land transport
- Revolutionized agriculture
  A farmer with a plow > A farmer alone
- Create food surpluses that allow people to specialize in areas other than agriculture
  Metallurgy: guns/swords
  Writing/mapping
  Shipbuilding/sailing
  Political organization
DISEASE

Spread primarily by:

1. Large concentrations of people.
2. Large concentrations of animals.
THINGS TO REMEMBER

- Eurasians had several advantages including disease and domesticated plants/animals, which gave them more time to focus on technology.

- These advantages came from geographic differences rather than natural/biological intelligence.
THE NEOLITHIC REVOLUTION

- About 10,000 years ago (8000 BCE)
- People learned how to grow food and herd animals
- First occurs in the Fertile Crescent.
- Occurs separately and independently in scattered parts of the world
- Pastoralism develops in parts of Africa and Eurasia.
- Pastoral peoples domesticated animals and led their herds around grazing ranges.
- Mobile → rarely accumulated large amounts of material possessions, but allowed them to become an important conduit for technological change as they interacted with settled populations.
Environmental Impacts

- Selective cultivation and breeding changes local plants and animals
- Irrigation systems change flow of rivers
- Domestication of animals for food and labor → erosion and overgrazing
Social Impacts

- More reliable food supply $\rightarrow$ No need to migrate $\rightarrow$ Permanent settlement
- Food surplus $\rightarrow$ Pop. Increase
- Surpluses of food and other goods $\rightarrow$ specialization of labor, including new classes
  - Artisans for pottery
  - Warriors for protection of homes/food
  - Priests performed religious rituals for protection and productive crops
- New classes $\rightarrow$ development of elites $\rightarrow$ Patriarchy and forced labor systems
Improvements in Agricultural Production, Trade & Transportation

- Pottery
- Plows
- Woven textiles
- Metallurgy
- Wheels and wheeled vehicles

Visual Source 2.5 A Sculpture from the Nok Culture
Musée du Quai Branly/Scala/Art Resource, NY
Chapter 2, Ways of the World: A Brief Global History with Sources, First Edition
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Page 83
“Evolutionary health promotion is based on three propositions:

- Since the appearance of behaviorally modern humans perhaps 50,000 years ago and particularly since the Neolithic Revolution of 10,000 years ago, cultural evolution has proceeded more rapidly than has genetic evolution, thereby producing ever-greater dissociation between the way we actually live and the lifestyle for which our genome was originally selected.

- This discordance fosters the chronic degenerative diseases that cause most morbidity and mortality in contemporary affluent nations.

- A logical model for prevention research is an amalgamation of the lifestyles prevailing among early, behaviorally modern humans, before agriculture accelerated genetic-cultural evolutionary divergence.”

Civilization: form of human culture in which some people live in cities, have complex social institutions, use some form of writing, and are skilled at using science and technology.

Around 3,500 BCE, the first civilizations emerged from these small agricultural villages.
THE RISE OF CIVILIZATIONS
Interactions Between Civilizations

Regional Trade

Trans-Regional Trade

Ancient Civilizations in Mesopotamia and the Indus Valley
New Religious Beliefs

Hebrew Monotheism
- Originated in Fertile Crescent (Sumeria → Canaan)
- One god – Yahweh
- Holy Book – The Torah (and Ten Commandments)
- Became known as Judaism
- Root of Christianity & Islam

Zoroastrianism
- Originated in Persia
- One god – Ahura Mazda
- Cosmic struggle between good and evil
- Heaven & Hell

Vedic Religion
- Originated in the Indus Valley
- Multiple gods
- Holy Book – The Vedas
- Becomes the basis of Hinduism
Characteristics of Early Civilizations

- Record Keeping → Legal Systems & Literature
- Technology → Weapons & Transportation
- Cities → Urban Planning
- Monumental Architecture
- Local, Regional & Trans-regional Trade
- Social/Gender Hierarchies → Seen in Art & Literature
- Promotion of Arts & Artisanship
- New Religious Beliefs
Guns, Germs and Steel: Episode 1

Video Questions

What is Jared Diamond’s profession?

How did people live 13,000 years ago? (Think about food, shelter, movement)

Why is hunting not a productive way to find food?

In Papua New Guinea, who does the gathering? What could this imply about gender relations?

What kinds of crops are native to Papua New Guinea? Why can’t they support a large population?

What kinds of crops are native to the Middle East? How do they compare to New Guinean crops?

How did the climate change about 12,500 years ago? How did it impact the people of the Middle East?

How have archaeologists contributed to our understanding of early societies? (Use info from sites at Dhra’ and Guar)

Who were the world’s first farmers?

What is domestication?

Why were hunter-gatherers always going to be at a disadvantage to farmers?
What areas of the world developed farming independently? What crops did they grow?

What was Diamond’s first realization about the roots of the inequalities of the world?

Besides crops, what other advantage did the people of the Middle East have? What benefits did this provide them?

What qualities make an animal good for farming/domestication?

How many large animals have been successfully domesticated? What regions are they native to?

How did more productive agricultural yields and food surpluses lead to specialization of labor?

How did the Middle East lose its head start? What was its fundamental weakness?

What role does latitude play in shaping length of day, climate and vegetation? How did that contribute to the spread of crops and animals?

What answer does Jared Diamond provide to Yali’s question of “Why do you white men have so much cargo, while we New Guineans have so little?”
# The Modern Paleo Diet Analysis

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<tr>
<th>What foods are allowed on the Paleo diet?</th>
<th>What foods are not allowed on the Paleo diet?</th>
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## Describe

- **Content**
  What information is present?

- **Authorship**
  What person or group wrote this?

- **Purpose**
  Why did the author write it?

- **Format**
  How is it structured?

- **Audience**
  Who did the author write this for?

## Evaluate

- **Point of View**
  What does the author believe and why?

- **Limitations**
  What’s missing? What problems do you see?
EARLY CIVILIZATIONS
VIDEO PROJECT

For this project, you will work in groups of 2-4 to create a video about one of the following ancient civilizations:

❖ Mesopotamia in the Tigris and Euphrates River Valleys
❖ Egypt in the Nile River Valley
❖ Mohenjo-Daro and Harappa in the Indus River Valley
❖ Shang Dynasty in the Yellow (Huang He) River Valley
❖ Olmecs in Mesoamerica
❖ Chavin in Andean South America

The video you create must answer the questions:
WHAT DO WE KNOW ABOUT THIS CIVILIZATION? HOW DO WE KNOW IT?

The video may be a standard presentation of information OR you may write lyrics and create a music video. To create your video, you will examine a variety of historical evidence including written documents, works of art, archaeological artifacts, oral traditions, and other primary and secondary sources. Some helpful places to start your research would be:

• Your Textbook (Ways of the World), Chapter 3
  o Info. on each civilization as well as extra primary sources from Mesopotamia and Egypt at the end of the chapter

• ABC-Clio Online Encyclopedia (Accessed from the Lee Library website)
  o Click Eras and select your civilization or use the advanced search tool

• Bridging World History, Unit 6: Order and Early Societies Video (Begin at 4:35)
  o Helpful for students researching Shang China

• Crash Course World History YouTube Channel
  o Videos on Ancient Egypt, Mesopotamia and the Indus Valley

• Historyteachers YouTube Channel
  o Music Videos include The Olmecs to “September Gurls”, Mummification to “Good Riddance (Time of Your Life)”, Nefertiti to “Kiss Them For Me”, Civilization to “Harajuku Girls” (mostly about Mesopotamia)

• Khan Academy
  o Videos on Ptolemaic Egypt & Sumeria

You are welcome to use sources outside of these suggestions as you conduct your research, but I recommend you start here as these sources have already been verified for accuracy. For each source, you must complete an Evidence Analysis Form. This form requires you to carefully analyze the components of the document to help you see the author’s point of view as well as what limitations the document may possess. This form will also help you as you compile your bibliography which must be included in your video.
### Evidence Analysis Form

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<td></td>
<td>What's missing? What problems do you see?</td>
</tr>
</tbody>
</table>
### EARLY CIVILIZATIONS VIDEO: PROJECT RUBRIC

**Group Members:**

**Civilization:**

<table>
<thead>
<tr>
<th></th>
<th>1 Point Beginning</th>
<th>2 Points Developing</th>
<th>3 Points Proficient</th>
<th>4 Points Exemplary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Script</strong></td>
<td>Includes more than 10 grammatical errors, misspellings, punctuation errors, etc.</td>
<td>Includes 5-9 grammatical errors, misspellings, punctuation errors, etc.</td>
<td>Includes 1-4 grammatical errors, misspellings, punctuation errors, etc.</td>
<td>Grammar, spelling, punctuation, capitalization and correct. No errors in the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Work Log</strong></td>
<td>Very minimal comments about few activities on the work log.</td>
<td>General comments on daily activities.</td>
<td>Thorough listing of daily activities, but no reflections.</td>
<td>Includes descriptive detail and reflections on daily activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content is unclear. Includes little essential information and one or two facts.</td>
<td>Content is vaguely communicated. Includes some essential information with few facts.</td>
<td>Content is clearly communicated. Includes essential information.</td>
<td>Strong content. Covers topic completely and in depth. Includes complete information.</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Language and/or images are unprofessional and inappropriate for school.</td>
<td>Language and/or images do not look professional, but are appropriate for school.</td>
<td>Language and/or images are professional and appropriate for school.</td>
<td>Video presentation is extremely professional, polished and appropriate for school.</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Group Work</strong></td>
<td>Cannot work with others. Cannot share decisions or responsibilities.</td>
<td>Works with others, but has difficulty sharing decisions and responsibilities.</td>
<td>Works well with others. Takes part in most decisions and contributes to fair share and group.</td>
<td>Works well with others. Assumes a clear role and related responsibilities. Motivates others.</td>
<td></td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>There are no citations or references to copyright information for photos, graphics, and music created by others.</td>
<td>Some citations are given, few photos, graphics and sound files are identified with references.</td>
<td>Most citations are given, but some photos, graphics and sound files are not identified with references.</td>
<td>Citations give proper credit. Every photo, graphic or sound file is either original or the owner is credited.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**