



Comprehensive Curriculum

Revised 2008

Grade 6 Social Studies



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

Unit 1, Activity 3, Grading Rubric for Hunter-Gatherer Project

Grading Rubric for Hunter-Gatherer Project

	4	3	2	1	POINTS
CATEGORY					
Shelter	There are 4 or more examples of shelters used by hunter-gatherers.	There are 3 examples of shelters used by hunter-gatherers.	There are 2 examples of shelters used by hunter-gatherers.	There is only 1 example of shelters used by hunter-gatherers.	—
Food	There are 4 or more examples of the types of food eaten by hunter-gatherers.	There are 3 examples of the types of food eaten by hunter-gatherers.	There are 2 examples of the types of food eaten by hunter-gatherers.	There is only 1 example of shelters used by hunter-gatherers.	—
Tools	There are 4 or more examples of the types of tools made and used by hunter-gatherers.	There are 3 examples of the types of tools made and used by hunter-gatherers.	There are 2 examples of the types of tools made and used by hunter-gatherers.	There is only 1 example of shelters used by hunter-gatherers.	—
Clothing	There are 4 or more examples of the types of clothing used by hunter-gatherers.	There are 3 examples of the types of clothing used by hunter-gatherers.	There are 2 examples of the types of clothing used by hunter-gatherers.	There is only 1 example of shelters used by hunter-gatherers.	—
TOTAL POINTS					—

Unit 1, Activity 4, Grading Rubric for Climatic Changes Paragraph

Grading Rubric for Climatic Changes Paragraph

CATEGORY	4	3	2	1	POINTS
Topic Sentence	Main/Topic Idea Sentence is historically accurate, clear, encompassing of a larger idea, and answers the question posed.	Main/Topic Idea Sentence is historically accurate, but somewhat unclear and does not directly answer the question posed.	Main/Topic Idea Sentence is historically inaccurate although it is clear and answers the question posed.	There is no Main/Topic Idea sentence.	—
Body of Paragraph (Supporting Details)	Paragraph has at least 3 facts that are historically accurate and support the main idea.	Paragraph has 2 facts that are historically accurate and support the main idea.	Paragraph has only 1 fact that is historically accurate and supports the main idea.	Paragraph has no facts that are historically accurate and support the main idea.	—
Conclusion Sentence	Conclusion sentence restates and reinforces the main idea.	Conclusion sentence does not restate although it relates somewhat to the main idea.	Conclusion sentence does not restate nor reinforce main idea.	There is no conclusion sentence.	—
				TOTAL	—

Unit 1, Activity 5, Farming Word Grid

Farming Word Grid

	SITE #1:	SITE #2:	SITE #3:
rich, fertile soil			
easily defended			
warm, temperate climate			
fresh water for crops			
flat land			
transportation for trade			

Unit 1, Activity 6, Vocabulary Chart on Human Changes to the Environment

Vocabulary Chart on Human Changes to the Environment

Word	+	√	-	Example	Definition
physical environment					
adaptation					
slash and burn					
irrigation					
tilling					
modification					
dike/levee					
canal					
dam					

Unit 1, Activity 6, Listing on Human Changes to the Environment

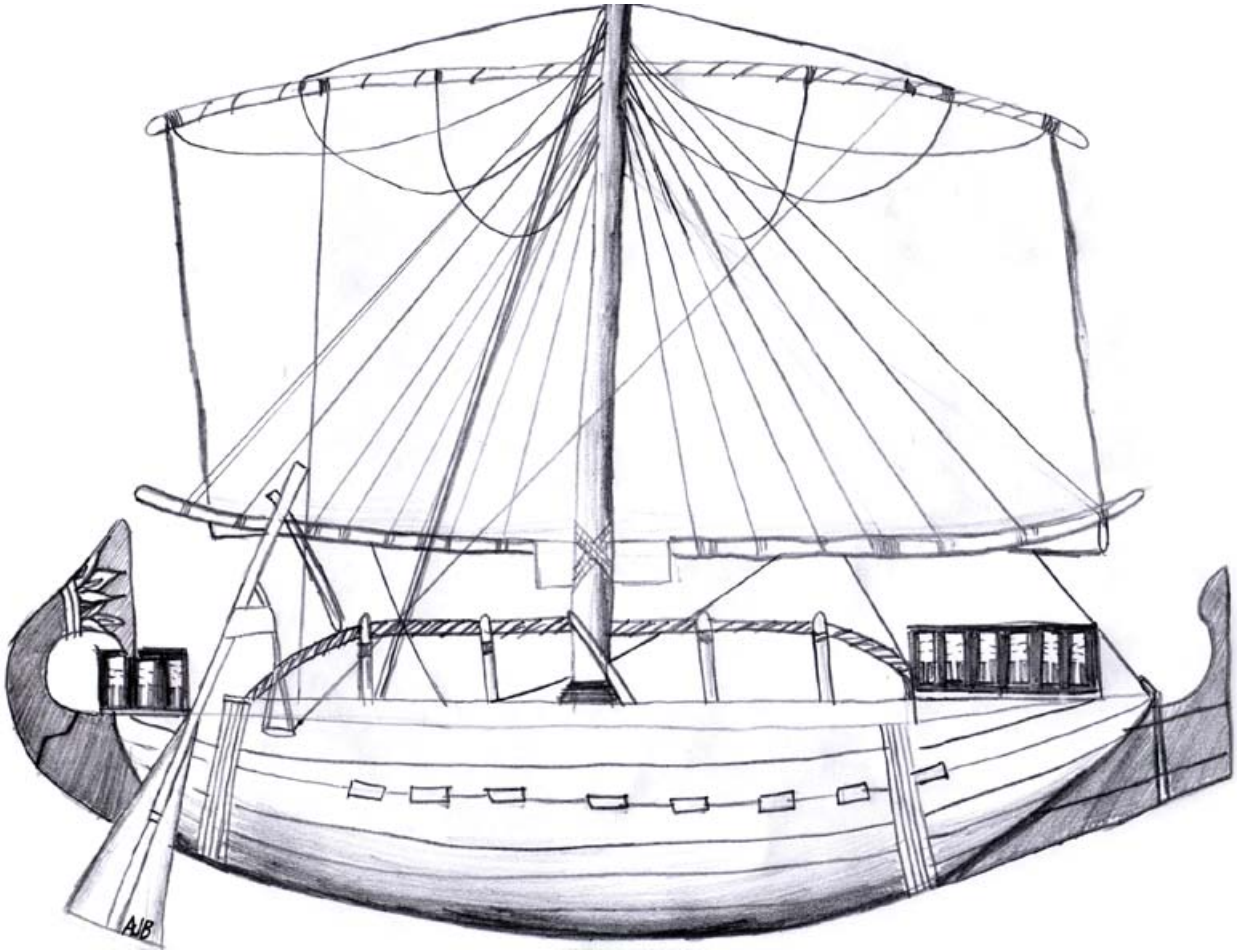
Listing on Human Changes to the Environment

Ways that humans changed the environment in Çatal Hüyük	Ways that humans changed the environment in Skara Brae	Ways that humans changed the environment in your region of the state

Look at each column and identify what you think is the highest form of technology used in each place to make those changes.

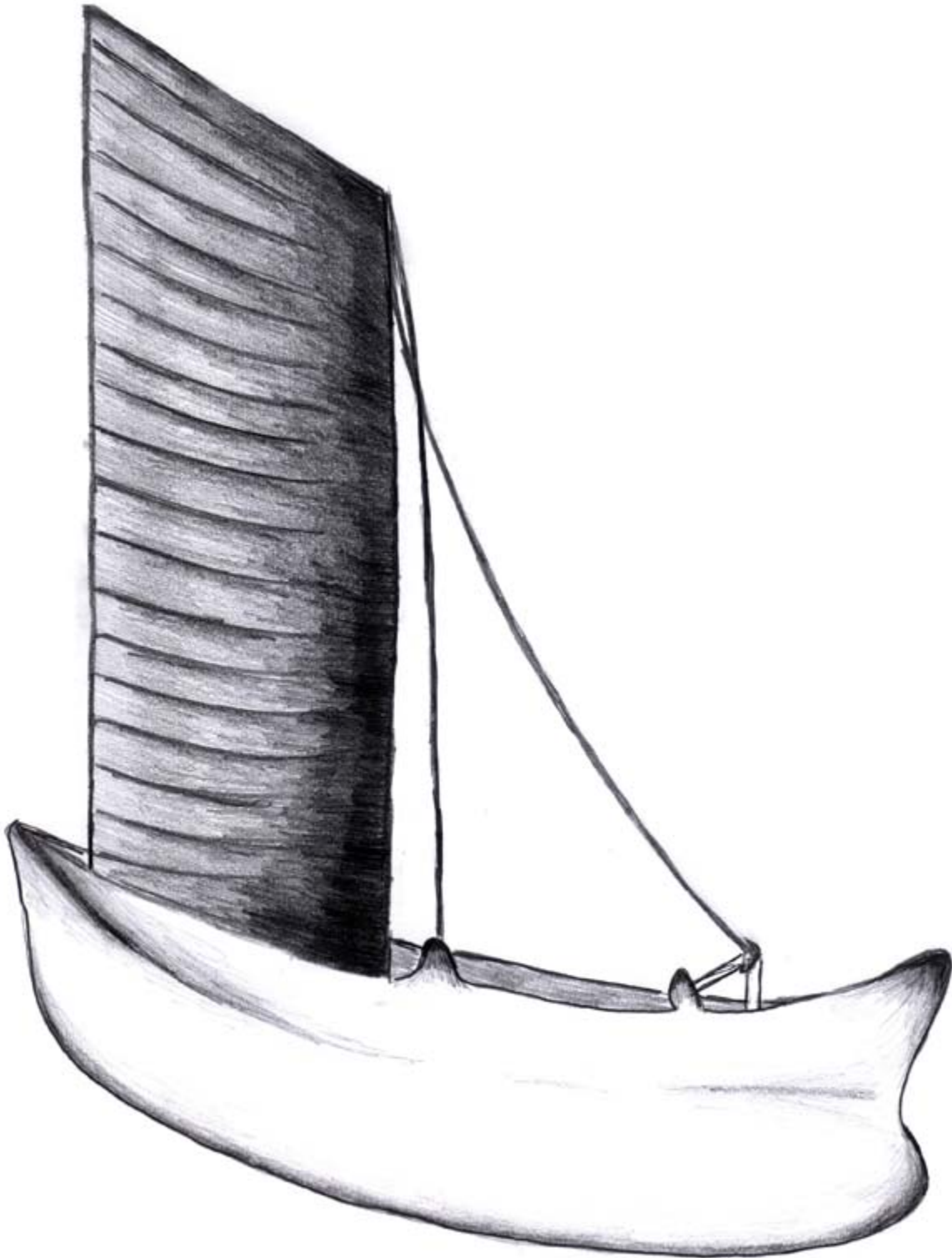
Highest form of technology used to make these changes:

1. The Nile River Boat

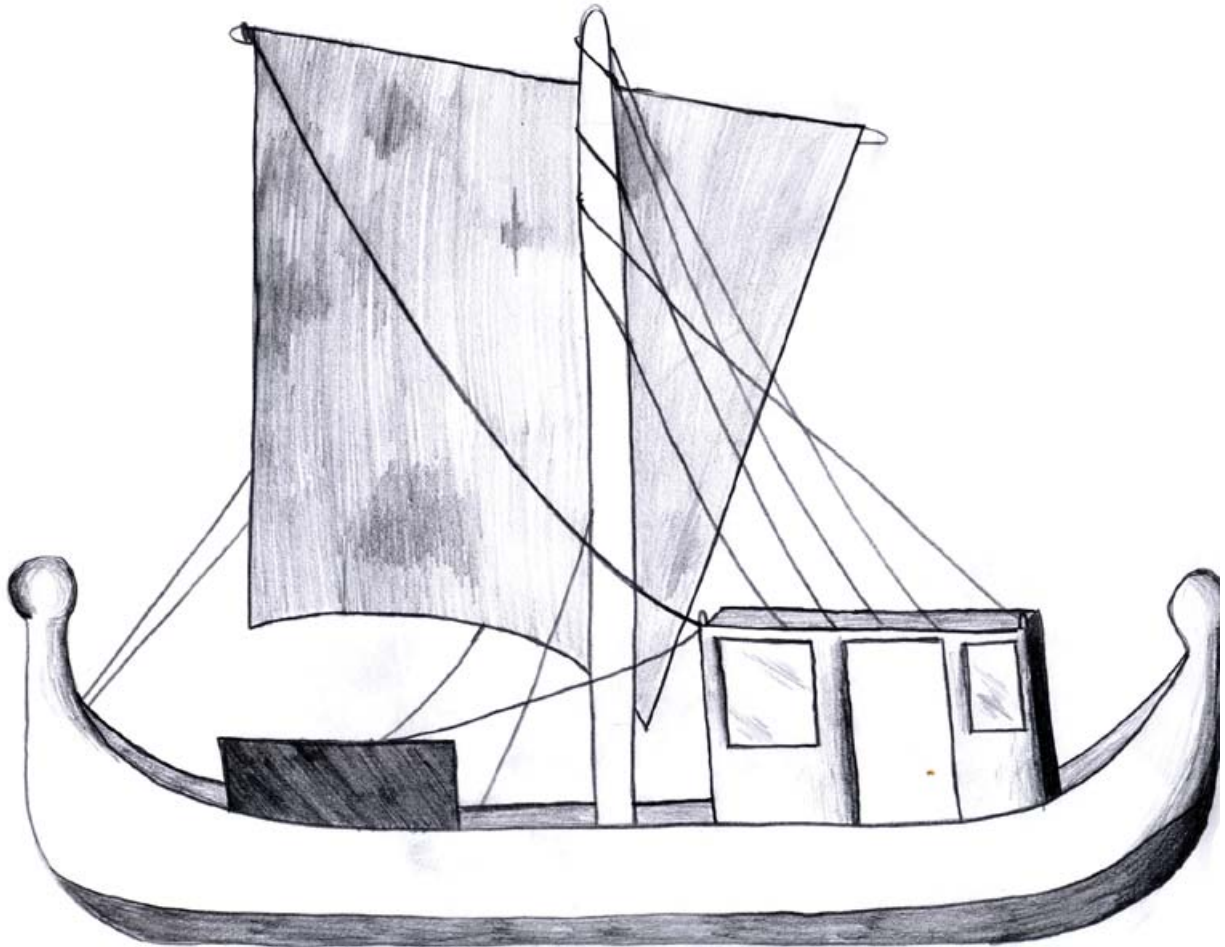


This sketch is based on sketches from Dilwyn Jones' book, Boats, published in Austin, Texas, by the University of Texas Press in 1993. The book is a great resource on ancient Egyptian boat technology.

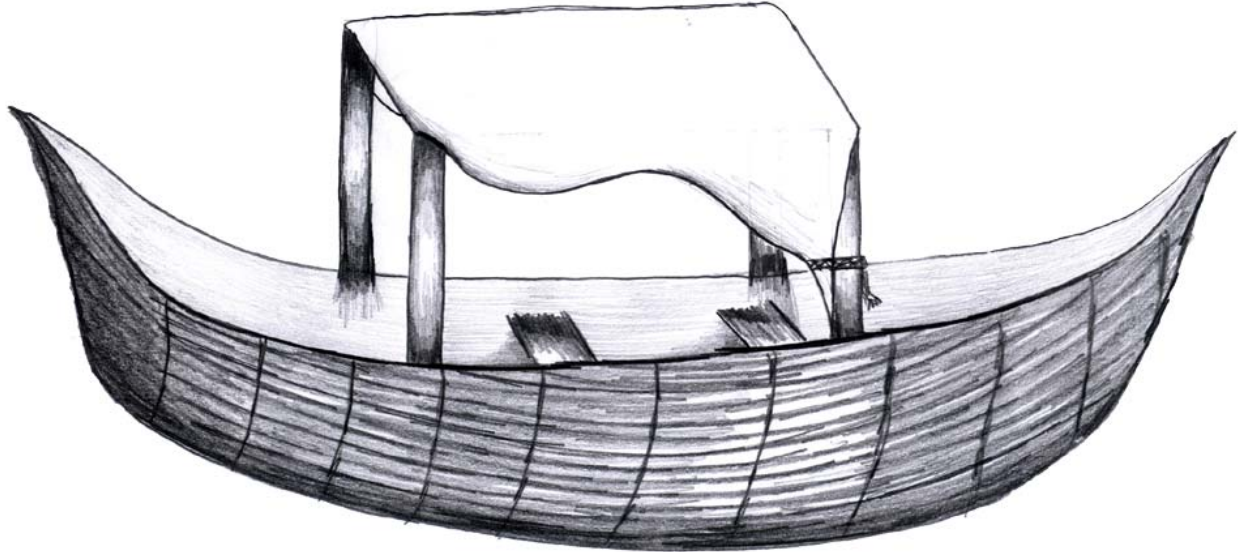
2. The Yellow River Boat



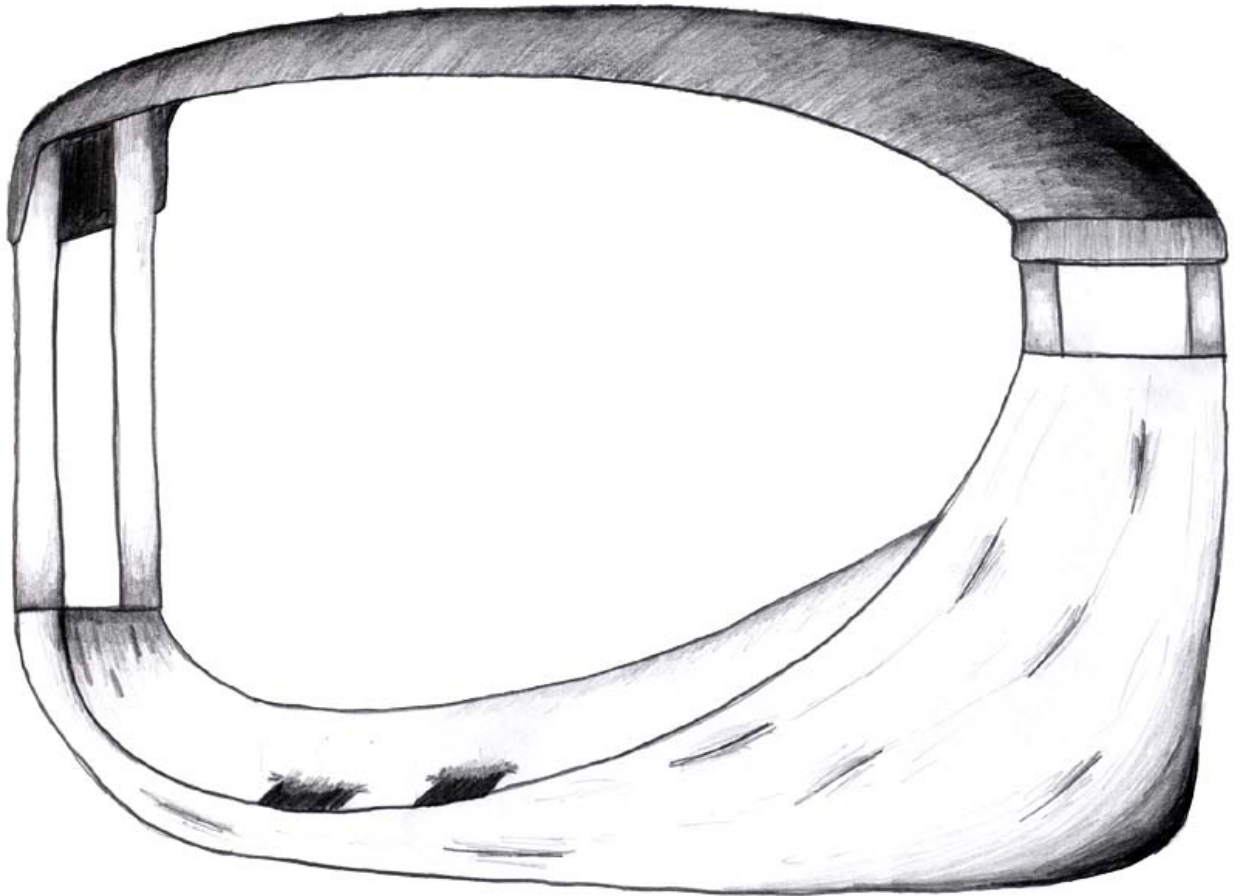
3. The Tigris River Boat



4. The Euphrates River Boat



5. The Indus River Boat



Unit 2, Activity 2, River Research Sheet

River Research Sheet

NAMES of GROUP MEMBERS: _____

NAME of RIVER: _____

River's origin or source	
Latitude and longitude at source	
Latitude and longitude at mouth	
Length of river	
Current countries where it flows	
Climatic zone(s) of river	
Geographical features along river	
Ancient settlements/ cities on river	
Crops/technology along river	
Famous sites along river	

Writing Prompt Sheet

for

Trip down the _____ River

The first person in your group sets the scene for the start of the journey (Ex: early morning, mid-day, month, who is on the trip, equipment...). Then each subsequent member of the *crew* proceeds to write one line about each stop along the way, until the trip entails at least ten stops. Be as descriptive and accurate as possible about what you see!

1. _____

2. _____

3. _____

4. _____

Unit 2, Activity 2, Writing Prompt Sheet

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

Unit 2, Activity 5, Ziggurat Project Grading Rubric

Ziggurat Project Grading Rubric

4	3	2	1	Your Points
Ziggurat has at least 4 tiers.	Ziggurat has 3 tiers.	Ziggurat has 2 tiers.	Ziggurat has only 1 tier.	_____
Every tier is accurately labeled with its usual function.	3 tiers are labeled with their usual functions.	2 tiers are labeled with their usual functions.	1 tier is labeled with its usual function.	_____
The paragraph has an accurate topic and conclusion sentence.	The paragraph has an accurate topic sentence, but not an accurate conclusion sentence.	The paragraph has an inaccurate topic sentence but an accurate conclusion sentence.	The paragraph is missing both an accurate topic sentence and an accurate conclusion sentence.	_____
The paragraph includes at least 3 accurate supporting details about ziggurats.	The paragraph includes at least 2 accurate supporting details about ziggurats.	The paragraph includes at least 1 accurate supporting detail about ziggurats.	The paragraph has no accurate supporting details about ziggurats.	_____
		TOTAL		_____

Writing Student Poems

The Negro Speaks of Rivers

By Langston Hughes

Your Title

Group Member Names

(Verses)

(Your Verses)

I've known rivers:

I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

Unit 3, Activity 3, Civilization Research Sheet

Civilization Research Sheet

STUDENT: _____ CULTURE/CIVILIZATION: _____

Dates when Civilization Thrived	
Location (Latitude/Longitude, Continent, Modern-day Countries)	
Climate Zone Annual Rainfall, Average Temperatures	
Main Cities, Main Geographical Features, Main Natural Resources	
Crops, Agricultural Technology	
Architecture, Art, Inventions	
Government, Religion	
Trading Products, Migration	

TECHNOLOGY

- 1) the use of knowledge and skills to meet human needs and goals
- 2) the application of science to practical work in the world
- 3) comes from Greek words: *tekhne* meaning “art” or “craft” and *logos* meaning “word” or “speech.”
- 4) a tool or technique

The Stone Age is the period in human history during which humans made their implements (tools) mainly from plain stone. During this time, hunting weapons like spears and arrow heads and cooking utensils like knives and grinders were all made of stone, bone, or wood. The Stone Age is usually divided into the Paleolithic Age (Old Stone Age) which began with the first humans and lasted until around 10,000 B.C. and the Neolithic Age (New Stone Age) which went from 10,000 B.C. to 3,500 B.C. Just because it is called the Stone Age doesn't mean humans did not have an array of technology for their use. They had already learned many ways to catch, kill, and preserve food.

The Copper Age began around 5,000 B.C. when humans started using copper “rocks” because it was plentiful and because it was soft and could be easily shaped. In fact, copper could be taken from mountainsides in pure form and hammered into different shapes without the use of heat. Copper is also very durable. (There is a piece of copper pipe from ancient Egypt that was found and is still in good shape.) Copper and gold were the first two metals used in their raw form by humans.

The Bronze Age replaced The Copper Age when, around 3,000 B.C., the Hittites and Minoans learned to make an alloy (a metal that is a mixture of two or more metals) called bronze by melting together copper and tin. Bronze weapons and agricultural tools were harder than plain copper ones and more easily shaped than plain stone. Bronze was also shinier than plain copper and so was used for sculpting art, too.

The Iron Age was an even more revolutionary age than the Bronze Age because iron is extremely hard and strong and permitted the creation of much more efficient agricultural tools like iron plows and iron-spoked wheeled carts, as well as much more dangerous weapons. Historians still don't know for sure who it was who started producing iron first. It may have been the Hittites. What we do know is that the Kushites in Egypt were the first to produce iron in large quantities around 1,100 B.C.

You might say that today we live in **The Age of Steel**. It is perhaps the most commonly used strong, hard metal for things like machines, buildings, bridges, vehicles like trains, etc. Steel is actually just iron but with some carbon bonded to it to make it stronger. Even during the Iron Age, humans had learned this trick of adding some carbon to iron to make it stronger. In fact, different swords of famous leaders like the legendary *Excalibur* (King Arthur's sword) probably were special and stronger because of the amount of carbide in it.

What do you think will be the next age of technology?

Unit 3, Activity 5, Ancient Technology Worksheet

Ancient Technology Worksheet

1. What form of ancient technology has your group chosen to research and make?

2. Where (in what civilization) and when was this form of technology first utilized?

3. For what was it used? _____

4. Of what materials was it built? _____

5. Do we still need or use this form of technology today? _____

6. If yes, is it still built the same? If no, what do we use to accomplish the task today?

7. What scientific knowledge went into the making of this technology?

8. List below what materials your group plans to use to build your model and who is responsible for bringing each material from home.

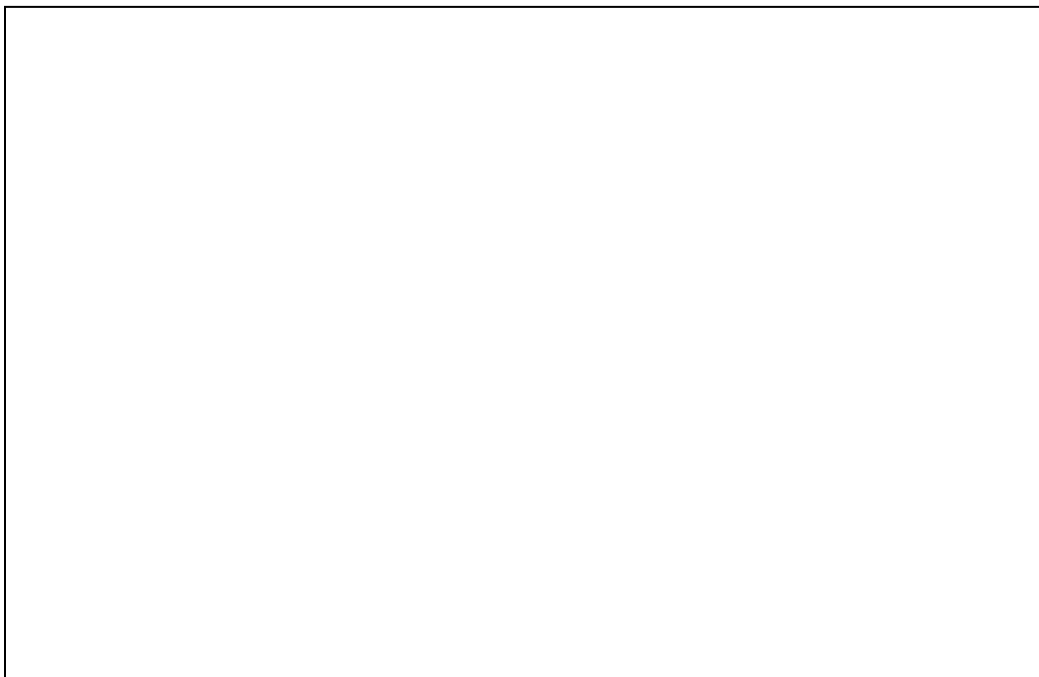
MATERIAL	PERSON

EXTRA! EXTRA! READ ALL ABOUT IT!
If you finished your work on your model early,
try entering the extra category at the
Ancient Technology Fair – LEVEE TECHNOLOGY!

All of the river valley civilizations faced a common problem – flooding! On the one hand, the annual floods would fertilize their fields by depositing new, rich silt on the river’s banks. But flooding was also hazardous (The Yellow River in China was even nicknamed the “River of Sorrows.”), so ancient peoples developed ways of controlling the flow of water. They developed irrigation and levees.

Today, of course, we in Louisiana use levees, dams, and flood plains to protect ourselves from flooding, too. Constructing levees is extremely expensive. They are usually built of pilings (steel or wood) and mud. But some people think we should start building levees out of other materials, too. How about old tires, cement, or plastic?

To enter this extra fair category, sketch a model of a levee out of something that you think would be cheaper, yet as or more effective, as earthen levees. Tell why you think it would be a great material to consider for levees.



Unit 3, Activity 7, Trade Poster Grading Rubric

Trade Poster Grading Rubric

Students' Names: _____

CATEGORY	2	1	0	Points
Continents & Oceans	All 7 continents and 4 oceans are located and labeled correctly	1-2 mistakes on the locating and labeling of the continents and oceans	More than 2 mistakes on the locating and labeling of continents and oceans	_____
Civilizations & Their Dates	All 8 civilizations located and labeled correctly with their dates	1-3 mistakes on the locating and labeling of the civilizations and dates	More than 3 mistakes on the locating and labeling of civilizations and dates	_____
Trade Products	At least 3 trade products per civilization	At least 2 trade products per civilization	1 or less trade products per civilization	_____
Map Key	Map key clear and all trade products represented	Map key unclear and missing 1-4 trade products	Map key unclear and missing more than 4 trade products	_____
Trade Routes	At least 1 trade route accurately drawn for each civilization	1-2 accurate trade routes missing from civilizations	Over 2 accurate trade routes missing from civilizations	_____
Total Points				_____
Grade				_____

Unit 4, Activities 2 and 12, Paragraph Grading Rubric

Paragraph Grading Rubric

CATEGORY					
↓	4	3	2	1	POINTS
Topic Sentence	Main/Topic Idea Sentence is historically accurate, clear, encompassing of a larger idea, and answers the question posed.	Main/Topic Idea Sentence is historically accurate, but somewhat unclear and does not directly answer the question posed.	Main/Topic Idea Sentence is historically inaccurate although it is clear and answers the question posed.	There is no Main/Topic Idea Sentence.	—
Body of Paragraph (Supporting Details)	Paragraph has at least three facts that are historically accurate and support the main idea.	Paragraph has two facts that are historically accurate and support the main idea.	Paragraph has only one fact that is historically accurate and supports the main idea.	Paragraph has no facts that are historically accurate and support the main idea.	—
Conclusion Sentence	Conclusion sentence restates and reinforces the main idea.	Conclusion sentence does not restate although it relates somewhat to the main idea.	Conclusion sentence does not restate nor reinforce main idea.	There is no conclusion sentence.	—
				TOTAL	—

Unit 4, Activity 8, Ancient War Chart

ANCIENT WAR CHART	
DATES of the WAR	SIDES in the WAR
CAUSES of the WAR	MAJOR BATTLES
MAIN WEAPONS	EFFECTS of the WAR

History Walk

Instructions: There are 25 pictures of ancient Rome posted around the room. Each is numbered. You do not have to start with #1; start with any picture. Place its number next to what it depicts or shows. When you have numbered all of the items below, sit in your desk and wait for further instructions from the teacher.

___ the Italian peninsula

___ Coliseum

___ standard

___ Romulus and Remus

___ Emperor Augustus

___ a legionary

___ Cincinnatus

___ a list of Romance languages

___ Mouth of Truth

___ Roman forum

___ 64 in Roman numerals

___ Marcus Aurelius

___ an aqueduct

___ 89 in Roman numerals

___ map of the Roman Empire at its height

___ Trevi fountain

___ cross section of a Roman road

___ Pantheon of Heroes

___ Arch of Constantine

___ Hannibal

___ a Roman legion

___ Cicero

___ gladius

___ Julius Caesar

___ pilum

Unit 4, Activity 9, Ancient Rome Essay Rubric

Ancient Rome Essay Rubric

Name of Project: _____

Name: _____ Date submitted: _____

	Criteria				Points
	4	3	2	1	
Introduction Paragraph	Introduces the main thesis of the essay accurately with at least 3 accurate supporting details.	Introduces the main thesis of the essay accurately with at least 2 accurate supporting details.	Introduces the main thesis of the essay accurately with at least 1 accurate supporting detail.	Fails to adequately introduce the thesis with accurate supporting details.	_____
Body of Essay	Provides 6 or more historically-accurate details to support the essay's thesis in a logical pattern.	Provides at least 4 historically-accurate details to support the essay's thesis in a logical pattern.	Provides at least 2 historically-accurate details to support the essay's thesis in a logical pattern.	Provides no historically-accurate details to support the essay's thesis.	_____
Conclusion Paragraph	Restates the essay's thesis and draws a logical conclusion to the body of evidence presented in the essay.	Does not restate the essay's thesis but draws a logical conclusion to the body of evidence presented in the essay.	Restates the essay's thesis but does not draw a logical conclusion to the body of evidence presented in the essay.	Does not restate nor draw a logical conclusion to the body of evidence presented in the essay.	_____
Content	Presents complete information on the topic covered in an organized fashion.	Presents information, but not in an organized manner.	Gives some information in an organized manner.	Gives little information and in an unorganized manner.	_____
				Total---->	_____

Unit 5, Activity 2, Major World Religions

Major World Religions

	Christianity	Judaism	Islam	Hinduism	Buddhism	Confucianism	Taoism
Dates							
Empire in which it started							
Founders/ Leaders							
Texts/ Writings							
Place of Worship							
Holy Sites							
Main Beliefs							
Holy Days							
Main Divisions							
Number of worshippers today							
Symbol							

Unit 5, Activity 2, Religion Research

Religion Research Sheet

- 1) Which religion have you been assigned to research?
- 2) Tell the story of how that religion began.
- 3) Where and when did the religion begin?
- 4) Describe the founder or main leaders of the religion?
- 5) What are those leaders called today in that religion?
- 6) What are some of the main beliefs of that religion?
- 7) Does the religion have special places of worship? Describe them.
- 8) Does the religion have any special or sacred texts?
- 9) Does the religion have any special holy sites or holy days?
- 10) How many worshippers does the religion have in the world today?
Where are they mainly located?
- 11) Draw 1 to 3 of the main symbols of the religion.

Unit 5, Activity 4, Spread of Religions Timeline

Spread of Religions Timeline

600 B.C.

0

600 A.D.

1200 A.D.

Unit 5, Activity 5, Effects of Religion

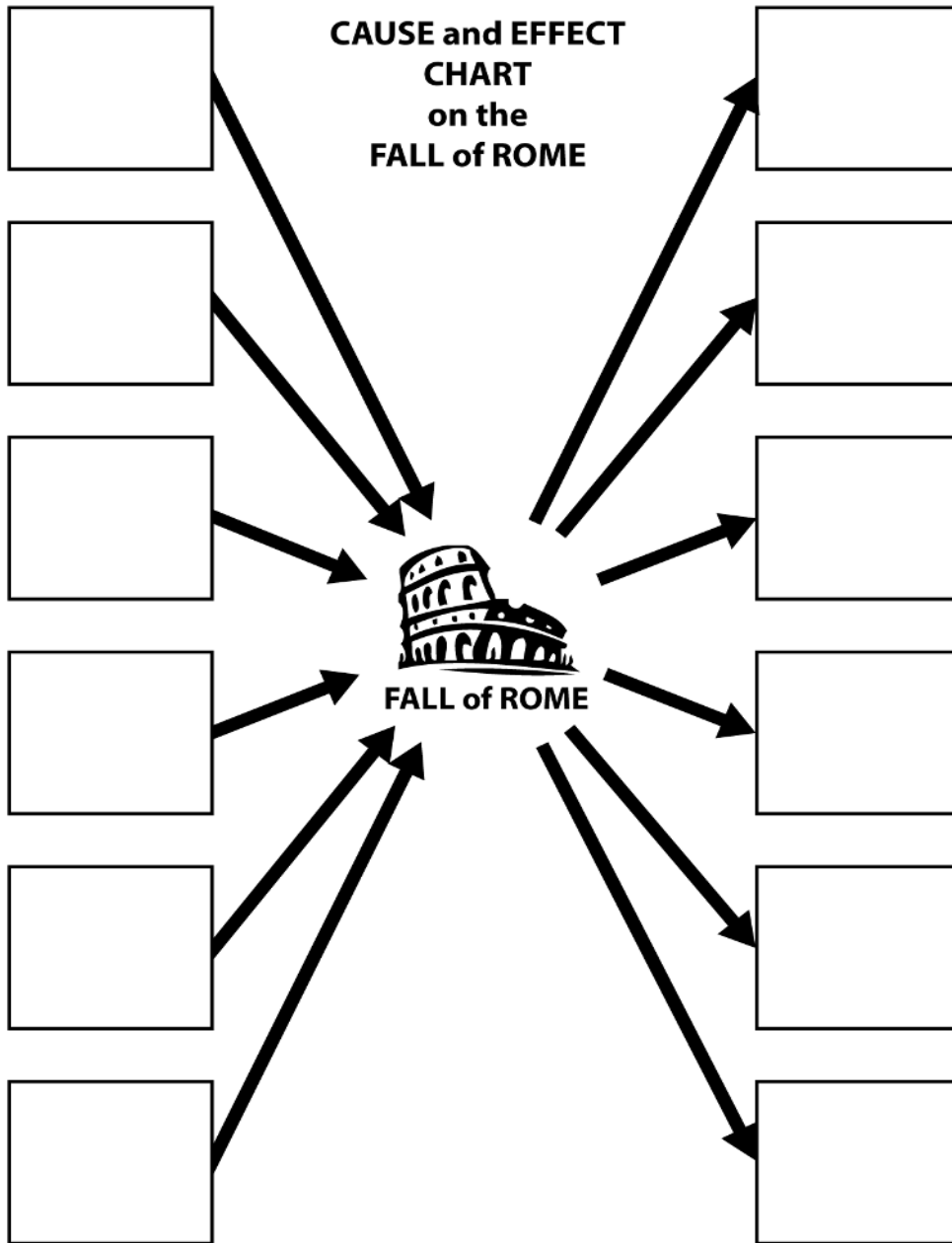
Effects of Religion

Effect	Examples	Religion Involved
On empire		
On governance		
On trade		
On education		
On laws		
On art and architecture		
On social structure		
On peace or war		
On culture		

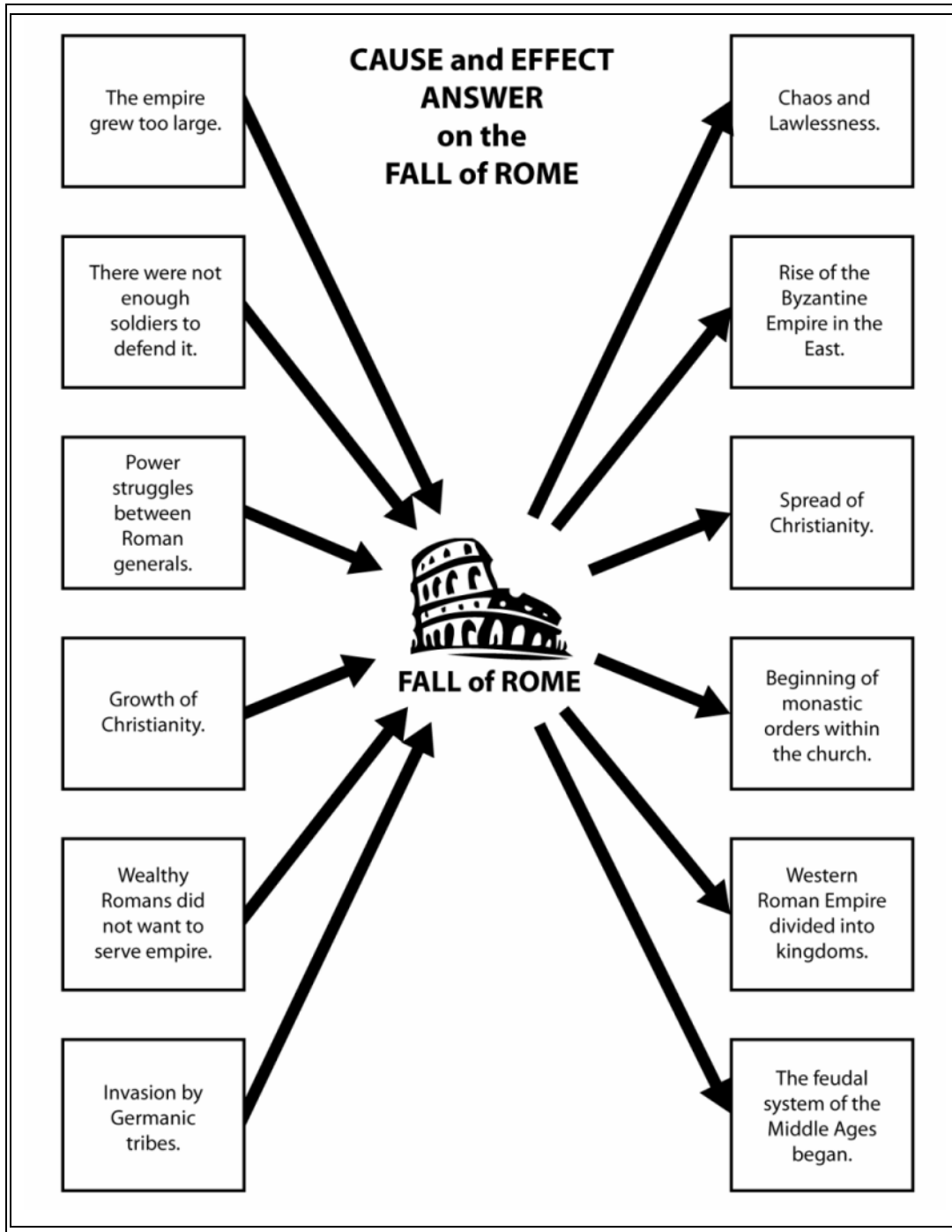
GRADING RUBRIC for ESSAY

CATEGORY	4	3	2	1	POINTS
Topic Sentences	Main/Topic Idea Sentences are historically accurate, clear, encompassing of a larger idea, and answer the question posed.	Main/Topic Idea Sentences are historically accurate, but somewhat unclear and do not directly answer the question posed.	Main/Topic Idea Sentences are historically inaccurate although clear and answer the question posed.	There are no Main/Topic Idea sentences.	—
Bodies of Paragraphs (Supporting Details)	Paragraphs have at least 3 facts that are historically accurate and support the main idea.	Paragraphs have 2 facts that are historically accurate and support the main idea.	Paragraphs have only one fact that is historically accurate and supports the main idea.	Paragraphs have no facts that are historically accurate and support the main idea.	—
Conclusion Sentences	Conclusion sentences restate and reinforce the main ideas.	Conclusion sentences do not restate although they relate somewhat to the main idea.	Conclusion sentences do not restate nor reinforce main idea.	There are no conclusion sentences.	—
				TOTAL	—

Unit 6, Activity 1, Cause and Effect of Fall of Rome



Unit 6, Activity 1, Cause and Effect on the Fall of Rome with Answers



Unit 6, Activity 3, Feudalism Vocabulary

Feudalism Vocabulary Awareness Chart

Word	+	√	-	Example	Definition
manor					
serf					
peasant					
craftsman					
noble					
lord					
knight					
squire					
maiden					
priest					
bishop					
monk					
vassal					
chivalry					

Unit 6, Activity 4, Feudal Manor Poster Grading Rubric

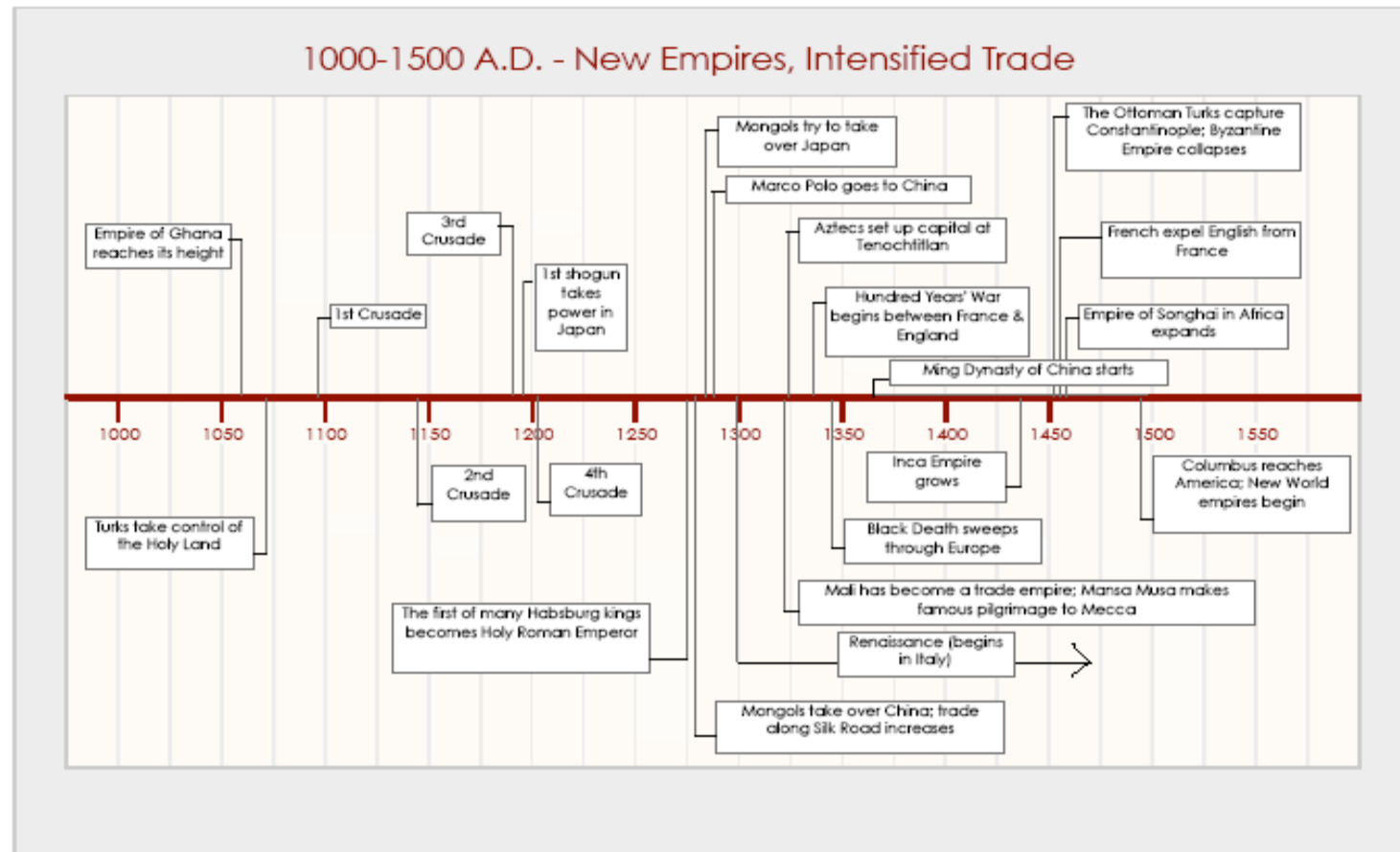
Feudal Manor Poster Grading Rubric		
CATEGORY	Possible Points	Your Points
Manor House	5	_____
Village Church	5	_____
Grassy Fields/ Common Pasture	5	_____
Small Vegetable Gardens	5	_____
Village Mill	5	_____
Autumn Fields	5	_____
Spring Fields	5	_____
Fallow Fields	5	_____
Village Oven	5	_____
Chart that uses arrows to show the relationship/responsibility among the lords, knights, and serfs	30	_____
Sketch of a medieval castle	5	_____
At least 10 castle defenses, sketched and labeled (2 points each)	20	_____
Total Points		_____
Grade		_____

Unit 6, Activity 7, Essay Grading Rubric

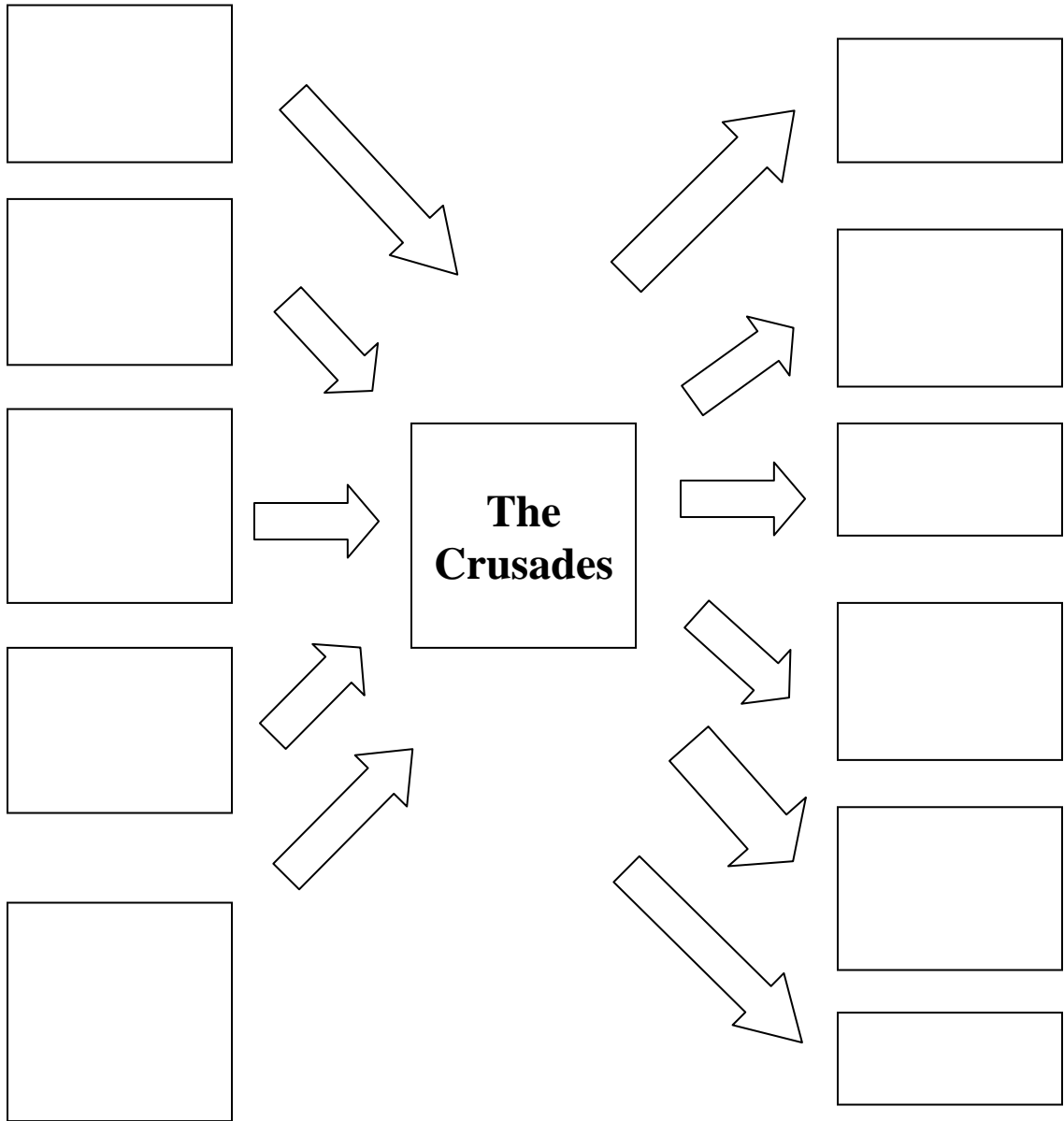
Essay Grading Rubric

CATEGORY	4	3	2	1	POINTS
Paragraph comparing the rise and spread of the two different empires	At least 3 facts comparing the rise and spread of the two empires	At least 2 facts comparing the rise and spread of the two empires	At least 1 fact comparing the rise and spread of the two empires	No facts comparing the rise and spread of the two empires	—
Paragraph comparing the economies (crops and trade) of the two different empires	At least 3 facts comparing the economies of the two empires	At least 2 facts comparing the economies of the two empires	At least 1 fact comparing the economies of the two empires	No facts comparing the economies of the two empires	—
Paragraph comparing the inventions and accomplishments of the two different empires	At least 3 facts comparing the inventions and accomplishments of the two empires	At least 2 facts comparing the inventions and accomplishments of the two empires	At least 1 fact comparing the inventions and accomplishments of the two empires	No facts comparing the inventions and accomplishments of the two empires	—
Paragraph comparing how the two different empires declined	At least 3 facts comparing how the two empires declined	At least 2 facts comparing how the two empires declined	At least 1 fact comparing how the two empires declined	No facts comparing how the two empires declined	—
				TOTAL	—
				GRADE	—

Unit 7, Activity 1, Timeline

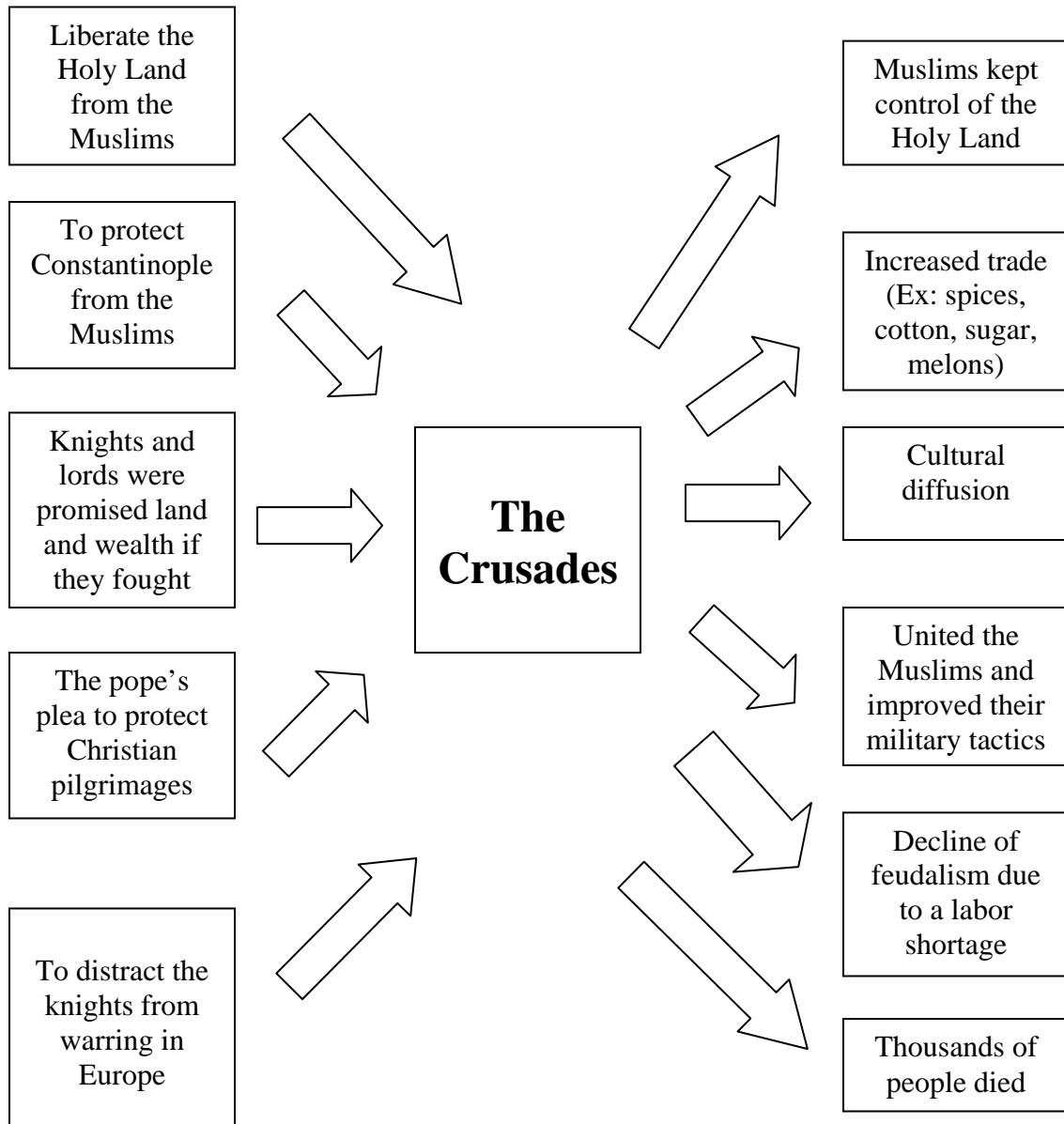


Cause and Effect Chart on the Crusades



Unit 7, Activity 3, Cause and Effect Chart on the Crusades

Cause and Effect Chart on the Crusades (with answers)



Grading Rubric for Model of Tenochtitlán or Machu Picchu

	4	3	2	1	POINTS
CATEGORY					
Elements of the city	There are 10 or more city structures represented in the model.	There are 8-9 city structures represented in the model.	There are 6-7 city structures represented in the model.	There are 5 or less city structures represented in the model.	—
Authentic Replication	All structures are depicted as authentically as possible given the construction materials.	Most, but not all, structures are depicted as authentically as possible given the construction materials.	A few structures are depicted as authentically as possible given the construction materials.	The structures are not depicted as authentically as possible given the construction materials.	—
Accurate Labeling	All city structures are labeled accurately and clearly.	Most, but not all, city structures are labeled accurately and clearly.	Some city structures are labeled accurately and clearly.	Few city structures are labeled accurately and clearly.	—
TOTAL POINTS					—
GRADE					—

Unit 7, Activity 5, Aztec Facts

AZTEC FACTS

1. The Aztecs lived in central Mexico.
2. Their capital was called Tenochtitlán.
3. The legend of how their capital city was founded is pictured on the Mexican flag. It relates to an eagle eating a serpent atop a cactus plant in the middle of Lake Texcoco.
4. The Aztecs built their capital right in the middle of a lake. To do so, they had to dig up mud from the bottom of the lake to form land. These islands were called **chinampas**.
5. The Aztecs conquered a large area of land around Tenochtitlán. They traded throughout their empire. Their largest market was in Tenochtitlán itself.
6. There were professional merchants called **pochtecas** in the Aztec Empire.
7. The **pochtecas** would bring products from across Mexico to the central market.
8. The **pochtecas** would turn captured people into slaves and use them as porters to carry loads of heavy products to market.
9. At the marketplace, people bartered or exchanged one product for another without using any form of money.
10. The Aztecs also used cacao or chocolate beans as money, because the chocolate bean was highly valued and not very plentiful.
11. The marketplace was so huge that it sometimes attracted up to 60,000 Aztecs in one day.
12. People had to use boats or long causeways to get to the market since Tenochtitlán was built in the middle of a lake.
13. Some of the main food products traded at the market were corn, beans, and squash.
14. Other food products included tomatoes, sweet potatoes, vanilla, chocolate, avocados, pineapple, coconuts, and citrus fruits.
15. The Aztecs loved to eat wild game like wild ducks, geese, rabbits, and turkeys.
16. The Aztecs traded gold, silver, and beautiful stones like turquoise and jade. They also traded the volcanic rock called obsidian which they used to make tools.
17. Another product traded at the Aztec marketplace was the feathers of the quetzal bird.

Unit 7, Activity 5, Aztec Facts

18. The Aztecs also bought and sold textiles or cloth and rope made from plant fibers.
19. Aztec markets were busy and arguments sometimes arose. The market also had judges who were responsible for settling disputes between buyers and sellers.
20. The Aztecs believed in many gods like the corn god.
21. In their religion, they believed that the world was coming to an end.
22. When the Spanish colonists arrived, the Aztecs believed that their arrival meant the end of the world.
23. A Spanish conqueror named Cortes defeated the Aztec ruler, Montezuma.
24. The Spanish had horses and metal weapons which helped to defeat the Aztec warriors. Also, the Spanish carried a disease called small pox which killed about one-third of all the Native Americans, who had no immunity to the disease.
25. Aztec heritage still influences Mexican culture today.

AZTECAN MARKET!

Dear Parents/Guardians:

At the end of this week, our class will hold an Aztecan Market in the classroom. Students are asked to bring one product to sell. It doesn't have to be the exact product sold by the Aztecs; it can just **represent** the product or have the product as one ingredient. For example: instead of bringing real pieces of jade, a student could paint rocks from your driveway a jade green color and "sell" them as jade; instead of bringing real silver, a student can bring in silver Mardi Gras beads; instead of pure vanilla, a student could bring vanilla ice cream.

The following is a list of sample products that would be traded by the Aztecs. Students can work with a partner or alone to create a stand during the market. They will be given some class time to plan and to decorate their market stand.

Vegetables/Fruits:

Corn (also called *maize*)
Tomatoes
Avocados
Squashes
Pumpkins
Sweet potatoes
Beans
Chili Peppers
Coconuts
Cactus Leaves
Pineapples
Mangoes

Other Foods:

Vanilla
Chocolate (also called *cacao*)
Peanuts
Turkeys (wild birds)
Fish
Turtles
Ducks
Frogs
Deer
Rabbits

Crafts/Other:

Pottery
Gold
Feathers
Turquoise
Jade
Obsidian
Woven Baskets
Cloths (made from
plant fiber & dyed
with *plant dyes*)
Ropes
Silver

(No live animals may be brought to school. For animals mentioned above, consider sending canned or processed meats to school.)

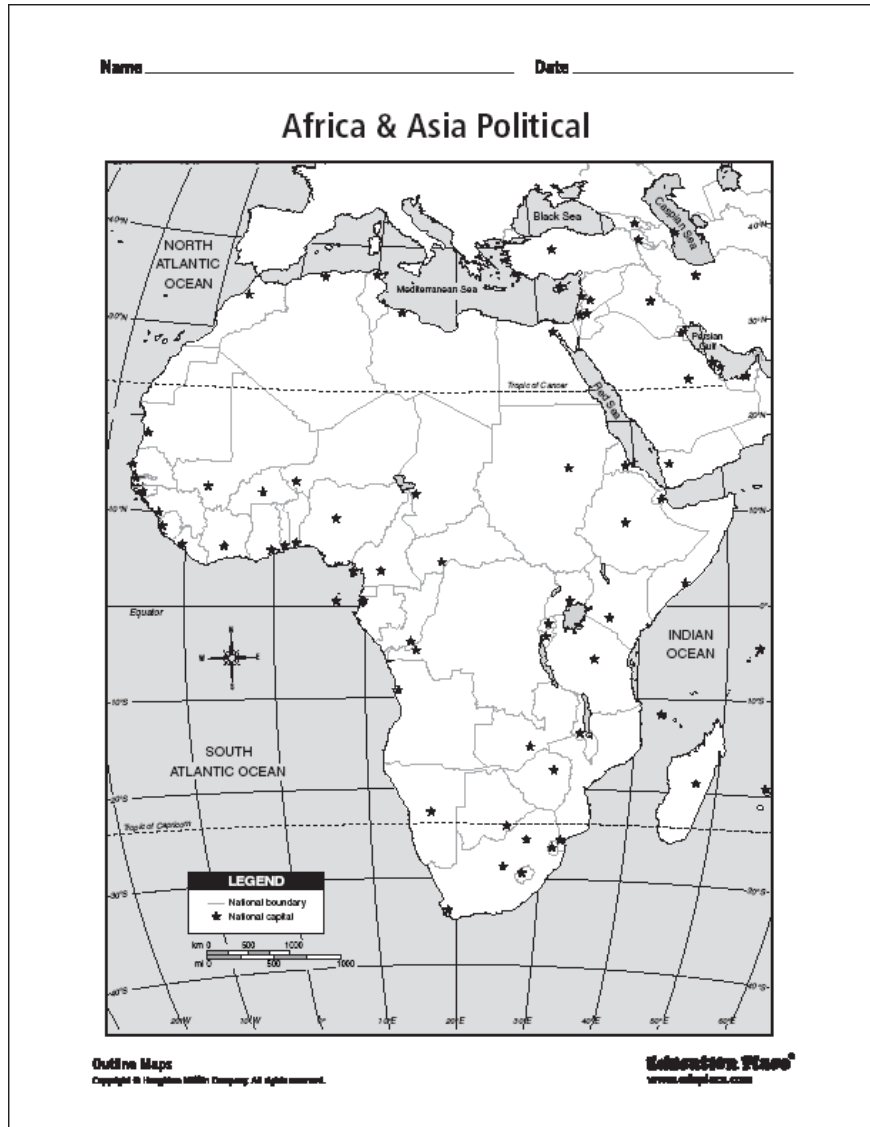
If you can assist your child so that he/she has at least one thing to bring to the Aztecan market, it would really be appreciated. Also, please feel free to come visit the market during your child's social studies class. Thank you as always for your support of your child's education.

Sincerely,

Unit 7, Activity 8, African Research Sheet

African Research Sheet

Name of your African country: _____



1. Use a bright color to color in your African country on the map above.
2. What is north of your country? _____ What is south of your country? _____ What is east of your country? _____
_____ What is west of your country? _____

Unit 7, Activity 8, African Research Sheet

3. Describe the geographic features (the land) in your country.

4. What are the main natural resources in your country?

5. What are the main crops grown in your country?

6. What are your country's key exports? _____

7. What is the main language? _____

8. What is the country's *currency* (money)? _____

Unit 7, Activity 8, African Research Sheet

9. What are the main religions in your country?

10. What type of government does your country have? _____

11. Was your country ever a colony? ___ yes ___no

If yes, what country colonized your country? _____

When and how did your country win its independence? _____

Unit 7, Activity 8, Grading Rubric for the African Country Project

Grading Rubric for the African Country Project

	4	3	2	1	POINTS
CATEGORY					
Research Sheet	All 11 items are answered accurately.	9-10 items are answered accurately.	7-8 items are answered accurately.	6 or less items are answered accurately.	—
Poster or PowerPoint® Presentation	Visual project includes and illustrates all of the facts from the research sheet.	Visual project includes and illustrates many of the facts from the research sheet.	Visual project includes and illustrates some of the facts from the research sheet.	Visual project includes and illustrates few of the facts from the research sheet.	—
Oral Presentation	Oral presentation demonstrates mastery of knowledge about African country.	Oral presentation demonstrates partial mastery of knowledge about African country.	Oral presentation demonstrates weak mastery of knowledge about African country.	Oral presentation demonstrates little or no mastery of knowledge about African country.	—
TOTAL POINTS					—
GRADE					—

Essay Grading Rubric

Name of Project: The Causes and Effects of the Reformation

Name: _____

Date submitted: _____

	Criteria				Points
	4	3	2	1	
Introduction Paragraph	Introduces the main thesis of the essay accurately with at least 3 accurate supporting details.	Introduces the main thesis of the essay accurately with at least 2 accurate supporting details.	Introduces the main thesis of the essay accurately with at least 1 accurate supporting detail.	Fails to adequately introduce the thesis with accurate supporting details.	_____
Body of Essay	Provides 6 or more historically-accurate details on the causes and effects of the Reformation.	Provides at least 4 historically-accurate details on the causes and effects of the Reformation.	Provides at least 2 historically-accurate details on the causes and effects of the Reformation.	Provides no historically-accurate details on the causes and effects of the Reformation.	_____
Conclusion Paragraph	Restates the essay's thesis and draws a logical conclusion to the body of evidence presented in the essay.	Does not restate the essay's thesis but draws a logical conclusion to the body of evidence presented in the essay.	Restates the essay's thesis but does not draw a logical conclusion to the body of evidence presented in the essay.	Does not restate nor draw a logical conclusion to the body of evidence presented in the essay.	_____
Content	Presents complete information on the topic covered in an organized fashion,	Presents information but not in an organized manner.	Gives some information in an organized manner.	Gives little information and in an unorganized manner.	_____
				Total---->	_____