

Organization and reorganization of Human Societies Project

Our unit pertaining to the organization and reorganization of human societies has shed light on the rise and fall of the Classical Age, as well as the rise of peoples in Africa and the Middle East. As a summative approach to the unit's conclusion. Consider the following key concepts:

- 2.1 The Development and Codification of Religious and Cultural Traditions
- 2.2 The Development of States and Empires
- 2.3 Emergence of Trans-regional Networks of Communication and Exchange

With them in mind, evaluate their presence and impact on the following civilizations (Chapters 3-9):

- **Greece and Rome**
- **China**
- **India**
- **Africa**
- **Middle East**

Ultimately, you will be addressing this question:

“How did the development and codification of religious and cultural traditions, the development of states and empires, and the emergence of trans-regional networks of communication and exchange impact the areas of Greece and Rome, China, India, Africa, and the Middle East during the covered periods?”

You will have portions of class time and evenings to complete the project. All final products are due by Wednesday, October, 15th.

Tips for successful completion:

- Manage your time
- Keep conducted research organized
- Make sure your points are thoroughly supported
- Be analytical

Rubric:

	20- EXEMPLARY	15- PROFICIENT	10-DEVELOPING	5-UNSATISFACTORY	student	teacher
Position	The student clearly addresses task, purpose, and audience	The student addresses task, purpose, and/or audience	The student weakly addresses task, purpose, and/or audience.	The student fails to address task, purpose, or audience.		
Evidence and Support	The position in the response is richly supported with information from eight (3 being primary) sources. The supporting ideas in the response are well developed; information is accurate and relevant.	The position in the response contains some support using information from six (2 o being primary) sources. The supporting ideas in the response are generally developed; information is accurate and relevant.	The position in response contains limited support or may not use information from source materials. The supporting ideas in the response are not thoroughly or only somewhat developed; some information may be inaccurate or irrelevant.	The response offers weak or no support from source materials OR the support provided is copied verbatim. The response may be poorly developed and/or illogical and inconsistent; supporting ideas are emotional, inaccurate, or irrelevant.		
Organization	The response is unified and focused and contains one or more controlling ideas; organization and control are sustained throughout	The response is organized contains one or more controlling ideas; digressions, if present, are not disruptive.	The response may lack focus and a controlling idea; there may be digressions or abrupt shifts that interfere with meaning.	The response lacks focus and a controlling idea; little or no organization is present and frequent digressions and/or abrupt shifts in the response interfere with meaning.		
Composition	The student chooses formats/platforms to communicate clearly; the student clearly meets the standards required in the discipline.	The student chooses appropriate formats/platforms to communicate. The student response meets most of the standards required in the discipline.	The student may choose inappropriate formats/platforms to communicate. The student response is limited in meeting the standards required in the discipline.	The student chooses inappropriate formats. The student response does not meet the standards required in the discipline.		
Citations	Used sources were properly cited within the text and in the works cited page.	Used sources were mostly cited properly within the text and in the works cited page.	Used sources were somewhat cited properly within the text and in the works cited page.	There were no in-text citations and/or no works cited page		

Total Out of 100 Points: _____ / _____