

Unit: From Flintstones to Mill Stones (a.k.a. The Savvy of an Aggie)

LT #1: Describe and categorize the key features of the early human communities of the Eastern Hemisphere.

4	When given a non-example of a feature from the Paleolithic, the student can critique the example.
3	Student groups information into at least 3 logical categories. Student thoroughly describes the key features in each category and all info is correct.
2	Student groups the information into at least 3 logical categories. There is a breakdown in either categorizing, correctness, or thoroughness.
1	Learning has begun, but student's information is sketchy, not well-organized, or there are fewer than 3 categories.
0	There is no evidence of learning.

LT #2: Differentiate between the Paleolithic and Neolithic Eras based on archaeological artifacts.

4	In addition to correctly identifying artifacts, the student can explain their rationale for choosing the era.
3	Given photographs of artifacts, student can correctly tell whether they are from the Paleolithic or Neolithic.
2	Student correctly sorts at least four of six artifacts.
1	Student correctly sorts at least two of six artifacts.
0	There is not a sufficient number correct to demonstrate learning.

LT #3: Identify and explain the importance of the environmental factors needed to develop agriculture.

4	Given a fictitious map, the student can choose a logical location in which to set up an agricultural village and discuss why that location is appropriate.
3	Student can list all environmental factors necessary for the development of agriculture.
2	Student can list some environmental factors necessary for the development of agriculture.
1	Student can list some environmental factors necessary for the development of agriculture, but there are large misconceptions.
0	There is no evidence of learning.

LT #4: Defend the importance of the Agricultural Revolution to the development of complex cultures.

4	Student can connect agriculture and the technological advancements present in their own civilization and explain how the inability to farm would lead to the fall civilization as we know it.
3	Student can construct a diagram in which he/she shows the cause-effect relationship between agriculture and civilization. Information on the diagram is thorough and correct.
2	Student can construct a diagram in which he/she shows the cause-effect relationship between agriculture and civilization. There is missing information or minor misconception present.
1	Student connects agriculture to civilization, but the diagram is overly simplistic.
0	There is no evidence of learning.