Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**

**1.2 Create multiple-paragraph expository compositions: (IK)**

**a. Engage the interest of the reader and state a clear purpose.**

**b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.**

**c. Conclude with a detailed summary linked to the purpose of the composition.**

Please choose one of the following questions. Write a five- paragraph expository essay with an introduction and concluding summary on a separate piece of paper using or making a graphic organizer of your choice. The minimum length is one page. You will be graded by the criteria from the rubric below.

1. Discuss the significance of fire for Homo erectus.
2. Explain why tool-making was important for the advancement of Humankind?
3. In your opinion which hominid has contributed the most to civilization?
4. Compare and contrast the characteristics of Australopithecus afarensis and Homo habilis.
5. Why were Homo sapien-sapiens able to outlive other hominids such as Homo neanderthalensis? Please justify your opinion.

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| --- | --- | --- |
| 4 Mastery | Student responds to the prompt with clarity and insight. Strong Evidence is present. Writing is organized with clear transitions. Word choice displays mastery over content and is appropriate for prompt. Spelling errors are few to none. | *Teacher Comments* |
| 3 Proficient | Students respond to the prompt with clarity. Evidence is present but not remarkable. Writing for the most part is organized. Word choice is appropriate for the prompt. Spelling mistakes are average to few. | *Teacher Comments* |
| 2 In Progress | Students respond to the prompt. However, ideas may not always be clear. Evidence is superficial or basic. Transitions are not always present. Word choice is basic or redundant. Spelling mistakes are abundant. | *Teacher Comments* |
| 1 Below Par | Students do not respond to the prompt correctly. Ideas are confusing or irrelevant. No relevant evidence present. Transitions are rarely present. Word choice is basic or irrelevant to the prompt. Spelling mistakes are abundant. | *Teacher Comments* |