**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CHW3M Greek Women Assignment and Rubric**

**Main Question: To what extent did Aristotle’s interpretation of Greek women’s lives agree with and/or contradict the interpretation of their lives as seen in the vases/objects?**

**Follow the steps on “Greek Women Activity” handouts. Then create a write-up (reflection) hand-written in your HTC Journal. Page limit of 3 pages, double-spaced.**

**Include:**

1. **Write 3 or more inquiry questions about the pottery scenes, the primary source document and the relationship between them. Show curiosity! (Do NOT answer the questions.)**
2. **Answer the main question using at least 4 inferences. Use precise examples from the PSD and the pottery scenes to support your conclusions: minimum of 2 from each (two vases, two quotes).**
* **Choose your degree of certainty carefully. Think about all you have learned about how to use an appropriate tone of probability.**

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|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Score** |
| *THINKING- processing***Incorporates inferences** **Explanations and use of evidence** | Thinks deeply- goes beyond literal meaning Answers with insight- always explains in detail, never assumes- effectively uses evidence to support conclusions | Good level of thinking- a bit superficial in placesAnswers with skill - mostly explains but not fully- uses evidence to support conclusions with some effectiveness | Some thinking- mostly summarizes rather than infersAnswers with some skill- explanations are not thorough – they leave teacher/reader with questions- uses some evidence to support conclusions (or conclusions aren’t as clear as they could be) | Little thinking -unable to read between the lines to infer; summarizes or re-states instead (may show lack of understanding of document) [maybe <50]Answers with little depth or skill- not really explained (teacher/reader needs a crystal ball to see inside your thought process)- uses little evidence to support conclusions (conclusions themselves are unclear, fuzzy) |  |
| *COMMUNIC-ATION***Writes effective questions** **Writes with appropriate use of HTC vocabulary and tone of probability** | Writes effectively in question form: - questions show deep thought, pondering, curiosity of a historian, without just focusing on factsConsistently and creatively uses well-chosen vocabulary related to primary source evidence and an appropriate tone of probability  | Writes in question form:- questions show thought but a bit factual in focus in placesUses expected vocabulary related to primary source evidence and an appropriate tone of probability | Writes in question form with some effectiveness:- questions tend toward factualUses some vocabulary related to primary source evidence – it may feel like expected terms are being thrown in rather than truly understoodTone of probability is limited or hard to understand | Has difficulty writing in question form:- questions are very factual in nature – not deep Uses little vocabulary related to primary source evidence with little effectivenessWritten as if factual – little to no attention paid to tone of probability |  |
| 4++=100, 4+=95, 4=88, 4-=82, 3+=78, 3=75, 3-=72, 2+=68, 2=65, 2-=62, 1+=58, 1=55, 1-=52, below level 1 does not meet expectations.  |

Curriculum Expectations: Throughout this course students will… Historical Inquiry: Overall Expectation – use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500 A1.1 Formulate different types of questions to guide investigations into issues, events, and/or developments in world history to 1500; A1.3 Assess the credibility of sources and information relevant to their investigations; A1.4 Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry; A1.5 Use the concepts of historical thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues; A1.7 Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose ; A1.9 Use appropriate terminology when communicating the results of their investigations. Flourishing Societies and Civs: Overall Expectation – Analyze key social, economic and political structures and developments A1.2 analyze key aspects of the daily lives of people in some flourishing societies/civs (e.g., work, family life, roles of women).