

## Advice Column for the Neolithic Revolution

Imagine you are a writer for an advice column, "The Modern Times." You have received the following message asking your advice about the Stone Age:

DEAR MODERN TEENAGER,

MY PEOPLE ARE EXPERIENCING A LOT OF CHANGES IN OUR LIVES. PEOPLE ARE TALKING ABOUT THE "NEOLITHIC REVOLUTION." I AM WONDERING ABOUT YOUR OPINION OF THIS PERIOD OF CHANGE.

DO YOU THINK THE NEOLITHIC REVOLUTION WAS A POSITIVE OR NEGATIVE CHANGE FOR HUMANS, AND WHY?

HOPE TO HEAR FROM YOU SOON!

-NEO MAN

**TASK:** Your boss expects you to respond to Neo Man's question. Write your recommendation back to this prehistoric human using the Constructed Response paragraph format.

\* Be sure to include 3 specific points that explain & support your recommendation. Think about the positive and negative effects that we have read and discussed about the Neolithic Revolution.

\* For each point you must include historical evidence and your reasoning for your argument

\* Also include vocabulary that we have learned and used in class – Prehistory vocabulary (in Early Human Activity & Vocab Packet – in right-hand column)

**\*\* YOU MAY USE ANY RESOURCES FROM CLASS \*\***

## This assessment is based on: Criterion A: Knowing and Understanding

Achievement Level	IB Descriptor:	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	i. Uses no vocabulary ii. Demonstrates little to no knowledge of the Neolithic Revolution or prehistoric eras
1-2	i. makes <b>limited</b> use of terminology ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples	i. <b>Uses less than 6 vocabulary terms accurately</b> , related to prehistory vocabulary list in written piece ii. Shows <b>limited</b> knowledge of the Neolithic Revolution and early human life through <u>vague descriptions</u> or <u>inaccurate information, evidence or reasoning may be missing/unclear</u>
3-4	i. uses <b>some</b> terminology <b>accurately</b> ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions and examples	i. <b>Uses 6-7 vocabulary terms accurately</b> , related to prehistory vocabulary list in written piece ii. Shows <b>some</b> knowledge of the Neolithic Revolution and early human life through identifying 3 claims to support topic sentence, <u>evidence or reasoning are vague or simple, some information may be inaccurate</u>
5-6 *Grade level	i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions and examples	i. Uses <b>8-10 vocabulary terms accurately</b> , related to prehistory vocabulary list in written piece ii. <b>Includes 3 clear reasons</b> in support of topic sentence to show knowledge of the Neolithic Revolution and early human life, <u>evidence or reasoning support claims and are explained</u>
7-8 *Exceeding	i. <b>consistently</b> uses a range of terminology <b>accurately</b> ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions and examples	i. Uses <b>10+ vocabulary terms accurately</b> , related to prehistory vocabulary list in written piece ii. <b>Analyzes 3 detailed reasons</b> to show knowledge of the Neolithic Revolution and early human life through <u>in-depth evidence or reasoning to support topic sentence through Extended Constructed Response</u>

## ...AND Criterion C: Communicating

Achievement Level	IB Descriptor:	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Does not organize the written piece in any logical manner or leaves out important organizational pieces (topic sentence, claims, evidence, reasoning, and/or conclusion sentence)
1-2	ii. organizes information and ideas in a <b>limited</b> way	*Organizes claims, evidence, reasoning, and conclusion sentence in a manner that <b>does not</b> support topic sentence * <u>Some evidence or reasoning may be missing or confusing</u>
3-4	ii. <b>somewhat</b> organizes information and ideas	*Organizes claims, evidence, reasoning, and conclusion sentence in a manner that <b>somewhat</b> supports the topic sentence * <u>Claims, evidence, and/or reasoning may be vague or unclear,</u> <b>Constructed Response format has errors that do not support claim</b>
5-6 *Grade level	ii. <b>mostly</b> structures information and ideas according to the task instructions	*Organizes written piece using <u>Basic Constructed Response paragraph format</u> in a <b>clear</b> manner that supports the claim *Minor organization errors may be made – Organizes topic sentence, claims, evidence, reasoning, and conclusion sentence clearly
7-8 *Exceeding	ii. structures information and ideas <b>completely</b> according to the task instructions	* <b>Effectively</b> organizes written piece using the <u>Extended Constructed Response paragraph format</u> * <b>Clearly</b> linking <u>claims with evidence &amp; reasoning</u> that are <b>thorough</b> and show a <b>deeper understanding</b> of writing & content



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<b>3-4</b>	i. uses <b>some</b> terminology <b>accurately</b>  ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions and examples	i. <b>Uses 6-7 vocabulary terms accurately</b> , related to prehistory vocabulary list in written piece  ii. Shows <b>some</b> knowledge of the Neolithic Revolution and early human life through identifying 3 claims to support topic sentence, <u>evidence or reasoning are vague or simple, some information may be inaccurate</u>
<b>5-6</b> <b>*Grade level</b>	i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b>  ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions and examples	i. Uses <b>8-10 vocabulary terms accurately</b> , related to prehistory vocabulary list in written piece  ii. <b>Includes 3 clear reasons</b> in support of topic sentence to show knowledge of the Neolithic Revolution and early human life, <u>evidence or reasoning support claims and are explained</u>
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<b>1-2</b>	ii. organizes information and ideas in a <b>limited</b> way	*Organizes claims, evidence, reasoning, and conclusion sentence in a manner that <b>does not</b> support topic sentence * <u>Some evidence or reasoning may be missing or confusing</u>
<b>3-4</b>	ii. <b>somewhat</b> organizes information and ideas	*Organizes claims, evidence, reasoning, and conclusion sentence in a manner that <b>somewhat</b> supports the topic sentence * <u>Claims, evidence, and/or reasoning may be vague or unclear, Constructed Response format has errors that do not support claim</u>
<b>5-6</b> <b>*Grade level</b>	ii. <b>mostly</b> structures information and ideas according to the task instructions	*Organizes written piece using <u>Basic Constructed Response paragraph format</u> in a <b>clear</b> manner that supports the claim *Minor organization errors may be made – Organizes topic sentence, claims, evidence, reasoning, and conclusion sentence clearly
<b>7-8</b> <b>*Exceeding</b>	ii. structures information and ideas <b>completely</b> according to the task instructions	* <b>Effectively</b> organizes written piece using the <u>Extended Constructed Response paragraph format</u> * <b>Clearly</b> linking <u>claims with evidence &amp; reasoning</u> that are <b>thorough</b> and show a <b>deeper understanding</b> of writing & content