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

**Aztec DBQ Portfolio Project- What should history say about the Aztecs?**

**TASK: Using the documents provided as your support, you will decide what side of Aztec history should be told. Will it be a positive or negative outlook of the Aztecs? That will depend on your point of view and the documents you choose to use.**

**Paragraph 1 Introduction Paragraph:**

|  |  |
| --- | --- |
| Who were the Aztecs? |  |
| Where did they live? |  |
| When? - Time Frame |  |
| What are they well known for?  **List topics that are opposite of your argument** |  |
| Thesis |  |

Take the background information from the chart above and write it in paragraph form

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forget to include your thesis as your last sentence!!**

**Body Paragraph 1- This paragraph should discuss the 1st piece of evidence you listed in your thesis.**

**Check off all the boxes as you include them in your paragraph to make sure you are including all you need to**

**Topic Sentence Evidence from a document Quote sandwich Citation**

**Explanation and Analysis of your evidence- How does it prove they were positive or negative?**

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**Body Paragraph 2- This paragraph should discuss the 2nd piece of evidence you listed in your thesis.**

**Check off all the boxes as you include them in your paragraph to make sure you are including all you need to**

**Topic Sentence Evidence from a document Quote sandwich Citation**

**Explanation and Analysis of your evidence- How does it prove they were positive or negative?**

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**Body Paragraph 3- This paragraph should discuss the 3rd piece of evidence you listed in your thesis.**

**Check off all the boxes as you include them in your paragraph to make sure you are including all you need to**

**Topic Sentence Evidence from a document Quote sandwich Citation**

**Explanation and Analysis of your evidence- How does it prove they were positive or negative?**

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**Conclusion Paragraph**

**Restate your Thesis- Don’t copy it Summarizes main points Discuss counterarguments**

**Final argument- be persuasive, convince the reader your point of view is correct!**

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Aztec DBQ Project Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Category | | **Exceeds**  **Expectations** | **Meets**  **Expectations** | **Working Towards Expectations** | **Does Not Meet Expectations** | **Missing** | |
| **Inclusion of Evidence**  **(20 points)** | | Justifies claims using specific, detailed and varied evidence from a variety of reliable sources, uses multiple pieces of evidence to support each claim.  **(20 pts)** | Justifies claims using appropriate specific evidence from a variety of reliable sources.  **(18 pts)** | Attempt to justify claim using some appropriate evidence. Majority of evidence used is indirect, and only partially supports claim.  **(14 pts)** | Justifies claims using generalizations or limited appropriate direct evidence.  **( 10 pts)** | Justifies claims without the use of direct evidence.  (5 pts) | |
| **Interpretation of Evidence**  **( 20 points)** | | Correctly identifies the type historical source;  Applies prior and new knowledge to determine the validity and correctly interprets the source to support claim. **(20 pts)** | Correctly identifies the type historical source;  Applies new knowledge to determine the validity and correctly interprets the source to support claim.  **(18 pts)** | Attempts to identify the type historical source;  Applies limited knowledge to determine the validity and correctly interprets the source to support claim.  **(14 pts)** | Attempts to determine the historical setting of sources without fully understanding the historical context OR does not correctly interpret the source to support the claim.  **( 10 pts)** | Misinterprets the historical setting of sources AND does not correctly interpret the source to support the claim.  (5 pts) | |
| **Historical Understanding**  **(20 points)** | | Demonstrates complete and thorough understanding of the period and historical context of events, ideas and/or people in their introduction and analysis of documents  **(20 pts)** | Student demonstrates accurate understanding of the period and historical context or events and/or ideas or people their introduction and analysis of documents  **(18 pts)** | Demonstrates some understanding of the period and historical context or events and/or ideas and people.  **(14 pts)** | Understanding of historical events and/or people is lacking.  **( 10 pts)** | Understanding of Historical context is missing.  **( 0 points)** | |
| **Works Cited**  **(10 points)** | | Completely accurate with in text citations included in MLA format  (10 points) | Mostly Accurate; a few inconsistencies or errors in grammar of citations  ( 8 points) | Somewhat accurate; more than a few inconsistencies or errors in information.  (6 points) | Completely inaccurate; the format was not MLA.  (4 points) | Works Cited is missing.  ( 0 points) | |
| **Part IV**  **Organization and Clarity**  **(10 pts)** | | Final paper is clear and coherent and the style in which the audience is addressed is effective  (10 pts) | Student could improve on technique but writing structure does not distract from content of the paper  (8 pts) | Student uses mostly clear writing but mistakes do detract from the overall focus of the paper  (6 pts) | Student frequently uses unclear and incoherent language, style is not appropriate for audience of paper  (4 pts) | Paper shows little thought towards organization, structure and style is not appropriate  (0 pts) | |
| **Part V**  **Formatting, spelling, and grammar**  **( 20 points)** | Proper Heading ( \_\_\_\_ 2 pts) Appropriate Title (\_\_\_\_\_ 2 pts ) Double Spaced (\_\_\_\_ 2 pts)  Proper Spacing between paragraphs (\_\_\_\_\_ 2 pts) No personal pro-nouns (\_\_\_\_ 2 pts)  Grammar Errors:  1-3 Errors (\_\_\_\_\_ 10 pts) 4-6 Errors (\_\_\_\_\_\_ 6 pts) 7-10 Errors (\_\_\_\_\_ 4 pts) More than 10 ( \_\_\_\_ 0 pts) | | | | |

**Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_/ Out of 100**

**Letter Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Aztec DBQ Adult Editing Form**

Directions: Ask an adult from Tutoring, the Writing Center, Homework Help, or Office Hours to edit your paper. This adult does not have to be your history teacher. Sit with them while they edit your Aztec DBQ and give comments on how you can improve your paper. Bring this form and your rough draft to class and make edits.

**Paper Criteria – to be checked off by editor. Please add additional comments on the rough draft and below.**

* **Formatting**
  + **ZERO Personal PRONOUNS! *(NO: “I, we, me, you, us, etc.)***
  + **PAST TENSE** in introduction and body paragraphs
  + **Size 12, Times New Roman, Double Spaced, Indented Paragraphs**
  + Proper Heading with name, date, class period
  + Appropriate Title
* **Introduction Paragraph**
  + **Topic Sentence**(s) – explains the context
  + **Background Information-** includes historical background such as time frame, location, achievements of the civilization, etc.
  + **Thesis statement** – one clear sentence that states whether the Aztecs should be remembered positively or negatively and three reasons why (a sketch of body paragraphs)
* **Body paragraphs – PEE on your essay! (at least 3)**
  + **P**oint (an argument that supports the thesis)
  + **E**vidence- evidence used from a document such as a quote or description of the document
  + **E**xplain- explanation of the document and how it proves their thesis
* **Conclusion paragraph**
  + Summarizes what the paper proved (restates the overall thesis)
  + Specific details made from body paragraphs
* **MLA In-Text Citations *– for ALL evidence (minimum of 1 per body paragraph)***
  + **Example: “**When Europeans learned that Muslims had preserved important medical texts, they wanted to translate the texts into Latin**” (Doc 3).**
  + **Example:** Document 3 states, **“**When Europeans learned that Muslims had preserved important medical texts, they wanted to translate the texts into Latin.**”**
  + **Example:** Document 3 describes the European system of translating Muslim medical texts into Latin so that they could read them.

**Editor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Edit: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Did the student contact you before the edit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Did the student sit with you during the edit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**