**Africa Inquiry Assessment**

**Essential Question: How does trade affect a civilization?**

**Compelling Question: Was trading gold for salt equally in West Africa fair?**

For a long time, West Africans had ventured into the desert for trade. However, those early travelers could only make short trips from oasis to oasis. Their horses couldn’t go far without water. But with camels people could cross the Sahara in two months. Traders formed caravans to make the trip. Even with camels, crossing the Sahara was dangerous. Supplies could run out, thieves could attack, and caravans could lose their way. Despite these dangers, West Africa’s gold and salt mines became a source of great wealth. Camels carried salt from the mines of the Sahara to the south to trade for gold. In ancient Africa, early civilizations had to develop ways to meet their needs. Because of the geographical features and the vast or large differences in climates, the entire African trade was based on supply and demand.

**Task:**

You will **create a claim/argument** using evidence from **various African resources** of your choice. Your claim/argument will answer the question of whether it **is fair for gold to be equally traded for salt.** Your argument must include all of the following:

* Claim (1 claim/statement that ***answers the compelling question***, 3-4 sentences)
* Evidence ***(5 separate pieces of researched information*** supporting your claim/answer to the essential question ***DIRECT QUOTES***).
* Reasoning (The explanation of your quotes as well as an explanation of your own ideas supporting your claim/answer)
* Cited sources (***At least 3*** different books, magazines, websites, videos, primary sources properly cited using MLA format)

Claim = Your claims should be 3-4 sentences. Need to describe whether it was fair/unfair to trade salt for gold. You should be arguing why it is important.

Evidence = Evidence needs to be direct quotes.

Reasoning = Reasoning is meant for you to ***explain in your own words*** why trading salt for gold was fair/unfair. In this section you should also explain parts of your quotes more and how the evidence supports/ defends your claim.

Africa Inquiry Rubric:

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| **Criteria** | **0-5** | **6** | **7** | **8** | **9-10** | **Multiplier** |
| **Claim** | Student claim is unfocused or not stated. The claim does not address the compelling question. | Student **provided** a claim that lacks focus when addressing the compelling question. | Student **provided** a claim that loosely answers the compelling question. The claim is somewhat supported with evidence & reasons | Student **provided** **a** claim that answers to the compelling question. The claim is supported with reasons and adequate evidence. | Student **provided** **a claim** that is clearly stated. The claim is supported with clear reasons and relevant evidence that is directly answers the compelling question. | **X2** |
| **Evidence** | Student **provided 0 to 1 pieces of** evidence that loosely supporting their claim. Evidence were not ***DIRECT QUOTES*** | Student **provided 2 piece** of evidence that loosely supports their claim or some evidence is inaccurate. Evidence were not ***DIRECT QUOTES*** | Student **provided 3 pieces** of evidence from sources loosely supporting their claim. ***DIRECT QUOTES*** from different sources. | Student **provided 4 pieces** of evidence from sources to support for their claim. ***DIRECT QUOTES*** from different sources | Student **provided 5 pieces of accurate** evidence from sources that directly supports their claim. ***DIRECT QUOTES*** from different sources | **X3** |
| **Reasoning** | No reasoning is given that states why the evidence supports your claim/answer to the compelling question | Reasoning had little to no support of how the evidence answers their claim to the compelling question | Reasons are supported with relevant evidence from credible sources. Some evidence not backed by reasoning. | Almost all evidence is supported by relevant reasoning that relates to the claim/answer to the compelling question, from credible sources. | All evidence is strongly supported with relevant reasoning that relates to the claim/answer to the compelling question from credible sources. | **X3** |
| **Convections** | Student writing was very difficult to read.  There were **more than 16 spelling, punctuation, and/or grammar errors.** | Student writing was difficult to read.  There were **11-15 spelling, punctuation, and/or grammar errors.** | Student writing was legible.    There were **11-15 spelling, punctuation, and/or grammar errors.** | Student writing was neat.  There were **6-10 spelling, punctuation, and/or grammar errors.** | Student writing was very neat and easy to read.  There were **0-5 spelling, punctuation, and/or grammar errors.** |  |
| **Cited Sources** | Student **DID NOT reference** any text evidence or only used one source | Student **referenced** 2 piece of text evidence, from 2 different sources | Student **referenced** 3 pieces of text evidence, from 2 different sources | Student **referenced** 4 of their pieces of text evidence, from 3 different sources. | Student **referenced** all pieces of text evidence, from 3 different sources. |  |

**Teacher Comments:**

Total Points**:                      /100**