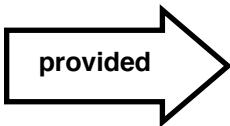


Project Requirements:

- The writing should be in your own words and accurately represent the story of Guns, Germs, and Steel. The is to tell the story in a simple way so that a 3rd or 4th grader could understand it.
- You story must include the key details of the outline provided below.
- Be creative! Each page should have some sort of decoration or illustration. Feel free to draw pictures, use magazines, newspapers, or whatever pictures you can find. The pictures should relate to or help explain what is being said on the page. You can use my National Geographic magazines if you would like.
- The text should be clearly printed and easy to read. Pages should be numbered.

Your book must include the following elements:

- Cover page
- Acknowledgements (give credit, thanks, or dedicate the book)
- Introduction
- Body
- Conclusion
- Bibliography



"Guns, Germs, and Steel: The Show. Episode 1" PBS
8 Sept. 2008 <<http://www.pbs.org/gunsgermsteel/show/episode1.html>>

You must include me in your book to get full credit!

Outline:

I. Introduction

- A. Yali's Question
- B. To answer Yali's question Dr. Diamond did research and developed a theory:

II. Body

Dr. Diamond goes back to when everyone was equal, before farming

- A. hunter gatherers
- B. problem: hard to find food
- C. solution: start farming

Agricultural Revolution

- A. Domestication - farming begins all over the world

Geographical Luck

- A. Lucky - Fertile Crescent
 - wheat barley
 - cows, goats, sheep, and pigs

Unlucky - Papua New Guinea

- A. Taro and sago
- B. No beasts of burden - only pigs

From tools to cities

- A. Food surplus and time to create tools
 - Led to technology to cities

III. Conclusion

- A. State Dr. Diamond's Answer/Theory in your own words

Grading Rubric:

Your project will be graded according to the following rubric. Refer to these grading criteria before, during, and after completing your project to make sure that it meets these standards.

Notes:

CATEGORY	4	3	2	1
Requirements	All of the written requirements (written in students own words, at least 1 graphic per page, complete story told, bibliography) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.