***The G.R.A.P.E.S of ME Project***

**Description:** Currently, we are learning about G.R.A.P.E.S. in social studies. The acronym stands for geography, religion, achievements, politics, economics, and social structure (hopefully you’ve got the song down!). These concepts will be the anchor of each social studies unit that we study this year. The goal is to understand the G.R.A.P.E.S. of each civilization. Since these concepts are the core of our curriculum, it is important to recognize each concept before we begin studying the civilizations. In class we have taken notes on each element of G.R.A.P.E.S. and now you have the opportunity to show your understanding by creating a “G.R.A.P.E.S. of ME” project. In this project, you will show how geography, religion, achievement, politics, economics, and social structure are demonstrated in your own life.

**Guidelines:**

* Your project must communicate each G.R.A.P.E.S. concept by answering each concept as listed below and using the key questions taken from the notes. You will be telling us about yourself and your life as it relates to each G.R.A.P.E.S. concept.
* Family may be defined as you see fit and may include extended family, ancestors, and/or be related to adoptive and biological family.
* There are a few options on how to present the information:
	+ **Poster (include a minimum of 3 sentences per concept, with a picture)**
	+ **Booklet (a minimum of one page per concept, with 3 sentences and a picture included)**
* Project will be graded according to the rubric provided.
* Rough draft will be turned in with the final project.
* Monday, August 31st – Thursday, September 3rd will be spent researching and working on rough drafts.
* Friday, September 5th will be used to create final posters, booklets, and reports.
* Project is ***due Tuesday, September 8th.***

GEOGRAPHY – how climate and landscape affect the lifestyle

1. Where is the civilization (city, county, state, country)?
2. What are some of the key geographical features (physical characteristics)?
3. What natural resources are available?
4. What is the climate of the region?

**Notes:**

**Rough Draft:**

RELIGION - the common set of beliefs, values, and practices related to a higher power. \*\*This year we will be investigating several types of religions across various civilizations to see how they impacted the group. For this project, please describe the beliefs of your family. It can be connected to an organized religion **OR** it could be a set of values your family lives by. Provide an example of how this impacts your family.

1. What does this religion believe in? What are your family’s beliefs/values?
2. How does this religion or family belief system impact your life?
3. How does religion shape other aspects of society?

**Notes:**

**Rough Draft:**

ACHIEVEMENTS – the lasting works of a society

\*\*List any achievement you or your family has made. You may define achievement as you wish. Some examples may be big such as awards, inventions, successful sports teams or something small like you are a great cook!

1. What does achievement mean to you and your family?
2. What achievements did this civilization develop?
3. What was the significance of these achievements?

**Notes:**

**Rough Draft:**

POLITICS– who runs the society and how it’s done

1. How does your family make decisions?
2. Who has the power and how did they get it? Does everyone have an equal opportunity?
3. Are there rules/laws that govern the household?

**Notes:**

**Rough Draft:**

ECONOMICS – how a society uses its resources

1. How does your family get the resources they need?
2. Do you use direct trade or a form of currency?
3. What type of resources does your family trade or purchase?

**Notes:**

**Rough Draft:**

SOCIAL STRUCTURE – the different levels or classes in society

\*\*For the purposes of the project, provide a diagram to show how your family is organized (ex: family tree).

1. Does anyone in your family have certain roles (cooking, mowing, etc)?
2. Is there someone who is responsible for certain jobs?

**Notes:**

**Rough Draft:**

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Goal*** | ***25*** | ***20*** | ***15*** | ***10*** |
| ***Student presents G.R.A.P.E.S. concepts*** | All GRAPES concepts are represented in the project. | At least 4 GRAPES concepts are represented in the project. | At least 2 GRAPES concepts are represented in the project. | One or less of the GRAPES concepts are represented in the project. |
| ***Content*** | Each GRAPES concept has detailed and descriptive examples.  | Each GRAPES concept is presented with clear examples.  | Each GRAPES concept is presented with some examples.  | EACH GRAPES concept is presented with few examples.  |
| ***Mechanics*** | Project contains complete sentences and no spelling/punctuation errors. | Project contains complete sentences and minimal spelling/punctuation errors. | Project contains some incomplete sentences and multiple spelling/punctuation errors.  | Project contains multiple incomplete sentences and multiple spelling/punctuation errors.  |
| ***Organization*** | Content is well organized, using headings to signify each concept.  | Uses headings to organize, but the overall organization appears disorganized.  | Content is logically organized.  | There was no logical organizational structure, just writing.  |

Score: \_\_\_\_\_\_\_\_\_\_/100

Comments: