

## INDIVIDUALS AND SOCIETIES Grade 6

### What is the legacy of Ancient Egypt?

<b>Key Concept:</b> Change	<b>Related Concept:</b> Causality, processes	<b>Global Context:</b> ORIENTATION IN SPACE AND TIME (civilizations and social histories, duration)
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**CRITERIA:** A and C

#### ASSESSMENT TASK:

**G (goal)** - Your goal is to prepare a visual presentation that shows Ancient Egypt achievements in one field.

**R (role)**- You are an archeologist explaining to his / her students about your findings.

**A (audience)** - Your audience are a class of History students at the prestigious University of ISG.

**S (situation)** - You have just returned from a field trip to modern day Egypt where you were able to see pyramids and consult books from the ancient library of Alexandria.

**P (product, performance or purpose)** - Your product will be the final oral presentation that you deliver to your students (played by your peers).

**S (standards)** - You will be assessed on criteria A and C.

#### TASK INFORMATION:

In groups, research one of the topics below and prepare an oral presentation for your classmates.

Use the questions as your guide and provide pictures for each topic.

- **Constructions**

Why were pyramids created?

How were they built?

What are the most famous pyramids?

To start your research, read pages 81 - 83 of the **History Alive! The ancient world** book that we have in class.

- **Writing**

Who were the scribes?

What are hieroglyphics?

What is a papyrus?

What is the Rosetta Stone? How did it help decipher hieroglyphics?

To start your research, read pages 98 - 99 of the **History Alive! The ancient world** book that we have in class.

- **Medicine**

Were Egyptians able to understand and cure injuries and diseases?

What does the practice of mummification entail?

To start your research, read pages 86 - 87 and 96 - 97 of the **History Alive! The ancient world** book that we have in class.

**CRITERION A: Knowing and understanding**

Level	Descriptor	Task-Specific Clarifications <i>aka. What does this mean in practice? (We are going to complete this together in class)</i>
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1-2	The student:  ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.	
3-4	The student:  ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.	

5-6	The student:  ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.	
7-8	The student:  ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.	

### CRITERION C: Communicating

Level	Descriptor	Task-Specific Clarifications <i>aka. What does this mean in practice? (We are going to complete this together in class)</i>
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1-2	The student:  i. communicates information and ideas in a <b>limited way</b> , using a style that is <b>limited</b> in its appropriateness to the audience and purpose.  ii. structures information and ideas according to the specified format in a <b>limited way</b> .  iii. documents sources of information in a <b>limited way</b> .	
3-4	The student:  i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose.	

	<p>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format.</p> <p>iii. <b>sometimes</b> documents sources of information using a recognized convention.</p>	
5-6	<p>The student:</p> <p>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</p> <p>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</p> <p>iii. <b>often</b> documents sources of information using a recognized convention.</p>	
7-8	<p>The student:</p> <p>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</p> <p>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</p> <p>iii. <b>consistently</b> documents sources of information using a recognized convention.</p>	

**COMMAND TERMS:**

<b>Analyse</b>	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application.
<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.



<b>Document</b>	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography
<b>Summarize</b>	Abstract a general theme or major point(s).
<b>Synthesize</b>	Combine different ideas in order to create new understanding.