**Summative Assessment: Written Component**



***Purpose:***

1. To demonstrate your ability to connect a specific piece of evidence with a larger idea. (I.e., how an artifact of a culture/individual can reflect the values, characteristics, or operations of that culture/individual).

1. To demonstrate a knowledge of defining traits of ancient civilization (Egypt) as well as an ability to make a general claim about a defining trait of our modern civilization.

 **Part A: “You Can Take It With You” Write-Up**

You have received the information on designing your tomb for social studies class. This tomb should reflect accuracy regarding the practice of entombing pharaohs with the objects that they will need for the afterlife, as in Ancient Egypt, but it should also tell something about *you* through the artifacts you chose to include.

***Task:*** No matter how you chose to design and create your tomb, everyone needs to provide a written description of the three required objects that they have included. This write-up should do three things: 1) describe why the practice of entombing items for the buried was important in Ancient Egypt, 2) describe the items that are in your tomb, and 3) provide a definite, clear, and vivid explanation of *why* they were included.

***Length and Format:*** Your write-up should be in expository form, which means to inform and describe. There is not a precise length requirement, but you need to make sure that you have done justice to the 1, 2, and 3 noted above. (Hint: You should use paragraphs to separate your ideas, so a useful format might be an introductory paragraph about the Ancient Egyptians, one paragraph about your item of protection, one about your item of family, and one about your item of value).

**Part B: “Footprints of Our Civilization Narrative”**

When Howard Carter discovered the tomb of King Tutankhamen, he was dazzled by the site of treasure that had lain untouched for more than 3000 years. But the treasures left behind by the Pharaohs of ancient Egypt do more than sparkle- they tell a story about a civilization from long ago. By looking at the objects in the tomb, the paintings on the wall, and even the way in which royal mummified remains were preserved, historians have learned much about the culture of the Ancient Egyptians. By studying the art, structures, and artifacts that have survived, we can understand what they valued, how they viewed their place in the world, how they structured their society, and even how they lived day to day. In short, the civilization of the Ancient Egyptians can be understood through the things their society produced and left behind.

What about our society?

Imagine that it is 2,000 years into the future. (Hopefully, humans will still be around!) Our American civilization is now “ancient” to modern humans. What do you think these future people would think of our civilization based on what we left behind? What are the characteristics of modern civilization? What do we value? What are our flaws? What “artifacts” of today would speak to people in the future about who we were, and what characterized our civilization? What stories would they tell?

***Task:*** Choose a place or a single artifact that you think is representative of some aspect of Modern Western Civilization. What story is told about who we are through this “footprint” of our civilization? Consider the values/characteristics/traits/flaws that have come up in class discussions and activities and write a story that shows how this object is representative of our culture.

***Point of View:*** Write from the perspective of a future archeologist entering this place or discovering this artifact from our civilization many years into the future. You can write the story imaginatively, utilizing creative narrative writing technique.

***Length and Format:*** Your writing here should be in narrative form, which means to tell a story. There is no specific length requirement for this assignment, but a guideline is about

1-2 full pages.

***Just for Fun:*** Include pictures, maps, or other information to enhance your story.

This may sound like a lot, but we will be doing things in English and Social Studies class to prepare you and help you break down the parts of this assignment. So take a deep breath,

and

Have fun! Be thoughtful! Be creative! ☺

Summative Scales

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| --- | --- | --- | --- | --- |
| Standard | 1 | 2 | **3 (TARGET)** | 4 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Critical Thinking:* *Making Meaning*  | I am looking at multiple sources and trying to see relationships and patterns that can lead me to making my own meaning.  | I can see relationships and patterns in information and evidence from multiple sources and am working on synthesizing this into a general claim.  | **I can synthesize information and evidence from multiple sources to make a general claim that is based on relationships and patterns.**  | I can evaluate varied types of information and evidence from a multiple sources to make a general claim that leads to further thinking; evaluations, connections, questioning. |
| *Using Evidence*  | I can support my ideas with evidence that relates to my purpose from a provided source (teacher provides).  | I can select evidence that relates to my purpose. I am working on applying evidence that is specific enough to support my purpose. | **I can select and apply specific evidence from a variety of sources to clearly support my purpose.** | I can evaluate evidence from a variety of sources and choose the best specific evidence to support my purpose.  |
| *Writing:**Analysis* | I can indicate a piece of evidence and a larger idea that may have an apparent connection; I am working on explaining that connection in a clear way without relying on summary.  | I can provide an explanation of how evidence connects to a larger idea; my analysis mostly summarizes what my evidence means. | **I can provide analysis that goes beyond summary to explain how specific evidence connects to a larger idea; my analysis shows the ability to connect the parts to the whole.** | I can provide thorough, insightful analysis to explain how specific evidence connects to a larger idea; my analysis may include inferences, connections, synthesis, and evaluation of greater ideas and themes.  |
| *Purpose:**Writing Thesis Statements* | I have a topic idea and am working on turning it into an arguable thesis statement.  | I can write a general claim into an arguable thesis statement which can be proven with limited evidence; my argument is clearly stated.  | **I can write a general claim into an arguable thesis statement that requires multiple levels of proof; my statement uses clear and specific language.**  | I can write a general claim into an arguable and multifaceted thesis statement that inspires original and complex thinking; my statement uses clear and specific language and persuasive language.  |
| *Purpose:* *Writing Lead Sentences* | I am learning what lead sentences are, using models and templates that my teacher provides to help me develop and maintain a clear purpose in my writing.  | I can write a lead sentence that contains a topic for my paragraph. I am working on adding to my topic to say “what about… “ in order to develop and assertion that directs the purpose of my paragraph.  | **I can write a lead sentence that contains a distinct topic and an assertion to direct the purpose of my paragraph.**  | I can use clear and concise language to write a lead sentence that contains a distinct topic and a fully developed assertion to direct the purpose of my paragraph and drive the content that follows. |

Name:

**Please hand this sheet in with your summative writing. DUE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Notes from teacher: