

Ancient Egypt Project

Name _____

Project Overview:

****Remember:** Projects make up 30% of your overall social studies grade.

- You will create a three-dimensional model of an object or artifact that would be found in ancient Egypt. See picture example below.



- You will create a tri-fold poster that tells about the model you have created. See picture below.

ESSAY	PROJECT TITLE STUDENT NAME	FUN FACTS
	PROJECT PICTURE	

- 3. Choose or create questions that must be answered by your research using the “Menu of Options for Body Paragraphs of Essay” worksheet provided by your teacher. (sample below)

Menu of Options for Body Paragraphs of Essay:

Body Paragraph #1: Literal/Right-There Question

CIRCLE ONE

- How was the artifact made?
- What does the artifact or person look like?
- When and where did your person live?
- Create your own: _____

Body Paragraph #2: Synthesis/Think-and-Say Question

CIRCLE ONE

- What was the _____ about this person or artifact?
- What were _____ about this person or artifact?
- What is the _____ about this person or artifact?
- Create your own: _____

Body Paragraph #3: Inferential/Author-and-Me Question

CIRCLE ONE

- How did this person or artifact affect Egyptian life?
- How does this person or artifact affect modern life today?
- What problem did this person or artifact create for Egyptian people?
- What would Egyptian life have been like without this person or artifact?
- Create your own: _____

- 4. Using the graphic organizer packet (sample below) provided by your teacher, copy each question and research to find the answers. Fill out the graphic organizer as you find your information.

Information Gathering Graphic Organizer

Question #1 (Literal/Right-There):	
Key Words/Phrases:	I Remember/In My Own Words (Write about important information from your reading using the key words)
Sample	

- 5. Research to get at least 5 additional facts for your "Fun Facts" section.

The "Fun Facts" section will be a bulleted list of any information you don't use in your essay. It is information you find unusual or interesting.

- 6. Use the "Resource Recording Sheet" to record information from the sources you used. (sample below)

Resource Recording Sheet	
A minimum of three different sources must be cited from at least two of the following categories: books, encyclopedias, and/or websites.	
BOOK	
Author	_____
Title	_____
Place of Publication	_____

- 7. A minimum of three different sources must be cited from at least **two** of the following categories: books, encyclopedias, and/or websites.

Some good places to search include:

- King County Library System
- netTrekker (a search engine that may be accessed from the SVSD website from "Student Center")
- www.history.com (enter your topic in the search bar and browse articles labeled with the word "topic")
- www.nationalgeographic.com
- www.mnsu.edu/emuseum/prehistory/egypt/
- www.ancientegypt.co.uk/menu.html
- www.historyforkids.org/learn/egypt
- www.egypt.mrdonn.org/
- www.bbc.co.uk/history/ancient/egyptians
- www.guardians.net/egypt/kids/index.htm

- 8. Tri-fold poster must include the name of your object/model/artifact.
- 9. Tri-fold poster must include your name.
- 10. Tri-fold poster must include a hand-drawn, colored picture of your object/model/artifact.
- 11. Tri-fold poster sections must be typed.
- 12. Tri-fold poster layout should match the layout shown at the bottom of the first page of this packet.
- 13. All required parts of this project must be neatly mounted on tri-fold poster paper provided by your teacher.

□ 14. Your tri-fold poster will be graded as follows:

	Requirement	Met All Requirements	Met Most Requirements	Met Few of the Requirements	Attempted But Didn't Meet Requirements	Missing
Intro Paragraph	Blues = background information about topic that captures reader's attention Topic Sentence = lets the reader know what the rest of the essay will be about Plan = lists topics for each body paragraph in the order in which they'll be written	4	3	2	1	0
Body Paragraph #1	Transition + Fact Statement = clearly identifies artifact/person Explanation/Elaboration = provides specific and well-supported details	4	3	2	1	0
Body Paragraph #2	Transition + Fact Statement = clearly describes purpose or achievement or answers other approved question Explanation/Elaboration = provides specific and well-supported details	4	3	2	1	0
Body Paragraph #3	Transition + Fact Statement = clearly states inference about artifact or person Explanation/Elaboration = provides specific and well-supported details that explain inference	4	3	2	1	0
Conclusion	Reminds Reader Of Topic in a different way Summarizes Key Ideas From Essay Wraps Up/Inspires	4	3	2	1	0
Fun Facts	Information is accurate and thorough. Includes a minimum of 5 additional and interesting details that are not included in essay.	4	3	2	1	0
Overall Conventions	Correct spelling, punctuation, capitalization, and grammar used throughout entire project.	4	3	2	1	0
Picture on Tri-Fold	The picture is beautiful and patiently done and is as good as hard work could make it. Picture is colored and fills the provided paper.	4	3	2	1	0
Overall Appearance of Tri-Fold	The tri-fold is organized and patiently done and is as good as hard work could make it. All elements are centered and borders are even.	4	3	2	1	0

Total _____ /36

- 15. In addition to your information tri-fold poster, you will be responsible for creating a three-dimensional representation of your artifact, person, or animal. The criteria for this model is as follows:

Appearance	Accuracy
8- The artwork was beautiful and patiently done; it was as good as hard work could make it.	8- 3-D model looks almost like the historical artifact, person or animal.
7- With a little more effort, the work could have been outstanding; lacks the finishing touches.	7- Model somewhat resembles the historical artifact, person or animal.
6- The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.	6- Model shares very little resemblance to the historical artifact, person or animal.
5- The student showed below average craftsmanship, lack of pride in finished work.	5- Model does not look like the historical artifact, person or animal.
4- The student showed below average craftsmanship, lack of pride in finished work.	4- The model is far below standard and is inaccurate.
0- Project wasn't turned in.	0- Project wasn't turned in.

Total _____ /16

Project Timeline/Due Dates:

Fill in the following calendar with the correct dates, and list items that are due each day in the appropriate boxes.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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