

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



HSIE Faculty	Task Number: 1
Topic: The Mediterranean World (Ancient Egypt)	Task Name: The Mediterranean World
	Date Due: Friday 10/05/24 by 9:00am via Canvas
<u>Outcomes to be Assessed:</u>	
<ul style="list-style-type: none">● HT4.2 describes major periods of historical time and sequences events, people and societies from the past.● HT4.6 uses evidence from sources to support historical narratives and explanation.● HT4.9 uses a range of historical terms and concepts when communicating an understanding of the past.● HT4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.	
<u>Directives to be Assessed:</u>	
Explain - Make relationships between cause and effect	
Describe - To Provide characteristics and features of	
Identify - Recognise and name	

You are to create a "Where's Wally" like poster that depicts a scene from ancient Egypt. You have been given an exemplar from "Find Tom in Time – Ancient Egypt" (Burke, F. 2019) to provide guidance and inspiration. The themes you can choose from are:

- **The Nile** (geography, the annual floods, the importance for Egyptian culture like transportation and food production)
- **Ancient Egyptian religion** (this can include gods and goddess, mummification, pyramids and tombs and the role of the pharaoh)
- **Ancient Egyptian everyday life** (food, clothing, entertainment, gender roles, occupations)

Your scene must be at least 1 A4 page and contain:

- imagery that accurately represents your chosen theme
- At least 7 objects to find. (These objects must be physical artefacts that would have existed in ancient Egypt in relation to your theme.)
- A total of 500 words providing a detailed description and explanation of what is happening in your scene.
- An answer sheet showing your hidden artefacts (see *Find Tom in Time* exemplar)

You may draw your scene by hand or complete it online. A “How To” lesson will be provided in Week 1, Term 2, showing students how to create this scene using Canva and you will be provided with 2 additional lessons to complete this task. The rest must be done in your own time.

You will be marked on how well you:

- show understanding of ancient Egypt through your use of images,
- select and use physical artefacts in your scene,
- support your visual narrative with written description and explanation,
- use historical terms and concepts.

Marking Criteria

<ul style="list-style-type: none"> • Demonstrates extensive understanding of an aspect of ancient Egypt through selection and use of visual and written components. • Selects and uses at least 7 ancient Egyptian artefacts that are accurate and relevant to the chosen theme. • Provides a sophisticated description and explanation that effectively supports the visual scene • Extensive and accurate use of historical terms and concepts 	A
<ul style="list-style-type: none"> • Demonstrates thorough understanding of an aspect of ancient Egypt through selection and use of visual and written components. • Selects and uses at least 7 ancient Egyptian artefacts that are accurate and relevant to the chosen theme. • Provides an effective description and explanation that supports the visual scene • Accurate use of historical terms and concepts 	B
<ul style="list-style-type: none"> • Demonstrates satisfactory understanding of an aspect of ancient Egypt through selection and use of visual and written components. • Selects and uses at least 7 ancient Egyptian artefacts that are accurate. • Provides a sound description and/or explanation that supports the visual scene • Sound use of historical terms and concepts 	C
<ul style="list-style-type: none"> • Demonstrates basic understanding of an aspect of ancient Egypt through selection and use of visual and written components. • May selects and use less than 7 ancient Egyptian artefacts that are accurate. • Provides a basic description and/or explanation that may or may not supports the visual scene • Basic use of historical terms and concepts 	D
<ul style="list-style-type: none"> • Demonstrates limited understanding of an aspect of ancient Egypt through selection and use of visual and written components. • Selects less than 7 ancient Egyptian artefacts that may or may not be accurate. • Provides a limited or incomplete description and/or explanation that may or may not supports the visual scene • Limited use of historical terms and concepts 	E

FARMLAND

Suddenly, a fisherman fell into the water with a huge splash. With an angry yowl, a soaking-wet Digby leaped out of one of the boats and raced away.

As Tom followed, he saw farmers working on the land. It was very muddy. Where was Digby now?



Farmers were very important in ancient Egypt because they produced all the food, from crops to cows. But they had to work very hard. Every year, the Nile flooded and this brought lots of **NUTRIENTS** to the land, which helped the crops to grow. But when the Nile flooded, the farmers didn't get any time off. They had to join the thousands of workers building the pyramids instead.

CAN YOU SPOT?

- Children collecting leftover grain
- Two monkeys picking dates
- Digby the cat
- Tom
- A naughty donkey
- Farmers crushing grapes with their feet
- A water-damaged house

Farmers dug canals of water from the Nile to the fields and towns further away. They used a **SHADUF**, which was a long wooden pole with a bucket hanging from one end, to collect and transport water.

Instead of machines or tractors, farmers used **OXEN** to pull ploughs and break up the soil, donkeys to carry grain, and monkeys to pick dates from the trees.

Answer key:

