

Assessment Sheet and Rubric

Lives After Death: Pyramids of Giza



While exploring the recreation of the Giza complex in Fortnite, you have seen firsthand how the ancient Egyptians — from the most powerful pharaoh to the poorest laborer — were deeply concerned with what would happen to them after they died. They used the materials available to them to try and control what would happen to their bodies and souls after death, but also how they would live on in the memories of those who came later.

Though nearly 4,500 years have passed since the Pyramids of Giza were constructed, humans haven't changed very much. The society we live in today may be very different, and the materials, resources and technologies available to us more advanced, but we have many of the same fears, concerns and desires the Egyptians did.

Many of us still believe in a form of life after death or other supernatural events. Even with all of our scientific progress, we are still scared of the unknownness of death, and very interested with how we will be remembered after we are gone. Almost all of us are compelled to leave records of ourselves behind, in many different forms.

Prepare a creative and critical response to the following questions:

- What record of your own life would you leave behind, and why?
- How well might it survive into the future, and how might it be interpreted by people finding it many years from now?
- Choose one element that you or your fellow students found in the Wonders: Pyramids of Giza Fortnite island as inspiration.

The response could take the form of an essay, slide presentation, video, game, curated collection of objects, media and texts, blog post, or webpage, or any other form that you and your teacher agree to. In your response, consider the following:

- The technologies you use every day life to record your thoughts, feelings and the events of your life;
- The technologies or methods of recording your life that may not be available to you for financial, social or geographical reasons;
- Whether there are elements of your life that are difficult to preserve using these technologies, or that you may not want to preserve for the future, and why;
- How these technologies compare to those available to the Ancient Egyptians;
- How well these records might be preserved 10, 100 or 1,000 years from now, and what might be lost;
- How these records might be misinterpreted or misunderstood by people finding them in the future, whether by mistake or deliberately. How would this change their understanding of you, your life and society in the early 21st century?
- What might be best-preserved of modern society in the distant future: whose lives will these things represent, and whose stories will be lost?

This work will be assessed using the following rubric:

	Developing	Competent	Proficient	Distinguished
Project Content / Learning Objectives	The project does not engage with the set questions and considerations in sufficient detail or scope.	The project engages with some of the set questions and considerations to a basic, functional level.	The project engages with most or all of the set questions and considerations in a way that demonstrates some originality of thought and creative response.	The project engages with all of the set questions and considerations in a highly original creative response, paired with thoughtful self-critique and reflection.
Project Development	The project feels rushed and contains many errors and flaws.	The project functions as required, with only minor flaws, but there may be little evidence of thoughtful development or any iteration of design or drafting.	The project functions well, with few or no flaws, with clear attention to detail and a sense that students have gone through some reconsideration of design or drafting, perhaps in response to feedback.	The project functions extremely well, with no obvious flaws, and shows strong evidence of refinement in response to feedback. The student has taken user experience into account in order to make their points clearly and with impact, and there is clear evidence of iterative design.
Project Aesthetics / Design	The project is very basic in its aesthetics and design, with little consideration paid to presentation.	The student has clearly given some consideration to the presentation of their work, but this may be primitive or seem rushed.	The project is well-designed, with a clear information hierarchy, ease of navigation, and consideration of the audience's experience.	The project's aesthetics and design match its content in quality, with the two reinforcing each other and both being integral to the experience.
Reflection	The student demonstrates little or no self-reflection on the set questions and considerations.	The student demonstrates some original self-reflection on the set questions and considerations, but only to a basic or undeveloped level.	The student engages with most or all of the set questions and considerations in a way that shows effortful, original thought on their provocations.	The student demonstrates clear, mature self-reflection and critique, and may go beyond the set questions and considerations to include material that extends the original remit of the project.