

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

ATLANTIS: THE LOST CONTINENT

Grade Level: 4th, 5th

Florida Sunshine State Standards Addressed:

LA.2.2.1: Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

LA.A.2.2.3: Recognizes when a text is primarily intended to persuade.

LA.A.1.2.4: Clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

LA.A.2.2.5: Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, performing an authentic task.

LA.A.2.2.8: Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

LA.E.2.2.5: Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

LA.B.1.2.1; LA.B.1.2.2; LA.B.1.2.3: Uses the writing process through prewriting, drafts, and editing to complete a final document with correct spelling, punctuation, capitalization, subject/verb agreement, etc. (SEE SSS "Language Arts")

SS.B.1.2.1: Uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

SS.B.2.2.2: Understands how the physical environment supports and constrains human activities.

VA.A.1.2.1: Understands and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.

VA.B.1.2.1: Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

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Atlantis: The Lost Continent

Assessment Scenario for Students

Hello, fellow archeologist. I need your help in investigating the legend of the Lost City of Atlantis! Like any good scientist, you must first read, discuss, and analyze age-old descriptions and calculations of this rich and majestic city and recognize the century-old legends and fantastic myths surrounding it. With these facts, you must model your own three dimensional model of something found in this peaceful, golden city or paint an original artwork that would have been found within the empire. But where is the empire, you ask? It is *you* who must explore the globe and use the information you've read to map possible locations of the sunken continent. Finally, you will take a popular theory of what happened to this disappearing continent and create a visual sequence of the supposed cataclysmic events that destroyed the city and sunk it to the bottom of the ocean. You, yourself, will finally create your own similar legend, make a written record of it, and bury it in order to ask yourself these questions: "Could I be such a fantastic storyteller, that people will believe *my* story for centuries from now? Did Atlantis ever really exist or was it too just a fabulous legend created by a remarkable storyteller?"

Task 1: Model a Piece from the City

Objective: Students will use factual information to model their own three-dimensional model of a piece from the city of Atlantis or create an original artwork that would have been found within the empire.

Read, discuss, and analyze a variety of texts regarding Atlantis.

(Some will be theories about what happened to the city, and some will be texts describing the city. Other readings will include the Greek and Minoan century-old legends. Videos including legendary buildings and artwork will also be viewed.) Then create an original artwork from one of these choices:

- Make a 3-D model of the temple, statue, building, pot or mask using clay, and paint it when finished.
- Paint a picture depicting a typical scene from this era.

When you finish, write a paragraph about the artwork you created based on your readings. Be sure to explain how it relates to the city of Atlantis.

Task 1: Scoring Guide

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- 4 Exemplary:**
Meets all proficient requirements.
Also includes two or more paragraphs of detailed writing about how the artwork relates to the legend of Atlantis.
- 3 Proficient**
The student creates a two or three-dimensional original artwork that shows characteristics of the Atlantian civilization based on text descriptions.
The student writes one paragraph comparing artwork to facts.
Paragraph is written clearly and neatly, with few grammatical errors.
The student participates effectively in class discussion.
- 2 Progressing**
The student meets three proficiency requirements.
The student writes one paragraph comparing artwork to facts, but organization needs improvement.
The student needs to communicate clearer understanding of Atlantis theory in discussion.
- 1 Not yet meeting standard(s) and benchmark(s):**
The student meets two or three of the proficiency requirements.
Paragraph does not make sense grammatically or does not compare artwork to facts.
Artwork does not show characteristics of the Atlantian civilization described in the text.
The student does not participate in class discussion.

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Task 2: Map Possible Sites of Atlantis

Objective: Students will be able to use theoretical information and a world map to locate possible sites of the sunken land Atlantis.

Where is the empire, you ask? It is *you* who must explore the globe and use the information you've read to map possible locations of the sunken continent.

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Task 2 : Scoring Guide

4 Exemplary:

The student meets all proficient requirements.
The student also includes additional labels of nearby bodies of water, countries, cities, and directions.
The student writes more than the required paragraph.

3 Proficient:

The student locates seven sites on a world map where Atlantis was said to have sunk.
The student labels all seven continents and major bodies of water surrounding sites located for points of reference.
The student writes one paragraph explaining which location they think is the correct site of the sunken city and explains why.
Paragraph is written clearly and neatly, with few grammatical errors.

2 Progressing:

The student meets three proficiency requirements.
The student writes one paragraph but is missing explanation or fails to state his/her opinion.
The student is missing some labels on the map.

1 Not yet meeting standard(s) or benchmark(s):

The student meets fewer than three of the proficient requirements.
Paragraph does not make sense grammatically or does not stay on topic.
Many map labels are missing.

Task 3: Sequence the Cataclysm

Objective: Students will be able to use theoretical information to sequence the cause and effect events of the cataclysm that supposedly destroyed Atlantis.

Read about the popular theory that Atlantis was located due north of Crete. Sequence the cataclysmic events in this "Aegean" theory that tell what happened to cause this city to become destroyed and sink to the bottom of the ocean. Cut out the tracer of the circle and divide it into 4-inch sections with a ruler. Draw arrows between each section to indicate cause and effect. Do this on the front and the back. Show the events by drawing pictures of each, in order. Write a sentence on the back of each picture explaining the catastrophe under each picture.

For example:

1. A huge underground volcano erupted.
2. This caused many earthquakes that destroyed the city and killed the citizens.
3. This also caused a tidal wave to cover the city in water to "sink it."
4. ... and so on.

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Task 3: Scoring Guide

- 4 Exemplary:**
The student meets all proficient requirements.
The student also includes explicit, detailed descriptions of cause and effect (longer than a sentence).
- 3 Proficient:**
The student draws pictures that depict what happened in the most popular "Aegean" theory of Atlantis' disappearance.
The student writes one sentence explaining what happened in the most popular "Aegean" theory of Atlantis' disappearance.
Sentence is written clearly and neatly, with no grammatical errors.
Events are sequenced in proper cause and effect order.
- 2 Progressing:**
The student meets three proficiency requirements.
Incomplete writing and drawing.
Events are sequenced in proper cause and effect order.
- 1 Not yet meeting standard(s) or benchmark(s):**
The student meets fewer than three of the proficient requirements.
Sentences do not make sense grammatically or do not match what the picture depicts.
Events are incomplete or do not show cause and effect.

Task 4:
Create your own mysterious legend of glory and destruction.

Objective: Students will be able to write a legend, much like the Atlantian one, telling about a group of people living in glory and then explaining the cause for their disappearance or destruction.

Review the key components in the legend of Atlantis. Then, write your own explanation of a civilization as if you were a storyteller.

Name that civilization and describe it. Some things to remember to describe might be the food eaten, the landscape and climate, the people, the activities done daily, and the art. Explain what catastrophic events caused the civilization's downfall. When the story is finished, bury it at home. Maybe someday, others will find it and they, too, will assume that your legend is true!

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Task 4: Scoring Guide

- 4 Exemplary:**
The student meets all proficient requirements.
The student also includes extended detailed descriptions with complex sentences and mature language.
- 3 Proficient:**
The student writes a minimum of a five paragraph story in the third person.
The student names and describes a civilization's "golden years."
Explains the cause of the civilization's downfall.
Narrative is written clearly and neatly, with a few grammatical errors.
- 2 Progressing:**
The student meets three of the proficiency requirements.
Writing is confusing at times, with some grammatical errors or poor organization.
Story is fewer than five paragraphs or is not in narrative form.
- 1 Not yet meeting standard(s) or benchmark(s):**
The student meets fewer than three of the proficient requirements.
Paragraphs do not make sense gramatically or are not on topic.
Key components of the narrative, such as the description of the civilization or the cause of its downfall, are described little or not at all.