

# MeTEOR Performance Task

## Sixth Grade

English Language Arts  
Who's Your Mummy

## **Performance Task Item: Who's Your Mummy?**

*Grade Level: 6<sup>th</sup> Grade*

**Focus Areas:** Research; Informational Text; Primary and Secondary Sources; Ancient Civilization

### **Essential Questions:**

- How did work and social roles affect people in ancient Egypt both in life and death?
- What role did mummies play in preserving the culture and history of ancient civilizations?

### **Learning Targets:**

- Students will understand the reasons that mummies were important to Egyptian society.
- Students will use both primary and secondary sources to identify the key steps in mummification.
- Students will understand the division of society into a hierarchy of social classes of Ancient Egypt and how it affected both the living and dead Egyptians.
- Students will understand what the Egyptians believed about the afterlife.
- Students will understand the division of society into a hierarchy of social classes.
- Students will understand how our culture today reflects many aspects of ancient cultures.

## **STANDARDS**

### **Content Standards:**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text's description of a process related to history/social studies.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

## **Materials/Resources:**

- “How and Why the Egyptians Made Their Mummies” <https://newsela.com/articles> Lexile 810 (This is also available in a 980 Lexile Level).
- “Primary Sources: Herodotus on Making a Mummy” [www.newsela.com](http://www.newsela.com) Lexile 1010
- “Ancient Egyptian Social Structure” [www.newsela.com](http://www.newsela.com) Lexile 950
- Primary Sources Graphic Organizer
- T-chart for Mummification- Primary and Secondary Sources
- Venn Diagram- Women’s rights- Then and Now

## **Vocabulary:**

- Embalm
- Pharaoh
- Dynasty
- Polytheism
- Afterlife
- Hieroglyphics
- Mummification
- Pyramids
- temples
- verdict
- quivering



**Read “Primary Sources: Herodotus on Making a Mummy” and answer questions 4 – 7.**

4. Herodotus writes of the entire process of death including those of the mourners as well as the importance of the social structure. With a group, analyze the primary source using the form attached to draw conclusions. (DOK 2/3)
  
5. According to the text, some people believe that Herodotus may have had an overactive imagination. However, using both articles you have read so far, how is the primary source different than the secondary source of “How and Why the Egyptians Made Their Mummies”? Using the T-chart, fill out the steps of mummy making as listed in each article. Circle the differences you found in the paper in red. At the bottom of the page, write a few sentences on why you believe the differences might exist. (DOK 2)
  
6. There are very intricate steps in the mummification process that must be performed sequentially. As partners or as a group, create a how to book “The Mummification Process or Mummies for Dummies”. You must describe and illustrate at least 10 steps of the mummification process utilizing all of your sources and independent research if needed. You will provide adequate detail, ensure the steps are in the appropriate order and give specific description of each step. You will put them together to create a book to share. Use the rubric for more explicit details. (DOK 2/3)

7. The article also states that some animals were mummified while others were not. What do you infer this says about the burial process for those who were not deemed important by their society standards? (DOK 2)

**Read “Ancient Egypt Social Structure” and answer questions 8 – 11.**

8. Ancient Egypt had an unusual social structure and in some ways, was more modern than many other societies in the Ancient World. One way was that one could improve one’s social station in life. According to the text, what were some ways to improve your social station? Are there any similarities to America or other cultures today? (DOK 2/3)

9. Women's rights were progressive in Ancient Egypt even more so than many countries today. Research women's rights of Ancient Egypt, Modern Egypt as well as America. With your group, fill out the Venn Diagram provided "Women's Rights- Then and Now". Think/Pair/Share with a partner and discuss what modern countries with limited rights for women could learn from Ancient Egypt. (DOK 2/3)
10. In modern culture, we often hear that "you can't take it with you when you go". This was a different type of thinking than the Ancient Egyptians. They believed that you could take the most important things with you. In fact, pharaohs and other wealthy Egyptians created pyramids so they would have more room for both things and people. They took things that were special to them as well as things they would need in the afterlife. Create a diorama to illustrate the inside of your pyramid and what will be in there. Some research will be needed. You will put in it things that you "can't live without". You will have a rubric that gives grading details. You will also need to be prepared to explain your reasons for choosing each item. (DOK 3/4)
11. The key to social mobility is education. There was a large disparity in social classes in Egypt. Using text evidence and research, determine some specialized jobs that allowed Egyptians to move up the social ladder. Three areas to address would be:
- What were these jobs and what education did they require? Are there any similarities today? For example, an x-ray technician would have specialized training both in equipment and anatomy to get a higher paying job.
  - What are the differences in availability to education from Ancient Egypt to modern times?
  - What are the benefits vs the cost of getting an education in Ancient Egypt and modern times. What is the impact of education then and now?

Write a compare/contrast expository essay on how accessible education is to the common person and what are the impacts on social classes and personal betterment in both Ancient Egypt and modern times. (DOK 4)

12. The mummies not only preserved people but also history for future generations. Oral and written documents (both primary and secondary documents) are very important but nothing could truly provide factual information about the life (and death) of Ancient Egyptians like the mummies. The mummies and pyramids have been in danger from theft, erosion and various other atrocities for many years. Other dangers such as increased terrorism and war are also causing tourism to decrease in modern Egypt. Some experts have gone so far to recommend that visitors should no longer be allowed at the pyramids. This is the last remaining of the Seven Ancient Wonders of the World. Research the dangers that could affect both the pyramids and the visitors. You will create a pamphlet that gives visitors information on how to preserve the pyramids and keep themselves safe while visiting. (DOK 4)

## ARTICLES/STUDENT MATERIALS/RUBRICS

### **“How and Why the Egyptians Made Their Mummies”**

A dead noble stands trembling in the Hall of Truth. Behind the noble, Horus stares at the quivering man. Horus is the half-falcon half-man ruler of earth. Thoth, the sharp-beaked scribe, sharpens his quill. Thoth is poised to write down a verdict of divine judgment.

Seated before the noble on a golden throne is Osiris, the king of the dead. Upon his head rests a glittering crown with gorgeous white feather plumes. Behind Osiris stands Isis, the revered goddess of nature. She holds an ankh, a cross with a loop above the bar.



The noble wonders if he will live forever. Or will he be fed to the hideous crocodile-like god called the Eater of the Dead. The noble is currently in limbo, a place where the souls of dead people go to be judged.

Osiris begins judging the noble's life. On one side of a scale, Osiris places the heart of the noble, which bares the secrets of the soul. Had the soul lied, cheated, or lived an evil life? The soul defends itself before a variety of interrogating gods.

The noble thinks about his second self, called the ka. The ka lives within every human being. When the physical body expires, the ka goes on to enjoy eternal life.

Now Osiris holds up the sacred feather, the emblem of truth, and places it on the other side of the scale. If the scales balance, eternal life awaits. If not, the Eater of the Dead has his favorite food for lunch: noble.

## **Mummification**

Before being judged by Osiris, the noble's soul had undertaken a journey that lasted more than two months. When the noble died he was brought to the Beautiful House, where an embalmer prepared the body to cross to the afterlife.

Egyptians believed that the afterlife would be much like life on Earth. The soul would want use of its body. That's why Egyptians made an art out of mummification, or the preservation of the dead.

Embalming took great skill and many steps. What follows is a crash course on Egyptian embalming.

### **1. Removal of the brain**

The brain is taken out through the nasal passage. The Egyptians didn't think that the brain was special.

### **2. Organ removal**

A cut is made on the left side of the body. The liver, lungs, and other organs are removed, dried out, and stored in sacred vessels. The heart is left in the body, because it will be needed to be weighed by Osiris.

### **3. Dehydration**

Now the body must have the liquids removed to stop decay. The body is treated with salt for 40 days. Afterwards, the corpse is washed and dried.

### **4. Stuffing**

Clothes or bits of sawdust are used to pack the corpse. Pieces of cloth are stuffed in the eye sockets and painted black, and the corpse's lips and cheeks are painted.

### **5. Oiling the body**

This elaborate process includes, massaging, perfuming, and blessing the corpse with oil.

### **6. Coloring**

After being stuffed, men are colored red; women are colored yellow.

## 7. Arrangement of the body

Bodies were arranged differently at different times in Egyptian history. The arms were either placed to the side of the corpse, folded on its chest, or placed with hands on shoulders.

## 8. Wrapping

The body is wrapped in several layers of fine linen. This process takes two weeks, after which a thick substance is added to the bandages.

## 9. Funerary mask

A mask, sometimes made entirely of gold, is fitted to the mummy's body. Symbols of gods often adorned masks.

## 10. Burial of waste

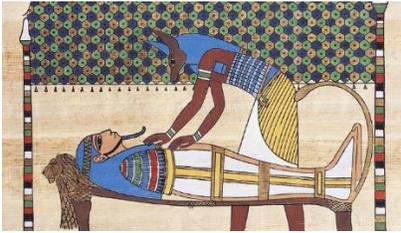
All materials used to prepare the corpse are placed in a jar and buried away from the mummy's tomb.



Finally, the time has come to put mummy in its coffin. Jewelry, games, furniture, food, and clothing might be put in the coffin with the corpse. These things would be used in the afterlife. The Book of the Dead, a collection of hymns and prayers, might also be included in the tomb to protect the body on its journey.

So how did the noble fare before the great Osiris? Ask his mummy.

## “Primary Sources: Herodotus on Making a Mummy”



TOP: Scene of embalming, papyrus, reconstruction of a fresco from the Theban tomb of Sennedjem, original dating from the 19th dynasty of ancient Egypt. Istituto Del Papiro, Cairo, Egypt. BELOW: Egyptian animal mummies in the British Museum, courtesy of Wikipedia. DeAgostini/Getty Images

*Editor's Note: Herodotus was a Greek historian who lived in the 5th century B.C. (about 484 B.C. to 420 B.C.) He authored "The Histories," which is widely considered to be the world's first comprehensive work of written history. The following portions from "The Histories" describe the ancient Egyptian methods of mummification. A mummy is a person or animal whose body has been preserved intentionally by other people, or unintentionally by nature. Ancient Egyptians believed that a person's spirit stayed in his or her body after death. Their process of mummification preserved the body, it was believed, to protect the spirit inside. Modern scientists have found that Herodotus' account of mummification is not entirely accurate. New research dismisses many of the details Herodotus included as over-imaginative descriptions.*

### **Mourning a Death**

After the death in any house of an important man, the women of the family spread mud on their heads and sometimes their faces and walked through the city, hitting their own chests as a part of mourning the dead. All the female relatives joined them and did the same. The men also did this, but separately.

When these ceremonies were over, the dead person's body was carried away to be embalmed. This is the process that delays or slows the decomposition of the body, which is the natural breakdown of a living being after it dies. A group of men in Egypt practiced the art of embalming; it was their profession.

### **Ways to Make a Mummy**

The process of embalming began by removing the brain. The embalmers took a crooked piece of iron and used it to pull out the brain through the nostrils. Next, they made a cut along the side of the body with a sharp stone and removed the contents inside. They washed the body with wine, filled it with aromatics and sewed up the opening. The body was placed in salt for 70 days for preservation. Then, the body was washed and wrapped from head to foot with bandages of fine linen cloth. The cloth was smeared with gum, which was used by the Egyptians instead of glue.

The body was given back to the family members, who enclosed it in a wooden case in the shape of a man. They fastened the case and placed it upright against the wall in a tomb. This was the most expensive way of embalming the dead. There were two other less-costly methods that people could choose.

## **Different Rules for Some**

The most beautiful women and the wives of important men were not embalmed immediately. After they had been dead three or four days, these women were taken to the embalmers. This was done to maintain their dignity after they had died.

If anyone died from a crocodile attack or by drowning in the river, the law said that the people of the city near where the body was found were responsible for having it embalmed and buried in a sacred place. Only the priests who prepared the body and laid it in the tomb could touch the body. It was considered to be sacred.

## **Some Animals Were Mummies, Too**

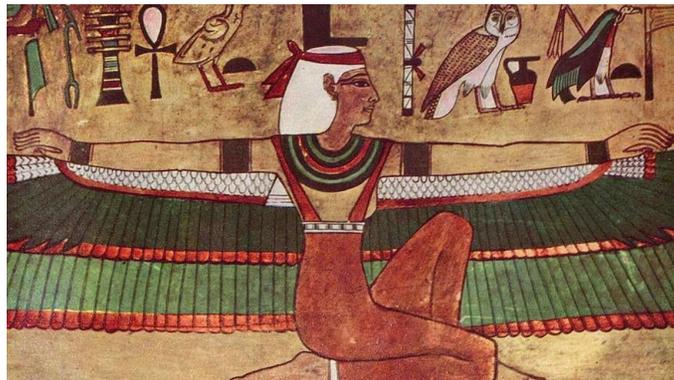


There were also mourning and mummification processes for certain animals. For example, if a cat died a natural death in a private house, all people who lived in the house shaved their eyebrows.

After cats died, they were taken to a particular city, where they were embalmed and buried in sacred places. Dogs, though, were buried in the cities where they lived, also in sacred places. However, dead bears and also wolves were buried wherever they were found.

The crocodile was deemed sacred by some of the Egyptians, and as an enemy by others. In the cities where crocodiles were liked, people kept one crocodile and taught it to be tame and controllable. People adorned the crocodile's ears with earrings of stone or gold, put bracelets on its fore-paws and gave it food every day. They treated the crocodile with the greatest possible attention while it was alive and embalmed and buried it in a sacred place after it died. On the other hand, people of one small Egyptian island did not consider these animals to be sacred and even ate them.

## “Ancient Egyptian Social Structure”



TOP: The ancient Egyptian goddess Isis portrayed in a tomb painting around 1360 B.C. BOTTOM: A pyramid chart shows the social structure of ancient Egypt.

American archaeologists recently did something that would make their mummies proud: They discovered a hidden Egyptian tomb!

Egyptian society was structured like a pyramid. At the top were the gods, such as Ra, Osiris and Isis. Ra was the god of the sun, and the king of all gods, until Osiris took over. Osiris was the god of the underworld and the afterlife. Isis was the wife and sister of Osiris and the goddess of magic, marriage, healing and protection. Egyptians believed that the gods controlled the universe. Therefore, it was important to keep them happy. They could make the Nile overflow, cause famine or even bring death.

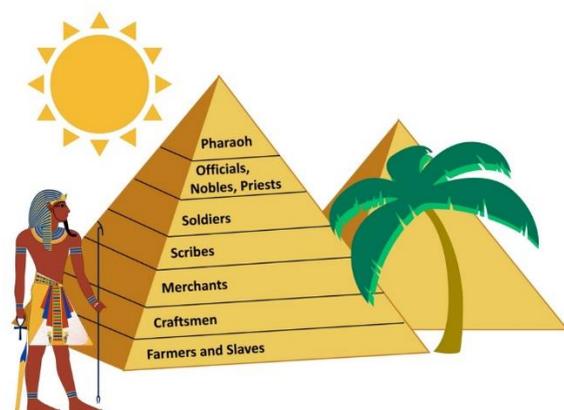
The Egyptians also elevated some human beings to gods. Their leaders, called pharaohs, were believed to be gods in human form and were believed to possess the secrets of heaven and earth. The pharaohs were believed to be manifestations of the falcon-headed god of the sky and war, Horus (son of Isis and Osiris), during their lives, and then becoming the god Osiris when they died and were united with the other gods. The pharaohs had absolute power over their subjects. After pharaohs died, huge stone pyramids were built as their tombs. Pharaohs were buried in chambers within the pyramids along with everything they would need in the afterlife.

Because the people of Egypt believed that their pharaohs were gods, they entrusted their rulers with many responsibilities. Protection was at the top of the list. The pharaoh directed the army in case of a foreign threat or an internal conflict. Pharaohs often led foreign campaigns to places like Nubia and Libya to add to Egypt's economic prosperity. All laws were enacted at the

discretion of the pharaoh. Each farmer paid taxes in the form of grain, which was stored in the pharaoh's warehouses. This grain was used to feed the people in the event of a famine.

## The chain of command

No single person could manage all these duties without assistance. The pharaoh appointed a chief minister called a vizier as a supervisor. The vizier ensured that taxes were collected.



**Social Structure of Ancient Egypt**

Working with the vizier were scribes who kept government records. These high-level employees had mastered a rare skill in ancient Egypt — they could read and write.

## Noble aims

Right below the pharaoh in status were powerful nobles and priests. Only nobles could hold government posts; in these positions they profited from tributes paid to the pharaoh. Priests were responsible for pleasing the gods.

Nobles enjoyed great status and also grew wealthy from donations to the gods. All Egyptians — from pharaohs to farmers — gave gifts to the gods.

## Soldier on

Soldiers fought in wars or quelled domestic uprisings. During long periods of peace, soldiers also supervised the peasants, farmers and slaves who were involved in building such structures as pyramids and palaces.

Skilled workers such as physicians and

made up the middle class. Craftspersons made and sold jewelry, pottery, papyrus products, tools and other useful things.

Naturally, there were people needed to buy goods from artisans and traders. These were the merchants and storekeepers who sold these goods to the public.

### **The bottom of the heap**

At the bottom of the social structure were slaves and farmers. Slavery became the fate of those captured as prisoners of war. In addition to being forced to work on building projects, slaves toiled at the discretion of the pharaoh or nobles.

Farmers tended the fields, raised animals, kept canals and reservoirs in good order, worked in the stone quarries and built the royal monuments. Farmers paid taxes that could be as much as 60 percent of their yearly harvest — that's a lot of hay!

Social mobility was not impossible. A small number of peasants and farmers could get ahead in life and move higher up the social pyramid. Families saved money to send their sons to schools to learn how to do certain jobs. These schools were run by priests or by artisans. Boys who learned to read and write could become scribes, then go on to gain employment in the government. It was possible for a boy born on a farm to work his way up into the higher ranks of the government. Government jobs could make an Egyptian rich.

### **Rights of women**

Women in ancient Egypt could be rulers like Cleopatra or Hatshepsut. Women rulers did not claim to be Horus, though. Cleopatra said she was the reincarnation of the Egyptian goddess Isis. Hatshepsut claimed to be the daughter of the god Amun, the most popular and powerful god of the time.

But what about the common folk? A woman's role as mother and wife still came first in Egyptian society. Some professions in which women worked included weaving, perfume making and entertainment.

Egyptian women could have their own businesses, own and sell property and serve as witnesses in court cases. Unlike most women in the Middle East, they were even permitted to be in the company of men. They could escape bad marriages by divorcing and remarrying. And women were entitled to one-third of the property their husbands owned. The rights Egyptian women enjoyed made them the most liberated females of their time.

## ANALYZING PRIMARY SOURCES “Primary Sources: Herodotus on Making a Mummy”

Examine: What do you see?  
What details do you notice in this source? What is interesting?  
Is there something you don't understand?



Question: What other information do you need to understand this source? What questions do you have for further research?

Think: What can you infer from this document? Who made it and when? Is it neutral and biased?



Draw Conclusions: Based on your background knowledge and the details in this document, what conclusions can you draw about the Egyptians and their rituals and beliefs about death and the afterlife?

Name

Date

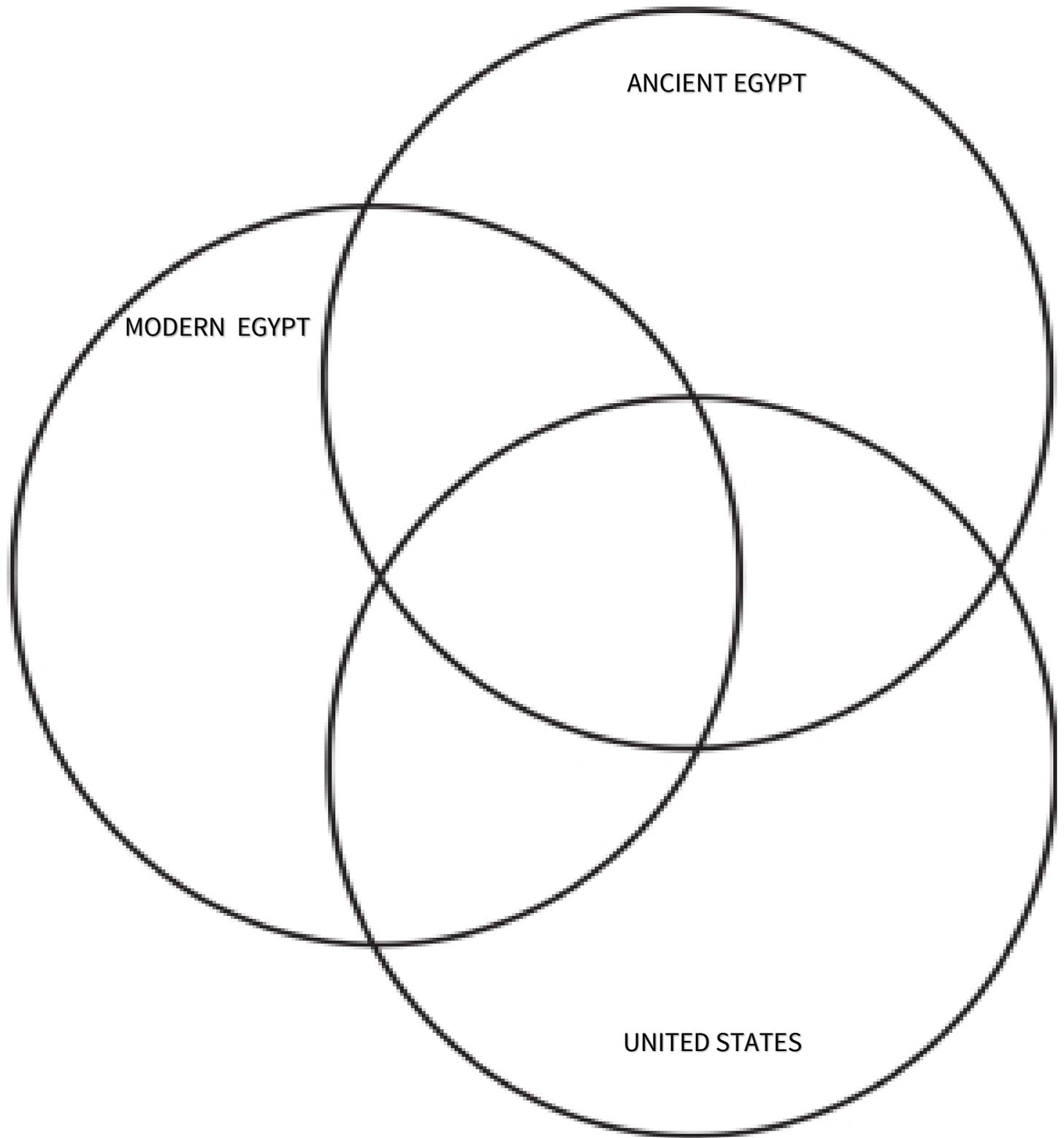
**Steps to Mummification  
Primary and Secondary**

**“Primary Sources: Herodotus on  
Their Making a Mummy”**

**“How and Why Egyptians Made  
Mummies” - Secondary Source**

**Circle the differences in red.  
Why do you think the differences exist?**

WOMEN'S RIGHTS THEN AND NOW



## Diorama Rubric

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Quality of Construction	The diorama shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The diorama shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The diorama shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The diorama was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Creativity	Several of the objects used in the diorama reflect an exceptional degree of student creativity in their creation and/or display	One or two of the objects used in the diorama reflect student creativity in their creation and/or display.	One or two objects were made or customized by the student, but the ideas were typical rather than creative (.e.g, apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the diorama.
Design	Objects are an appropriate size and interesting shape and are arranged well. Care has been taken to balance the diorama scene.	Objects are an appropriate size and interesting shape and are arranged well. The diorama, however does not appear balanced.	Objects are an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Objects are of an inappropriate size and/or shape. It appears little attention was given to designing the diorama.
Number of Items	The diorama includes 15 or more items, each different.	The diorama includes 10-14 different items.	The diorama includes 9 different items.	The diorama contains fewer than 9 different items.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the diorama. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Attention to Theme	The student gives a reasonable explanation of how every item in the diorama is related to the assigned ecosystem. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the diorama are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly and reasonable explanation of how most items in the diorama are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.

**Rubric – “The Mummification Process – Mummies for Dummies”**

	<b>Exceptional [90-100]</b>	<b>Above Average [80-89]</b>	<b>Average [75-79]</b>	<b>Below Average [70-74]</b>	<b>Poor Effort [0-69]</b>
<b>Sentences &amp; Organization</b>	10 complete, well-constructed sentences using detail	8-9 complete sentences using detail	Between 6-7 complete sentences using detail	Between 5-6 complete sentences with little detail or elaboration	Less than 5 sentences; incomplete; no detail
<b>Illustration &amp; Sentence Alignment</b>	Has at least 10 illustrations; appropriate to sentences used	Has only 8-9 illustrations; appropriate to sentences used	Has 6-7 illustrations; appropriate to sentences used	Has 5-6 illustrations; some are appropriate to sentences used	Less than 5 illustrations; none of the illustrations are appropriate to sentences used; missing all sentences
<b>Title , Number, &amp; Name</b>	All illustrations are numbered; the book includes the student’s name and the title, <i>The Mummification Process “Mummies for Dummies”</i>	Only 8-9 illustrations are numbered; the book includes the student’s name and the title, <i>The Mummification Process “Mummies for Dummies”</i>	Only 6-7 illustrations are numbered; the sentence strip includes the student’s name and the title, <i>The Mummification Process “Mummies for Dummies”</i>	Only 5-6 illustrations are numbered; the sentence strip is missing the student’s name or the title, <i>The Mummification Process “Mummies for Dummies”</i>	Less than 5 illustrations are numbered; the student’s name and the title, <i>The mummification Process “Mummies for Dummies”</i> are missing
<b>Sequence</b>	All sentences and illustrations are in sequence	All sentences are in sequence and at least 8-9 illustrations	6-7 illustrations and all sentences are in sequence	5-6 illustrations and some sentences are out of order	Less than 5 illustrations and sequence does not make sense
<b>Grammar &amp; Mechanics</b>	1 error or less	Only 2-3 errors	Only 4-5 errors	6-10 errors	More than 10 errors

**Pamphlet – Safety tips for the Pyramids and YOU Rubric**

<b>Category</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Headlines Layout & Captions	Headlines are relevant and immediately engage the reader. Safety pamphlet is organized into neat, typed columns.	Headlines are relevant and attempt to engage the reader. Safety pamphlet is organized into neat, typed columns.	Headlines are relevant and safety pamphlet is organized into neat, typed columns.	Headlines are irrelevant. Safety pamphlet is not typed or organized appropriately.
Creativity	Attractive graphics support the text by providing visual reinforcement of ideas and information. All graphics have captions that accurately describe the visual.	Graphics support the text by providing visual reinforcement of ideas and information. All graphics have captions that somewhat describe the visual. Some graphics support the text	Some graphics support the text. Most graphics have captions that describe the visual.	Graphics do not support the text. Many captions are missing
Conventions	Safety pamphlet is clearly organized with few or no errors in grammar, spelling, and punctuation.	Safety pamphlet is well organized with minor errors in grammar, spelling, and punctuation.	Safety pamphlet shows some organization. Some rules of grammar, spelling, and punctuation are followed.	Safety pamphlet contains many errors in grammar, spelling, and punctuation. Confuses the reader.
Content	Many interesting, unique and accurate facts and details are given.	Some interesting, unique and accurate facts and details are given.	Few interesting, unique and accurate facts and details are given.	Facts are few and not interesting or unique. There is some question on accuracy.
Safety pamphlet elements	All of the required elements are in place and visual effects are creative, interesting and pleasing.	Some of the required elements are in place and visual effects are organized and interesting.	Few of the required elements are in place and visual effects are random.	None of the required elements are in place and the visual effects are distracting.

### Compare and Contrast Essay Rubric

	<b>Excellent/Very Good (5)</b>	<b>Good (4)</b>	<b>Proficient (3)</b>	<b>Needs Work (2-0)</b>
<b>Content</b>	Writing shows understanding throughout, noting at least 3 similarities and at least 3 differences.	Writing shows concrete understanding of the similarities and differences	Writing shows understanding of similarities and differences.  Broad examples could be better explained.	Writing does not include any examples of similarities and differences.  Content shows several inaccuracies and confusion.
<b>Organization</b>	Essay shows thoughtful, logical, and clear layout of concepts. Transition sentences are smooth. Essay includes an introduction and conclusion.	Writing is logically and clearly organized.  The similarities and differences are readily identifiable.	Writing is somewhat organized.  Points are identifiable with minimal reader confusion.	Writing is disorganized and hard to follow.  Writing does not contain sufficient content for organization.
<b>Conventions</b>	Work has been proofread and has no grammatical errors or spelling mistakes that take away from comprehension.	Work has minor grammatical errors and few spelling and few spelling mistakes that do not take away from reading comprehension.	Work has several grammar and spelling mistakes that may somewhat interfere with comprehension.	Work has numerous mistakes and grammar and spelling errors, making it difficult to read.



[meteoreducation.com](http://meteoreducation.com) . 800.699.7516

MeTEOR CONNECT, MeTEOR Education and MeTEOR Design are trademarks or registered trademarks of MeTEOR Education, LLC © 2019.

All rights reserved. PTELA6.2