**Gossip Girl**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| Gossip Girl Preliminary Step:  Ancient Civilization Guess Who | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| Gossip Girl | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

The exploits of the rich and famous pique our curiosity. Global conflict, environmental decay, superfluous economic inequality – who seems to care – how obtuse was the latest social faux pas from Justin Bieber or what will Kate Middleton name prince privilege? These are topics that sell. US Weekly, OK, In Touch and People fly of the rack. They have replaced the Wall Street Journal as the subway standard. Gossip, indeed, is central to the character human, but has it always been this way?

If you read your Epic of Gilgamesh, Norse Sagas or Homeric Poetry, it would appear so – humans are fascinated by the tabloids. The business of the Gods and Goddesses, Kings and Queens, was akin to the workings of celebrity culture. Scandal, affairs, deceit, falls from grace, redemption and self-destruction are all present (though, in defense, often with an important philosophic lesson). The Ancients were just as prattling as us Post Moderns.

To immerse yourself in the culture of the Ancient Mesopotamians or Egyptians you are being sent back in time, where you will be responsible for creating an Ancient Gossip Magazine. Be careful though, if you make too much light of the Pharaoh he will probably kill you.

As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**Gossip Girl Expectations**:

1. Apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.
2. Analyse, with reference to specific early societies and emerging cradles of civilization, how interactions within and between societies contributed to the development of civilizations.
3. Analyse key social, economic, and political structures and/or developments, in early societies and emerging cradles of civilization, and explain their impact on people’s lives.

**Ancient Civilization Guess Who**

This is not quite like the game Guess Who, but hopefully it will be just as much fun and slightly more challenging. Each person in the class will draw an Ancient Mesopotamian or Egyptian God, Goddess, ruler or important figure. They will absolutely not reveal the identity of their personality.

Then, each person will research their respective personality and prepare a brief role play. Each student will perform their role play and the remainder of the class will attempt to guess the personality. The student who guesses the most personalities correctly will win a prize or at least the self-satisfaction of being Guess Who champion.

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Ancient Civilization Guess Who Instructions:**

1. Draw a God, Goddess, Pharaoh, King, Queen…..
2. Conduct research through the library and on the internet gathering as much information as possible, or reasonable, to build a sound foundation of knowledge.
3. Create a list of clues that would allow the audience to guess the personality.
4. Order the list so the most difficult and obscure clues are at the beginning and the give-aways at the end.
5. Write the clues creatively, almost like a trivia game as to increase interest.
6. Be prepared to role play on the assigned date.
7. If possible, dress up for the occasion, create clue cards or bring a telling artifact.
8. Begin by stating the most difficult and obscure clues and ending with the most obvious.
9. Keep going even after someone guesses the personality as the goal of the exercise is to learn about various historical figures.
10. Speak clearly and annunciate.
11. Practice the role play beforehand in front of a mirror and then a person (who is not in the class).
12. View the presentation tips on the class website.
13. Absolutely do not let your classmates know your draw.

**Ancient Civilization Guess Who**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Clues were inadequately communicated. | Some clues were adequately communicated. | | Most clues were adequately communicated. | Clues were clearly communicated. | | Clues were clearly and eloquently communicated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| Barely any research was conducted. | Research was conducted to find limited basic facts. | | Research was conducted to find basic facts. | Research was conducted to find interesting facts. | | Research was conducted to find obscure and interesting facts. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| Little to no knowledge of a historical figure was demonstrated. | Minimal knowledge of a historical figure was demonstrated. | | Some knowledge of a historical figure was demonstrated. | Good knowledge of a historical figure was demonstrated. | | Thorough and detailed knowledge of a historical figure was demonstrated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| The clues were very illogically sequenced, few in number and highly superficial. | The clues were illogically sequenced and very basic. | | The clues were adequately sequenced and standard. | The clues were well sequenced and partially creative. | | The clues were very logically sequenced and highly creative. |
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**Gossip Girl**

Gossip Girl is an opportunity to apply your knowledge of Ancient Mesopotamia or Egypt to a collaborative magazine project. Just like a modern gossip magazine the finished product will feature articles, advertisements, illustrations, visuals and other magazine hodgepodge. You can do the project individually or with a group. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Gossip Girl Instructions:**

1. Decide to work with a group or individually.
2. Choose to focus on Ancient Mesopotamia or Ancient Egypt and, possibly, a specific time therein.
3. Envision a theme for your magazine and a design concept.
4. Decide what articles, advertisements, illustrations, visuals and other features will be in your magazine.
5. Each group member must write at least one article and each group member should make a minimum of two contributions, including the one article and one advertisement, cartoon, or miscellaneous magazine hodgepodge.
6. If you are working individually you must have at least one article and at least two of the following; advertisement, cartoon or miscellaneous magazine hodgepodge.
7. If in a group you should make sure that your contributions are not too similar, but still within the theme of the magazine.
8. To write the article, decide upon a gossip worthy topic and conduct research.
9. After gaining an understanding of the topic, plan out an article.
10. The article should identify the historical figures involved, explain their involvement in the gossip worthy situation and how it will impact their ‘career’ and ‘life’.
11. The article must have some basis in historical fact, or at least a basis in a historical character and their personality, but it can veer off to fiction.
12. The article should be interesting and humorous, a fun entertaining read.
13. The article should be no longer than a page.
14. Add visuals to the article.
15. You can use visuals from the internet, but original work is always superior.
16. Needless to say, articles, advertisements, and other magazine hodgepodge need to be original.
17. When all group members have completed their contributions begin to design and layout the magazine.
18. You can use a program like publisher or simply cut and paste.
19. Articles should be arranged into columns and all contributions should be attributed to their creator (articles need authors, cartoons need illustrators and advertisements need designers, and so on).
20. The magazine as a whole should be visually appealing with many different contributions.
21. Make sure the cover is eye catching with text that would inspire curiosity.

**Gossip Girl Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication (Individual)** | | | | | | |
| Ideas were not communicated, there was no wit, style or humor. | Ideas were barely adequately communicated with almost no wit, style and humor. | | Ideas were adequately communicated with minimal wit, style and humor. | Ideas were clearly communicated with some wit, style and humor. | | Ideas were very clearly communicated with wit, style and humor. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Application (Group)** | | | | | | | |
| Magazine and cover design, style and layout was very inconsistent, not sharp and not aesthetically pleasing. | Magazine and cover design, style and layout was somewhat inconsistent and very minimally sharp and aesthetically pleasing. | | Magazine and cover design, style and layout was consistent, but only minimally sharp and aesthetically pleasing. | | Magazine and cover design, style and layout was generally consistent, sharp and aesthetically pleasing. | | Magazine and cover design, style and layout was very consistent, sharp and aesthetically pleasing. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding (Individual)** | | | | | | |
| Almost no knowledge of Ancient Egypt or Mesopotamia was evident in the contributions. | Limited knowledge of Ancient Egypt or Mesopotamia was evident in the contributions. | | Adequate knowledge of Ancient Egypt or Mesopotamia was evident in the contributions. | Good knowledge of Ancient Egypt or Mesopotamia was evident in the contributions. | | Thorough and detailed knowledge of Ancient Egypt or Mesopotamia was very evident in the contributions. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking (Individual)** | | | | | | | |
| Contributions were not original. | Contributions (at least two) were mostly original but not entertaining. | | Contributions (at least two) were original and partially entertaining. | | Contributions (at least two) were original and entertaining. | | Contributions (at least two) were highly original and very entertaining. |
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