

The Rosetta Stone - Student Packet, Grades 6-8

How our world became this way

Start with a question | The Rosetta Stone | Grades 6-8

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Big question: How did a stone become evidence for reading Egyptian writing?

What you should be able to do

By the end, you should be able to:

- explain the difference between a language and a script;
- describe why the Rosetta Stone was created before it became famous;
- put the main decipherment steps in order;
- use evidence to explain why the story was cumulative;
- separate what the evidence establishes from what it does not establish;
- apply the idea of "scaffolding" to another achievement.

Word bank

script	a way of writing a language	
decree	an official order or announcement	
granodiorite	the stone material identified for the Rosetta Stone	
Coptic	a later form of the Egyptian language	
cartouche	an oval around a royal name	
phonetic	connected to speech sounds	
determinative	a sign that adds meaning about a word or idea	
cumulative	built by adding one contribution to another	

Read and notice

Read the website article, then complete these checks.

Check 1 - Three or two?

Complete the sentence: The Stone has _____ scripts but _____ languages.

Explain why confusing those numbers could lead to a misunderstanding.

Check 2 - Before the fame

What was the Stone originally part of? Name two kinds of work or institutions connected to that original purpose.

Check 3 - Build the chain

Number these from earliest or foundational contribution to later development. Some steps overlap; your explanation matters more than pretending history is perfectly tidy.

- ___ Champollion developed a broader mixed-system account.
- ___ Coptic supplied linguistic knowledge.
- ___ Copies and casts circulated.
- ___ Scholars compared royal names and other inscriptions.
- ___ Young advanced phonetic analysis in royal names.
- ___ Champollion announced a phonetic alphabet associated with royal names.

Now write one sentence explaining why this is not a "one genius, one afternoon" story.

Check 4 - Evidence or overreach?

Mark each statement **E** if the authorized evidence establishes it, or **O** if it goes beyond the evidence.

- ___ The British Museum describes the transfer into British possession through the 1801 Alexandria surrender terms.
- ___ The evidence proves that every Egyptian community agreed with the transfer.
- ___ A British Museum project documents participating children in Rashid engaging with local accounts.
- ___ The project proves that all people in Rashid share one opinion.

Explain one of your choices.

Evidence lab: object route and information route

Draw two arrows.

Object route: French military activity -> _____ -> England/British Museum

Information route: Stone -> copies and casts -> _____

What is different about these routes? Why might the information route help research even when it does not solve the whole problem?

Debate seeds

Choose one statement. Prepare one claim, two pieces of evidence, and one limit or question.

1. "The Rosetta Stone should be remembered more as an Egyptian decree than as a European decoding tool."
2. "A documented transfer can still raise ethical questions."
3. "The phrase 'Champollion deciphered Egyptian' is too simple to be a complete explanation."

Use these sentence starters if helpful:

- "The evidence supports this because..."
- "A detail that complicates my claim is..."
- "This source tells us ____, but it does not tell us ____."

Extrapolate the concept: find the scaffolding

Choose a modern achievement: a vaccine, a bridge, a video game, a scientific discovery, a novel, or another example approved by your teacher.

Fill in:

- Finished achievement:
- What people usually remember:
- Earlier knowledge or tools it depended on:
- People or groups whose contributions might disappear from the short version:
- One uncertainty or missing source:
- Where the Rosetta Stone comparison stops:

Write a paragraph beginning: **"The Rosetta Stone helps me notice that..."**

Exit ticket

Answer in 3-5 sentences: How did the Rosetta Stone become useful without doing all the decipherment work by itself?

Source note

This packet uses the authorized Episode 001 Research Package and its sources S1-S11. It preserves the limits in that package: discovery details are qualified; Young and Champollion receive contribution- specific treatment; the transfer mechanism is not presented as an ethical verdict; and bounded Rashid/Egyptian engagement is not expanded into a universal opinion.

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