Ancient Egyptian Civilizations through the 5 Themes of Geography

6th Grade
EDU 4133
Fall 2012
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Essential Standards Assessed - Social Studies

Lesson 1: Location

Essential Standard: 6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

Clarifying Objective: 6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).

- I can choose important features to put on a map.
- I will work use information I gather from class and other resources to choose the most important features to place on my map.

Lesson 2: Regions

Essential Standard: 6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

Clarifying Objective: 6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).

- I can compare and contrast regions of Egypt
- I will use a Venn Diagram to compare and contrast regions of the Nile and the Sahara.

Lesson 3: Place

Essential Standard: 6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

Clarifying Objective: 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).

- I can identify ways that religion influences the culture and development of a civilization or society.
- I will list ways that religion influenced the culture and development of ancient Egyptian civilizations.
- I will explain why the religious ideals influence the culture of ancient Egyptian
Lesson 4: Place

Essential Standard: 6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

Clarifying Objective: 6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).


Clarifying Objective: 6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).

Essential Standard: 6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

Clarifying Objective: 6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

- I can identify important figures and their importance in developing a society.
- I can explain the social structure of a civilization.
- I can explain the set up of governmental system and how they originated.

- I will identify important key figures of ancient Egypt.
- I will explain how the key figures of ancient Egypt developed and changed the Egyptian civilization.
- I will explain the social structure of ancient Egypt and understand its implications for societal development.
- I will identify and define the governmental set up of ancient Egypt.
- I will identify the reasons ancient Egypt government was a Monarchy and its implications for all classes of society.

Lesson 5:

Essential Standard: 6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas)

Clarifying Objective: 6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).
Essential Standard: 6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

Clarifying Objective: 6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

- I can identify ways that the environment influenced the development of civilizations.
- I can explain why civilizations adapted to their environment.
- I will identify uses of the Nile in everyday life.
- I will explain how the Nile helped develop the Egyptian civilization.
- I can explain why it was imperative for Egyptian civilizations to adapt to life on the Nile.

Lesson 6:

Essential Standard: 6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies, and regions.

Clarifying Objective: 6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).

Essential Standard: 6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

Clarifying Objective: 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

- I can explain how negotiation over available resources shapes economic development.
- I can read a primary document and mimic the style.
- I will participate in a trading simulation and use my first hand knowledge to explain how negotiation over available resources shapes economic development.
- I will read hieroglyphics and create my own message.
Common Core Standards Assessed- Language Arts

Lesson 1
Speaking and Listening:
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- I can use alternative media to my textbook to understand a topic.
- I will view the photographs I see to better understand the Egyptian culture.

Lesson 2
Reading Informational Text:
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Writing:
2. Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- I can determine a point of view in a text
- I can compose an informative narrative using research I gather.
- I will identify the point of view in a text and explain how it is conveyed in the text.
- I will write a narrative in first person about the daily life of a person in Egypt that is informative, organized, full of detail, and fact-based from my research.

Lesson 3
Reading Literature:
9. Compare and contrast texts in different forms or genres

Reading Informational Texts:
2. 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 judgment

Speaking and Listening:
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- I can compare different types of story telling and explain why they each are effective.
- I can interact with my peers to have intellectual discussions on 6th grade topic.
- I can read informational texts to gain information and perspective.

- I will discuss the importance of myths and art as literature to the Egyptian Civilization.
- I will identify important facts, features, and information in the literature about ancient Egypt.
- I will discuss things I know and have read about ancient Egypt in a mature and intellectual fashion.
- I will identify important facts, features, and information in the informational texts about ancient Egypt.
- I will discuss things I know and have read about ancient Egypt in a mature and intellectual fashion.
- I will read informational text about the development of ancient Egypt and apply my previous knowledge to understand the civilization more completely.

Lesson 4

Reading Informational Texts:

2. 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 judgment

- I can compare different types of story telling and explain why they each are effective.
- I can read informational texts, identify important facts, and summarize text.

- I will discuss the importance of myths and art as literature to the Egyptian Civilization.
- I will identify important facts, features, and information in the informational texts about ancient Egypt.
- I will discuss the importance of myths and art as literature to the Egyptian Civilization.
- I will identify important facts, features, and information in the informational texts about ancient Egypt.
- I will summarize the main ideas of the information text on ancient Egypt in one cohesive paragraph.

Lesson 5

Writing

1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.

a. Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic.

- I can use facts to clearly defend my choices in my writing.
- I will use what I have learned about ancient Egypt to clearly support my
Lesson 6

Craft and Structure or Language:

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- I can determine the meaning of new words in informational texts.
- I will identify words in informational texts I don’t know and use the resources I have to determine their meaning.
Essential Standards Assessed - Technology

Lesson 3

Essential Standard: 6.SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

Clarifying Objective: 6.SI.1.2 Analyze content for relevance to the assigned task.

- I can view the assigned technology and identify its relevance to what I am learning.
- I will view the assigned technology on Egyptian culture in a safe and responsible way.
- I will apply the information that I learn or things I see to what I am learning about ancient Egypt.

Lesson 4

Essential Standard: 6.SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

Clarifying Objective: 6.SI.1.2 Analyze content for relevance to the assigned task.

- I can view the assigned technology and identify its relevance to what I am learning.
- I will view the assigned technology on Egyptian culture in a safe and responsible way.
- I will apply the information that I learn or things I see to what I am learning about ancient Egypt.

Lesson 5

Essential Standard: 6.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.

- I can use technology to organize and share my ideas.
- I will write a blog post as a fashion designer, where I will share my ideas and offer a rationale for my choices.
- I will create a blog using correct blogging form.
Essential Standards Assessed - Arts

Lesson 1
Visual Arts:

Essential Standard: CR.1: Use critical analysis to generate responses to a variety of prompts.

Clarifying Objective: 6.CR.1.1: Generate responses to art (photographs) using personal preferences, prior knowledge, and relationship to self.

- I can use prior knowledge and experiences to respond to photographs.
- I will use prior knowledge and personal experiences to relate photographs of Egypt to myself to find things that I know, don’t know, and things I have questions about.

Lesson 2
Theater Arts:

C.1: Use movement, voice, and writing to communicate ideas and feelings

Clarifying Objective: 6.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expressions.

- I can use good vocal skills when presenting a project to the class.
- I will use good clear vocal expressions to present my project to my peers.

Visual Arts:

Essential Standard: V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Clarifying Objective: 6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital

- I can create a piece of visual art that enhances a presentation.
- I will create a 2-D or 3-D visual art that enhances my presentation of my Egyptian diary.

Lesson 4

- I can view historical art and use that style to create my own art where my personality shines through.
- I will view historical places, temples, and building of ancient Egypt to learn their style of art.
- I will create a 2-D depiction of my ideas for a building, temple, city, etc. if I were to
Lesson 5
Visual Arts:

Essential Standard: V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Clarifying Objective: 6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital

- I can create 2-D art that depicts the needs of a culture.
- I will use knowledge of Egyptian life and uses of the Nile to design a practical outfit for the average ancient Egyptian of the Nile.

Lesson 6
Visual Arts:

Essential Standard: V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Clarifying Objective: 6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital

- I can create a piece of visual art that resembles the style of the culture.
- I will create a piece of 2-D visual art that depicts the hieroglyphics of the ancient Egyptian civilization.

Theater Arts:

Essential Standard: C.2: Use performance to communicate ideas and feeling

Clarifying Objective: 6.C.2.1 Use improvisation and acting skills to role play various scenarios and given situations.

- I can use improvisation to understand an economic concept.
- I will use improvisation to understand the economic principles in trade and resources.
Amya is a unique learner for many reasons. At first glance she may seem like an average 6th grade girl adjusting to her new environment, but a deeper look shows the complexity of the person she is. Amya is very attentive and actively engaged in all of her classes. She has superb behavior and keeps to herself during class time.

Amya took the fourth-grade reading test twice and scored a one both times. She took the fourth-grade math test and scored a 3 in the 46 percentile. In 5th grade she scored a 2 on the first reading test and a 1 on the second reading test. It is interesting that the second test score was lower than the first. She seems to be driven at first and then discouraged when her scores don’t reflect her effort. On the 5th grade EOG for math she scored a 3 in the 54 percentile. On the 5th grade EOG for science she scored a one the first time and a 2 the second time in the 35 percentile.

I would classify Amya as a lower level student, who loves math and is very good at it. I was surprised to see that Amya’s IQ is 158. This is incredibly high. This tells me that she is very perceptive and has great reasoning and logic skills. She is capable of high achievement, but her hearing troubles hurt her confidence.

Amya uses a bilateral hearing aid and has tubes in her ears. A bilateral hearing aid is implanted in her ears and amplifies noise like a hearing aid, but it specializes in amplifying
speech among other background noises and localization of speech and sound. Having two hearing aids offers these benefits over only having one (unilateral).

Amya is also suffering from Conradi Hubermann Syndrome a type of Chondrodysplasia Punctata. This syndrome is linked to the x-chromosome so is mainly dominant in females. It is part of a series of rare genetic disorders of skeletal development. Amya has LE limb discrepancy making it hard for her to move fast and also affects her eyesight. She wears glasses and can see fine with them on. It is possible that her hearing degeneration is a symptom of this disorder but tests have been inconclusive.
Co-Teaching

Co-teaching, when possible, can be one of the most powerful tools to assist all types of students no matter their abilities. Co-teaching occurs when two teachers or a teacher and an assistant or class tutor work together to differentiate instruction for students. This unit utilizes co-teaching strategies as an option to enhance instruction, but also gives other strategies if an assistant is not available.

Lesson 2

As a co-teaching strategy, the EC or inclusion teacher should walk around during the time given for groups to read and complete the Venn Diagram to ensure that those students labeled as EC are on task and participating in the discussions. These groups will be collaborative groups so others in their group may be above their level. It is important for the teacher to support and assure these EC inclusion students.

Lesson 3

These stations work best in a co-teaching environment. One teacher will be stationed at station 4 and monitor the group discussion. He or she will use a matrix to mark for understanding. Another teacher will wander from station to station making sure that all students are on task and participating in the group discussions. This wandering teacher should support groups and encourage groups to incorporate all members.

Lesson 4

Again, these stations work best in a co-teaching environment. One teacher will be stationed at station 4 and monitor the group discussion. He or she will use a matrix to mark for understanding. Another teacher will wander from station to station making sure that all students are on task and participating in the group discussions. This wandering teacher should support groups and encourage groups to incorporate all members.

Lesson 6

Because this is the last lesson in the unit, teachers, in a co-teaching environment, should spend a few minutes sitting in on group discussions to see how students have progressed since starting the focus groups on Egypt. The teachers should divide the groups so that each teacher has 3 or 4 groups to observe during this time. Seeing each group is too much for one teacher in this short amount of time. Co-teaching makes this observation possible.
Collaborative Groups

Collaborative groups allow students to interact with all different types of students that they may not ordinarily get to interact with because of the typical grouping according to ability. The purpose of collaborative groups is to give student the opportunity to practice and develop the 21st century skill of critical thinking and communication. This unit offers three main collaborative grouping activities as specified below.

Focus Groups

The point of the focus groups is to have groups of unique students who meet everyday throughout the unit to discuss literature, essential questions, poetry, and historical facts as they relate to their life. Students will progress with this same group and develop a relationship and understanding of the people in their group. The purpose is to give students the opportunity to listen to others with different view and effectively communicate their own ideas. By the end of the week students should understand each member in their group and appreciate their thoughts. Some groups work best as a one time occurrence, but it is also important for students to work through the troubles of working together to get to a place and system of understanding. They need to see the progression of the group dynamic over time.

Stations

Students will have a home a group of 3 students. They will stay with these same students throughout each station. However, at each different station there will be 2 home groups coming together to form one discussion group. Each home group will be paired with a different home group at each station. This means that they will meet new students at each station. This gives them the opportunity to interact with all different type of students in different situation.

Trading Villages

Students are grouped for behavioral issues seeing as this dramatic activity can get loud and out of control very quickly. Each village should have a variety of types of students to create diverse and collaborative groups. Students will work with those in their village to strategize ways to trade with other groups. This activity is a step beyond discussion with others; it is about relying on others and working together for a common goal. Students must work with their group and interact with other groups.
Weekly Overview

This week the students will learn about the Egyptian culture through the 5 themes of geography. They will use literature, informational texts, technology, visual art, drama, and 21st century skill to discover and experience ancient Egyptian civilizations.

Lesson 1

In this lesson the students will build and analyze their schema of ancient Egypt. They students will partake in a question-led discussion facilitated by the teacher. They will choose important features of ancient and current Egypt to include on their own Map.

Lesson 2

Students will practice reading informational texts as the discover differences of two different regions of Egypt; the Nile and the Sahara. Students will read a historical fiction piece from the perspective of a young Egyptian boy. The students will then in turn, create their own historical fiction piece from the perspective of any Egyptian person they choose. They will conduct research and take on the role of the person they choose.

Lesson 3

Students will read *Egyptian Cinderella*, pick out historical facts, and compare it to our modern Cinderella story. Students will participate in inquiry-based learning about the importance of mummies and ancient Egyptian myths. Students will begin station rotations and participate in collaborative learning. They will read informational texts, conduct research, and practice good discussions among their peers. These stations are designed to develop 21st century thinking and communication.

Lesson 4

Students will answer essential questions with a discussion group as they think about tough questions and apply the culture to their own lives. Students will participate in inquiry-based learning led by the teacher to build background knowledge of important Egyptian figures and the ancient Egyptian class system to be better prepared for another day of stations. Those that have already completed the stations on these topics can help to guide the class conversations. Students will finish their stations and then evaluate their participation at the stations, how much they learned, and the effectiveness of the teacher so the teacher can have feedback on the development of the stations.

Lesson 5

Students will read an original piece of poetry originally written in hieroglyphics by the
Egyptians. They will discuss implications and subject of the poem in collaborative groups. Students will participate in inquiry-based learning led by the teacher about the flooding of the Nile as they answer the question, “how did the Egyptians adapt?” Students and teacher will create a list of possible Nile dangers and then students will design a practical outfit for the Egyptians that would help them adapt to their environment. Students will blog about their design as a fashion designer convincing customers to buy their product.

Lesson 6

Students will read an article written about movement on the Nile and make a list of uses. Teacher and students will explore these uses of the Nile as it pertains to transportation. Students will provide possible answers to questions asked by teacher using logic and previous knowledge. Students will participate in a trade improvisation activity as the take on the role as a village member trading with other villages to survive. The students will experience inflation and deflation as well as supply and demand. Students will create their own hieroglyphics art on a “papyrus” scroll.
Vocabulary for the Week

**Lesson 1**
- Location
- Place
- Important features
- Terrain
- Civilization

**Lesson 2**
- Region
- Oasis
- Peninsula
- Fertile
- Point of view
- Vocal skills
- Venn diagram
- Perspective
- Narrative

**Lesson 3**
- Myth,
- Pyramid
- Mummification
- gods

**Lesson 4**
- Class system
- Pharaoh
- Vizier
- Noble
- Priest
- Scribe
- Craftsman

**Lesson 5**
- Flooding
- Dam
- Rationale
- Human-environmental interactions
- Adapt

**Lesson 6**
- Movement,
- Hieroglyphics
- Economy
- Trade
Lesson 1

**Essential Standards:**

Social Studies: 6.G.1.3 Compare distinguishing characteristics of world regions.

ELA: Speaking and Listening
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Visual Arts: 6.CR.1.1: Generate responses to art (photographs) using personal preferences, prior knowledge, and relationship to self.

**Assessment Plan - Social Studies Standards**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can choose important features to put on a map.</td>
<td>I will work use information I gather from class and other resources to choose the most important features to place on my map</td>
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</tbody>
</table>

**Collecting Evidence**
Teacher will collect students work

**Documenting Evidence**
Using a rubric and a matrix, the teacher will mark for understanding. The rubric and map will be copied and placed in students’ portfolio.

**Assessment Plan - Visual Arts Standards**

<table>
<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>I can use prior knowledge and experiences to respond to photographs.</td>
<td>I will use prior knowledge and personal experiences to relate photographs of Egypt to myself to find things that I know, don’t know, and things I have questions about.</td>
</tr>
</tbody>
</table>

**Collecting Evidence**
The teacher will make a list on the board created by students’ responses.

**Documenting Evidence**
The teacher will take a picture of the list on the board created by students’ responses.

**Assessment Plan - Language Arts Standards**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use alternative media to my textbook to understand a topic.</td>
<td>I will view the photographs I see to better understand</td>
</tr>
</tbody>
</table>

Mrs. Dickson (Math) and Mrs. Smith (Social Studies)
Lauren Stine
Grade: 6
Topic: Ancient Egyptian Civilizations - Location

- Compromise
- Negotiation
- Resources
the Egyptian culture.

### Collecting Evidence
The teacher will make a list on the board created by students’ responses.

### Documenting Evidence
The teacher will take a picture of the list on the board created by students’ responses.

### Essential Questions:
How can you decide what information is important and what information is trivial when labeling your map?
How do pictures and visuals help you to understand location?

### Focus Questions:
What is location?
How is location different than place?
What are the distinguishing characteristics of Egypt?

### Professional Teaching Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>NC Explanation</th>
<th>How completed in lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.04 Teachers integrate and utilize technology in their instruction.</td>
<td>Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</td>
<td>In this lesson, the PowerPoint created offers students opportunities to participate in their learning and build schema before beginning the unit. The students views and responds to the photographs shown on the PowerPoint as a hook to the instructional time.</td>
</tr>
</tbody>
</table>

### Teacher Materials
Materials the teacher needs to prepare
- PowerPoint of Pictures
- Warm-Up on Board
- Assessment Chart
- Blank Map for Students
- Written Directions for Amya
- iPad

### Student Materials
Materials the students should have or need
- Crayons
- Colored pencils
- Black thin markers
- Blank map

### Vocabulary:
Location, place, important features, terrain, civilization

### Lesson Agenda:
1. Warm-Up: Planners, Check Homework, Answer Question on Board
2. Hook: Pictures of Egypt on PowerPoint
3. Model: Lecture, KWL chart on Board, Discussion
4. Guided Practice: Review Warm-Up, Lecture, Discussion
5. Independent Practice: Coloring, Labeling Map
6. Homework: Finish as much as they can about the map
<table>
<thead>
<tr>
<th>Content Process</th>
<th>Teacher</th>
<th>Student</th>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up/Review</td>
<td>Teacher will welcome students and walk around to observe student work and make sure homework is written in their planners.</td>
<td>Students will come in quietly, write down their homework in their agenda, pull out the homework due that day, and complete the warm up on the board. The board will say: What are the 5 themes of Geography? Which one do you think one should focus on first when learning about a new culture? Why?</td>
<td>None</td>
<td>Teacher will walk around to make sure students are on task and have written their homework in their planner</td>
</tr>
<tr>
<td>Hook</td>
<td>The teacher will have a series of 5 to 10 pictures in a PowerPoint to show students. She will have students write down and note things that they notice about the pictures as she scrolls through them. She will say nothing about the pictures.</td>
<td>Students will observe the pictures and note things that look familiar, things that look new, and things that evoke questions. This is version of a KWL chart but more advanced for 6th grade critical thinking.</td>
<td>Independent</td>
<td>Teacher will make sure students are on task</td>
</tr>
<tr>
<td>Model</td>
<td>Teacher will direct a conversation about the things that students noticed from the pictures. She will construct a KWL list on the board and note the things that students noticed and questions they have. The teacher will take a picture of this list with her iPad to reference later. Teacher will then pull up a map of Egypt and ask the students interesting things they see on the map. The teacher will then point out things that they missed such as the Nile, Sahara, surrounding countries. This is the time for the teacher to teach the students everything she wants them to learn about Egypt.</td>
<td>The students will share their observations with the teacher as he/she lists the notes on the board. The students will use their prior knowledge of maps to note things about Egypt and the surrounding countries that they know.</td>
<td>Independent</td>
<td>Teacher will have a picture of the things students noticed to keep track of things that students know, don’t know, and want to learn about.</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>At this time, the teacher will lead a discussion of the students answers from the warm up. Students need to know why it is important to know the things that the teacher is teaching. They need to know and understand why</td>
<td>Students will share their information will each other first and then as a group, they will explain their answers to the rest of the class. They will participate in the extension conversation</td>
<td>Students will discuss among tables before sharing with the class.</td>
<td>Teacher will collect the warm up and record the data in the chart for the day</td>
</tr>
</tbody>
</table>
the teacher is doing what he/she is doing. The teacher will lead the discussion toward Egypt specifically and why it is important to know where it is located in the world. Students should begin to understand the importance of knowing the location of a place to fully understand the culture and history. and exercise essential critical thinking skills. The students will have a chance to use a different color pen and add to the warm up about why location is important.

| Independent Practice You do... | The teacher will hand the students a map and explain to them that they need to draw and label important features. The students will add to the map throughout the unit. | Students will color and label the map and important features discussed. Students will be responsible for deciphering which places and features are important to label. This allows students to use critical thinking skills. They will produce clear and neat work that they will keep in a safe place to add onto throughout the unit. | Independent: Discussion among table mates | Teacher will circle and make sure that students are on task. The map will be collected at the end of the unit for a final grade. A rubric will be given to the students prior to handing in the map |

Differentiation Strategies for Unique Learner:

The PowerPoint with pictures will help Amya see, as the pictures will be large and clear on the board. The teacher will use a microphone to equally distribute his/her voice in all areas of the room so that Amya can hear instructions no matter where the teacher is in the room. The teacher will periodically check to make sure that Amya understands the assignments. Amya will receive written directions for PowerPoint notes as well as the map assignment. This will help Amya develop her reading skills as well as be sure she knows exactly what is expected of her.
PowerPoint Lesson 1

What looks familiar?
What is new?
What makes you wonder?

Egypt!
Written Directions for Unique Learner:

**Pictures in PowerPoint:** As the pictures come up on the board, write down anything that is familiar, new, or causes you to have a question. You can organize them on your paper in any way that is easiest for you to understand. I will ask you to share a few of these so make sure they are neat and legible. Make sure that you can explain each of the things on your list.

**Map:** You will be given a map that you are to spend the rest of class coloring and labeling. You will not be given a list of things to label. You are responsible for deciding which things you think are important and those you think are trivial. You will be adding things to this map as we continue to cover Egypt. You will only be doing a few things today as we have only learned a few things about Egypt at this point. You will be graded on the items you selected and the neatness of your coloring and labeling.
**Assessment Chart-1**

Date: __________________________

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Warm-up</th>
<th>Hook-Pictures</th>
<th>Map-Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Task</td>
<td>On task</td>
<td>Uses time in class- on task</td>
</tr>
<tr>
<td></td>
<td>Response reflects information discussed in class</td>
<td>Making quality observations</td>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
Rubric for Map Project

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing -1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Parts</td>
<td>The map has all of its parts including map title, compass rose, map key/legend,map scale</td>
<td>The map is missing 1 part.</td>
<td>The map is missing more than 2 parts.</td>
</tr>
<tr>
<td>Important Features</td>
<td>The map has at least 20 features that accurately display the terrain, culture and history of Egyptian Civilizations.</td>
<td>The map has at least 15 features that reflect the terrain, but do not reflect the culture or history of the Egyptian Civilization as much as they could.</td>
<td>The map has less than 15 features and reflects the terrain, culture, and history of Egyptian civilization very little.</td>
</tr>
</tbody>
</table>

Because each student does not produce their end list to turn and there is only one class list on the board, the assessment for language arts and visual arts is the final list made as a class. Each student will contribute at least one item to the class list on the board that demonstrates their understanding and critical thinking.
**Egyptian Map**

Due:__________________

Name:__________________

You will be given a blank map of Egypt and some of the surrounding countries. Over the course of this unit, it is your job to compile a list of important places, people, and things that you will mark and label on your map. These may be pharaohs, pyramids, rivers, other countries, or anything else that you feel accurately depicts the terrain, culture, and history of the Egyptian Civilizations. You will be graded on the things you choose to feature on your map. You are not expected to complete this all at once. It should be a project that you add to throughout the unit as we discuss different events.

Your map should have all of the appropriate parts of a typical map including, map title, compass rose, map key/legend, and map scale. Each place should be labeled in a way that is clear and neat. Your map should be colorful, but not distractingly so. Your map will be accompanied by a short paper describing why you designed your map the way you did.
Blank Map of Egypt for Project
Lauren Stine

Notes: Classroom Observation # 2 Date: November 8
Observer: Ms. Smith

Grade and room #: 6 Teacher: Ms. Smith
Subject Social Studies
time or period Core 2
Number of students 30
Type of class ( ) Gen Ed. ( ) Exceptional Children (EC)
( ) Limited English Proficiency (LEP) ( ) Other:

Lesson Objective:
- Use primary sources and note their importance
- Note how Egyptian art illustrations convey information
- Discuss value & implications of Egyptian art.

Evidence and observations:

<table>
<thead>
<tr>
<th>Teacher Actions (Cause)</th>
<th>Impact on Student Learning (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ group work</td>
<td>Showing change over time</td>
</tr>
<tr>
<td>+ interactive</td>
<td>higher level thinking</td>
</tr>
</tbody>
</table>

Intern meets the instructional needs of the Unique Learner

Signature of Cooperating Teacher

31
<table>
<thead>
<tr>
<th>Teacher Actions (Cause)</th>
<th>Impact on Student Learning (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Strengths:**
- looked really good
- confident
- visual
- hands-on activity (scroll)
- lesson demonstrated great planning (pre-organized supplies)
- reflected forethought
- insight
- management (in progress)
- reiterate instructions (maybe a slide to be left up)

**Key Areas for Improvement:**
- when instructing => move + make your presence felt around the room
- be clear in expectations + goals of the lesson + of the final product
- what is your plan if they don't respond the way you want + need them to during the lesson? Think ahead + anticipate worse. This will make it less unnerving if plan goes off track.

**Connections to Professional Development Plan and Self-Assessment:**

Intern meets the instructional needs of the Unique Learner

Signature of Cooperating Teacher
Reflection: This lesson went very well. I had to adjust it a little for the EC inclusion class and I had to get rid of the map activity because they had already done that the week before. Instead I had the students work on writing in hieroglyphics, which they were learning about at the time. I wanted to make sure that the lesson I taught was enhancing their instruction and blending seamlessly with the instruction my coordinating teacher was teaching before and after my lesson. I wanted to cater this lesson the need of the students as the EC inclusion class. The students were engaged in the material, but they had a hard time understanding, remembering, and following directions. I need to make sure I set clear guidelines and have the rules posted somewhere for the students to see. The students had great behavior during the class discussion and offered answers at a higher level than I expected. Overall, this lesson went well and the students learned the intended material in a unique and hands-on way.
Lesson 2

Mrs. Dickson (Math) and Mrs. Smith (Social Studies)

Lauren Stine

Grade: 6

Topic: Ancient Egyptian Civilizations - Regions

Essential Standards:

Social Studies:
6.G.1.3 Compare distinguishing characteristics of world regions.

ELA:
Reading Informational Text
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Writing
2. Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Theater Arts: 6.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expressions.
Visual Arts: 6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital

Assessment Plan - Social Studies Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can compare and contrast regions of Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>I will use a Venn Diagram to compare and contrast regions of the Nile and the Sahara.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>The Venn Diagrams and writing will be collected and noted for competition and understanding.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>Using a matrix, the teacher will mark for understanding on the Venn Diagram and writing of Egypt and the Sahara.</td>
</tr>
</tbody>
</table>

Assessment Plan - Language Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can determine a point of view in a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>I can compose an informative narrative using research I gather.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>I will identify the point of view in a text and explain how it is conveyed in the text.</td>
</tr>
<tr>
<td></td>
<td>I will write a narrative in first person about the daily life of a person in Egypt that is informative, organized, full of detail, and fact-based from my research.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Teacher will monitor students’ conversations in groups about</td>
</tr>
</tbody>
</table>
tools the author uses to portray perspective and how it aid in their understanding of Egypt. The students will turn in their narratives that will be graded according to the rubric.

<table>
<thead>
<tr>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will use a matrix to mark notes from students’ conversations in groups about tools the author uses to portray perspective. The teacher will make copies of the completed rubrics and the narratives to place in the students’ portfolios.</td>
</tr>
</tbody>
</table>

### Assessment Plan- Theater Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can use good vocal skills when presenting a project to the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>• I will use good clear vocal expressions to present my project to my peers.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Students will be assessed according to the requirements on the rubric during their presentation.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will make copies of the completed rubrics to place in the students’ portfolios.</td>
</tr>
</tbody>
</table>

### Assessment Plan- Visual Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can create a piece of visual art that enhances a presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>• I will create a 2-D or 3-D visual art that enhances my presentation of my Egyptian diary.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Students will be assessed according to the requirements on the rubric during their presentation.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will make copies of the completed rubrics to place in the students’ portfolios.</td>
</tr>
</tbody>
</table>

### Focus Questions

- What is a region? Can you name 2 regions of Egypt?
- What are good vocal skills?
- What is point of view?

### Essential Questions

- How can reading informational texts help us develop perspective on life in Egypt?
- How does gaining perspective help us to understand Egypt more completely?
- How is a Venn Diagram helpful when organizing information?
- Why is it important to use good vocal skills when reading or presenting aloud?

### Professional Teaching Standard

<table>
<thead>
<tr>
<th>Professional Teaching Standard</th>
<th>NC Explanation</th>
<th>How it was fulfilled in lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.04 Teachers integrate and utilize technology in their</strong></td>
<td>Teachers know when and how to use technology to maximize student learning.</td>
<td>In this lesson, the PowerPoint created offers students opportunities to</td>
</tr>
</tbody>
</table>
### instruction.

Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

participate in their learning. It provides vivid pictures that contribute to comprehension of material along side the facts and information of the content. The students, after given time to organize answers, will have the opportunity to write their answers up on the SMART board or white board with projection.

### 4.06 Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Students will read 2 articles together and complete a Venn Diagram to show the differences and similarities between two regions. Students will work with those at their tables to minimize behavior issues. Students will have a different grouping according to the first person passage from the *Egyptian Diaries*. These groupings are decided according to reading level.

### Teacher Materials

Materials the teacher needs to prepare

- PowerPoint
- Venn Diagram Copies
- *Egyptian Diaries* by Richard Platt
- Copies of Egyptian Diaries for Students
- Assessment matrix
- Rubric for Venn Diagram and Writing
- Rubric for Egyptian Narrative
- Article for Venn Diagram

### Student Materials

Materials the students should have or need

- Agenda
- Lined paper
- Writing utensil
- Any Homework due

### Vocabulary:

Region, oasis, peninsula, fertile, point of view, vocal skills, Venn diagram, perspective, narrative,

### Lesson Agenda:

7. Warm-Up: Planners, Check Homework, Answer Question on Board
8. Hook: Read First hand Account, Group discussion
9. Model: Review Warm-up, Lecture, Regions of Egypt
10. Guided Practice: Group Venn Diagram
11. Independent Practice: Writing Assignment
12. Homework: Complete Writing Assignment

### Content Process

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up/ Review&lt;br&gt;On the board when students walk into class</td>
<td>Teacher will welcome students and walk around to observe student work and make sure homework is written in their planners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Teacher will walk around to make sure students are on task and have written their homework in their planner</td>
</tr>
</tbody>
</table>
### Hook
Engage students/activate prior knowledge.

The teacher present the book, *Egyptian Diaries*, to the class. She will give each student a copy of one journal entry from the book. She will instruct each student to read his or her article. When they are finished the teacher will instruct the students to get in discussion groups according to which article they read. The teacher will introduce the project after the students have had some time to work with the diary and discuss things.

The students will read their diary entries and then get in discussion groups to identify point of view and talk about how that helps them to understand Egyptian culture better.

Grouped according to article they were given to read

Teacher will make sure students are on task. Teacher will use matrix to note important things that students are saying about author’s techniques.

### Model
I do...

Teacher will review what a region is. She will use a colorful PowerPoint to show where the different regions of Egypt are and key features of those regions. This will be a question based learning experience, encouraging students to use critical thinking skills.

The students will take notes about the PowerPoint as part of their research for their project.

Independent

none

### Guided Practice
We do...

The teacher will give the students two articles about the Sarah and the Nile. She will instruct them to read the articles and fill in a Venn Diagram as they compare and contrast the regions. The teacher will spend a few minutes review what a Venn Diagram is and how to use it. Students take informational texts and put the information in a more organized and readily available form. As a co-teaching strategy, the EC or inclusion teacher should walk around to the groups to make sure that those students labeled as EC are on task and participating in the discussions. The teacher should, then, use a

Students will read the two articles and fill in a Venn diagram as they compare and contrast the two regions. Each student will produce his or her own copy of the Venn Diagram, but will be allowed to discuss the topic in groups.

Students will work with those at their tables to complete the Venn diagram.

Teacher will collect Venn Diagram to track comprehension and comparison skills.
<table>
<thead>
<tr>
<th>Smart Board</th>
<th>If no smart board is available, project the PowerPoint to the white board and use dry erase markers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Practice</td>
<td>The teacher will instruct her students to pull out lined paper and answering the question “How would life be different in the Sahara compared to the life near the Nile?” Students will practice taking the collected research and composing a piece of informational writing. Students will spend the rest of the time writing their response to the question using the Venn Diagram that they created from the two articles. They will finish the article for homework. Independent: Teacher will circle and make sure that students are on task. The writing will be collected along with the Venn diagram and reviewed for understanding of the topic and assignment according to the rubric.</td>
</tr>
</tbody>
</table>

**Differentiation Strategies for Unique Learner:**
The PowerPoint with pictures will help Amya see, as the pictures will be large and clear on the board. The teacher will use a microphone to equally distribute his/her voice in all areas of the room so that Amya can hear instructions no matter where the teacher is in the room. The teacher will periodically check to make sure that Amya understands the assignments. Amya will be able to work with a partner on the Venn Diagram activity if she would like to. Her partner and her can create on final product, but will need to write their own papers. Amya will be given time in class to have guided research time where the teacher will guide her to finding the right sources for information.
Regions

Let's Explore! Put your thinking caps on!

Exploration through Questioning

Western Desert (Sahara)
- What does an environment need to sustain life?
- Where do you think Villages would be?
- This region of the Sahara is often called Libyan Desert. Why do you think?

Sinai
- Peninsula. What is a peninsula?
- Mountains (Red Sea Hills)
- What other country do you think would try to take this area from Egypt?

Eastern Desert
- Red Sea Coast
- Very mountainous
- Not many people inhabit this desert. Why do you think?
- Why do you think it is referred to as the Arabian Desert?

Nile Valley and Delta
- Longest river in the world
- Egypt would be all Sahara desert if not for the Nile
- Most fertile region. Sustains Egypt.
Sahara Desert

The Sahara Desert is one of the world’s most recognizable places. It is also one of the harshest places to live.

The desert stretches 3,000 miles across the northern part of Africa. More than one-quarter of its surface is sand dunes, some as high as 500 feet. A handful of mountains can be found in the Sahara, with the summit being Mount Koussi, at 11,204 feet.

As would be expected, the climate of the Sahara Desert is hot and dry. The desert is dominated by strong winds, which blow the sand from place to place, leaving landscapes to change regularly. Timbuktu, one of the most famous cities in the world, is being covered bit by bit in sand. Many of the houses in this remote city are already below ground level.

The northern part of the desert is subtropical and has cold winters and two rainy seasons. The dry southern desert has a rainy season and a mild, dry winter. Rainfall in either half is never very significant, numbering less than 5 inches for an entire year. When the rain does come, though, it comes sometimes with ferocity. Amazingly, some people have been known to drown in the Sahara because of the sweeping floods that often accompany a freak rainstorm that showers a sandy plain.

The Sahara is not all sand by any means. Hundreds of miles of surface and underground water dot the landscape and sub landscape. Large bodies of water include the Nile River and Lake Chad. Smaller bodies of water known as oases can be found nearly everywhere. Some maintain a steady supply of water, but some dry up not long after they have formed. Waterfalls are not uncommon but appear strikingly out of place in their sandy surroundings.

Another common feature in the desert is rocks. Plateaus contain large boulders, and full-blown mountains are not uncommon (and get lots of snow in the winter). Some mountains are volcanic as well and are a mix of live and dormant. Grasses, trees, and plants can be found in the Sahara, although nearly all species are hearty, drought-resistant survivors. Animals can be plentiful, including hundreds of species of reptiles and mammals. The number of species of birds alone tops 300. Many of those species are migratory, however, able to move quickly to a new home if their water supply literally dries up. As for people, not surprisingly, the Sahara Desert has one of the lowest population densities on the planet. In the 3.5 million square miles of sands, mountains, and waterways live just 2.5 million people. Obviously, the population is the largest near lakes and rivers. Even so, the majority of the people are nomads. The climate of the Sahara has gradually gotten harsher. Archaeological remains point to water sources much more widely available and a population much more spread out.
The Nile

The Nile is the world's longest river at 4,135 miles. It has two sources, one at Lake Victoria, in Uganda (the White Nile) and one at Lake Tana, in Ethiopia (the Blue Nile).

The entire Nile River Delta is estimated to drain an area of 1,293,000 square miles. This area is so vast that it has a number of different climate areas. North, in Egypt and Sudan, rainfall is sparse. More to the south, in and around Ethiopia, rainfall is heavy, contributing to the floodwaters that rush downstream and eventually create the wonderfully fertile soil that supports so much of life in Egypt and Sudan. Dams, the most notable being the Aswan High Dam, have been built along the route to prevent massive flooding of populated areas. The Nile River Delta is home to many species of animals, including crocodiles, turtles, baboons, wildebeest, and more than 300 species of birds, including fishing eagles, ibis, and the Nile Valley Sunbird.

The ancient Egyptians called the river Ar or Aur, meaning "black," because of the black sediment left behind after the frequent river floods. The ancient Greeks called the river Kem, which translates into "black" as well. But it is as Nile that we know this river today. Nile comes from the Greek Neilos, which means "river valley."

The people who lived along the Nile in ancient times used the river for agriculture and transportation. That hasn't changed, although the methods of agriculture and transportation have. Steam ships are still used in Egypt and Sudan, to transport goods. The Okavango River is the main river running through the Delta, but other rivers can be found there, too, including the Boro, the Nghabe, and the Boteti. People live here, in the middle of the desert, because they can depend on the rivers to bring them water and goods.

And because the river is so large, it supports many kinds of animals not usually found in the desert, including crocodiles, hippopotamuses, and more than 80 species of fish.

Rivers today still bring much-needed water to people in all civilizations. Many agriculture areas now have canals and other methods of irrigation designed to transport water from place to place. Rainwater is collected and stored, and river water is stored in dams and reservoirs.
### Venn Diagram and Comparison Writing

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare and Contrast (Venn Diagram)</strong></td>
<td>Student compares at least 5 things and contrasts at least 5 things about the Nile River and the Sahara Dessert</td>
<td>Student compares 3-4 things and contrasts 3-4 things about the Nile River and the Sahara Dessert</td>
<td>Student compares less than 3 things and contrasts less than 3 things about the Nile River and the Sahara Dessert</td>
<td></td>
</tr>
<tr>
<td><strong>Distinguishing Features (Writing)</strong></td>
<td>Student references at least 2 distinguishing features of both the Nile and the Sahara in their writing.</td>
<td>Student references 2 distinguishing features of one region and only one of the other in their writing.</td>
<td>Student references 1 or less distinguishing features of both the Nile and the Sahara in their writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Informational (Writing)</strong></td>
<td>Student presents relevant information in an organized way. He or she analyzes the information and talks about its implications for everyday life.</td>
<td>Student presents information in a semi-organized way. He or she briefly analyzes the information and talks about its implications for everyday life.</td>
<td>Student presents information in an un-organized way. He or she analyzes the information and talks about its implications for everyday life very little.</td>
<td></td>
</tr>
</tbody>
</table>
Egyptian Narrative/ Diary

Get ready to dive into the culture, geography, and life of Egyptian. You will take on the role of a person from ancient Egypt and write a first person narrative or diary - which ever you choose to call it - from the perspective of the person you choose. You can choose:

- A pharaoh and talk about palace life.
- A farmer and talk about preparing for the Nile flooding.
- A villager in a tribe in the Sahara and talk about daily life.
- A slave or laborer that built the pyramids and talk about hoe they were made and why.
- Anyone else you can think of, but the teacher must approve it.

You will be responsible for completing three different parts of this project. You will need to:

- Write a first person narrative or diary that introduces yourself as the character and then discusses an important part of your life and why it is important.
- Complete some type of visual aid project. This could be a PowerPoint, poster, painting, etc. This is completely up to you. (you can even use your map that you are creating for your other project.)
- Presentation. You will present your project to the class. You will read a portion of your paper about the length of 2 paragraphs, and then spend time discussing your visual aid. However you choose to do this is up to you.

You will be responsible for your own research. All the materials you will need are here in this classroom. Whether its notes from lectures, readings we do, activities we complete, or books in our classroom library, you will have everything you need. Our classroom computers also have marked pages using Symbaloo that you can use when we have research days or you have extra time. This same page can be used from your home computer by getting on our class website. Please try not to surf the Internet for facts unless it is absolutely necessary.

Have fun and be creative!
# First Person Narrative of Egyptian Life

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informational</strong></td>
<td>Student presents relevant information. He or she analyzes the information and talks about its implications for daily life of that person.</td>
<td>Student presents semi-relevant information. He or she briefly analyzes the information and talks about its implications for everyday life for the person of their choice.</td>
<td>Student presents information but it is not particularly informational. He or she analyzes the information and talks about its implications for everyday for the person of their choice life very little, if at all.</td>
<td></td>
</tr>
<tr>
<td><strong>Point of View</strong></td>
<td>Student clearly and confidently develops point of view in his or her writing. He or she consistently use first person throughout.</td>
<td>Student develops point of view in his or her writing. He or she consistently uses first person throughout with less than 3 third person references.</td>
<td>Student has a vague point of view in his or her writing. He or she uses first and third person interchangeably throughout.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Student uses all of the following: effective techniques, relevant descriptive details, and well-structured event sequences.</td>
<td>Student uses 2 of the following: effective techniques, relevant descriptive details, and well-structured event sequences.</td>
<td>Student uses 1 of the following: effective techniques, relevant descriptive details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Aid</strong></td>
<td>Student creates a visual aid that is all of the following: helpful for visualizing the life of that person, well constructed using his or her knowledge of art, referenced and explain during presentation.</td>
<td>Student creates a visual aid that is 2 of the following: helpful for visualizing the life of that person, well constructed using his or her knowledge of art, referenced and explain during presentation.</td>
<td>Student creates a visual aid that is 1 of the following: helpful for visualizing the life of that person, well constructed using his or her knowledge of art, referenced and explain during presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocal Presentation Skills</strong></td>
<td>Students uses all of the following: appropriate voice level, variation, and expression when presenting their project.</td>
<td>Students uses 2 of the following: appropriate voice level, variation, and expression when presenting their project.</td>
<td>Students uses 1 of the following: appropriate voice level, variation, and expression when presenting their project.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Matrix- Lesson 2

<table>
<thead>
<tr>
<th>Student</th>
<th>Warm-Up</th>
<th>Hook- Egyptian Diaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On task</td>
<td>On task</td>
</tr>
<tr>
<td></td>
<td>Can define and ID regions</td>
<td>Contributing to group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversation Notes</td>
</tr>
</tbody>
</table>

...
Lesson 3

Mrs. Dickson (Math) and Mrs. Smith (Social Studies)
Lauren Stine
Grade: 6
Topic: Ancient Egyptian Civilizations- Place (Pyramids, Religion, Myths)

The stations started in this lesson will be continued in the next lesson as well, as both lessons are dealing with the theme of Place. Each day the instructional time will be different but the stations will stay the same and require a lot of hard work from the students.

Essential Standards:
Social Studies:
6.C.1.2 - Explain how religion transformed various societies, civilizations, and regions.

Language Arts:
Reading Literature: 9. Compare and contrast texts in different forms or genres
Reading Informational Texts: 2. 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 judgment

Speaking and Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Technology: 6.SI.1.2 Analyze content for relevance to the assigned task.

Assessment Plan- Social Studies Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can identify ways that religion influences the culture and development of a civilization or society.</th>
</tr>
</thead>
</table>
| Criteria for Success | • I will list ways that religion influenced the culture and development of ancient Egyptian civilizations.  
• I will explain why the religious ideals influence the culture of ancient Egyptian civilization. |
| Collecting Evidence | Students will answer one of the 3 questions on the board with sticky notes. They will then place their answer on the board under the question they chose. Teacher will collect the sticky notes and assess for student understanding. The teacher will also collect the final work from the students after their stations. |
| Documenting Evidence | Using a rubric and a matrix, the teacher will mark for understanding. The focus group journal will be evaluated as a whole at the end of the Unit. |

Technology Assessment Plan

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can view the assigned technology and identify its relevance to what I am learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>• I will view the assigned technology on Egyptian culture in a</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>safe and responsible way.</td>
</tr>
<tr>
<td></td>
<td>• I will apply the information that I learn or things I see to what I am learning about ancient Egypt.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Students will be evaluated on their work completed at each station. Teacher will use a matrix to mark for understanding and completion.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will place students graded work and rubric in their portfolio.</td>
</tr>
</tbody>
</table>

**Assessment Plan - Language Arts Standards**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can compare different types of story telling and explain why they each are effective.</td>
<td></td>
</tr>
<tr>
<td>• I can interact with my peers to have intellectual discussions on 6th grade topic.</td>
<td></td>
</tr>
<tr>
<td>• I can read informational texts to gain information and perspective.</td>
<td></td>
</tr>
<tr>
<td>Criteria for Success</td>
<td></td>
</tr>
<tr>
<td>• I will discuss the importance of myths and art as literature to the Egyptian Civilization.</td>
<td></td>
</tr>
<tr>
<td>• I will identify important facts, features, and information in the literature about ancient Egypt.</td>
<td></td>
</tr>
<tr>
<td>• I will discuss things I know and have read about ancient Egypt in a mature and intellectual fashion.</td>
<td></td>
</tr>
<tr>
<td>• I will read informational text about the development of ancient Egypt and apply my previous knowledge to understand the civilization more completely.</td>
<td></td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Students will be evaluated on their work completed at each station. Teacher will use a matrix to mark for understanding and completion.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will place students graded work and rubric in their portfolio.</td>
</tr>
</tbody>
</table>

**Assessment Plan - Visual Arts Standards**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can view historical art and use that style to create my own art where my personality shines through.</td>
<td></td>
</tr>
<tr>
<td>Criteria for Success</td>
<td></td>
</tr>
<tr>
<td>• I will view historical places, temples, and building of ancient Egypt to learn their style of art.</td>
<td></td>
</tr>
<tr>
<td>• I will create a 2-D depiction of my ideas for a building, temple, city, etc. if I were to become pharaoh.</td>
<td></td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Students will be evaluated on their work completed at each station. Teacher will use a matrix to mark for understanding and completion.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will place students graded work and rubric in their portfolio.</td>
</tr>
</tbody>
</table>
Essential Questions:
- How did religion affect Egyptian culture?
- Why were myths important to the Egyptian people?
- How does the way religion affect our culture differ from the way that religion affected the Egyptian culture?

Focus Questions:
- What is place?
- How does the way Egyptian record their stories differ from the way we record our stories and thoughts?
- What are important features of Egypt?
- Why did the Egyptians want to be mummified?
- Why did the Egyptians have so many Gods?

<table>
<thead>
<tr>
<th>Professional Teaching Standard</th>
<th>NC Explanation</th>
<th>How completed in lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.04 Teachers integrate and utilize technology in their instruction.</td>
<td>Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</td>
<td>In this lesson, the students are given the opportunity to use technology to practice their research skill through application. They will use computers, iPads, and participate in virtual field trips, all which will add to their understanding of the content.</td>
</tr>
<tr>
<td>4.06 Teachers help students work in teams and develop leadership qualities.</td>
<td>Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</td>
<td>The grouping for these stations is unique in its form. There are 10 subgroups and 2 subgroups are at each station. While at the station, the students are required to work with the other subgroup as one cohesive unit. This gives the students opportunities to work with lots of different kinds of students. The more variety of students, the more variety of thinking and ideas. The helps students develop the necessary 21st century skill of working with others and communication.</td>
</tr>
</tbody>
</table>

Teacher Materials
Materials the teacher needs to prepare
- Station cards
- Station Answer Sheet
- PowerPoint
- Egyptian Cinderella by
- Matrix and Rubric
- Laptops for each station

Student Materials
Materials the students should have or need
- Agenda
- Writing utensils
- Lined Paper

Vocabulary:
Myth, pyramid, mummification, gods,
Lesson Agenda:
1. Warm-Up: Planners, Check Homework, Answer Question on Board
2. Hook: Read Egyptian Cinderella, group discuss
3. Model: Lecture, PowerPoint
4. Guided Practice: Stations
5. Independent Practice: Stations
6. Closing: sticky note assessment
7. Homework: none

<table>
<thead>
<tr>
<th>Content Process</th>
<th>Teacher</th>
<th>Student</th>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up/Review</td>
<td>Teacher will welcome students and walk around to observe student work and make sure homework is written in their planners.</td>
<td>Students will come in quietly, write down their homework in their agenda, pull out the homework due that day, and complete the warm up on the board. The board will say: List ways that you could tell a story to someone. (Think outside the box)</td>
<td>None</td>
<td>Teacher will walk around to make sure students are on task and have written their homework in their planner</td>
</tr>
</tbody>
</table>

Hook: Engage students/activate prior knowledge.
Teacher will read the *Egyptian Cinderella* to the class as a hook to introduce the idea to a myth. Teacher will then direct students to get into focus to discuss the similarities to the Cinderella we have heard. Teacher will direct students to get into focus groups. Groups should be a mix of different levels of students. Students will stay in these groups each time there is a focus group activity. The students will make a list of these similarities, and then spend a minute to independently write a few sentences on what Egyptian elements they noticed in the artwork of the book. It may be helpful to have copies for students to look through during this time.

Students will work with their focus group to brainstorm similarities between the Egyptian Cinderella and the Cinderella that they have heard before. Independently they will write a few sentences on what Egyptian elements they noticed in the artwork of the book.

Focus Groups

Teacher will use a matrix to mark for completion. The journal will be graded at the end of the unit for content.

Model: I do...
Teacher will use the PowerPoint to teach the children about the myths of Egyptian culture. There is no need to talk about the specific myths, as the students will interact with them during the stations. Teacher will talk about the way that religion shaped the culture, the pyramids, and the mummification process.

The students will take notes for their map and narrative project.

Independent Contributing to class discussion

Teacher will make sure students are on task.
Guided Practice
We do...

| Teacher will give students a station chart with space for sticky notes from each station. On the top corner of each paper there should be a colored circle. There should only be 3 circles to each color. The rotation of each group will be on the PowerPoint slides for each switch. The purpose of this grouping is to give students opportunities to work with all different types of people and engage in authentic conversations. There will be 5 stations and each group will be paired with another group for a total of 6 students at each station. This gives students a chance to carry on conversations with different people in different mindsets. These stations work best in a co-teaching environment. One teacher will be stationed at station 4 and monitor the group discussion. He or she will use a matrix to mark for understanding. Another teacher will wander from station to station making sure that the EC students are on task and participating in the group discussions. |
| Students will travel through stations. |
| Students will discuss with their group at their table. |
| Teacher will collect the students’ final products. |

Independent Practice
You do...

| Continue the stations. Teacher should write up the 3 questions at this time. Students will answer the bolded discussion question on the station directions on a sticky note at the end of the time at the station. They will then place the sticky note on the appropriate square on their “answer sheet” that they carry from station to station. |
| Continue stations. At the end of the time at each station students should answer the bold question on a sticky note to place on their answer sheet. |
| Students will discuss with their group at their table. |
| Teacher will make sure students are on task. Teacher will grade final packets using a rubric. (provided at the end of lesson 4) |

Differentiation Strategies for Unique Learner:
The PowerPoint with pictures will help Amya see, as the pictures will be large and clear on the board. The teacher will use a microphone to equally distribute his/her voice in all areas of the room so that Amya can hear instructions no matter where the teacher is in the room. The teacher will periodically check to make sure that Amya understands the assignments. Amya will still be required to complete the work at each station. The inclusion teacher, Ms. Neil, will walk around to make sure that she is on task and participating in the group discussions. Amya will be given a copy of the PowerPoint to take notes with that instead of just taking them from the board to her paper, as she writes very slowly. This way she can spend time listening and just writing down the addition things to remember other than what on the slide.

Mummies and Myths
- What’s up with all these mummies movies?
- Why are there so many Egyptian gods?
Afterlife—Any volunteers to read?

- The ancient Egyptians believed in an afterlife. The afterlife was a heavenly place, complete with a heavenly Nile River. The ancient Egyptians called this heavenly place the land of the Two Fields. In the beginning, only pharaohs could board Ra’s magical boat and travel to the land of the Two Fields, to dwell forever in the afterlife, but the god Osiris changed that. One of the reasons that Osiris was such a famous and important god in ancient Egypt is that Osiris opened the door to the afterlife to everyone. Just dying would not get you to the land of the Two Fields. You had to earn a place in Ra’s boat. To board Ra’s boat, your heart had to be light. To keep your heart light, the ancient Egyptians believed you had to spend a lifetime doing good deeds. Crime was very low in ancient Egypt because someday, after a good life spent by the Nile, everyone wanted to board Ra’s boat and travel to the land of the Two Fields to enjoy their afterlife.

Egyptian gods

- Let’s explore a few of the popular gods.

Ra’s Boat

How and Why?

- They knew there had to be a real purpose in life.
- Wanted to have a being that could help them during famines, droughts, severe whether, etc.

Pyramids

- Where? —to the west of the Nile, just into the desert.
- Why near the Nile? —move the materials easier using boats
- Why so big? —to keep out the grave robbers. If the grave was robbed then the pharaoh would not be able to continue in the afterlife.
- What is the biggest pyramid? —The Great Pyramid is the largest and most famous of the pyramids. It was built for the Pharaoh Khuf. It is over 140 meters high and took 20 years to build.
- Egyptian set up the burial rooms like rooms in a house; Comfortable and decorated for living in them.

Inside the Pyramids

Mummies

1. Pull brain out of nose using a hook
2. Make a cut on the left side of the body near the tummy
3. Remove all internal organs
4. Let the internal organs dry
5. Place internal organs inside canopic jars except for heart
6. Place the heart back inside the body
7. Rinse inside of body with wine and spices
8. Cover the corpse with natron (salt) for 70 days
9. After 40 days stuff the body with linen or sand to give it a more human shape
10. After the 70 days wrap the body from head to toe in bandages
11. Place in coffin

Why mummies? —Any readers?

- The ancient Egyptians believed that everyone had a soul. They called the soul by two names - the Ba and the Ka. As the story goes, the Ba watched over the living family, while the Ka flew off to enjoy life in the land of the Two Fields. At night, both the Ba and the Ka flew home to their tomb, to rest and prepare for the next heavenly day. If something happened to your preserved body the spirits would have anywhere to rest.

Stations

Rotation 1

- Purple-1
- Brown-1
- Blue-2
- Black-3
- Green-4
- Red-5
- White-6

Rotation 2

- Purple-3
- Brown-4
- Blue-1
- Black-5
- Green-2
- Red-3
- White-6

Rotation 3

- Purple-3
- Brown-2
- Blue-5
- Black-4
- Green-1
- Red-2
- White-2

Rotation 4

- Purple-2
- Brown-3
- Blue-4
- Black-1
- Green-4
- Red-4
- White-1

Rotation 5

- Purple-4
- Brown-5
- Blue-4
- Black-5
- Green-2
- Red-3
- White-2
Symbaloo
### Bloom’s Revised Taxonomy Questions
*Egyptian Cinderella* by Shirley Climo

<table>
<thead>
<tr>
<th>Remembering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was different about Rhodopis?</td>
<td></td>
</tr>
<tr>
<td>Why did the god Horus come down and take her golden slipper?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you create a timeline for the events in this story?</td>
<td></td>
</tr>
<tr>
<td>How did Rhodopis’ differences make her feel?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applying</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict what would happen if the Pharaoh lost the shoe on his way to Rhodopis?</td>
<td></td>
</tr>
<tr>
<td>If you could Rhodopis any question, what would you ask her?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyzing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How is this Cinderella story similar to our Cinderella story?</td>
<td></td>
</tr>
<tr>
<td>What is the lesson in this story for the reader?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think the Pharaoh thought when he saw how different Rhodopis looked?</td>
<td></td>
</tr>
<tr>
<td>How would you feel if you went from being a servant to being a queen like Rhodopis?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you take another fairy tale and create an Egyptian version of that story?</td>
<td></td>
</tr>
<tr>
<td>If you had to create 4 more pages to be added to this book, where would you add them and what would they say?</td>
<td></td>
</tr>
</tbody>
</table>
Sticky Note Holder
At each station you will answer the bolded discussion question on a sticky note. You will place the sticky note on this sheet and turn it in at the end of the station rotations.
Teacher List and Description of Stations

1. **Field Trip to Egypt**
   The students will use the computer to go on virtual tours of important places of ancient Egypt that are still around today. There are to be two computers at this station so that the group can choose different places to visit and then come back together to discuss the questions. They will make observations sure the tour, come up with one question they have, and discuss the other questions on the page.

2. **How do you Rank?**
   The students will have the opportunity to interact with the class system of ancient Egypt. They will have a pyramid and pieces with pictures of different types of people. Without descriptions, they are to discuss where they think each person would fall on the pyramid and why. They will get on the website assigned and check their answers. They will then create their own individual pyramid where they will glue the pieces in the correct place on the hierarchy. Then each will student will choose a card out of the basket in the middle of the table. This card will tell them their new role. They are then to write a reflection about how they think it would be to be that person.

3. **Great Women of Egypt**
   Students will choose between two books. One is Cleopatra and the other is Hatshepsut. They are to read one of them as a group together. They will use the questions to lead their discussion. They will then use a large slip of paper to create a time line of important Egyptian leaders. They will have 2 computers to do research as a group however they choose.

4. **Curse of the Pharaohs**
   The group will start by researching the Curse of the Pharaohs on the 2 computers at the station. After their research they will read the book Curse of the Pharaohs. They will use the iPad to record their discussion of the research and the book. The will use the given questions to guide their discussions. During this co-teaching lesson, one of the teachers will sit at this station and mark for students understanding during their conversation. If another teacher is not available to offer assistance, use and iPad to have students record their conversation for analysis at a later time.

5. **The One and Only**
   As a group they will read Pharaoh: Life and Afterlife of a god. They will discuss the implications of the book using the guiding questions. Independently they will take on the role as pharaoh and design a temple or palace encompassing the things they would accomplish as pharaoh. The members of the group will then compare drawings and choose a number out of a hat. This person is the person that would become pharaoh. Students will discuss if this was fair and compare it to our governmental set up.
Teacher List of Materials for Stations

Each student will need 1 sticky note holder page. The page should be copied on the front and back to ensure the students can have enough space for all 5 sticky notes.

1. **Field Trip to Egypt**
   - 2 computers
   - Lists for each place (5 sets of 3)
   - Station Directions

2. **How do Rank?**
   - 1 computer
   - Pyramid and pieces cut out
   - Pyramid and pieces on handout to cut and glue (one for each student)
   - Scissors and Glue or Tape
   - Lined paper
   - Bag with different roles
   - Station Directions

3. **Great Women of Egypt**
   - *Cleopatra* by Diane Stanley and Peter Vennema
   - *Hatshepsut* by Catherine Andronik
   - 2 Computers
   - Long white paper strip for timeline (one for each group plus 2 extra)
   - Station Directions

4. **Curse of the Pharaohs**
   - *Curse of the Pharaohs* by Zahi Hawass
   - 2 Computers
   - iPad
   - Teacher observation form
   - List 1-5 (one for each group)
   - Station Directions

5. **Pharaoh: Life and Afterlife of a God**
   - *Pharaoh: Life and Afterlife of a god* by David Kennett
   - Station Directions
   - Paper for pharaoh sketch (one for each student)
   - Bag with numbers 1-6
**Field Trip to Egypt**

**Station 1**

In this station you will be taking a “field trip” to ancient Egypt. Strap on your seat belts and locate your time machines because here we go!! Follow the directions below and practice good group behavior with each other and the electronics.

**Step 1:** Locate the blue squares with planes on them on the Symbaloo home page. Use the icons to visit the 3 places as a group. While you are exploring Egypt have one person in your group list things that you, as group, notice on the sheet provided. Use one sheet per place you visit. You should find things that are familiar and things that are new. Let’s see which group can notice the most unique things…

**Step 2:** On the bottom of your list write one question that you have for each place that you visited. As a group discuss and list possible answers. After you write your question, use the blue icons with the magnifying glasses to learn the history of each place. Feel free to add things to the list you made during the tours.

**Step 3: Discussion Questions - Sticky Note**

Spend time with your group discussing these questions. Use these questions to guide your conversation. Do not simply answer them to cross them off of your list. You are leading an authentic conversation. Give each person a turn to speak and be heard and feel free to let your conversations take you where they may. Stay on topic and learn from each other.

- How did the virtual tours benefit your understanding?
- Did you view of ancient Egypt change after seeing these things? How so?
- Did you notice things that we learned in class?
- **How were these places important to the Egyptian people?** (choose one for sticky note)
- Do you think people in the future will make virtual tours of our places? If so which places? If not, why not?
Station 1

Name of Place:__________________________________________

List of interesting things you noticed:

•

•

•

•

•

•

•

•

•

•

•

•

•

•


Question that you had about the place:________________________

__________________________________
How Do You Rank?

Station 2

In this station you will explore the class system of ancient Egypt. You will step back into time and maybe become a pharaoh or laborer. Your fate lies in the hands of chance. What will your future hold? Follow the directions bellow and practice good group behavior with each other and the electronics.

Step 1: Use the blank leveled pyramid and the pieces glued on card yellow/gold cardstock to place the different people where they rank in the levels of society. Some levels will have more than one type of person. Use the pictures and your best judgment to make an educated guess.

Step 2: Use the computer and the opening symbaloo page to locate the yellow icons. Choose the white icon with a triangle on it to check your answers that you had in the last step. Fix your answers as a group on the pyramid.

Step 3: Pull out a handout with a pyramid and people on it. You will need one for each person. Use the scissors and glue to make your own pyramid. Use the typed descriptions on the research page to label and describe each person briefly on your own pyramid.

Step 4: Find the bag of folded pieces of paper. Allow each person to choose a piece of paper and read it aloud to the rest of the group. Use the lined paper to reflect on the job chosen for you. Name at least 3 benefits of that job and 3 struggles. When you are finished share with the group.

Step 5: Discussion Questions- Sticky Note

Spend time with your group discussing these questions. Use these questions to guide your conversation. Do not simply answer them to cross them off of your list. You are leading an authentic conversation. Give each person a turn to speak and be heard and feel free to let your conversations take you where they may. Stay on topic and learn from each other.

- How did it feel to be given a job instead of earning it?
• Do you feel the class system is fair?
• Do you feel that the class system worked well for them as a society?
• If you could design your own class system, what would it look like?

The Egyptian Class System

Cut out the people at the bottom and use your research to glue them in the right place in the hierarchy of society.
<table>
<thead>
<tr>
<th>Pharaoh</th>
<th>Vizier</th>
<th>Noble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priest</td>
<td>Scribe</td>
<td>Soldier</td>
</tr>
<tr>
<td>Craftsmen</td>
<td>Farmer</td>
<td>Slave</td>
</tr>
</tbody>
</table>
Great Women of Egypt
Station 3

In this station you will spend your time with some terrific women of power of the times of ancient Egypt. They are beautiful and powerful. They are stern and yet gentle. There were only a few of them in a sea of male leaders, but they left some the most lasting impacts on the Egyptian civilizations. Follow the directions bellow and practice good group behavior with each other and the electronics.

Step 1: Choose a book to read as a group: either Cleopatra or Hatshepsut. You may choose how to read the book. You may take turns or have one person read the whole time.

Step 2: Use the computer at your station to do some research on other key figures of ancient Egypt. Use the home symbaloo page to find useful information. Locate the green squares and use them to guide your research. You and your group are to use the long white strip to make a timeline of Pharaohs that ruled ancient Egypt. You will not use every person that ruled, but rather those that are most important.

Step 3: Discussion Questions-Sticky Note
Spend time with your group discussing these questions. Use these questions to guide your conversation. Do not simply answer them to cross them off of your list. You are leading an authentic conversation. Give each person a turn to speak and be heard and feel free to let your conversations take you where they may. Stay on topic and learn from each other.

• How did the woman you chose impact the development of Egypt?
• What was the most interesting fact you learned?
• Do you feel that women can be effective leaders?
• How did you conduct your research with so much information at hand?
• How did you decide who was important?
• What sources were the best and which were lacking? Why?
• How is creating a timeline helpful when learning about a civilization?
Curse of the Pharaohs
Station 4

At this station you will study the curse of the Pharaohs. What happens to those who disturb the buried pharaoh? Is the curse real? How can we know if it is real? Jump into the curse and see for yourself. Follow the directions below and practice good group behavior with each other and the electronics.

Step 1: Use the computers at your station to do some research on the curse of the Pharaohs. Locate the pink squares of the Symbaloo page and use them to guide your research. Use the form with numbers 1-5 so find 5 interesting facts about the curse that you learned.

Step 2: Read the book Curse of the Pharaohs at your table as a group. You may choose how you want to read it, but it must be read together and aloud. You may have one person read or take turns reading different pages.

Step 3: Group Discussion-Sticky Note
Spend time with your group discussing these questions. Use them to guide your conversation. Do not simply answer them in order to cross them off of your list, rather lead an authentic conversation. Give each person a turn to speak and be heard and feel free to let your conversations take you where they may. Stay on topic and learn from each other.
You will record your conversation using the iPad on the table. Find the camera application on the iPad and make sure the switch in the bottom right hand corner it switched to video. Place the camera side of the iPad down on the table and press record. The screen should be black. I am just interested in your voices. I will listen in on your group conversation using this iPad.

• What is the curse of the Pharaohs?
• What was different about the information in the book in contrast your research?
• What is your opinion of Dr. Hawass (the author)?
• Do you think the curse is real? Why or why not?
• How did your research prior to reading the book help you understand the book?
• How did you sort through the excess of information
• Why do you think this myth originated?
• Why do you think myths are so important to the Egyptian people?

**Station 4**

What did you learn?

List 5 interesting things that you learned.

1.

2.

3.

4.

5.
The One and Only
Station 5
At this station you will compete for the role of Pharaoh. Being a Pharaoh has many benefits, but as you may learn, there are some things that are not all great. Put on your crown and get ready to rumble. Follow the directions bellow and practice good group behavior with each other and the electronics.

Step 1: Read the book Pharaoh: Life and Afterlife of a god. Read the book aloud as a group however you wish to do so.

Step 2: Discussion Questions
- Did you like this book?
- What did you learn?
- Why do you think Egypt was a monarchy?
- How did religion play a part in Pharaoh’s role?
- Would you want to be Pharaoh?

Step 3: Each of you independently will now propose what you would like to accomplish or build as a pharaoh. You each have one single piece of paper where you can draw a design and describe your proposal. Let’s see who is going to be elected to be Pharaoh.

Step 4: PSYCH! As you have learned Pharaohs were not elected they were chosen and predestined by chance. Have each person choose a number 1-6. Then take out the bag with folded numbers and draw one. Whatever number is on the paper is the person that will be the new Pharaoh.

Step 5: Discussion Questions-follow up- Sticky Note
Use a sticky note to answer the bolded question after the discussion.
- How do you feel about this system?
- How is this different from our system of democracy?
- Which do you think works better (democracy and monarchy) and why?
Lesson 4

The stations started in the last lesson will be continued in this next lesson as well, as both lessons are dealing with the theme of Place. Each day the instructional time will be different but the stations will stay the same and require a lot of hard work from the students.

Essential Standards:

Social Studies:
6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society
6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).
6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

Language Arts:
Reading Informational Texts: 2. 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 judgment

Technology: 6.SI.1.2 Analyze content for relevance to the assigned task.

Assessment Plan- Social Studies Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can identify important figures and their importance in developing a society.</td>
<td>• I will identify important key figures of ancient Egypt.</td>
</tr>
<tr>
<td>• I can explain the social structure of a civilization.</td>
<td>• I will explain how the key figures of ancient Egypt developed and changed the Egyptian civilization.</td>
</tr>
<tr>
<td>• I can explain the set up of governmental system and how they originated.</td>
<td>• I will explain the social structure of ancient Egypt and understand its implications for societal development.</td>
</tr>
<tr>
<td></td>
<td>• I will identify and define the governmental set up of ancient Egypt.</td>
</tr>
<tr>
<td></td>
<td>• I will identify the reasons ancient Egypt government was a Monarchy and its implications for all classes of society.</td>
</tr>
</tbody>
</table>
### Collecting Evidence
The teacher will also collect the final work from the students after their stations.

### Documenting Evidence
Using a rubric and a matrix, the teacher will mark for understanding. The focus group journal will be evaluated as a whole at the end of the Unit.

### Technology Assessment Plan

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can view the assigned technology and identify its relevance to what I am learning.</td>
<td>I will view the assigned technology on Egyptian culture in a safe and responsible way.</td>
</tr>
<tr>
<td></td>
<td>I will apply the information that I learn or things I see to what I am learning about ancient Egypt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be evaluated on their work completed at each station. Teacher will use a matrix to mark for understanding and completion.</td>
<td>The teacher will place students graded work and rubric in their portfolio.</td>
</tr>
</tbody>
</table>

### Assessment Plan - Language Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can compare different types of story telling and explain why they each are effective.</td>
<td>I will discuss the importance of myths and art as literature to the Egyptian Civilization.</td>
</tr>
<tr>
<td></td>
<td>I will identify important facts, features, and information in the informational texts about ancient Egypt.</td>
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<tr>
<td></td>
<td>I will summarize the main ideas of the information text on ancient Egypt in one cohesive paragraph.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
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<tr>
<td>Students will be evaluated on their work completed at each station. Teacher will use a matrix to mark for understanding and completion.</td>
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</tbody>
</table>

### Assessment Plan - Visual Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can view historical art and use that style to create my own art where my personality shines through.</td>
<td>I will view historical places, temples, and building of ancient Egypt to learn their style of art.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will create a 2-D depiction of my ideas for a building, temple, city, etc. if I were to become pharaoh.</td>
<td></td>
</tr>
</tbody>
</table>
### Collecting Evidence
Students will be evaluated on their work completed at each station. Teacher will use a matrix to mark for understanding and completion.

### Documenting Evidence
The teacher will place students graded work and rubric in their portfolio.

### Essential Questions:
- How did religion affect Egyptian culture?
- Why is it important to learn about the key figures of a civilization?
- Why is it important to understand the social structure of a civilization?
- How was it beneficial to see real places in Egypt?
- How would you feel if you were at the top of the class system? Why?
- How would you feel if you were at the bottom of the class system? Why?

### Focus Questions:
- What is place?
- What are important features of Egypt?
- What is a class system?
- List important key figures of ancient Egypt?
- Why was Egypt a Monarchy?

<table>
<thead>
<tr>
<th>Professional Teaching Standard</th>
<th>NC Explanation</th>
<th>How completed in lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.04 Teachers integrate and utilize technology in their instruction.</strong></td>
<td>Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</td>
<td>In this lesson, the students are given the opportunity to use technology to practice their research skill through application. They will use computers, iPads, and participate in virtual field trips, all which will add to their understanding of the content. The PowerPoint provided offers hyperlinks to outside websites so that the teacher can access them during class time with ease. It adds variety into the lesson and gives a more active role to the students. The teacher also has the opportunity to demonstrate proper research methods before allowing students to do so on their own.</td>
</tr>
<tr>
<td><strong>4.06 Teachers help students work in teams and develop leadership qualities.</strong></td>
<td>Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</td>
<td>The grouping for these stations is unique in its form. There are 10 subgroups and 2 subgroups are at each station. While at the station, the students are required to work with the other subgroup as one cohesive unit. This gives the students opportunities to work with lots of different kinds of students. The more variety of students, the more variety of thinking and ideas. The helps students develop the necessary 21st century skill of working with others and communication.</td>
</tr>
</tbody>
</table>
## Teacher Materials
Materials the teacher needs to prepare
- Station cards
- Station Answer Sheet
- PowerPoint
- Matrix and Rubric
- Computer for each station

## Student Materials
Materials the students should have or need
- Agenda
- Writing utensils
- Lined Paper

### Vocabulary:
- Class system,

### Lesson Agenda:
1. Warm-Up: Planners, Check Homework, Answer Question on Board
2. Hook: Focus Group
3. Model: Lecture, PowerPoint
4. Guided Practice: Stations
5. Independent Practice: Stations
6. Closing: Focus Group Journal
7. Homework: none

<table>
<thead>
<tr>
<th>Content Process</th>
<th>Teacher</th>
<th>Student</th>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up/Review</td>
<td>Teacher will welcome students and walk around to observe student work and make sure homework is written in their planners.</td>
<td>Students will come in quietly, write down their homework in their agenda, pull out the homework due that day, and complete the warm up on the board. The board will say: What do you think a class system? What is a Monarchy?</td>
<td>None</td>
<td>Teacher will walk around to make sure students are on task and have written their homework in their planner</td>
</tr>
<tr>
<td>Hook</td>
<td>Teacher will instruct the students to get into their focus groups to answer the following question: Why is it important to learn about key figures in a civilization?</td>
<td>Students will work with their focus group to why it is important to learn about key figures of a civilization. Students should just make a list of reasons. It doesn't have to be in complete sentences. Students practice the art of making a good list that is informative and to the point.</td>
<td>Focus Groups</td>
<td>Teacher will use a matrix to mark for completion. The journal will be graded at the end of the unit for content.</td>
</tr>
<tr>
<td>Model I do...</td>
<td>Teacher will use the PowerPoint to teach the children about the key figures of Egyptian culture. There is no need to talk about the specific figures, as the students will interact with them during the stations.</td>
<td>The students will take notes for their map and narrative project.</td>
<td>Independent Contributing to class discussion</td>
<td>Teacher will make sure students are on task.</td>
</tr>
</tbody>
</table>
### Guided Practice
**We do...**

Students will continue with the stations from the last lesson. Again, these stations work best in a **co-teaching** environment. One teacher will be stationed at station 4 and monitor the group discussion. He or she will use a matrix to mark for understanding. Another teacher will wander from station to station making sure that the EC students are on task and participating in the group discussions.

Students will travel through stations. Students will discuss with their group at their table. Teacher will collect the students’ final products.

### Independent Practice
**You do...**

Continue the stations. Teacher should write up the 3 questions at this time. Students will answer the bolded discussion question on the station directions on a sticky note at the end of the time at the station. They will then place the sticky note on the appropriate square on their “answer sheet” that they carry from station to station.

Continue stations. At the end of the time students should answer the following question in their focus group journal: How did these stations develop your understanding of Egypt? Did you feel they were more or less beneficial than our normal class time? What was your favorite station and why?

Students will discuss with their group at their table. They will independently answer the question in their focus journals.

Teacher will make sure students are on task. Teacher will grade final station packets using a rubric.

### Differentiation Strategies for Unique Learner:

The PowerPoint with pictures will help Amya see, as the pictures will be large and clear on the board. The teacher will use a microphone to equally distribute his/her voice in all areas of the room so that Amya can hear instructions no matter where the teacher is in the room. The teacher will periodically check to make sure that Amya understands the assignments. Amya will still be required to complete the work at each station. The inclusion teacher, Ms. Neil, will walk around to make sure that she is on task and participating in the group discussions. Amya will be given a copy of the PowerPoint to take notes with that instead of just taking them from the board to her paper, as she writes very slowly. This way she can spend time listening and just writing down the addition things to remember other than what on the slide.

---

**The Pharaoh and His Subjects**

**What was the governmental setup of ancient Egypt?**

**How did religion shape the governmental setup?**

---

### Class System

- The way that a civilization is organized.
- The pharaoh is the highest power in the civilization and the farmer is the lowest.
- Who would rank at the top of our class system?
- Who would rank at the bottom of our class system?
- What made you think this way?

### Pharaoh

- Pharaoh, meaning “Great House”, originally referred to the king’s palace.
- The title of Pharaoh was hereditary, so ideally it was passed down father to oldest son.
- There were many cases where the heir would be murdered or die by “accident” and have someone else take his place.
- The pharaoh was the political and religious leader of the Egyptian people, holding the titles: ‘Lord of the Two Lands’ and ‘High Priest of Every Temple’.
### Station 1- Virtual Field Trip

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>List and Question</td>
<td>Student clearly viewed the virtual tour in order to learn and lists interesting facts that have historical relevance. The student asks an intellectual and reasonable question about each place that demonstrates deeper thinking.</td>
<td>Student lists interesting facts with historical base and has an intellectual and reasonable question about each place.</td>
<td>Student lists some interesting facts that do not have historical base and has a question about each place.</td>
<td></td>
</tr>
<tr>
<td>Important Place</td>
<td>Student chooses a place and uses specific examples to help explains it’s possible importance in history. Explanations are grounded in historical facts and the student uses deductive reasoning to infer meaning from things they saw in the virtual tour.</td>
<td>Student chooses a place and explains its possible importance in history.</td>
<td>Student chooses a place, but merely describes the place and not its importance.</td>
<td></td>
</tr>
</tbody>
</table>

### Station 2- Class System

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pyramid</td>
<td>Student has all components correctly placed and labeled on pyramid. Student offers brief and concise descriptions of each class.</td>
<td>Student has all components correctly placed and labeled on pyramid. They do not offer addition descriptions on pyramid.</td>
<td>Student does not have all components correctly placed and labeled on pyramid. They do not offer addition descriptions on pyramid.</td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td>Student uses information learned from research and activities to identify 2 benefits and 2 troubles that come with their chosen job.</td>
<td>Student identifies 2 benefits and 1 trouble or 1 benefit and 2 troubles that come with their chosen job.</td>
<td>Student identifies one or less benefit and one or more trouble.</td>
<td></td>
</tr>
</tbody>
</table>
### Class system

| Students does all of the following: states if they feel the class system is fair, offers logical reasons to support their choice, references something new that they learned as an example. | Students does 2 of the following: states if they feel the class system is fair, offers logical reasons to support their choice, references something new that they learned as an example. | Students does 1 of the following: states if they feel the class system is fair, offers logical reasons to support their choice, references something new that they learned as an example. |

---

### Station 3- Women of Egypt

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline-made</td>
<td>Timeline created by the group reflects the important figures of ancient Egypt. It is evident the students researched the material and discussed the choice of which events to place on the timeline. The timeline has at least 10 important key figures.</td>
<td>Timeline created by the group reflects the important figures of ancient Egypt. It is evident the students researched the material. The timeline has at least 6-9 important key figures.</td>
<td>Timeline created by the group reflects figures of ancient Egypt, but all are not important. The timeline has less than 6 important key figures.</td>
<td></td>
</tr>
<tr>
<td>Timeline-discussed</td>
<td>Student identifies 2 ways creating a timeline is important. Both reasons are practical and well thought out.</td>
<td>Student identifies 1 reason creating a timeline is important. The reason is practical and well thought out.</td>
<td>Student identifies 1 reason creating a timeline is important. The reason is impractical and does not show much thought.</td>
<td></td>
</tr>
</tbody>
</table>

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### Station 4- Curse of the Pharaohs

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Facts</td>
<td>Student offers 5 interesting facts that reflect the appropriate use of technology and excellent research and critical reading skills.</td>
<td>Student offers 5 interesting facts that reflect use of technology and adequate research and critical reading skills.</td>
<td>Student offers less than 5 interesting facts.</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Student does all of the following during discussion: stays on topic, allows others to speak freely, is polite of others opinions, listens while others speaks, asks questions to group members, and offers grounded and educational or research based information and ideas.</td>
<td>Student does 3 or 4 of the following during discussion: stays on topic, allows others to speak freely, is polite of others opinions, listens while others speak, asks questions to group members, and offers grounded and educational or research based information and ideas.</td>
<td>Student does less than 3 of the following during discussion: stays on topic, allows others to speak freely, is polite of others opinions, listens while others speaks, asks questions to group members, and offers grounded and educational or research based information and ideas.</td>
<td></td>
</tr>
<tr>
<td>Myths</td>
<td>Student identifies 2 reasonable and educated possibilities for the importance of myths in ancient Egyptian civilizations.</td>
<td>Student identifies a least 1 reasonable possibility for the importance of myths in ancient Egyptian civilizations.</td>
<td>Student identifies a least 1 possibility for the importance of myths in ancient Egyptian civilizations, but it is not reasonable or practical.</td>
<td></td>
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</tbody>
</table>
### Station 5- Pharaoh

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>The student completes a drawing that depicts the style of ancient Egyptian art and architecture. They allow their own personality to shine through.</td>
<td>The student completes a drawing that depicts the style of ancient Egyptian art and architecture. They partially allow their own personality to shine through.</td>
<td>The student completes a drawing that does not depict the style of ancient Egyptian art and architecture. They do not allow their own personality to shine through.</td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td>Student does all three of the following: Defines Monarchy, defines democracy, offers specific examples of differences. Definitions may be indirect through examples.</td>
<td>Student does two of the following: Defines Monarchy, defines democracy, offers specific examples of differences. Definitions may be indirect through examples.</td>
<td>Student does one of the following: Defines Monarchy, defines democracy, offers specific examples of differences. Definitions may be indirect through examples.</td>
<td></td>
</tr>
</tbody>
</table>

This matrix is organized according to station. This matrix would be used to mark for students understanding at the end of the stations according to the rubrics provided above. The letter abbreviations represent the category on the rubric for that station.

<table>
<thead>
<tr>
<th>Student</th>
<th>Hook</th>
<th>Station 1</th>
<th>Station 2</th>
<th>Station 3</th>
<th>Station 4</th>
<th>Station 5</th>
<th>TOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>LQ</td>
<td>IP</td>
<td>P</td>
<td>J</td>
<td>CS</td>
<td>TM</td>
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</tbody>
</table>

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Lesson 5

Essential Standards:

Social Studies:
6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies, and regions.
6.G.1.4 Explain how and why civilizations, societies and regions have used, modified, and adapted to the environments.

Language Arts:
Writing 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
   a. Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic.

Technology: 6.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.

Visual Arts:
6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital

Assessment Plan - Social Studies Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can identify ways that the environment influenced the development of civilizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can explain why civilizations adapted to their environment.</td>
</tr>
<tr>
<td>Criteria for Success</td>
<td>I will identify uses of the Nile in everyday life.</td>
</tr>
<tr>
<td></td>
<td>I will explain how the Nile helped develop the Egyptian civilization.</td>
</tr>
<tr>
<td></td>
<td>I can explain why it was imperative for Egyptian civilizations to adapt to life on the Nile.</td>
</tr>
</tbody>
</table>
Collecting Evidence: Students will design a wardrobe that is best adaptable to the environment of the area surrounding the Nile. They will draw out their outfit and describe in writing, the rationale for each part of their wardrobe. The design and rationale will be graded according to the rubric. Students will discuss uses of the Nile in their focus group and compose a list of all possible uses in daily life. The students will spend time at the end of the lesson reflecting on how the Nile helped them in a holistic sense. They will reflect on the influence the Nile had in their daily life. The focus group journal will be graded at the end of the Unit.

Documenting Evidence: Using a rubric and a matrix, the teacher will mark for understanding. The teacher will evaluate the rationale for wardrobe design and the response in the focus group journal. The wardrobe rationale will be evaluated at the end of the lesson, but the journal will be evaluated as a unit at the end of the Unit.

Assessment Plan- Visual Arts Standards

| Learning Targets | • I can create 2-D art that depicts the needs of a culture. |
| Criteria for Success | • I will use knowledge of Egyptian life and uses of the Nile to design a practical outfit for the average ancient Egyptian of the Nile. |
| Collecting Evidence | The teacher will use a rubric to assess the students’ ability to reflect the design described in their paper in artistic elements. |
| Documenting Evidence | The teacher will place a copy of the design and the rubric in the students’ files. |

Assessment Plan- Language Arts Standards

| Learning Targets | • I can use facts to clearly defend my choices in my writing. |
| Criteria for Success | • I will use what I have learned about ancient Egypt to clearly support my decisions and choices in my writing. |
| Collecting Evidence | The teacher will grade the students writing as support for wardrobe decisions according to the rubric. |
| Documenting Evidence | The teacher will place students graded work and rubric in their portfolio. |

Assessment Plan- Technology Standards

| Learning Targets | • I can use technology to organize and share my ideas. |
| Criteria for Success | • I will write a blog post as a fashion designer, where I will share my ideas and offer a rationale for my choices. • I will create a blog using correct blogging form. |
| Collecting Evidence | Teacher will grade the blogs according to the rubric. The teacher will link all students’ blogs to one central blog that all students can access. |
| Documenting Evidence | The teacher will link all students’ blogs to one central blog that all students can access. Teacher will keep copies of rubrics in |
students’ portfolios.

### Essential Questions:
- How did ancient Egyptians adapt to their environment?
- Why is it important for civilizations to adapt to their surroundings?

### Focus Questions:
- What are human-environmental interactions?
- What were uses of the Nile?
- How was the flooding Nile important to the Egyptians?

<table>
<thead>
<tr>
<th>Professional Teaching Standard</th>
<th>NC Explanation</th>
<th>How completed in lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.04 Teachers integrate and utilize technology in their instruction.</strong></td>
<td>Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</td>
<td>In this lesson, the students are given the opportunity to use technology to present and support their ideas. They will create a blog post that describes their outfit design and offers a historical rationale for their choices. They will learn the attributes of a correctly composed blog and apply them. Using technology to display what they know, motivate students and provides them with 21st century skills. The PowerPoint provided offers hyperlinks to outside websites so that the teacher can access them during class time with ease. It adds variety into the lesson and gives a more active demonstration of the flooding of the Nile.</td>
</tr>
</tbody>
</table>

| **4.06 Teachers help students work in teams and develop leadership qualities.** | Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. | Students are placed in their focus groups. The groups have been used for other lessons in the unit before this one. The group is a variety of students and learning styles. This group stays together throughout the unit to create a sense of familiarity and comfort with each other. The students learn to work with those who are different than them on many different levels. They are practicing an important 21st century skill of communication, collaboration, and cooperation. |

### Teacher Materials
Materials the teacher needs to prepare
- PowerPoint of Pictures
- Warm-Up on Board
- Matrix Assessment Chart
- Directions for Wardrobe
- Rubrics

### Student Materials
Materials the students should have or need
- Crayons
- Colored pencils
- Agenda
**Vocabulary:**
Flooding, dam, rationale, human-environmental interactions, adapt

**Lesson Agenda:**
8. Warm-Up: Planners, Check Homework, Answer Question on Board
9. Hook: Focus group-uses of Nile
10. Model: Lecture, PowerPoint
11. Guided Practice: Discussion of dangers, problem solving
12. Independent Practice: design wardrobe
13. Homework: Finish wardrobe design

<table>
<thead>
<tr>
<th>Content Process</th>
<th>Teacher</th>
<th>Student</th>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Warm-Up/ Review**  
*On the board when students walk into class* | Teacher will welcome students and walk around to observe student work and make sure homework is written in their planners. | Students will come in quietly, write down their homework in their agenda, pull out the homework due that day, and complete the warm up on the board. The board will say: What are human-environmental interactions? | None | Teacher will walk around to make sure students are on task and have written their homework in their planner |
| **Hook**  
*Engage students/ activate prior knowledge.* | Teacher will direct students to get into focus groups. Groups should be a mix of different levels of students. Teacher will instruct students to read the poem “Hymn of the Nile” and discuss as a group the importance of the Nile and its flooding each year. | Students will work with their focus group to read “Hymn of the Nile” and discuss. They will create an individual list in their own journal that will be graded at the end of the unit. The list should be of things they noticed and reflect the group’s discussions. | Focus Groups | Teacher will use a matrix to mark for completion. The journal will be graded at the end of the unit for content. |
| **Model**  
*I do...* | Teacher will ask for students to list off things that they included in their list of uses of the Nile. The teacher will cover the PowerPoint about the yearly Nile flooding in ancient Egypt and Egypt today. Teacher will discuss the time of year flooding occurred, how the locals used the flooding to their benefit, how the gods impacted the Nile, etc. The last slide of the PowerPoint is blank for a reason. Students should come up with the answer to “how did the Egyptians adapt?” using the information previously presented to them. If smart board is available use pen to write directly on the board. If no smart board is available, project the PowerPoint on the white board | The students will take notes for their map and narrative project. | Independent | Teacher will make sure students are on task. |
and use a dry erase marker to have students make a list.

<table>
<thead>
<tr>
<th>Guided Practice We do...</th>
<th>At this time students and teacher will come up with a list of possible dangers of the Nile and ways that the people may have adapted to overcome those dangers.</th>
<th>Students will share ideas of possible dangers on the Nile and ways to possibly overcome the threats to daily life.</th>
<th>Students will discuss as whole class with teacher</th>
<th>Teacher will save picture of the chart as evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Practice You do...</td>
<td>The teacher will ask the students to design an outfit for an ancient Egyptian to wear in daily life that best suit them for their environment.</td>
<td>Students will design and draw an outfit that would best suit an ancient Egyptian in their daily life. Students will also write a fashion blog on Blogger to offer rationale for their wardrobe decisions. Students can finish the design and paper for homework if need be.</td>
<td>Independent: Discussion among table mates</td>
<td>Teacher will make sure students are on task. Teacher will grade design using a rubric.</td>
</tr>
</tbody>
</table>

**Differentiation Strategies for Unique Learner:**
The PowerPoint with pictures will help Amya see, as the pictures will be large and clear on the board. The teacher will use a microphone to equally distribute his/her voice in all areas of the room so that Amya can hear instructions no matter where the teacher is in the room. The teacher will periodically check to make sure that Amya understands the assignments. Amya will receive written directions for PowerPoint notes as well as the map assignment. This will help Amya develop her reading skills as well as be sure she knows exactly what is expected of her.

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**Nile Flooding**

Why did the Nile flood each year? How did the flooding of the Nile impact their life and force them to adapt?

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**How much did it flood?**

The Ancient Egyptians used an object called a *nileometer* to record how high the Nile was during the year. The *nileometer* was a staircase that proceeded down into the Nile with marks on it so the Egyptians knew how far the river rose.

In May the Nile River is as low as it will be all year long. From June to August the river rises rapidly. In the middle of September the river is at its highest. By the time October rolls around, the Nile’s water level begins to decrease.

When the Nile was back to normal, there were many puddles of water in areas of the flood plain. The water was soon absorbed in the soil and the Egyptian farmers planted their crops in this muddy area.

---

**Why does it flood?**

- Melting snow and heavy summer rain in the Ethiopian Mountains sent a torrent of water causing the banks of the River Nile in Egypt to overflow on the flat desert land.

**Why doesn’t it still flood?**

- The Aswan Dam benefits Egypt by controlling the annual floods on the Nile River and prevents the damage which used to occur along the floodplain. The Aswan High Dam provides about a half of Egypt’s power supply and has improved navigation along the river by keeping the water flow consistent.

---

**What did the gods have to do with it?**

- The Ancient Egyptians even held a big festival every year for the Nile River because they thought that the Nile River flooded because Isis, an Egyptian goddess, wept one tear drop. They even offered a human sacrifice for the Nile River.
- **Hapi**, was the god of the annual flooding (inundation) of the Nile River.
- His name means Running One, probably referring to the current of the Nile.
- **Lord of the Fishes and Birds of the Marshes and Lord of the River Bringing Vegetation.**
Rubric - Egyptian Clothing Design

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished-3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choices</td>
<td>Student chooses clothing that is a specific for adapting or overcoming certain physical features.</td>
<td>Student chooses clothing that would help the Egyptians in daily life.</td>
<td>Student does not choose all clothing to help Egyptian in daily life.</td>
<td></td>
</tr>
<tr>
<td>Adaptations</td>
<td>Student specifies how the piece of clothing and design would help the Egyptians adapt to their environment.</td>
<td>Student mentions how clothing would be helpful in daily life.</td>
<td>Student does not specify how the design would be helpful.</td>
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<tr>
<td>Defense</td>
<td>Student uses facts to clearly and concisely defend their choices for clothing design.</td>
<td>Student defends choices, but does not use as many facts as necessary to clearly support.</td>
<td>Student does not defend choice of clothing. He or she does not use any facts as evidence.</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Student uses their blogger site to write a blog that has all of the following: a least one picture, the typical form of a blog (bulleted lists), a consistent font, and a personal flair that makes the blog their own.</td>
<td>Student uses their blogger site to write a blog that has 3 of the following: a least one picture, the typical form of a blog (bulleted lists), a consistent font, and a personal flair that makes the blog their own.</td>
<td>Student uses their blogger site to write a blog that has less than 3 of the following: a least one picture, the typical form of a blog (bulleted lists), a consistent font, and a personal flair that makes the blog their own.</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>Drawing is all of the</td>
<td>Drawing is 3-4 of</td>
<td>Drawing is 2 or less</td>
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</tbody>
</table>
Hymn of the Nile
ce. 2100 BCE

Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt!
Mysterious is thy issuing forth from the darkness, on this day whereon it is celebrated!
Watering the orchards created by Re, to cause all the cattle to live, you give the earth to drink, inexhaustible one!
Path that descends from the sky, loving the bread of Seb and the first-fruits of Nepera,
You cause the workshops of Ptah to prosper!

Lord of the fish, during the inundation, no bird alights on the crops. You create the grain, you bring forth the barley, assuring perpetuity to the temples. If you cease your toil and your work,
then all that exists is in anguish.
If the gods suffer in heaven, then the faces of men waste away.

Name:____________________________________
Date:____________________________________

Egyptian Practical Fashion Designer

You are to create an outfit for an average person living on the banks of the Nile all year (during the flooding season and the non-flooding season). The clothing should be comfortable and practical. You should use specific facts and physical features of the land to fuel your design. Your design should be neat, clear, and use color of some sort. Your design should be unique and show who you are as a designer. Imagine you are trying to sell this outfit to the Egyptians.

You will also include a written rationale for your design choices in the form of a blog post. You should have several facts that back up your creative choices. You should reference specific physical features in your blog. For example, if you use rock on the soles of your shoes, reference that they will make the shoes durable for long journeys along the rock bank of the Nile and for climbing the sand dunes of the Sahara. This is clearly an example, but be sure to have lots of clear reason for your choices. Feel free to be humorous and create a blog that people enjoy reading, while still getting the history and facts that are needed. Use bulleted list, add pictures, and remember all of the things that make a great blog. Don’t forget, these people buying your product are trying to adapt to their environment. Sell them the product by connecting with them and their environment. Refer to the rubric for the specifics.
<table>
<thead>
<tr>
<th>Hook- Journal</th>
<th>Independent Practice- Fashion Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Completion</td>
</tr>
<tr>
<td></td>
<td>On-task/Kid-watching</td>
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</table>
Lesson 6

Essential Standards:

Social Studies:
6.E.11 Explain how conflict, compromise, and negotiation over availability of resources (natural, human, capital) impacted economic development of civilizations, societies, and regions.
6.H.1.2 Use primary and secondary sources to interpret various historical perspectives.

Language Arts:
Craft and Structure or Language: 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Visual Arts: 6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital

Theater Arts: 6.C.2.1 Use improvisation and acting skills to role play various scenarios and given situations.

Technology: 6.TT.1- Use technology and other resources for the purpose of accessing, organizing, and sharing information.

Assessment Plan- Social Studies Standards

Learning Targets
• I can explain how negotiation over available resources shapes economic development.
• I can read a primary document and mimic the style.

Criteria for Success
• I will participate in a trading simulation and use my first hand knowledge to explain how negotiation over available resources shapes economic development.
• I will read hieroglyphics and create my own message.

Collecting Evidence
The explanations will be written on note cards and collected at the end of class.
Hieroglyphics will be collected and placed in files.
Using a matrix, the teacher will mark for understanding of the economic principles. The teacher will collect the hieroglyphics and place them in the student’s file.

### Assessment Plan - Language Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can determine the meaning of new words in informational texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>• I will identify words in informational texts I don’t know and use the resources I have to determine their meaning.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Teacher will collect homework (describe how he or she discovered the meaning of an unknown word, score it according to the rubric, and mark on the matrix.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>Teacher will mark homework score on the matrix and keep in her files.</td>
</tr>
</tbody>
</table>

### Assessment Plan - Theater Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can use improvisation to understand an economic concept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>• I will use improvisation to understand the economic principles in trade and resources.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Students will be assessed according to the requirements on the rubric during the improvisation and village discussions. The teacher will use a matrix to track student’s participation and understanding. Teacher will audio-record the trading exercise for students responses to questions.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will use a matrix to track student’s participation and understanding.</td>
</tr>
</tbody>
</table>

### Assessment Plan - Visual Arts Standards

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>• I can create a piece of visual art that resembles the style of the culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Success</td>
<td>• I will create a piece of 2-D visual art that depicts the hieroglyphics of the ancient Egyptian civilization.</td>
</tr>
<tr>
<td>Collecting Evidence</td>
<td>Teacher will collect the hieroglyphics.</td>
</tr>
<tr>
<td>Documenting Evidence</td>
<td>The teacher will place hieroglyphics in the students’ portfolios.</td>
</tr>
</tbody>
</table>

### Focus Questions

- What are hieroglyphics?
- What is improvisation?
- What are tools we can use to define unknown words in informational texts?

### Essential Questions

- Why is it important to understand how information and goods are transported when learning about a civilization?
- How are trade and resources important to
<table>
<thead>
<tr>
<th>Professional Teaching Standard</th>
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</tr>
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<tbody>
<tr>
<td><strong>4.04 Teachers integrate and utilize technology in their instruction.</strong></td>
<td>Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</td>
<td>In this lesson, the PowerPoint is composed in a way that allows student to participate in a class discussion instead of listening to the teacher speak the whole time. This varies instruction and keeps students engaged by having them use critical thinking skills to answer the questions before the teacher reveals and explains the answers. The teacher uses the iPad to record students’ data to process at a later time.</td>
</tr>
<tr>
<td><strong>4.06 Teachers help students work in teams and develop leadership qualities.</strong></td>
<td>Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</td>
<td>Students will work in villages to trade and interact with one another in order to negotiate and help their village surprise. Students will be grouped for behavior purposes as this type of activity take superb classroom management and attention from students. This gives students a chance to interact with their village as well as those in other villages. These interactions help students develop 21st century communication and collaborating skills.</td>
</tr>
</tbody>
</table>

**Teacher Materials**  
Materials the teacher needs to prepare

- Trading cards
- PowerPoint
- Nile Movement article
- Paper for hieroglyphics
- Hieroglyphics key
- Pyramid
- Matrix
- Note cards
- Homework page
- Focus group rubric
- iPad

**Student Materials**  
Materials the students should have or need

- Agenda
- Lined paper
- Writing utensil
- Any Homework due
- Focus group journals
Vocabulary:
Movement, hieroglyphics, economy, trade, compromise, negotiation, resources,

Lesson Agenda:
Warm-Up: Planners, Check Homework, Answer Question on Board  
Hook: Focus Group: Purposes of the Nile as it pertains to movement  
Model: Review focus groups, Lecture, Movement/economy/ literature  
Guided Practice: Trading activity  
Independent Practice: Hieroglyphics  
Homework: Choose a word from the article that you didn’t know and write a couple sentences about how you figured out the meaning of the word using the text.

<table>
<thead>
<tr>
<th>Content Process</th>
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<th>Student</th>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up/Review</td>
<td>Teacher will welcome students and walk around to observe student work and make sure homework is written in their planners.</td>
<td>Students will come in quietly, write down their homework in their agenda, pull out the homework due that day, and complete the warm up on the board. The board will say: Why is it important to understand how information and goods are transported when learning about a civilization?</td>
<td>None</td>
<td>Teacher will walk around to make sure students are on task and have written their homework in their planner</td>
</tr>
</tbody>
</table>

Hook
Engage students/activate prior knowledge.  
3 min - video  
3 min - discuss  
5 min-read  
5 min - write  
16 min total

The teacher will direct students to get in their assigned focus groups and to bring their journal. The groups will watch the video on King Tut’s Tomb and discuss things that interested them and then each student should have one further question about something they saw in Egypt. Next they will read the article as a group and discuss new things that learned. They will answer the question: “What were some uses of the Nile River as it pertains to movement?” in their journal with 3-5 sentences. Because this is the last lesson in the unit, teachers in a co-teaching environment should spend a few minutes sitting in on group discussions to see how students have progressed since starting the focus groups on Egypt. The teachers

The students will create a list of uses of the Nile as it pertains to movement in their focus group journal. They will discuss as a group but produce their own work. They will then read the article as a group however they choose to do that. As they follow along they are to highlight words that they don’t know (they will use this for homework). After reading they will discuss new and interesting things they learned and write 3-5 sentences on the uses of the Nile combining

Grouped in focus groups assigned in lesson 3.  
Teacher will make sure students are on task. Teacher will use matrix to note important things that students are saying about the Nile’s uses in movement. The teacher will also collect the journals and grade them using the rubric from lesson 3 since this is the last lesson in the unit.
| Model | Teacher will review the definition of movement as it pertains to goods, people, and information. The students will have learned a lot from the article already. During this time the teacher will focus on how movement affects other parts of the culture. She will touch on literature and people and why it is important for these things to move from place to place. The last movement is the movement of goods. The teacher will touch on goods they traded and different ports, but the following activity will help them to understand why trade is imperative for their economy. | The students will take notes about the PowerPoint as part of their research for their narrative project and map. | Independent | none |
| Guided Practice | The teacher will break the students into villages and give each person a different good that they will need to trade. There will be several rounds where there may be two groups that have grain. Students can discuss how the value of their grain went down. Each round will be 5 minutes and then a short discussion time after. Once all of the rounds are done, the teacher will ask the students why the Nile was important for trading. Students will share answers and then write a few sentences on a note card to hand in at the end of the lesson. | Students will split off into different villages. Some villages with have lots of dried fruit, others grains, others dairy others meat, etc. Each person will be given a set of cards that represent their goods. They will have to go and trade with different people to try to get all the different type of food for their village. They will have to think about what is a good trade and how to work together as a village to get the things that they need. They will have 5 min to trade and then the scenario will change. | Students will work in “villages” and with members of other “villages” to communicate and bargain. | Teacher will collect the note card as a ticket out the door. |
| Independent Practice | The teacher will review the 3 purposes. This activity focuses on information and literature. The teacher will give each student a hieroglyphics key and a piece of paper stained with tea to look like | Students will spend the rest of the time writing their name using the hieroglyphics. They will wrap up their scrolls and place them | Independent: | Teacher will collect the scrolls and keep them in the students’ files. |
Differentiation Strategies for Unique Learner:
The PowerPoint with pictures will help Amya see, as the pictures will be large and clear on the board. The teacher will use a microphone to equally distribute his/her voice in all areas of the room so that Amya can hear instructions no matter where the teacher is in the room. The teacher will periodically check to make sure that Amya understands the assignments. Amya will be able to work with a partner on the in her focus group and together they will create one journal that will be assessed.
Nile for Movement

The Nile River provided a natural highway for transporting large quantities of goods in Ancient Egypt. The trip from Memphis to Thebes took about two weeks during the flood season, while it could have taken up to two months in the dry season. Travel by boat was done only during the day due to shifting sand deposits in the river. Boats were made with shallow hulls to limit the chances of getting hung up in the shallow parts of the river. To the south of Aswan, sets of impassable rapids forced people to leave the river and travel by land to the other side of the rapids. These impassable rapids were called cataracts. There were six different sets of cataracts one would encounter while traveling south from Aswan. The Nile’s current helped the Egyptians to move downriver, but they had to raise sails to capture the wind as they traveled upriver.

Egyptians did not travel often because they were suspicious of other places and thought it better to stay right at home. They were afraid that they would die in another place and not get the proper burial, leaving them unprepared for the Afterlife. But the Egyptians needed to travel so they could trade for things like gold, silver, copper, and other precious stones and metals. They also needed to travel to trade for strange animals like panthers,
giraffes, monkeys, and lots of other things and animals.

Besides actual goods needed for survival or simply just a luxury, the Egyptians used the Nile to transport stories and texts. They may have not physically placed a scroll on a boat to be taken somewhere else, but the Nile transported people. People carry stories and traditions with them to new places. Someone who had heard these stories wrote them down and so the birth of literature and storytelling was born. Egyptians are known for their stories elaborately written on papyrus, but mostly on the cave walls and temples. You can still see many of these stories in both text and pictures on temple walls even today. Without the Nile, who knows if we would know as many stories told by the Egyptians as we do today?

**Trade Improvisation**

The purpose of this activity is to help students understand how the availability of resources impacts the economy and value of goods. They will also learn the necessary skills to help their village succeed as well as negotiation skills with other villages during trading encounters.

Each trading session will be 5 minutes long as most. There are a total of 7 villages each with 7 different goods to trade. Not every class will use all the goods or villages. It is up to the teacher to decide what is best for her class. There must be at least 3 villages for the instruction to work. After the trade the village members will return to their village and discuss as a whole class what the noticed about trade and economy. Each village will then have 1 minute to plan for the next round. The goal of each round is to get at least one of each possible item available as a village. Each round something will change that alters the game and the economy. The dialogue and order of event is as follows.

1. Villages report to their village and each person gets 3 of the same cards, but different from those of their village. For example, student A will get 3 cards that all say wheat, while student B has 3 cards that all say maize. They both belong to the “Bread” village. Students have 3 minutes to trade. At the end of the trade, students will count their different cards to see what variety they have. The village with the greatest amount different cards as long as there is at least one from each of the other villages, will win the round. Teacher will ask the following:
   - What was the most difficult part about this?
   - How did you feel having to work with your village? Did you feel like a team?
   - How many of you had a strategy as a team? (Don’t make other teams give away their strategy)
   - Why is trade important?
2. Villages report back to their villages. Each person will now get only one card per item instead of 3 to trade. They will again have 1 minute to discuss and 3 minutes to trade. At the end of the trade the students will return to their village to count the amount of different cards they have gathered. Again they must have the most variety, but at least one item from each other village. The teacher will ask the following questions:
   • What was different about the way that you and your village handled this round?
   • What happened to the way you traded with other teams when you knew you only had one card instead of 3?
   • Do you feel the value of your item went up or down? Why?

3. Villages report back to their villages. Half of the teams will now have the same materials. Each person within the village will get a different card from the category but 3 of the villages will be the same category. They will again have 1 minute to discuss and 3 minutes to trade. At the end of the trade the students will return to their village to count the amount of different cards they have gathered. Again they must have the most variety, but at least one item from each other village categories. The teacher will ask the following questions:
   • Teams that had the same items, what happened to the value of your goods? Where they harder or easier to trade? Was it harder or easier to get the goods you needed? Why?
   • Teams that did not have the same category, what happened to the value of your goods? Where they harder or easier to trade? Was it harder or easier to get the goods you needed? Why?

4. Villages report back to their villages. Half of the teams will now have the same item. Half of the village will not only be the same category, but the same item. Each person will get 2 of their assigned items whether they have the same as other groups or not. They will again have 1 minute to discuss and 3 minutes to trade. At the end of the trade the students will return to their village to count the amount of different cards they have gathered. Again they must have the most variety, but at least one item from each other village categories. The teacher will ask the following questions:
   • Teams that had the same items, what happened to the value of your goods? Where they harder or easier to trade? Was it harder or easier to get the goods you needed? Why?
   • Teams that did not have the same category, what happened to the value of your goods? Where they harder or easier to trade? Was it harder or easier to get the goods you needed? Why?

5. Villages report back to their villages. All of the teams except one will now have the same item. Each person no matter the item will have 2 cards. They will again have 1 minute to discuss and 3 minutes to trade. At the end of the trade the students will return to their village to count the amount of different cards they
have gathered. Again they must have the most variety, but at least one item from each other village categories. The teacher will ask the following questions:
- Teams that had the same items, what happened to the value of your goods? Where they harder or easier to trade? Was it harder or easier to get the goods you needed? Why?
- Teams that did not have the same category, what happened to the value of your goods? Where they harder or easier to trade? Was it harder or easier to get the goods you needed? Why?

### Trading Cards

<table>
<thead>
<tr>
<th>Maize</th>
<th>Fenugreek seeds</th>
<th>Emmer Wheat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>Yeast</td>
<td>Sugar</td>
</tr>
<tr>
<td>Flour</td>
<td>Eggplant</td>
<td>Chickpeas</td>
</tr>
<tr>
<td>Onion</td>
<td>Green Pepper</td>
<td>Cabbage</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Squash</td>
<td>Lemon</td>
</tr>
<tr>
<td>Lime</td>
<td>Mango</td>
<td>Strawberry</td>
</tr>
<tr>
<td>Pomegranate</td>
<td>Figs</td>
<td>Grapes</td>
</tr>
<tr>
<td>Butter</td>
<td>Milk</td>
<td>Feta Cheese</td>
</tr>
<tr>
<td>Water Foul Eggs</td>
<td>Honey</td>
<td>Quail Eggs</td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Chicken Eggs</td>
<td>Squid</td>
<td>Mussels</td>
</tr>
<tr>
<td>Shrimp</td>
<td>Eel</td>
<td>Perch</td>
</tr>
<tr>
<td>Catfish</td>
<td>Tilapia</td>
<td>Lamb</td>
</tr>
<tr>
<td>Liver</td>
<td>Chicken</td>
<td>Veal</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Duck</td>
<td>Cumin</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Parsley</td>
<td>Dill</td>
<td>Salt</td>
</tr>
<tr>
<td>Coriander</td>
<td>Garlic</td>
<td>Cinnamon</td>
</tr>
</tbody>
</table>
Defining Words from Informational Texts

Choose 2 words you highlighted from the Nile for Movement reading and define them. You must also explain how you continued to read the article without knowing the meaning of the word and the tools you used to discover the meaning.

Word: ________________________________________________________________
Definition/meaning: _______________________________________________________
How did you continue reading? _____________________________________________
What tools did you use? _________________________________________________

Word: ________________________________________________________________
Definition/meaning: _______________________________________________________

How did you continue reading?  

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What tools did you use?  

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Trading and the Nile- Ticket out the Door (Note Card)

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished- 3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nile Importance in Trade</td>
<td>Student demonstrates full understanding by discussing the Nile’s uses in trade and how the trade and availability of resources affects the economy.</td>
<td>Student demonstrates understanding by discussing the Nile’s uses in trade.</td>
<td>Student is still unable to fully understand the importance of the Nile to trade.</td>
</tr>
</tbody>
</table>

Homework- Defining unknown words in Informational Texts

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished- 3</th>
<th>Proficient-2</th>
<th>Developing-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools for defining unknown words</td>
<td>Student does all of the following: define the unknown words correctly, identify useful tools for defining words, and identifies a reading strategy that helped them</td>
<td>Student does 2 of the following: define the unknown words correctly, identify useful tools for defining words, and identifies a reading strategy that helped them</td>
<td>Student does 1 of the following: define the unknown words correctly, identify useful tools for defining words, and identifies a reading strategy that helped them</td>
</tr>
</tbody>
</table>
Hieroglyphics- Use primary resources and Egyptian art to spell name in hieroglyphics

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hieroglyphics</td>
<td>Student uses primary sources to depict the appropriate artwork of the Egyptian time period and uses the correct symbols to spell their name.</td>
<td>Student uses primary sources to depict the appropriate artwork of the Egyptian time period and uses the correct symbols to spell their name with only 1 mistake.</td>
<td>Student uses primary sources to depict the appropriate artwork of the Egyptian time period and uses the correct symbols to spell their name, but has 2 mistakes.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Matrix- Lesson 6

<table>
<thead>
<tr>
<th>Student</th>
<th>Hook</th>
<th>Trading Task</th>
<th>Hieroglyphics</th>
<th>HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>On task</td>
<td>Contributes to group conversation</td>
<td>On task Contributes to group conversation</td>
<td>Note Card Rubric</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

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### Notes:

**Classroom Observation #**

**Observer:** Laura Smith  
**Date:** 10/25/12  

<table>
<thead>
<tr>
<th>Grade and room #:</th>
<th>6th IB</th>
<th>Teacher: Lauren Stein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject time or period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of class</td>
<td>Gen Ed.</td>
<td>() Exceptional Children (EC)</td>
</tr>
<tr>
<td></td>
<td>Limited English Proficiency (LEP)</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Objective:**

How resources + availability shape economic development in ancient Egypt?

---

**Evidence and observations:**

<table>
<thead>
<tr>
<th>Teacher Actions (Cause)</th>
<th>Impact on Student Learning (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Teacher circulating the room</td>
<td>= students engaged and commenting</td>
</tr>
<tr>
<td>+ good pacing</td>
<td>= students engaged</td>
</tr>
<tr>
<td>+ animated instruction/presentation</td>
<td>= Hands up, eyes forward</td>
</tr>
<tr>
<td>+ PP logical sequence</td>
<td>= 21st century skills</td>
</tr>
<tr>
<td>+ real life manipulation (trading)</td>
<td>Kids engaged</td>
</tr>
<tr>
<td>+ Conclusions together</td>
<td></td>
</tr>
<tr>
<td>+ Great timing - good transition</td>
<td></td>
</tr>
<tr>
<td>+ Close</td>
<td></td>
</tr>
</tbody>
</table>

---

**Intern meets the instructional needs of the Unique Learner**

Signature of Cooperating Teacher

---
Notes: Classroom Observation #
Observer: D. Johnson
Date: 10-25-12

Grade and room #: 7th
Subject: Social Studies
Teacher: L. Smith
Period: 1st period (8:00)
Number of students: 28
Type of class: ( ) Gen Ed. ( ) Limited English Proficiency (LEP) ( ) Exceptional Children (EC) ( ) Other:

Lesson Objective:

What makes a civilization? How/why were people goods transported across the Nile?

Evidence and observations:

Teacher Actions (Cause) Impact on Student Learning (Effect)

9:05 Starter discussion: What did the Egyptians move or transport across the Nile?
Ms. Smith placed questions in front and students were shown how to discuss and take turns in small groups (KWL)
Ms. Smith asks for students to provide answers to which she asks discussion questions to students. Ms. Smith does a nice job of facilitating discussion moving a little fast but do expected for first lesson. Teacher goes into detail and explanation of how goods were transported.

9:12 Group activity: each table assigned as a "village" and given goods with various tasks/goods & survival items. They are given time to trade and negotiate with other villages to ensure the village has all necessary items. A great activity.

9:30 - 9:32 - Stop after round 1 of trade to ask students about the challenges they faced. Nice transition between rounds.

Teaching Reflection
The day started out incredibly well. Teaching the first core worked out very well. I was able to set the mood in the classroom for the lesson instead of walking in on an already set situation. I greeted the students at the door and they were all interested to see what I was doing in the social studies classroom, as they know me from the math classroom. The students all came in quietly, took out their agendas, began their warm-up, and then took out their AR books to read until the announcement. Ms. Smith and I were in amazement that they were so calm and well behaved.

My lesson began and the students were very quiet. It was early and they seemed a little sleepy, but they were quiet and focused. They had head up, pencils down, and eyes on me. They did a great job filling out the first part of their chart with ideas, but weren’t too interested in working in groups. This soon changed once we got to the activity.

I am a big believer in having question led instructional times where the students can think of their own answers before hearing what the teach has to say. I have the ideas of transport broken down into 3 main questions; “What did they transport?”, “How did they transport?”, “Why did they transport?”. I stopped after each questions and asked for students input. This engaged them and drew them into the topic at hand. Instead of reading from a PowerPoint, the students were leading the conversations and exploring the content under my guidance. It worked out perfectly and made a great transition into the next portion of the lesson.

I knew that this portion of the lesson had to be handled with ease. I had to give clear directions and give them one at a time in order to maintain the order in the classroom. I feel that I did that very well. I knew that the students would be excited and eager to start, but I wanted to make sure that they had the appropriate information to complete the activity. The noise level during the trade was a bit loud, but after the first round, I realized that it helped to count down from ten to give the students time to finish up their last trades and quiet down. I would definitely write this into the lesson plan next time as it was a great classroom management tool that did not require me raising my voice over them.

During the time in-between rounds that students did a great job participating in the conversations and thinking critically about how the round would have affected the economy. They discussed things like supply, demand, availability of resources, price, value, inflation, deflation, etc. I waited for the students to bring up a point that could lead into a discussion about one of those terms. I would ask questions that helped the students get to the right point, but again they were leading the content and the concepts learned.

If I had to do this lesson over, I would have re-done that last round. In that round everyone had the same item except for one village. When I told them to start, all of the children sprinted to the village with different goods and were yelling at them. It was too rambunctious and nothing was accomplished. If I were to do it over, I would have the team with other goods auction off their goods to those that had all the same goods. This would eliminate the rushing of students, pulling on each other, etc. Although we did talk about how if that were a real situation there would most likely be violence involved as they fought to survive.

After the lesson, the students wrote a short paragraph about what the activity taught them and what they learned about the importance of the Nile. I used those KWL charts to help me understand the student’s grasp on the concept and what they learned during the lesson.
They were all 100% percent on target. I also used the things that came up in conversation during the lesson to assess the students' understanding. Some of the students even came and found me during the day to give suggestions on other rounds for the activity or questions that they had that hadn’t been answered during the lesson. I was amazed that all of the students had understood the point of the lesson. I completely contribute that to the hands-on activity and the question and student-led instruction method.
Focus Group Final Evaluation

Check List of Entries:
- Lesson 3: Egyptian Cinderella- List of similarities and connections to known pieces of Egyptian culture
- Lesson 4: Why is it important to study key figures when learning about civilizations? - List of reasons it is important
- Lesson 4: Evaluation of stations- Answers 4 questions
- Lesson 5: Hymn of the Nile- List of things learned and implications of Egyptian culture
- Lesson 6: King Tut tomb Video response- 3-5 sentences about uses of the Nile (after article)

<table>
<thead>
<tr>
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<th>Developing-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Student has all of the entries required. Each task is complete and shows evidence of critical thinking.</td>
<td>Student is missing 1 entry or some are not fully complete.</td>
<td>Student is missing more than 1 entry or entries are significantly lacking in effort or length</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Student has full and complete grasp of the social studies implications and content. He or she demonstrates his or her knowledge clearly and concisely through his or her answers and activities assigned.</td>
<td>Student has a clear grasp of the social studies implications and content. He or she demonstrates his or her knowledge through his or her answers and the activities assigned.</td>
<td>Student is still lacking a grasp of the social studies implications and content. He or she does not use the activities to demonstrate his or her understanding in a clear manner.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>He or she expands their own knowledge by using what they have learned from previous lessons and applying it in a new way. He or she used suggestions of group, but the final product was his or her own work and ideas.</td>
<td>He or she uses critical thinking skills to produce reasonable answers to the questions. He or she used suggestions of group to form a response.</td>
<td>He or she uses partial critical thinking skills to produce answers to the questions. He or she used suggestions of group as only tool to form a response.</td>
</tr>
</tbody>
</table>
Summative Assessment
SMART Response

November 17, 2012

1. Ancient Egypt's governmental set up was a ________
   because of their ________
   A. Democracy
   B. Environment
   C. Religious
   D. Absolute Monarchy
   E. Environment

2. Which statements are true about the class system in ancient Egypt?
   The Pharaoh was the leader and the priests of the
   A. temples were his right hand men within the next
   B. The Pharaoh was the sole leader with farmers and
   C. Scribes and soldiers are of the same rank
   D. Farmers were of higher rank than slaves

3. Which statement best describes the role of the Pharaoh
   in ancient Egypt?
   A. The Pharaoh is the messenger of the gods sent to
   B. He was to protect the Egyptian citizens from
   C. He made the laws to protect and serve the people
   D. The Pharaoh was a god on earth there to protect
   the citizens and keep other gods happy
4. _______ was the god of the sun responsible for giving things life and _______ was the god of the dead.
   A. Ra, Osiris
   B. Amun, Anubis
   C. Anubis, Isis
   D. Horus, Hathor
   E. Ra, Isis
   F. Anubis, Horus
   G. Hathor, Osiris
   H. Amun, Hathor

5. Select the statements that are true about the impact on religion had on Egyptian culture.
   A. The Egyptians relied on the gods for the Nile to flood.
   B. The Egyptians believed they become a god after they die.
   C. The Egyptians worshiped the gods by building temples and telling their stories on temple walls.
   D. The Egyptians relied on the gods for their destiny as it pertains to the afterlife.
   E. The Egyptians always assured their actions and worship were pleasing to the gods.

6. Which of the following would be considered an important feature of Egypt?
   A. Nile
   B. Valley of the Kings
   C. Mut
   D. Cairo
   E. Red Sea
   F. Farafra Oasis

7. _______ lived longer than the average person and was known as a builder and warrior. This great Pharaoh built many temples in his or her time.
   A. Cleopatra
   B. Ramesses II
   C. Hatshepsut
   D. Tutankhamen
   E. Thutmos III
8 Which of the following is not a region of Egypt?
A Mediterranean Sea Coast
B Western Desert- Sahara
C Eastern Desert- Red Sea Coast
D Sinai Peninsula
E Nile Valley

9 Which of the following statements correctly identifies a difference among regions of Egypt?
A The Nile Valley is more fertile than the Red Sea Coast.
B The Sinai Peninsula's weather is harsher than the Sahara Desert.
C The Mediterranean Sea Coast has more fishing available than the Nile Valley.
D The Eastern Desert is more mountainous than the Western Desert.

10 It was important for the people of nicest Egypt to _______ their environment. (choose the best answer)
A use
B deplete
C adapt to
D destroy

11 Which of the following statements best describes the way Egyptians adapted to live on the Nile.
A The Egyptians used the Nile for food by fishing.
B The Egyptians used the Nile to wash their clothes because they got dirty from working in the fields.
C create fertile soil ideal for planting and growing crops by digging trenches to catch and transport the flood waters.
12 Which of the following is an example of a primary source?
A. Egyptian Dames by Richard Platt
B. Egyptian Cinderella by Shirley Climo
C. An article from National Geographic
D. Hieroglyphics on pyramid walls

13 Which of the following correctly depicts the supply and demand as it pertains to trade among Egyptian villages.
A. When the supply is high, the demand is high.
B. When the supply is low, the demand is high.
C. When the demand of an item goes up, up so does its value.
D. When the demand of an item goes up, the price goes down.

14 Which of the following statements best describes the importance of trade to Egyptians?
A. The Egyptians used the Nile to trade with different villages not in walking distance.
B. The Egyptians had to trade with other villages to get things they couldn't grow or have access to in their region.
C. The Egyptians traded to get spices to make their food taste better and last longer since they didn't have refrigeration.

15 How did the Nile help to develop and spread the Egyptian culture?
A. The Nile provided transportation of people to new lands and exploration.
B. The Nile provided transportation of goods to other places.
C. The Nile provided transportation of literature and myths on papyrus of by transporting people who can tell or right down their stories in new places.
Unit Reflection

I know that my classmates and partners in education would tell me that I am crazy if I told them that I enjoy writing lesson plans. I love researching a topic and finding new and creative ways to deliver that information to the students that is engaging and informative. I am very good at breaking up large assignments into smaller deadlines and achievable pieces. I never once felt overwhelmed by this assignment because I started working on planning the day that it was due. My one downfall would be my perfectionist nature. I will always put forward my best work, but often times that entails a lot more time to get it exactly how I wanted it. Writing this unit has helped me to be flexible and balance doing my best work with balancing my life. This unit has shown me what I can do with a bit of planning, creative thinking, perseverance, and hard work.

Over the course of developing this unit, I would say that the Essential Standards and Common Core are now like second nature to me. I don’t take a lesson and make it fit the standard; I take the standard and think of lessons that would help the students to achieve that goal. I feel 100% comfortable with these standards and their purpose for the students.

I really focus on creating a unit that would develop the students as 21st century thinkers. After reading Developing Historical Thinking through Questioning by Martha Viator in The Social Studies journal, I realized the value of presenting information through questioning. Each of my PowerPoints is full of probing abstract questions that get at the core of the material. They give the students the opportunity to use logical and creative thinking and communicate those ideas in an educational discussion with their peers.

Other research-based strategies are employed in this unit to help students understand the content. When it comes to concept formation it is important to offers students graphic
organizers to classify their thoughts. Students in this unit use a Venn diagram to compare and contrast the Sahara and the Nile. Once students have the Venn diagram complete, they can use its organization to complete the assigned creative writing narrative. There is also a lot of active learning employed in this unit so that students experience the material instead of simply being lectures. Of course, there are bits of passive learning for the students, but there is at least one activity per lesson that requires the student to interact with the material in a new way in order to learn the material. As I said before, I am a huge fan of inquiry-based learning that is often facilitated by active learning activities. Students are constantly using critical thinking skills, problem solving, and evaluating sources and situations. They are actively engaged in activities that cause them to practice and develop their decision-making skills.

Students take center stage during the indirect instruction as they discover the material and take responsibility for their learning.

In this unit the students are placed in several different collaborative learning groups. Students have a focus group that is assigned according to the table, but is randomly grouped. These focus groups meet each day to interact with different text and cultural ideals. Students also work in collaborative groups for the station. At each station there is a different make-up of students so that they have a different discussion experience each rotation. Collaborative groups give students an opportunity to interact with students that differ from them. They learn to listen to new ideas, interact with people that are different from them, and communicate their own thoughts in a respectful and concise way. These are all skills that are imperative for the 21st century worker.

Each lesson is also infused with cross-curricular connections so that students have opportunities to apply the material they are learning. Taking the role of a villager trading for
goods to survive, is much more memorable than simply learning about the importance of trade and supply and demand. Becoming a fashion designer creating an outfit that helps the Egyptians to adapt to their environment is more memorable than listing ways that Egyptian can adapt. I worked hard to give the students opportunities to demonstrate and apply the knowledge in a new way. The ability to take information and apply it in a useful and practical way is a 21st century skill that cannot be taught; it must be practiced and experienced.

By infusing informational texts, historical fiction, and poetry, students are able to experience the culture in a new and unique way. It engages the students and bridges the gap between the past and the present as students make connection to their own lives. These connections help make the main concepts more memorable. Students then have the opportunity to take what they have learned and display that information in a unique way, whether it is creating a chart that organizes ideas, writing from a new perspective, or writing to sway the reader. Writing gives students the opportunity to extend and apply their knowledge in a new way.

On area that I feel I could improve on is my assessments. I feel that my assessments are decent, but I have a hard time knowing when to assign a grade and when to let the experience work its magic. I feel that some experiences can’t be given a numerical value. I don’t feel that is it practical to assess every little thing in a lesson. I know that this unit is an ideal situation, but I don’t feel that I would have enough time to constantly be giving numerical scores to students. I struggle with finding this balance that doesn’t suck the joy out of learning for students when they know everything is going to be scored.

I also feel that my unit is too broad. As I did more and more research I realized that I could have done an entire week unpacking just one of my lessons. I need to slow down in
areas, as it is not a race to cover the most information. Common Core requires students to go
deep into the material and its implications. I feel that I gave students plenty of opportunities
to think on a new and deeper level, but I could have done more had I narrowed my unit.

As important as it is to know about the class system of ancient Egypt, it is more
important for them to understand why the class system was developed and how it relates to
our current government. Through this unit I have grasped the importance of social studies. It's
not about the facts or memorizations. It’s about experiencing different cultures,
understanding why things happened, and how the world and people around us evolve. It's
the big ideas and the life lessons that are important for our students to understand.
Resources Used in or to Develop Unit

Literature Used for Students in Unit:


Videos Used in Unit:


Website Students Visit in Stations

Additional Fictional Books about Egypt Recommended for Students:

Sources of Information for Teacher

Picture Resources
All Pictures Were Retrieved from Google Images

- [Hieroglyphics]. Retrieved from: http://www.eyelid.co.uk/hero1.htm
- [Untitled map of the regions of Egypt]. Retrieved from: http://mapper.org/Egypt-Regions-Map
- [Venn diagram]. Retrieved from: http://surfari.editme.com/VennDiagram