UNIT PLANNING TEMPLATE- Ancient Egypt

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|  | **Unit Topic / Guiding Question: Ancient Egypt** | | | | | | |
|  | **Rationale:**  **Students learn the evolution of civilizations up to present day to understand what life looked like then. Using these different civilizations, students gain perspective and understanding on how life has changed and what elements have stayed constant over the years. For this unit, students will be focused on Ancient Egypt, learning about the processes of hieroglyphics and mummification but also focusing on advances we still see in present life such as writing.**  **By the end, students will understand Ancient Egypt and be able to explore their own curiosities through their inquiry project. I believe inquiry is important because it allows students to focus on facts that interest them and will stick with them as they learn about other civilizations since it can become overwhelming with the amount of information out there. Students also get to learn from each other and be exposed to facts other students found interesting through their presentations.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| *Geographic conditions shaped the emergence of civilizations.* | | | *How did geographic conditions shape the emergence of civilizations?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   - Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing (COLLABORATION)  - Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. (THINKING) | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**  **-**  **Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)**  **-** **Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)** | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  **-**  **interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration** | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**  **It is important for students to continue to learn about all various cultures, civilizations and how us today became what it is. Students will be able to gain understanding and perspective on what life was like before today’s civilization through those ancient civilizations with an extensive history, such as Egypt, Greece, Rome, etc.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | *- Students brainstorm on student mummy\* (students write what they would like to learn on strips of toilet paper and then wrap them around a volunteer to represent a mummy)*  *- Hieroglyphic decoding and creating name in hieroglyphic* | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | *- Ancient Egypt Presentation* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *Lesson 1* | *I can show my background knowledge about Ancient Egypt.*  *I can show my understanding in mummification.* | | | **Introduction to Ancient Egypt**  **What is a mummy? How are they made what do they symbolize?**  **As a class, create a mummy using toilet paper – before students can wrap their strip around the volunteer ‘mummy’ they must write what they want to learn about Ancient Egypt.**  **After as a class, read aloud some of the information students want to learn** | | | |
| *Lesson 2* | *I can apply knowledge from outside sources in my own learning.* | | | **Watch episode 1 of *Lost Treasures of Ancient Egypt*** | | | |
| *Lesson 3* | *I can explain and utilize hieroglyphics.* | | | **Hieroglyphics**  **Show students what hieroglyphics are, what they were used for,**  **\*steppingstone to today’s writing.**  **Decoding activity🡪 students translate message given using hieroglyphic alphabet.** | | | |
| *Lesson 4* | *I can explain and utilize hieroglyphics.* | | | **Art w/ hieroglyphics**  **Using the hieroglyphic alphabet students will create a new name tag.** | | | |
| *Lesson 5* | *I can apply knowledge from outside sources in my own learning.* | | | **Watch episode 2 of *Lost Treasures of Ancient Egypt*** | | | |
| *Lesson 6* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)*  (Students are working on various learning intentions as they reach various points of their research project) \*applies to all lessons | | | **Introduction to Ancient Egypt research project**  **Together in partners, students will be creating a PowerPoint presentation on Ancient Egypt.**  **Topics covered:**  **1. Mummification (include 3 facts about mummification)**  **2. Hieroglyphics (include 3 facts about hieroglyphics)**  **3. Pyramids (include 3 facts about pyramids and 2 different images)**  **4. Location (include an image of a map and 2 other images showing what Ancient Egypt looked like)**  **5. Pharaohs (choose 4 different Pharaohs; include 5 facts and an image for each)**  **6. Gods/Goddesses (Choose 3 different gods/goddesses; include 3 facts and an image for each)**  **7. Way of life (include facts about clothing, religion, food, households, etc.)**  **8. Weapons (Choose 2 different weapons, include what they were used for and an image for each)**  **9. Fun Facts (include 3 facts that you found interesting or surprising)**  **Together, go over expectations, presentations, and how the next few weeks will look (planning page and rubric given)** | | | |
| *Lesson 7* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given** | | | |
| *Lesson 8* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given** | | | |
| *Lesson 9* | *I can apply knowledge from outside sources in my own learning.* | | | **Watch episode 3 of *Lost Treasures of Ancient Egypt*** | | | |
| *Lesson 10* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given.** | | | |
| *Lesson 11* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given.** | | | |
| *Lesson 12* | *I can apply knowledge from outside sources in my own learning.* | | | **Watch episode 4 of *Lost Treasures of Ancient Egypt*** | | | |
| *Lesson 13* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given.** | | | |
| *Lesson 14* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given.**  **\* Students sign up for presentation date.** | | | |
| *Lesson 15* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Work block for project**  **Students work with their partner to gather information and build their presentation.**  **\*checkpoints and suggestions on time management given.** | | | |
| *Lesson 16* | *I can apply knowledge from outside sources in my own learning.* | | | **Watch episode 5 of *Lost Treasures of Ancient Egypt*** | | | |
| *Lesson 17-21* | *I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.*  *I can characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)*  *I can gather, apply, and understand knowledge about ancient civilizations (Egypt)* | | | **Ancient Egypt Presentations**  **\*go over group expectations prior to first presentation.**  **Students are given a max of 10 minutes (including set up and questioning time)** | | | |
| *Lesson 22* | *I can apply knowledge from outside sources in my own learning.* | | | **Watch episode 6 (final episode) of *Lost Treasures of Ancient Egypt***  **After the episode, ask students to write one part that they personally would like to go see/explore/learn more about and why** | | | |
|  | **Resources needed:** | | | | | | |
|  | **- toilet paper and markers**  **- hieroglyphic alphabet**  **- hieroglyphic decoding**  **- Ancient Egypt presentation package and rubric**  **- *Lost Treasures of Ancient Egypt* season 1**  **- Ancient Egypt resources (books, pdf docs, computers, etc.)** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **- ELA; students are expected to present their PowerPoints, working on their oral communication skills**  **- Art; students will create their name tag using hieroglyphics** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?**  **\*reflect with CT** | | | | | | |
|  | **Where to next?**  **After Egypt, other civilizations such as Greece and Rome should be covered** | | | | | | |