Sept. Symbolism and Ancient Egypt Grade 4

Content Area: **Gifted and Talented**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Symbolism, the use of symbols to represent ideas or qualities and symbolic meaning attributed to natural objects or facts, has been a way for man to express many different concepts, ideas and beliefs throughout history.

Enduring Understandings

Through the study of symbolism we can understand that:

- Symbols surround people in their daily lives.
- Symbols provide a means of universal communication
- Symbols retain their meanings over time.

Essential Questions

- What is a symbol?
- What is literary symbolism?
- How can symbols help us communicate?
- How can we use symbols to describe ourselves?
- Should symbols be universal?

Instructional Strategies & Learning Activities

Hook/introduction lesson:

- What are symbols? Look at common symbols visually and discuss what they represent.
- Symbols walk for homework

Symbolism in literature:

- Read "The Keeping Quilt" talk/write about symbolism in the story.
- List "symbolism" on chart paper. Discuss tangible/intangible defin. (figurative/literal) and list columns on chart paper. While reading, ask them to identify the tangible symbol and the intangible symbolism. Chart it on the paper.

- Refresh their memory about Winn Dixie symbolism from last year.
- Read Graves poems and talk/write about the symbolism. Chart it.
- Read Miss Rumpheaus and talk/write about the symbolism. Chart it.
- Read "The Blue Stone" talk/write about symbolism in the story. Chart it.
- Read Dr. Seuss book and talk/write about the symbolism. Chart it.
- Watch YouTube video of Giving Tree and Somewhere Over Rainbow song. Ask them to record the tangible/intangible symbolism independently on their own symbolism chart. For homework, record the symbolism they read or hear in music over the course of the week.

Symbolism in Egypt:

- Use this website for a brief overview of Egypt. Where on map, history, climate… http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/egyptianmap.swf
- Read Ancient Egypt magazine Time for Kids page 1&2 "the gift of the nile".
- Review hieroglyphics from their Project M3 math unit from last year. Use this website as a review: http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/egyptiannumbersystem.swf
- Then read "leaving their mark" in Time for Kids magazine about Hieroglyphics. Fill in more details from my teacher's notes about Rosetta Stone and deciphering Egyptian marks.
- Use this website to explore more http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/hieroglyphs.swf
- Then have them type their Egyptian hieroglyphic name and print on this website: http://discoveringegypt.com/egyptian-hieroglyphic-writing/hieroglyphic-typewriter/
- Compare/contrast today's texting to Egyptian hieroglyphics. How is the communication similar? Why do people use it? What are the advantages?
- Put together the front cover of their ancient Egypt history pockets book. Make the introduction pocket and read the pages together. Do the language pocket and complete the cartouche page. Use the website http://www.thewalters.org/pachydermpubs/00-64-88112003164-11000120-31-102-21999-95-5741/TembuStele.swf

Decipher the stele.

- Do the architecture pocket- build pyramids with boxes in STEM lab. Do the online interactive to build a pyramid http://www.bbc.co.uk/history/interactive/games/pyramid_challenge/pyramids_version1.swf

Study tombs and mummies: watch https://www.youtube.com/watch?v=OwiYnzfLUwI- where famous Egyptian archeologist explains mummification process.

- Read Kids Discover pages about Mummies. "A Case for Cases"
- Play tomb game http://www.nms.ac.uk/explore/play/discover-ancient-egypt/egyptian-tomb-adventure/
- watch youtube video about mummification process https://www.youtube.com/watch?v=WBlwUM9uFes
- play 2 mummy games http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html **AND** http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/makeamummy-stamp.swf

- Read “Quite Some Mummy” (Kids Discover magazine) and do essay ? about what would you want to be buried with for HOMEWORK.
- “Drawing on proportions” math activity- use proportion grid to draw a specific Egyptian figure

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
9.4.5.CI	Creativity and Innovation
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

Students will use the Smartboard and document cameras to interact with the unit.

8.1.5.CS.1	Model how computing devices connect to other components to form a system.
	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Student choice allows for G&T students to reach thier potential throughout this unit.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP requirments are followed when applicable.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Teacher observation and data to observe growth over time and grade levels.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussion

Rough drafts

individual consultations with teachers

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Final projects

- Make canopic jars http://www.dia.org/education/egypt-teachers/art/ruddy/prep.htm

- Make a stele- first play this game http://www.thewalters.org/pachydermpubs/00-64-88112003164-11000120-31-102-21999-95-5741/TembuStele.swf
- Then do lesson plan called “make a stele”. Write explanation of what stele represents and why they chose those images/symbols.

Instructional Materials

Reading materials as listed in Instructional Strategies and Learning Activities.

Websites as listed above.

Building materials for STEM activity

Standards

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.