**Where is Egypt? – Unit 9**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Unit** | Where is Egypt? | **Grade Level** | 1st Grade |
| **Subject** | Social Studies and ELA | **Time Frame** | 3rd Term (2-3 weeks) |
| **Developed By** | Dina Ciccone and Tracy Dirkes | | |
|  | | | |
| **Stage 1 - Identify Desired Results** | | | |
| **Established Goals: CCSS / CCCS / Big Ideas / Big Themes** | | | |
| **Concept:** Dependence, Independence and Interdependence  **Big Ideas:** We are all citizens in our world and we all need to know about other cultures. This unit is designed to give students an understanding of the culture and lifestyles of both Ancient Egypt and modern day Egypt. Students will learn about the many fascinating artifacts that have been unearthed in Egypt. Students will have hands-on experience recreating many of these ancient treasures. Students will also learn about modern-day Egypt and analyze similarities and differences between cultures.  This unit will culminate with an exciting International Day where students will “guide” visitors through Egypt.  **Topics:** Geography, Multiculturalism, Egypt, Ancient Egypt  **Books:** *Egyptian Cinderella* by Shirley Climo; assorted non-fiction books  **Reconceived Standards:**   * Students will identify where Egypt is on a map and how Egypt’s geographical location effects the people and their culture (Comprehension) * Describe how the landforms, climate and weather, and availability of resources has impacted Egyptian life (Comprehension) * Students will compare and contrast their lives with the lives of Egyptians (Synthesis) * Students will identify the main idea and retell key details from both literary and informational texts in their own words. (Comprehension). Students will compare and contrast individuals, events, ideas or pieces of information and decided how these are linked together. (Analysis)   **Received Standards:**   * **New Jersey Social Studies Standards:**    + **6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (Comprehension)   + **6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. (Comprehension; Analysis)   + **6.1 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.     - 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. (Analysis)     - 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. (Apply)     - 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. (Comprehension)     - 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people (Comprehension) * **New Jersey Social Studies Skills:**   + **Spatial Thinking (K-4)**   ~ Determine locations of places and interpret information available on maps and globes (Comprehension) ~ Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions and environments. (Apply)   * **Common Core – ELA Standards:**  * + [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text. (Knowledge)  * + [CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Comprehension)  * + [CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details. (Comprehension)  * + [CCSS.ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text. (Knowledge)  * + [CCSS.ELA-Literacy.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text. (Knowledge)  * + [CCSS.ELA-Literacy.RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/) Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Comprehension)  * + [CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (Application)  * + [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (Analysis)  * + [CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Knowledge) | | | |
| **Cross-curricular Integration (Interdisciplinary Teaching and Learning)**  Will you integrate this unit with other curricular areas? If so, what areas? In what ways will you connect the curricular areas? | | | |
| Social Studies and Literacy (ELA):  Literacy strategies and skills will be applied as students acquire information and communicate their learning and understanding in Social Studies. Integration of Literacy and Social Studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within Social Studies instruction; i.e. planning for the literacy and social studies outcomes, differentiating, matching instruction to the learners, and in consideration of resources. This unit will build on the previous Social Studies Unit – Where in the World are We?  This unit connects to Character Education and Citizenship as students will build awareness and acceptance of others.  This will be the last unit of the year. | | | |
| **Enduring Understandings**  If a student spends time with you during this unit, what is  absolutely essential that the student understand and be able to transfer as a result of the experience (Rigor: Quadrant “D”)? | | **Essential Questions**  What provocative questions will foster inquiry, understanding, and transfer of learning (Relevance)?(Often, open-ended questions that stimulate reflective thought and inquiry and connect the knowledge and skills to the enduring understanding are used.) | |

|  |  |
| --- | --- |
| *Students will understand that...*   * Geography helps us learn about where we live. * Students are a small part of a large world. * Cultures have different rituals. * Ancient Egypt is different than modern-day Egypt. | *Content specific…*  Big Idea:   * How is the USA similar and different to Egypt? How is American life similar and different to Egyptian life? * How do literary and informational texts (books) teach us about Egypt? |
| **Knowledge:**  What knowledge (topics and facts) will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit. | **Skills**  What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. |
| *Students will know...*   * Geography tells you where places are and what they are like. * Egypt is a country located on the continent of Africa. It is in the north eastern part of the continent. * Vocabulary - Continent of Africa, Egypt, Nile River, Sahara Desert, Pyramids, Sphinx, Mummies, Pharaohs, King Tut, Archaeologist, Hieroglyphs, Family life/society | *Students will be able to…*   * Find Egypt on a map * Use appropriate vocabulary * Draw logical conclusions * Compare and contrast/Analyze information |

|  |  |  |
| --- | --- | --- |
| **Stage 2 – Assessment Evidence** | | |
| **Performance Task**  Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (Typically, the P.T. describes the learning activity in narrative form. The P.T. usually includes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in an authentic, real life situation {Relevance}. Describe your performance task scenario below)  By what criteria will performances of understanding be judged? | | |
| **GRASPS Elements of the Performance Task** | | |
| ***G*** *– Goal*  *What should students accomplish by completing this task?* | *Goals*:   * Create a cartouche, writing student name in hieroglyphics * Make an Egyptian Cat * Make figures such as a caravan of camels and/or boats on the Nile * Build a pyramid using legos * Compose a mummy within a sarcophagus * Plan an Egyptian meal with a HebSed plate * Create Egyptian collars or bracelets, if time allows * With guided support, research about Egyptian culture (Formative and Summative) | |
| ***R*** *– Role*  *What role (perspective) will your students be taking?* | *Roles:*   * Researchers * Historian * Performers | |
| ***A*** *– Audience*  *Who is the relevant audience?* | *Audiences*:   * Teacher and/or peers * Parents and Guests | |
| ***S*** *– Situation*  *The context or challenge provided to the student.* | *Situations*:   * Students will dress in native attire, perform in an authentic song/dance, and sing about Egypt for International Day. * Students will then present their knowledge on International Day by displaying classroom projects on Egypt. | |
| ***P*** *– Product, Performance*  *What product/performance will the student create?* | *Products*:   * See goals | |
| ***S*** *– Standards & Criteria for Success*  *Create the rubric for the Performance Task* | *Standards*:   * Project grades * Grading key for test * Teacher observation for discussions   If it is developed as part of the plan, attach the rubric to the Unit Plan. | |
| **Performance Evidence**  Through what evidence (work samples, projects, surveys, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? What formative and summative assessments will be used throughout the unit to arrive at the outcomes? | | **Student Self-Assessment**  In what ways will students reflect upon or self-assess their learning? |
| * Pre-assessment, if applicable (Formative) * Checks for Understanding (Formative) * Discussion (Formative) * Student questions/comments (Formative) * Teacher questions and prompts (Formative) * Observation/Anecdotal records (Formative) * Projects and Artwork (Summative) * Test (Summative) | | * Use reflective questions, prompts and responses * What do I know? What did I learn? How can I describe Egypt? How is my life different from Egyptian life? |

|  |  |
| --- | --- |
| **Stage 3 – Learning Plan**  What teaching and learning experiences (WHERETO) will you use to:   * achieve the desired results identified in Stage 1? * equip students to complete (with understanding) the assessment tasks identified in Stage 2? | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?**  **What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed? Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?** | |
| **W**  **H**  **E**  **R**  **E**  **T**  **O** | Where – We will start the unit with students making connections back to the Where in the World are You? Unit delivered in April. Students will use their knowledge about geography, communities and the world to understand the country, Egypt, and Egyptian life.  We will use KWL charts for topics to determine student readiness. |
| Hook – The unit will launch with a visit from Cleopatra (teacher dressed up in costume). Students in both 1st Grades will go on a “virtual” tour of Egypt to get excited about the geography and culture of Egypt. |
| Equip -   * Turn and share with a neighbor your ideas about Egypt * Develop vocabulary – Continent of Africa, Egypt, Nile River, Sahara Desert, Pyramids, Sphinx, Mummies, Pharaohs, King Tut, Archaeologist, Hieroglyphs, Family life/society * Reviewing and adding to the KWL charts to help students retain information and ask new questions. * Practice identifying the main idea and key details in stories * Dance and Sing for International Day * Present Egyptian artifacts to visitors on International Day |
| Rethink – Provide opportunities for students to discuss what they know and think. Ask students lots of questions to help them articulate their ideas. |
| Evaluate – Students will consider if they know where they live, can find Egypt, can describe how America and Egypt are alike and different? |
| Tailor – If needed, students will receive extra support in creating their projects, reading about their influential leader and/or recording facts about them. |
| Organization –   * Plan launch activity * Plan Centers * Prepare projects |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **In what ways will you engage students at the beginning of the unit?** | | | | |
| Students will create many artifacts about Egypt; these hands-on activities will be engaging and exciting for students. | | | | |
| **What activities / events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** | | | | |
| **#** | **Lesson Title** | **Lesson Activities** | **Cross-curricular** | **Resources** |
| 1 | Launch | Students from both classes will have a visit from Cleopatra of Egypt.  They will go on a digital tour of Egypt.  Students will then discuss the sights.  If time allows, students will start learning about Egypt using their learning packet. | Yes | *Egyptian Cinderella* by Shirley Climo  Other books  Paper  Worksheets  Possible resources:  Scholastic News  Reading A to Z books |
|  | Geography | Explore the geography of Egypt. Find Egypt on a globe.  What is a desert like?  What does the Nile River provide?  Complete worksheet.  Watch video - <https://jr.brainpop.com/socialstudies/ancienthistory/ancientegypt/preview.weml> |  |
|  | Symbols and Landmarks | There are many symbols to represent Egypt.   * Pyramids - Discuss the pyramids. What do we know about pyramids? Pyramids were tombs for the Pharoahs. Look at different examples. Create cereal pyramids to decorate the hallway or build pyramids using legos. * Camels – Discuss camels.  Camels are mammals which has the characteristic hump, or humps, on its back. They were domesticated over 3,500 years ago and have been used for transportation ever since. Camels have adapted to the hot, dry desert climate very nicely. Their thick coat also reflects sunlight, which helps to keep it from overheating. The camel has long legs that also helps to keep their bodies farther away from the hot ground. Camels have a double row of very long eyelashes and a clear inner eyelid which protects the eye from sandstorms while still letting in enough light for camels to see. When finished, color in camel to make a caravan.  Take student pictures to use in the camel. * Cats - Discuss Egyptian cats.  The ancient Egyptians had many pets. But cats were not pets. Cats were magical. The ancient Egyptians believed that cats guarded their children and their homes. Nearly all homes had a cat. Cats also caught rats and snakes and mice. But that was just a bonus. What people wanted was their family protected. If you killed a cat in ancient Egypt, the punishment could be death. The ancient Egyptians used cats in their art and sculptures. When they did, cats were always pictured or positioned with respect. Paint ancient Egyptian cat using toilet paper rolls, paint, and markers. * Felucca – Discuss Egyptian transportation on the Nile. Feluccas were narrow wooden boats used for transportation along the river. These boats were propelled by wind or oars. They were used to transport people and goods along the Nile. | Yes |
|  | Pyramids, Pharoahs, Sarcophagus, Mummies | Review what we know about pyramids. Introduce who the Pharoahs were and how they were buried.  Explain what a sarcophagus.  A sarcophagus is the final resting place for a mummy. Ancient Egyptians used them as a coffin for the dead. Sarcophagi were often grandly adorned with gold and silver, and painted with messages telling of the dead that lay inside. Students will make a mummy and wrap it in a decorated sarcophagus.   Listen/sing the "Let's make a mummy" song.  Discuss King Tut, the ruler; King Tut is short for King Tutankhamen. His name is actually pronounced like this: Toot-ong-**kah**-men. King Tut was only Pharaoh for about 9 years. Yet he is probably one of the most famous pharaohs of all. King Tut was nine years old when he became Pharaoh. He was a teenager when he died. His people did not have time in nine years to build a huge tomb for him. They had to quickly finish a tiny tomb. Because his tomb was so small, archaeologists and grave robbers did not discover it until many thousands of years later.  It was not until 1922 that Howard Carter, a British archaeologist, entered Tut's tomb. He found a bag of gold rings dropped on the floor. But it might have fallen accidentally. If robbers had been there, they did not take very much. There was still a solid gold mask on King Tut's face. The tomb was full of treasures. Read a little about him and then complete worksheet; Decorate a mask of King Tut. |  |  |
|  | Hieroglyphics, Papyrus, Cartouche | Discuss hieroglyphics.  The Ancient Egyptians were a clever civilization that saw the importance and need to record written information. They developed a form of writing called Hieroglyphics. This form of writing used pictures and each picture had a meaning. Scribes played an important role in Ancient Egyptian Society because they were the people who knew how to write hieroglyphics. They were the ones that recorded all the information in Ancient Egypt. Sing song. Practice writing name in hieroglyphics. Hieroglyphics were often written on special paper called papyrus.  Create a cartouche.  A cartouche is a name plate. It's usually oval with your name written in the middle of it. A cartouche is attached to your coffin/sarchophagus. | Yes |
|  | Food | Discuss Egyptian food.   Look at "All About Egypt" packet food page. Explain that Heb Seb means feast.  Draw plates of traditional food and label.  Taste test - mint, couscous, pomegranates, pita with hummus… | Yes |  |
|  | Literature | Build on prior knowledge.  Ask students if they have heard the story of Cinderella or other Cinderella stories. If they say yes, ask for a summary.  If they say no, explain how there are about 7 versions and today we will read the version about Egypt. Now read the story.  Discuss what happens - Who is the main character? Describe her at the beginning of the story. How is Rhodopis different from the other girls in the story? What did you learn about the culture in Egypt by reading the story and looking at the pictures? Did you enjoy this story or the original more? Why? Compare and contrast. | Yes |  |
|  | Centers | The centers can be planned for a class period or two, or can be incorporated into Daily 3 centers.   * Write trick words using hieroglyphics * Paint Eye of Horus * Explore the ancient gods of Egypt | Yes |  |
|  | Culminating Activities | * Present dance/song for International Day * Take written assessment | Yes |  |
| **Special Considerations:**   * Practice songs for performance each day. * Students will receive a packet for Egypt and will work on specific pages for certain lessons. * Each teacher has a library of books that describe ancient and modern-day Egypt. These can be used to enrich any lesson. * Each lesson will begin and end with an essential question * Several of the above lessons will be 2 to 3 periods long * Some of the instruction will occur during morning meeting, a Shared Reading block and/or during another Social Studies literacy block * Some of the teaching and work will be completed in small group during centers * Additional resources will be added | | | | |

|  |  |
| --- | --- |
| **Assess and Reflect (Stage 4)** | |
| **Reflections / Considerations (Self-assessment)** | **Comments** |
| **Unit and Areas of Study:**  **Did I maintain alignment and integrity between and among Stage 1, Stage 2, and Stage 3?** |  |
| **Adaptive Dimension:**  **Did I make purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?** | For struggling students:  For students who need a challenge: |
| **Instructional Approaches:**  **Did I use a variety of teacher directed and student centered instructional approaches?** |  |
| **Resource-based Learning:**  **Did the students have access to various resources on an ongoing basis?** |  |
| **Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** |  |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.