Yale 2013 PIER Summer Institutes

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<u>TITLE OF UNIT: Build like an Egyptian</u>

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School: Eisenhower Intermediate School

Subject Area: Social Studies

Grade Level(s): 6th

Time Frame to Allow for Unit: Two to Four 40-minute periods

Introduction: Brief Description of the Unit

Students will discover the elements of Egyptian architecture as they research famous Egyptian sites. After sharing their findings in group presentations students will analyze examples of Egyptian revival style for their "authentic" Egyptian elements.

Geographic Connections: Related to Summer Institute Themes

Students will explore the connection between Ancient Egypt and its impact on later art/architecture.

Students will develop a chronological and spatial understanding of Egyptian history by placing artifacts on a map and timeline of Ancient Egypt.

Vocabulary: Terms, Concepts and Actors

- cornice
- molding
- pylon
- revival
- sphinx
- obelisk
- granite
- limestone
- dynasty
- kingdom

Stage 1 – Desired Results

Common Core Content Standard(s):
CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Understanding (s)/Goals:	**Essential Question(s) Related to Theme(s):**
Students will understand that:	What characteristics of ancient Egyptian architecture are illustrated in famous archeological sites?
• Egyptians built a number of significant structures throughout the dynastic periods and throughout the Egyptian region.	
• There are key characteristics to ancient Egyptian architecture.	
• Modern architecture sometimes incorporates aspects of ancient Egyptian architecture.	

Student Objectives (Outcomes):
Students will be able to:
- Analyze source material to gather information about an archeological site while working in groups.
- Create and present a brief oral presentation about their assigned site while working in groups.
- Individually write a "tweet" (concise description) of their archeological site.
- Identify aspects of ancient Egyptian architecture in "modern" examples.

Stage 2 – Assessment Evidence

Performance Task(s):	**Other Evidence:**
• Completion of Research Notes/Template	• Extension of Closure Activity
• Group Presentation	• Class Discussion/Brainstorm
• Individual Tweet	• Monitoring Group/Individual work
• Closure Label Activity	
• Possible Extension: Written explanation of labeled closure images	

Stage 3 – Learning Plan

Learning Activities:

1) **Focus Activity: Egyptian or Not?!?!?**
   o *Materials*: see attached PowerPoint of Egyptian revival images
   o Display each image for class- take a poll- ancient Egypt or not?
   o After several images stop and review:
       o Brief discussion of image
       o What made you think something looked Egyptian?
   o Create a brainstorm/list of what students believe makes an object look "Egyptian"

2) **Group Research and Presentations**

   o Materials: see attached PowerPoint of Famous Egyptian Sites

   o Groups will be pre-determined and be heterogeneous. Each group will select an
     archaeological site. They will be provided with informative resources regarding their
     particular landmark and Egyptian architecture. Students will be given a template that they
     will use to guide the note-taking process. Items to be included will be landmark name, date
     of construction, dynasty, kingdom, pharaoh associated with it, purpose, architectural
     features that characterize it as "Egyptian." Students will work for the remainder of Day 1
     and approximately 20 minutes of Day 2.

   o Each group will be assigned an Egyptian Site
       ▪ Sphinx
       ▪ Pyramids at Giza
       ▪ Abu Simbel
       ▪ Hatshepsut's Temple – The Temple of Deir El Bahari
       ▪ The White Chapel – Senruset
       ▪ Temple at Karnak – Amun's Temple
       ▪ King Tut's Tomb
       ▪ Luxor Temple
       ▪ Step Pyramid of Djoser
       ▪ Temple of Dendur
       ▪ Valley of the Kings
       ▪ Mirgissa (Fort)

   o Presentations will take approximately one period (this is dependent upon the number of
     groups). This will take us to the middle of Day 3.

   o Class discussion (teacher led): What characteristics make this site "Egyptian"?

   o Upon completion of presentation, students will post their landmark on a timeline according
     to the year of the landmark's completion and also on a map of Egypt so that students can
     develop chronological and geographical awareness. (These may be done as a class and/or
     as individual students - see resources)

- Assessment: "Tweet" Like an Egyptian
  - *Materials*: See attached worksheets/templates
  - Individually, students will write a brief description – a "tweet" – to describe their assigned archeological site. Tweets should consist of approximately 140 characters. Description should include the elements of your presentation. Students will be given a prompt for this homework assignment

3) **Closure**

Students will look at examples of Egyptian revival architecture/art. They will label at least one feature in these later artifacts/sites that make them look "Egyptian"? Extension: Students will write a paragraph citing textual examples in the labeled pictures to illustrate key elements of ancient Egyptian architecture.

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*Resource List/Bibliography***:**
Please be sure to include full titles, authors, and URL addresses with dates accessed.

EGYPTIAN REVIVAL ARCHITECTURE

Boston College: A Digital Archive of American Architecture, 7/15/2103
http://www.bc.edu/bc_org/avp/cas/fnart/fa267/egyptrev.html

Metropolitan Museum of Art: Egyptian Revival, 7/15/2013
http://www.metmuseum.org/toah/hd/erev/hd_erev.htm

Wikipedia: Agytian Revival Architecture. 7/15/2103
http://en.wikipedia.org/wiki/Egyptian_Revival_architecture

RESEARCH/INFORMATIONAL LINKS TO ASSIST STUDENT PROJECTS

Touropia: 10 Ancient Egyptian Monuments. 7/15/2013
http://www.touropia.com/ancient-egyptian-monuments/

Color Me Egypt: Egyptian Monuments. 7/15/2013
http://www.touregypt.net/kids/monuments.htm

Ancient Egypt Online: Monuments of ANcient Egypt. 7/15/2013
http://ancientegyptonline.co.uk/monuments.html

USA Today: Famous Egyptian Monuments. 7/15/2013
http://traveltips.usatoday.com/famous-egyptian-monuments-61450.html

Egyptian Monuments. 7/13/2013
This site is not connected to a museum/university; it is hosted by an individual.
http://egyptsites.wordpress.com/

ANCIENT EGYPT MAP

Mysteries of Egypt: Geography, 7/15/2013
http://www.civilisations.ca/cmc/exhibitions/civil/egypt/egcgeo1e.shtml

ANCIENT EGYPT TIMELINE

British Museum, A timeline of Ancient Egyptian History, 7/24/2013
http://www.ancientegypt.co.uk/time/explore/main.html

How Are You Going to Use This Unit?   Please specify the grade-level, classroom, professional development workshop in- and/or out-of-district, regional or state conference, etc.   Please also include the approximate dates and locations.

This lesson will be utilized as part of our 6th grade classes' study of Ancient Egypt. We currently use History Alive! The Ancient World and this activity can be used in conjunction with Chapter 8 which examines the accomplishments of ancient Egyptian pharaohs.

Name _____

Ancient Egyptian Site Information

Name of Archeological Site: _____

Location of the Site: _____

Year of Creation: _____

Pharaoh Responsible for its Creation: _____

Dynasty of the Pharaoh: _____

Circle the Time Period when the Site was Created:

Pre-dynastic Period   Old Kingdom   1st Intermediate Period
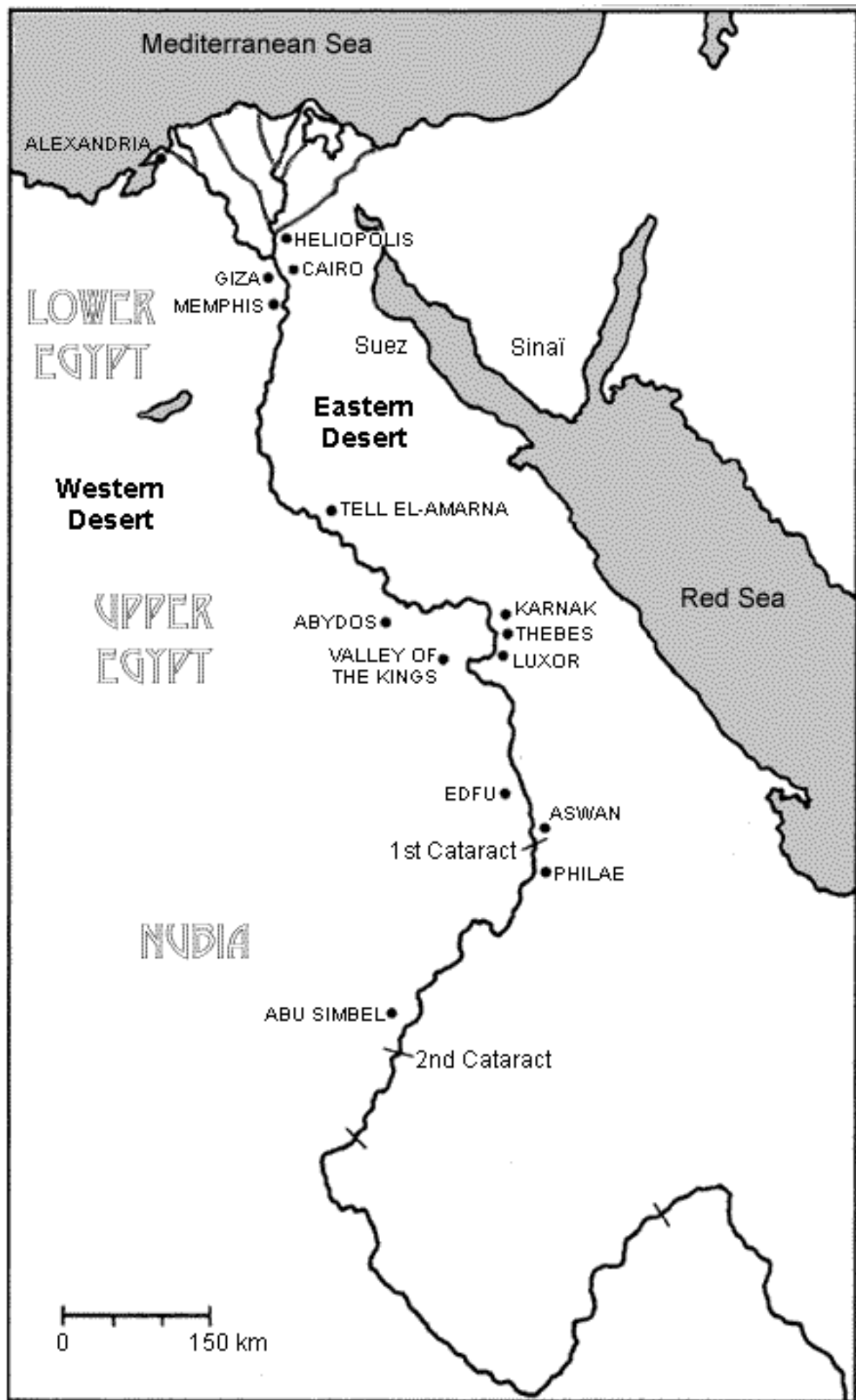
Middle Kingdom   2nd Intermediate Period   New Kingdom

Purpose of the Site:

_____

_____

_____

_____

_____

Ancient Egyptian Architectural Features of the Site:

_____

_____

_____

_____

Mediterranean Sea

ALEXANDRIA

LOWER EGYPT

Western Desert

Eastern Desert

Suez

Sinaï

HELIOPOLIS
GIZA ● ● CAIRO
MEMPHIS ●

● TELL EL-AMARNA

UPPER EGYPT

ABYDOS ●

KARNAK
THEBES
VALLEY OF ● ● LUXOR
THE KINGS

Red Sea

EDFU ●

ASWAN

1st Cataract

PHILAE

NUBIA

ABU SIMBEL ●

2nd Cataract

0   150 km

"TWEET" LIKE AN EGYPTIAN

Time Stamp: *Year, Kingdom*
YourName@YourArcheologicalSite – Ms.Merino@ValleyoftheKings

You are limited to **only 140** characters in your tweet.

In the "tweet," students must include the pharaoh associated with creation and the dynasty with which it is associated, the location of the site, the site's purpose, and key details/characteristics.

Formal Grammar must be utilized – Write in sentence form, no "text speak".

You may include one "hashtag" at the end of your tweet.

twitter

Time Stamp:

_____@_____

✓ **Following**   ☰ Lists ▾ ⚙ ▾

Also followed by

following followers listed

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more

twitter

Home Profile Find People Settings Help Sign out

Time Stamp:

_____ @ _____

✓ Following   ⊚   ☰ Lists ▾   ⚙ ▾

Also followed by

following followers listed

Tweets

more