

Close Reading of “The Shipwrecked Sailor”

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Integrated Unit~Social Studies/ELA

Sixth Grade/ELA Social Studies

Ancient Egypt Unit

Module #4

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Estimated time for this lesson 3-4 class periods of 60 minutes each

Introduction: This lesson is part of a larger module focusing on Egyptian Writing and literature. Prior to this lesson, students will have been given background information on the development of Egyptian writing, specifically the development of Hieroglyphic, Hieratic and Demotic writing.

Key Vocabulary: Hieroglyphic, hieratic, papyrus, retainer, commander, mallet, comrade, sovereign, cubits, tempest, gorged, cultivated, lapis lazuli

1. Stage 1 – Desired Results

Common Core Content Standard(s):

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.SL.6.1 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.

CCSS.ELA-Literacy.SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<p>Understandings/Goals: Students will understand that:</p> <ul style="list-style-type: none"> • All stories have universal elements and themes. • All cultures express their values through their literature. 	<p>Essential Questions Related to Themes:</p> <ul style="list-style-type: none"> • How are universal story elements used in “The Shipwrecked Sailor?” • How does the story teach about people and their values in the Middle Kingdom?
<p>Student Objectives (Outcomes): Students will be able to:</p> <ul style="list-style-type: none"> • The student will cite text-based evidence to support their analysis of the story of “The Shipwrecked Sailor”. • The Student will summarize the story of “The Shipwrecked Sailor” using only information from the text. • The Student will describe how the plot evolves throughout the story of the story of “The Shipwrecked Sailor”. • The student will determine the meaning of literal and figurative language in the story of “The Shipwrecked Sailor.” • Students will be able to logically infer what life was like in ancient Egypt based on the story content. 	
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Students will complete a graphic organizer which delineates their understanding of the text, vocabulary and understanding of the people of the Middle Kingdom period of ancient Egypt. • After the class has completed a close reading of the text, the text will be divided amongst groups of students who will use ‘Keynote’ software to create a digital representation of the story using found images. The keynote representations will then be collated into one digital presentation and shared with the class. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • The teacher will maintain an accurate record of individual student participation through both checklists and anecdotal notes. • Students will write exit tickets at the end of each lesson which will convey their knowledge.

Stage 3 – Learning Plan

Learning Activities:

Day One:

- The students will begin the lesson by opening, on their iPad, the Smart Notebook presentation/lesson that had been emailed to them. Slide #1 introduces the lesson.
- The students will be told to imagine that they are Egyptologists and they have discovered an ancient papyrus in the darkest corners of a museum in which they are researching Egyptian literature. The papyrus is written in a language known to be called Hieratic (see slide #2). It is believed the author of the work was an Egyptian man named ‘Amenaa’, or “excellent of fingers”.
- As an Egyptologist, on first review, you can translate 15 sentences. Explain that their task is to rearrange the sentences in some logical way so that the sentences form a narrative.(See Slide #4) Give the students approximately 15-20 minutes to complete this task.
- When 15 minutes have passed, have the students pair/share their stories and discuss their results. (8-10 minutes) Solicit volunteers to mirror their work on the Smartboard and explain their thinking. (8-10 minutes)
- Have students move on to (slide #5). Explain that as a class, they will be reading and interpreting a translation of the story written on the Papyrus, called ‘The Shipwrecked Sailor’
- Guide the students through the Essential Questions and the objectives for the lesson.
- Begin a close reading of the story by reading aloud the first four stanzas. (slide #6) Ask clarifying questions and check for understanding as the students grapple with the text. Stop periodically and have the students complete the questions on their graphic organizer as they read.
- Close the lesson with an exit ticket. Ask students to make a text connection to something relevant to today (text to text, text to self, text to world). Write the connection on a ‘post it’ note and stick it to the anchor chart by the door.

Day Two:

- After students have gotten settled and the lesson is open on the iPads, begin by reviewing the ‘post its’ that have been added to the anchor chart by the door. Activate schema by briefly reviewing yesterday’s lesson.
- Have students open slide #7-10 and complete the reading of the story, pausing to discuss and clarify as needed. Continue to reinforce that students must cite evidence from the text to support their thinking. Continue reading and discussing the story.
- When there is about 7 minutes left to the period, close the lesson with another exit ticket. Pass out index cards. Ask students to write at least 1 piece of information that they have inferred about what life was like in Egypt during the Middle kingdom. Collect cards for redistribution tomorrow.

Day Three:

- After students have gotten settled and the lesson is open on the iPads, begin by randomly passing out the index cards that were used to record their knowledge about what life was like during the new Kingdom. Ask students to read the index card to themselves and then on the reverse side of the card to write down evidence from the text that supports the fact.
- Share cards and thinking. Complete reading the story and have students complete the graphic organizer.

Day Four: Assessment/ culminating activity

- Put students into manageable groups. Chunk the tale into scenes and have students create a digital class book which retells the story using found images from the internet.

Resource List/Bibliography:

Amenaa. *The Papyrus of The Shipwrecked Sailor*. 2000 BC. The Hermitage Museum, St Petersburg, Russia. *The Shipwrecked Sailor*. Web. 28 July 2013.

Budge, E. A. Wallis. "Chapter XI Fairy Tales." *An Introduction to Ancient Egyptian Literature*. Mineola, NY: Dover Publications, 1997. 207-213. Print.

"Literary Considerations." : *The Tale of the Shipwrecked Sailor*. N.p., 13 Oct. 2009. Web. 28 July 2013.

Simpson, William Kelly. "Chapter One The Shipwrecked Sailor." *The Literature of Ancient Egypt; an Anthology of Stories, Instructions, and Poetry*. New Haven: Yale UP, 1972. 45-53. Print.

How Are You Going to Use This Unit?

This module is part of an 8 week unit focusing on the study of Ancient Egypt. This module will take place around the second week in December. The other modules studied in this unit are;

- I. Geography of Egypt
- II. Egypt's Powerful Kings and Queens
- III. Egyptian Religion
- IV. Literature and Culture of the Ancient Egyptians
- V. Nubia