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**Ancient Egypt in  
Modern Miami**



# Ancient Egypt in Modern Miami



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## **Background**

Children are natural collectors. Shells from beach trips, FIFA World cup trading cards, and lego sets are apart of many highly valued collections created over hours of searching, selecting, and comparing by our students. By exploring the wonders of Ancient Egypt, children will have the opportunity to explore a civilization that has impacted our daily lives now and here.

A civilization is a large group of people from an era in time who live, work, and play together. This is in an organized way. The Aztecs, Romans, and Egyptians had the basic needs of our students today- food, shelter, and clothing. By taking a trip back in time, students will relate concepts, inventions, and discoveries to their life today. This comparative unit is created to provide our students the opportunities to make connections to their surroundings as they work on projects that promote communication, sharing, and higher-order thinking. This unit is an adaptation of a grade level thematic unit created using the Understanding by Design framework.

The Understanding by Design (UbD) framework is a “backwards” design. Stage One is an outline of the desired results. It establishes the goals, understandings, essential questions, and lays out what the student will know after the unit. Stage Two is the assessment evidence, and contains the performance tasks. Stage Three is the learning plan, with listed activities. There are reflective opportunities embedded throughout the UbD which will allow the teacher and student to assess their understanding. Do not hesitate to adapt this project if you are unfamiliar with the UbD framework. The activities are designed to also be stand alone if need be. There are thousands of other ideas on-line, especially at the sharing site pinterest. Feel free to adapt any components of the unit, and find extensions that meet the needs of your students.

With the advancement of technology, many of the activities presented have extensions and supplemental information on-line. This project was crafted to create a classroom of engaging objects, readily available references, and artifacts that encourage hands-on, minds-on learning. I have provided rubrics and additional material in the appendix, and look forward to a sharing of ideas from our educational community.

To start off strong, begin to hint at a great adventure or journey happening soon. Leave one object on the class door in a baggie to spark a sense of interest in other grade groups. Remember, the premise behind this unit is to spark a love for exploring and to have our students connect to their community . Collect shoeboxes from local merchants so that each child can create a sarcophagus to contain their latest collection..artifacts from Ancient Egypt. Enjoy and thank you for adapting this for all of

our students in Miami Dade Schools and furthering our vision of providing educational excellence for all. Egypt awaits! Katie Prelaz Southside Elementary Museums Magnet School

## **Goals and Objectives**

In this start of the year unit on civilizations, students will learn about Ancient Egypt in regards to the economy, geography, and government. They will be able to compare Ancient Egypt to Modern Miami through numerous engaging activities, experiences, visitors, and projects. The students will design and build an interactive class museum exhibit to teach other students at the school about their discoveries, as well as create an Ancient Egyptian ABC book for checkout by other teachers. Throughout the lessons, the students will be creating meaningful objects and artifacts and collecting them in a class sarcophagus to be used in future social science lessons and across the curriculum. Additionally, they will plan, establish, and cultivate a hydroponic garden with medicinal herbs to be a part of the school-wide gardening initiative.

The goals of the unit are to connect the students to their present day community through the exploration of an ancient civilization. The unit has built into it family-friendly projects to engage all stakeholders, and concludes with a museum exhibit where the students act as docents to share their understandings with the school and community. This will allow others to understand where they live effects how they live.

Objectives include:

SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.

SS.3.A.1.3 Define terms related to the social sciences.

SS.3.C.1.1 Explain the purpose and need for government.

SS.3.C.3.2 Describe how government is organized at the local level.

SS.3.E.1.1 Give examples of how scarcity results in trade.

SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.



SS.3.G.1.3 Label the continents and oceans on a world map.

Math, science, and language arts are infused throughout the activities.

### ***Differentiated Instruction***

Based on the ability and needs of your students, additional activities may be incorporated. There are unending art activities including jewelry making, beading, scroll writing, mummies made out of paper-mache and dolls. There is even a celery mummy cooking activity. When selecting materials to purchase, keep in mind the reading levels of the class, and purchase accordingly. From experience, students enjoy the objects so much that some are missing from the class collection. I would suggest ordering doubles to ensure all students have access and you will feel more inclined to share your treasures with other teachers.

### ***Unit Framework/Lesson Plans***

Understanding by Design: Ancient Egyptian in Modern Miami

#### Stage 1- Identify Desired Results

Established Goals:

SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.

SS.3.A.1.3 Define terms related to the social sciences.

SS.3.C.1.1 Explain the purpose and need for government.

SS.3.C.3.2 Describe how government is organized at the local level.

SS.3.E.1.1 Give examples of how scarcity results in trade.

SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

SS.3.G.1.3 Label the continents and oceans on a world map.

<p>What essential questions will be considered?</p> <p>Overarching:</p> <ul style="list-style-type: none"> <li>• How does when we live determine how we live?</li> <li>• How do we meet our needs?</li> <li>• How can we get things without using money?</li> </ul> <p>Topical:</p> <ul style="list-style-type: none"> <li>• How do cultures govern themselves?</li> <li>• What rules are important for civilizations?</li> <li>• How do maps tell stories</li> </ul>	<p>What understandings are desired?</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Ancient Egyptian marketplaces served many purposes.</li> <li>• Supply and demand has an effect on one another.</li> <li>• Trade workers are vital in all societies.</li> <li>• Our democratic government today is different from the government of Ancient Egypt.</li> <li>• The geography of Ancient Egypt determined the crops and trades of the times.</li> <li>• The geography of Miami determines the crops and trades of the times.</li> <li>• The Port of Miami is an essential part of the South Florida economy.</li> </ul>
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<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Key terms- civilization, culture, aquaculture, needs, wants, crops, crop rotation, agriculture.</li> <li>• The government system of Ancient Egypt was a theocracy, led by pharaohs.</li> <li>• Taxation was in Ancient Egypt.</li> <li>• Craft and trade careers were vital to Ancient Egypt.</li> <li>• The major geographical features of Ancient Egypt.</li> <li>• Bartering is a way to get ones' needs.</li> <li>• The role of the Port of Miami in the local economy.</li> <li>• Maps are important text features.</li> </ul>	<p>Students will be able to .....</p> <ul style="list-style-type: none"> <li>• Locate and label relevant cities and geographical features of Ancient Egypt.</li> <li>• Identify aspects of Ancient Egypt, and collect information of the ancient culture through research.</li> <li>• Compose, edit, and publish fictional articles about Ancient Egyptian daily life.</li> <li>• Create objects that tell stories from different aspects of Ancient Egypt.</li> <li>• Establish a productive hydroponic garden in the class.</li> </ul> <p>Explain how an Ancient Egyptian market was established and functioned.</p> <ul style="list-style-type: none"> <li>• Compare life in Miami today to life in Ancient Egypt.</li> <li>• Explain the trades and careers in Miami today to Ancient Egypt.</li> <li>• Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</li> <li>• Explain the purpose and need for government.</li> </ul>
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## Stage Two- Determine Acceptable Evidence

What evidence will show that students understand?

### Performance Tasks:

#### I. Morning at the Museum-

1. Goal: Your goal is to help a group of museum visitors understand the important geographical, economical, and politics of Ancient Egypt and Modern Miami.
2. Role: You are museum docent at the Room 1114 museum.
3. Audience: The audience is a group of family museum visitors who are bilingual (the school's program) of various ages.
4. Situation: You have been asked to develop and set up an interactive museum exhibit for several families. Create the museum so that there are areas which compare and contrast the important geographical, economical, and politics of our city and Ancient Egypt.
5. Product Performance and Purpose: You need to set up a museum exhibit in our classroom. It needs to include at least one artifact from each of the three areas of study: government, geography, and the economy. Additionally, the exhibits must be labeled, with a description of what the display demonstrates. Make a list of the materials required from the art teacher, and secure the items in advance. One of the displays must include an interactive activity that the museum patrons can take with them. Create a labeled class museum map with the three descriptions on the back, and publish so that museum patrons can take a souvenir with them.
6. Standards and Criteria for Success: Your class museum displays need to include:
  - The main geographical, economical, and political comparisons between Modern Miami and Ancient Egypt in three distinct separate exhibits.
  - Samples of artifacts and replicas created during the Unit.
  - Clear labels, titles, and detailed descriptions at each station.
  - A neat map that accurately guides the museum visitors through the displays.

### Performance Tasks:

#### II. Alphabet Book of Ancient Egypt

1. Goal: Your goal is to create an ABC book of 26 ideas about Ancient Egypt for teachers at the school to share with their classes before and after touring the class museum (See GRASPS I).
2. Role: You are an author and book publisher at Prelaz Publishing.
3. Audience: The audience is a group of 42 Pre-K-5 grade teachers who need a reference book about Ancient Egypt.
4. Situation: You have been asked to create and publish an ABC book about Ancient Egypt, with a statement for each of the 26 letters. For example, for the letter f page, a statement might be: The Nile River floods during different seasons. Plan and create the book so that each letter is represented, and the key ideas of geography, economy, and politics are included.
5. Product performance and Purpose: You need to keep notes in your writing journal as we explore the unit comparing Ancient Egypt to Modern Miami. You should find a fact or idea for each letter, or work in a small group to share ideas. Be sure to use the maps, globes, lessons, artifacts, research, and class readings for information. On each page, write one to three sentences highlighting the key term and include an illustration for the emerging readers. The published book needs to include a title, author, and illustrator. Also, write a short dedication to someone who helped you. The book will be published and bound by the media specialist, so be neat and organized. Add raffia accents and elements to the final product and set up in the class lending

library. Teachers will send students to check out the books, so neatness counts.

6. Standards and Criteria for Success: Your published alphabet book needs to include:

-A cover with title, author, and illustrator. Include one illustration related to Ancient Egypt.

-One page for each letter of the alphabet, in alphabetical order.

-Each page has the letter featured prominently, with one to three sentences about the word and an illustration of the topic.

-A collection of diverse geography, economy, and politics terms are included.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

(e.g. , tests, quizzes, prompts, work samples, observations)

Quiz-Unit Vocabulary (see appendix)

Prompt-Labeled Ancient Egypt activity (see appendix)

Prompt-Labeled Port of Miami poster (see appendix)

Work samples-Time travel journal entries (see appendix)

Work samples-Review of Garden journal (see appendix)

Skill check-Review of students Social Sciences journals (see appendix)

Project self- assessments (see appendix)

Student Self-Assessment and Reflection:

Self-assess the exhibit Morning at the Museum

Self-assess the vocabulary book Alphabet Book of Ancient Egypt

Reflect on the extent to which you understood Ancient Egypt as it relates to Modern Miami at the end of the unit using the checklist.

Self-assess and reflect on your role in the creation, purpose, and use of the hydroponic garden.

Reflect on your Museum Exhibit entry, assess another student using the rubrics.

Through what authentic performance task will students demonstrate understanding?

Task Overview: As we have been exploring Ancient Egypt as it relates to Modern Miami, the local history museum has asked each student to design a permanent exhibit to be judged by the board of directors. The winning entry will be built and become a part of the exhibit in the Port of Miami section of the museum. The exhibit space will be indoors, with an area that takes up 10 x 10 feet. The exhibit minimum requirements are a historically researched background section, an interactive exhibit, a labeled map, incorporation of a hydroponics section and a connection to the Port of Miami. Your goal is to create an exploratory exhibit that demonstrates the key ideas from these five sections. You are required to submit a drawn and labeled floor plan. Also, include a list of materials for creating the exhibits and displaying them (wires, hooks, lighting, modeling clay, fabrics, frames, and labels). Additionally, visitors will use a student created brochure to lead them through the experience. Remember to incorporate outstanding classroom experiences that visitors of all ages and abilities can engage in. You will present your proposal with props in front of the class, and the video will be presented to the judges for their selection. The proposal packet will include a written description of the use of the space, the activities, a full page map of the space, a recreation of the map to be included, a list of all materials, and a three-fold brochure ready to publish.

What understandings or goals will be assessed through this task?	
Students will plan and select activities to create the museum exhibit with the economy, government, and geography included.	Students will demonstrate their ability to compare aspects of Ancient Egypt and Modern Miami and relate these to their life.
What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must students work demonstrate to signify the standards were met?	
Evaluation of the Ancient Egypt society as it relates to government, geography, and economy.	Synthesis to Modern Miami, as well as effective comparisons. All maps are accurate and complete.
What student products and performances will provide evidence of desired understandings?	
Student exhibit proposal with all sections.	Video presentation to be submitted to the museum describing the proposed exhibit.
By what criteria will student products and performances be evaluated?	
Historically correct facts. Correctly labeled map. Exhibit is interactive and user- friendly.	Effective use of floor space to incorporate all five components. Proper spelling and mechanics in all submitted material.

Stage Three: Plan Learning Experiences

WHERE TO

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERE TO elements.

W- Know where they're going (the learning goals), why (reason for learning the content), and what is required of them (unit goal, performance requirements, and evaluative criteria)?

H- Be hooked- engaged in digging into the Big Ideas (through inquiry, research, problem-solving, experimentation)?

E- Have adequate opportunities to explore and experience Big Ideas and receive instruction to equip them for the required performances?

R- Have sufficient opportunities to rethink, rehearse, revise, and refine their work based upon timely feedback?

E- Have an opportunity to evaluate their work and set future goals?

Consider the extent to which the learning plan is-

T- Tailored and flexible to address the interests and learning styles of all students.

O- Organized and sequenced to maximize engagement and effectiveness

1. Time travel machine - on returning from lunch, open the classroom to a dark room with flickering candles (electronic ones), wall hangings of painted hieroglyphics, and a movie about Ancient Egypt on the electronic blackboard. Ask the students: where are we? (H). Introduce the Essential Questions and discuss the unit performance tasks. Post in class, and distribute information letter to parents. Review understandings. (W)

2. Journal -Establish a section of the Social Studies journal for Ancient Egypt vocabulary. Students will decorate it with their names written in hieroglyphics attached charts. Daily entries will be logged, from class resources, books, and internet references, such as <http://www.reshafim.org.il/ad/egypt/glossary.htm> (E)

3. Class Sarcophagus- Designate a large shoebox as the class sarcophagus- a container to collect artifacts. At the end of the daily activities, one student will create an "exit card" with details or interesting ideas from the discovery. At the end of the unit, the box will be checked out to teachers, along with the ABC book. Use class numbering to set up daily schedule. (H) (W)

4. Journey to Media Center to select books for class resource library section. In class, preview the books in pairs, and label key sections with post-it notes. (E)

5. Vocabulary Update Day- Daily, students have been entering new terms into their journals from class readings, videos (such as <http://www.history.com/topics/ancient-history/ancient-egypt/videos>) The Magic School Bus Series, and interacting with labeled class objects from the exploration table. A master class list will be maintained and added to as needed. This way, students absent can catch up, and it can be used as an interactive center when the word is on an index card, and the definition is on another. As a quick check, have students work in pairs to review journals, vocabulary terms. (R)

6. The Nile River-Tell students that the class will be held on the Nile River for the next three lessons on reed barges. Have students create a labeled geographical map of the Nile River on opened brown paper bags using class references. Bring in reed sample so students can see materials used to make boats, paper. As a whole class, additional resources can be found at [www.britishmuseum.org/channel/kids.asp](http://www.britishmuseum.org/channel/kids.asp) .(H) (E)

7. The Nile River- Day 2- Using references, have the class research the crops that grew along the Nile (barley, dates, beans, melons, etc.) Make a list of Florida crops (from Florida Ag in the Class previous lesson). Use hula hoops to make a Venn diagram comparing the two lists. Extension- bring in edible samples, with allergies taken into account. (E)

8. Hydroponic Garden- As did Ancient Egyptian farmers, modern Miami farmers are looking for ways to use our natural resources in agriculture. Students will bring in a variety of previously identified edibles (basil, parsley, tomatoes, dill, chives) and establish a class water garden with collected water bottles. To fund this, [www.hydroharvestfarms.com/grantsforschoolgardens.html](http://www.hydroharvestfarms.com/grantsforschoolgardens.html) (H) (E)

9. Ancient Egyptian Tools- Ask zone mechanic/custodian to bring in their daily tool box and be guest speaker. Work in pairs to research ancient Egyptian tools. Add to vocabulary section, with illustrations. Make two tools and demonstrate to class how they work- with clay, blocks, play dough, etc. Use class art and recycled materials (on-going class activity). In AE journal, describe your team's presentation. (E) (R).

10. What were pyramids- Predict/ explain the purpose of the pyramids. Virtual tour of the major pyramids (Abu Roash, Abu Sir, Dahshur, Giza, Maydum, Saqqara). View in class computers/smartboard at [www.bbc.co.uk/history/ancient/egyptian..](http://www.bbc.co.uk/history/ancient/egyptian..) Using last night's homework, create class map of the pyramids with index cards next to it on large bulletin board paper. Use in class, then display in hallway. (E)

11. Pyramid 3-d models- create free standing 3-dimensional paper pyramids. Research and write one fact on each outside. On the inside, create your own chambers with secret passages and rooms of treasures. Write a journal entry describing the pyramid architecture as if you designed and built it. Refer to the tools and locations. Revise class poster to include new discoveries. (E) (R)

12. Why were the pyramids built? Read about the pharaohs and government of Ancient Egypt from class books, power point presentations. Record important information, and discuss with class mates the role of the pharaoh as it relates to the role of our leaders. In partners, role play pharaoh and president and discuss roles and responsibilities. (E)

13. Election Day- students will make an election poster or political cartoon representing one of the pharaohs. Review with a partner your work, and make necessary improvements. What else do we need to research to understand their government? What do we want to learn about ours? Know-Want to Learn- Learned KWL chart to be used later in the year. (E) (R) (E2)

14. Market Day-Bring in jars of spices and have students guess by smelling and tasting (allergies taken into consideration). Share videos on The Grand Bazar in Istanbul and the market town of Kashgar, China. What jobs do the people have? What goods are they providing? Make a list, and review the videos to revise the list. Compare the roles to those of the Ancient Egyptian market

(scribes, farmers, sandal makers, potter, etc.) Identify trades that existed then, and new trades due to technology (cell phone stands, radios, etc.) Use this information to write a journal entry from a vendor's point of view. What else do we need to learn about economics to understand ancient Egypt? (H) (E) (R) (E2)

15. Learning Expedition- Take a planned trip to the local grocery market (if within walking distance) or have produce manager bring several local fruits and vegetables to the classroom. Survey the students to see if they know what each is, and how they are eaten. How are the local products different from those that are imported? (Haas avocados to local slimcados). In class, write a journal entry of the visit, as well as a class thank you card to participating community business. (H) (E) (T) (O)

16. Mummy Tummy- Research a recipe using the local produce (Florida Agriculture in the Classroom ([www.FAITC.org](http://www.FAITC.org) ) and bring it in with a sample for sharing. (Coordinate with room parents and cafeteria manager for extra ideas and supplies). Class will make salsa with hydroponic herbs and additions. Record the steps, materials, procedures and reflect on your experience. (E) (R) (T) (O)

17. Pre-Presentation Day- Ancient Egyptian Projects (Day 1) Students share projects with partners to revise and reflect. Allow students to make revisions based on peer feedback. (R) (E2)

18. Presentation Day (half of class). Students will take notes in Social Studies journal, and create exit post-it with one learned fact. Attach to class bulletin board. (T) (O)

19. Presentation Day (second half of class). See above. (T) (O)

20. Show and discuss video from Port of Miami department of education. Discuss the jobs at the port, and the tools and equipment viewed in the video (cranes, forklifts, pilots, etc.) (E)

21. Use notes to review video. In groups, complete the Labeled Port of Miami project (see appendix). Students peer and self-assess using reflection sheet. (E) (E2) (T) (O)

22. The Eye of Horus/ Journal Check Day-Students will use the class to update journals, vocabulary, and conduct research for final museum task performance. Review goals, understandings. Use class computers to access previous sites for information. Pass journals to peers for review and feedback. (W) (H) (E) (R)

23. Museum Proposals- Students will video their museum proposals with artifacts. These will be displayed for Exhibit Day, and reviewed by a visiting museum docent guest speaker for suggestions. (T) (O) (E) concurrently, students will refine their class exhibits.

24. Exhibit Day- Students will bring in and set up their class museum exhibit for the other students to review. Make sure all labels are attached, and check the rubric for all components (see appendix). Students will "take a gallery walk" and complete suggestion cards at the exhibits.



Students will complete a reflective essay (see appendix). Photos taken will be made into a class book for further investigation. (E2) (T) (O)

**WHERE TO:** Sequencing the Learning: Ancient Egypt in Modern Miami (Students are working on their Ancient Egypt Alphabet Book/class sarcophagus daily)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>1. Hook students with Time Machine set. 2. Introduce essential questions and key vocabulary and have students set up their AE journal, writing hieroglyphics.</p> <p style="text-align: right;"><b>H W E</b></p>	<p>3. Establish class sarcophagus to collect artifacts along the unit. 4. Have students select / establish research materials in class from media center. Set learning goals.</p> <p style="text-align: right;"><b>H W E</b></p>	<p>5. Vocabulary updates and extensions. 6. The Nile River, day 1- reed barges; use maps, globes, digital photos to analyze Egypt geography.</p> <p style="text-align: right;"><b>R H E</b></p>	<p>7. Nile day 2: crops research/make Venn diagram of Miami and Egypt crops. Bring in samples of local produce.</p> <p style="text-align: right;"><b>E</b></p>	<p>8. Hydroponic Garden: students will plan, create, and plant an edible hydroponic garden in class using herbs and recycled materials. Journal predictions, concerns.</p> <p style="text-align: right;"><b>HE</b></p>
<p>9. Ancient Egyptian tools- pairs create tools, and share their use.</p> <p style="text-align: right;"><b>E R</b></p>	<p>10. Pyramid purpose predictions/ use class technology to tour the major pyramids. Create class map plotting their sites.</p> <p style="text-align: right;"><b>E</b></p>	<p>11. Have students create 3-D models of pyramids, using learned information. Include tools from activity #9.</p> <p style="text-align: right;"><b>E R</b></p>	<p>12. Role play pharaohs, partners- compare our president /democratic government. 13. Create an election poster/ polit. cartoon.</p> <p style="text-align: right;"><b>KWL E R E2</b></p>	<p>14. Figure out mystery spice jars, market videos; compare trades/ jobs of the two. Journal as a vendor, and discuss economics.</p> <p style="text-align: right;"><b>ER E2</b></p>
<p>15. Field trip to market/ guest speaker to examine the importance of agriculture to our local economy, diff. careers.</p> <p style="text-align: right;"><b>H E R E2</b></p>	<p>16. Share local recipes to intro. students to community food: record materials, procedures, opinions.</p> <p style="text-align: right;"><b>E R T O</b></p>	<p>17. Students work in peer teams to practice presenting their Ancient Egypt projects.</p> <p style="text-align: right;"><b>R E2</b></p>	<p>18. Observe half of student's present projects, journal new ideas, and create exit cards.</p> <p style="text-align: right;"><b>T O</b></p>	<p>19. Observe remaining students and coach class on final project (museum proposal)</p> <p style="text-align: right;"><b>T O</b></p>
<p>20. Port of Miami video and discussion- have students analyze role of Port in local economy.</p> <p style="text-align: right;"><b>E</b></p>	<p>21. Port of Miami group projects/ posters following video and notes review. Self and peer assessment.</p> <p style="text-align: right;"><b>E E2 T O</b></p>	<p>22. Eye of Horus- journal review – peer and individual teacher chat. Review goals, understandings.</p> <p style="text-align: right;"><b>W H E R</b></p>	<p>23. Students will present/ video their final museum proposals and set personal goals for exploring local careers.</p> <p style="text-align: right;"><b>T O E</b></p>	<p>24. Conclude the unit with Exhibit Day open to school, student's self-evaluation of learning, and creating a plan to explore other civilizations.</p> <p style="text-align: right;"><b>E2 T O</b></p>

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## **Materials List:**

### Reference books from school media center to include:

World atlas, Florida atlas, globes, google maps apps, hieroglyphic charts, Social Studies journals

### Class books/Resources:

Ms. Frizzle's Adventures: Ancient Egypt by Joanna Cole (Available through Amazon and other outlets)

Egyptian Gods and Goddesses (Penguin Young Readers, L4) by Henry Barker

Who Was King Tut? Paperback – March 2, 2006 by Roberta Edwards

Pyramid Paperback – April 26, 1982 by David Macaulay (Approximately \$200.00)

### Various internet sites, most notably:

[www.activityvillage.co.uk/ancient](http://www.activityvillage.co.uk/ancient),

[www.ancientegypt.co.uk/menu](http://www.ancientegypt.co.uk/menu).

[www.britishmuseum.org](http://www.britishmuseum.org) > Explore > Cultures

### Construction materials:

Clay, beads, brown butcher block paper, paper lunch bags, empty shoeboxes, small baby food jars, reeds, papyrus paper, ink for hieroglyphics writing, plastic fruits, cardstock paper for making pyramids, glitter watercolor paints, glue, black paper for labels, additional recycled objects for building. (Approximately \$200.00)

### Programs:

Florida Agriculture in the Classroom- Provides instructions for the creation of hydroponics garden. Additional resource for grant writing opportunities to fund projects-Ed Fund, CNI.

Florida Council for the Social Studies- Provides additional activities for cross curricular studies, including additional civilizations (Ancient Greece, Aztecs, etc.)

### Additional Materials:

To increase student engagement, plan to create a collection of Ancient Egyptian artifacts and replicas from commercial stores such as Michael's Crafts, Store for Knowledge, and Really Great Toys, in addition to amazon and ebay sites. Fabrics and display materials are important for creating the mini-museum display. Additionally, a sturdy storage container should be purchased for storage of materials. (Approximately \$ 200.00)

### **References:**

Common Core State Standards Initiative retrieved from:

<http://www.corestandards.org/about-the-standards/myths-vs-facts/>

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## ***Appendix: Appendix***

### Appendix 1: Ancient Egypt Vocabulary Quiz

#### Ancient Egypt Vocabulary Quiz

##### Key Terms

Ancient basic needs civilization jobs trades market politics pharaoh leaders  
religion inventions archaeology pyramid papyrus hieroglyphics crocodile  
hippopotamus perch reed chamber cubit soil irrigation

Student Directions: Choose ten words from the list above. For each one chosen, write a complete third grade sentence that uses the word as it relates to Ancient Egypt. Underline the word.

Then, on the attached sheet, illustrate your sentences.

\*Students will turn in ten sentences on lined notebook paper, with the following grid on plain paper.

Scoring Tool:

Students will receive 10 points per sentence based on:

5 points = Proper use of vocabulary word. 2 points= for correct mechanics and punctuation

3 points = illustration has details of the sentence Use MDCPS district grade scale 100-90 = A, etc.

Vocabulary Illustrations to match sentences.

Appendix 2: Labeled Ancient Egypt Project:

Letter to parents (sent home in English and home language) 2 weeks prior and 4 weeks into the unit:

Dear Parents,

As a part of our Ancient Egypt unit, the students are establishing a museum for future family visits. One integral component is a student created display of one aspect of the politics, geography, or economy of Ancient Egypt. Please make this a family project if you like. The students will present their projects orally before the class. Please adhere to the following guidelines. Feel free to use recycled objects to further the school mission of Dream in Green. Remember, it is about one feature of Ancient Egypt. I am attaching a few samples of project ideas. Contact me if further information is required. The projects are due on XXX, 2014. Thank you for your continuous support of learning, and I look forward to seeing you at the Museum Night!

Love, Mrs. Prelaz

kprelaz@XXXXXX.net

Student name: \_\_\_\_\_ Date of Presentation: \_\_\_\_\_



## Ancient Egypt Project Rubric

CATEGORY	4	3	2	1
Historical Accuracy	Detailed information provided appears to be accurate. Student demonstrated importance of object in understanding Ancient Egyptian concept. Key vocabulary included.	Almost all information appears to be correct. The object chosen demonstrates some importance to Ancient Egyptian culture. Most important term used.	Some information accurate. Some connection to Ancient Egyptian culture demonstrated. Some key terms used.	Very little or no historical information provided. Does not use class vocabulary. Cannot connect object to learnings.
Display	Labeled, with more than one detailed paragraph of information from notes, references cited.	Labeled, at least one paragraph with most details from class research, a reference cited.	Sentences written about the object, no references cited.	No labels, no paragraph attached. No references cited.
Construction	Student presented hand-made objects with colorful recycled objects that are sturdy enough to display and interact with.	Most of the object is created with recycled materials, sturdy build.	Objects presented are store bought and modified or made from a kit, fragile construction.	Students did not include object, or it was bought from a store with no modifications. Construction not sturdy enough for hands-on exhibit.
Oral presentation	Students presented at least five facts from research, showed rehearsal and knowledge of the project. Answered peer questions with accuracy.	Students presented 3 or 4 facts from research, some hesitation in presentation, could answer most of the peer questions.	Student presented 1 or 2 facts from research, hesitation in presentation, could not clearly answer peer questions.	Students did not present facts from the research or key vocabulary, unable to explain process of construction, unable to answer peer questions.



Self-assessment form:

On this project, the new information I learned was :

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What I still want to learn is:

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I overcame a problem with the project when I:

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Another idea for a project would be:

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What did you expect to learn from this project?

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From watching the other presentations, I would like to learn about

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Additional notes and comments:

### Appendix 3: Labeled Port of Miami Project



## Port of Miami Group Project



The Port of Miami is located twelve blocks northeast from the school in Biscayne Bay. More than 5,000 trailer trucks take shipping containers to and from this entry point. Trains bring and take away tons of materials as well. You will work in a group to create a poster of the Port of Miami. The objective of the project is to demonstrate the different types of jobs and tools necessary for the Port of Miami to operate successfully, and continue to employ over 3,000 residents of our neighborhood.

Working as a team, your group will create a poster depicting a busy day at the port. It must include 5 different types of cargo. Each will be labeled as an import or an export, and the country of origin or destination. Also, include three dock workers with labels as to their jobs. Include the labeled main bodies of water. As a team, decide on the materials, layout, and role of all members. When the poster is complete, as a team you will present it to the class and hang it in the outside hallway for the neighboring classes to see. If there are any questions, I will be walking around offering support. Please refer to your notes from the video and our class discussion.

Port Of Miami: My team members were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

The team strengths were:

\_\_\_\_\_.

The team weaknesses were:

\_\_\_\_\_.

My role in the project was:

\_\_\_\_\_.

A new discovery I had was:

\_\_\_\_\_.

I am still not sure about:

\_\_\_\_\_.



I still want to know:

Appendix 4: Time travel journal:



Ancient Egypt in Modern Miami Daily Journal

Throughout our unit of discovery and exploration of Ancient Egyptian civilization, you will maintain a journal of discovery. At the end of each lesson, time will be set aside for reflection and discussion. Please add these notes into your journal. You may include illustrations and sketches along with the written entries. You will receive a grade at the conclusion of the unit for this activity. Please do this daily, as new information and explorations are a part of each lesson. Here is the grading rubric that will be used. I am looking forward to sharing your thoughts, and will add comments daily to your journal.

Criteria	Excellent Meets High expectations 8-10	Very Good Meets Advanced Expectations 5-7	Average Meets Expectations 3-4	Below Average Needs more work 0-2
Focus	Is clearly focused on lessons and student presentations, contains 6-8 facts and/or examples from research, activities, and readings.	Focused on lessons, contains 4-5 facts and/or examples from class activities	Generally focused, but may include extra material loosely related. Less than 3 facts/examples. Missing key terms and facts, uses generalizations.	Only minimally addresses topics from class lessons and activities. Missing key details, vocabulary.
Organization	Logical organization to journal, sense of wholeness.	Logical organization, but some gaps may be evident. Some entries contain details.	Some pattern attempted, missing pages or main ideas.	Does not exhibit organization, missing pages, entries are sentences of lists, not detailed paragraphs.
Support	Uses more than 4 examples included from activities and student demonstrates command of the unit vocabulary. Includes artifacts and sketches.	Word choice is good, lacks precision and repetition of key terms. Some drawings from activities. Uses 3 or 4 examples.	Some support included, lacks specifics and details, weak word choice Uses 2 examples...	Limited word choice lacks sketches and artifacts. Uses 1 or no examples from class activities.
Conventions	Varied sentence structure, complete sentences, and	Mechanics generally correct, occasional error.	Commonly used words may be misspelled, little variation in	Frequent errors, impedes communication.

	rare mechanic errors.		sentence structure.	
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Ancient Egypt in Modern Miami Daily Journal

Self-reflection

Review your journal that we have created during this exciting unit of discovery. Choose your best two pages from the journal. Identify these by attaching a post-it note to the top of each page. Reflect on your choices as you complete the following questions on an additional sheet of paper.

My first choice is dated \_\_\_\_\_, and titled \_\_\_\_\_.

I chose this entry as one of the best because...

\_\_\_\_\_.

When writing this entry, I learned ...

\_\_\_\_\_.

I could improve it by ...

\_\_\_\_\_

\_\_\_\_\_.

My second choice is dated \_\_\_\_\_, and titled \_\_\_\_\_.

I chose this entry as one of the best because...

\_\_\_\_\_.

When writing this entry, I learned ...

\_\_\_\_\_.

I could improve it by ...

\_\_\_\_\_

\_\_\_\_\_.

What I want to still learn is.....

Appendix 5: Garden Journal:



# Our Hydroponic Garden



As did ancient Egyptian farmers, modern Miami farmers are looking for ways to use our natural resources in agriculture. Students will bring in a variety of previously identified edibles (basil, parsley, tomatoes, dill, chives) and establish a class water garden with collected water bottles. The students will create a class throughout the Unit, with a day being assigned to them. On their class journal entry, they will include a detailed page of information, illustrations, maps, and other data to record the growth of the garden. The students will be assessed based on their participation and class book entry.

Date of Entry \_\_\_\_\_

Criteria	Excellent	Very Good	Average	Below Average
Focus	Is clearly focused on water garden, contains data and details with five factual sentences- includes measurement and observation.	Focused on garden and plants, contains 3-4 factual sentences of data with facts and data.	Generally focused, may include loosely related information. 2 factual sentences- missing key terms and facts, uses generalizations.	Only minimally addresses garden topic. Missing data and observations. Only 1 or no factual sentence
Organization	Logical organization to journal, sense of wholeness. Presents information in two+ paragraphs	Logical organization, but some gaps may be evident. Entries contain some details.	Some pattern attempted, missing main ideas, sentences, not paragraphs.	Does not exhibit organization, missing pages, entries are sentences of lists, not detailed paragraphs.
Data	Measurements included, with comparative statements from prior entries.	Observations made, but lack significant data...	Lacks specific data and observations.	No data included to identify state of garden and plants.
Conventions	Varied sentence structure, complete sentences, and rare mechanic errors.	Mechanics generally correct, occasional error.	Commonly used words may be misspelled, little variation in sentence structure.	Frequent errors, impedes communication.

\*\* Identify another student’s class book entry and write them a note listing the strengths of their entry, and suggestions for improving it. Also, how could you extend your entry? Revise your entries and attach additional pages with yellow legal pad paper to include improvements.

Appendix 5B: Oasis to Stop and Check for Understanding

Oasis to Stop and Check for Understanding

We have learning many new ideas and concepts. Take a few minutes to complete the following checklist. Think about the readings, videos, research, discussions, and activities we have engaged in. Place a check in the column that fits your understanding.

Understanding	Novice- I have some knowledge of this topic and I need to review it.	Competent- I understand the topic and am prepared to discuss it with others.	Expert- My understanding is so strong that I can teach others about this.
Key vocabulary from class chart			
Ancient Egyptian markets and their purpose			
Supply and demand			
Trade workers in Ancient Egypt			
The organization of the government of Ancient Egypt			
The geography of Ancient Egypt			
Pyramids-purpose			
Pyramids-location			
Pyramids- architecture			
Geography of Ancient Egypt			
Aquaculture-hydroponics			
Crops of Ancient Egypt			
Port of Miami			
Crops of South Florida			
Your choice:			

Review the above chart.

What adjustments do you need to make to get caught up?

How will you do that?

What areas are you “expert” in?

How can you use this information in your projects?

Appendix 6:

### Museum Proposal

Overview: Students will compile and present a collection of objects and artifacts to be used in the design and build of a section of the local history museum

Letter to Parents:

Please continue your support of learning as you assist your child in the compilation of the following. The final due date is XXX, 2014. Please refer to the following checklist to meet all requirements.

Dear Students,

As we have been exploring Ancient Egypt as it relates to Modern Miami, the local history museum has asked each student to design a permanent exhibit to be judged by the board of directors. The winning entry will be built and become a part of the exhibit in the Port of Miami section of the museum. The exhibit space will be indoors, with an area that takes up 10 x 10 feet. The exhibit minimum requirements are a historically researched background section, an interactive exhibit, a labeled map, incorporation of a hydroponics section and a connection to the Port of Miami. Your goal is to create an exploratory exhibit that demonstrates the key ideas from these five sections. You are required to submit a drawn and labeled floor plan. Also, include a list of materials for creating the exhibits and displaying them (wires, hooks, lighting, modeling clay, fabrics, frames, labels). Additionally, visitors will use a student created brochure to lead them through the experience. Remember to incorporate outstanding classroom experiences that visitors of all ages and abilities can engage in. You will present your proposal with props in front of the class, and the video will be presented to the judges for their selection. The proposal packet will include a written description of the use of the space, the activities, a full page map of the space, a recreation of the map to be included, a list of all materials, and a three-fold brochure ready to publish. Refer to the following checklist and rubric for clarity.

I am looking forward to applying our learnings to making a real connection to our community.

Mrs. Prelaz



## Museum Proposal Checklist

- Read parent letter to family
- Historical section explaining key understandings of Ancient Egypt
- Floor plan drawn and labeled
- List of materials to construct museum exhibit
- Three fold brochure describing exhibit
- Illustrations in brochure with text
- Directions for the interactive exhibit section
- Full page map of the exhibit with labels and drawn walk through
- Rehearsed for the video presentation- under 3 minutes
- Assembled proposal packet with description of use of the space
- Had one peer review the checklist for inclusion

\_\_\_\_\_ Sign and date

Draw your favorite part of the assignment

\_\_\_\_\_ Peer sign and date

\_\_\_\_\_ Parent sign and date

## Museum Proposal Rubric

CATEGORY	10	8	6	3
Historical Accuracy/ Brochure	Detailed information provided appears to be accurate. Importance of object in understanding Ancient Egyptian concept. Key vocabulary included. 3 illustrations.	Almost all information appears to be correct. The object chosen demonstrates some importance to Ancient Egyptian culture. Most important term used. 2 illustrations.	Some information accurate. Some connection to Ancient Egyptian culture demonstrated. Some key terms used. 1 illustration.	Very little or no historical information provided. Does not use class vocabulary. Cannot connect object to learnings. No illustrations in brochure.
Display/map/ Directions for exhibit exploration	Labeled, with more than one detailed paragraph of information from notes, references cited.	Labeled, at least one paragraph with most details from class research, a reference cited.	Sentences written about the object, no references cited.	No labels, no paragraph attached. No references cited.
Construction/ List of materials	Student presented hand-made objects with colorful recycled objects that are sturdy enough to display and interact with. Complete material list.	Most of the object are created with recycled materials, sturdy build/ most of material on list	Objects presented are store bought and modified or made from a kit, fragile construction. Some material listed.	Students did not include object, or it was bought from a store with no modifications. Construction not sturdy enough for hands-on exhibit. No material listed.
Video presentation	Students presented at least five facts from research, showed rehearsal and knowledge of the project. Answered peer questions	Students presented 3 or 4 facts from research, some hesitation in presentation, could answer most of the peer	Student presented 1 or 2 facts from research, hesitation in presentation, could not	Students did not present facts from the research or key vocabulary, unable to explain process of construction,

	with accuracy.	questions.	clearly answer peer questions.	unable to answer peer questions.
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Museum Proposal Self-assessment form:

On this project, the new information I learned was :

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What I still want to learn is:

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I overcame a problem with the project when I:

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Another idea for a project would be:

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What did you expect to learn from this project?

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From watching the other presentations, I would like to learn about

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Additional notes and comments:





FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

## APPLICATION DEADLINE:

### December 10, 2014

Apply online at [www.educationfund.org](http://www.educationfund.org)

#### For more information, contact:

Edwina Lau, Program Director

305.558.4544, ext. 113

[elau@educationfund.org](mailto:elau@educationfund.org)

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