

Ancient Egypt and United States Architecture

by Amy Smith

Standards

- IL.1.A STANDARD: Apply word analysis and vocabulary skills to comprehend selections.
- IL.1.B.3a > Preview reading materials, make predictions and relate reading to information from other sources.
- IL.1.C.3a > Use information to form, explain and support questions and predictions.
- IL.1.C.3f > Interpret tables that display textual information and data in visual formats.
- IL.2 GOAL: Read and understand literature representative of various societies, eras and ideas.
- IL.3 GOAL: Write to communicate for a variety of purposes.
- IL.5.A STANDARD: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- IL.16.E.3a.W > Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.
- IL.18.A STANDARD: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- IRA.10.2 ...administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning

- IRA.12.2 ...adapt instruction to meet the needs of different learners to accomplish different purposes
- IRA.2.6 ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually
- IRA.5.2 ...use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth
- IRA.5.7 ...use instructional and information technologies to support literacy learning
- IRA.8.4 ...teach students strategies to organize and remember information
- NCTE.2.2 ... use the English language arts to help students become familiar with their own and others' cultures;
- NCTE.2.4 ...help students develop lifelong habits of critical thinking and judgment;
- NCTE.3.1.2 ...demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- NCTE.3.2.2 ...use writing, speaking and observing as major forms of inquiry, reflection, and expression;
- NCTE.3.3.3 ...use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- NCTE.3.6.3 ...display an understanding of the role of technology in communication.
- NCTE.4.1 ...examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts;
- NCTE.4.11 ...provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts;
- NCTE.4.12 ...use assessment as an integral part of instruction and learning.
- NCTE.4.2 ...design instruction to meet the needs of all students and

NCTE.4.4 provide for students' continuous progress and success;
...develop interdisciplinary teaching strategies and materials;

Resources

(2003). Discover our heritage. Boston, MA: Houghton Mifflin Company.

www.loc.gov

Overview and Rationale

I am going to be using images and readings from various sources (including the Library of Congress website, the middle school I teach at IRC website, and a social science curriculum text) to complete a lesson comparing and contrasting sculptures/buildings that represent Ancient Egypt (specifically pyramids) and the United States (specifically monuments from Washington, D.C.). I want the students to use this visual and textual information to comprehend the ways in which objects can represent people and cultures. I think that this lesson will be important in that it will aid students to evaluate and make judgments about symbols that represent people. It will also allow students to partake in an internet workshop which will aid in their comprehension through a content literacy activity.

Objectives

The students will use teacher assigned websites on the computer and textbooks.

The students will compare and contrast building sculptures of Ancient Egypt and the United States using a graphic organizer.

The students will record information found from resources in their reading log/journal.

The students will share information found through discussion.

Materials

Computers with internet access
Paper
Utensils
Encyclopedias

Procedure

1. Write this question on the board as a prompt for investigation (What do sculptures/buildings say about a culture or people?)
2. Ask the students to record their thoughts on this in their reading log/journal.
3. Ask for volunteers to read their responses.
4. Tell the students that we are going to be using the computer (and specific internet sites) as well as our social science textbook to look at primary sources (specifically photographs of sculptures/buildings).
5. Hand out to the students the attached worksheet.
6. Take the students to the computer lab to complete the worksheet.
7. Once complete, the students will return to the classroom for a discussion about what they found and what their ideas are about sculptures/buildings and how they can represent or say something about a culture.
8. The students will complete a Venn Diagram comparing Ancient Egyptian sculptures and United States sculptures.
9. The students will then write in their reading log/journal what they learned by taking part of this activity (both about the content and about their learning), how they can apply what they learned to other content areas, and how this activity helped their understanding of primary sources.

Enrichment: Students may write an expository paper using their Venn Diagram and other resources about the purpose and function of pyramids in Ancient Egypt.

Adaptations: Students may work with a partner to complete the worksheet. I would also have the websites marked so that the students wouldn't need to type them in to get the information. I would also allow the students to answer just one question from number 9, instead of reflecting on and answering all three.

Assessment

Assessment strategies will be the use of informal observation, the collection of the reading log/journals, the examination of the students Venn Diagram, and the attached checklist.