

VMS Lesson Plan Template

Date: 2/6 Teacher: Hubler Lesson: Ancient Egypt DBQ Q2 W3 D4
Quarter: 3

<p>Essential Question: <i>What are influences on the Ancient Egypt civilization? How did the Nile shape Egypt?</i></p>	<p>Language Objective: SWBAT: Debate primary and secondary documents SWBAT: Create notes from primary/secondary source documents SWBAT: Interpret information from documents</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">WRITING Cornell Notes Quick Write Extended Paragraph</td> <td style="padding: 5px;">Cornell Notes</td> </tr> <tr> <td style="padding: 5px;">INQUIRY Costas Levels Philosophical Chairs Socratic Seminar</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">COLLABORATION Think/Pair/Share Small Groups World Cafe</td> <td style="padding: 5px;">Think/Pair/Share Small Groups</td> </tr> <tr> <td style="padding: 5px;">ORGANIZATION Goal Setting Agenda Use Notebook</td> <td style="padding: 5px;">Interactive Notebook</td> </tr> <tr> <td style="padding: 5px;">READING Plan for Reading Build Vocabulary Pre-Read Interact with Text Extend Beyond</td> <td style="padding: 5px;">Interacting with text-reading the map Building Vocabulary Pre-Read</td> </tr> </table>	WRITING Cornell Notes Quick Write Extended Paragraph	Cornell Notes	INQUIRY Costas Levels Philosophical Chairs Socratic Seminar		COLLABORATION Think/Pair/Share Small Groups World Cafe	Think/Pair/Share Small Groups	ORGANIZATION Goal Setting Agenda Use Notebook	Interactive Notebook	READING Plan for Reading Build Vocabulary Pre-Read Interact with Text Extend Beyond	Interacting with text-reading the map Building Vocabulary Pre-Read	<p>Common Core State Standards: RH.6-8.2 Students can 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.</p> <p>RH.6-8.7 Students can integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.)</p> <p style="text-align: center;">History/Social Studies Writing Literacy Standards</p> <p>W.6-8.1 Write arguments focused on discipline-specific content.</p>
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<p>Instructional Sequence: Mark the Text.</p> <ol style="list-style-type: none"> 1. Number the paragraphs. 2. Scan for vocab. Bold words. Students will create a chart with the following five vocab. words: tributaries, papyrus, and irrigation. Black and Red land. 3. Discuss and formulate EQ: 4. High light information that covers the EQ: Main ideas 5. Think pair share 3 questions and answers in Cornell style notes. <ol style="list-style-type: none"> 6. Explore the benefits and to a timeline. Why is a timeline necessary? What can you learn from the time line? <ol style="list-style-type: none"> 7. Document A: Debate primary and secondary sources for documents with a partner. Choose 3 of the 5 questions. Document B: Choose 4 questions. Do question 5*** Document C: Look at the document: Create a model that explains where things are on the map and demonstrates the document. Document D: What would happen if Paradise were lost if the Nile river were gone. Document E: Create your own Hymn that is an Ode or rap to a physical feature in Africa. 											
<p>Assessment/Closure: Formative written: Cornell notes.</p>											

Term	Defintition	In my own words:	Picture
Black Land	Land that hugs the Nile and is fertile. Black meant "fertile". If it's black you can plant.		
Red Land	Desert land away from the Nile. Red meant "danger". If it's red then you're dead.		
Tributaries	Small rivers or streams that flow into a major river.		
Papyrus	Thin paper-like material made from a plant that lined the Nile.		
Irrigation	Supplying dry land with water by means of ditches etc.		

Earned LEARN Ticket Period _____

Name: _____

Date: _____ LEARN Mark: _____

Behavior: _____

Fill out this ticket and turn it in.