

1. Lesson Plan Information	
<b>Subject/Course:</b> Social Studies	<b>Name:</b> Adapted from Mr. Singh
<b>Grade Level:</b> 5	<b>Date:</b> June 2
<b>Topic:</b> Ancient Civilizations	<b>Time and Length of Period:</b> 10:30-11:30 (60 min.)

2. Expectation(s) and Learning Skills
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations ( e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals)</li> <li>identify some scientific and technological advances made by two or more early civilizations ( e.g., written language, calendars, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metal works)</li> <li>use primary and secondary sources to locate information about early civilizations ( e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias, other print materials, illustrations, videos, CD-ROMs, internet sites)</li> </ul> <p><b>Today, students will</b> use search engines to find out about methods of construction of the ancient Egyptian pyramids.</p>

3. Pre-assessment
<p><b>A. (i) Students</b></p> <ul style="list-style-type: none"> <li>Students have been introduced to the unit Early Civilizations and are able to identify the physical landforms, vegetation, and social structure of the Egyptian people.</li> <li>Most of the students work well individually and in groups.</li> </ul> <p><b>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</b></p> <ul style="list-style-type: none"> <li>S. and J. require extra help with writing notes; partner each of them with G. and L.</li> <li>The educational assistant will help D. with note making from the web sites.</li> <li>Remind J. to put up his hand when answering questions before class begins.</li> <li>Monitor A.'s understanding of instructions early in the work time.</li> </ul>
<p><b>B. Learning Environment</b></p> <ul style="list-style-type: none"> <li>Make sure that all of the computers in the lab are working.</li> <li>Students at tables of 6 to start lesson; facing board</li> <li>Individual use of computers in the lab</li> <li>Remind of routines for moving to computer lab appropriately.</li> </ul>
<p><b>C. Resources/Materials</b></p> <ul style="list-style-type: none"> <li>Social Studies journals, pens, and handout “The Mysteries of Pyramid Construction”</li> <li>Computer lab</li> <li>Internet sites <a href="http://interoz.com/egypt/construction/construc.htm">http://interoz.com/egypt/construction/construc.htm</a> <a href="http://www.google.ca">http://www.google.ca</a>, and <a href="http://www.AlltheWeb.com">http://www.AlltheWeb.com</a></li> </ul>

#### 4. Content ( The What)

1. Methods of Pyramid Construction
  - a) Ramps
    - Ramps were built on inclined planes of mud, brick and rubble.
    - Blocks were dragged on sledges.
    - The ramp had to be extended in length, and the base widened, to prevent the ramp from collapsing as the pyramid grew.
  - b) Step Ramps
    - A step pyramid was built first, before the outer structure, and then the packing blocks were laid on top.
    - Ramps would run from one step to another.
  - c) Using Structural Walls Within the Pyramid
    - Solid walls of stone ran from the centre, and shorter cross walls formed chambers filled with stone, rubble, and mud
  - d) Outer casing is then added.

#### 5. Teaching/Learning Strategies ( The How)

##### Teacher Role

(58 min.)

##### (i) Introduction of the Activity, Routines and Procedures

Say “The pyramids of Egypt were built many, many years ago, long before there were cranes, bulldozers and tractors. Yet, the pyramids were built out of huge blocks, each weighing thousands of kilograms. How was it possible that such an ancient people could have constructed these mountains without the tools we have today? This is a question that many scientists and historians have considered. Now it’s your turn to think about this question!”

**Show PowerPoint pictures of the pyramids to the students.**

On the board, put students’ answers to the following questions:

- What was the first method of construction?
- What was the second method?
- What was the last method?
- What do you think of the people of the early civilizations who built these pyramids?
- What does this tell you about this civilization?

##### Activity

- Have students move to the computer lab where the handout “The Mysteries of Pyramid Construction” is explained to them.
- Using the information on the web site <http://interoz.com/egypt/construction/construc.htm> have students complete the handout page to make notes in point form. Have students enter “Other Information” from other web sites using google or AlltheWeb.

## **(ii) Lesson Conclusion**

(2 min.)

State: "Early civilizations, such as Egypt, had some remarkable technology. Some of it has contributed to the technology we still use today. We still use ramps for heavy construction."

## **6. Assessment (Collection of Data) / Evaluation (Interpretation of Data)**

- Students' notebooks, including the page "The Mysteries of Pyramid Construction" will be assessed for understanding of the principles of construction used in early civilizations.
- A checklist will be used to record completion and accuracy of concepts via the handout page.

## **7. Student Teacher's Reflections on the Lesson**

### **A. (i) Evidence of Student Learning Related to Lesson Expectation(s)**

Students learned the required concepts for this lesson. Movement from the classroom to the lab will need more direction and practice to become less disruptive and time consuming.

Students used the search engines and sites effectively to complete the worksheet. They understood that various methods were used to construct the pyramids of early Egypt.

Almost all students were able to complete their research effectively and in the time provided. J. will need additional support to finish this task before the next class.

### **(ii) Next Steps for Student Learning Related to Lesson Expectation(s)**

Focus on the culture of early Egypt.

### **B. (i) Evidence of the Effectiveness of the Student Teacher**

Students learned the required concepts for this lesson. Movement from the classroom to the lab will need more direction and practice to become less disruptive and time consuming.

All worksheets were completed with detail and clarity, with the exception of J. who needs more time and direction to access other web sites.

### **(ii) Next Steps Related to the Effectiveness of the Student Teacher**

I need to find a way to remember to ask all of the key questions I have planned so that students will have support to ensure that they understand key ideas before a task. I tend to skip some key questions when I feel pressed for time. This leads to students having difficulty generalizing the concepts.

