

1. Lesson Plan Information	
Subject/Course: Social Studies	Name: Adapted from Mr. Singh
Grade Level: 5	Date: Thursday, September 25
Topic: Early Civilizations	Time and Length of Period: 1:00- 2:30 (90 minutes)

2. Expectation(s) and Learning Skills
The students will:
<ul style="list-style-type: none"> Identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, intervention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqua ducts, metal works) Learning Skill: Students will learn to share materials within groups.
Today, students will learn the three main methods used by ancient Egyptians to construct pyramids and to share materials for group tasks.

3. Pre-assessment
A. (i) Students
<ul style="list-style-type: none"> The students have been introduced to the unit early Egyptian civilization and are able to identify the physical landforms, vegetation and social structure of the Egyptian people Most of the students work well individually and in groups
(ii) Differentiation of content, process, and/or product (may be accommodations and /or modifications)
<ul style="list-style-type: none"> S. and J. require extra help with writing notes; partner each one of them with G. and L. The educational assistant will help D. with note taking from the board J. speaks out during class discussion time. Make sure that I remind J. (one-on-one) to put his hand up when answering questions before class begins. Go to A, first thing during seat work time to make sure she has understood the instructions for the assigned task Provide scribing support (process) for D. during seatwork. Educational Assistant (E.A.) will label D's diagram as directed by the student.
B. Learning Environment
<ul style="list-style-type: none"> The students sit at tables of six. Set up data projector and screen. Students put Social Studies journals on desks at lesson start.
C. Resources/ Materials
<ul style="list-style-type: none"> Diagrams of pyramids http://interoz.com/egypt/construction/construc.htm Data projector/Screen Power Point presentation Drawings of the types of Pyramid Construction Students' journals

4. Content (The What)	Teaching/Learning Strategies (The How)
<p>A. Introduction (motivational steps/hook/activation of students' prior knowledge)</p> <p>(10 min.)</p> <ol style="list-style-type: none"> 1. Ask the students to get out their Social Studies Journals and leave them on their desks closed. 2. Use the website to display the picture of the pyramid on the screen. 3. Ask the students to think about this question on their own. "What questions do you have about the building of the pyramids in this picture?" <p>Then ask the students, "If you had the opportunity to speak to an ancient Egyptian, what two questions would you ask him/her about the way in which the pyramids were built? Write at least 2 questions down in your Social Studies Journal".</p> <p>"Working with a partner at your table, ask your partner the questions you have written. See if you can answer them." (note: also put these instructions on the board)</p>	
<p>B. Content for New Learning</p> <ol style="list-style-type: none"> 1. Pyramids were constructed in many ways. 2. Method of Construction: <ul style="list-style-type: none"> a) Ramps <ul style="list-style-type: none"> -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 	<p>B. Teaching/Learning Strategies for New Learning</p> <p>(20 min.)</p> <ol style="list-style-type: none"> 1. Ask the students to share the questions they developed. Place them on the board as they are given. Summarize this discussion by indicating that they all might be right, since there are many theories of construction, few of them proven. 2. Ask the following questions: <ul style="list-style-type: none"> "What kinds of materials do you think were used to build the pyramids?" "Looking at the picture. How large do you think the blocks were?" "How do you think they got the blocks on top of each other?" Draw a diagram on the board and use a model to explain the use of ramps in pyramid construction. "How do you think the blocks were brought to the pyramids? Hint: How do I get my materials to class?" "What would they have to do to the ramp when the structure got higher?" Demonstrate with a diagram on the board and with a model.

<p>b) Step Ramps</p> <p>-A step pyramid was built first, before the outer structure, and then the packing blocks were laid on top</p> <p>-Ramps would run from one step to another</p> <p>c) Using Structural Walls Within the Pyramid</p> <p>-Solid walls of stone ran from the centre and shorter cross walls formed chambers filled with stone, rubble, mud</p> <p>d) Outer casing is then added</p>	<p>b.) Ask “How could the pyramid builders have solved the problem of steep ramps?”</p> <p>Hint: Steps help us to climb. How could the pyramid builders have used steps to help them move the blocks? Demonstrate with a diagram on the board and with a model.</p> <p>c) “These methods of construction took a long time, so shorter methods were used. How else could you construct a pyramid without using solid blocks?”</p> <p>Hint: “How many of you have seen a house being built? After the foundation what goes up next?” Demonstrate with a diagram on the board and with the model.</p> <p>d) Ask: “What would they have to do after the basic framework was constructed?”</p> <p>e) Discuss “sharing” phrases you would like students to practice during the group activity. Post responses on an anchor chart.</p>
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5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)

(18 min.)

- What are the three main techniques the ancient Egyptians used to build pyramids?
- Do we use any of these techniques today in construction?

Have students work in small groups to make a model pyramid from the lego blocks provided. Put sticker labels on each stage of the model to show how that stage would be constructed.

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding/gradual release of responsibility)

(40 min.)

In your Social Studies notebooks, draw the diagrams that are on the board. Label each one. Write a brief summary of the methods used. Answer this question: “Why would the pyramid construction work of the Ancient Egyptians be important in today’s world?”

<p>7. Lesson Conclusion</p> <p>(2 min.)</p> <p>Ask: “What are the main things we learned about early Egyptian pyramid construction today?”</p>
<p>8. Assessment (collection of data) / Application (interpretation of data)</p> <p>Students will hand in their Social Studies notebook for assessment. The completed summaries in the Social Studies notebook will demonstrate the students’ understanding of the scientific and architectural methods early Egyptians used to construct pyramids.</p> <p>The recording device used is a checklist.</p> <p>Record if students were able to:</p> <ul style="list-style-type: none"> • Identify three pyramid construction techniques • Create and label diagrams that recorded the three pyramid construction techniques • Explain each construction technique in a brief paragraph.
<p>9. Student Teacher’s Reflections on the Lesson</p> <p>A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)</p> <p>Students did understand the three methods of pyramid construction. More discussion will be needed to help students understand the connection of these structures and today’s scientific and architectural theories.</p> <p>Students were able to name, draw and label all three methods of pyramid construction. Lesson expectations were achieved by every student. D. had support for the written paragraph work but had no trouble explaining the ideas.</p> <p>Materials were shared effectively and students were complimented for using polite comments to request items they needed.</p> <p>(ii) Next Steps for Student Learning Related to Student Expectations</p> <p>Connect the technology and construction methods used to build pyramids to construction techniques used today.</p> <p>Post the t-chart to show examples of phrases to use for sharing effectively.</p>
<p>B. (i) Evidence of the Effectiveness of the Student Teacher</p> <p>I need to improve on my questioning techniques to ensure that I ask more open ended questions especially with understanding the connection of the contributions made by the Egyptians to science and architecture theories. I should ask people who don’t have their hands up to participate. I need to find out more about pyramid construction to add more depth to the lesson. Some students knew more than I did! Management is an issue. There were lots of students who spoke out in class and didn’t have their hands up. I think the introductory activity could have been a little more interesting. Perhaps having more pictures of pyramids would have helped, i.e., one for every pair of students.</p> <p>Students learned what I set out to teach, so the lesson was very successful. Managing questioning and wait time more effectively should ensure that the learning is accomplished more efficiently.</p>

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

I will discuss the effect of Egyptian technology on our construction today.

I will then move on to the culture of the Ancient Egyptians for the next lesson. I will remind students about putting their hands up at the beginning of each question and try to use wait time more often.