

ELA LESSON PLAN

OVERVIEW	
Lesson #7: Ancient Egypt	Unit Title: The Science and Culture of Water
Length of Lesson: 1.5 hours # of Classes: 1 to 2	CCRS and GLE Range: 2-3.9 Class Level: ABE 100
STAGE 1 – PLANNING for DESIRED RESULTS	
LESSON OBJECTIVES	
<p><i>By the end of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> • Understand more fully the meaning of the words culture, society and geography • Identify a basic definition for the words ancient, fertile, delta, irrigation, papyrus, flax • Demonstrate more fully how to paraphrase and take notes that are brief and clear • Begin to understand that they may have an overlap of information as they take notes from multiple sources, and that it is essential that each source be cited. 	
CCRS&E LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES	KEY INSTRUCTIONAL SHIFTS
<p>R.2.B Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.7.B Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R.9.b Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>W.8.B Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>S&L.2.B Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.3.B Apply knowledge of language to understand how language function sin different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.4.B Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>RF.3.B Know and apply grade level phonic and word analysis skills in decoding words.</p> <p>RF.4.B Read with sufficient accuracy and fluency to support comprehension</p>	<p><i>Indicate those addressed in this lesson:</i></p> <p><input checked="" type="checkbox"/> Practice with complex text and its academic language</p> <p><input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts</p> <p><input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction</p>
ESSENTIAL QUESTIONS	
<p>How did water from the Nile River impact the everyday life of Ancient Egyptian society?</p> <p>How did the Egyptians use water to make their society better?</p>	
PRIOR KNOWLEDGE NEEDED	
<p>Concepts taught in previous lessons, such as map skills, introduction to note taking from print and digital sources, and basic understanding of vocabulary from lesson 6.</p>	

STAGE 2 – EVIDENCE of LEARNING

Ways that students and I will know the extent to which objectives have been met:

- Notes from class discussion
- Whole class, group and individual activities
- Written assignment
- Student responses on exit tickets

STAGE 3 – ACTION

MATERIALS	<ol style="list-style-type: none"> 1. Maps from the previous lesson 2. Posted chart listing for the final project 3. Posted vocabulary chart 4. You Tube videos prepared 5. Short information article about the Nile River
<p>INTRODUCTION <i>Guiding Question</i></p> <ul style="list-style-type: none"> ▪ <i>Why is this important for students to learn? (hook, connection, relevance)</i> <p>BODY <i>Guiding Questions</i></p> <ul style="list-style-type: none"> ▪ <i>What text(s) will be the basis of this lesson?</i> ▪ <i>What academic and content vocabulary will students learn?</i> ▪ <i>What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?</i> ▪ <i>What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?</i> ▪ <i>What opportunities will students need for</i> 	<ol style="list-style-type: none"> 1. Review the previous lesson by asking students the following questions: <ol style="list-style-type: none"> a) What are some of the differences between the maps that we used for the previous lesson? b) Why might we choose one map instead of another? c) How might you describe the location of Egypt and the Nile River to someone who might not know? 2. Briefly review the final project that the students were introduced to in the previous lesson (refer to the chart posted). Remind them that in the previous lesson, we completed part one from the list; we located the place that we are studying using several map sources. 3. Tell the students that today we will move on to the next part of our preparation list; we will be gathering and recording information about Egypt and the Nile River. 4. Remind the students that we have, in past lessons, practiced taking notes on things we have read or watched, and we will continue to use those skills today. 5. Briefly review note taking – remind students that note taking is different from writing paragraphs because you do not need to use complete sentences – you want to write the important parts of what you read or watched in your own words (review the vocabulary word paraphrase here). Remind students that it is important to write down the source of the information. 6. Tell the students that we will be looking at Egyptian culture and society from the past and present (review the definitions of these words). We will look at Ancient Egypt today (review the word ancient here). Hold a brief discussion about what students might already know (refer to kwl chart). Tell students that we will be gathering information from several sources. 7. Watch the video Egypt – Gift of the Nile (the video is 7:42 long, but it is only necessary to watch to 5:22) https://www.youtube.com/watch?v=ZNiNByxFAX8

<p><i>scaffolding and differentiation?</i></p> <ul style="list-style-type: none"> ▪ <i>How are the CCRS Instructional Shifts for ELA evidenced in student performance?</i> <p>CLOSING <i>Guiding Question</i> <i>How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?</i></p>	<ol style="list-style-type: none"> 8. After watching the video (which has no dialogue), ask students what they noticed. As the students describe what they saw, model note taking on chart paper as you encourage them to give clear descriptions. As they point out details, remind them that they are describing the geography of the area. 9. Review the vocabulary delta, irrigation, fertile 10. Follow the same pattern after students watch Gift of the Nile – Part 2 (up to 2:21) which gives some more detail about the geography of the Nile and its importance for the last 5,000 years. https://www.youtube.com/watch?v=mjThxcqOkKs 11. Hand out an informational article about The Nile. The article can be used as fluency practice in a group or can be read independently or in pairs. An article could also be read aloud to lower level students. 12. Once everyone has a chance to read the article, model using the text to take notes and how to note which text the information is coming from. 13. Have students complete the note taking for the article. 14. Review together the notes that students took, pointing out when several students noted the same bit of information and why that might be the case. Look back at the notes we took from the videos and see if there is any repeated information there. Talk about how you might highlight something to show that it has come up several times. 15. Collect the notes and tell the students that we will be using these again later in the unit. 16. Hand out exit tickets. Ask students to complete their exit ticket by finishing the following sentences: <ul style="list-style-type: none"> • One fact I learned today about Egypt is – • I might like to learn more about –
<p>POST-TEACHING REFLECTION <i>Guiding Question</i> <i>What changes or adaptations would I make?</i></p>	

Use these links: [“Standards-Aligned Classroom”](#), [Instructional Planning Guide for ELA](#), [“Three Key Shifts”](#)