
# iINNOVATE Learning Experience Design

## iInnovate Learning Experiences Include

- Content Standards
  - Priority Standards
  - Integrated - Cross-Curricular
- Success Skills
  - Curiosity, Diversity, Empathy, Critical Thinking, Persistence, **Collaboration**
- Personalization
  - Student voice and choice
- Relevancy
  - Real-world connections
- Assessment
  - Product, project, presentation
- Culturally Responsive Pedagogy
- English Language Development
- Career Technical Education

Note: The features above help us be mindful of the elements to include when planning to make a lesson/unit more robust and aligned to iInnovate learning.

# Learning Experience Planning Template

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| **Lesson Title:** | Ancient Egypt |
| **Grade Level:** | 6 |
| **Learning Experience Description** | Students will work in small groups to create an Egyptian tomb that teaches others about the important aspects of Egyptian culture. Students will give a presentation describing the items in their tomb and why they were important to Egyptian culture. |
| **Prior Learning Needed:** | Understanding of the development of human societies and civilizations |

**Standards**

**Reading:**

**Key Ideas and Details**

RH.6.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6.2. 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.

**Craft and Structure**

RH.6.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Integration of Knowledge and Ideas**

RH.6.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH6.9. Compare and contrast informational texts.
S.6.1. Engage effectively in collaborative discussions; building on others' ideas and expressing their own clearly.
S.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details.

**Writing:**

W6.1. Write arguments to support claims with clear reasons and relevant evidence.
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Integrated ELD**

**Designated ELD**

**Math:**
CCSS.MATH.CONTENT.6.RP.A.1
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

**Science:**
MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cell.

**Social Studies:**
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, **Egypt**, and Kush.

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| **CTE Connection** | **Career Technical Education (CTE) Pathway :**<br>**Engineering and Architecture**<br><br>**Potential Career Paths:**<br>**Museum curator**-a curator or keeper of a cultural heritage institution is a content specialist charged with an institution's collections and involved with the interpretation of heritage material including historical artifacts.<br>**Archeologist**-is a person that studies human activity through the recovery and analysis of material culture<br>**Architect**-creates the overall look of buildings and other structures, but the design of a building involves far more than its appearance.<br>**Event planner**-creates small and/or large-scale personal or corporate events such as festivals, conferences, ceremonies, weddings, formal parties, concerts, or conventions.<br>**History teacher** |
| **Success Skills** | Check the success skills that are present in the lesson.<br><br>☐ Curiosity ☐ Persistence<br>☐ Diversity ☐ **Collaboration** |

<table>
<tr><td></td><td>☐ Empathy<br>☐ Critical Thinking</td></tr>
<tr><td>Essential Question</td><td>How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?</td></tr>
<tr><td>Learning Progression</td><td>1. Students will analyze the geographic, political, economic, religious, and social structures of the early civilization of Egypt and create a tomb that shares the most important aspects of Egyptian culture.<br>2. Students will synthesize information and write their arguments to support their claims.<br>3. Students will create a multimedia presentation to explain their findings.</td></tr>
<tr><td>Learning Intentions<br>“I am learning”</td><td></td></tr>
<tr><td>Success Criteria<br>“I can”<br>Surface, Deep, & Transfer</td><td><table><tr><th>Build Knowledge (Surface)<br>What/ How</th><th>Make Meaning (Deep)<br>Why</th><th>Apply Understanding (Transfer)<br>When, Where, Should</th></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>ELD<br><br>English Language Objective “I can...in speaking, listening, reading, writing”</td><td></td></tr>
<tr><td>Academic Vocabulary</td><td>Afterlife<br>Hierarchy<br>Mummy<br>Polytheism<br>Pharaoh<br>Tomb<br>Desiccant<br>Embalmed</td></tr>
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| | **Designated ELD, suggested vocabulary** |
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| **Culturally Responsive Practices** | |
| **SEL Practices** | |
| **Classroom Management Needs** | |
| **Business / Industry Involvement** (field trips guest speakers) | Museum curator<br>Travel agent<br>VR tour of Ancient Egypt- there are many good tours |
| **Materials/ Innovation Lab Use** | **Print Out**<br>Ancient Egypt note-taking doc<br>Academic Vocabulary quiz<br>artifact planning sheet<br><br>**Consumable Materials**<br>Cardboard<br>Wood<br>Glue<br>Tape<br>Plastic cups<br>Apples<br>Salt<br>Baking soda<br><br>**Other materials**<br>Kitchen scale<br>Measuring tools<br>Mixing bowls<br>Chromebook<br>Google slides<br>Google drawing<br>Laser cutter<br>Legos<br>Social studies textbook<br>VR glasses<br>Kitchen scale |

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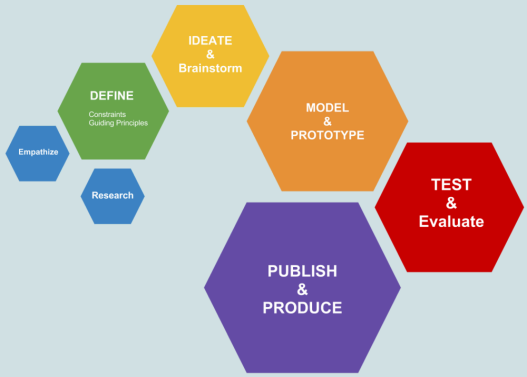
| | **Resources**<br>**Names of Gods and Goddesses**<br>Egypt pictures slides - from Katie<br>https://egypt.mrdonn.org/<br>https://www.historyforkids.net/ancient-egypt.html<br>https://www.ducksters.com/history/ancient_egypt.php<br>ancient Egypt<br>A Day in the Life of an Egyptian Priest<br>How to Make a Mummy- Ted-Ed<br>King Tut<br>Life in Egypt- requires ETC portal login<br>Hot Dog mummification video<br>Hot Dog mummification directions<br>Apple mummification video |

## Learning Experience Design Plan

Let's review the phases of the design process:




**Research/Empathy**: We learn about a topic.
**Defining our problem**: We define our problem.
**Ideate and brainstorm**: This is where you come up with ideas with your partner or team.
**Prototype**: This is where you sketch or draw what your ideas would look like.
**Model:** This is where you build the best idea!
**Test:** This is where we test to see if your idea works!
**Produce**: If it is good, we can make more.

Recommended: Design Thinking Coloring Page


**Empathy-** What is the issue?
Empathy is understanding what another person is experiencing OR feeling what someone else is feeling.

Opening Day-Co-construction activity
Co-Construction slides

After **slide 3** ask:
What do these images have in common?
- students think quietly for two minutes
- then come together in a think-pair-share and then in a small group to discuss ideas together
- groups share out their thinking

Confirm ideas around a tomb

Share **slide 4**- How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?

Have students begin to brainstorm their success criteria. Compare student success criteria to the teacher-generated success criteria below.

(Teacher-generated success criteria)

| **Build Knowledge (Surface)**<br>**What/ How** | **Make Meaning (Deep)**<br>**Why** | **Apply Understanding (Transfer)**<br>**When, Where, Should** |
|---|---|---|
| I can identify artifacts.<br><br>I can describe the meaning of the artifacts.<br><br>I can define what is in an Egyptian tomb. | I can research different components and share my findings with other students.<br><br>I can discuss a plan to create Egyptian artifacts with my group. (use feedback protocol)<br><br>I can compare different components of Egyptian life. | I can design Egyptian artifacts for a tomb.<br><br>I can use tools and materials to construct the artifact.<br><br>I can explain the importance of the Egyptian artifact to the history of Egypt. |

Compare your success criteria to the list that the students brainstormed. Modify any success criteria to meet the needs of your group this year.

As we move through this unit, we will be sure to revisit these success criteria so we know that everyone in the room understands what we are doing.

Kick-off - video/activity

- Introduce Driving Question and Essential Questions
    - How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?
- Watch How to Make a Mummy- Ted-Ed

**Essential Questions:**

1. How was the geography of Ancient Egypt important to the development of the civilization and to the daily lives of the citizens?
2. How was the Ancient Egyptian government structured and how did this affect the daily lives of citizens?
3. How did religion play a role in the everyday lives of Ancient Egyptians?
4. How was Ancient Egyptian society structured and what activities were common in the daily lives of the people?
5. What were some major Ancient Egyptian achievements in writing, art, and architecture?

Allow students time to do some internet research about Ancient Egypt based on these essential questions.
Students should discuss findings with each other to build interest and excitement about their learning.


**Research**- What can we learn about the topic?

- Have students answer, "How did we learn about the ancient Egyptians?" in Google Classroom or any other way you collect student work.
- Show video on what was in King Tut's Tomb
- Have students add to or change answers based on video.
- Talk about what we would put in a time capsule that would teach people a thousand years from now about what was important to our culture.
    - Do a consensus mat and have students brainstorm these ideas

- Have table groups come to a consensus of what they would include in their time capsule
- Share ideas with the class

Science: How to Make a Mummy

You may select apple mummification or hot dog mummification

- Hot Dog mummification video
- Hot Dog mummification directions

OR

- Watch the Apple mummification video to get started
- Apple mummification directions

After one week of letting the items sit bring them back out

Science extension:
Look at apple pieces under a microscope before and after mummification- is there a change in cell structure?

- Read about ancient Egypt (use this text or the textbook)
- Use this Newsela text set to read about Egypt

Set up students for note-taking throughout the unit- using the Ancient Egypt note-taking doc

- Review the expectations for the note-taking doc
- Have students take notes about facts they are learning about Ancient Egypt as they read the articles, watch the video, and use the information from the teacher mini-lesson slide decks.

Assign students the Ancient Egypt article to read again independently. Have students take notes and then share notes within their group. Ask students to peer edit note-taking to be sure all students have included the resource, artifacts, and information.


**Define**- Clearly define the need you are trying to solve, sharpen key questions.

-Show video about Ancient Egypt

- Break students into teams of 4
- Review Team Collaboration Rubric

- Set up heterogeneous teams of students
- Have teams review the collaboration rubric
- These teams will work together to answer the essential question:
- How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?

- Teach about Ancient Egypt Geography with this mini-Lesson- Geography slide deck
- Discuss as the lesson progresses- adding to the Need to Know list as needed
- Students take notes on geography

As students continue to understand the content of Ancient Egypt, review the driving question:

**How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?**

**Have teams begin to develop ideas of what they would put into their tomb based on their understanding and research of Egypt.**

**Students can sketch, draw, use google apps, collect images, etc**

**Allow time each day for student teams to collaborate about what they are finding important.**

Government mini-lesson- Government slide deck
- Discuss as the lesson progresses- adding to the Need to Know list as needed
- Students write notes on Government
- Introduce the Academic Language sheet and allow students to begin to create the Quizlet cards

Religion mini Lesson- Religion slide deck
- Discuss as the lesson progresses- adding to the Need to Know list as needed
- Students write notes on Religion

Society/Daily Lives mini Lesson- Society/Daily Lives slide deck
- Discuss as the lesson progresses- adding to the Need to Know list as needed
- Students write notes on Society/Daily Lives

Achievements/Contribution mini Lesson- Achievements/Contributions slide deck
- Discuss as the lesson progresses- adding to the Need to Know list as needed
- Students write notes on Achievements

Technology mini Lesson- Technology slide deck
- Discuss as the lesson progresses- adding to the Need to Know list as needed
- Students write notes on Technologies

After students have been introduced to Egyptian life, take them to Egypt!
-use the Virtual Reality in the innovation lab to take students to Egypt.

On the teacher tablet, search Ancient Eygpt
You will see several tours that are available to share with students.
If you need support on using VR- check our website for reference. Look under Lab Tech Support and find Virtual Reality
Have fun!


**Ideate and Brainstorm**- Brainstorm and create solutions, no idea is a bad idea! Narrow your ideas.

Students will work collaboratively in small groups to create an Egyptian tomb that teaches others about the important aspects of Egyptian culture.

Have student teams come together to discuss what they want in their museum room. Have students use their notes to recall important information for each section of learning.

Placement consensus: Give each team a large piece of paper. Have each student use a corner of the paper to list what items they want in the tomb. Have the team come to a consensus on what they would like in their tomb.

Use the artifact planning sheet to divide team roles.

Allow teams time to discuss and make agreements.

Students may elect to do a tomb layout in a number of ways:

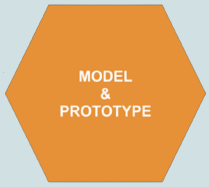
- Poster
- slide deck with images
- Diorama
- Models
- Drawings
- Laser cut drawing

We are urging students to create a 2-dimensional drawing of the contents of their tomb and use the laser cutter to display that drawing.

Students can collaborate in google drawing to create their tomb. Once the drawing is complete, the team must create a pdf, png, or jpeg file of their drawing. Those three file types can be sent to the laser cutter to engrave the tomb that they designed.

- Have students take the Academic Vocabulary quiz
Refer back to the driving questions: How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?
Allow teams to brainstorm ideas for their tomb artifacts and presentation.

Project Work Time




**Model and prototype-** Build representations of one or more ideas
Student teams will begin to work on what would be found in their tomb- this may take several days.

There are materials in the innovation lab that students may want to sue:
Cardboard
Tape
Glue
Scissors
Wood
Laser cutter
3D printer

Based on the team's decision, allow students time in the lab if needed.
If using the laser cutter, students may test a prototype of what they want engraved using cardboard. Their final design can be on wood.


**Test and Evaluate**- Test your prototype. Validate ideas and get feedback to improve. Make adjustments as necessary
Once student teams are satisfied with the products, they should meet with another team for peer evaluation.

Each team should take time to share their information and why they thought it was an important part of teaching others about the Egyptian culture.
Once both teams have shared and received feedback, allow teams to make final adjustments to their product


**Publish and Produce**- If it works, share it with the world!

Students teams will answer the essential question- How can we, as archaeologists, create an Egyptian tomb that teaches others about the most important aspects of Egyptian culture?
By sharing their tomb design and contents.

Each presentation can also include infographics (maps, pictures, captions, text features, etc.) to help their audience further understand the items selected for the tomb.

Students give presentations

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| **Closure**<br>Exit tickets, feedback for next lesson | As students listen to other group presentations, ask them the reflect on the best artifacts to be in the tomb. Would they change anything? |
| **Assessment** | Ancient Egypt note-taking doc<br>Team Collaboration Rubric<br>Team Grading Sheet<br>Project Rubric- Creativity and Innovation<br>Project Rubric- Critical Thinking<br>Presentation Rubric |
| **Extensions** | Examples: |