

## Pre-Planning: What and Why Are Students Learning?

<b>Learning Objective</b> <i>What are the MA Framework standards being addressed?</i>	<p><b>7.14</b> Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)</p> <p><b>AES 1</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text. (RCA-H 2)</p>
<b>Student Friendly Learning Target</b> <i>After unpacking the standards, what concrete, measurable outcome will students be able to do by the end of today's lesson?</i>	<ul style="list-style-type: none"> <li>• SWBAT determine main idea from primary and secondary text</li> <li>• SWBAT evaluate the use of power by Egyptian pharaohs through their leadership style, choices, and accomplishments</li> </ul>
<b>Relevance</b> <i>How does today's lesson connect to previous learning, or how does it prepare them for a future task? How is today's topic relevant to students' lives?</i>	<p>The concept of leadership and the ways different leaders use power (choosing a social, economic, religious, focus; some for the common good, some for individual gain) is a relevant concept. At the end of this unit students will be asked to evaluate the leadership of someone in power today.</p>
<b>Assessment</b> <i>How will you know if students have met today's target? Assessment can be formative or summative.</i>	<p>Formative: Main idea assessed through reading check; use of power assessed through station exit tickets</p> <p>Upcoming summative will have students evaluating and synthesizing several pharaohs</p>

## Lesson Itinerary: How are Students Learning?

*Note: This part of the lesson will look different each day.*

WHAT	
<b>Entice</b> <i>Invite students into the lesson by piquing their interest with an activator that asks them to think about a topic or idea. 10 min</i>	<p>Do now (journal) What do you think the job of a "parent" should be? Is there only one role a parent has? Does every parent interpret their role the exact same way?</p> <p>Class discussion – does every parent interpret their role the same way?</p>
<b>Enlighten</b> <i>The "meat" of the lesson- clarify unknown vocabulary, explain a concept, provide directions and context for an inquiry-based lesson, or share the bulk of information 15 minutes</i>	<p><b>Frame lesson/Share target:</b> 2 min</p> <p><b>Delivery of Instruction (10 min)</b></p> <ol style="list-style-type: none"> <li>1. Role of the Pharaoh in Egypt – read short reading individually, VIP strategy</li> <li>2. Think Pair Share</li> </ol> <p><b>Station Directions (3 minutes)</b></p>

<p><b>Engage/Explore</b>  <i>Students <b>engage</b> with the information and/or <b>explore</b> through inquiry and investigation.</i>  <b>40 minutes</b></p>	<p>Pharaoh walk – stations – students choose a station, read secondary source, primary source, video, website</p> <p>Summary questions at each station</p>
<p><b>Extend</b>  <i>Students are challenged to think about the information they've learned in the lesson and apply it to other information, or make connections between their learning and their peers.</i>  <b>10 minutes</b></p>	<p>Students share/process what they have learned so far in a full class discussion</p>
<p><b>Evaluate</b>  <i>Students demonstrate mastery or progress toward mastery in relation to the day's learning target.</i>  <b>5 minutes</b></p>	<p>Exit ticket - using your summary questions, compare and contrast the way two pharaohs you learned about used their power</p>