

Unit Integration

Overview:

The overarching unit theme is *Global Influences: Egypt and China*. This unit plan fits into the curriculum because students will learn about Egypt and China in this grade level and it will showcase the many contributions that these two countries have provided and how they have had an impact on language, architecture, inventions and on the STEM disciplines. The students will have the opportunity to explore countries and see how cultures, most unlike their own. They will get to understand how everyday technologies and languages can change over time and what they started out like.

SOL standards? What are the content standards for the overarching topic?

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

What integrations will you include? Include related SOLs from four other content areas.

3.4 English: The student will expand vocabulary when reading.

d) Use context to clarify meaning of unfamiliar words.

3.9 Math: The student will

a. tell time to the nearest minute, using analog and digital clocks;

3.12 Math: The student will

a. define polygon;

b. identify and name polygons with 10 or fewer sides;

3.5 Arts: The student will explore and examine cultural and historical influences of art.

c. Compare and contrast art and architecture from a variety of cultures.

3.1 Arts: The student will apply creative thinking to artmaking.

a. Use imaginative and expressive strategies to create works of art.

3.10 English: The student will demonstrate comprehension of information resources to research a topic and complete a research product.

b) Access appropriate resources.

c) Collect and organize information about the topic.

Sequencing:

• **Day# 1: An Introduction of Worlds: Ancient Egypt and Ancient China/ Contributions:**

Written Language

- **Day# 2: Contributions:** Inventions (Part #1) - Egypt
- **Day# 3: Contributions:** Inventions (Part #2) - China
- **Day# 4: Contributions:** Architecture – Structure Face-Off*

• **Day# 5: Work Day**

Day #1

Teacher Candidate:	Amanda Gainer	Date Taught:	N/A
Cooperating Teacher:	N/A	School / District:	N/A
Grade:	3rd	Field Supervisor:	N/A
Unit / Subject:	History		
Lesson Title / Focus:	An Introduction of Worlds: Ancient Egypt and Ancient China/ Contributions: Written Language		

PLANNING AND PREPARATION

Content Knowledge How was this lesson developed based on your research and knowledge of content and the discipline?

- **This lesson was developed based on the knowledge of the third grade social science curriculum framework and standards of ancient China and ancient Egypt as the lesson will focus on the contribution of written language — characters and hieroglyphics, respectively. The students will gain understanding of how written language contributions from these ancient civilizations impacted society throughout time.**

Learner Differences

How did this lesson develop as a result of your examination of research and data about student learning needs, how diverse students learn your content/lesson topic and how you can employ

culturally sustaining pedagogies, difficulties students might have, gaps in their knowledge, assets they have, and so on?

- **This lesson developed as a result of my examination of research and data about student learning needs by being able to offer various representations that may appeal to all learners from visual representation, to oral, to tactile representation. This lesson developed as a result of my examination of research and data about how diverse students learn because many students learn better through exploration and using tactile and visuals while some students learn better orally. My lesson combines both aspects for balance. The lesson also offers students to get creative during note-taking and during the activity. This lesson developed as a result of my examination of research and data about employing culturally sustaining pedagogical strategies by ensuring that I represent the cultures through literature with stories occurring in the past and in modern day, featuring young children/ students from both countries. These stories bring a multicultural component for literature. This lesson develop as a result of my examination of research and data about addressing difficulties students might have and gaps in students' knowledge by reading and understanding common misconceptions students may face when learning about this topic and addressing those misconceptions when it comes to differentiating between "ancient" and "modern-day", how Arabic (mentioned in one one the books) relates to hieroglyphics, and recognizing that characters are still be use today, while hieroglyphics may be less common.**

Outcomes/Goals

What will students be expected to know or do as a result of this lesson?

- **Objectives/Outcomes:**
 - **Students will be able to identify contributions of Egypt and China**
 - **Students will be able to compare and contrast written language contributions**
 - **Students will be able to define key vocabulary words.**
 - **Students will be able to explain how ancient contributions impact the modern world**
 - **Students will be able to learn how to identify and practice writing characters and hieroglyphics**

Are these learning target(s)/outcome(s) appropriate based on your prior assessment/knowledge of students' understandings?

- **Yes, prior to this lesson**

Are your targets/outcomes observable and measurable?

- Yes, students will be writing down key vocabulary in their journals, understanding key vocabulary through guided-reading, creating notes, and practicing writing using the creative lessons.

What are your essential questions that align with the outcomes? List all outcomes associated with this lesson.

- What is an ancient civilization?
- What are contributions?
- How does written language from ancient China and Egypt impact the modern world?

Standards Which content, state, and national standards connect with your outcomes? List the state, content, and national standard or standards that are being addressed.

- **State Standards:**
 - **3.2 History:** The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
 - **3.4 English:** The student will expand vocabulary when reading.
 - d) Use context to clarify the meaning of unfamiliar words.

Resources and Materials What resources and other materials will be incorporated and how will they promote active learning? Be specific. List all materials and resources needed for the lesson.

- The Empty Pot by Demi (9 books)
- The Arabic Quilt by Aya A. Khalil (9 books)
- Journals (18)
- Videos of hieroglyphs (1-2)
- <https://www.youtube.com/watch?v=FnOrzvKia5k>
- <https://www.youtube.com/watch?v=ZBiuJ40t4rk&t=69s>
- Photos of hieroglyphs (5)
- Video of characters (1-2)
- <https://www.youtube.com/watch?v=ZJAuM5I2vss>
- <https://www.youtube.com/watch?v=buc2q9TqlMk>
- Photos of characters (5)
- Pens (26)
- Pencils (26)
- Calligraphy pens (18)
- Giant Note Pad (1)
- Smartboard (1)
- Internet

Technology Does technology enhance the design and delivery of your lesson? Does the use of technology promote active learning? Be specific. List all technology needed for both students and teachers.

- **Yes, technology enhances the design and delivery of my lesson. The students get to learn background information, importance, and relevance of written language and how Ancient Egypt and Ancient Chinese written language influenced the modern world.**
 - **Teacher technology:**
 - **Smartboard**
 - **Internet**
 - **Computer**
 - **Camera or Scanner**

INSTRUCTIONAL DELIVERY

Learning Environment How will you support individual and collaborative learning and foster positive interaction in the classroom?

- **The students will be participating in a think-pair-share, group and whole group discussions through the duration of the lesson to discuss their answers and their reasoning. As the teacher I will be walking around observing the students and asking them purposeful questions about their process and reasoning.**

Introduction/Activating Strategies How will you engage learners in the lesson and learning? How will you launch the lesson? How will you activate prior knowledge?

Engage:

- **As the teacher, I will use a K-W-L chart on a huge notepad to assess students' prior knowledge and identify learning targets for the unit.**
 - **I will ask probing questions like:**
 - **“What do you know about present-day China or Egypt?”**
 - **“Do you know what it means when something is ancient?”**
 - **“What about ancient China or Egypt?”**
 - **“What comes to mind when you hear the word contributions? What does it mean to you?”**

- The students will create K-W-L in their journals and write down their responses.
 - The students will fill in the K & W sections of their chart.
- Students will share in group discussions first, then share in whole-group discussion.
 - I will be monitoring the discourse and writing down thoughts and ideas I hear.
 - I will then facilitate a whole-group discussion.

Instructional Strategies What learning activities do you have planned for the students? Include a variety of *teaching strategies (methods)*. Activities are to be *learner-centered* (e. g. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions.) Include *guided process* of learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any *independent practice* activities.

Explore:

- I will split the students up into groups, cross-sectioning interest of each book (I.e. *The Empty Pot* by Demi and *The Arabic Quilt* by Aya A. Khalil) with reading level.
- The students will get to read one book or the other and write on sticky notes, things that they enjoyed, unknown words, characters, and important details.
- The students will discuss using think-pair-share for five minutes about the story they read.
 - For students reading *The Empty Pot*, students will need to think about the characteristics of the society and how it reflects differently from current-day China: How is ancient China represented?
 - For students reading *The Arabic Quilt*, students will need to think about what it means to be a contribution and where the contributions mentioned in the book are seen and used in today's society.
- The students will come together and share their responses and answers to these questions.
 - They will write down key elements to the story they did not get to read and stick or glue their sticky notes in their journals.

Explain:

- I will provide background knowledge of the two ancient civilizations and vocabulary words (Ancient, Contributions, Written-language, Hieroglyphics, Character/Symbols) .

- The students will write vocabulary words in their journal.
- We will watch a video on the hieroglyphics and their origins.
 - The students will write down notes in their journal after the video.
- I will provide handouts of hieroglyphics for them to look at and study.
 - I will explain or reiterate how hieroglyphics were used.
- We will watch a video on the characters and their origins.
 - The students will write down notes in their journal after the video.
- I will provide handouts of characters for them to look at and study.
 - I will explain or reiterate how characters were used.
- In this stage, the students will discuss their personal vocabulary words definitions in whole class discussion.
 - I will ask questions like:
 - “How did you come to that conclusion or how’s did you know that this vocabulary word meant that?”
- I will write down vocabulary words down on huge notepad.
 - As a class, we will come to a consensus on what definition to write down for each vocabulary word.
- I will then address any misconceptions they may have.
 - *“What questions do you have?”*

Elaborate:

- The students will have the opportunity to practice drawing hieroglyphics and characters.
- During this time, I will explain what their project-based assessment is: Creating a guidebook for ancient China or Egypt. They have the option to choose one and it will dictate the research they will partake in.
- They will have time to begin working on their guidebook during this time.

Closure :How will you bring closure to the lesson?

- **Journal Entry and Discussion Prompt:**
 - “What are contributions?”
 - “What are hieroglyphs and characters?”
 - “How do you think written language as a contribution helped to shape the modern world today?”
 - Students will share their final thoughts and something new they have learned.
 - Students will fill in the L portion of their KWL chart.
- Students will get the option to vote on which ancient civilization to learn about for inventions.

Differentiation How will you adjust instruction, including incorporating technology, to meet the needs of a diverse set of learners?

- **ESL:** For this group of students, I will create question-and-answer stems for journals and discussions, allow for partner work (think-pair-share discussions) and provide pictures with captions in English as well as in their primary language(s).
- **Gifted Students:** For this group of students, the students will get to research English words that derive from the Mandarin and Arabic languages and discuss what the English language would be like without those words.
- **Dyslexic:** For this group of students, they will have the opportunity to have a reading/writing partner. I will also provide them with visual and auditory directions.

Assessment: How will you measure understanding of the outcomes and standards? What type(s) of formative and summative assessment tasks/instruments (e.g., test, paper) and rubrics will be used?

- **Formative:**
 - **Discussions**
 - **Activity**
 - **Journal Entry**

PROFESSIONAL LEARNING

Reflection

How will you evaluate your practice?

- **I will evaluate my practice by taking notes of concepts and ideas mentioned in the discussions with the students and as well as the students' discussions with each other.**
- **My notes will also include who understood the concepts and who needed or needs more assistance.**
 - **I will use formative and summative assessments to identify who understood the material and who may need additional assistance and resources (RTI). Using formative and summative assessments will also help me determine if I need to spend more time on a concept or make time to reteach a concept.**

Where did learners struggle in the lesson?

- **Students struggled with understanding how Arabic and hieroglyphics are related.**
- **Students struggled with understanding how characters and hieroglyphs impact the modern world.**

How can the lesson be strengthened for improved student learning?

- The lesson can be strengthened for improved student learning by integrating more technology by adding supplemental videos.
- The lesson can also be strengthened for improved student learning by integrating more relevant literature.
- This lesson can also be strengthened for improved student learning by insuring that elaboration activity is elaborating on the topic.

Did the lesson reflect culturally sustaining pedagogies?

- Yes.

Day #2

Teacher Candidate:	Amanda Gainer	Date Taught:	N/A
Cooperating Teacher:	N/A	School / District:	N/A
Grade:	3rd	Field Supervisor:	N/A
Unit / Subject:	History		

Lesson Title / Focus:	Contributions: Inventions (Part #1) - Egypt
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PLANNING AND PREPARATION

Content Knowledge How was this lesson developed based on your research and knowledge of content and the discipline?

- **This lesson was developed based on the knowledge of the third grade social science curriculum framework and standards of ancient China and ancient Egypt as the lesson will focus on the contribution of Egypt — with inventions. The students will gain understanding of how inventions such as the 365 -calendar, clock, and paper—created from papyrus ancient Egypt impacted society throughout time.**

Learner Differences

How did this lesson develop as a result of your examination of research and data about student learning needs, how diverse students learn your content/lesson topic and how you can employ culturally sustaining pedagogies, difficulties students might have, gaps in their knowledge, assets they have, and so on?

- **This lesson developed as a result of my examination of research and data about student learning needs by being able to offer various representations that may appeal to all learners from visual representation, to oral, to tactile representation. This lesson developed as a result of my examination of research and data about how diverse students learn because many students learn better through exploration and using tactile and visuals while some students learn better orally. My lesson combines both aspects for balance. The lesson also offers students to get creative during note-taking and during the activity. This lesson developed as a result of my examination of research and data about employing culturally sustaining pedagogical strategies by ensuring that I represent the culture of Egypt through digital stations. This lesson developed as a result of my examination of research and data about addressing difficulties students might have and gaps in students' knowledge by reading and understanding common misconceptions students may face when learning about this topic and addressing those misconceptions when it**

comes to understanding how similar inventions appeared in different times in different areas. The students will also have visual and tactile representations of clocks for telling time.

Outcomes/Goals What will students be expected to know or do as a result of this lesson?

- **Objectives/Outcomes:**
 - Students will be able to identify invention contributions of ancient Egypt.
 - Students will be able to define key vocabulary words.
 - Students will be able to research using online resources.
 - Students will be able to explain the difference between analog and digital clocks.
 - Students will be able to compare and contrast sundials with modern day clocks.
 - Students will be able to tell time to the nearest minute, using analog and digital clocks.
 - Students will be able to recognize time in word and numerical form.
 - Students will be able to explain how ancient contributions impact the modern world.

Are these learning target(s)/outcome(s) appropriate based on your prior assessment/knowledge of students' understandings?

- **Yes, prior to this lesson, students will have an introduction to ancient Egypt and what contributions are. In second grade, the students would have learned about how US innovations in particular sectors affected modern society. This particular topic falls in a similar range but instead of innovations on an already established item, this lesson explores inventions and their impact on modern-day society. In addition to this, in second grade, students would have how to tell time and write time to the nearest five minutes, using analog and digital clocks.**

Are your targets/outcomes observable and measurable?

- **Yes, students will be writing down key vocabulary and information in their journals, understanding key vocabulary and information through digital workstations, and creating group sundials.**

What are your essential questions that align with the outcomes? List all outcomes associated with this lesson.

- **What are inventions?**
- **How are these inventions similar to or different from modern-day-versions?**
- **How did inventions from ancient Egypt impact the modern world?**

Standards Which content, state, and national standards connect with your outcomes? List the state, content, and national standard or standards that are being addressed.

- **State Standards:**

- **3.2 History:** The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- **3.9 Math:** The student will
 - a. tell time to the nearest minute, using analog and digital clocks;

Resources and Materials What resources and other materials will be incorporated and how will they promote active learning? Be specific. List all materials and resources needed for the lesson.

- **Journals (18)**
- **Pen (26)**
- **Pencils (26)**
- **Dry erase Markers (20)**
- **Paper**
- **Paper (1)**
 - **Possibly Papyrus sample (3)**
- **Calendar (1)**
- **Digital watch (1)**
- **Chalk (10)**
- **Huge Clock (1)**
- **Small Analog clocks (20)**
- **Laminate Three-Circle Venn Diagram (10)**
- **Laminate Digital Clock templates (10)**
- **White board (1)**
- **Rags or cloth (10)**
- **Laminate Digital clocks with velcro numbers (10)**
- **Laminate Analog clock templates (10)**
- **Huge Notepad (1)**
- **Ipads (18)**
- **Smartboard**
- **Computer**
- **Camera or Scanner**
- **Internet**
 - **Station #1: Inventions -**
 - <https://www.youtube.com/watch?v=eRTo9zjccR0>
 - <https://www.historyforkids.net/inventions-and-technology-in-egypt.html>
 - **Station #2: Analog and Digital Clocks -**
 - <https://www.youtube.com/watch?v=UvcqVGEMGbY>
 - <https://www.mathsisfun.com/time-clocks.html>
 - **Station #3: Telling Time -**
 - <https://www.mathsisfun.com/time-clocks-analog-digital.html>
 - **Station #4: Compare/Contrast: Modern-day clocks and sundials -**

- <https://www.youtube.com/watch?v=PXiyqWnixqo>
- <https://kids.kiddle.co/Sundial>

Technology Does technology enhance the design and delivery of your lesson? Does the use of technology promote active learning? Be specific. List all technology needed for both students and teachers.

- **Teacher technology:**
 - Smartboard
 - Internet
 - Computer
 - Camera or Scanner
- **Student technology:**
 - Internet
 - Ipads

INSTRUCTIONAL DELIVERY

Learning Environment How will you support individual and collaborative learning and foster positive interaction in the classroom?

- **The students will be participating in a think-pair-share, group and whole group discussions through the duration of the lesson to discuss their answers and their reasoning. As the teacher I will be walking around observing the students and asking them purposeful questions about their process and reasoning.**

Introduction/Activating Strategies How will you engage learners in the lesson and learning? How will you launch the lesson? How will you activate prior knowledge?

Engage:

- **As the teacher, I will show three different items (a piece of paper, a digital watch and a calendar)— seemingly unrelated but share something in common.**
 - **I will ask probing questions like:**
 - **“What do these three items have in common?”**
 - **“Do you think they have always looked like this?”**
 - **“How do you know?”**

- ***“Now think back to what we started talking about last class. If you had to put these three items into a category, or classify them into a category, what would it be?”**
 - ***Someone will hopefully mention contributions.**
- **The students will write down their responses in their journals.**
- **The students will share in a whole group session.**
 - **Meanwhile, I will then facilitate a whole-group discussion.**
 - **I will also be monitoring the discourse and writing down thoughts and ideas I hear on the board.**

Instructional Strategies What learning activities do you have planned for the students? Include a variety of *teaching strategies (methods)*. Activities are to be *learner-centered* (e. g. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions.) Include *guided process* of learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any *independent practice* activities.

Explore:

- **The class will seemingly switch gears to learn and discuss Egyptian contributions.**
 - **I will ask questions like:**
 - **“We discussed languages last class. What else do you know about ancient Egypt?”**
 - **“What are some notable items that you know about that come from ancient Egypt?”**
 - **The students will discuss as a class.**
- **I will then tell them the vocabulary words of today: invention, Sundial, Analog, digital, papyrus, and calendar.**
 - **“In your journals you will write these words down, giving yourself enough space to take notes. You will then be split up into groups to work at your digital stations. You should be able to define or write down the meaning of each vocabulary word. At each station there will be an activity or question to answer. Please. Make sure to complete the activity in your journal. ”**
- **I will split the students up into groups, cross-sectioning math and reading levels to create groups based on skill level.**
 - **There will be four (4) groups consisting of three to four students each.**

- The students will spend ten (10) to fifteen (15) minutes at each stationary station. They will “rotate” until every group has visited each station in full rotation. There will be paper with directions for each station for each group. They must follow “stations” in numerical order. Groups will have to find designated areas to congregate and work. This will model a flipped classroom approach.
- 2 Stations:
 - Station #1: Inventions
 - In this station, students will learn about inventions of ancient Egypt—paying close attention to the important ones that are vocabulary words. They will watch the YouTube video “Ancient Egyptian Inventions song | History | La La La Learn” and pull information from the website.
 - *Directions: The students will define in their own words, the vocabulary terms in their journals. The students will write down one thing they learned about the core inventions (paper, the calendar, and the sundial). Students will write down one additional invention associated with ancient Egypt and a fun fact. Students will write about how these inventions differ from the modern-day versions.*
 - Station #2: Analog and Digital Clock information
 - In this station, students will learn about and get a refresher (or introductions), learning about the various times can be presented and discovering similarities and differences of the two clocks.
 - *Directions: The students will define in their own words, the vocabulary terms in their journals. Students will compare and contrast physical characteristics of the two clocks. Students will draw and illustrate the two different clocks in their journals and label each clock. Extension: In addition to labeling the type of clock, students will label what part of each clock indicates the minutes and what part of the clock represents the hours.*
- This gives me the opportunity to walk around and ask probing questions and assess each student on my clipboard.

Explain:

- In this stage, the students will discuss their personal vocabulary words definitions in whole class discussion.

- I will ask questions like:
 - “How did you come to that conclusion or how did you know that this vocabulary word meant that?”
- I will write vocabulary words down on a huge notepad.
 - As a class, we will come to a consensus on what definition to write down for each vocabulary word.
- I will then address any misconceptions they may have.
 - “What questions do you have?”

Elaborate:

- In this stage, two groups of students will be assigned to complete Station #3, while the other two groups complete station #4.
 - **Station #3: Telling Time**
 - In this station, students will learn how to tell time to the nearest minute using analog and digital clocks and simulations. Students will also learn how to equate various representations of time meaning the same thing.
 - *Directions: I will model to the groups how to model time to using the huge analog manipulative clock and writing the time in digital format on the digital clock templates. Students will get to practice using the C.R.A. (Concrete-Representational-Abstract) method. They will get to practice using physical manipulatives (analog clock with moving hands and velcro digital clock) for concrete, drawing them on the non-velcro laminate clocks, and using the online website to demonstrate proficiency in telling time. The students will have to write down and illustrate the following times in their journals (times listed on instructions sheet and on website for reference). When time is up, students will put velcro numbers back in their baggies, set analog clocks back to 12 o'clock, and erase laminate clocks.*
 - **Station #4: Modern-day clocks and Sundials**
 - In this station, the students will explore more about sundials and how clocks have changed over the years.
 - *Directions: The students will read more about sundials and jot down notes in their journals, describing characteristics of the various ones*

mentioned on the website page. The students will then watch a Youtube video: “Telling Time - A History of Timekeeping” illustrating how the telling time has changed over the years. The students will create a three circle Venn diagram comparing and contrasting the sundial, analog and digital clock— this will go in their journal.

Closure How will you bring closure to the lesson?

- **Journal Entry and Discussion Prompt:**
 - **How are these inventions similar to or different from modern-day-versions?**
 - **“How did inventions from ancient Egypt impact the modern world?”**
 - **Students will share their final thoughts and something they have learned.**

Differentiation How will you adjust instruction, including incorporating technology, to meet the needs of a diverse set of learners?

- **ESL:** For this group of students, I will create question-and-answer stems for journals and discussions, allow for partner work (think-pair-share discussions) and provide pictures with captions in English as well as in their primary language(s).
- **Gifted Students:** For this group of students, the students will be able to learn how to add and subtract time in their stations. Students will also get to compare and contrast Modern-day calendars to Ancient calendars.
- **Dyslexic:** For this group of students, they will have the opportunity to have a reading/writing partner. I will also provide them with visual and auditory directions.

Assessment: How will you measure understanding of the outcomes and standards? What type(s) of formative and summative assessment tasks/instruments (e.g., test, paper) and rubrics will be used?

- **Formative:**
 - **Discussions**
 - **Digital Workstation Activity**
 - **Journal Entry**

PROFESSIONAL LEARNING

Reflection How will you evaluate your practice?

- **I will evaluate my practice by taking notes of concepts and ideas mentioned in the discussions with the students and as well as the students' discussions with each other.**

- **My notes will also include who understood the concepts and who needed or needs more assistance.**
 - **I will use formative and summative assessments to identify who understood the material and who may need additional assistance and resources (RTI). Using formative and summative assessments will also help me determine if I need to spend more time on a concept or make time to reteach a concept.**

Where did learners struggle in the lesson?

- **Learners struggle with understanding how time can be written and numerical form and equal to the same thing.**
 - **Example: Half-past two; or 2: 30; or Two hours and thirty minutes or 2 hours and 30 minutes.**
- **Learners struggle with understanding that numbers to the right of the colon represent the minutes and numbers to the left of the colon represent the hours.**
- **Learners struggle with equating time on analog and digital clocks**
- **Students struggled with understanding how sundials work.**

How can the lesson be strengthened for improved student learning?

- **The lesson can be strengthened for improved student learning by integrating more technology by adding more supplemental videos and online resources that are specific and relevant to the content standards.**
- **The lesson can be strengthened for improved student learning by making this lesson a two or three day lesson to ensure that students have more practices with telling time.**
- **The lesson can be strengthened for improved student learning by adding a science standard that ties into the calendar and the sundial using nature.**

Did the lesson reflect culturally sustaining pedagogies?

- **Yes.**

Day# 3

Teacher Candidate:	Amanda Gainer	Date Taught:	N/A
Cooperating Teacher:	N/A	School / District:	N/A
Grade:	3rd	Field Supervisor:	N/A
Unit / Subject:	History		
Lesson Title / Focus:	Contributions: Inventions (Part #2) - China		

PLANNING AND PREPARATION

Content Knowledge How was this lesson developed based on your research and knowledge of content and the discipline?

- This lesson was developed based on the knowledge of the third grade social science curriculum framework and standards of ancient China and ancient Egypt as the lesson will focus on the contribution of China — with inventions. The students will gain understanding of how inventions such as silk, compasses, and fireworks from ancient China impacted society throughout time.

Learner Differences

How did this lesson develop as a result of your examination of research and data about student learning needs, how diverse students learn your content/lesson topic and how you can employ culturally sustaining pedagogies, difficulties students might have, gaps in their knowledge, assets they have, and so on?

- **This lesson developed as a result of my examination of research and data about student learning needs by being able to offer various representations that may appeal to all learners from visual representation, to oral, to tactile representation. This lesson developed as a result of my examination of research and data about how diverse students learn because many students learn better through exploration and using tactile and visuals while some students learn better orally. My lesson combines both aspects for balance. The lesson also offers students to get creative during note-taking and during the activity. This lesson developed as a result of my examination of research and data about employing culturally sustaining pedagogical strategies by ensuring that I represent the cultures through nonfiction and historical fiction literature featuring the various inventions. This lesson developed as a result of my examination of research and data about addressing difficulties students might have and gaps in students' knowledge by reading and understanding common misconceptions students may face when learning about this topic and addressing those misconceptions when it comes to understanding how similar inventions appeared in different times in different areas. The students will also have visual and tactile representations of various polygons as we explore kites of ancient China.**

Outcomes/Goals What will students be expected to know or do as a result of this lesson?

Are these learning target(s)/outcome(s) appropriate based on your prior assessment/knowledge of students' understandings?

- **Yes; Prior to this lesson, the students will have learned about how US innovations in particular sectors affected modern society. This particular topic falls in a similar range but instead of innovations on an already established item, this lesson explores inventions and their impact on modern-day society.**

Are your targets/outcomes observable and measurable?

- **Yes, students will be writing down key vocabulary in their journals, understanding key vocabulary through reading learning centers, creating notes, identifying polygons and creating polygon kites.**

What are your essential questions that align with the outcomes?

- How did inventions from ancient China impact the modern world?
- What is a polygon?
- In what ways do polygons connect or are related to Chinese inventions?

List all outcomes associated with this lesson.

- Students will be able to define key vocabulary words.
- Students will be able to identify invention contributions of ancient China.
- Students will be able to explain how ancient contributions impact the modern world
- Students will be able to define the term— polygon.
- Students will be able to learn how to identify, compare, and create polygons.

Standards Which content, state, and national standards connect with your outcomes? List the state, content, and national standard or standards that are being addressed.

- **State Standards**

- **History**

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

- **Math**

- 3.12 The student will
- a. define polygon;
 - b. identify and name polygons with 10 or fewer sides;

Resources and Materials What resources and other materials will be incorporated and how will they promote active learning? Be specific. List all materials and resources needed for the lesson.

- Journals (18)
- Pen (26)
- Pencils (26)
- Polygons (6)
- Polygon chart worksheet (20)
- Photos featuring Polygons (6)
- Construction Paper of various color (2-3 packs)
- Plain white paper (1 pack)
- String (2 balls/spools)
- Scissors (20)
- Class Set of Crayons
- Class Set of Markers
- Pastels (3 boxes)
- Glue sticks (10)
- Glue bottles (10)
- Highlight reading tools (20)

- **Smartboard**
- **Internet**
- **Computer**
- **The Story of Kites by Ying Chang Compestine (5 copies)**
- **Riding on a Caravan: A Silk Road Adventure by Laurie Krebs (5 copies)**
- **Tools and Treasures of Ancient China by Candice Ransom, and (5 copies)**
- **The Discovery of Fireworks and Gunpowder: The Asian Hall of Fame by Oliver Chin and Phil Amara (5 copies)**

Technology Does technology enhance the design and delivery of your lesson? **Yes.**

Does the use of technology promote active learning?

Be specific. List all technology needed for both students and teacher.

- **Teacher technology:**
 - **Smartboard**
 - **Internet**
 - **Computer**
 - **Camera or Scanner**

INSTRUCTIONAL DELIVERY

Learning Environment How will you support individual and collaborative learning and foster positive interaction in the classroom?

- **The students will be participating in a group and whole group discussions through the duration of the lesson to discuss their answers and their reasoning. As the teacher I will be walking around observing the students and asking them purposeful questions about their process and reasoning.**

Introduction/Activating Strategies How will you engage learners in the lesson and learning?

How will you launch the lesson? How will you activate prior knowledge?

Engage:

- **As the teacher, I will show various polygons and their real-life counterparts— seemingly unrelated but share something in common.**
 - **I will ask probing questions like:**
 - **“What do these pictures have in common?”**
 - **“Can you describe any characteristics of the pictures or items shown?”**
- **The students will write down their responses in their journals.**

- The students will share in a whole group session.
 - Meanwhile, I will then facilitate a whole-group discussion.
 - I will also be monitoring the discourse and writing down thoughts and ideas I hear on the board.
 - I will then tell them the vocabulary words of today: Polygons, Kites, Silk, Compass and Fireworks.
 - In your journals you will write these words down, giving yourself enough space to take notes. You will then be split up into groups to work in your reading groups. You should be able to define or write down the meaning of each vocabulary word.

Instructional Strategies What learning activities do you have planned for the students? Include a variety of *teaching strategies (methods)*. Activities are to be *learner-centered* (e. g. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions.) Include *guided process* of learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any *independent practice* activities.

Explore:

- The class will seemingly switch gears to learn and discuss Chinese inventions.
 - I will ask questions like:
 - “What is China known for?”
 - “What are some notable items that you know about that come from China?”
- I will split the students up into groups, cross-sectioning interest of each book (I.e. *The Story of Kites* by Ying Chang Compestine, *Riding on a Caravan: A Silk Road Adventure* by Laurie Krebs, *Tools and Treasures of Ancient China* by Candice Ransom, and *The Discovery of Fireworks and Gunpowder: The Asian Hall of Fame* by Oliver Chin and Phil Amara) with reading level.
 - In their journals they will create a chart with four sections: fireworks, compass, silk cloth, and kites.
 - In their groups of 4-5, each group is responsible for information of 1/4th of the chart.
 - The students will read in their groups— individually or partnered reading and and write down information in their own words. The students will discuss

in their groups and select one person to be the presenter and another to be recorder of the information.

- Based on the invention each group preferred, the students will record information into their personal organizer and each group will present to the rest of the class as a group (or by group representative); the other students will record the sections they do not have.
 - As the presenter of each group presents the information, the recorder of each group will record the information to the white board.
- In this stage, the students will discuss their personal vocabulary words definitions in whole class discussion.
 - I will ask questions like:
 - “How did you come to that conclusion or how did you know that this vocabulary word meant that?”
- I will write vocabulary words down on a huge notepad.
 - As a class, we will come to a consensus on what definition to write down for each vocabulary word.
- I will ask:
 - “Were there any intentions that you were surprised about?”

Explain:

- The class will then continue with the math portion of the lesson
 - I will ask:
 - “What is a polygon?”
 - “Does it sound like any other math vocabulary we know of or seen?”
 - “How would you describe a polygon?”
 - Students will cut and paste polygon worksheets in their journals and using the key and prior knowledge cut and paste the correct polygon into the correct place.
- I will then address any misconceptions they may have.
 - “*What questions do you have?*”

Elaborate:

- I will ask:
 - “How do you think polygons and Chinese inventions are related?”
 - Recall from the images and videos we saw.
 - “Are polygons everywhere?”
 - “Even in Ancient China? Where?”

- Hopefully someone makes the connection between polygons and kites.
- “What about Kites?”
- The students will be making polygon kites inspired by ancient Chinese kites.
 - They will have to at least three colors;
 - Integrate at least three polygons into their design;
 - And explain the polygons they used in their designs.
 - For extra credit: Students will get the opportunity to illustrate/describe where these polygons can be seen in ancient or modern-day China.
- The students will present their polygon kites to the class.

Closure How will you bring closure to the lesson?

- **Journal Entry and Discussion Prompt:**
 - “How did inventions from ancient China impact the modern world?”
 - “What is a polygon?”
 - “In what ways do polygons connect or are they related to Chinese inventions?”
- Students will share their final thoughts and something they have learned.

Differentiation How will you adjust instruction, including incorporating technology, to meet the needs of a diverse set of learners?

- **ESL:** For this group of students, I will create question-and-answer stems for journals and discussions, allow for partner work (think-pair-share discussions) and provide pictures with captions in English as well as in their primary language(s).
- **Gifted Students:** For this group of students, the students will get to create a kite using multiple polygon shapes or adding Chinese characters (symbols). They will also get to research other types of polygons in China—in the modern world and in the ancient world.
- **Dyslexic:** For this group of students, they will have the opportunity to have a reading/writing partner. I will also provide them with visual and auditory directions.

Assessment: How will you measure understanding of the outcomes and standards? What type(s) of formative and summative assessment tasks/instruments (e.g., test, paper) and rubrics will be used?

- **Formative:**
 - Discussions/Reading Activity
 - Polygon Activity

- **Journal Entry**

PROFESSIONAL LEARNING

Reflection How will you evaluate your practice?

- **I will evaluate my practice by taking notes of concepts and ideas mentioned in the discussions with the students and as well as the students' discussions with each other.**
- **My notes will also include who understood the concepts and who needed or needs more assistance.**
 - **I will use formative and summative assessments to identify who understood the material and who may need additional assistance and resources (RTI). Using formative and summative assessments will also help me determine if I need to spend more time on a concept or make time to reteach a concept.**

Where did learners struggle in the lesson?

- **Learners struggle with identifying polygons in the real world.**
- **Learners struggle with understanding how similar inventions appear in different (or similar) times in different areas— though a particular country may not be credited with inventing it.**

How can the lesson be strengthened for improved student learning?

- **The lesson can be strengthened for improved student learning by integrating more technology that promotes active learning.**
 - **The lesson can also be strengthened for improved student learning by integrating more relevant literature.**
 - **This lesson can also be strengthened for improved student learning by insuring that elaboration activity is elaborating on the topic.**
 - **This lesson can be strengthened by improving upon the connection between polygons and ancient Chinese inventions.**

Did the lesson reflect culturally sustaining pedagogies? **Yes.**

Day#4

Teacher Candidate:	Amanda Gainer	Date Taught:	N/A
Cooperating Teacher:	N/A	School / District:	N/A
Grade:	3rd	Field Supervisor:	N/A
Unit / Subject:	History		

Lesson Title / Focus:	Contributions: Architecture – Structure Face-Off*
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PLANNING AND PREPARATION

Content Knowledge How was this lesson developed based on your research and knowledge of content and the discipline?

- **This lesson was developed based on the knowledge of the third grade social science curriculum framework and standards of ancient China and ancient Egypt as the lesson will focus on the contribution of architecture — The Great Wall and the Pyramids. The students will gain understanding of how architectural contributions have impacted society throughout time.**

Learner Differences

How did this lesson develop as a result of your examination of research and data about student learning needs, how diverse students learn your content/lesson topic and how you can employ culturally sustaining pedagogies, difficulties students might have, gaps in their knowledge, assets they have, and so on?

- **This lesson developed as a result of my examination of research and data about student learning needs by being able to offer various representations that may appeal to all learners from visual representation, to oral, to tactile representation. This lesson developed as a result of my examination of research and data about how diverse students learn because many students learn better through exploration and using tactile and visuals while some students learn better orally. My lesson combines both aspects for balance. The lesson also offers students to get creative during note-taking and during the activity. This lesson developed as a result of my examination of research and data about employing culturally sustaining pedagogical strategies by ensuring that I represent the cultures through my scavenger hunt questions and the Face Off (Versus) activity. This lesson developed as a result of my examination of research and data about addressing difficulties students might have and gaps in students' knowledge by reading and understanding common misconceptions students may face when learning about this topic and addressing those misconceptions when it comes to comparing and contrasting structures from different cultures. The students will also have visual representations to explore the characteristics of each architecture.**

Outcomes/Goals What will students be expected to know or do as a result of this lesson?

- **Objectives/Outcomes:**
 - **Students will be able to identify architecture associated with ancient Egypt and ancient China.**
 - **Students will be able to describe physical characteristics of the architecture.**
 - **Students will be able to compare and contrast architectural contributions.**
 - **Students will be able to define key vocabulary words.**
 - **Students will be able to explain how ancient contributions impact the modern world.**

Are these learning target(s)/outcome(s) appropriate based on your prior assessment/knowledge of students' understandings?

- **Yes, prior to this lesson , students will have an introduction to ancient Egypt and what contributions are. In second grade, the students would have learned about how US innovations in particular sectors affected modern society. This particular topic falls in a similar range but instead of innovations on an already established item, this lesson explores inventions and their impact on modern-day society. In addition, these students would have learned to defend their positions orally and in writing, using content vocabulary.**

Are your targets/outcomes observable and measurable?

- **Yes, students will be writing down key vocabulary and information in their journals, understanding key vocabulary and concepts through scavenger hunt, creating notes and arguments, and debates.**

What are your essential questions that align with the outcomes? List all outcomes associated with this lesson.

- **What is architecture?**
- **How are the architectures from ancient Egypt and China similar or different?**
- **How did architecture from ancient Egypt and China impact the modern world?**

Standards Which content, state, and national standards connect with your outcomes? List the state, content, and national standard or standards that are being addressed.

- **State Standards:**
 - **3.2 History: The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.**
 - **3.5 Arts: The student will explore and examine cultural and historical influences of art.**
 - c. **Compare and contrast art and architecture from a variety of cultures.**

Resources and Materials What resources and other materials will be incorporated and how will they promote active learning? Be specific. List all materials and resources needed for the lesson.

- **Journals (18)**
- **Pen (26)**
- **Pencils (26)**
- **Small Plastic baggies (25)**
- **Scavenger hunt Eggs with clues (40)**
 - **20 Blue eggs - Great Wall Clues**
 - **20 Purple eggs - Pyramid Clues**
 - **20 clues in sets of 10**
 - **Two sets of clues meaning one set o purple and blue eggs have the same clues (#1-10) and another purple-blue set has the same clues(#11-20).**
- **Master list with answers to clues and corresponding facts (1)**
- **Computer**
- **Internet**
- **Epic Books Website**
- **Ipads (18)**
- **PowerPoint featuring photos the Great Wall and the Pyramid**
 - **https://docs.google.com/presentation/d/19wHq5S7G0a8ABiMmxnCqFauzCXMb28osVBG_rNM5o4/edit?usp=sharing**

Technology Does technology enhance the design and delivery of your lesson? Does the use of technology promote active learning? Be specific. List all technology needed for both students and teachers.

- **Teacher technology:**
 - **Smartboard**
 - **Internet**
 - **Computer**
 - **Camera or Scanner**

INSTRUCTIONAL DELIVERY

Learning Environment How will you support individual and collaborative learning and foster positive interaction in the classroom?

- **The students will be participating in a group and whole group discussions through the duration of the lesson to discuss their answers and their reasoning. As the**

teacher I will be walking around observing the students and asking them purposeful questions about their process and reasoning.

Introduction/Activating Strategies How will you engage learners in the lesson and learning? How will you launch the lesson? How will you activate prior knowledge?

Engage:

- **As the teacher, I will show two images on a powerpoint slide (The Great Wall of China and the Pyramids of Egypt)— seemingly unrelated but share something in common.**
 - **I will ask probing questions like:**
 - **“What do these three items have in common?”**
 - **Bonus question: “ Can you tell me what these two images are?”**
 - **Students will answer in whole-class discussion.**
 - **“How do you know?”**
 - **I will refer to these images as contributions — specially architecture. I will ask the students to flip to the vocabulary section of their journals and write down the following words (as a I write them on the notepad — Great Wall, Pyramids, Architecture).**
 - **“In your journals you will write these words down, giving yourself enough space to take notes. You will then split up into groups for the scavenger hunt. Two groups will be teamPyramids; two groups will be teamGreatWall. After the scavenger hunt today, you should take be able to define or write down the meaning of each vocabulary word in your journals.”**
 - **I will remind students about school rules and expectations.**
- **I will go over directions prior to students picking groups.**
 - *Instructions in PowerPoint slide.*
 - **“Are there any questions before we pick groups?”**
- **Students will get into groups of four or five.**
 - **I will help facilitate students getting into groups and assign each group in each team a group number (Group 1 or Group 2).**
 - **I will list the names of students in each team and group.**
 - **One student in each group should be assigned as a note taker**
 - **They will be responsible for keeping track of what number the group has answered or what eggs to avoid.**
 - **Another student should be assigned the role of facilitator.**
 - **Make sure that everyone is on tasks and participating.**
 - **Another student should assigned- material holder.**

- They are in charge of their groups plastic baggies and architecture facts.
- Final student(s) should be assigned as presenter.
- They will answer the clue and provide evidence.
- I will take my classroom pack and clipboard outside (with the Master List).
- Students will bring their journals and pens.

Instructional Strategies What learning activities do you have planned for the students? Include a variety of *teaching strategies (methods)*. Activities are to be *learner-centered* (e. g. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions.) Include *guided process* of learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any *independent practice* activities.

Explore:

- The class and I will head outside. I will repeat the directions again. Groups will have approximately 15-20 minutes to get all 10 facts for their FaceOff Debate. Whatever facts are left over will not be given to the groups. They will have to put in more effort with additional resources on Epic.
- Scavenger hunt will proceed.
- After the 15-20 minutes are up, the groups will make sure they have all 10 (or less) clues and make sure there are no eggs or trash left outside.
 - One to two students can be assigned the role of waste collector.
- The class and I will head back inside.
 - Students will sit with their groups and await instructions.
- Explain:
 - The students will record their facts in their journals with a subheading —indicating the architecture.
 - I will ask each group what was one fact that they learned about their architecture.
 - The Presenters in each group will respond.
 - Next, I will refer to the vocabulary words written on the Notepad
 - As a class, we will come to a consensus on what definition to write down for each vocabulary word.
 - I will then address any misconceptions they may have.
 - “What questions do you have?”

Elaborate:

- I will go over the directions/instructions for the FaceOff Debates

- “Each group should have 10 architecture facts. If if your group doesn’t, all groups will be required to do this next step:
 - Research using Epic Books.
 - Each student will be responsible for their own reading and note taking.
 - Your group will be responsible for finding additional information not given to you and to describe the physical characteristic of your architecture. Lastly, find one newer architecture that could have been inspired by yours.”
- Note takers will compile notes as groups decide which information to present or not present. Items in bold on powerpoint are required.
- *Research must be completed in 5-10 minutes.*
- Groups as a whole present their facts to other groups - students must decide who will share what.
 - Group one of #teamPyramid will share with Group one of #teamGreatWall
 - Group two of #teamPyramid will share with Group two of #teamGreatWall
 - As one group presents their facts, the other group’s members should be recording information in their journals and vice versa.
 - *If time permits, groups can talk about why they think their architecture is the best.*

Closure How will you bring closure to the lesson?

- **Journal Entry and Discussion Prompt:**
 - How are the architectures from ancient Egypt and China similar or different?
 - How did architecture from ancient Egypt and China impact the modern world?
 - Students will share their final thoughts and something new they have learned.
- Remind students that have the entire hour next class to create or finish up their Guidebooks for their PBAs (Performance-Based Assessments).
- Explain directions of PBA

Differentiation How will you adjust instruction, including incorporating technology, to meet the needs of a diverse set of learners?

- **ESL:** For this group of students, I will create question-and-answer stems for journals and discussions, allow for partner work (think-pair-share discussions) and provide pictures with captions in English as well as in their primary language(s).
- **Gifted Students:** For this group of students, the students will be able to learn how to add and subtract time in their stations. Students will also research how these structures influenced other structural buildings.
- **Dyslexic:** For this group of students, they will have the opportunity to have a reading/writing partner. I will also provide them with visual and auditory directions.

Assessment: How will you measure understanding of the outcomes and standards? What type(s) of formative and summative assessment tasks/instruments (e.g., test, paper) and rubrics will be used?

Formative:

- **Discussions**
- **Scavenger Hunt**
- **Journal Entry**

Summative:

- **FaceOff (Verzuz)**

PROFESSIONAL LEARNING

Reflection How will you evaluate your practice?

- **I will evaluate my practice by taking notes of concepts and ideas mentioned in the discussions with the students and as well as the students' discussions with each other.**
- **My notes will also include who understood the concepts and who needed or needs more assistance.**
 - **I will use formative and summative assessments to identify who understood the material and who may need additional assistance and resources (RTI).**
- **Using formative and summative assessments will also help me determine if I need to spend more time on a concept or make time to reteach a concept.**

Where did learners struggle in the lesson?

- **Learners struggle with understanding describing the physical characteristics of the architecture.**
- **Learners struggled with scavenger hunt clues.**

How can the lesson be strengthened for improved student learning?

- **The lesson can be strengthened for improved student learning by making this lesson two days to ensure that students can have ample to time to research and present their architecture.**
- **The lesson can be strengthened for improved student learning by ensuring there is enough emphasis on how the structure impacted modern society through means such as serving and inspiration, tourism — potential wonders of the world.**

Did the lesson reflect culturally sustaining pedagogies?

Yes.

Day#5: Performance Based Assessment: Ancient Civilizations - China & Egypt

Description:

In this performance-based assessment, the students will act as historians by creating a guidebook about ancient Egypt or ancient China. Within the guidebook, students must identify and explain how contributions from these ancients' civilizations impact(ed) the modern world. Throughout the entire unit, students were introduced to the various contributions from each ancient civilization, cross-cutting other subjects such as mathematics, language art, and science. The students have to demonstrate an understanding of how the contributions in written language, inventions, and architecture impact(ed) the modern world; and, present plausible hypotheticals as to how society would be without the creations of these contributions.

The teacher will observe how the students comprehend information from the various resources viewed throughout the unit as well as additional resources accessed during independent time. The teacher will assess how students collect, organize and present information as well as assessing the guidebook itself for presentation, content, and creativity.

Standards:

Social Science:

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

English:

3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.

- b) Access appropriate resources.
- c) Collect and organize information about the topic.

Art:

3.1 The student will apply creative thinking to artmaking.

- a) Use imaginative and expressive strategies to create works of art.

Task:

Students will be tasked to create a guidebook of either ancient Egypt or ancient China and present their guidebooks to the class.

Condition:

The students will have two different mediums to create their guidebooks: a tangible or digital version. For the former, the students will get to use an array of materials including paper, markers, colored-pencils, paint, pastels, printed-out pictures or photographs, and other supplies.

Students creating digital guidebooks will use a web 2.0 tool to create their guidebook (excluding the following 2.0 tool: PowerPoint). The students will be logging the information they collect throughout the entire unit as well as additional information in their social studies journal.

Learning:

The students will demonstrate their understanding of what contributions are and how the contributions from ancient civilization have impact(ed) society. The students will learn how to reach information using credible sources and how to properly cite their sources.

Behavior:

The students will work independently but will be able to demonstrate how to share limited resources; or, may help someone who has a question on what needs to be done or how to do something in particular.

Performance Level:

The students should be able to follow the directions given and sea-access using the check-list and rubric as their guides. The students will have included the written language and architecture of the ancient civilization chosen. The students will have the option of choosing at least two inventions to include in their guidebook. The student should be able to talk about the nature of the contribution, their purpose, and how they have impacted society.

Student Instructions:

Guidebooks: Ancient Egypt & China Directions

Hello, Historian _____ (that's you!),

We have another important job for you! All of the history museum's ancient civilization guide books have been ruined by flooding. The museum needs some new guidebooks as soon as possible. That is where you come in. Your job is to create a guidebook on one ancient civilization (Egypt or China) and identify and explain how contributions from these ancients' civilization impact(ed) society. You have the option to create a physical guidebook or a digital guidebook. Please make sure to give some background knowledge on the civilization you chose and include the following pieces of information:

- Written language;
- Architecture;
- Inventions (at least two (2) of your choice);
- How contributions impact(ed) society;
- How society would (or would not) function without the contributions; and,
- What your favorite contribution is and why.

At the end of the unit, you will present your guidebook to the class.

We will learn about quite a bit in class, but you will need to do some extra research to make sure your guidebooks are to the right standards to present to people. You never know who may read them! You may use a combination of books and internet sources to find information. Remember: when using the internet— make sure your sources are credible and appropriate. Try to stick to sources ending in “.gov”, “.org”, or “.edu”. If you are not sure, ask a classmate or a teacher for help.

The museum is counting on you!

Materials

For physical guidebooks:

- Pre-assembled guidebooks
- Colored Construction Paper (mandatory)
- Pencils
- Crayons
- Pens
- Markers
- Colored Pencils
- Scissors
- Glue
- Paint
- Pastels
- String
- Photos
- Glitter
- Stickers
- Technologies (Optional)
 - Computer
 - Internet
 - Printer

For digital guidebooks:

- Your choice of Web 2.0 tool
 - Examples: Canva, Prezi, Google Slides, etc.
- Pictures for the internet
- Computer
- Internet
- Printer

Procedure:

This section is not needed as they are not being accessed on the process performing a task. However, the students will be using the student checklist and rubric to ensure that all requirements are being met.

Student Checklist:

For all students, please include the following:

- ___ Written language
- ___ Architecture
- ___ Inventions (**at least two (2) of your choice**)
- ___ How **each** contribution impact(ed) society

- ___ How society would (or would not) function without **each** of the contributions
- ___ Favorite contribution and why
- ___ Must use at least 4 credible sources (**1 source must be new**)
- ___ Properly cite sources
- ___ Be creative — they should be colorful and engaging to the audience!
- ___ Photographs or drawings of each contribution mentioned

Physical guidebooks (**only**):

- ___ Use at least two or more art tools (examples: crayons, markers, pens)
- ___ No pencil markings on the finished product
- ___ Make sure writing is neat and legible

Digital guidebooks (**only**):

- ___ Use one Web 2.0 tool (Canva, Prezi, Google Slides, etc)
- ___ Use readable fonts sizes and colors

Rubric:

Teacher's Name: _____

Student's Name: _____

Topic: _____

Medium: _____

Date: _____



Global Influences: Egypt and China Guidebook

This rubric will help guide you on what is expected. Use it as a guide when formulating and creating your project.

	Proficient 25 Points	Satisfactory 21 Points	Needs Improvement 17 Points	Unsatisfactory 13 Points
Content	Student provides proficient level of background information about the civilization. Students include at least four (4) contributions including at least two inventions in their guidebook. Student shows a deep understanding of how the contributions in written language, inventions, and architecture EACH impact(ed) society throughout time; and, present plausible hypotheticals as to how society would be without the creations of these contributions. Students identify their favorite contribution and explain why it is important to them.	Student provides satisfactory level of background information about the civilization. Students include three (3) contributions in their guidebook. Student shows a good understanding of how the contributions in written language, inventions, and architecture EACH impact(ed) the modern world; and, present plausible hypotheticals as to how society would be without the creations of these contributions. Students identify their favorite contribution and explain why it is important to them.	Student provides some level of background information about the civilization. Students include two (2) contributions in their guidebook. Student shows a fair understanding of how the contributions in written language, inventions, and architecture impact(ed) the modern world; and, present some hypotheticals as to how society would be without the creations of these contributions. Students identify their favorite contribution.	Student provides little to no background information about the civilization. Students include one (1) or less contributions in their guidebook. Student shows limited to no understanding of how the contributions in written language, inventions, and architecture impact(ed) the modern world; and, present little to no hypotheticals as to how society would be without the creations of these contributions.
Visual Arts: Physical or Digital Guidebook	Student include at least four (4) pictures or drawings in their physical or digital guidebook. Visuals are colorful and engaging. High level of creativity and thoughtfulness is displayed in guidebook.	Student include three (3) pictures or drawings in their physical or digital guidebook. Visuals are colorful and/or engaging. Satisfactory level of creativity and thoughtfulness is displayed in guidebook.	Student include two (2) pictures or drawings in their physical or digital guidebook. Visuals are present. Some level of creativity and thoughtfulness is displayed in guidebook.	Student include one (1) to no pictures or drawings in their physical or digital guidebook. Few or lack of visuals that are colorful and/or engaging. Little to no effort in level of creativity and thoughtfulness displayed in guidebook.
Oral Presentation	Students demonstrate strong enthusiasm throughout presentation. Students speak clearly and engage the audience. Students answer questions that other students may have to the best of their abilities.	Students demonstrate enthusiasm throughout presentation. Students, mostly, speak clearly and engage the audience. Students answer most questions that other students may have to the best of their abilities.	Students demonstrate some enthusiasm throughout presentation. Students display some difficulty speaking clearly and engaging the audience. Students answer some questions that other students may have to the best of their abilities.	Students demonstrate little to no enthusiasm throughout presentation. Students display some difficulty speaking clearly and engaging the audience. Students answer some questions that other students may have to the best of their abilities.
Sources and Citations	Student has a least four (4) sources (including one new source) and citations, that are correctly cited. Resources are books and digital.	Student has three (3) sources (including one new source) and citations, that are correctly cited (or with minor errors). Resources are books or digital.	Student has two (2) sources (with or without new source) citation, that is correctly cited or cited with minor/major errors. Resources are books or digital.	Student has one (1) to no sources (with or without new source) or citations. Resources are books or digital; or lack of resources.
<p>This rubric was created with Quick Rubric and can be found at - http://www.quickrubric.com/r#/qr/amandagainer/living-systems--consumer-project</p>				

Lesson Plan Scoring Guide.

Criterion	Does Not Meet Expectation	Developing	Meets Expectation	Exceeds Expectation
Planning				
Content Knowledge-- Candidate develops a lesson plan informed by research and knowledge of content and the discipline. InTASC 4; CAEP 1.2	Candidate does not display knowledge of the content, relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Candidate reflects some awareness of the important concepts in the discipline, relations between them and of the instructional practices specific to that discipline.	Candidate plan reflects research and knowledge of the content and relations between important concepts, and of instructional practices specific to that discipline.	Candidate plan reflects extensive research and knowledge of the content, relations between important concepts, and of multiple instructional practices specific to that discipline.

<p>Learner Differences-- Candidate develops a lesson plan informed by knowledge of learner differences.</p> <p>InTASC 2 CAEP 1.2</p>	<p>Candidate demonstrates little or no knowledge of students' backgrounds, cultures, skills, language use, interests, and special needs or consideration of these differences for instruction.</p>	<p>Candidate demonstrates an understanding of students' backgrounds, cultures, skills, language use, interests, or special needs, but does not use this knowledge to design instruction to meet the needs of all students.</p>	<p>Candidate demonstrates an understanding of students' backgrounds, cultures, skills, language use, interests, and special needs, and uses this knowledge to design instruction.</p>	<p>Candidate demonstrates an understanding of each students' backgrounds, cultures, skills, language use, interests, and special needs from a variety of sources. Candidate uses this knowledge to design instruction that is creative, effective, and maximizes learning for all students.</p>
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<p>Outcomes-- Candidate identifies outcomes and goals to support student learning.</p> <p>InTASC 7</p>	<p>Candidate identifies outcomes that are unsuitable for students, not measurable, represent trivial or low-level learning, or are stated only as activities.</p>	<p>Candidate identifies outcomes that reflect moderate rigor, more than one type of learning, and are suitable for some students. Some of the outcomes are measurable.</p>	<p>Candidate identifies outcomes that reflect high-level learning and curriculum goals. They are measurable, represent different types of content and are suitable for most students in the class.</p>	<p>Candidate identifies outcomes that reflect rigorous learning and curriculum goals. They are measurable, represent different types of content and take account of the needs of individual students.</p>
<p>Standards-- Candidate identifies national/state standards that align with outcomes and are relevant to learners.</p> <p>InTASC 7 CAEP 1.4</p>	<p>Candidate does not identify national and state standards that are logically aligned with the learning outcomes relevant to learners.</p>	<p>Candidate displays some awareness of national and state standards and alignment with learning outcomes relevant to learners.</p>	<p>Candidate includes appropriate national and state standards, and they are aligned with learning outcomes relevant to learners.</p>	<p>Candidate includes national and state standards that are clearly aligned with rigorous learning outcomes relevant to learners.</p>

<p>Resources and Materials-- Candidate selects resources to maximize content learning.</p> <p>InTASC 7 CAEP 1.5</p>	<p>Candidate does not select resources (manipulatives, etc.) and digital and interactive technology designed to implement and assess student-centered learning experiences that engage and improve learning.</p>	<p>Candidate shows some familiarity with resources (manipulatives, etc.), and digital and interactive technology designed to implement and assess student-centered learning but they do not purposefully engage or improve student learning.</p>	<p>Candidate displays awareness of resources (manipulatives), and digital and interactive technology designed to implement and assess student-centered learning experiences that engage and improve learning.</p>	<p>Candidate selects resources (manipulatives), and digital and interactive technology designed to implement and assess student-centered learning and extends the learning experience or rigor of the lesson with these tools.</p>
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<p>Technology -- Candidate makes effective use of technology that supports student learning.</p> <p>InTASC 7 CAEP 1.5</p>	<p>Candidate offers little or no evidence of designing instruction enhanced with the use of technology.</p>	<p>Candidate is utilizing technology, but with a predominant focus on teaching, but does not engage students in active learning. Technology does not accommodate for learner differences and needs.</p>	<p>Candidate designs learning activities that align with content area standards and use digital tools to engage in active learning. Technology is used to create, adapt, and personalize learning experiences that foster independent learning and accommodate some learner differences and needs.</p>	<p>Candidate designs authentic learning activities that align with content area standards and use digital tools to maximize active, deep learning. Technology is used to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs, which promote critical and/ or creative thinking.</p>
<p>Instruction</p>				

<p>Learning Environment-- Candidate develops a lesson plan that fosters interactions guided by respect and rapport.</p> <p>InTASC 3</p>	<p>The candidate develops a plan that fosters negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs between teacher and students, and among students.</p>	<p>The candidate develops a plan that encourages interactions, both between the teacher and students and among students, that reflect insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>The candidate develops a plan that encourages interactions steeped in civility and respect characterized between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>The candidate develops a plan that encourages activities that establish positive interactions among students and fosters a respectful relationship between the teacher and individual student, reflecting sensitivity to students' cultures and levels of development. Activities are structured such that all students feel safe and comfortable to ask questions, comment, discuss and share ideas.</p>
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<p>Introduction/ Activating Strategies-- Candidate develops a plan that includes opportunities to engage students and access and build on (?) their prior knowledge.</p> <p>InTASC 8</p>	<p>Candidate demonstrates lack of content knowledge and demonstrates little understanding of the relationship between prior knowledge and new learning concepts. The plan does not consider knowledge gaps when planning.</p>	<p>Candidate reflects a limited awareness of the relationship between prior knowledge and new learning concepts. Identified knowledge gaps are inaccurate or incomplete.</p>	<p>Candidate reflects accurate understanding of the relationship between prior knowledge and new learning concepts. A plan to address student knowledge gaps is developed to further their learning.</p>	<p>Candidate documents developed strategies and an understanding of the relationship between prior knowledge and new learning concepts, creating a link to necessary cognitive structures to ensure student understanding. Activities uncover student misconceptions and addresses them before proceeding.</p>
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<p>Instructional Strategies-- Candidate plans a series of learning experiences aligned with instructional outcomes presented in a coherent structure.</p> <p>InTASC 8</p>	<p>Candidate uses a series of learning experiences that are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>Candidate uses a series of learning experiences that demonstrate partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The structure of the strategies is recognizable and reflects partial knowledge of students, including their cultural heritage and its importance, and resources.</p>	<p>Candidate's plan reflects a coordination of knowledge of content, of students' cultural heritage and its importance, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The structure of the strategies is clear and likely to engage students in significant learning.</p>	<p>Candidate's plan reflects a coordination of knowledge of content, of students' cultural heritage and its importance, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The structure of the strategies is clear and allows for different pathways according to student needs.</p>
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<p>Closure-- Candidate develops a plan that includes opportunities for student reflection and closure.</p> <p>InTASC 7</p>	<p>Candidate's plan displays no opportunity for students to reflect and clarify their understanding .</p>	<p>Candidate's plan displays some awareness of strategies to provide students the opportunity for reflection and closure on the lesson to clarify understanding.</p>	<p>Candidate's plan includes solid strategies to give students an opportunity for reflection and closure of the lesson.</p>	<p>Candidate's plan displays extensive knowledge of strategies designed to provide students the opportunity for reflection and closure to clarify understanding.</p>
<p>Differentiation--</p> <p>Candidate identifies methods to differentiate instruction to engage and challenge variety of learners.</p> <p>InTASC 8</p>	<p>Candidate does not include teaching strategies and methods that can engage and challenge all students.</p>	<p>Candidate displays an awareness of appropriate teaching strategies and methods with differentiation for different students that can engage and challenge all students.</p>	<p>Candidate includes some appropriate teaching strategies and methods that are differentiated and can engage and challenge all students.</p>	<p>Candidate includes a variety of teaching strategies and methods developed to meet the needs of individual learners that can engage and challenge all students.</p>

<p>Assessment--</p> <p>Candidate designs and/or selects multiple assessments to gauge students' levels of understanding.</p> <p>InTASC 6</p> <p>CAEP 1.2</p>	<p>Candidate does not establish assessment practices in plan, either formatively or guided student self-assessment</p> <p>The candidate has not provided students with the criteria and performance standards by which their work will be evaluated and does not monitor student progress or \provides poor quality feedback in an untimely manner.</p>	<p>Candidate uses assessment in plan, through some formative monitoring of progress of learning by the teacher and/or students.</p> <p>Formative assessment plans are not fully developed to provide adequate information about individual student performance.</p> <p>Feedback to students is uneven and inconsistent, assessment criteria is vague, and students are aware of only some of the assessment criteria used to evaluate their work. Some instructional outcomes are assessed inconsistently and only as a whole class</p>	<p>Candidate regularly uses assessment in plan to monitor the progress of groups of students through use of continuous formative and summative assessment techniques aligned with instructional outcomes.</p> <p>Developed assessments are used to monitor student learning progress by teachers and students through feedback to students.</p> <p>Students are aware of the assessment criteria used to evaluate their work.</p> <p>Lesson plans indicate possible</p>	<p>Candidate uses assessment in a sophisticated manner to monitor the progress of individual students and provide high-quality continuous and specific formative and summative feedback aligned with the instructional outcomes in both content and process. Teacher-designed assessments are authentic with real-world application, as appropriate, or developed with student involvement to establish assessment criteria and provide opportunities for student choice and self-assessment.</p> <p>Assessment</p>
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Professional Learning

<p>Reflection--</p> <p>InTASC 9</p>	<p>Candidate does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved. Candidate does not self-reflect or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners</p>	<p>Candidate provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher candidate makes only general suggestions as to how the lesson might be improved.</p>	<p>Candidate provides an accurate and objective description of the lesson, citing specific evidence. Teacher candidate makes some specific suggestions as to how the lesson might be improved. Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.</p>	<p>Candidate's reflection on the lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is made to reflecting on meeting the needs of diverse learners. Teacher candidate draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.</p>
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Appendix

CAEP Standard 1 Candidate Knowledge, Skills, and Professional Dispositions

Standard 1: Content and Pedagogical Knowledge – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

InTASC standards:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.