

Interdisciplinary unit planner

Teacher(s)	Tara Ward, Stacy Whited, Laurel Farley, Rebecca Durand	Subject groups	Language and Literature Individuals and Societies		
Unit title	Ancient Egypt	MYP year	1	Unit duration	20 hours

Inquiry: establishing the purpose of an interdisciplinary unit

Purpose of integration	
Curriculum Fusion	
Key concept(s)/(related concepts)	Global context
<p>Language and Literature: <u>Creativity</u></p> <p>This concept refers to the design and writing performed by the students as they use various forms of media to create a newspaper on ancient Egyptian civilization.</p> <p>World History: <u>Culture</u></p> <p>Students will explore the ways in which unique cultures discover and express ideas, feelings, nature, beliefs, and values</p>	<p><u>Dimensions of Space and Time</u></p> <p>The students will explore:</p> <ul style="list-style-type: none"> - Turning points in humankind through innovations made by the ancient Egyptian culture. - Belief systems and how it affected ancient Egyptian social structure. - The development of written language through the use of hieroglyphics. - The legacy of significant Egyptian pharaohs.

through ways of life, belief systems, and artistry.	
Statement of inquiry	
Using creativity, reflections can be made about the style and context of civilizations and social histories.	
Inquiry questions	
<p>Factual: What is a civilization?</p> <p>Conceptual: How can style and context provide information about ancient civilizations?</p> <p>Debatable: Does ancient Egypt still influence modern society?</p>	
Summative assessment—interdisciplinary performance(s) of understanding	
<p>Interdisciplinary criteria</p> <p>ELA</p> <p>Criterion BI: Organizing- employ organizational structures that serve the context and intention</p> <p>Criterion CI: Producing Text- Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p>	<p>Task(s)</p> <p>Your goal is to be a principled communicator by creatively using style and context to produce a newspaper about Ancient Egyptian civilization.</p> <p>Your goal is to create a newspaper.</p> <p>Your role is a newspaper reporter.</p> <p>Your audience is the general public.</p> <p>The situation you find yourself in is that you have been hired to write a newspaper about various aspects of ancient Egyptian society including: religion, important historical figures, mummification, geography, and language.</p>

<p>Individuals and Society</p> <p>Criterion BIII: Investigating – collect and record relevant information consistent with the research question</p> <p>Criterion C II: Communicating- organize information and ideas effectively for the task</p>	<p>You will use various media to design and create a newspaper that informs the general public about the historical context of ancient Egyptian society.</p> <p>Relationship between summative assessment task(s) and the statement of inquiry:</p> <p>Students will create a newspaper reflecting style and context of the ancient Egyptian civilization.</p>
<p>Approaches to learning (ATL)</p>	
<p>In order for students to employ organizational structures that serve the context and intention, students must collect, record, and verify data.</p> <p>In order for students to produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process, students must use a variety of media to communicate with a range of audiences.</p> <p>In order for students to collect and record relevant information consistent with the research question, students must present information in a variety of formats and platforms.</p> <p>In order for students to organize information and ideas effectively for the task, students must access information to be informed and inform others.</p>	

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Action: Teaching and learning through interdisciplinary inquiry

Disciplinary grounding	
Subject Language and Literature	Subject Individuals and Societies
MYP objective <ul style="list-style-type: none"> - Identify basic facts, more complex ideas, and supporting details in simple, short written texts in familiar language. - Show through understanding of the content of the text as a whole. - Make excellent use of basic range of vocabulary, grammatical structures, generally accurately - Use language to suit the context. 	MYP objective <ul style="list-style-type: none"> -Understand the influence of new knowledge in a people development. -Investigate and research the various impacts of the location of ancient Egypt had on its economy and people. -Understand the connections between people in ancient Egyptian society. -Understand the role of religion in ancient Egypt.
Related concepts Creativity	Related concepts Culture
Content Reading: Vocabulary L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading content, choosing flexibly from a range of strategies. Writing: Conventions L.6.1 Demonstrate command of conventions and standard English grammar and usage when writing and speaking L.6.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	Content TN Standard 6.18- Cite evidence from informational text to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. -TN Standard 6.15- On a historical map, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. -TN Standard 6.17- Develop a visual representation of the structure of Egyptian society including the role of pharaoh as god-king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. -TN Standard 6.19- Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation system; the invention of the calendar; the main

<p>Writing Expression</p> <p>W.6.2 Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>features of the monumental architecture and art, such as, the Sphinx, the Pyramids at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.</p>
<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Using various media, students will research, collect, illustrate, and organize information in order to create a newspaper. - Using standard grammar and writing practices, students will compose informative articles. - Students will compose, edit, and re-write an informational writing piece. 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Students will use a variety of maps to draw and label a map of ancient Egypt to include other specified landforms and locations. - Using various texts, students will write a short summary about how the location of ancient Egypt affected their economy and society in general. - Using various media, students will research an ancient Egyptian leader of their choice and summarize their achievements and legacy. - Using various forms of media, students will research and illustrate the unique architecture in ancient Egypt such as, the Sphinx and pyramids at Giza and summarize the engineering innovations used for their construction. - Using various forms of media, the student will create a flowchart depicting the steps of mummification and summarize the role of mummification in ancient Egyptian religion. - Using a hieroglyphics chart, students will record their name in hieroglyphics and briefly describe the impact of hieroglyphics as a form of communication.
<p>Interdisciplinary learning process</p>	

<p>Interdisciplinary learning experiences and teaching strategies</p> <ul style="list-style-type: none"> -The students will read the criteria that will be assessed. -Students will read the tasks instructions, which will be structured to develop student understanding. -The students will have a chance to discuss and ask questions about the rubric and the task in general. - The students will work in groups to share knowledge and understanding. - The students will come together to assess each groups' findings to produce overall assessment. - The students will demonstrate their map skills from atlases by labelling a map of ancient Egypt when they complete their task. - The students will work with their station instruction to create a newspaper about various topics on ancient Egyptian civilization. -Teacher led discussion of information the students learned. 	<p>Formative assessment</p> <ul style="list-style-type: none"> - Web-based research - Shoulder partner information summary - Information ranking <p>Differentiation</p> <ul style="list-style-type: none"> - Enriched students have extended research opportunities to “dig deeper” - Struggling learners will be given web addresses and/or guiding questions - Extended time available
<p>Resources</p>	

Reflection: considering the planning, process and impact of interdisciplinary inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>- Through teacher led activities, students will discuss the statement of inquiry and how it related to our daily lives. Students will also relate any prior knowledge they have of ancient Egypt, (mummies, pharaohs, pyramids, etc..)</p>	<p>My students have been learning the importance of Ancient Egypt on today's world.</p> <p>...After-> (my screen wouldn't allow me to type in next column)</p> <p>My students enjoyed this unit and learned a lot about the Nile River and its importance to our world. They also enjoyed the projects we completed.</p>	