



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module: PROFESSIONAL TEACHING EXPERIENCE [ECPT 6002 & 7002]

Title: Lesson plans, teaching and learning resources and in lesson plan
reflective evaluation of six formally assessed one-hour lessons

(6) LESSON PLANS

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LESSON PLAN 01

TOPIC: World History, Social Studies, Communication Arts		CLASS: 101	
DATE: 01/04/2019	LENGTH OF LESSON: 60Mins	NO IN CLASS: 14	
ABILITY/SPECIAL EDUCATIONAL NEEDS: Level: A Level 2 , NO NMSPECIAL EDUCATIONAL NEEDS			
AIM OF LESSON The focus of this lesson is on the use of hieroglyphs as a form of communication, record keeping, and as a means for preserving and passing down history. Students will learn basic information about the alphabet, common Egyptian words, and how to read hieroglyphic messages. Students will also practice using hieroglyphs to create messages of their own.			
LEARNING OBJECTIVES - The Students Should Be Able To: • Make comparisons between modern day text messaging techniques and the use of hieroglyphs as forms of communication. • Analyse how hieroglyphs were used to record history, promote international relations and create power for the pharaohs. • Learn how hieroglyphic messages were used to guide the dead to their next life as part of Egyptian custom and religion. • Become familiar with how to correctly read and translate simple hieroglyphs. • Use a hieroglyph name generator to write their names. • Practice translating hieroglyphic messages by taking a multiple-choice quiz. • Write their own messages in hieroglyphs, accurately drawing the symbols in the correct order. They will also translate what they have written. • Present their hieroglyphic messages to the class. • Translate hieroglyphic messages written by classmates and check their work for accuracy. • Complete a written response activity related to how the use of hieroglyphic messages helped Egypt become a superpower.			
PREVIOUS KNOWLEDGE: Students will have been studying other ancient cultures .			
ANTICIPATED DIFFICULTIES: No			

HEA PROFESSIONAL STANDARDS

Please note WHEN and HOW any relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

Relevant National Standards:

World History

Standard 3: Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.

Language Arts

Writing

Standard 4: Gathers and uses information for research purposes.

Reading

Standard 5: Uses the general skills and strategies of the reading process. Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes.

Art

Standard 4: Understands the visual arts in relation to history and cultures.

Working with Others

Standard 4: Displays effective interpersonal communication skills.

Extension Activities:

1. Have students research other cultures that have used pictures and symbols as a means for recording messages and history. Compare the various cultures to see what impact this form of communication had on each culture/society.

2. Think about how we communicate today using symbols to represent words. Using resources from your everyday surroundings, create illustrations of these symbols and explain their meaning. (Hint: think of some of the common signage you see in your neighbourhood.)

Related Resources:

[<http://www.pbs.org/wgbh/nova/pyramid/hieroglyph>]

RESOURCES/EQUIPMENT REQUIRED:

computers, Internet access, electronic encyclopaedias, coloured paper, coloured markers.

HEALTH & SAFETY:

No Specifics

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Explain to students that they will be learning about Egyptian hieroglyphs and how they were used in the everyday life of the ancient Egyptians. Also, explain why hieroglyphs are historically significant in teaching us about Egypt's history, customs, and life in ancient Egypt. Show students how Egyptians would have written their names by using the Spell Your Name feature. Have students use the name generator to write their names and become more familiar with the language. Show students an example of hieroglyphs. This could be done by accessing pictures such as those available in the Virtual Egypt section of the Museum of Egyptian Web site, particularly Madinat Habu, Second Pylon and Minor Chamber. Ask students questions such as: What are these pictures showing? Where would these forms of communication typically be found? What similarities are there between the use of hieroglyphs and the way we communicate today when we use text messaging on our cell phones or in e-mail. Create a one to two sentence message using Egyptian hieroglyphs. Use a large poster board or a piece of butcher paper to write the message with the same symbols that would have been used by the ancient Egyptians. Encourage accuracy and precision in the way symbols are drawn. Encourage students to use words from the Egyptian Words section of the hieroglyph feature. For other words, remind students to use the Alphabet provided as part of the hieroglyph feature. To close the lesson, have students complete the written response activity below. Write two to three paragraphs that address the following: In today's technologically advanced world, the use of hieroglyphs to record history and send messages from place to place seems ineffective and cumbersome, yet Egyptians were considered a very advanced society at the time. Discuss the historical significance of hieroglyphs as a form of communication and how you think this form of communication helped the ancient Egyptian Empire to become a superpower.	Have students view the video clips to see examples of how Amenhotep used hieroglyphs to document history, promote international diplomacy, and keep himself in power. Discuss these clips using questions such as: How did Amenhotep use hieroglyphs to promote international diplomacy between Egypt and neighbouring countries? facilitate a short discussion about the messages on the board using questions such as: Where might you see the types of messages that appear on the board/overhead? What makes this type of communication different from the normal written word? Have students work individually and give them a minute to translate the messages from the board/overhead into complete sentences. Have students take turns sharing the translation for each phrase. Poster board or large sheet of butcher paper for each student. Assorted art supplies for creating hieroglyphs. Select video to show students actual hieroglyphic messages. Practice reading and translating them as a group by choosing When all messages are complete, post them on the walls around the classroom and have the class translate each poster. Then have each student present his/her message for the group and ask for their translations. Students should check their answers for accuracy and see which student(s) were most successful in communicating through hieroglyphs and translating them.	10 MINS 20 MINS 20 MINS 10 MINS
DEVELOPMENT			
PLENARY/CONCLUSION			

ASSESSMENT STRATEGIES USED (When and How):

- Students could receive participation grades for class discussion activities.
- Students could be graded on their accuracy when completing the multiple-choice quiz on the Web site's hieroglyph feature and for their accuracy in translating the hieroglyph posters created by their classmates.
- A scoring guide could be created to assess the hieroglyphic messages created by each student. Areas for assessment could include accuracy of hieroglyphic drawings, accuracy of hieroglyphic translations, neatness/visually pleasing and whether the message is written correctly (right to left).
- Students could receive a completion grade for their answers to the written response activity.

LESSON PLAN REFLECTION AND EVALUATION:

Before I start my teaching of ancient Egyptian history, I always prepare my lesson by planning what I will teach my students; the contents, the objectives or aims, materials or instruments, worksheets, and activities that I will use in the class. I use the varied activities in me of Egyptology class such as games and songs depend on the contents in that period. The important thing that I must do is write the aims or the objectives of learning and tell the students what they are able to do after the learning.

Comments by the students

- Good delivery.
- Acceptable pace.

Evaluation and Suggestions from Lesson Monitor:

- Good introduction, using questions to engage the interest of students.
- Good questioning technique, asking students for their input before giving the information.
- Good communication and interaction/engagement with students.
- Identified students who were not active in participation and encouraged input from them.
- Clear voice.
- Satisfactory level of confidence.

Suggested improvements: .

- The objective of the lesson must be clear.
- Suggested demonstration prior to asking the students do hands-on activity
- Time management (need to plan to complete the lesson).
- Suggested giving a more in-depth explanation of the background to the subject .



LESSON PLAN 02

TOPIC: Ancient Egypt: geographical and other major characteristics that pertain to Egypt today		CLASS: 101
DATE: 20/03/2019	LENGTH OF LESSON: 60 Mins	NO IN CLASS: 14
ABILITY/SPECIAL EDUCATIONAL NEEDS: Level: 4 , NO NMSPECIAL EDUCATIONAL NEEDS		
AIM OF LESSON The students will be able to identify Ancient Egypt's major historical characteristics and geographical content. The students will be able to expand his/her vocabulary on Ancient Egypt in order to read, write, and speak for information, understanding, and effective and persuasive writing.		
LEARNING OBJECTIVES - The Students Should Be Able To: After watching a movie on Ancient Egypt's geographical content and major characteristics of that era, the student will create a travel brochure containing an overview of its geographical characteristics, at least two reasons for visiting, one major attraction and a digital illustration representing Ancient Egypt. Given a list of vocabulary words on Ancient Egypt, the student will complete the travel brochure and orally present it to the class in a clear, comprehensible, and persuasive manner using at least five vocabulary words.		
PREVIOUS KNOWLEDGE: Students will have been studying other ancient cultures along with Ancient Egyptian culture		
ANTICIPATED DIFFICULTIES: No		
RESOURCES/EQUIPMENT REQUIRED: VCR, television, computers, Internet access, electronic encyclopaedias, coloured paper, coloured markers, Google Earth .		
HEALTH & SAFETY: No Specifics		

HEA PROFESSIONAL STANDARDS

Please note WHEN and HOW any relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

Students will use the text *Egyptology* in conjunction with a Google Earth Literacy Trip to explore architecture, culture, and religion found in Ancient Egypt. They will be guided by the lit trip down the Nile, stopping at certain sites to learn themes associated with that stop. The lit trip location will prompt students to discuss certain things with a partner, or to analyse and record certain things in a "travel journal" on their online blog. Each stop on the trip has a picture or diagram that corresponds to the text as well as questions or activities to answer and complete. This lesson will take about 60 minutes. At the end of the class will come together to share their travel experiences. The class will then connect that knowledge back to what they have studied about Ancient Egypt. As a further discussion piece, students can compare and contrast Egypt with other ancient civilizations that have been studied in class. The text of *Egyptology* itself provides a rich narrative of a traveller's journey down the Nile as she searches for the Tomb of Osiris. It also provides a geographical context so that students can compare the narrative journey to their knowledge of the real world.

Instructional Procedures

Introduce the text to the students. Preview some of the things in the text, including architecture, culture, or religion.

- Read and display the content, language, and technology objectives. Explain what you want students to focus on when reading.
- Show them what features each stop has, including extra pictures, a short description, two prompts, and the page number that corresponds with the text.
- Ask students to access their online blog. Each student will open their own. Inform students they will be answering the prompts and discussions on a post. They will call this post "Travel Journal." Have students create this post.
- Hand out the text and point students to the first stop on the lit trip. Allow students to explore the map of Egypt while reading for the rest of the period. Walk to each team to join in and guide their learning and discussions.
- guide their individual discussions and inquire about their responses to the prompts.
- Refer students back to the objectives. Ask students to provide some examples of architecture, culture, and religion from Ancient Egypt. After multiple responses, ask them to compare those things to what we have today.
- Decide as a class whether objectives were met. Ask a student to delete or otherwise cross-out the objectives that were met.

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	As an introduction to the lesson, the teacher will show excerpts of the movie "Ancient Times: Egypt," for information on Ancient Egypt's Geography and specific characteristics that set it apart from other ancient civilizations. After the film, the students will be asked, "Which physical and geographical characteristic's stuck out in your mind from the film?" After answers from the class the teacher will review the film and continue by saying "Today we are going to learn about Ancient Egypt's geography and characteristics that set it apart from other ancient civilizations: location on a map, major cities, rivers, and deserts, climate, major attractions created by Ancient Egyptians."	The teacher will show the students a sample of a travel brochure. If possible, a local travel agent could come to the classroom to explain the brochure. The class will be divided into groups of four and each student will be given a vocabulary list, a reference list including electronic texts, encyclopaedias, and internet sites, a list of specifics to research, and key words to search and find data on the internet for the assignment. Each group will be directed to a computer to begin research for their travel brochure. The teacher will walk around the room to ensure that all students understand the assignment and that all students are contributing to their groups. This practice will aid in understanding the main ideas being presented.	05 MINS
DEVELOPMENT	After the introduction the teacher will use Direct Instruction to continue the lesson. The students will be shown a map of Egypt, pointing out the continent on which it is located, the other countries that neighbour it, and the sea that it touches. Each student will be given a copy of a map of Egypt and its geographical details for a better understanding of the content: climate, major cities, natural resources, size, population and tourism population. After the maps have been distributed, the teacher will continue by telling them about Egypt's important specifics and what makes it so special" (discussing major cities and attractions within them: pyramids, sphinx, valley of the kings, etc., and exciting reasons for Egypt's huge tourist population).	Materials: television, computers, Internet access, electronic encyclopaedias, coloured paper, coloured markers	30 MINS
PLENARY/CONCLUSION	To tie the lesson together and to remind the class of the main ideas discussed and researched, the teacher will start by saying, "We learned a lot about the past and present geography of Egypt. Who can tell me some geographical characteristics of the country?" After some responses from the class the teacher will ask questions specific to its size, location, etc. The class will identify what sites they liked the most or were most helpful in completing the travel brochure. Questions such as these will help tie the lesson together for a better understanding of Ancient Egypt's physical characteristics and the usefulness of technology in research a topic.	Using a mix of Direct Instruction, Inquiry Learning, and Cooperative Learning, students will be able to understand the concept of the assignment. For those with special needs, a smaller, individualized list of specifics to follow and research will be given. Further, certain electronic texts will be made available to them that have the answers clearly stated, working at the literal level of comprehension.	15 MINS
			10 MINS

ASSESSMENT STRATEGIES USED (When and How):

In order to evaluate the students understanding on the information taught and researched, each group will present their finished travel brochure to the class. They will also answer any questions that the class may have.

For evaluation of the students' progress, a quiz will be given before the completion of the brochure. The quiz will be multiple choice and fill-in the blank questions on geographical content of Ancient and modern-day Egypt. After all quizzes have been graded and depending on how much information the class has gathered from the internet and retained from instruction, the decision will be made to move on or re-teach certain aspects of the lesson.

LESSON PLAN REFLECTION AND EVALUATION:

The more summative, formal assessment comes in the form of the journals and the sharing of the journals. The teacher can read through each response students had to the prompts to gauge the knowledge acquisition. They will also get to see what the students thought was most important as the students share their favourite part of their travel journals. Finally, the teacher will know whether students believe they have met the objectives when they review them at the end of the lesson

Ultimately, I am quite happy with how my teaching presentation worked out. I think that it demonstrated the effectiveness in practice of what I had intended to do in theory when I wrote the lesson plan up in the first place, combining elements of different teaching approaches into a straightforward, cohesive lesson. I also like that, as far as I can tell, the full-class discussion of a text can remain intact in combination with other kinds of analytical activities .

Comments by the students

- Good delivery.
- Acceptable pace.
- The students suggested that the time allowed, at 60 minutes, could be considered insufficient for some learners. This needs to be taken into consideration for future lessons.

Evaluation and Suggestions from Lesson Monitor:

- Good introduction, using questions to engage the interest of students.
- Good delivery of content.
- Good communication and interaction/engagement with students.
- Identified students who were not active in participation and encouraged input from them.
- Satisfactory level of confidence.

Suggested improvements: .

- The activity was good but took a long time to complete. It should be prepared with more emphasis on timing.
- The objective of the lesson must be clear.
- Suggested demonstration prior to asking the students do hands-on activity
- Time management (need to plan to complete the lesson).
- Give more leadership leading into practical activities.



LESSON PLAN 03

TOPIC: World History, Social Studies, Egyptian social classes/occupations		CLASS:104	
DATE: 31/01/2019	LENGTH OF LESSON: 60 Mins	NO IN CLASS: 12	
ABILITY/SPECIAL EDUCATIONAL NEEDS: Level: 4 , NO NMSPECIAL EDUCATIONAL NEEDS			
AIM OF LESSON The focus of this lesson is to teach students about the daily lives of ancient Egyptians from every social class. Life varied dramatically for people based upon where they were in the social order, and students will examine how people from all walks of life lived. Students will use creative means to present what they have learned about the lives of Egyptians from all social classes.			
LEARNING OBJECTIVES - The Students Should Be Able To: • Participate in class discussion activities related to social class and class systems. • Use research skills to work in small groups to complete a scavenger hunt activity about ancient Egyptian social classes/occupations. • Work in small groups to complete creative projects illustrating the daily life of a person from one of the social classes/occupations they have studied. • Present their creative projects to the class. 5. Complete a written response activity related to social classes and class systems			
PREVIOUS KNOWLEDGE: Basic knowledge			
ANTICIPATED DIFFICULTIES: NO			
RESOURCES/EQUIPMENT REQUIRED: Video PowerPoint Encyclopaedias, coloured paper			
HEALTH & SAFETY: No Specifics			

HEA PROFESSIONAL STANDARDS

Please note WHEN and HOW any relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

The focus of this lesson is to teach students about the daily lives of ancient Egyptians from every social class. Life varied dramatically for people based upon where they were in the social order, and students will examine how people from all walks of life lived. Students will use creative means to present what they have learned about the lives of Egyptians from all social classes.

Procedures:

- Ask students to define the term “social class”. Take three to five minutes to talk about what social class is, factors that determine a person’s social class, the ability of people to move from one class to another, and students’ general opinions about societies sorting people by social class.
- End the discussion by explaining that social classes have been part of society since ancient times, and in Egypt, there were very specific classes of people. Tell students that they may be surprised to discover some of the similarities between the ancient Egyptian class system and the way people are divided into classes today.
- After all students have completed the scavenger hunt, discuss the questions so students can compare the information they found with what other groups learned. Facilitate a short discussion about the various social classes and lifestyles using questions such as:
- Using what they have learned from their research, have groups work together to complete a creative project illustrating the day in the life of a person from one of the social classes/occupations they have learned about. Distribute the A Day in the Life Presentation Guidelines
- Provide students with one to two class periods to formulate their ideas and plan the project. Remind students that practicing their presentation is critical to the group’s success.
- After projects have been completed, each group should present their project according to the established guidelines.
- When all projects have been completed and students have a greater understanding of the lifestyles enjoyed by each group of people, have them write a two to three paragraph response to one of the questions below. Encourage students to support their opinions with specific factual information learned from project completion and project presentations.
- If you could be anyone except the pharaoh, who would you choose to be and why? Be sure to explain the advantages and disadvantages a person with this social status and job would have had in ancient Egypt.

ASSESSMENT STRATEGIES USED (When and How):

- Students could receive participation grades for class discussion activities.
- A scoring guide, peer evaluation forms, and/or self-evaluation forms could be used for assigning grades on the A Day in the Life presentations.
- Students could receive letter or percentage grades for completion of the written response activity.
- Have students work together to plan an "Egyptian Day" where they can teach other classes or younger students about life in ancient Egypt. They might eat typical foods, dress in typical Egyptian clothing, play common games, write using hieroglyphs, and so on. Have students create stations or activities where others can experience things that would have been a common part of everyday life in ancient Egypt.

LESSON PLAN REFLECTION AND EVALUATION:

Some aspects of my microteaching were surprising, time does not seem to be an issue. During my teaching, time seemed to go by very slowly at the beginning. When the class was rewriting the point of view of their assigned paragraphs, I felt a bit uncomfortable with how slow time seemed to be going. I could hear the clock ticking closer towards the 60 minutes deadline. I wanted to rush the class to hurry up. Yet, in my regular college classes, I don't have the need to rush the students. On the contrary, I want the students to take their time and truly get deeper into the text. That said, I enjoyed the feedback and the responses I received from the lesson activity.

Comments by the students

- Good delivery.
- Acceptable pace.

Evaluation and Suggestions from Lesson Monitor:

- Good introduction, using questions to engage the interest of students.
- Good delivery of content.
- Good questioning technique, asking students for their input before giving the information.
- Clear voice.
- Satisfactory level of confidence.

Suggested improvements: .

- The activity was good but took a long time to complete. It should be prepared with more emphasis on timing.
- The objective of the lesson must be clear.
- Suggested demonstration prior to asking the students do hands-on activity
- Time management (need to plan to complete the lesson).
- Suggested giving a more in-depth explanation of the background to the subject .
- Offer more praise to those students who attempt answers, especially those who give correct answers.
- Give more leadership leading into practical activities.



LESSON PLAN 04

TOPIC: : Social Complexity, Status and Rank in ancient Egypt		CLASS:104	
DATE: 16/01/2019	LENGTH OF LESSON: 60 Mins	NO IN CLASS: 8	
ABILITY/SPECIAL EDUCATIONAL NEEDS: Level: 4 , NO NMSPECIAL EDUCATIONAL NEEDS			
AIM OF LESSON In this class we apply our theoretical knowledge to the ancient Egyptian context and use as a case study for this discussion. Through our analysis of the Satire of Trades we are attempting to access an emic view of the social role.			
LEARNING OBJECTIVES - The Students Should Be Able To: List the major theoretical authors and works that discuss class, status and identity. Explain to a peer what these authors say about the topic. Apply this knowledge to develop a methodology of approaching ancient Egyptian artefacts and texts (which will be part of your midterm paper).			
PREVIOUS KNOWLEDGE: Basic knowledge			
ANTICIPATED DIFFICULTIES:			
RESOURCES/EQUIPMENT REQUIRED: Video PowerPoint Google Earth			
HEALTH & SAFETY: No Specifics			

HEA PROFESSIONAL STANDARDS

Please note WHEN and HOW any relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

- The focus of this lesson that provides instruction in a concept some Egyptological to obtain information on the most significant aspects:
- Status and class are social identity markers than mark certain people as belonging to a certain set of expected roles and behaviours, with access to certain resources.
- This perspective will frame how we approach the textual and material artefacts that form the foundation for our further studies into the daily life activities of ancient Egyptians and usefulness of the example for learning Egyptology.

Circulate:

- Ensure students are choosing the correct resources.
- Check that the search strategies are appropriate.
- Offer suitable advice / guidance and address individual concerns.
- Reading Questions/Discussion Prompts
- Listening and Speaking Standard .
- Displays effective interpersonal communication skills.
- Explain to students that they will be learning about Egyptian hieroglyphs and how they were used in the everyday life of the ancient Egyptians. Also, explain why hieroglyphs are historically significant in teaching us about Egypt's history, customs, and life in ancient Egypt. How is identity constructed and communicated - generally and in the ancient Egyptian context?

Suggested extra reading:

- Kemp, "Dynamics of Culture" in *Anatomy of a Civilization*, 64-107
- Wendrich, "Identity and Personhood," in *Egyptian Archaeology*, ed. Willeke Wendrich (Wiley-Blackwell, 2010), 200-219
- Robins, "Hair and the Construction of Identity" *JARCE* 36 1999, 55-69
- Riggs and Baines, "Ethnicity," from the *UCLA Online Encyclopaedia of Egyptology*

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Discuss the theoretical concerns associated with identity studies Present the elements that compose the self in ancient Egypt	Teachers will use Goodge Earth to go over the key terms of the section and the three main sections as outlined by the textbook	05 MINS
DEVELOPMENT	Comment on how hair in ancient Egypt has been used as an identity marker Address how various Egyptologists address the issue(s) of class and status within the secondary literature Explain the social role of ancient Egyptian scribes and analyse how this role is reflected in ancient Egyptian literature and statuary	Demonstrate Google Earth to students on screen Following the group activities, students will be asked to write on an index card one set events of Egyptian social structure. And one set of events which they have observed from their surroundings Explain what you want students to focus on when reading	15 MINS
PLENARY/CONCLUSION	Explain that Ancient Egypt was a civilization of ancient North Africa, concentrated along the lower reaches of the Nile River in the place that is now the country Egypt. Ancient Egyptian civilization followed prehistoric Egypt and coalesced around 3100 BC Discuss the reasons why this has been introduced. Finally, the steps of the lesson were reviewed to consolidate their learning so far about Ancient Egypt Review and analyse how they reflect the social norms associated with the develop a methodology of approaching ancient Egyptian artefacts and texts	Video: Top tips on finding information Explain that the video highlights many of the generic techniques necessary to get the best from these resources Printed version of the research trail included in handout Ask students to read the research trail. (Give them 3 minutes for this) Comment upon / discuss responses and relate as far as possible to the content of current session	15 MINS 10 MINS

ASSESSMENT STRATEGIES USED (When and How):

- Student evaluation is carried out by means of exams students can be assessed in many ways for this lesson the average mark over the four exams will denote a pass or fail . each exam will normally have five questions.
- Students may use books and notes in formulating their answers.
- Students could receive participation grades for class discussion activities.
- Students could receive a completion grade for their answers to the written response activity.

LESSON PLAN REFLECTION AND EVALUATION:

In my mind, the important parts of the lesson were the first part Egyptian social structure and the activity was as much a transition as it was about demonstrating the importance of perspective. I believe that learning more about each student is often not enough and I try to make it clear to my students that there is an open communication channel with me that they can use to voice any concerns. I have found this to be successful and students contact me regarding a number of issues. I find this helps me, as a teacher, to have better insight into my students' difficulties and overall experiences.

Comments by the students

The students suggested that the time allowed, at 60 minutes, could be considered insufficient for some learners. This needs to be taken into consideration for future lessons.

Evaluation and Suggestions from Lesson Monitor:

- Good introduction, using questions to engage the interest of students.
- Good delivery of content.
- Good questioning technique, asking students for their input before giving the information.
- Satisfactory level of confidence.

Suggested improvements: .

- The objective of the lesson must be clear.
- Suggested demonstration prior to asking the students do hands-on activity
- Time management (need to plan to complete the lesson).
- Suggested giving a more in-depth explanation of the background to the subject .
- Offer more praise to those students who attempt answers, especially those who give correct answers.
- Give more leadership leading into practical activities.

LESSON PLAN 05

TOPIC: Egyptian Social Structure		CLASS: 104
DATE: 15/11/2018	LENGTH OF LESSON: 60 Mins	NO IN CLASS: 12
ABILITY/SPECIAL EDUCATIONAL NEEDS: Level: 3 , NO NMSPECIAL EDUCATIONAL NEEDS		
AIM OF LESSON Teach students about the ancient Egyptian social structure. Students will present a summary of the social structure of ancient Egypt as a visual display and ancient Egyptian multiplication.		
LEARNING OBJECTIVES - The Students Should Be Able To: After completing this lesson about the social structure of ancient Egypt, students will be able to: • Summarize the responsibilities of ancient Egyptians at each level of the social structure. • Use content-specific vocabulary to discuss the lifestyles of ancient Egyptians. • Create a visual display that describes the social structure of Egypt.		
PREVIOUS KNOWLEDGE: Basic knowledge		
ANTICIPATED DIFFICULTIES:		
RESOURCES/EQUIPMENT REQUIRED: PowerPoint Books YouTube (Flash drive)		
HEALTH & SAFETY: No Specifics		

HEA PROFESSIONAL STANDARDS

Please note WHEN and HOW any relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

- The focus of this lesson is on the use of Egyptian multiplication. record keeping, and as a means for preserving and passing down history. , and how to Ancient Egyptian culture communicated through the use of an intricate multiplication system.
- Show students how Egyptians would have written their numbers by using the Egyptian multiplication. (The digits can be treated individually or as part of a number depending on the state of the "Autonomous digits" checkbox.) The number of digits in the multiplicand's changes from 1 through 4.
- Develop an appropriate search strategy for Egyptian multiplication feature presentation .
- Displays effective interpersonal communication skills.
- listening and speaking strategies for different purposes.
- Reading skills and strategies to understand and interpret a variety of informational texts.
- Listening and Speaking Standard .
- Understands the visual arts in relation to history and cultures.
- Displays effective interpersonal communication skills.
- Explain to students that they will be learning about Egyptian multiplication. and how they were used in the everyday life of the ancient Egyptians.
- Resources: provide an accurate summary that makes clear the relationships among the key details and ideas. provide an accurate summary of the source distinct from prior knowledge or opinions.
- Assessment (how learning will be recognized).
- by offering multiple delivery modes increases student access while maintaining the same learning objectives and outcomes.

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Tell students aims of session The lesson will open with an introductory the social structure of ancient Egypt	A short and simple PowerPoint presentation, video	05 MINS
	Present a slide about ancient Egyptian multiplication (asked what they knew about it) Discusses what they had done, showing the steps of how to use ancient Egyptian multiplication	A slide entitled Facts about Ancient Egypt (asked what they knew about it)	15 MINS
DEVELOPMENT	Discusses what they had done, showing the steps of how to use ancient Egyptian multiplication	Students were divided into two groups	15 MINS
	Discusses what they had done, showing the steps of how to use ancient Egyptian multiplication Discusses what design a new multiplication numbers result, each group will give a presentation detailing their result, the presentation will include a description of how the calculation, an analysis of the result involved in the multiplication and a computation of the probability of the result. Each student in the group will be required to participate in the presentation.	Will give to students a piece of paper with a reading Students will work together in groups to design multiplication numbers. including an explanation of their design, and present their idea to the class using drawings, demonstrations, or verbal explanation.	15 MINS
PLENARY/CONCLUSION	Summary Explain that ancient Egyptian multiplications will not be used in school but will be used only to glean a better insight into each student's understanding of the concept of ancient Egyptian social structure.	Following the group activities, students will be asked to write on an index card one set events of Egyptian social structure. And one set of events which they have observed from their surroundings	10 MINS
	Finally, the steps of the lesson were reviewed to consolidate their learning so far about Ancient Egypt		

ASSESSMENT STRATEGIES USED (When and How):

For evaluation of the students' will be multiple choice and fill-in the blank questions on the use of Egyptian multiplication feature

Students could receive participation grades for class discussion activities.

Students could be graded on their accuracy when completing the multiple-choice quiz on the Web sites on the use of Egyptian multiplication feature Areas for assessment could include accuracy of on the use of Egyptian multiplication, neatness/visually

Identified students who were not active in participation and encouraged input from them and Satisfactory level of confidence.

LESSON PLAN REFLECTION AND EVALUATION:

When planning the teaching exercise, I did my best to include variety in the lesson plan so that students who learn best in different ways might have their needs met and so that the short lesson could be approached in more than one way. I tried to set up the lesson in such a way that students who didn't necessarily enjoy or learn from that style as much would have some other way of getting something of history of Egypt.

Comments by the students

- Good delivery.
- Acceptable pace.

Evaluation and Suggestions from Lesson Monitor:

- Good introduction, using questions to engage the interest of students.
- Identified students who were not active in participation and encouraged input from them.
- Clear voice.
- Satisfactory level of confidence.

Suggested improvements: .

- The objective of the lesson must be clear.
- Suggested demonstration prior to asking the students do hands-on activity
- Time management (need to plan to complete the lesson).
- Suggested giving a more in-depth explanation of the background to the subject .



LESSON PLAN 06

TOPIC: Ancient Egypt (Egyptian Writing and Art)		CLASS: 101	
DATE: 01/11/2018	LENGTH OF LESSON: 60 mins	NO IN CLASS: 11	
ABILITY/SPECIAL EDUCATIONAL NEEDS: Level: 4 , NO NMSPECIAL EDUCATIONAL NEEDS			
AIM OF LESSON • To develop an understanding of how Ancient Egyptian culture communicated through the use of an intricate writing system • To Explore and critically think about the different forms of Egyptian Artwork and Architecture • To Understand the complex relationship between the Kush and the Egyptians			
LEARNING OBJECTIVES - The Students Should Be Able To: • Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. • Create a visual display that describes the social structure of Egypt. • Use content-specific vocabulary to discuss the lifestyles of ancient Egyptians.			
PREVIOUS KNOWLEDGE: Basic knowledge			
ANTICIPATED DIFFICULTIES: NO			
RESOURCES/EQUIPMENT REQUIRED: PowerPoint Goodge Earth YouTube (Flash drive)			
HEALTH & SAFETY: No Specifics			

Please note WHEN and HOW any relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

- To tie the lesson together and to remind the class of the main ideas discussed and researched, the teacher will start by saying, "We learned a lot about the past and present geography of Egypt. Who can tell me some geographical characteristics of the country?"
- The focus of this lesson is on the use of hieroglyphs as a form of communication, record keeping, and as a means for preserving and passing down history. Students will learn basic information about the alphabet, common Egyptian words, and how to Ancient Egyptian culture communicated through the use of an intricate writing system.
- Show students how Egyptians would have written their names by using the Spell Your Name feature
- Displays effective interpersonal communication skills. listening and speaking strategies for different purposes. reading skills and strategies to understand and interpret a variety of informational texts.
- Listening and Speaking Standard .
- Displays effective interpersonal communication skills.
- Explain to students that they will be learning about Egyptian hieroglyphs and how they were used in the everyday life of the ancient Egyptians. Also, explain why hieroglyphs are historically significant in teaching us about Egypt's history, customs, and life in ancient Egypt.
- Have students work individually and give them a minute to translate the messages from the board/overhead into complete sentences. Have students take turns sharing the translation for each phrase.
- Have students use the name generator to write their names and become more familiar with the language. Discuss determinatives by selecting Egyptian Words

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Intro hieroglyphic assignment to class and have them work on the message individually	Teacher will use power point to go over the key terms and main ideas of writing and art in Egypt.	05 MINS
DEVELOPMENT	Teacher will explain the Main Ideas of the Kush section which consists of Geography, Relationship with the Egyptians, and the Rise and fall of the Kush	Hieroglyphics, Rosetta Stone, Papyrus, Scribes, Sphinxes, Obelisk	15 MINS
	Teacher will begin by showing the class a map of Africa that is in the online textbook. The map highlights where the Kushite society lived. The teacher will ask the class what two natural landmarks border the Kush and the Egyptians(Sahara and the Nile)and ask the students what living next to the Nile River provides for a civilization	Teachers will use Goodge Earth to go over the key terms of the section and the three main sections as outlined by the textbook. Teachers will put emphasis on the fertile land, trade and war with the neighbouring Egyptians, and both periods of decline and power in the Kush timeline	15 MINS
PLENARY/CONCLUSION	Teacher will have students look through the textbook and write down the main idea and the big ideas of the lesson. Teacher will collect notes when they are finished. Discuss whether the inferences and deductions are plausible. Ask questions to clarify understanding.	Demonstrate Google Earth to students on screen	10 MINS

ASSESSMENT STRATEGIES USED (When and How

For evaluation of the students' will be multiple choice and fill-in the blank questions on geographical content of the complex relationship between the Kush and the Egyptians. After all quizzes have been graded and depending on how much information the class has gathered from the internet and retained from instruction, the decision will be made to move on or re-teach certain aspects of the lesson.

LESSON PLAN REFLECTION AND EVALUATION:

Some aspects of my lesson were surprising, time does not seem to be an issue. During my lesson time seemed to go by very slowly at the beginning. When the class was rewriting the point of view of their assigned paragraphs, I felt a bit uncomfortable with how slow time seemed to be going. I could hear the clock ticking closer towards the 60 minutes deadline. I wanted to rush the class to hurry up. Yet, in my regular college classes, I don't have the need to rush the students. On the contrary, I want the students to take their time and truly get deeper into the text. That said, I enjoyed the feedback and the responses I received from the activity.

Comments by the students

- Good delivery.

Evaluation and Suggestions from Lesson Monitor:

- Good introduction, using questions to engage the interest of students.
- Identified students who were not active in participation and encouraged input from them.
- Clear voice.
- Satisfactory level of confidence.

Suggested improvements: .

- The objective of the lesson must be clear.
- Time management (need to plan to complete the lesson).
- Suggested giving a more in-depth explanation of the background to the subject .