



Eight additional lesson plans

Module: PROFESSIONAL TEACHING EXPERIENCE [ECPT 6002 & 7002]

Title: Eight additional lesson plans, teaching and learning resources and completed in lesson plan reflective evaluations for a range of topics within the subject

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EIGHT ADDITIONAL LESSON PLANS

TOPIC: Ancient Egypt		CLASS:	
DATE: 01/11/2018	LENGTH OF LESSON: The course consists of 8 hours of classroom teaching over a period of 4 weeks. This consists of two sessions per week, each of 60 mins duration.		NO IN CLASS: 15
ABILITY/SPECIAL EDUCATIONAL NEEDS: Year Group: 5 and 6 , NO NMSPECIAL EDUCATIONAL NEEDS			
AIM OF LESSONS The focus of this lesson is to teach students about the daily lives of ancient Egyptians from every social class and can understand the importance of the Nile to the Ancient Egyptians Students will use creative means to present what they have learned about the lives of Egyptians from all social classes. Students will learn basic information about the alphabet, common Egyptian words . Students will examine how people from all walks of life lived also can show how important farming was for the Ancient Egyptians			
LEARNING OBJECTIVES - The Students Should Be Able To: 1. To understand where Egypt is in relation to other countries. 2. To identify and describe the reasons for the Nile's importance in Ancient Egypt. 3. To understand the experiences of people in Ancient Egypt. (farming) 4. To find out about the jobs people had in Ancient Egypt 5. To find out about the people Egypt from artefacts that are left behind 6. To select and record information (Tutankhamun) 7. To understand Ancient Egyptian beliefs about life after death and know the importance of some of the key Egyptian Gods 8. To select and record information on Egyptian clothing			
PREVIOUS KNOWLEDGE: BASIC KNOWLEDGE			
ANTICIPATED DIFFICULTIES: NO			
RESOURCES/EQUIPMENT REQUIRED: Computers, Internet access, electronic encyclopaedias, coloured paper, coloured markers.			
HEALTH & SAFETY: No Specifics			

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 01 To understand where Egypt is in relation to other countries	Hand out the atlases. Discuss how you would go about finding info in an atlas – draw out the use of the index etc. As a class – find the pages that might be useful.	I can use an atlas to label a map with the correct information.	10 MINS
INTRODUCTION	Explain that the children will use the atlases to find out the information that is missing from the map sheet.	Maps with African countries to label (digital copy on system).	20 MINS
DEVELOPMENT	Google earth and finding out as much as they can about the landscape of Egypt. They could then go back and annotate their map with new information.	Children to work in pairs to complete.	
PLENARY/CONCLUSION	Google Earth. Begin by setting the world spinning (for full screen – click ‘view’ and then ‘full screen’). Ask a child to stop the spin by tapping the IWB when they think they can see Egypt. Zoom in so that Egypt fills the screen, Children mark and self-assess their work. HA children who finish the task could be extended by looking at Google earth and finding out as much as they can about the landscape of Egypt. They could then go back and annotate their map with new information. What can they tell about the country from the satellite photography?	ICT Links: Google earth How might life be affected for modern or ancient Egyptians? Begin zooming in and picking out more detail (by double clicking). Pick out things like desert, the Nile and its delta, the sea.	20 MINS 10 MINS

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 02 To identify and describe the reasons for the Nile's importance in Ancient Egypt.	Assess prior knowledge – do the children already know anything about the river Nile?	Watch 'Gift of the Nile' (in 'video') Using the IWB slide – children work in tables to answer 'pub quiz' style questions relating to the video.	10 MINS
INTRODUCTION	Explain the reasons for Nile's importance using words and pictures		20 MINS
	Do the children think that the Nile is still important to modern day Egyptians nearly 5000 years later?	(Type 'Aswan Dam' in the search string to locate it).	
	Discuss Aswan Dam – perhaps zoom in and look at on Google Earth.	ICT Links: Video Google Earth	
DEVELOPMENT	Possibly show children the BBC Big Picture section on the Nile.	Possibly show children the BBC Big Picture section on the Nile.	20 MINS
	Explain that they will have this lesson to research the topic of the Nile and present a fact file. Show the children the Woodlands Junior website (NB: children can google 'homework helps Egypt' – the top result is the page they need): Show video (2 min):	Explain that they will have this lesson to research the topic of the Nile and present a fact file.	
PLENARY/CONCLUSION	Recap the importance of the Nile in light of last lesson quiz. What facts can the children remember about the Look at the River Nile section. Discuss the importance of putting research into own words. In pairs children should produce an A4 fact file relating to the topic of the Nile. Reiterate that it will only be the MOST important pieces of info.	Explain that there will be 60 sec on the clock and one person will have to try and talk non-stop about the topic without hesitating/deviating or repeating. If they do – some else takes over and can start again.	10 MINS

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 03 To understand the experiences of people in Ancient Egypt (farming)	Discuss how it is that we get food today. Gradually reveal artefact on internet - reveal only a very little bit at a time. Accept guesses and ask key questions about what it is made of, why it might be important, what it might tell us about the people of ancient Egypt. What was life like for an ancient Egyptian farmer?	Perhaps hold up food/food packets (could be nabbed from children's lunch boxes) - where did it come from?	10 MINS
INTRODUCTION	I can show how important farming was for the Ancient Egyptians	Explain to the children that this is the question they will try and answer during today's lesson. They can present their information in whatever way they wish. Discuss with the children sensible ways to answer the given question. Possibilities could include:	20 MINS
DEVELOPMENT	Explain that today the children will learn about farming in Ancient Egypt. Explain that it's unlikely that there are any experts on this topic at the moment - but by the end of the next 2 lessons, they all will be.	A poster, a mind map, a written account,	
PLENARY/CONCLUSION	Place children in 5 groups (of around about 6). Hand out the recording sheets to each child, and the topic fact sheets to each group. Ask the children to look at the fact sheet. This is the topic that they will be 'Experts' in. Give them some time to read and study. Ask the children to record the key facts in bullet point form on their 'Recording sheets'.	The children now need to nominate, in each group, someone who could teach other about their expert topic. This person stays on their table, and all the other children 'envoy' to another group. Here they will be taught by the group's expert about a different aspect of farming, taking notes on their recording sheet that they will use next lesson.	20 MINS
	After 5-10minutes, the 'envoys' return to their own groups and relay the information they have gathered. All children should have a completed recording sheet by the end of this lesson.	Using their collected info from last lesson - children present their gathered info in a form of their choice Children move back to their home group.	10 MINS
	Discuss as a class: share one fact with the class that you have learnt today.	Discuss as a class: share one fact with the class that you have learnt today. ICT Links: Internet-based researching.	

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 04 To find out about the jobs people had in Ancient Egypt	knowledge of jobs in Ancient Egypt include appropriate information about Egyptian jobs	Watch job videos x 3 (in Videos folder) – explain that these are 3 of the jobs they can research, so they should take some notes during the short clips.	10 MINS
INTRODUCTION	Explain to the children that over the next 2 lessons they will research some of the important jobs in Ancient Egypt. With the research they collect they will put together a video interview. Some of them will work as actors, some directors, some presenters and some cameramen. Explain that if the short documentary is going to be accurate it is really important that they have some good research so that their characters and interviews can be realistic.	Children then use the BBC Big Picture and learn premium – jobs section to research the 3 jobs already dealt with in the videos,	20 MINS
DEVELOPMENT	Discuss types of jobs we have today. What jobs do children think would have existed in Ancient Egypt?	Discuss expectations and timings – the children should be aware that the whole thing WILL NOT be scripted, apart from the interviewer's questions. The actors will need to know their jobs inside out to be able to answer the questions. Give them time to decide on roles: 4 actors (for each job), one cameraman, one interviewer (possibly double up on a role of there is a group of 7).	20 MINS
PLENARY/CONCLUSION	Place children in groups of 6 or 7, thinking carefully about getting a range of personalities suited to the different roles. Children can take the whole lesson to plan their interview. Make sure they know it should last no more than 4 minutes in length, and that they will really need to practice what they are going to say before recording. By the end of the lesson the children should have bullet pointed info on 4 jobs: Coppersmith, Jeweller, Potter and Scribe. This should give them a good contrast when producing the documentary	Following computer activity discuss what the children have found out- are any jobs similar? Do they think life was harder? Would they have liked to do any of the jobs? Perhaps give the children some time to magpie information from other children on their table ICT Links: Research using computer suite. Video camera use	10 MINS

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 05 To find out about the people Egypt from artefacts that are left behind INTRODUCTION	Explain that today the children will be looking at some 'artefacts'. They will be acting as historians and trying to decode the past. It is 'possible to tell a lot about a civilisation/person by looking at the things they are buried with - Egyptians take burial very seriously - take personal possessions for the afterlife.	I can use a physical artefact to ask questions about the past How do we know what we know about Ancient Egypt? Draw out ideas of archaeology, artefacts - buildings, tombs, burials, tomb paintings, written evidence - tomb paintings, inscriptions, ancient historians.	10 MINS
DEVELOPMENT	Show children artefacts on White Board- explain that they will be looking at the artefacts on cards. Explain that the children will get an opportunity to look at some of the items and then discuss the task: FIRST: what are they? Historians and archaeologists do not always know what things are - they must put the pieces together.	Children to work in groups of 5 or 6. Discuss the items and try to decide what they are. After five minutes discuss and turn over to see description. Very briefly explain each item.	20 MINS
PLENARY/CONCLUSION	Discuss with the children that when you have a civilisation as old as the Ancient Egyptians there often aren't that many written records: no books to go and read in order to learn about them. Therefore - what we know is what is left behind in the ground - i.e.: what people are buried with. Briefly explain that when it comes to the Egyptians - this is important, as they were buried with what they held most dear: the things they wanted to take with them to the afterlife (don't stay on this topic too much as it comes up over the coming weeks). Impress upon the children that all of these things speak about the PEOPLE of Ancient Egypt - and this is what historians are interested	Use physical artefacts: Analysing artefacts: How might it have been made, where might it have been found, what might it have been used for, what might it have been made out of? Children present ideas to the class about their Ancient Egyptian. Discuss whether the inferences and deductions are plausible. Ask questions to clarify understanding. In books, children sketch the item (quickly) and then annotate with as much info as possible. This should be info about what they can see, but also what this tells them about the Egyptian people. EG: a head figurine with a necklace and eye make-up tells a historian that they were capable of making jewellery, they were skilled, appearance mattered etc... ICT Links: Visualiser.	20 MINS 10 MINS

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 06 To select and record information (Tutankhamun)	select and record information (Tutankhamun)	Ask the question: How do we find out about the past?	10 MINS
INTRODUCTION	Why were they important to the discovery of Tutankhamun's tomb?	Children list as many ideas on whiteboards as possible.	
DEVELOPMENT	Children watch the 'Howard Carter' video (part 1 and 2 in video folder). Make sure that they are focused and potentially take some notes - though it is really more important that they become immersed in the storytelling and the atmosphere.	Lead to notion that most of what we know about Ancient Egypt, comes from archaeological work as very few written records remain.	20 MINS
PLENARY/CONCLUSION	The video stops as Carter looks through the hole into the tomb. The children will discover some of what was in the tomb for themselves next lesson, the historical accuracy of the final 5 minutes of the film is questionable at best!	I can take notes from the Tutankhamun video useful to rewriting Howard Carter's diary entry	
	The second half of the lesson can be used to formulate some good open-ended questions to ask Howard Carter if he were hot-seated. Discuss good use of questions. Give time to discuss in groups	explain to the children that while the music is on (make sure it is quiet and ambient - it should create atmosphere but not detract from the questioning) the character at the front of the class is in charge. Only they may speak or choose who can ask a question.	20 MINS
	Impress upon the children that they need to include as much detail as they can - pick out literacy targets if you feel this is appropriate - as these will help the children to communicate their knowledge of the scene. They must also try to include the emotional aspects, using their knowledge of the build up to this moment over the 20+ years Carter spent in the valley of the kings	Praise good questions as well as good answers. ICT Links: Laminated artefact pictures Video	10 MINS

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 07			
7.a To understand Ancient Egyptian beliefs about life after death	Beliefs about life after death AND the importance of some of the key Egyptian Gods	Discuss in particular the sheer amount of preparation that went in to building the tombs – Tutankhamun’s was started when he was only 8! This preparation was vital if they were to get to the afterlife safely.	10 MINS
7.b To know the importance of some of the key Egyptian Gods	Recap the notion of burial being hugely important for the Ancient Egyptians. The objects people were buried with were those that they held most dear and would want in the afterlife.		20 MINS
INTRODUCTION	How is it we know so much about the Ancient Egyptians?	Resources: Book of the dead – teacher’s info pdf file (read before lesson) Children swap books and self-assess as you go through the answers I can use drama to sensibly explore Egyptian beliefs on the afterlife.	
DEVELOPMENT	Recap the idea that people were buried with the things they would want and need in the afterlife. Much of this has survived telling is a great deal about this ancient civilisation.		
PLENARY/CONCLUSION	How does Ancient Egyptian religion differ from Christianity? Discuss the notion of polytheistic religions.	Splitting the remaining time in half – have half the children working on the computers, using Manchester Uni website, the Woodland Juniors website (which has got many good links as well) and any others that they come across. Get as many facts as possible into general work books.	20 MINS
	Explain that we could never cover all of the Gods, but in groups – the children will look at a few of the more important Gods and find out about what they represented and why they were important. Place children in groups of 4 or 5. Use the Manchester Children’s University website to introduce the names of some of the more important Gods. Children select (or assigned) a God each to research in their groups	Other half of the class uses the project loan books. Swap over half way through. Discuss – why is important to use a range of sources – not just the internet?	10 MINS
	There were over 200 different names for Gods in Ancient Egypt. Some looked human, some looked like animals, some were a combination of the two.	ICT Links: Computers Book	

STAGE	FOCUS	STRATEGY	TIME
LESSON PLAN 08 To select and record information on Egyptian clothing	Select and record information on Ancient Egyptian clothing		10 MINS
INTRODUCTION	Explain that the children will need to have a costume for Egyptian week, and over the next couple of lessons, they will be given the opportunity to research this topic and come up with some ideas as to what they want to wear.	using a range of sources to investigate Egyptian clothing ,use my research to present my knowledge of Egyptian clothing and show male and female clothing	20 MINS
DEVELOPMENT	By the end of the next lesson, the children will have produced a poster in their books – with an annotated picture of a male, and a female person in traditional clothing. Historians know quite a lot about what the Ancient Egyptians wore. Why do the children think this is?	Ask the question: what does this tell us about the Ancient Egyptian people? This is what history is about. What does it tell us about life as an ancient Egyptian?	20 MINS
PLENARY/CONCLUSION	This lesson the children will use the project loan books and the ICT suite to research the topic.	What have you discovered? What does this tell us about Ancient Egypt?	
	Elicit the response that tomb paintings give us a good insight into this topic.	Look at the Tutankhamun tomb images and discuss what the children can see relating to clothes	
	Display finished work under the visualiser and discuss the positives and areas for improvement.	Have children come out to piece together the map. Reiterate geographical teaching points from earlier on in the topic as the children begin to fill in the picture.	10 MINS
		Children use last lesson's research to produce a poster displaying different garments for male and female people	
		ICT Links: Computers Map	

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 lessons plans consist of 8 hours of classroom teaching over a period of 4 weeks. This consists of two sessions per week, each of 60 mins duration. The focus of this lesson is to teach students about the daily lives of ancient Egyptians from every social class, and 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. Students will use creative means to present what they have learned about the lives of Egyptians from all social classes. Students will learn basic information about the alphabet, common Egyptian words .

The Students Should Be Able To:

1. To understand where Egypt is in relation to other countries.
2. To identify and describe the reasons for the Nile's importance in Ancient Egypt.
3. To understand the experiences of people in Ancient Egypt. (farming)
4. To find out about the jobs people had in Ancient Egypt
5. To find out about the people Egypt from artefacts that are left behind
6. To select and record information (Tutankhamun)
7. To understand Ancient Egyptian beliefs about life after death and know the importance of some of the key Egyptian Gods
8. To select and record information on Egyptian clothing

Relevant Standards:

1. Standard 3: Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.
2. Language Arts
3. Writing
4. Standard 4: Gathers and uses information for research purposes.
5. Reading
6. Standard 5: Uses the general skills and strategies of the reading process.
7. Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

Listening and Speaking

1. Standard 8: Uses listening and speaking strategies for different purposes.
2. Art
3. Standard 4: Understands the visual arts in relation to history and cultures.
4. Working with Others
5. Standard 4: Displays effective interpersonal communication skills.

Circulate:

1. Ensure students are choosing the correct resources.
2. Check that the search strategies are appropriate.
3. Offer suitable advice / guidance and address individual concerns.
4. Reading Questions/Discussion Prompts
5. Listening and Speaking Standard .
6. 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:

1. PowerPoint
2. Gift of the Nile video
3. Connective cards
4. Maps with African countries to label
5. Atlases
6. Google earth
7. Notes
8. Video

Assessment opportunities:

1. Teacher notes
2. Written work
3. Visual/oral assessment of answers
4. Extend HA children to use a range of websites to research.
5. Mixed ability pairings
6. Internet-based researching.
7. Topic fact sheets
8. Recording sheets

Differentiation:

1. By outcome – children will take more notes, and support within their group.
2. Hieroglyphic alphabet laminates
3. Laminated artefact cards

ASSESSMENT STRATEGIES USED (When and How):

1. 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.
2. Have students create stations or activities where others can experience things that would have been a common part of everyday life in ancient Egypt
3. Students could receive participation grades for class discussion activities.
4. Students could receive a completion grade for their answers to the written response activity.

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 lessons. 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, generally, 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 my 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. I'm glad that students got a lot out of it, but I think it needs some tweaking to make it seem more cohesive and connected to the remainder of the lesson.

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Comments by the students

1. Good delivery.
2. Acceptable pace.

Evaluation and Suggestions from Lesson Monitor:

1. Good introduction, using questions to engage the interest of students.
2. Good delivery of content.
3. Good questioning technique, asking students for their input before giving the information.
4. Good use of PowerPoint slides as teaching aid.
5. Direct question (straight to the point).
6. Good communication and interaction/engagement with students.
7. Identified students who were not active in participation and encouraged input from them.

Suggested improvements: .

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