

ELA LESSON PLAN

OVERVIEW	
Lesson #6: A River Culture – Ancient Egypt	Unit Title: The Science and Culture of Water
Length of Lesson: 1.5 hour # of Classes: 1 to 2	CCRS and GLE Range: 2-3.9 Class Level: ABE 100
STAGE 1 – PLANNING for DESIRED RESULTS	
LESSON OBJECTIVES	
<p><i>By the end of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> • Understand that there is a difference between science and social studies, and that things can be looked at from both angles. • Gain an initial understanding of the terms <i>culture, society</i> and <i>geography</i> • Gain an initial understanding of and begin to identify the steps of the final project • Understand that different maps serve different purposes, but that they can be used together to gain information 	
CCRS/EA LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES	KEY INSTRUCTIONAL SHIFTS
R.9.B Address how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RF.3.B Know and apply grade level phonics and word analysis skills in decoding words. W.4.B Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. S&L.1.B Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. L.2.B Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.	<p><i>Indicate those addressed in this lesson:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice with complex text and its academic language <input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts <input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction
ESSENTIAL QUESTION(S) <i>(optional)</i>	
PRIOR KNOWLEDGE NEEDED	
Concepts taught in previous unit lessons such as major bodies of both fresh and salt water on earth, using maps to locate major bodies of water.	
STAGE 2 – EVIDENCE of LEARNING	
<p><i>Ways that students and I will know the extent to which objectives have been met:</i></p> <ul style="list-style-type: none"> • notes from class discussions; • whole class, group and individual activities • written assignment 	

STAGE 3 -- ACTION

<p>MATERIALS</p>	<ol style="list-style-type: none"> 1. Chart paper (one for each table) - divided into 3 sections and labeled <i>chemistry, types of water, and water cycle</i> 2. Student reflections from lesson one 3. Wall chart for vocabulary 4. Prepared chart with the project guidelines 5. Large World and Africa map (either paper or projected) 6. Blank maps, from http://www.eduplace.com for a world map, and http://www.enchantedlearning.com/africa/egypt/label/ for a map of Egypt with the Nile River 7. Activity sheet for student use (<i>see end of this lesson plan</i>)
<p style="text-align: center;">INTRODUCTION <i>Guiding Question</i></p> <ul style="list-style-type: none"> ▪ <i>Why is this important for students to learn? (hook, connection, relevance)</i> <p style="text-align: center;">BODY <i>Guiding Questions</i></p> <ul style="list-style-type: none"> ▪ <i>What text(s) will be the basis of this lesson?</i> ▪ <i>What academic and content vocabulary will students learn?</i> ▪ <i>What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?</i> ▪ <i>What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?</i> ▪ <i>What opportunities will students need for scaffolding and differentiation?</i> ▪ <i>How are the CCRS Instructional Shifts for ELA evidenced in student performance?</i> 	<ol style="list-style-type: none"> 1. Briefly remind students that they have been studying the science of water so far. Have a chart at each table labeled: <u>chemistry</u>, <u>types of water</u>, <u>water cycle</u>. Invite students to take a few minutes to discuss the headings and decide on some facts they remember from previous lessons to write under each one. Groups can then post these charts and the class can talk about the charts, noting things that stand out, are repeated, or might be unique. 2. Hand back the reflections that the students wrote at the beginning of the unit. Remind students of the prompt “When you hear the word water, what do you think of? Why is water so important? How do you use water in your everyday life?” Invite students to share what they have written. Note that some of these reflections talk about water in science, and some talk about water in our culture, our society. Discuss these words and add them to the vocabulary chart (for example: culture could be defined as the way people live at a particular time and place – society could be defined as a community, nation, or group of people that have common traditions, values and shared laws). Inform the class that we will be shifting our look at water now from science to social studies. 3. Introduce the final project to the group. Use the following charts to highlight each of the pieces as you go over them: <ul style="list-style-type: none"> For the Final Project students will <ul style="list-style-type: none"> • locate of the place they are studying • gather and record information • use an outline to organize information • present information The Final Projects should include: <ul style="list-style-type: none"> • A poster that includes the name and location of the place you have chosen and its important water source. • Information about the place you have chosen and why the water source is important to its society.

<p style="text-align: center;">CLOSING <i>Guiding Question</i></p> <p><i>How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?</i></p>	<ol style="list-style-type: none"> 4. Explain that we have already been practicing some of the skills needed for the project (such as paraphrasing and note taking), and that the next few weeks will follow a pattern that will help prepare students further for this final project. 5. Tell students that we will spend time on each of the steps so that by the time they start their own projects, they will be comfortable with all of the pieces. Explain to the students that we are going to focus today on location – introduce the word geography and add to the vocabulary list (geography could be defined as an area of study that deals with the location of countries, cities, rivers, mountains, etc.). Tell students that they will be reading in upcoming lessons about how bodies of water often affect how groups of people live. Knowing the location of a place can help add to our understanding of that place how the geography of that place affects the people. Remind the class that we looked at location of fresh and salt bodies of water earlier in the unit, and that we are going to use some of those same skills we practiced then today. 6. Introduce the words Egypt and the Nile River and explain that this is the first society that we will be looking at. Use a KWL chart to help students think about what they know already and might be interested in learning more about. Locate Egypt and the Nile River looking first on a world map, then on a map of Africa, and finally on a map of Egypt. Discuss as a class where this country is located (for example, that it is in the north of Africa, that it borders the Mediterranean Sea, etc.) If table top maps are available, students can work on this in groups. 7. Hand out individual blank maps and the activity page to the students (http://www.eduplace.com for a world map) (http://www.enchantedlearning.com/africa/egypt/label/ for a map of Egypt with the Nile River). Students will first locate and Label Egypt on the world map, then will locate the Nile River on the close-up map of Egypt. They will also complete the accompanying activity sheet (Looking at Egypt). 8. Review the worksheet together after students have a chance to complete the activity. Check to be sure that students understand the difference between the two maps and that they see that the information presented on each one is related. Discuss the details that students may have noted on their worksheets such as the size of the river, how it cuts through a large part of the country, how it splits up, where it empties into, etc. Explain that tomorrow we are going to do some reading to learn more about this river and why it is so important to this country.
<p style="text-align: center;">POST-TEACHING REFLECTION <i>Guiding Question</i></p> <p><i>What changes or adaptations would I make?</i></p>	

Use these links: [“Standards-Aligned Classroom”](#), [Instructional Planning Guide for ELA](#), [“Three Key Shifts”](#)

➔ **See attached handout: “Looking at Egypt”**

Looking at Egypt



Part 1 – Mapping

1. Find and label Egypt on the world map.
2. Find and label the Nile River on the map of Egypt. Use a marker or colored pencil to **highlight** the river.

Part 2 – Writing - Be sure to use complete sentences.

1. Look again at your maps or at the maps that we used in class. In your own words, tell what you notice about Egypt and the Nile River. What continent is Egypt located on? What places is it close to? What do you notice about the Nile River?

2. Is there something you learned today that you did not know before?

3. Do you have any questions about what we did today? Is there something you would like to learn more about?
