



<b>Name of Lesson Plan</b>	What is Civilization? Exploring Ancient Egypt.
<b>Grade</b>	6
<b>Subject/Courses</b>	Social Studies, Art, Math

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### Big Idea

*The one high-level concept that is driving this lesson within the unit:*

Civilization can be defined as a level of development that includes G.R.A.P.E.S: Use of Geographic Resources, Developed Religion, Specialization leading to Achievements, Political and Economic Systems, Social Structures.

GRAPES song: [https://www.youtube.com/watch?v=Q2\\_hFhez8-8&t=2s](https://www.youtube.com/watch?v=Q2_hFhez8-8&t=2s)



*Where does your lesson fit into the Big Idea?*

**This will be a series of lessons where students research each of the areas of GRAPES (Geography, Religion, Achievements, Politics, Economics and Social Structures) and create an art project based on a Dodecahedron.**

### **Acquisition of Knowledge and/or Skills**

*Students will know... (facts):*

How ancient Egypt developed as a river valley civilization defined by G. R. A. P. E. S.

*Students will be skilled at... (actions):*

- 1. Using a graphic organizer to take notes.**
- 2. Use simple designs to graphically represent ideas.**
- 3. Understand what defines and how to create a dodecahedron polyhedron.**

### **Learning Standards Addressed**

*Must contain/include/be based upon at least 2 different disciplines:*

NYS Social Studies Standard #2 "The study of world history requires an understanding of world cultures and civilizations including an analysis of important ideas, social and cultural values, beliefs and traditions."

NYS Next Generation Mathematics Standards. GEO-G.CO Make Geometric Constructions. #12 Make, justify and apply formal geometric constructions.

NYS Art Standards. Anchor Standard VA: Cr 3. 1. 6 Reflect on whether personal artwork effectively communicates meaning and revise accordingly.

### **Evidence of Learning/Means of Giving Meaningful Feedback**

*What will students **do** to afford meaningful learning and the construction of understanding?*

Students will use a guide with a graphic organizer to gather information on the six areas of civilization for ancient Egypt.

Once they have filled in notes for each criterion, they will design panels that reflect what they have learned about the six areas of civilization for ancient Egypt. These panels will be put together to create a geometric polyhedron called a dodecahedron.



### Resources Needed

Must include one Kids Discover Resource:

Kids Discover articles:  
The Gift of the Nile  
The Mighty Pharaoh  
Daily Life (Egypt unit)  
Gods, Priests, Temples  
Leaving their Mark  
Pyramid Builders  
Mummy Makers  
(Any other Egypt related articles from the Kids Discover library)

Project Guide & Graphic Organizer

Colored pencils  
Stapler or glue  
String

#### Links to resources:

[Horrocks Kids Discover Project Guide & Template](#)

PDF version:

file:///C:/Users/khorrock/Desktop/\_Kids%20Discover%20Project%20Guide%20&%20Template.pdf

### Learning Plan

*The breakdown of the specifics for what you'll do in class. Creativity counts! (Recommend 250-500 Words)*

The teacher will discuss the definition of "civilization" with the students using the GRAPES acronym. Civilization is an advanced level of society in which people have: made use of GEOGRAPHIC resources, developed an institution of RELIGION, used specialization to invent, create and ACHIEVE, establish a POLITICAL and ECONOMIC system, and institutionalized SOCIAL STRUCTURES.

The teacher will explain the ancient Egypt, which developed along the Nile River, was one of the world's earliest civilizations.



The teacher will inform the students that they will be creating a mathematics-inspired art project that uses research about ancient Egypt for content and design. The teacher can show a model of the final product so that students understand the target/final product.

The teacher will hand out the [Project Guide and Graphic Organizer](#) to the students and explain that they will be reading from several Kids Discover resources to gather information about ancient Egypt with the goal of creating an illustrated and annotated dodecahedron to show what they have learned about the civilization of ancient Egypt.

Students will take the needed time (depending on the class structure, it could be one day for each of the six areas) to read and record the information using the graphic organizer. Research and notetaking could take 6 class periods, drawing and text creation could take an additional 6-12 class periods. This should be considered a complete UNIT of study rather than a lesson.

Students will design 12 panels, 2 panels for each of the GRAPES topics, and color and annotate the panels. Students will follow the directions to cut out and put together their dodecahedrons.

The teacher can use the rubric to score the final products and students can use the feedback sheets to do peer reviews of each other's projects.

### **Assessments/Checks for Understanding**

*What will you assess - formally and/or informally- to check for learning throughout and/or after your lesson:*

*The teacher will:*

*Assess the graphic organizer for note-taking and research proficiency.*

*Assess the final dodecahedron for visual appeal and accurate information.*

*Students can peer review and give feedback on each other's projects.*

**\*\* [For the submission form click here](#) \*\***