# *Step Three: Matrix (Plan Learning Experiences and Instruction)*

Plan for at least five consecutive days. Be sure to include more than one strategy and assessment each day. Add more days as needed. You do not have to use this Table –feel free to use any format you want for each lesson (as shown in the Cmap examples)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic/Content/**  **Geography Themes** | **Strategies/Activities**  Provide some sense of how your lesson will look ere –from start to finish –just enough detail to make sense to others | **Assessment** | **Materials** (teacher created & Instructional**)** |
| Monday | **Unit Introduction**  **Introduction to Egypt and the Nile River Valley Civilization** | Teacher will show video about the Nile River.  Students and teacher will begin to create a concept web together. This will be filled out throughout the unit.  Students will create personal goal sheets and teacher will explain final project for students to keep in mind. | Students will create personal goal sheets reflecting goals they have for the unit.  Exit Slip—What was one thing that stuck out to you today about the Nile River? | SMARTboard, computer, and projector  Chalkboard and Chalk  Learn360 Nile River video  Social Studies notebook and pencil  Post-its for Exit Slip |
| **Tuesday** | **Nile River Mapping**  **Geography Theme: Location, Region, Place** | Relate location of Egypt and USA on globe. Discuss how Ohio River effects life in Ohio.  Students will observe a map of Egypt and the Nile River. They will then brainstorm possible important ways of life because of the river. At this point students can make predictions.  Students will then take a blank map of Egypt (with longitude and latitude) and draw important city locations, physical attributes, and location of the river. Students may need to first observe a physical map of Egypt. | Observation  Final product of Egypt map  Exit Slip—What was one physical attribute of the area around the Nile River and how might it have changed life there? | Globe  SMARTboard, computer, and projector  Map of Nile River on SMARTboard  Physical Map of Egypt  Blank Egypt map with longitude and latitude  Post-its for Exit Slip |
| **Wednesday** | **Agriculture of the Nile River Valley**  **Geography Theme: Human relationship to environment** | Students will be given a venn diagram. On the left side of the diagram, students will fill out the agriculture of the United States.  Students will then be put into pairs and be given iPad to read the website provided by the teacher.  As the students are reading they will complete the right side of the venn diagram with the information they discover. The middle section comparing the two can then be filled out.  As a class, a venn diagram will be made together. Students will check their venn diagram with the class one. The teacher will periodically ask questions regarding the agriculture and information the students found. | Observation  Venn Diagram  Inquiry questions  Exit Slip—  What was one characteristic of agriculture in the Nile River Valley? | Venn Diagram  iPads  http://www.reshafim.org.il/ad/egypt/timelines/topics/agriculture.htm  Post-its for exit slip  Chalkboard and chalk |
| **Thursday** | **Government of the Nile River Valley** | Teacher will present information from the website to students which covers the government.  Then students will record their answer to the interactive quiz provided.  The teacher will review the questions and students will grade their quizzes. | Observation  Interactive Quiz  Inquiry questions  Exit Slip—  What is one thing you would change about the Egyptian government if you could? | http://www.historyforkids.net/egyptian-government.html  SMARTboard, computer, and projector  Paper and pencil  Post-its for exit slip |
| **Friday** | **Religion of the Nile River Valley** | Teacher will show interactive story about the history of the gods and goddesses of Ancient Egypt.  Students will then take iPads and explore the webpage about different gods and goddesses.  Students will choose one god or goddess. They will “recreate” how the god/goddess looks. Students are challenged to modernize it. | Observation  Inquiry questions  Illustration  Exit Slip—  What invention or piece of technology impacted today’s society and why? | http://www.ancientegypt.co.uk/gods/story/main.html  SMARTboard, computer, and projector  Copy paper, crayons, color pencils |
| **Monday** | **Technology of the Nile River Valley** | Teacher will show students a short clip of the documentary about technology in Egypt. Teacher will pause and ask students questions.  Students will choose one invention or piece of technology. They will create an illustration of the object. Then they will write a paragraph persuading people to continue the use of their object. | Observation  Inquiry questions  Illustration and paragraph  Exit Slip—  What invention or piece of technology impacted today’s society and why? | SMARTboard, computer, and projector  http://youtu.be/f8ef1jsEYbc  Copy paper, crayons, color pencils  Post-its for exit slip |
| **Tuesday** | **Economy of the Nile River Valley**  **Geography Theme: Movement of People/Goods/Ideas** | Students will view the handout with the teacher. The teacher will review the information on the handout and ask specific discussion questions.  Students will work in groups of three to create their own alternative economy.  Students will need to:   * Create their own currency or trading system * Determine if it is based off of agriculture or goods. * Be creative   Students will writing a journal entry from the point of view of a farmer, trader, or seller. | Observation  Inquiry questions  Fist to Five Check for understanding during reading | Copies of handout:  http://www.dpcdsb.org/NR/rdonlyres/9F58BD2A-4DF2-4EEC-8AB8-70853B790CF2/95040/AncientEgyptianEconomy.pdf  SMARTboard, computer, and projector |
| **Wednesday** | **Research and project work day** | Students can research in the library and on the iPads. Once they are do with research they can begin on their PowerPoint presentation.  Teacher monitors student progress and helps where needed. | Exit Slip—What is your next step in your project tomorrow? | iPads  Library  Rubric  Post-its for exit slip |
| **Thursday** | **Research and project work day** | Students will continue working on research if needed. They should be finishing up their PowerPoint presentation.  Teacher monitors student progress and helps where needed. | None | iPads  Library |
| **Friday** | **Presentation Day** | Students will present their presentations to the class. Once finished presenter will complete short evaluation. | Final presentation | iPad, computer, doggle, projector, and SMARTboard  Rubric  Self-Evaluation paper |

Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: USCD.

*Use of differentiated instruction – Give this a TRY!*

|  |
| --- |
| ***Bullet list the accommodations you will provide for individuals and subgroups within your class (accelerated, ELL, special needs, etc.). This does not mean simply requiring students to do more or less; it means helping them access content and produce satisfactory work in ways best suited to their academic needs. This might include teacher modeling, utilizing graphic organizers, translation websites, differentiated reading materials, tiered activities, choice boards, etc.***  IEP Students- These students will receive physical copies of the online content. If needed, they will receive extra time to complete work. The teacher will present examples of work for students. If needed, teacher can simplify reading.  Gifted- These students can work ahead on their project if they are able to. Also, students can be provided with extention activies for each lesson if needed. |

*Self-analysis:*

Using the table below, please describe how the content, strategies, and assessments you have planned meet at least FIVE criteria from our Social Studies Best Practices (BP) in class Activity:

|  |  |
| --- | --- |
| Interactive | Students are able to use technology throughout the unit. They are capable to complete research and activities on their own. Also, students are able to illustrate several items in the unit. It allows students to be creative and tailors to other styles of learning. |
| Collaborative | On more than one occasion in the unit, students are able to work in partner or in small groups. Together they evaluate information. They also work together to complete a task. |
| Reflective | Students will use their personal goals sheets to determine what information they truly want to learn. Also, it will show students how they have learned more than they ever expected in the unit. The student also completes a self-evaluation form after their presentation. |
| Inquiry | Students are consistently looking for the reason for the way life was in the Nile River Valley area. They will be curious about the lifestyle and how the river effected every day life for people. |
| Multi-disciplinary | Students are presented with the opportunity to create art in the unit. Also, students are asked to create writing pieces stating their point of view or trying to persuade someone. It is important to me to be multi-disciplinary because I feel it is a great way to catch students’ attention about the subject. |

*8/5/14*