



Ancient Egypt – year 7

Integrated Unit outline: humanities and middle years

Phaedra Eayrs (s4259507) and Henrik Streenberg (s4185596)

Synopsis

This unit will support students to investigate life in ancient Egypt. This unit combines knowledge and skills in the domains of history, numeracy and literacy, information communications technology and sustainability.

This entire unit is focused on developing intercultural understanding. Through studying this unit, students will engage in structured inquiry of ancient Egyptian culture that will explore commonalities and differences and create connections and opportunities for reflection on modern Australia.

The key issues that will be explored in this unit are:

- How the physical environment affected the type of societies that developed in ancient Egypt.
- The role of key groups within Ancient Egypt.
- Everyday life and beliefs about gods and the afterlife.
- Contacts and conflicts including trade and war.
- The role of a significant individual.
- Students will use ICT to investigate and present their learnings.
- Students will use a range of primary and secondary sources and will be introduced to techniques that will enable them to think critically when evaluating the type of questions specific types of sources can help answer.

Learning theory

The unit will consist of a series of activities that are based on the theory of cooperative learning and aim to make the content useful and meaningful to students. The teacher will assign students to learning groups at the beginning of the unit. In these learning groups, students will work collaboratively to investigate ancient Egypt. All group work will be uploaded on to the class wikispace.

The range of activities and related assessment strategies have also been designed to cater for the different learning styles, skills, interests and strengths of students.

These activities should be supported by additional class discussions and lessons that focus on the meaning of terms raised, theory and historical context of the issues.

Assessment

There is minimal formal written assessment provided for this unit as the class and group discussions and the work undertaken during the activities are deemed to be more valuable than returning individual marks.

After each inquiry lesson, students will be required to write and post a series reflections on the class wiki about connections between the day's topic and modern Australia. These reflections, together with teacher observations and completed work handed in will constitute the bulk of the evidence used to assess student performance.

Students will synthesise and cement their learning through a final assessment activity that has been designed to draw on all themes discussed during the unit.

Inquiry approach

We have created this unit in a very structured way as the first step in a strategy to gradually release responsibility of learning to students. This unit has been created for year sevens, an age group that needs to learn the skills and discipline required to undertake self-directed work. This unit is intended to help students to build these skills and move towards self-directed learning in their future schooling years.

The suggested activities are intended to be flexible and it is assumed that teachers are willing to adapt each lesson based on their observations of the progress and understandings of the students.

Focus questions

Big idea inquiry question: What was like to live in Ancient Egypt?

As their investigation into Ancient Egypt progresses, students will be encouraged to reflect on their learnings and make connections back to life in Australia. This inquiry question will support students to gain a more in depth understanding what life was like in Ancient Egypt and will be better able to reflect on and understand their own lives and culture in modern Australia.

The following focus questions will help to guide students in the inquiry:

- How was society organised?
- Why did they organise in such a way?
- What were the characteristics of their society?
- How has ancient societies influenced our modern world?

Summary of the AUSVELS learning focus and standards

The following section sets out the learning focus and standards of this unit as per the AUSVELS curriculum.

1. History: Ancient Egypt
2. Information and Communications Technology
3. Sustainability

| Lesson | Goal | Activity | Elements | Ausvels |
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| 1 | Excursion and unit introduction <ul style="list-style-type: none"> To introduce and engage students with the topic To uncover students prior knowledge | <p>Students will attend an excursion to the Melbourne Museum to view the Ancient Egypt exhibition.</p> <p>While at the museum, Students will complete a KWL to brainstorm their existing knowledge and things they would like to know more about to help guide the inquiry (teacher will need to book a group room in advance).</p> <p>Students will discuss the big idea inquiry question and focus questions. At this time the teacher will also introduce the summative assessment task.</p> | ICT: Padlet | ACHHS207 ICT for visualizing thinking |
| 2 | How do we know about the ancient past <ul style="list-style-type: none"> For students to identify the primary and secondary resources used to investigate ancient Egypt | <p>In their learning groups, students are to complete a series of missions on a Weebly page to investigate different aspects of learning about the ancient past specifically focused on:</p> <ul style="list-style-type: none"> Pyramids, temples and tombs Artwork, statues and wall paintings Hieroglyphics and the Rosetta Stone Historical writings <p>Groups upload their findings on the class wiki and use the wiki to report back to the class.</p> | ICT: Internet research, Weebly, Wikispaces | ACHH208 ACHH210 ACDSEH001 ACDSEH009 ACELY1725 ACELY1723 ICT for creating ICT for communicating |
| 3 | How did the geographical environment influence the society? <ul style="list-style-type: none"> For students to investigate the physical features of Egypt and explain how they influenced ancient Egyptian society. | <p>Learning groups will use a map of Egypt to identify the key geographical features and annotate on a map. Key features include:</p> <ul style="list-style-type: none"> The Nile, including floodplains Desert Fertile land Mountains The Mediterranean Sea <p>Students to annotate their map with their findings, e.g. locate the cities and write an explanation for their location, point out floodplains and the impacts on farming. Learning groups</p> | ICT: Wikispaces Literacy: interpret text and answer questions Sustainability: how the civilization was sustained and reliance on geographical features and | ACDSEH002 ACHHS211 ACELY1723 Sustainability – interdependence of social, economic and ecological systems ICT for creating Intercultural understanding |

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| | | <p>will upload their maps onto the class wiki.</p> <p>At the end of the lesson show students a map of modern Australia and ask them to reflect on where people have settled and the possible reasons for settlement there. Students to write an individual reflection on the class wiki.</p> | ecosystems | |
| 4 | <p>How did the geographical environment influence the society?</p> <ul style="list-style-type: none"> For students to use their knowledge of the influence of geographical features on society to create a persuasive writing piece. | <p>Students work as a class to create a mind map brainstorming the various ways a farmer is dependent on the Nile.</p> <p>Learning groups are given different scenarios about the flooding of the Nile or drought and the loss of their crops. In their group, students to discuss the impact on their life as an Egyptian farmer (review their map and answers from the previous lesson).</p> <p>As a class, make connections (discuss similarities and differences) with the previous unit studied: The ancient past before farming, where students studies Australian Aboriginal settlements.</p> <p>Homework task (formative assessment) Students to individually write a persuasive letter to the Pharaoh about the flooding/drought, the impact it has had on their life as a farmer, and what they would like the Pharaoh to do about it. [Note: coordinate with the English Department around the graphic organizers used to write persuasive text]</p> | <p>ITC: Microsoft Word, Coogle, Venn Diagram online</p> <p>Literacy: persuasive writing task</p> <p>Sustainability: farmers dependence on ecosystems</p> | <p>ACELA1531 ACDSEH002 ACELY1725 ACELY1728</p> <p>Sustainability: the dependence of living things on ecosystems</p> <p>ICT for visualizing thinking</p> <p>ICT for creating</p> |
| 5 | <p>How was ancient Egypt organized and ruled?</p> <ul style="list-style-type: none"> Students to understand the existence, role and size of key groups in society. | <p>In learning groups, students use the internet to research the different groups in society including: the nobility, bureaucracy, artisans, priesthood, women, children, farmers, slaves and merchants. Teacher to provide some resources to guide students.</p> <p>As part of their research investigation, students to identify the proportion of each social group in society. Students</p> | <p>ICT: excel and internet research</p> <p>Numeracy: using real numbers to create percentages</p> | <p>ACDSEH032 ACHHS208 ACHHS210 ACMMA158 ACMSP169</p> <p>ICT for creating</p> |

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| | | express this as a fraction and percentage and use this information to make a pie chart (using excel) and a pyramid (hand drawn). | and graphs | |
| 6-7 | <p>How was ancient Egypt organized and ruled?</p> <ul style="list-style-type: none"> Students to investigate how the groups are connected. | <p>Jigsaw: One student from each learning group is randomly allocated to a role within society (the nobility, bureaucracy, artisans, priesthood, women, children, farmers, slaves and merchants). Students breakout into groups and investigate the characteristics of their assigned group and their role within society.</p> <p>As a group students create a job description on Weebly detailing job title, job description, explanation of why the job is important, what the candidate needs, key tasks of position, who they report to and who reports to them.</p> <p>At the end of the lesson, students return to their learning groups to present their job descriptions.</p> | ICT: Weebly, Internet Research | ACDSEH032 ACHHS208 ACHHS210 ACELY1725 ACELY1728 ICT for communication |
| 8 | <p>What was the influence in Ancient Egypt of religious ideas and beliefs about an afterlife?</p> <ul style="list-style-type: none"> Students to investigate the importance of gods and the afterlife in ancient Egypt | <p>Students to individually play the online simulation game: <i>Building Pyramids</i>. Stop the students a random points during game play and ask them to write down a question arising from the game. Teacher to catagorise and group questions using padlet.</p> <p>In their learning groups, students chose one question to investigate. Groups to create one powerpoint slide, which includes one image, and report back to the class.</p> | ICT: BBC online game, powerpoint, padlet | ACDSEH003 ACHHS207 ACELY1728 ACELY1804 ICT for visualizing thinking ICT for creating |
| 9 | <p>What was the influence in Ancient Egypt of religious ideas and beliefs about an afterlife?</p> <ul style="list-style-type: none"> Students to explore the significance of the afterlife to ancient Egyptians by investigating mummification. | <p>Students to individually play an online Mummies game and answer the multiple choice questions afterwards.</p> <p>Students to read Chapter 5.6 of the History Alive textbook (<i>Mummies unwrapped</i>). In pairs, students will draft an outline for a guide for mummifiers using the following headings:</p> <ul style="list-style-type: none"> Why is the mummification process important Who to embalm and why | ICT: online game, Microsoft word | ACDSEH003 ACELY1723 ACELY1728 ICT for creating |

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| | | <ul style="list-style-type: none"> • The embalming process • What the dead person should take to the afterlife and why | | |
| 10 | <p>What were the main ways in which Egypt came into contact with other people?</p> <ul style="list-style-type: none"> • Students to investigate the internal and external conflicts of Ancient Egypt | <p>In their learning groups students will investigate various conflicts or times of peace. Students will research: the type of conflict (expansion or invasion), who the players were, the technology used, where it occurred, what the outcomes were etc.</p> <p>Students will create a human timeline by briefly acting out the conflicts and the outcomes to present their findings to the other groups.</p> <p>Photos/video of each group will be taken and at the end of the lesson all students will work together to put the timeline together in a multimedia presentation using Metta, which will be uploaded onto the class wiki.</p> | <p>ICT: Photograpy, video, Metta, internet research</p> | <p>ACDSEH734 ACHHS210 ACHHS214 ACELY1725 ACELY1728 ICT for creating ICT for communication</p> |
| 11 | <p>What were the main ways in which Egypt came into contact with other people?</p> <ul style="list-style-type: none"> • Students to develop an understand of the role of trade and writing in Ancient Egyptian life | <p>As a class look at a map of Ancient Egypt and identify their neighbours and main trading partners. Ask students to spend 10 minutes investigating either the Phoenicians or the Nubians and have a class discussion about what they discovered.</p> <p>Randomly assign to small groups to investigate trade through roleplay. Provide students with task cards depicting a different scenario (e.g. building a pyramid for their Pharaoh, organizing a religious festival, etc), the amount of goods they need to acquire to complete their task, how many goods they have and the numerical values of the available trading goods. Students will need to trade goods with the other groups to achieve their task.</p> <p>Students also need to keep a record of their trade using Hieroglyphics (translate using an online Hieroglyphics</p> | <p>ICT: online Hieroglyphics typewriter Numeracy: using numerical value to trade Literacy: reflective writing</p> | <p>ACDSEH034 ACHHS211 ACELY1804 ACMNA174 ICT for creating</p> |

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| | | typewriter). Students will write a 100 word reflection on why writing was so important to trade at this time. | | |
| 12 | Role of key person <ul style="list-style-type: none"> Students investigate a famous Ancient Egyptian | <p>In their learning groups students are assigned a famous Egyptian to research. They will need to research their background, why they were famous, important aspects in their life and additional interesting information.</p> <p>Students record their findings on video in the format of an interview on a popular T.V chat show. Students record the interview, edit the content and upload to the class wiki.</p> | <p>ICT: Internet research, video recording, Microsoft movie editor</p> <p>Literacy: creating interview</p> | <p>ACDSEH129 ACHHS210 ACELY1725 ACELY1728 ICT for creating ICT for communication</p> |
| 13 and 14 | Summary <ul style="list-style-type: none"> Students to synthesise their knowledge and learnings to formulate an answer to the big idea inquiry question. | <p>Each learning group will present to the class on the big inquiry question: What was it like to live in Ancient Egypt compared to Australia?</p> <p>The key focus questions to address are: how was society organised, why did they organize in such a way and what were the characteristics of their society.</p> <p>Students will be required to draw on, analyse and collate evidence from the class the class wiki to answer these questions. Students must include some data analysis to support their answer.</p> <p>Students will present their findings to the class in an ICT format of their choice during the second lesson.</p> | <p>ICT: student choice of delivery</p> <p>Literacy: collect, interpret and analyse text and evidence, and create a media presentation to communicate</p> | <p>ACDSEH002 ACDSEH032 ACDSEH033 ACHHS210 ACHHS211 ACHHS213 ACHHS214 ACELY1723 ACELY1725 ACELY1728 ACELY1804 ACMSP169 Sustainability: Interdependence of social, economic and ecological systems ICT for creating ICT for communicating</p> |

Summative assessment

Students will synthesise and cement their learning through a final assessment activity that has been designed to draw on all themes discussed during the unit. While the assessment task will include aspects from a broad range of learning domains (see lessons 13 and 14 of the unit outline), the assessment rubric only includes a few select knowledge areas and skills to simplify the task and focus students on achieving these critical skills.

Student presentations will be uploaded onto the class wiki and shared with parents.

Group Presentation

Each learning group will present to the class on the big inquiry question: What was it like to live in Ancient Egypt compared to Australia?

The key focus questions to address are: how was society organised, why did they organize in such a way and what were the characteristics of their society.

Students will be required to draw on, analyse and collate evidence from the class the class wiki to answer these questions. Students must include some data analysis to support their answer.

Students will present their findings to the class in an ICT format of their choice during the second lesson.

Rubric for group presentation (major assessment task)

| Score | Excellent | High | Medium | Low |
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| Knowledge and skills | | | | |
| Physical features influencing civilization (ACDESH002, sustainability: interdependence of social, economic and ecological systems) | <ol style="list-style-type: none"> Students include a description of all the physical features of ancient Egypt. Students use their knowledge of the physical features to support statements relating to all of: <ul style="list-style-type: none"> social systems economic systems ecological systems | <ol style="list-style-type: none"> Students include a description of all the physical features of ancient Egypt. Students use their knowledge of the physical features to support statements relating to some of: <ul style="list-style-type: none"> social systems economic systems ecological systems | <ol style="list-style-type: none"> Students include a description of some of the physical features of ancient Egypt. Students use their knowledge of the physical features to support statements relating to some of: <ul style="list-style-type: none"> social systems economic systems ecological systems | <ol style="list-style-type: none"> Students include a description of some of the physical features of ancient Egypt. Students do not use their knowledge of the physical features to support statements relating to: <ul style="list-style-type: none"> social systems economic systems ecological systems |
| Role of key groups including law and religion (ACDESH032) | <ol style="list-style-type: none"> Students discuss the role of all identified social groups: the nobility, bureaucracy, artisans, priesthood, women, children, farmers, slaves and merchants. Students compare these roles to what they see in modern Australia. | <ol style="list-style-type: none"> Students discuss the role of most identified social groups: the nobility, bureaucracy, artisans, priesthood, women, children, farmers, slaves and merchants. Students compare some of these roles to what they see in modern Australia. | <ol style="list-style-type: none"> Students discuss the role of some of the identified social groups: the nobility, bureaucracy, artisans, priesthood, women, children, farmers, slaves and merchants. Students compare a few of these roles to what they see in modern Australia. | <ol style="list-style-type: none"> Students discuss the role of a few of the identified social groups: the nobility, bureaucracy, artisans, priesthood, women, children, farmers, slaves and merchants. Students don't compare these roles to what they see in modern Australia. |
| Everyday life and beliefs (ACHESH032) | <ol style="list-style-type: none"> Students identify and discuss the main | <ol style="list-style-type: none"> Students identify and discuss some of the | <ol style="list-style-type: none"> Students identify and discuss a couple of the | <ol style="list-style-type: none"> Students identify and discuss a couple of the |

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| | religious beliefs of Ancient Egypt 2. Students discuss the influence of religious beliefs on one of the key groups. | main religious beliefs of Ancient Egypt 2. Students discuss the influence of some religious beliefs on one of the key groups. | main religious beliefs of Ancient Egypt 2. Students discuss the influence of one religious belief on one of the key groups. | main religious beliefs of Ancient Egypt 2. Students do not discuss the influence of religious beliefs on one of the key groups. |
| Students use a range of sources (ACHHS210, ACELY1723) | Students use at least 10 sources of information to generate conclusions | Students use at least 6 sources of information to generate conclusions | Students use at least 3 sources of information to generate conclusions | Students use less than 3 sources of information to generate conclusions |
| Use of data to support conclusions (ACMSP169) | 1. More than one data source used to support evidence 2. Data is seamlessly integrated and appropriately supports arguments | 1. One data source used to support evidence 2. Data is seamlessly integrated and appropriately supports arguments | 1. One data source used to support evidence 2. Data not well integrated and partially supports arguments | 1. One (or no) data source used to support evidence 2. Data is not integrated and doesn't support arguments |
| Use interactive skills to present ideas and information (ACELY1804) | 1. All students engage the audience through use of body language and voice qualities 2. Audio and visual elements, including the use of colour, images and layout, seamlessly integrated and supports the presentation | 1. Most students engage the audience through use of body language and voice qualities 2. Audio and visual elements, including the use of colour, images and layout, integrated and partially supports the presentation | 1. Some students engage the audience through use of body language and voice qualities 2. Audio and visual elements, including the use of colour, images and layout, not well integrated but partially supports the presentation | 1. Students do not engage the audience through use of body language and voice qualities 2. Audio and visual elements, including the use of colour, images and layout, not well integrated and distracts from the presentation |