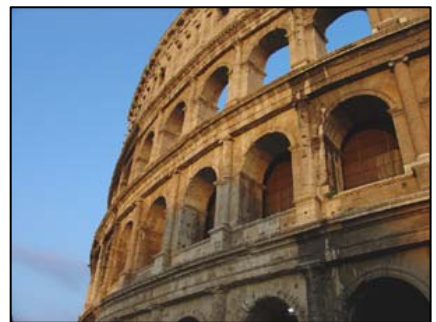


ANCIENT ARCHITECTS

(A Unit for 6th Grade Social Studies)



That was then...

This is now!



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I. “ANCIENT ARCHITECTS” – INTRODUCTION

The Ancient Architects unit is anchored in the sixth grade North Carolina Social Studies curriculum which covers the ancient world to the end of the middle ages. For this unit, students will specifically analyze three of the architectural contributions from ancient times that we still use to a certain extent today. These include the pyramid design from ancient Egypt; the column, first used widely by the ancient Greeks; and arches, which the ancient Romans used across their empire. By the end of the unit, students will not only have studied the evolution and use of these architectural designs in the ancient world, but they will also see their modern use and create a monument of their own with the goal of incorporating all three in their design.

A) RATIONALE: The rationale underlying this whole unit is embodied by the unit’s essential understanding: “*Art Reflects Culture.*” No matter what civilization is studied, from prehistoric times to the present, we can gain important insights about that society’s value system or culture by analyzing their art (which includes architecture), sometimes even without being able to decipher or translate any written language that might be present.

1. Skills: One of the first major skills in which students need practice is reading for information, or reading nonfiction text. Nonfiction text is necessarily packed with detailed information that presents a complete picture of part of a story. It includes who is involved, when the key events covered occur, where the major setting of the events occur, what the main focus is, any problems that might be encountered, how they were overcome, and hopefully, students can determine why the information is important. This skill is crucial because it can be applied across disciplines.

Another key skill students will practice in this unit is using primary sources as a way to make inferences about historical events. It is always best to get as close to the original source rather than always be dependent on someone else’s interpretation of events. Analyzing primary sources is an example of a higher order thinking skill. As you can see, reading for information and analyzing primary sources are two of the most important skills, students will practice in this unit.

Finally, one of the most important skills students need to be able to do is to make connections. In this unit, students will not only study the architecture of ancient cultures, but they will also analyze the purposes of why these designs were chosen and what that says about those particular cultures. In turn, when students have a chance to design their own monuments, they will have the opportunity to reflect their own culture in their monuments, just like the ancients did. As a result, students should be able to make the connection that the art (which includes architecture) of the ancients reflected their culture just like students’ art can reflect their own values and own cultures.

2. Content: Referring back to the essential understanding of “*Art Reflects Culture,*” students will study how the art and especially the architecture of the ancient

cultures of the Egyptians, Greeks, and Romans not only were innovations in their own time, but those innovations and architectural designs are still in use today. Many times when we study history we focus on key people and events, but often we pass over innovations and ideas of the time period. In this unit, students have the opportunity to study a little deeper the art and style that reflects the culture of ancient peoples.

3. Concepts: The major concept in this unit is “culture.” Therefore as a group, students need to determine a working definition of what culture means to them or what culture consists of. As a part of culture, students can analyze values. By looking at a society’s architecture or art, we can make inferences about their culture and what they valued. We can determine why monuments or other structures were built. Then we as a class can explore how similar or different modern society’s culture is to the culture of past societies.

Another concept that is embedded in this unit is “change” or “adaptation.” All three of the ancient architectural styles in this unit are used in modern buildings today. Although the materials and techniques used to build twentieth and twenty-first century buildings are different than that of the ancients, the original concept started nearly five thousand years ago. Clearly the concepts of culture and change are embedded throughout the Ancient Architects unit as well as in many other disciplines. Therefore, it is imperative that students have an opportunity to work with these two abstract concepts because they can be applied in many different areas and under many different circumstances.

B) DIFFERENTIATION for GIFTED LEARNERS

1. Content Differentiation: In this day and age of standardized tests, many teachers are pressed into covering the breadth of standards while many times sacrificing the depth of the discipline. The Ancient Architects unit provides differentiation in content because gifted students may quickly master the who, what, where, when, and why of Ancient Egypt, Greece, or Rome. In this unit, students can not only see innovations in architecture across the ancient societies, but they can also explore novel avenues of interest in building design while looking at details depicted on the primary sources themselves: the artifacts. A standard curriculum heavily relies on secondary sources; however, this unit relies not only secondary sources, but pulls in multiple primary sources which is imperative for students to learn not only the content, but the craft of the social sciences as well.

2. Process Differentiation: What the teacher chooses to do in the classroom sets the pace and direction of what types of thinking skills students will have to utilize during the class activity. In this unit, students will have to analyze primary sources using the VTS strategy, sort and categorize information using the Taba method, and synthesize the design and build a hybrid structure using all three designs contained in the unit. In this way, the teacher is not just skimming over key information to prepare for

the end of unit test, but by using the aforementioned instructional methods, the teacher can direct the students experience with the subject matter in a more in-depth manner.

3. Product Differentiation: The performance task in this unit requires students to create a hybrid monument using all three architectural styles studied and incorporate those into their own structure. The choice students have in planning and creating their own structure that will reflect their own culture through their design makes it a great way to differentiate for gifted learners.

4. Learning Environment Differentiation: Students who are gifted should access the curriculum in many different ways. In this unit, students not only work independently, but they also must work together to build structures during parts of the unit, sort information using Taba format, and also point out different categories of information while analyzing primary sources using technology via the smart board.

5. Features of Differentiation: This unit offers several features of differentiated instruction for the gifted by adding complexity by requiring students to create a hybrid monument while incorporating their own culture into the design. The unit is also challenging not only during the construction activities but during the information acquisition as well. Students not only have to read the informational text, but they also have to sort, search for verbal and nonverbal evidence, and draw conclusions from that evidence. In addition to complexity and challenge, the unit offers depth in the study of ancient cultures since during the normal school year, many school districts have in place a pacing guide that teachers are discouraged from veering too far off course. When teaching gifted students who can master the surface material more quickly, teachers can go deeper into detail by covering such topics as ancient architecture. Finally, creativity is easily incorporated into the construction projects, because students have to use the materials on hand to create their structure, and incorporating their own culture as part of the structure requires creativity on the part of the students.

II. "ANCIENT ARCHITECTS" – GOALS & OUTCOMES

(see model in syllabus)

A) GOAL #1, CONTENT: To develop the understanding of some of the major architectural contributions of the ancient Egyptians, Greeks, and Romans.

Students will be able to...

1. Provide a timeline of the evolution of pyramid design in ancient Egypt
2. Analyze the culture of ancient Egypt by studying their mythology through art and literature (The Book of the Dead).
3. Identify the major orders of ancient Greek column design.
4. Describe how each style of ancient architecture was constructed.
5. Compare and Contrast the major purposes for each culture's building design and cultural values that are present in each design.
6. Compare and contrast the culture of ancient civilizations with modern American culture.

B) GOAL #2, PROCESS: To develop reasoning skills with application to Social Studies and Language Arts.

Students will be able to...

1. Read nonfiction text in order to gain information, make inferences, and draw conclusions based on textual evidence.
2. Analyze primary sources and make inferences based on evidence present in those sources.
3. Categorize or sort types of information.
4. Plan and construct a monument reflecting their own culture combining the pyramid, column, and arch designs.

C) GOAL #3, CONCEPT: To understand the concept of culture.

Students will be able to...

1. Construct a working definition of culture and the components of culture.
2. Analyze a culture's art and building design to make inferences about the values of a culture.

3. Analyze how an individual's and society's culture impacts change or decision-making.

4. Make connections with how ancient societies incorporated their culture to how they (students) include their own culture into their own monument design.

III. “ANCIENT ARCHITECTS” – ASSESSMENT PLAN

A) Day 1: The Egyptian Pyramids

1. Icebreaker Name Tents (Formative): Students are given a handout of the ancient Egyptian hieroglyphic alphabet. Then they are given a piece of paper they will fold in half long ways or “hotdog style.” One side is blank, and the other has an empty Egyptian cartouche template. On the cartouche side students will use the hieroglyphic handout to write their name in Egyptian characters. On the other side, they will write their name in English; but they will also be instructed to decorate that side with symbols, drawings, and colors that relate to their culture. The instructor’s tent will serve as a model. Then, each person, in turn, will share his/her name tent. Thus, this initial assessment serves two purposes:

- a. it is an easy get-to-know-you activity
- b. it demonstrates the essential understanding “*Art Reflects Culture*”

2. “Book of the Dead” Visual Thinking Strategy (Formative): Students will analyze an image of from the “Book of the Dead.” They will complete a primary source worksheet developed for primary source analysis located on the National Archives’ website. This sheet causes students to focus on people, items, and activities and to make inferences based on “evidence” contained in those images. After students have had a chance to analyze the image and record their thoughts on the NARA worksheet, then as a class, we will discuss the people, items, and actions depicted on the “Book of the Dead” papyrus.

3. “The 42 Negative Confessions of Ma’at” Reading (Formative): One of the people represented in the “Book of the Dead” is the Egyptian goddess Ma’at. She (and her feather symbol) represents truth or virtue. For a deceased ancient Egyptian to have a pleasant afterlife, their heart was literally weighed against the feather of Ma’at. During this ceremony, the deceased had to recite/state 42 confessions about sinful things they had NOT done. With this activity, students have to attempt to sort these 42 sins into 3-4 categories. After sufficient time has been given, we then discuss what sins went into what categories then discuss how the cultural values of ancient Egypt at the time were similar or different to our cultural values or laws today.

4. “Sarcophagus & Pyramid Construction” (Formative): Students are given a paper cutout of a mummy which they will decorate with symbols of their own culture. Then students will construct and decorate a sarcophagus out of construction paper (teacher will model) in which to put their mummy “to rest.” After sarcophagi are finished, students will work in small groups (2-3 students each) to construct a pyramid out of paired brown paper lunch bags in which to house their group’s sarcophagi. Just like the Great Pyramid of Giza, each group’s pyramid should include a “chamber” in

which to place their sarcophagi. As a result, each sarcophagus will be artistically decorated to reflect each designer's culture: ***Art Reflects Culture***.

5. Performance Task Introduced (Summative): Students will have to design their own monument that reflects their own culture. They will have to incorporate the design of the ancients (pyramids, columns, and arches) into their own structure. In addition, they will have to artistically decorate, color, use symbols etc. that will represent them culturally. Thus they will apply the essential understanding of "Art Reflects Culture" into their own project. At this point, they will be able to brainstorm items, symbols, colors, etc. that will represent them on their monument. Students will be encouraged to bring items or decorations from home to add to their monument later in the unit.

B) Day 2: The Ancient Greek Columns

1. Marshmallow Columns (Formative): In this hook activity for day 2, students are given the task of trying to make the tallest structure by stacking marshmallows on top of each other to make columns. By adding a pinch of competition in the activity, the student who makes the structure with the most marshmallows in each column (3-high, 4-high, etc.) gets to be crowned the "Marshmallow Monarch."

2. Reading – "Greek Columns" Article Tabla (Formative): Students will read this article on the construction, purposes, and evolution of Greek columns. Then, they will sort text evidence information into the categories of "Change," "Purpose," and "Design." Afterwards, students will have to resort their pieces of evidence/information into at least 3 new categories. Sharing of new categories and evidence would follow.

3. Performance Task Planning, Columns Portion (Summative): During this part of class, students will each be given wooden spools. I recommend about 60 for each student. These spools represent the drums which stacked to make columns. Before they begin, students have to do a little planning. First, knowing that they have 60 "drums" with which to work, students have to decide how many columns they will have in their final monument and how they will be arranged. For example, if a student wanted columns consisting of 5 drums high each, then they could make 12 total columns using their total of 60 wooden spools. After the planning period, and I had a chance to review each plan, students will begin constructing and decorating each column. That way, students can get a head start by having the columns at least partially, if not totally, finished so they can incorporate those into their building on the final day of construction.

C) Day 3: The Roman Arch

1. Reading – "Roman Arches" Article & Sorting Activity (Formative): Students will read an article on different uses of arches in ancient Roman society and a short article on the St. Louis Gateway Arch. After reading the article, part of which contains the descriptions of 8 different structures using the arch, students will be given

cards with pictures of the structures mentioned in the reading. They will also be given cards with the names of the structures. In addition they will be given 2 blank index cards to go with each monument. On card 1, they will write the word “evidence.” On this card they will write two things: the text evidence from the article that corresponds with monument AND visual evidence from the picture that cross-references with the article. On card 2, they will write the purpose for the structure: either monument, entertainment, or structural (or similar category headings). After all cards are completed, students will group all cards (name, picture, evidence, and purpose) together that go with its structure.

2. Questioning Whole-Group Discussion (Formative): As a class, we will compare and contrast how each of the ancient civilizations used their particular design in their culture. How did each design reflect their cultural values? How will students use these designs in their own structures? Segway time...

3. Performance Task – Planning & Arch Construction (Summative): First, students will look back at their monument plan and think of how to incorporate arches into the structure to complement the pyramid(s) and columns. Then, after a few minutes of planning, the teacher will model how to form an arch structure using Styrofoam cups and poster board for support. Then, students can use cups or other materials of their own design to create arches for their own monument that will be completed on Day #4.

D) Day 4: Performance Task – Student Monuments (Summative): The teacher will show students a Power Point presentation featuring modern-day buildings incorporating the ancient architectural designs. In addition, students will see in some buildings, combinations of the architectural designs.

1. Student Plan for Monument (Summative): Students will get approximately an additional 10 minutes to work on their final monument design. Then, using the CPS format, students will have an opportunity to view the “materials table” for one minute. After that, they will return to their plan for an additional 5 minutes to map out how they will use the materials available to work on their structure or add aspects of their own culture into the design.

2. Monument Construction (Summative): For the remainder of the class, students will work to complete their structure keeping in mind the 2 key requirements: 1) incorporating the ancient architectural features and 2) adding key symbolism, color, or design to represent their own culture.



Showing off her finished Styrofoam arches



Working together to figure out a design and build a Pyramid out of paper bags to house their colorful sarcophagi (in foreground).

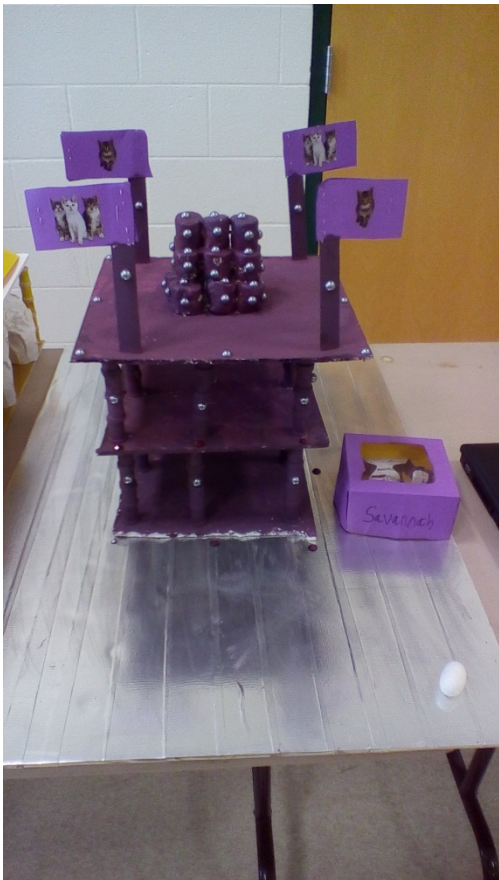


Testing out the aqueduct which is supported by arches



Making Columns out of wooden spools and dowels.

These will be used later in the monument performance task.



One student's "Purple Palace."

IV. "ANCIENT ARCHITECTS" – LESSON PLANS

S.T.E.P.S. CAMP -- WEEK OF [Pick the date]

Monday, JULY 13th "Pyramids"

ANCIENT ARCHITECTS	VTS
Icebreaker: Name Tent (art+culture)	ENGAGE & Conn
VTS: Book of the Dead	EXPLORE
NARA Picture Analysis Sheet	
Discussion of the Students' Analysis using NARA sheet	EXPLAIN
Mini-Project: Sarcophagus+Pyramid	ELABORATE
1) Pyramid Design + "values"	EVALUATE
2) Collaboration + Communication	

Tuesday, JULY 14th "Columns"

ANCIENT ARCHITECTS	TABA
Marshmallow Columns (pairs?)	ENGAGE & Conn
TABA Activity:	EXPLORE
"Greek Columns" by Cartwright	
TABA: Resorting (New Categories & Justification)	EXPLAIN
Mini-Project: Column Structure	ELABORATE
1) Column design + "values"	EVALUATE
2) Collaboration + Communication	

Wednesday, JULY 15th "Arches"

ANCIENT ARCHITECTS	PROJ-BASED
Mystery Arch Picture Analysis: (Think-Pair-Share)	ENGAGE & Conn
Reading: "Roman Arches"	EXPLORE
Connect Pictures from Engage with Descriptions from article	EXPLAIN
Aqueduct with Arches Project (Cups, Poster board, marble/ball)	ELABORATE
1) Aqueduct design	EVALUATE
2) Values Present	

Thursday, JULY 16th "Hybrid"

ANCIENT ARCHITECTS	CPS
Gallery Walk: Modern Hybrids	ENGAGE & CONNECT
Plan Hybrid Model (Think-Pair-Share)	EXPLORE
Analyze Materials, Re-plan (In 2 or 3 groups), & Build	EXPLAIN
Continue building, incorporating Values in design, & reflecting.	ELABORATE
1) Monument & Collaboration	EVALUATE
2) Reflection	

MATERIALS	ACTIVITY
DAY 1	
Paper for name	Icebreaker/Hook
Book of the Dead Image	VTS Analysis
NARA Photo Analysis	VTS Analysis Evid
Paper Bags & other materials (Pyramid, mummy, &	Pyramid Project
DAY 2	
Marshmallow (Med or	"Hook" Columns
Article: "Greek Columns"	Reading for Info
Pasta or spools +	Columns Project
Capitals & Bases: small cups,	Columns Project
Spools, dowels, skewers,	Columns Project

MATERIALS (CONT.)	ACTIVITY
DAY 3	
Pictures of Arches	Photo Prediction
Article: "Roman Arches"	Photo-Evid.
Cups & Poster board	Aqueduct
Ball or Marble	Test Aqueduct
DAY 4	
Hybrid Building Images	Gallery Walk
Lunch Bags, Sugar Cubes	Pyramid
Paper Towel Rolls, Tape, etc.	Columns
Cups: Plastic or Styrofoam	Arches
Other Arts & Crafts items	Monument

DAY 1: "Ancient Egypt"

BRAD RHYMES

MODEL	CONTENT AREA	GRADE LEVEL
VISUAL THINKING STRATEGY	SOCIAL STUDIES / LANGUAGE ARTS	6th
CONCEPTUAL LENS		LESSON TOPIC
CULTURE		"Ancient Egypt: The Book of the Dead" & Pyramid Construction
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>ELA Literacy RI 6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Social Studies 6.H.1.3: Use primary and secondary sources to interpret various historical perspectives.</p> <p>Social Studies 6.H.2.4: Explain the role that key historical figures and cultural groups had in transforming society.</p> <p>Social Studies 6.C.1.1: Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</p> <p>Social Studies 6.C.1.2: Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</p>		
THE ESSENTIAL UNDERSTANDING	THE ESSENTIAL QUESTION	
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>	<i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>	
ART REFLECTS CULTURE	How does ancient Egyptian art reflect the culture of ancient Egyptians?	
CONTENT KNOWLEDGE	PROCESS SKILLS	
<i>(What factual information will students learn in this lesson?)</i>	<i>(What will students be able to do as a result of this lesson?)</i>	
<ul style="list-style-type: none"> * Major figures in ancient Egyptian mythology How Egyptians' legacies were "judged" in the afterlife * Symbolism used in ancient Egyptian culture * A selection of ancient Egyptian deities. * Different theories of pyramid construction. * How Egyptian art reflects their culture. 	<ul style="list-style-type: none"> * Analyze primary sources * Make Inferences from visual sources * Comparing/Contrasting Historical Culture to Contemporary Culture * Work collaboratively in groups 	

GUIDING QUESTIONS

*What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>ICEBREAKER: What is culture? How does your name tent (art) reflect your culture?</p> <p>What is so "great" about the "Great Pyramid?" or in other words... Why is the Great Pyramids considered to be one of the 7 Wonders of the Ancient World? What was the main purpose of the pyramids? What are primary sources? How do we use primary sources to help us understand what a culture is like? What can we infer from the images contained in the ancient Egyptian book of the dead? Why was the pyramid chosen as a design for representing Egyptian rulers?</p>	<p>What are your observations in this image? (Using NARA worksheet) <u>The next 3 questions will be used to ask about each figure individually...</u> Who are the people/figures you notice in the image? What are they doing? What makes you say that? (Evidence/Justification) What seems to be the central focus? How was the recently deceased judged? (<i>Their heart is weighed</i>) Why is the heart used on the scales? Why do you think the ancient Egyptians weigh the heart? Why is the heart weighed against a feather? (<i>feather = purity</i>) According to the evidence in the image, what values did the ancient Egyptians promote? * * *</p> <p>Describe the learning evolution of pyramid design from the Step Pyramid to the Great Pyramid? What does that tell us about the ancients' attitude concerning "failure?" Explain which pyramid building theory seems most likely to you. How will you incorporate your own cultural values into your pyramid design?</p>	<p>How is ancient Egyptian culture similar to today's culture? How do we determine a person's culture today? Although there are Egyptian gods depicted in this section of <i>The Book of the Dead</i>, who would serve in their roles judging people in the modern era today? How does cultural provide comfort for people who ascribe to them? How do cultural values act as catalysts for change? How well did your pyramid/sarcophagus reflect your own culture? How do you hope your cultural values impact the future?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The content itself is on grade level, but introducing the specific novelty of <i>The Book of the Dead</i> within Egyptian culture and applying it to "weighing" a person's legacy definitely goes deeper than the factual level by reaching the conceptual level using the content.</p>	<p>Definitely, the process of analyzing the non-print image requiring students to make inferences, draw conclusions, cite the image, and provide rationales for their thinking are all designed to make the students think critically. In addition, personalizing some of the questions for students to reflect on their own potential legacy connects learning to their own lives. In addition, since determining what constitutes a cultural value is debatable, the questioning process will likely lead to interesting</p>	<p>Students will have to create their own version of a pyramid, mimicking a format of one of the original designs. Instead of "Egyptian-looking" figures, a student will replace those images with their own and objects and/or symbols pertaining to their own values and how they might be judged.</p>	<p>Phase 1: Individual Response to Image (Using NARA worksheet section "A"). Phase 2: Groups of 4 to analyze each quadrant of the image (NARA worksheet section B) Phase 3: Student use NARA worksheet "Step 2" section to write down their own inferences about their assigned quadrant. Phase 4: Students discuss in their quads what their observations and inferences are. Phase 5: Whole class discussion with teacher as questioner/facilitator.</p>

PLANNED LEARNING EXPERIENCES*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

ENGAGE & CONNECT - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

DAY 1 ICEBREAKER: GOAL #1 – Get to know the students and teacher. GOAL #2 – Demonstrate the essential understanding that art reflects culture. I will have already completed one for myself to model the activity. Besides, they need to know a little about their teacher.

ICEBREAKER ACTIVITY: Students will be given a sheet of paper or cardstock to make a name tent and a copy of the Egyptian hieroglyphic alphabet. On 1 side will be a blank Egyptian Cartouche; the other side will be blank for the students to write their name (in English of course) and decorate with images that reflect their own culture. Using the Egyptian hieroglyphic handout, students will write their name in Egyptian hieroglyphs inside the cartouche. When they are finished, their 2-sided name tent will include their name in "Egyptian" on one side, and their name in English on the other decorated with symbols representing their culture.

Power Point slide with various images from ancient Egyptian culture (the pyramids, the Great Sphinx, various gods from Egyptian mythology, the pharaohs, etc.) with the question embedded on the slide: What do these images have in common? The purpose is to activate prior knowledge because I would guess most AIG students would possess at least a minimal (or maybe a great amount) of knowledge about the historical period. Once the students have had a chance to view the introductory images, I would ask: What made ancient Egypt great? This would lead to the discussion of their culture, monuments, and the leaders who commissioned their building – thus, leading to the concept and pre-lesson questions about what makes a legacy.

EXPLORE - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.



VTS ACTIVITY: In the "EXPLORE" phase, student would be shown the above *Book of the Dead* image). While viewing the image, each student will complete the guiding primary source worksheet from the National Archives website (also attached in Sakai) and use this worksheet as a basis for discussion later in the lesson.

In Phase #1: Students will work independently for 2-3 minutes and complete "Section A" – general observations of the image.

In Phase #2: Students will be placed in groups of 4, and each student will be assigned one quadrant of the image to study in detail. While they are in quadrants, they will be responsible to analyze and make note of specific people, objects, and activities in *The Book of the Dead* image ("Section B" of NARA worksheet). Then, they will be given approximately 5 minutes to discuss in their group the specific people, objects, and actions of the images within their assigned quadrant. Also, they will be directed to discuss the roles (people), hypothesize the significance (objects/symbols), and form potential explanations (actions) of the images depicted in *The Book of the Dead*.

In Phase #3=#4: Students will attempt to make at least 3 inferences about their quadrant based on the people, their actions, and the objects/symbols they observe. They will record their inferences in "Section 2" of the NARA primary source worksheet. Then, they will discuss their findings in their quad group.

Phase #5: Now, it's time for the facilitated discussion of the students' observations and inferences. I would definitely mention that by using primary source materials is one major way historians learn about the past. Historians and archaeologists, likewise, have to make inferences about ancient cultures based on images just like the students working on this assignment. In this phase I would use my "during lesson" questions to guide the discussion. Based on the people, actions, and objects that students observed, I would go the process of having students justify/explain how they came to their conclusion. (What makes you think that? How can you tell how that person feels in the image? Why do you think the bird-headed figure is writing? What is he writing on his papyrus? What else in the picture leads you to your conclusion? Etc.

Once we establish that there is an Egyptian being judged, we need to hypothesize what would keep his heart from being consumed by the devourer, Ammut. In other words what, according to ancient Egyptian values makes a person "good?" Who determines that? How do the people at the top of the

image play into how a person's values are perceived? How does what's in a heart influence our actions or "prove" our values? How does that affect others?

EXPLAIN - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After discussing the "Book of the Dead" Image in the VTS activity, I will use my "Egyptian Book of the Dead" Power Point to reveal to students who the main figures/deities are in the image and what their role was in Egyptian culture. In addition, when we get to Ma'at, I will pass out the handout, "The 42 Negative Confessions of Ma'at," which will reveal specific beliefs of what cultural values the Egyptians held as to what made a pure heart going into the afterlife. Students will work in pairs and create 3-4 categories to fit the 42 confessions into, and then we will discuss their sorting method.

<https://en.wikipedia.org/wiki/Maat>

ELABORATE —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Now that we have discussed cultural values in the context of the ancient Egyptians in both their art, I want students to turn their attention to their own culture in the form of architecture. In what ways have they already started to form their own cultural identity? How do they want to be remembered? How does their own culture connect to the past, present, and future? While considering these questions, I want them to build a sarcophagus (out of construction paper or similar material) containing a mummy. However, they will decorate their sarcophagus (and mummy) with art (symbols, pictures) that represents their own culture. After, they have had some time to construct their own sarcophagus and mummy, then – time permitting – the class will build a pyramid out of doubled-up brown lunch bags (to represent the stone blocks) in which they will place their sarcophagi. The sarcophagus on one side must have their name written in hieroglyphics (using the sheet from the warmup).

EVALUATE: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

- 1) The Sarcophagus: Name in hieroglyphics, artwork reflects builder's culture.
- 2) NARA Worksheets: The completed student worksheet from the VTS activity will serve to demonstrate the students' thinking processes during the VTS portion of the lesson.
- 3) Pyramid Collaboration: Students will work in groups of 2-3 to "house" their sarcophagi after completion.

DAY 2: GREEK COLUMNS

TEACHER NAME		Lesson #
BRAD RHYMES		2
MODEL	CONTENT AREA	GRADE LEVEL
TABA	SOCIAL STUDIES & LANGUAGE ARTS	6th
CONCEPTUAL LENS		LESSON TOPIC
CULTURE		ANCIENT ARCHITECTURE: GREEK COLUMNS
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>SS 6C 1.1: Analyze how cultural expression reflected the values of civilizations, societies, and regions (e.g. oral traditions, literature, art, dance, music, and architecture).</p> <p>SS 6H 1.3: Use primary and secondary sources to interpret various historical perspectives.</p> <p>ELA RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Art reflects culture.		How does art of the ancient Greeks reflect their culture?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> * Readdress the question “What is culture?” * How Greek columns were constructed. * How Greek column construction design changed over time (Doric, Ionic, and Corinthian) * How and why buildings/art in Greek culture differed from that of the Egyptians. 		<ul style="list-style-type: none"> * Reading for information. * Categorizing (TABA) * Providing Evidence (Justification for assigning to categories) * Using the information from the text in order to build their own columns/structure. * Working Collaboratively

GUIDING QUESTIONS

*What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>1) (Revisited) What is culture? 2) What is a column? 3) What is the column's purpose? 4) How is the column design similar or different from the pyramid design or purpose of ancient Egypt?</p>	<p>1) How did the ancient Greeks construct their columns? 2) How is ancient Greek column design different than that of other cultures? 3) How did the ancient Greeks (and later Romans) include their values into the design of their architecture?</p> <p>WITH THE TABA ACTIVITY: 1) Why did you include _____ information in the category of DESIGN, VALUES, or CHANGE? 2) Why did you decide on the new category heading of _____?</p> <p>PRE-CONSTRUCTION BRAINSTORMING (5 minutes): What values do you (the students) are we (as a society value)? How will you incorporate that into your structure?</p>	<p>1) How is your culture artistically included in your column design? 2) What was challenging about building your structure? 3) How did your group work together to make your project come together? 4) What similar values did the ancient Egyptians and Greeks share? 5) How did values differ between the ancient Egyptian and Greek cultures?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>TABA: Student will read the nonfiction article on Greek Columns. Then the teacher will assign 3 categories in which to place evidence students try to fit in those categories. Then, students will have to reclassify and group their data into different categories on their own by working together.</p>	<p>Part 1: TABA – One "product" involves the TABA method itself. Students will have to create categories of information then categorize them again. Part 2: Students will have to build a column-supported structure that depicts or highlights their own values in some way.</p>	<p>Independent: Students will work independently during the reading and the initial part of the TABA. Collaborative: Then, students will work collaboratively as they compare their own evidence and justification for assigning to a particular category. Finally, students will work together to create a structure that makes the use of columns.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

ENGAGE & CONNECT - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

THIS LESSON IS DAY 2 of the UNIT. THIS LESSON WILL FOLLOW THE LESSON ON THE PYRAMIDS. WE WILL CONTINUE TO THINK ABOUT WHY CERTAIN ARCHITECTURAL TYPES WERE USED & HOW EACH CULTURE INCORPORATED THEIR VALUES IN EACH DESIGN.

As they walk into class, students will be divided into 2-3 groups, given a bag of marshmallows, and charged with the task of trying to build the tallest, set of 4 columns using nothing but marshmallows topped with a small piece of poster board. This will simulate the ceiling of a structure supported by columns. The columns will have to hold the poster board in place without falling. The group who builds the structure with the most marshmallows in their column will be crowned the "Master Marshmallow Monarch." They will have a 5 minute time limit using Online-Stopwatch, so they can see the time count down.

I will then ask the following questions: What was challenging about the task? How did you overcome those challenges? What caused limits to the height of the columns/structures? Then based on the previous day's activity: What advantage does the pyramid design have over the column design? How is the column design more advantageous than the pyramid design? How do you think a culture could demonstrate their values using the column design?

Segway: Now let's find out how actual Greek Columns were built, why they were built, and what purpose they served...

EXPLORE - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

In this part of the lesson, students will read the "Greek Columns" article by Mark Cartwright <http://www.ancient.eu/column/>

Students will work independently to read the article on their own. After they have a chance to read, then I will give the students another period of time (10 minutes) and the task of finding information in the text that they would place in the following categories: DESIGN, VALUES, and CHANGE. After they've had a chance to do this independently, marking their own article. I will break them into groups where they will be given index cards to make "columns" of information that would fall into the categories of DESIGN, VALUES, and CHANGE. Then as a class, we will share WHY they chose certain information to go into those columns – no pun intended.

EXPLAIN - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

PART 2: TABA RESORTING: Students will then be given the task to take those same details (which were written on index cards) and come up with 3-4 new categories in which to put those details. At the end of this segment, we again will have a discussion JUSTIFYING they came up with those categories and how their pieces of information fit in that category.

ELABORATE —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

MINI-PROJECT: COLUMN BUILDING – Using the process of the hook at the beginning (this time without marshmallows), students will now work in groups building their own structure using more elaborate materials: wooden spools, dowels, straws, or skewers for support down the center, etc. They will also have to support a ceiling with their columns, and work in a design that will incorporate a value, idea, or belief that their structure will demonstrate.

EVALUATE: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

INFORMAL ASSESSMENT: During the construction process, I will informally assess their structure for 3 main components:

- 1) Did the structure serve its architectural purpose? In other words, do the columns support the weight of the ceiling?
- 2) Did the students incorporate their own "values" into the structure in the form of design, aesthetics, or symbolism used in the structure?
- 3) Did the groups work together as a team in regard to good communication skills, division of labor, use of materials, etc.?

DAY 3: ROMAN ARCHES

TEACHER NAME		
BRAD RHYMES		
MODEL	CONTENT AREA	GRADE LEVEL
Project-Based	SOCIAL STUDIES / LANGUAGE ARTS	6th
CONCEPTUAL LENS		LESSON TOPIC
CULTURE		Roman Arches
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p><u>ELA Literacy RI 6.7</u>: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>Social Studies 6.H.1.3</u>: Use primary and secondary sources to interpret various historical perspectives.</p> <p><u>Social Studies 6.H.2.4</u>: Explain the role that key historical figures and cultural groups had in transforming society.</p> <p><u>Social Studies 6.C.1.1</u>: Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</p> <p><u>Social Studies 6.C.1.2</u>: Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
ART REFLECTS CULTURE		How does ancient Roman art reflect their culture?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> * The structural advantages and practical uses of the arch. * The aesthetic uses of the arch by the ancient Romans. *How the ancient Romans combined the column and arch architecture. *Different examples of arches used for infrastructure and arches used in monuments. 		<ul style="list-style-type: none"> * Analyze primary sources * Make Inferences from visual sources * Comparing/Contrasting Historical Values to Contemporary Values * Work collaboratively in groups

GUIDING QUESTIONS

*What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>Revisited from last lesson: *What is culture? * How did the ancient Egyptians show their culture through their art and architectural designs? * How did the ancient Greeks show their culture through their art and architectural designs? *When you think of ancient Rome or the Roman Empire what comes to mind about their culture?</p> <p>PRE-READING (Using Roman Arch Pictures):</p> <p>What was the purpose for the _____ arch? What makes you think that? How are the arches similar? How are the arches different?</p>	<p>Reading: "Roman Arches" How did the ancient Romans employ the use of the arch? What are the structural advantages of using the arch vs. columns or pyramids? According to your reading, to what extent were you correct concerning your predictions about the arches? [be sure to cite specific evidence from the text] Based on the types of structures the Romans built using the arch, what does that tell you about their culture (or values)?</p>	<p>How did the Roman use of the arch in monuments showcase their culture? How did the Roman use of the arch in infrastructure showcase what their culture valued?</p> <p>AFTER AQUEDUCT CONSTRUCTION:</p> <p>What was the biggest obstacle in constructing your aqueduct? How did you overcome that obstacle? What would have made constructing the aqueduct easier?</p> <p>What problems in constructing aqueducts could the Romans have faced that was similar to yours?</p> <p>How do your aqueducts reflect your culture(s) as builders/ designers?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The content itself is on grade level, but introducing the specific novelty of the evolution and use of arches in ancient Roman architecture will delve into what values the ancient Romans had in relation to the arches they constructed.</p>		<p>Students will have to create an aqueduct based the Roman arch design used to support their structure.</p>	<p>Students will work in pairs at first to analyze different Roman arches. Later, students will work in 1-2 groups to construct their own "working" aqueduct.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

ENGAGE & CONNECT - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

(Based on the number of students) Students will be divided into pairs and be given 1 or 2 images depicting examples of ancient Roman arches The examples: Arch of Tiberius, Arch of Titus, Arch of Augustus, Arch of Septimius Severus, Arch of Constantine, the Roman Coliseum, and the aqueducts of Segovia Spain. In these examples and without knowing the background of each arch, students will have to answer the following questions: 1) WHAT DO YOU THINK IS THE PURPOSE OF THE ARCH? 2) USING EVIDENCE FROM THE PICTURE, WHY DO YOU THINK THIS? 3) HOW IS THE TWO ARCHES SIMILAR OR DIFFERENT?

EXPLORE - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

READING # 1) "Roman Arches": Student will read independently the article. After reading the article, students will attempt to match up the

pictures from the "ENGAGE" activity with the names of the arches. Hopefully, they will use evidence from the article to help them match to the picture.

READING #2) "The Gateway Arch:"

HISTORY CHANNEL VIDEO: Gateway Arch <http://www.history.com/topics/us-states/missouri/videos/inside-the-gateway-arch>

CLEANING THE GATEWAY ARCH VIDEO: <https://www.youtube.com/watch?v=o-ig7CUyhIU>

EXPLAIN - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

PROJECT AQUEDUCTS: Students will work in pairs or small groups to create a "working" aqueduct system using common materials: cups, poster board, etc. It will be tested for a gradual downhill incline with a marble or small ball. Students will also have to incorporate their own culture/values through symbolism and aesthetics into the design.

ELABORATE —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will continue to work on the project collaboratively. I will rotate through the room, providing limited feedback.

EVALUATE: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

1) DESIGN OF AQUEDUCT: (A) To what extent were students successful in making an aqueduct that can carry a marble/ball from "uphill" to "downhill" using gravity only without the marble/ball getting stuck? (B) To what extent did students incorporate their own culture through art/symbolism into their aqueduct design?

2) COLLABORATION & REFLECTION (on post-lesson questions).

DAY 4: PERFORMANCE TASK – HYBRID STYLE MONUMENT

TEACHER NAME		Lesson #
BRAD RHYMES		4
MODEL	CONTENT AREA	GRADE LEVEL
CREATIVE PROBLEM SOLVING	SOCIAL STUDIES	6th GRADE
CONCEPTUAL LENS		LESSON TOPIC
CULTURE		ANCIENT CULTURAL MONUMENTS & BUILDING YOUR OWN MONUMENT
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>6C 1.1: Analyze how cultural expression reflected the values of civilizations, societies, and regions (e.g. oral traditions, literature, art, dance, music, and architecture).</p> <p>6C 1.2: Explain how religion transformed various societies, civilizations, and regions.</p> <p>6C 1.3: Summarize systems of social structure within various civilizations and societies over time.</p> <p>6H 1.3: Use primary and secondary sources to interpret various historical perspectives.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Art reflects culture.		How does art reflect culture? & (How will <u>your</u> monument reflect <u>your</u> culture?)
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> * Info about construction theories, design, and structure of the Great Pyramid. * Info about the construction, design, and structure of the Greek Parthenon. * Info about the construction, design, and structure of the Roman Coliseum. * Compare how ancient architecture has influenced modern architecture. 		<ul style="list-style-type: none"> * Analyze primary and secondary sources to articulate the values of culture based on their architecture. * Analyze the pros and cons of the Pyramid construction theories. * Analyze available materials in order to construct their own monument. * Design a hybrid plan to include all three architectural styles in their monument (pyramids, columns, arches). * Reflect on problems and breakthroughs during their construction attempts.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>Question revisited: What is culture? Why do societies build monuments? What are characteristics that monuments share? How is culture presented in monuments or art? How do monuments influence our interpretation of an individual's or society's legacy? What challenges do monument designers or builders face? How does the design of the ancient monuments influence modern monument builders and societies? Why do modern societies, like the U.S., borrow the designs of ancient cultures? If you build a monument to reflect your culture, how would you include that into the design?</p>	<p>How does the design/shape of the monuments reflect their respective society? Which pyramid construction theory do you agree with the most? How will you, the student, incorporate all 3 designs (pyramid, column, and arch) in your own monument? What specific parts/materials will you use to construct your monument? How will your monument reflect your own cultural? What problems do you anticipate you will have to overcome while building your monument? What solutions will you use to tackle these problems?</p>	<p>To what extent did you successfully represent your culture in your monument/artwork? What could you have done better in the planning process of your monument? What went well during the building process? What problems were left unsolved? What materials would have been more helpful in constructing your monument?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Content is differentiated by students creatively developing their own monument by combining the styles of the ancients. Although the architecture might be covered in the standard curriculum, making their own model would be a novel study that would not likely be included in the pacing guide.</p>	<p>The CPS lesson plan lends itself to differentiation. Students have to look at how and why ancient monuments were built and have to build their own as well. Walking students through the problem-solving process definitely requires students to think critically about how to complete their building with the materials provided.</p>	<p>Students will design their own <u>hybrid</u> monument based on the Egyptian, Greek, and Roman styles. Not only are they simply mimicking a single ancient style but how to use them together in their own creation. In their design, students will think about how they will incorporate their own <u>cultures</u>.</p>	<p>Student choice: students have to determine what values his/her building will include. Since monuments highlight culture, what values will their building demonstrate? Students will initially plan on their own. Then, they will share their plans/values in pairs or small groups responding to a set of guiding questions.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

ENGAGE & CONNECT - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Engage: Power Point slide show depicting ancient monuments compared to similar modern counterparts. These examples might include the Great Pyramid (Egypt), the Luxor Hotel (Las Vegas), the pyramid at the Louvre (Paris), the Parthenon in Athens, the Parthenon replica in Tennessee, the Supreme Court building in Washington, D.C., the Roman Coliseum, roman aqueducts in Spain and the Capitol Building in Washington (a great hybrid model), etc. These images will show the similarities in ancient designs with modern structures today. We will take the VTS approach and Think-Pair-Share on how...

- 1) How do the modern structures compare & contrast with the ancient structures both in style, design, materials, and function.
- 2) How do cultural ideas stay the same or different over time based on how the structures are used?

These questions will Segway into thinking about how students can incorporate their own values into their own monument representing themselves...

Connect: In the previous 3 lessons, we have studied each of the 3 architectural styles individually: Egyptian Pyramids, Greek Columns, and Roman Arches. Today's lesson is a culmination of the project in which students will COMBINE all 3 types into their own hybrid model that reflects their own **culture**.

EXPLORE - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Since "Art Reflects Cultural Values," students will connect how they will incorporate the styles of ancient architecture with their own values.

* **Revisiting the PERFORMANCE TASK**: Students have been briefly told about the performance task each day in order for them to think about how they might incorporate their own art to represent their cultures in their monuments. At this point, students will be given the full scenario for the modern monument and will follow the steps below for the performance task.

* **PLANNING**: Individually, students will use their knowledge from the previous 3 days and sketch out/plan a design for their own monument which will include pyramid(s), columns, and arches. This will be similar to making a blueprint of their model complete with designs and artwork that will reflect their values. Some of these values might include their faith, sports interests, talents (musical, artistic, video gaming, etc.). Even in previous lessons the choices of architectural styles can lend insight into their own personality. Pyramids were more closed and private, while Greek temples with columns were more open and inviting. Students will be given guiding questions to help them focus their design based on their values.

FOR EXAMPLE:

- Which of the 3 architectural types represents your personality the most?
- How does it fit your personality?
- How will you fit that prominent architectural style into your monument so it is prominent?
- How are you going to incorporate your **culture** into the design?
- How will you include all 3 types into your monument?

Then, they will pair up or form a small group of 3-4 max and share their answers to the questions above with their group. As the teacher, I will monitor conversations among pairs/groups listening/facilitating as needed.

EXPLAIN - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

In this step, I will continue the process of the CPS by allowing students to think somewhat like a contractor, etc. Since they have the plan, now it's the time to analyze what materials are available to construct their masterpiece.

** **MATERIAL ANALYSIS**: After having a few minutes to plan their monuments, students will have to consider the types of materials they will use in the construction of their monument. They will be given a preview period to analyze the pieces and how they will work them into their designs. Materials included will include but not be limited to poster board, construction paper, sugar cubes, paper towel rolls, duct tape, glue, markers, wooden spools, dowels, Styrofoam cups, etc. Some of these same materials will have been used in the projects from previous days.

*****CONSTRUCTION**: In this phase, students will gather materials needed and construct their monument. This will constitute a good chunk of

time in the class block.

ELABORATE —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

THE MONUMENT: Now, students will apply the concepts, practice, and process of construction used during the previous lessons to build their own monuments. Simply by evaluating and featuring one of the prominent designs more than others will connect with their own values. The artwork and aesthetic choices will also lend insight into their values.

THE REFLECTION: Students will reflect in writing going back to the guiding questions used in the “planning section” under EXPLORE. In addition, students may include what obstacles they encountered during the building process. Were the construction materials sufficient for the task at hand? What other materials could be used to make the process easier? Can an outside observer interpret specifics of their culture based on viewing their monument?

EVALUATE: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

I will plan to document the process of design and building through pictures.

THE MONUMENT: 1) Does the monument incorporate all 3 architectural styles? 2) How does the monument reflect the designer’s **culture**?

THE REFLECTION: 1) Since it is a CPS lesson, to what extent do the students use their creativity to use the materials at hand to build their monument? 2) How do students brainstorm ways to create models of the ancient architectural types using common products of today? How do students explain the inclusion of their culture in their work of art?

ANCIENT ARCHITECTURE: PERFORMANCE TASK

NC Social Studies Standards: 6th Grade

6C 1.1: Analyze how cultural expression reflected the values of civilizations, societies, and regions (e.g. oral traditions, literature, art, dance, music, and **architecture**).

6H 1.3: Use primary and secondary sources to interpret various historical perspectives.



The U.S. National Park Service has undertaken a project to celebrate America’s multicultural heritage. Just like other civilizations around the world, the United States wants to build a grand monument that not only is designed to recognize the cultural architectural contributions of past civilizations but also seeks to incorporate into the monument the value of our individual citizens, especially those who will represent 21st century Americans. Your team of designers has been selected from the state of North Carolina to represent the next generation of young Americans, and your design will be a lasting symbol of our national motto “E Pluribus Unum” – “Out of many, one.” We as a nation are made up of diverse people, but together we make a great nation.

Your task is to plan a monument incorporating the time-honored architectural designs of three of the ancient civilizations of Egypt, Greece, and Rome. In addition, you are to design and build the model including your own cultural values through symbolism and structure. Your monument model/design will be reviewed by a panel who will consist of the director of the National Park Service, the Secretary of the Interior, the Governor of North Carolina, and the chief engineer in charge of construction.

V. "ANCIENT ARCHITECTS" – UNIT RESOURCES

[Egyptian Cartouche Templates for Day 1 Icebreaker](#)

[National Archives Photo Analysis Worksheet](#)

[Image: Egyptian Book of the Dead](#)

[Primary Source: The 42 Negative Confessions of Ma'at](#)

Making Pyramid "Blocks" out of paper bags: Simply open 2 bags and place the opened end of one bag down inside the other to make a "block" or "brick." Then, students can make the structure desired, in this case a pyramid.



Zike, Dinah. *Teaching Science With Foldables*. Glencoe/McGraw Hill, 1999.

[This is a GREAT teacher resource in any subject area. Students can use the foldables presented and create all sorts of projects, 3-d graphic organizers, etc. using simple, inexpensive materials. For this unit, the display box foldable was used to create a sarcophagus for students' mummies.]

[Article: "Greek Columns"](#)

[Article: "Roman Arches"](#)

Videos about the St. Louis Gateway Arch: see links located in Lesson #3