

**EXAMPLE: "Features of all Lesson Plans" page from: EDU024 - Ancient Egypt - Ramses II Canopic Jars**

Art In History's Lesson Plans all feature roughly 4 - 5 individual lessons, each containing the following informational sections:

- **"Time Required"** Suggested amount of time needed to complete the lesson.
- **"Lesson Objective"** Clearly stated objectives that each student should master in the lesson.
- **"Lesson Correlation to National and Individual State Standards"** Any and all standards are listed here which are correlated to the content in the lesson.
- **"Materials/Resources"** Any and all items used during the lesson are listed here.
- **"Introduce"** Art In History writers provide suggestions on ways to introduce the content to the students. Suggestions include word splashes, vocabulary, maps, and other proven teaching methods.
- **"Teach"** Art In History writers provide suggestions of different methods for delivering the content to the students. Suggestions include a power point, library DVD's, internet sites, focus words, pedagogical history essays, and timelines.
- **"Assess"** Art In History writers provide suggestions on how to creatively assess your students knowledge of lesson standards and content. Suggestions include T-charts, concept webs, description essays, etc.
- **"Extend/Reflect/Write"** Art In History writers provide suggestions of ways to extend the student's learning beyond the lesson content. Suggestions include critical thinking exercises, problem solving exercises, essays using provided lesson vocabulary, research on pottery specific to the lesson, and writing informational essays such as newspaper articles, internet advertisements, persuasive paragraphs, etc.
- **"Special Adaptations"** Art In History writers provide suggestions to teachers who have varied leveled degrees of learners, including students with limited English proficiency.

## **Lesson 1: Canopic Jars Introduction**

**Time Required:** One class period (approximately 45 minutes)

**Lesson Objective:** Students will be able to briefly explain the key historic facts related to ancient Egypt, use vocabulary in context, and describe the artistic elements of a canopic jar. Students will understand how art relates to historic time periods.

### **Lesson Correlation to National Standards**

National Council for the Social Studies: I, II, III, IV, V, VI, VII, VIII, IX, X

National Art Education Standards: 4a, 4b, 4c, 5b, 6a, 6b

National Standards for the English Language Arts: 1, 5, 6, 7, 10, 11, 12

### **Materials/Resources:**

- 1) Power Point presentation
- 2) Handout: *Ancient Egypt Vocabulary*
- 3) Handout: *Canopic Jars of Ramses II*
- 4) Handout: *Ancient Egypt: Ramses II*
- 5) Handout: Sample Motifs
- 6) Timeline: Ancient Egypt
- 7) Map 1: Geography of Ancient Egypt and Mesopotamia
- 8) Map 2: Ancient Egypt, 2658 B.C.–1076 B.C.

### **Introduce**

1. Use a world map to discuss the location of Egypt and the significance of its influence on the life and culture of the time period.
2. Introduce *Ancient Egypt Vocabulary* and provide students a copy for their learning logs or notebooks. Refer to the vocabulary list as new terms are introduced throughout the lessons. Discuss each term with students to assess whether understand and mastery has been achieved and to develop a group understanding of how each term is used in context.
3. Create a word-splash of terms, ideas, and concepts related to ancient Egypt. This activity can be completed in small groups. Once complete, have each group contribute to an all-class word splash.

## **Teach**

1. Using the Power Point presentation, display images, and present further historical and cultural information through group viewing of suggested Internet sites (see *Ancient Egypt References*) and/or individual student inquiry research. The school library may also contain information, DVDs, or videos that can enhance student learning and activate prior knowledge about this time period.
2. Focus students on some of the key words used in the social studies: economics, geography, politics, religion, technology, society, culture. Lead a discussion about how the ancient Egypt influenced the time period and impacted the lives of people living during the time period.
3. Read *Canopic Jars of Ramses II* as an introduction to the style and history of this type of art form.
4. Read *Ancient Egypt: Ramses II* as a review of events in ancient Egypt and discuss the impact of the Egyptian culture on artwork.
5. Use *Timeline: Ancient Egypt* to review key events of ancient Egypt.

## **Assess**

1. Students can create a concept web in their notebooks to demonstrate their understanding of ancient Egyptian pottery and the role it played in Egyptian life. Vocabulary words and terms should be incorporated into the concept web.
2. Have students create a T-chart that represents ancient Egyptian pottery. In the left column, students can list the characteristics of ancient Egyptian pottery. In the right column, list the ideas for their own design and reason to support the artistic elements they plan to incorporate.
3. Students can write descriptions of ancient Egyptian pottery patterns as they begin to generate ideas for their own jar. These can be found from the materials provided in this Teacher's Guide and from additional research on the internet or at the library.

## **Extend/Reflect/Write**

1. Encourage students to use lesson vocabulary (and concept web) to write about the importance of ancient Egypt as it relates to one of these social studies themes: economics, geography, politics, religion, technology, society, culture.
2. Students can further research patterns of ancient Egyptian pottery on the internet or by using materials available at the library. Through their research, students can prepare to create personalized designs for their jars. Remind students to make a bulleted list of ideas that can be used when creating their pencil drawings of the jar designs.

3. Students can synthesize their additional research with the current lesson to write an informational essay about ancient Egyptian pottery and ancient Egypt. Encourage students to select a genre for their writing (for example: an advertisement from the time period, an informative newspaper article, a persuasive paragraph about the benefits of ancient Egyptian pottery versus other types created at the time, etc.) and present their findings creatively.

### **Special Adaptations**

1. Diverse learners can use new terms in sentences to demonstrate mastery. Encourage use of vocabulary terms and words within an historical context. Some students may benefit from creating concept webs for only a few terms. The web can contain related information about the word or the term and clues that will help students remember the context.
2. Students may work in small groups to define terms and review historic background. Each group can then present their summary to the class. Use the small group summaries to create consensus among the entire class regarding the importance of art in the study of history.
3. ELL—Encourage students to create a list of terms/words that relate to ancient Egypt in their native language. They can use this list to generate a summary of the time period in English.