

Social Studies Lesson Plan Template

Topic: Sphinxes	Theme/Concept: Ancient Egypt	
Grade Level: 2	Teacher: Heidi Craft	
State Standards: 2.1 <u>The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</u> 2.3 <u>The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</u>	School: Mount Vernon Elementary 10/27/2010, 12:30-1:30 and 1:30-2:30.	
Objectives: Given instruction on the Great Sphinx and other sphinx sculptures from ancient Egypt, students will choose an animal form to guard them in the afterlife and draw and color their own sphinx.		
<i>Exploratory Introduction</i>		
Materials/Time Needed: PowerPoint on sphinxes, including photos of teacher at Great Sphinx, projector & screen/10-15 mins.		
Procedures		Assessments
<p style="text-align: center;">Ask: What do students know about sphinxes already?</p> <p>Show the attached PowerPoint presentation on sphinxes in and from Egypt. Explain that some archeologists theorize that the Great Sphinx guarded the tombs of the pharaohs in the pyramids. Explain that many Egyptian temples featured sphinxes, sometimes dozens of them, show pictures of “sphinx row” at Karnak.</p> <p style="text-align: center;">Ask: What do they notice about the sphinxes at Karnak that is different from the Great Sphinx?</p>		<p>Pre-Assessment: students responses regarding prior knowledge about sphinxes</p> <p>Formative: Students’ responses to questions.</p>
<i>Lesson Development</i>		
Materials/Time Needed: Photos/diagrams of sphinx, Giza site, projector, screen/20-25 mins.		
Procedures		Assessments
<p>Return to subject of Great Sphinx. Explain that since it sits in the open desert, over thousands of years sand blew in and covered it up. Show photo from late-19th century. Show picture of what archeologists believe sphinx looked like painted. Talk about what Great Sphinx is made of (soft limestone which is very susceptible to changing amounts of water in the area), and erosion and damage over the years. Mention that efforts to prevent further destruction or restore the Sphinx have not always worked and scientists continue to try to save what is left. Ask the following questions: What do you see in the</p>		

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Adapted from: Sunal, C.S. & Haas, M.E. (2005). *Social studies for the elementary and middle grades: A constructivist approach* (2nd ed.). Boston: Allyn and Bacon.

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<p>After considering these questions, ask students to draw a picture of their guardian and any other monuments they would build to themselves, showing their burial location in the background.</p>	<p>Post-Assessment: Students' pictures of personal sphinxes, monuments. Students should draw at least their burial location and guardian sphinx to meet expectations, but may draw more.</p> <p>Summative: students' illustrations and the reasoning expressed in their writing about the illustrations.</p>
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Extension: After students have completed their illustrations, they should write about what they have drawn and why. Depending on time, students may start/finish this writing during this lesson or during the next Social Studies period. The written portion should contain their reasons for choosing the burial location and guardian and should contain full sentences and correct grammar (students have been working sentence construction/grammar in R/LA).

Accommodation: The two classes who will be participating in this lesson are not inclusion classrooms and have no children with IEP's. However, one child in each class has a 504 relating to behavior. One of these children uses a behavior chart in her agenda to track how well she stays focused and on-task during the day. Teacher will observe her during this lesson and document appropriately in chart.

While the classes do not have any students classified as gifted, students who finish their illustrations early will be encouraged to begin writing and to write more, using the back of the paper provided.

Background:

Students have been studying Ancient Egypt for several weeks and are familiar with many aspects of the culture and history. They have studied pyramids and pharaohs and their burial customs (including beliefs about the afterlife).

References:

Hadingham, E. (2010). Uncovering secrets of the sphinx. *Smithsonian*, vol. 40, Number 11. Retrieved 10/18/10 from <http://www.smithsonianmag.com/history-archaeology/Uncovering-Secrets-of-the-Sphinx.html>

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