Craig Beckett

Social Studies and Language Unit:

Proposed Title: *The Sphinx and The Minotaur: Our Class Compares Greece and Egypt*

Proposed timeline: 2 weeks with 10 forty minute periods.

Rationale: In this proposed unit the teacher would teach and assess the grade 5 social studies curriculum (“Heritage and Citizenship: Grade 5 – Early Civilizations”) at the same time as the language curriculum specifically in the reading and writing strands. In my opinion these two curriculum areas are a natural place to integrate curriculum expectations and a natural area of student engagement as reading and writing non-fiction historical texts can be quite fun to do. As the social studies curriculum requires a comparative look at to ancient civilizations, I decided that it would be fun to look at the Greeks and the Egyptians. I feel that the students will be able to read and write rich texts on both and come to an appreciation of both cultures.

Big Idea: Both Ancient Greece and Ancient Egypt have had an effect on Canadian society, laws, democracy, and culture.

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| ***Heritage and Citizenship: Grade 5 – Early Civilizations*** | |
| ***Overall Expectations—Students will:*** | ***Specific expectations—students will:*** |
| * Identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment. | * Identify and compare the distinguishing features of two or more early civilizations * compare how two or more early civilizations   were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy)   * identify and compare the distinguishing   features of two or more early civilizations  (e.g., class structure, location, governance,  beliefs, arts). |
| * show how innovations made by various early civilizations have influenced the modern world. | * report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals). * identify some scientific and technological   advances made by two or more early civilizations (e.g., written language, calendar,  time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork |
| * use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances; | * use graphic organizers and graphs to sort   information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);   * compare maps of early civilizations with modern maps of the same area; * use knowledge of map-making techniques   and conventions to map sites of early civilizations (e.g., grids and direction symbols  to show locations; colour and shading to show elevations/physical features); |
| ***Language*** | |
| ***Overall Expectations—Students will:*** | ***Specific expectations—students will:*** |
| * reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | * explain, in conversations with peers and/or the teacher or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic |
| * read and demonstrate an understanding of a variety of literary, graphic, and informational   texts, using a range of strategies to construct meaning; | * read a variety of texts from diverse cultures,   including literary texts (e.g., short  stories, poetry, myths, culturally focused  legends, plays, biographies, novels),  graphic texts (e.g., graphic novels, hobby  or sports magazines, advertisements,  logos, atlases, graphic organizers, charts  and tables), and informational texts (e.g.,  editorials, reports, biographies, textbooks  and other non-fiction materials, print and  online articles, personal electronic and  online texts such as e-mails) |
| * generate, gather, and organize ideas and information to write for an intended purpose   and audience; | * gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered) |
| * draft and revise their writing, using a variety of informational, literary, and stylistic elements appropriate for the purpose and audience; | * identify and order main ideas and supporting   details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes; following a writing framework) and organizational patterns (e.g., chronological  order, comparison, cause and effect) |