

Title: The Cold War and Civil Rights

Name of Author: John Werkmeister

**Description:**

Planned Instruction Title: Building a Better World: Exploring Architecture as a Window into the Past

Grade Level: High 9-12

Expected Instructional Time: 3 class periods

Key Words: *Egypt, architecture*

**Rationale:**

Since the earliest human civilizations, people and nations have challenged their technical ability and resources to build imposing structures perceived to have a critical function in supporting the public good. This is most evident in the five thousand years of architectural history standing in Egypt today. In this activity, students will research an example of architecture from various points in Egyptian history and produce a descriptive, narrative or persuasive writing reflecting their understanding of their assigned edifice

**Learning Objectives and Summative Assessment:**

LEARNING OBJECTIVES	PERFORMANCE INDICATORS/ STUDENT WORK	SUMMATIVE ASSESSMENT TOOL
1) Research and describe the features of an assigned piece of architecture found in Egypt. 2) Research and explain the reasoning for building an assigned piece of architecture in its cultural context 3) Apply one of the three recognized types of writing (descriptive, persuasive and narrative) To a prompt related to a piece of Egyptian architecture.	Research guide and writing,	Rubric for research guide and writing.

## **Evaluation: Research Guide**

The research guide is worth 30 points.

Historical and Geographic Context	10 points
10-The presentation completely and accurately provides geographic and historical context	
8- The presentation provides geographic and historical context	
6-The presentation provides basic geographic and historical context	
4- The presentation contains significant errors or gaps in geographic and historical context	
2- The presentation contains minimal evidence of effort and contains little geographic and historical context	

Architectural Description	10 points
10-The presentation completely and accurately provides an architectural description	
8- The presentation provides an architectural description	
6-The presentation provides a basic architectural description	
4- The presentation contains significant errors or gaps in architectural description	
2- The presentation contains minimal evidence of effort and contains little architectural description	

Personal Reflection	5 points
5-The presentation articulates a clear point of view and is supported by several specific observation	
4- The presentation articulates a point of view and is supported by one or two	
3-The presentation articulates a point of view with minimal support	
2- The presentation fails to articulate a point of view with minimal reference to the assigned building	

Neatness and Spelling	5 points
5-The presentation is neatly presented and contains no errors in spelling	
4- The presentation is neatly presented with no significant errors in spelling	
3-The presentation has visible flaws in presentation and spelling that detract from the research presented	
2- Errors in spelling and sloppy transcription substantially interferes in reading the research guide	

The writing component should be equal in value with the research component. Using the PSSA writing rubric based on a 4 point scale, the teacher may recalculate to a 30 point scale. The PSSA rubrics for writing may be found at:

[http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania\\_system\\_of\\_school\\_assessment/pssa/8757/resource\\_materials/507610](http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania_system_of_school_assessment/pssa/8757/resource_materials/507610) See "Writing Resources, Writing Domain Scoring Guide"

## **Procedure:**

Materials: Project overview-description sheet, research guide, online computers, annotated bibliography

Instructional Activities:

1. Chapter Focus Activity (Bell Ringer): Project a picture of The Lincoln Memorial and The Empire State Building. Why were these buildings built? What can they tell us about the cultures that built them?
  2. Transition: Tell students that students have been building buildings like this for thousands of years for a variety of purposes and that this is evident in Egypt where thousands of years of history has been memorialized in stone.
  3. Project overview: Assign students one of the buildings listed in the overview sheet before class. Read as a class and move students to online resources. An annotated bibliography may be posted for student access.
  4. Research time Have students work on completing the research guides. The teacher may elect to have students work in cooperative pairs of two or three.
5. Writing
- a. The teacher may choose of have students choose the type of writing the students need to complete.
  - b. Remind students to plan before they write.
  - c. Collect assignment at the end of day three
  - d. Writing may be shared for peer review

Interventions: (*Activities for students who have not met the objectives at a proficient or advanced level.*)

Students may be given direction on revising their writing. Students with difficulty with research may be given highlighted hard copies of resources found online.

Extensions: (*Activities for students who have met the objectives at a proficient or advanced level.*)

Students might use their research to produce a bulletin board or multi-media display. Students may also produce an additional writing applying a different focus (descriptive, narrative or persuasive)

Appendix: Overview sheet with performance rubric

**Standard Content Areas: To access the PA State Standards visit the following Web site**  
[http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a=3&Q=76716&stateboard\\_edNav=|5467|](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716&stateboard_edNav=|5467|)  
(Check all that apply.)

- Reading, Writing, Speaking & Listening
- Mathematics
- Science & Technology
- Environment & Ecology
- Civics & Government
- Geography
- History
- Economics
- Arts & Humanities
- Career Education & Work (proposed)
- Health, Safety & Physical Education
- Family & Consumer Sciences
- World Languages (proposed)
- Other

## **PA Standard**

### **Standard Category Number and Name: Reading, Writing Speaking and Listening**

- ⌘ 1.4.12.A Write short stories, poems and plays
- ⌘ 1.4.8.B Write a multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays articles, interviews
- ⌘ 1.4.12. C. Write a persuasive piece.

### **Government Standards**

- ⌘ 5.4.12.C Evaluate the importance of the principles of civic life
- ⌘ 5.2.12 E. Analyze how the participation in civic and political life leads to the attainment of individual and public goals.

### **Economics Standards**

- ⌘ 6.3.12.D Evaluate the economic reasoning behind a choice..

### **Geography Standards**

- ⌘ 7.3.12.B Analyze the significance of human activity in shaping place and regions by their cultural characteristics

### **History Standards**

- ⌘ 8.1.12 D Synthesize historical research.
- ⌘ 8.4.9.B Analyze historical documents, material artifacts, and historic sites important to world history before 1500

## **Building a Better World: Exploring Architecture as a Window into the Past**

**Overview/rationale-** Since the earliest human civilizations, people and nations have challenged their technical ability and resources to build imposing structures perceived to have a critical function in supporting the public good. This is most evident in the five thousand years of architectural history standing in Egypt today. In this activity, you will research an example of architecture from various points in Egyptian history and produce a descriptive, narrative or persuasive writing reflecting your understanding of your assigned edifice.

**Product:** You will research on one of the following buildings found in Egypt. They represent buildings motivated by a variety of purposes and reflect different cultural values and levels of technological achievement:

- The Pyramid of Djoser in Sakkara
- The Temple of Luxor
- The Roman Theatre of Alexandria
- Al Azhar Mosque in Cairo
- The Qaitbay Citidel Alexandria
- The Aswan High Dam

You will complete an information organizer using on-line resources. The guide will lead students to explore a wide range of questions including the historical and geographic context of the building and the motivation and innovation that marked its creation.

### **Descriptive Writing**

You will produce and present a descriptive writing aligned to the following prompt: Imagine you are a producing a tour guide for your assigned building. Describe your assigned structure noting its significant architectural features, who built it, and when and how it was built. This writing should be 350-500 words.

### **Persuasive Writing**

You will produce a persuasive writing aligned to the following prompt: Imagine you are a chief advisor to the government that would construct your assigned building. You see the need for your government to apply its power and resources to build this structure. Produce a position paper of 350 to 500 words that supports this effort.

### **Narrative Writing**

You will produce a narrative writing aligned to the following prompt: Imagine you are a tourist visiting your assigned building. You run into a ghost who, in his life on earth, was involved in the construction of the building. He is very proud of his work and its historical legacy. Produce a narrative writing of 350 to 500 words that chronicles your encounter with this ghost.

**Process:** You will be given two class days to research and complete their research guide. You will have one additional day to complete your writing activity.

**Evaluation:** The research guide is worth 30 points.

I. Historical and Geographic Context                            10 points

- 10-The presentation completely and accurately provides geographic and historical context
- 8- The presentation provides geographic and historical context
- 6-The presentation provides basic geographic and historical context
- 4- The presentation contains significant errors or gaps in geographic and historical context
- 2- The presentation contains minimal evidence of effort and contains little geographic and historical context

II. Architectural Description	10 points
10-The presentation completely and accurately provides an architectural description	
8- The presentation provides an architectural description	
6-The presentation provides a basic architectural description	
4- The presentation contains significant errors or gaps in architectural description	
2- The presentation contains minimal evidence of effort and contains little architectural description	
III. Personal Reflection	5 points
5-The presentation articulates a clear point of view and is supported by several specific observation	
4- The presentation articulates a point of view and is supported by one or two	
3-The presentation articulates a point of view with minimal support	
2- The presentation fails to articulate a point of view with minimal reference to the assigned building	
IV. Neatness and Spelling	5 points
5-The presentation is neatly presented and contains no errors in spelling	
4- The presentation is neatly presented with no significant errors in spelling	
3-The presentation has visible flaws in presentation and spelling that detract from the research presented	
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### Comments:

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## The Architecture of Egypt: Research Guide

Name: \_\_\_\_\_ Assigned Building: \_\_\_\_\_

### I. Historical and Geographic Context

When was this building built? \_\_\_\_\_

Describe where this building is. Be as specific as possible. \_\_\_\_\_

What government was responsible for constructing this building? \_\_\_\_\_

What compelling reason was given for constructing this building? Be as specific as possible.

## II. Architectural Description

Describe the general layout of the building. Include description of size, materials and other significant architectural features. \_\_\_\_\_

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Describe the architectural techniques that were applied to making your assigned building.

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## III. Personal reflection: In your opinion, what makes your assigned building a significant example of architecture? \_\_\_\_\_

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