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| **SECONDARY LESSON PLAN** | | | | |
| **YEAR LEVEL & SUBJECT: Year 7 History** | | | **DATE: 13/5/15, 15/5/15** | |
| **NO. OF STUDENTS: 28** | | | **LESSON DURATION: 50 min, 50 min** | |
| **TOPIC/FOCUS: Ancient Egypt/ Mummification** | | | | |
| **AusVELS STATEMENTS:** The significant beliefs, values and practices of the [*ancient*](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=Ancient) Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.  Investigating significant beliefs associated with death and funerary customs (for example belief in an afterlife) and practices (for example burial in tombs and techniques of mummification). | | | | |
| **GOALS AND OBJECTIVES (INCLUDE LINK TO AusVELS):**  The students will be able to:  +create a mummy following a historical process  +record the steps of mummification  +use creative props and processes in order to record steps | | | | |
| **SUMMARY OF RESOURCES REQUIRED:**  **Computers**  **Cut out pack**  **Toilet paper (24 rolls)**  **2 fake brains**  **4 butter knives**  **4 cameras (library)**  **4 sponges (kitchen?)**  **1 oil with dropper**  **4 plastic masks**  **4 incense sticks**  **Make up (for prop)** | | | | |
| **LESSON PROCEDURE** | | | | |
| **TIMING** | **RESOURCES** | **STEPS OF THE LESSON**  (key activities and key questions) | | **GOALS & METHODS OF EVALUATION**  (including specific informal and/or formal assessment links to AusVELS) |
| **10 min** | **Masks**  **Cut out pack** | **Opening** (links to previous lesson/s or new topic, purpose of lesson)**:**  Introduce lesson. Inform students they will need to form 4 groups. Inform students that they will need to have a Chief Priest, photographer and mummy for each group. Extension students made as Chief Priests, any student who requires additional help made into mummies, and any student who is immobilised made into photographers. Hand out masks, Nemes cutout, breast plate and amulets. Inform Chief Priests that it is their responsibility to ensure that students colour in and return everything for the next lesson. | |  |
| **35 min** | **Computers**  **Booklet** | **Lesson Development:**  Read mummy makers aloud  Each student should read an instruction.  Play “make a mummy” game  http://www.bbc.co.uk/history/interactive/games/mummy\_maker/index\_embed.shtml | |  |
| **5 min** |  | **Closure** (Options include summarising or reflecting on the learning achievements/analysing errors; preparation for future lessons etc):  Inform students that cut out packs and masks must be returned before the next lesson when they will be making mummies. 3 questions must be answered before they can leave:  +What was used to preserve the mummies?  +How long did they have to wait for the natron to work on the mummy?  +Why did Egyptians mummify their dead? | |  |
| **10 min** | **Cut out pack**  **Toilet paper**  **2 fake brains**  **4 butter knives**  **4 cameras**  **4 sponges**  **1 oil with dropper**  **4 plastic masks**  **4 incense sticks**  **Make up**  **Empty “salt” container** | **Opening** (links to previous lesson/s or new topic, purpose of lesson)**:**  Students are reminded of the rules. Any dangerous behaviour and the activity will stop, and they will all be doing bookwork. Ask the class if they remembered their cut out packs and their masks from previous lesson. Extras have been prepared for anyone who forgot. Will show class the cameras that have been bought over to from the library and introduce class to extra equipment (ie prop makeup, oil, toilet paper, etc). Will invite 2 well behaving students and 4 photographers to come to the front. Photographers can document the destruction of the 2 brains. Class should be paying attention and cramming to see. Class begins in earnest with students getting into 4 groups. | |  |
| **30 min** | **Booklets** | **Lesson Development:**  Students follow the process listed under “the mummification process” in their booklets. Students photograph each stage. Stage 1-7 will be done as a group.  Step one: Wash the body with palm wine and water from the rive Nile. (Students will use the sponges to show they are “washing” the “mummy”).  Step two: Make an incision on the left side of the stomach (students will show the butter knife next to the “mummy”)  Step three and six: Remove the lungs, liver, stomach and intestine thought the incision (complete the “canopic jar” worksheet).  Step four and five: push a hook up the left nostril and jiggle. The brain will flow out and into a bowl (photograph the bowl next to the mummy’s face)  Step seven: body is buried in natron for forty days (show salt container next to body and a sign reading 40 days). | |  |
| **10 min** |  | **Closure** (Options include summarising or reflecting on the learning achievements/analysing errors; preparation for future lessons etc):  Students will be asked to show the teacher the photographs they have been taking. Hopefully they have gotten to the stage that involves the death mask and linen wrappings. Students will be asked to think of 3 questions they have about the Egyptian after life. | |  |

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| **PRE-SERVICE TEACHER’S POST LESSON REFLECTION** |
| **Student learning** (Were the stated goals achieved by all students or only some?) |
| **Effectiveness of the learning and teaching strategies** (For example, review your questioning skills in ‘checking for understanding’ or your explaining skills in ‘information and modelling’, or your organising and communicating skills, for example, giving instructions, encouraging student participation etc.) |
| **Reflection on what you have learned and changes for future lessons** (Identify a key learning/insight that you have gained about effective learning and teaching and those changes you will make when planning and implementing your next Direct Lesson Plan) |