

Diocese of Wheeling-Charleston

Unit Planner

Name of Teacher: Mr. Patrick		Grade Level: 7	
Subject Area: Social Studies		Cross Curricular Opportunities: Art/Reading/Grammar	
Unit Title: Night at the Museum		Estimated Duration of Unit: 2 weeks	
Overview of Unit: "Sharing our knowledge with younger students"			
Forms of Text (non fiction/fiction): World History – Ancient Civilizations Use of various supplemental books on various civilization ex: Sumerian- Egyptian- Greek – Roman – Chinese- India- (to be determined by time of year and extent of time to be spent on museum		Teaching Strategies :Read/Research/Plan/Create/ Reherse / Presentation	
Catholic Identity Connections: Use timeline information (visual of auditory) to show connection to the world of the Bible era and the ancients from our Faith – ex: we showed the times of developments of Egyptian civilization and showed relationship to Biblical events - ex: - Egyptian writing - developed 4,000 years before Christ			
Assessment (authentic/published - summative/formative): in phases – Preparation time- construction time of props etc.. and then presentation grade			
Standards Addressed			
Standard Number	Standards		
SS.7.H.CL1.1	Identify leaders and distinguish basic principles and philosophies of major religions		
SS.7.H.CL1.2	Identify the contributions and influences of ancient civilizations – philosophy/architecture/civics/literature/arts/science and math		
Description of Activity at the conclusion of several areas of study (examples above like : Sumerians , Egyptians ,Greeks, Romans, Chinese, etc...,assign students in class characters to portray in a living museum. They will prepare costumes and speeches that they will make to visiting students, ,teachers and possibly parents. Artifacts can be created (examples : archaeology kits that can be bought on line like , Krystal Ed from Canada and homemade things like a pyramid a mummy and whatever they wish to add o displays. Students will prepare speeches (short) that they will give in the museum as they stand in areas of the room like statues. Tour guides will bring visitors to the museum in small		Resources	Date of Completion

groups to listen to the speeches and view the artifacts . Class members will also explain the artifacts and take questions from the museum guests. A suggestion: if you have a backroom or closet area, it if great fun to turn it into a cave or inside of a tomb or pyramid – also, covering walls with paper and making it look like a cave or tunnel ,is fun for everyone involved		

Differentiated Instruction Opportunities/Overview :Students with specific skills ex: drawing but not good at speaking in front of others can be making displays and artifacts and working the "physical aspects" of the museum

Cross Curricular Opportunities: Art class can help in the preparation of props and costumes – Grammar Class can help with speech writing

Standard Number	Standard Description	Resources	Date

Common Core Checklist

Writing

	Paragraph
X	Essay (narratives, fairy tales, realistic fiction)
	Summary
X	Research
	Detailed answers (text supported)
X	Notes (note taking skills, outlines)
X	Complete sentences

Reading

X	Informational text
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	Lexile
X	Complex literature
X	Speaking
X	Listening
X	Varied strategies and instructional methods
X	Critical thinking in whole class discussion
X	Student led activities – THE MORE STUDENT LED THIS ACTIVITY IS , THE BETTER - I HAVE FOUND THAT STUDENTS WILL TAKE THE LEAD AND DEVELOP IDEAS INTO A GREAT MUSEUM ACTIVITY – THEY LOVE WORKING WITH THE JYOUNGER GRAGES
	common core standards (literature circles)
Technology	
	Smartboard
X	Computers
X	IPads – WE USED THE IPADS ON DISPLAYS TO HELP GIVE MORE INFORMATION ABOUT WHAT VISITORS WERE LOOKING AT
	Powerpoint, Elmo etc.
Differentiated Instruction	
X	Used multiple resources – RESEARCH WOULD NOT JUST COME FROM TEXT
X	Domain Vocabulary – TRY TO USE THE “LANGUAGE OF THE TIME IN PRESENTATIONS
X	Cross-Curricular – ART / GRAMMAR !
X	Collaborative engagement (meaningful feedback) – STUDENTS NEED AND LEARN IMPORTANCE OF WORKING TOGETHER ON THIS UNIOT
X	Higher level learning and teaching – ENHANCED KNOWLEDGE OF THE TIME PERIODS ON DISPLAY IN MUSEUM
Assessment	
X	Project based
X	Writing prompt- CUE CARDS
	Portfolio
X	Observation
	Quiz
X	Technology based
	Test
X	Student created test – STUDENTS CAN ASK QUESTIONS TO MUSEUM ATTENDANTS

X	Presentation – STUDENTS PRESENT THE ENTIRE MUSEUM – THEY GET A GREAT SENSE OF ACCOMPLISHMENT WHEN THEY ARE THE PRESENTERS
	Journal
X	Think, pair, share IN PREPARATION, THIS IS USED A LOT
X	Summary ASK OTHERS “ WHAT DID YOU LEARN IN OUR MUSEUM
X	Oral questioning – TALK WITH STUDENTS WHO WENT INTO MUSEUM AFTER THET ARE THROUGH IT
	Analogy
X-	Powerpoint, or movie maker –Ex: Smartboard can have pictures or explanations of the civilizations on display
Authenticity	
x	Various activities – have trivia questions of coloring contests for younger students attending the museum
x	Inquiry, research and evidence – used throughout the preparation
x	Evidence of time management and planning – set timelines for phases of developing museum and stick to the deadlines.. Set an “opening day”
x	Problem solving strategies – when things don’t work (display etc..) find a way to “ make it work”
Summary of Unit:	
<p>We just completed this Unit in my class and it was a great success ! I believe the class and the attendees both learned a lot from the experience</p>	





Egyptian Hieroglyphics
Developed
4,000 years
Before
Christ





