

Egypt's Greatest Legacy

GRADE 7



OVERVIEW

In this unit, students take on the roles of specialists invited to help the Museum of Antiquity in Cairo decide what Ancient Egypt's greatest achievement was. The museum will feature that achievement in a new exhibit.

To do this project, students form groups of "specialists" who research features of Ancient Egyptian civilization relevant to their area of specialization. After each group presents its choice to feature in the exhibit, students express their individual responses to the critical question "What was Ancient Egypt's greatest achievement?" and assemble a portfolio to demonstrate their achievement of the unit goals. Students reflect on their learning and set new goals for future research activities.

In the area of technology, *Egypt's Greatest Legacy* focuses on the use of the Internet to gather information. There are also suggestions for the use of HyperStudio stacks, paint programs, word processing, clip art, and presentation software. The unit addresses learning outcomes from the Grade 7 social studies curriculum.

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Unit Goals

In this unit, students can:

- explore key features of the ancient civilization of Egypt and determine what they consider to be Egypt's greatest achievement
- participate actively in a role-playing scenario to contribute to a group effort
- expand their research skills by using Web-based technologies
- access, record, store, and retrieve information using available technologies
- use (or respond to the use of) presentation tools such as poster charts, overheads, and computer presentations

Notes

- Approximate time: six to nine hours of instruction.
- Teachers may want to use this unit to introduce students to the study of Ancient Egypt or to culminate a unit on Egypt. More time would be required in developing the context and in gathering and interpreting information if used as an introduction to Egypt.



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WHAT THE UNIT OFFERS

Lessons	Approximate Time	Curriculum Connection
<p>1. DEVELOP THE CONTEXT</p> <p>Students examine the critical question “What was Ancient Egypt’s greatest achievement?” and clarify their understanding of the jobs of the specialists they are role-playing.</p>	two 45-minute classes	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • identify and clarify a problem, issue, or inquiry
<p>2. PLAN THE RESEARCH</p> <p>Students review the stages of the Research Quest, clarify the research task, and generate research questions and “starter” keywords to help them focus their research.</p>	two 45-minute classes	<ul style="list-style-type: none"> • gather and record a body of information from primary archaeological and historical evidence and secondary print, non-print, and electronic sources
<p>3. GATHER INFORMATION</p> <p>Students locate information and assess it for its usefulness to their topics. They summarize and record useful information in their own words.</p>	two or three 45-minute classes	<ul style="list-style-type: none"> • generate and justify interpretations drawn from primary and secondary sources
<p>4. INTERPRET AND REFINE</p> <p>Groups of students analyze the findings of their research to help them decide which achievement is the greatest and develop a product to represent it.</p>	one or two 45-minute classes	<ul style="list-style-type: none"> • organize information into a formal presentation using several forms of representation
<p>5. SHARE INFORMATION</p> <p>Groups of students present views on why they selected particular achievements for inclusion in the exhibit and evaluate one another’s presentations.</p>	two 45-minute classes	<ul style="list-style-type: none"> • demonstrate understanding of civilization
<p>6. THINK BACK, THINK AHEAD</p> <p>Students create individual responses to the critical question, assemble portfolios, reflect on their learning, and set new goals for future research activities.</p>	one 45-minute class	<ul style="list-style-type: none"> • demonstrate understanding of the contributions of ancient cultures to science and technology

Research Emphases*	Technology Opportunities	Assessment
➔ FOCUS	RS 1: Technology Focus: Keyword Basics (page 20) Electronic catalogues HyperStudio stacks	
➔ FOCUS	RS 2: Technology Focus: Search Engines (page 21) RS 3: Technology Focus: Search Challenge (page 23)	Student: RS 5: Assessing My Research Skills (page 26)
➔ FIND AND FILTER	RS 4: Technology Focus: Reliable Web Sites (page 25)	Teacher: RS 7: Research Summary Rating Scale (page 29)
➔ WORK WITH THE INFORMATION	HyperStudio stacks Web pages Electronic slide shows	
➔ COMMUNICATE		Peer: RS 8: Peer Assessment of Group Presentations (page 30)
➔ REFLECT	Clip art and templates Spreadsheet/database programs	Teacher: RS 9: Assessing Individual Responses (page 31)

*Based on BCTLA's Research Quest developed in 2000.

1. DEVELOP THE CONTEXT

In this lesson, students examine the critical question “What was Ancient Egypt’s greatest achievement?” They then clarify their understanding of the jobs of the specialists they are role-playing to answer the question.



GET ON - LINE

To view sites for teachers with instructional resources on Ancient Egypt, visit www.bced.gov.bc.ca/technology/6-9.htm and click on *Sample Units*.

Describe the Task Set up the unit by inviting students to use their imaginations. For example:

“You have been invited by the Board of the Museum of Antiquity in Cairo to help them decide on a new exhibit to present Ancient Egypt’s greatest legacy. You are a specialist in a particular field. You and others from your specialty area will make a presentation on your opinion of which great achievement to feature in the exhibit. Specialists in other areas will also make presentations, giving their opinions.”

Activate Prior Knowledge Present the critical question “What was Ancient Egypt’s greatest achievement?”

Have students create a KWL chart to identify what they already know about Egypt’s great accomplishments and the questions they have about them. Tell them that they should keep updating their charts as they proceed through the unit.

What I Already KNOW	What I WANT to Find Out	What I LEARNED



Technology Opportunities

Research Process

➔ Focus

Find and Filter

Work with the Information

Communicate

Reflect



Technology Opportunities

Select Roles Invite students to draw one of the following roles out of a bag or box:

- archaeologist
- art historian
- agriculturist or farmer
- accountant or economist
- architect or engineer
- general in the army

Tell students that they must do their research from the point of view of the specialist they have selected.

Clarify Roles As a class, clarify each area of specialization by asking questions. For example:

- What do archaeologists do? (e.g., They collect and analyze remains of past human activity.)
- What do archaeologists do with the materials they collect? (e.g., They examine them to try to figure out—hypothesize about—how people used the material to meet needs, to express themselves, or to solve problems.)
- What kinds of things might an archaeologist be interested in looking at as examples of Egypt’s greatest achievement? (e.g., a building or structure because it helps to explain religious practices; the writing system—hieroglyphics—because it is used to record history; war technology because it allowed the civilization to protect itself or gain new territory)

NOTE: Students will quickly realize that the different specialists may be interested in the same things but for different reasons.

Research Process

➡ **Focus**

Find and Filter

Work with the Information

Communicate

Reflect

Research Roles

Explain that you would like students who have the same area of specialization to work as a group on their presentations.

- Their first job is to make sure they understand what their area of specialization is all about.
- As a class, brainstorm a list of ways to find out more about their areas of specialty. For example, students in each group could use different sources to find information (e.g., dictionary, encyclopedia, textbook, interview, the Internet).
- Students can then meet in their groups to first make a research plan for finding out more about their area of specialization, and then work to carry out the plan.
- If students are experienced Internet users, they could use a combination of Internet and library resources for their research. Otherwise, at this point you may want to ask them to use an electronic catalogue at a library. Because electronic catalogues require the use of keywords, this is good preparation for later work in Internet searches.

Summarize Job (Role) Descriptions

Have each group summarize its findings about the job descriptions for each area of specialty on chart paper to share with the class.

NOTE: This activity also relates to the Personal Planning learning outcome “identify and classify occupations in the local, regional, and global communities.”



Technology Opportunities

RS 1: Technology Focus: Keyword Basics suggests a way to introduce students to the concept of keywords in this context.

You might consider guiding a small group of students to put the completed job descriptions for each role on a HyperStudio stack and make them available for everyone to use. These could include photos of the students who are playing each role.

Research Process

➡ Focus

*Find and Filter
Work with the Information
Communicate
Reflect*

2. PLAN THE RESEARCH

In this lesson, students review the stages of the Research Quest, clarify the research task, and generate research questions and “starter” keywords to help them focus their research.



GET ON - LINE

To view the search sites developed specifically for use with students, visit www.bced.gov.bc.ca/technology/6-9.htm and click on Technology Connections. These sites have been filtered for content.

Review the Research Process

Use the Research Quest chart to review the research process with students.

For those students who have difficulty or who are new to the process, describe the stages of collecting, recording, and assessing information. Use a familiar topic as an example, such as frogs or some recently studied topic. Model each of the following steps for students:

- list the questions you want answered
- decide on the sources to use (print and electronic)
- search for information that answers the questions
- evaluate the information for its usefulness to your topic
- record information in an organized way (hand-written notes, cards, word processing, database)
- look for patterns or big ideas in the information
- cite resources



Technology Opportunities

Depending on your situation, you may want to modify the self-assessment form RS 5: Assessing My Research Skills, to increase the requirements for use of technology.

Research Process

➡ Focus

Find and Filter

Work with the Information

Communicate

Reflect

Clarify the Task Use the following to outline the process for students:

1. Select the aspect of Egyptian civilization most relevant to your role (e.g., trade; agriculture; protection; occupations; social order; rules and laws; great works—buildings, art, and monuments; or systems for keeping records).
2. Do some preliminary research to identify four to six great achievements in the area.
3. Decide on the pros and cons of choosing each of the achievements.
4. Decide as a group what to present as the achievement to feature in the exhibit.

Generate Questions Have each group of specialists use Nos. 1 and 2 above as prompts to generate specific research questions related to their roles. For example, with No. 1, ask: “What aspects of civilization would be most relevant to an archaeologist? An art historian? An agriculturist or farmer? An accountant or economist? An architect or engineer? A general in the army?”

Consider having students begin by generating questions individually. Next they work in pairs to generate more questions, and then they share and collate their questions as a group.

Assess Research Skills Point out to students that they’ll need to do some research in order to answer their questions.

Provide students with copies of RS 5: Assessing My Research Skills. Discuss the reproducible as a class to clarify students’ understanding of each point and to determine research skills or strategies that may require focused instruction.



Technology Opportunities

RS 2: Technology Focus: Search Engines suggests a way to introduce students to search engines.

RS 3: Technology Focus: Search Challenge suggests a way to provide students with practice in doing electronic searches.

Note: The technology focuses in this unit assume that students have some experience with browsers and web sites.

Research Process

➡ **Focus**

Find and Filter

Work with the Information

Communicate

Reflect

Generate Keywords

Work with students to generate a list of “starter” keywords for their searches. Explain that they will have to modify the keywords they use as they search but that it is very useful to have some ideas to get started.

- Some keywords related to the study of Egypt include: *Ancient Egypt, Egyptology, pyramid, sphinx.*
- Some keywords related to the roles include: accountant—*money*; engineer—*buildings*; sociologist—*culture*; army—*warfare*.

Provide students with copies of RS 6: Searching Resource Sheet. The first page provides information to help students identify keywords and suggests some helpful search techniques. The second page provides a format to guide reflections on the strategies they used.

Decide on Responsibilities

Ask students to meet in their groups and decide how to divide up the research responsibilities. For example, different group members might be responsible for a different “achievement.”



Technology Opportunities

If you did not use the “Twenty Questions” game suggested in RS 1: Technology Focus: Keyword Basics in Lesson 1, you may want to use it now to develop students’ understanding of keywords.

Research Process

➡ Focus

Find and Filter

Work with the Information

Communicate

Reflect

3. GATHER INFORMATION

In this lesson, students locate information and assess it for its usefulness to their topics. They summarize and record useful information in their own words.

Locate, Record, and Evaluate

Provide students with sufficient library and computer time to locate and record the information they need for their projects. Work with individuals and groups as needed to help them locate and record information and evaluate it for usefulness.

Discuss Ethical Issues

As appropriate, discuss with students the ethical and legal issues related to the use of text and Internet resources, such as plagiarism and your school district's policy on acceptable use of the Internet.



Technology Opportunities

RS 4: Technology Focus: Reliable Web Sites suggests key points to raise with students regarding web site reliability, as well as basic information on how to cite web sources.

Avoiding Plagiarism

One frequently expressed concern of teachers during research projects relates to ways of helping students avoid plagiarism. After making sure that students understand why plagiarism is unacceptable and how it works against effective learning, focus on appropriate methods of summarizing information. For example:

- Encourage small-group oral discussions of what they have read or viewed, followed by the writing of summary notes.
- Teach paraphrasing and summarizing directly. For example, have students read a passage in the text, then close the book, tell their partner the main ideas of what they read, and then write summary notes.
- Assess their notes, outlines, and drafts as an important part of the assignment.
- Require them to include their sources of information, either on information-gathering sheets or in bibliographies.
- Use activities such as the one below, "Summarize Information."

Summarize Information

At some point during their research, ask students to prepare for you an example illustrating their abilities to use the ideas of others fairly and accurately—that is, without plagiarism. The following suggests using a word-processing program. Alternatively, students could do this activity by pasting a paragraph onto a

Research Process

Focus

► Find and Filter

Work with the Information

Communicate

Reflect

sheet of paper and putting their notes and paragraphs below on the same sheet of paper. Or they could first try it with paper and then try it using a word-processing program.

- Provide or have students select a paragraph relevant to their area of study in the unit. As a starting point, this could be a selection in a resource on your local system (e.g., Encarta). For more of a challenge, it could be material at a web site that students access via the Internet.
- Have students follow these steps:
 1. Create a word-processing file.
 2. Cut the paragraph from the source file and paste it into their document. Cite the source.
 3. Make point-form notes on the main ideas.
 4. Write a summary paragraph in their own words.

Review students' work and comment on their understanding of the process, their ability to extract key points, and their ability to summarize in their own words. Also comment on their use of the technology and the effectiveness of their choice of layouts and fonts.

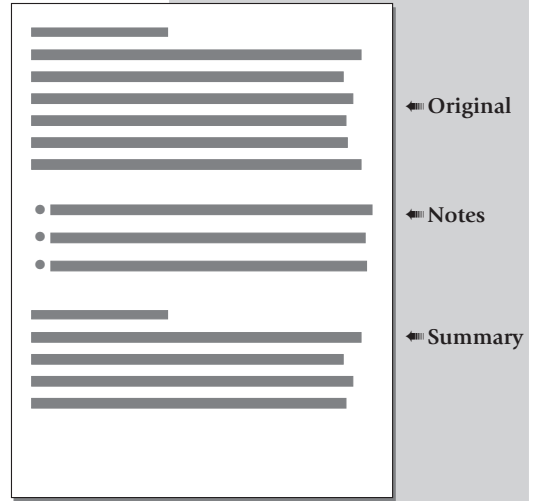
Assess Students' Research

Have students write a four- or five-sentence summary about their research to explain what they did and how they solved their problems. Have them hand in the summary with their notes, outlines, KWL charts, and drafts for you to assess. RS 7: Research Summary Rating Scale provides a format to record teacher assessments of student performance.

Provide students with the completed rating scale sheet when you return their work. Consider holding a group conference with students you rated as "needs work" to review good research practices.



Technology Opportunities



Your assessment may identify the need to provide students with more practice in focusing keyword searches. If you have not used the suggestion in RS 3: Technology Focus: Search Challenge, you may want to consider it before students do further Internet research.

Research Process

Focus

➡ Find and Filter

Work with the Information
Communicate
Reflect

4. INTERPRET AND REFINE



In this lesson, groups of students analyze the findings of their research to help them decide which achievement is the greatest and develop a product to represent it.

Technology Opportunities

Decide on the Greatest Achievement

Have students meet in their specialty groups to decide which is the greatest achievement in their category. Show students how to keep a record of the pros and cons of each choice to help them decide. For example:

Choice	Pros	Cons
The sphinx	- the sphinx makes people think about Ancient Egypt	- compared to the size and importance of the pyramids to religion in Ancient Egypt, the sphinx is not so great an achievement
Hatshepsut's funeral temple	- the temple was built by the first woman pharaoh	

Tell students that each group has to agree on one achievement to feature in the exhibit. Explain that they should first try to come to a consensus. If that does not work, they may need to take a vote. Let them know that they will have the opportunity to make a personal choice later in the unit.

Before they begin working in groups, remind them of the following points about what successful groups do:

- agree on common goals and criteria for success
- encourage and respect differences of opinion
- take turns being leaders and participants
- expect each person to do his or her share of the work

For their product, more advanced students might want to create a web page, a HyperStudio stack, or an electronic slide show.

Research Process

Focus

Find and Filter

➡ **Work with the Information**

Communicate

Reflect

Decide on a Product

Have students decide on a product to create that promotes the importance of the achievement they have chosen. For example, they might decide to create a web or concept map (on chart paper or using concept-mapping software), develop a brochure to advertise the new exhibit, or develop a miniature museum display or a model.

After students have made their decisions known, brainstorm as a class a list of criteria for their products. These might include:

- visually appealing
- clearly identifies reasons why the group selected that achievement
- is appropriate for the intended audience
- uses materials or technology in a creative way

Self-Assessment of Products

After students have developed their products, have them meet again in their specialty groups to self-assess their product based on the class-developed criteria.



Technology Opportunities

Research Process

Focus

Find and Filter

➡ **Work with the Information**

Communicate

Reflect

5. SHARE INFORMATION

In this lesson, the groups of specialists present views on why they selected particular achievements for the exhibit. Students evaluate one another's presentations.

Develop Criteria for Group Presentations

After a discussion about possible ways to present their views, give the groups time to develop their presentations. Work with students to develop guidelines for the presentations. Guidelines might include:

- visual material should clearly support the point of view presented
- ideas should be clearly organized; the supporting ideas should clearly relate to the topic
- pace ideas so that everyone understands the main ideas
- maintain eye contact with the audience
- few materials and props are needed, although costumes, artifacts, banners, and posters can add a sense of drama
- each presentation should be approximately four or five minutes in length

Conduct Group Conferences

While the groups are working, consider holding conferences with each group of specialists to discuss their presentation plans.

Assess Group Presentations

Provide students with copies of RS 8: Peer Assessment of Group Presentations. Explain how to complete the form, making sure that they understand that they are evaluating the group effort.

Deliver Presentations

Invite each group to present its findings, providing a brief explanation of their area of specialization and a detailed response to the critical question.

Ask students who are listening to the presentations to write down their questions and comments for later discussion. This helps to keep students focused on their roles as active listeners.



Technology Opportunities

Research Process

Focus

Find and Filter

Work with the Information

➡ **Communicate**

Reflect

Invite Questions

At the end of the presentations, offer an opportunity for the class to ask questions of the group. When there appears to be no further questions, conclude the discussion.

Conduct Class Discussion

Prompt a class discussion on the content and process of the activity by asking questions such as:

- What is the most interesting thing you learned about Ancient Egypt?
- What new questions did you have as you listened to the presentations?
- How well did your group work together? What worked? What did not?
- Is it a good or a bad thing when people do not all agree?
- How can you use what you learned in other situations?

Summarize Peer Comments

Have the presenters review and summarize the comments made about their presentations using RS 8: Peer Assessment of Group Presentations and give the summary to the teacher. The summaries could be used in student conferences or as the basis for students to set new goals for future research projects.



Technology Opportunities

Research Process

Focus

Find and Filter

Work with the Information

➡ **Communicate**

Reflect

6. THINK BACK, THINK AHEAD

In this lesson, students create individual responses to the critical question and assemble portfolios to demonstrate their achievement of the unit goals. Students reflect on their learning and set new goals for future research activities.

Create Individual Responses

Have students create personal responses to the critical question, stating and supporting their personal choice of Ancient Egypt's greatest achievement. Tell them:

- that they make a personal choice—they do not have to make the same choice as the others in their specialty group, and they do not need to choose an achievement in that area
- to use the research summaries and notes made during the unit, including the presentations, to develop their responses and to help them defend their choice
- they can represent and defend their personal choice in any manner they wish (e.g., radio news flash, magazine article, poster, video advertisement, newspaper article or advertisement about the new exhibit, or simply as a short written argument defending their choice)

Create a Mini-Museum

Display around the classroom student work developed during the unit, to create a "mini-museum" of the achievements of Ancient Egypt. Have students circulate around the room with two post-it notes. Tell them to write one positive note and one suggestion for improvement on two of the projects.

The display activity could be extended to share the class mini-museum with other classes or parents.

Assess Individual Responses

RS 9: Assessing Individual Responses describes four levels of achievement to rate students' individual responses to the critical question.



Technology Opportunities

Some students might enjoy enhancing their responses with clip art. Those creating brochures or other marketing items might find templates useful in helping them develop their products.

When the responses are completed, a group of students could use a spreadsheet or database program to tally the choices for the greatest achievement and present the results to the class in graph form.

Research Process

Focus

Find and Filter

Work with the Information

Communicate

➡ **Reflect**

Assemble Portfolios

Have students put together portfolios of evidence from their work to show that they achieved the unit goals. Ask them to include at least one piece of work to demonstrate each of the following unit goals:

- that they know about a key feature of the ancient civilization of Egypt
- that they have identified what they consider to be Egypt's greatest achievement and have supported their views with arguments
- that they participated actively and contributed to the group effort in a role-playing scenario
- that they expanded their research skills by using Web-based technology
- that they accessed, recorded, stored, and retrieved information using available technologies
- that they used or responded to the effective use of presentation tools such as poster charts, overheads, and computer presentations

Using this evidence, ask the students to evaluate their understanding of each goal using the four-point scale presented below:

- 4 = I fully understand this goal and could teach others.
- 3 = I have a good understanding of this goal.
- 2 = I understand most of this goal but sometimes needed help.
- 1 = I need more time to learn about this goal.

After completing the ratings, ask students to write three personal goals for themselves for the next research activity they will engage in.

The portfolio assessment can be used as part of a unit evaluation and as a basis for discussion in student-teacher or parent-teacher conferences.



Technology Opportunities

Research Process

Focus

Find and Filter

Work with the Information

Communicate

➡ **Reflect**

VARIATIONS

On-Line Museum When students make their presentations, have some of them use digital cameras to take photographs of the students and their creations. Have them develop annotations for each photo and an introduction to explain the class activity. Work with students to develop a web page, using the photographs and annotations, that can be accessed by parents and others, creating an electronic museum.

Word-Processing the News The teacher might want to turn the presentations into a news conference. Individuals or teams of students role-playing reporters could then present their findings as newspaper articles. Students would then use word-processing software and clip art to create the newspaper. Ask students to write an article pretending they are in that time or to write a commentary on the latest pyramid, including comments from workers about the length of time to complete the task, how hard it was, what went into the tomb, etc.

It's the Law A variation of the panel discussion would allow students to look across various ancient civilizations. Have a panel composed of lawmakers from various ancient civilizations (e.g., Ancient Rome, Greece, China, Egypt, and Mesopotamia). The first task would be to select a particular ruler to research. After the presentations, ask students questions to speculate on how each might react to today's problems.

A Challenging Task To present a more challenging task, use the same critical question as in this unit but have a panel composed of students role-playing Egyptian royalty through time (e.g., King Snefru, Cheops, Hatshepsut, Akhenaten, Nefertari, Ramses II). There would be a moderator, and the rest of the class would be scribes for one of the Egyptian royalty. The scribe's job would be to find information about major accomplishments during the reign of the ruler (e.g., political, social, economic, and artistic accomplishments). The rulers would need to research what is known or believed about the character of the ruler as well as his or her accomplishments. At the panel presentations, the scribes become reporters gathering information to prepare articles for an ancient newspaper, The Egyptian Papyrus Weekly.

RESOURCE SHEETS

RS 1: Technology Focus: Keyword Basics

RS 2: Technology Focus: Search Engines

RS 3: Technology Focus: Search Challenge

RS 4: Technology Focus: Reliable Web Sites

RS 5: Assessing My Research Skills

RS 6: Searching Resource Sheet

RS 7: Research Summary Rating Scale

RS 8: Peer Assessment of Group Presentations

RS 9: Assessing Individual Responses



RS 1: TECHNOLOGY FOCUS: KEYWORD BASICS

You can use a game of “Twenty Questions” to introduce the basic concepts of keyword searches.

- Begin a game of “Twenty Questions” by selecting an important achievement from Egypt’s past and challenging students to find out what it is by asking you questions.
- As students question, frequently remind them that “next attempts” should be based on what they learned from earlier attempts, rather than being random guesses. Also emphasize the strategies of *narrowing* the search (trying more specific words) or *broadening* the search (using more inclusive words). Give hints that use these terms. You might want to record questions as they are asked so that the class can later analyze which ones worked best.
- After the game, explain that being good at “Twenty Questions” can help you be effective at finding information on the Internet or in an electronic catalogue at the library. Point out that when you look for information on the Internet or in an electronic catalogue at the library, you often enter *keywords*. A keyword is like a question. It is your way of asking the technology “What do you have on X?” Often the technology doesn’t understand what you want, so you have to try a different keyword. Just like when you play “Twenty Questions,” you should base your next guess on what happened last time and decide whether you need to narrow or broaden your search or try a whole new direction.
- Have students work in their specialist groups to brainstorm keywords to use when they look for information on their area of specialty. Provide an opportunity for them to use an electronic card catalogue. You may also want to invite a librarian to explain the Dewey decimal system and describe how the electronic catalogue can help find books on the same topic that might be in different sections of the library (e.g., books on the pyramids might be under Dewey subtopics *ancient history*, *travel and geography*, and *architecture*).
- Ask students to record their keyword ideas and which ones actually worked for them when they looked for information. Discuss what they found as a class.

RS 2: TECHNOLOGY FOCUS: SEARCH ENGINES

This Technology Focus assumes that students are familiar with the concept of the Internet and web sites and that they can run a browser. If students are more advanced, they could focus on developing their abilities to use search filter features or Boolean expressions. Every search engine has a “help” or “advanced search” feature that explains the conventions it uses.

Because there are a variety of search engines, the support provided here focuses on key concepts. You will need to provide examples of the specific software available to your students, either by printing out screen displays or by using an LCD projector to work through examples.

- As a class, review what students already know about web sites. Clarify as needed that a web site is a specific location on the Internet that offers a database of information on a particular topic.
- Point out that when you start looking for information on the Internet, you might not always have the address of a web site that includes the information you need. In this case, you have to search for web sites, similar to the way you might search for a book at the library. Ask students: “How do keywords help you find information at the library?” Review the idea that a keyword is a noun or verb that is in some way important to their topic. Have students generate possible keywords for a familiar topic, such as a sport. List their ideas on the chalkboard.
- Remind students that a browser needs to know the address of the web site in order to get there—you can’t use a keyword to find a web site with a browser. To use keywords, you need something called a *search engine*. Ask if anyone in the class has ever used a search engine. Discuss their experiences if they have.
- Explain that to get to a search engine, you have to start by giving the search engine’s address to the browser.
- Show an example of one of the search engines you would like students to use in their research. Note that Ask Jeeves for Kids uses a natural language system. It might be best to use Yahoooligans or Searchopolis for this first demonstration.
- Point out that most search engines have two ways to help you find a suitable web site. One way is to select from menus. Identify the menu choices on the page. As a class, discuss how the menus could help you focus your search. Point out that having keywords in mind can help you make good menu choices.
- Explain that another way to get help from a search engine is to type in a keyword that tells the search engine what you are looking for. The engine then looks through the sites it has listed, trying to match the word or words you type in with the information in the sites it is connected to. It then gives you a list of possible sites.
- Ask students to locate where on the page they would type in a keyword. If students have no ideas, point out the box on the page where it prompts the user to enter a keyword. Select one of the keywords suggested by students. Key it in and discuss the results. Circle the keyword on the chalkboard for future reference.
- Point out to students that if you click on one of the choices offered in the search results, you will go to that web page.
- Select the first site on the list. Explain that most search engines put the “best bets” at the top of the list. Ask students to look at the home page of the site and give a snap rating of how useful it might be. Ask them to explain their reasons.
- Once you have discussed the site, prompt: “Look at the page. How do you think I can get back to the search engine?” If students don’t suggest it, point out the Back button on the toolbar. Point

continued...

RS 2: TECHNOLOGY FOCUS: SEARCH ENGINES

out that the Back button will also provide you with a menu of recently visited locations, so that you don't have to "back" all the way out of where you are.

- Ask: "If I find a good site, what can I do to make sure I can get there again without having to use a search engine again?" Remind students as needed of how the "bookmarks" or "favourites" feature works in a browser.
- Return to the search engine and try other keywords to illustrate narrowing and broadening the focus.
- Explain that you would now like students to use a different search engine to do a search on the same topic. Give them the address of another search engine and ask them to:
 - Run the browser and go to the search engine.
 - Try the same first keyword you used as a class—it is circled on the chalkboard.
 - Record the name of the first site that results from the search and go to it. Give it a "usefulness rating."
 - Return to the search engine and try another keyword that is their own idea and repeat the selection and rating of a site.
- Circulate as students are working, and provide support as required. You might want to pair students so that more experienced users can provide support for others.
- As a class, discuss what they found out when they went searching. Ask: "What tips would you give someone to help them use search engines?" You may want to record their ideas on a class reference chart.

RS 3: TECHNOLOGY FOCUS: SEARCH CHALLENGE

This Technology Focus assumes that students are familiar with browsers and search engines.

Have students participate in a series of short search activities to develop their abilities to focus a search through the use of keywords. As an alternative to using the Internet, students could practise the same skills using an electronic encyclopedia (e.g., Encarta).

- Provide students with one or two questions related to the current topic of study. Challenge them to use a search engine to find the answers in the time given. You could identify the search engine they should use, or you could allow them to choose. Alternatively, you could direct them to a specific web site that offers a search option.
- (The reason for limiting the search time is to encourage students to stay focused on the topic, rather than browse without purpose.)
- For the first few searches, work as a class to identify possible keywords suggested by the question(s) before students start their independent work.
 - To encourage students to think about the process as much as the results, ask them to keep a Search Record (see page 24) on which they record the keywords they tried and the effectiveness of each.
 - After students have had time to search, discuss what they found. As a class, analyze the keywords used, to see if there were any common patterns of what worked well.

RS 3: TECHNOLOGY FOCUS: SEARCH CHALLENGE

Search Record

Name: _____ Date: _____

Search Topic: _____

Record the keyword you tried and number of choices you were offered as a result—the “hits.” Then circle the word that best describes how that keyword worked for this search.

Keywords	Number of Hits	How It Worked
		Okay Too Broad Too Narrow
		Okay Too Broad Too Narrow
		Okay Too Broad Too Narrow
		Okay Too Broad Too Narrow
		Okay Too Broad Too Narrow
		Okay Too Broad Too Narrow

RS 4: TECHNOLOGY FOCUS: RELIABLE WEB SITES

This Technology Focus assumes that students have some experience in using browsers and accessing information from web sites.

- Remind students that when you do research, you should always record the source of the information you are using, especially who created the information and when it was created. As a class, discuss how having this information can help you decide if information is reliable. Explain that you also need the details about the source in order to tell other people where you got your facts and ideas.
- Point out that web pages pose a special challenge because they can be more easily changed than other sources, such as books. For this reason, it is important to record very precise details on what you saw and when you saw it. List the following points on chart paper, explaining that when they have found a page they plan to use for research, they should record this information:

Author(s) (if given):

Title of page:

Name of web site:

Host of site:

Date of last update:

Date I looked at it:

Web site address:

You may or may not want to show how this type of information is listed in a bibliography:

Author. "Title of Page." Name of Web Site.
Host of Site. Date of Last Update. Date I Looked
at It. <address>

Note: This is Modern Language Association style. There are other acceptable styles for Internet citations.

- Bring up a web site relevant to a current topic of interest. As a class, work to identify the information for a given page, noting if some of the information is not provided at the site.
- Ask: "Do you think this is a reliable site? Why or why not? What questions might we ask to help decide?" Some possibilities are:
 - Is this information as recent as I need it to be?
 - Do I know enough about the source to trust it?
 - Are opinions supported by facts?
 - Does it discuss different points of view fairly?
 - Does the information fit with what I already know?

You may want to create a Checks for Reliability class list for students to refer to in this activity and in later research work.

- Then either provide students with two to four web sites you would like them to check, or have them work with sites they have already identified as part of their research. Ask them to record the details that are required to accurately cite information located at a web site and to give you their opinion of whether or not each is a reliable site. Tell them to be prepared to support their opinions with specific examples.
- Circulate as students are working, and provide support as required. You might want to pair students so that more experienced users can provide support for others.
- Once students have had some time to access the sites, discuss as a class what they found out. Ask: "Was it easy to find the details you needed? Was there one type of information often missing? How do you think you can get better at deciding whether or not a site is reliable?"

RS 5: ASSESSING MY RESEARCH SKILLS

Gathering and Organizing Information

Name: _____ Date: _____

I Can:	Rating	Evidence
<ul style="list-style-type: none">• use text and visual features to locate information (e.g., headings, index, table of contents, picture captions)		
<ul style="list-style-type: none">• gather information accurately from a variety of electronic and print sources (e.g., the Internet, newspapers, and non-fiction books)		
<ul style="list-style-type: none">• record information so I can get it easily (e.g., cards, database, use bookmarks to identify relevant sources)		
<ul style="list-style-type: none">• identify the viewpoint, or opinions of the author		
<ul style="list-style-type: none">• summarize the information in my own words		
<ul style="list-style-type: none">• organize the information in a useful way (including outlines, graphic organizers, jot notes)		

1 = I need assistance to do this

2 = partial, I do this independently at times

3 = competent, I can do this independently with occasional support

4 = powerful, I do this independently and can explain it to others

RS 6: SEARCHING RESOURCE SHEET

Name: _____ Date: _____

Your task is to decide what the greatest achievement in Ancient Egypt was. You are looking at it from the role of a (an) _____.

What words come to mind when you think about Ancient Egypt?

--

What are some key words that relate to your role?

--

Remember when searching, you should be starting at one of these points:

<http://www.searchopolis.com/> <http://www.yahooligans.com/> <http://www.ajkids.com/>

Site # 1	URL-
Notes:	

Site # 2	URL-
Notes:	

Site # 3	URL-
Notes:	

RS 6: SEARCHING RESOURCE SHEET

Reflect on Your Learning

Record the terms you used in your searches, the search engine used, and the number of hits you received.

Search Engine	Keywords & Phrases	No. of hits
For Example– Yahoo!igans	Egypt	299

Look at your results and answer the following questions:

What keyword searches gave you way too many hits? _____

What keyword searches were not effective? (Didn't find the information you needed.) _____

What keyword searches were most effective? _____

What changes did you make from your ineffective word searches to your effective word searches?

What advice would you give yourself before you begin searching next time to make your searches more effective?

RS 7: RESEARCH SUMMARY RATING SCALE

Name: _____ Date: _____

Highlight the criteria that best describe the student's performance.

Rating	Criteria
Outstanding	<ul style="list-style-type: none">• presents relevant and detailed information that answers all the initial questions generated; identifies questions that cannot be answered• provides accurate, detailed, and relevant information on the roles• uses appropriate and sufficient sources (electronic and print) to address topic• includes accurate and appropriate documentation (citations) for information included• includes clear, concise, and accurate information about the events related to the topic at hand (who, what, where, when, and how)
Good	<ul style="list-style-type: none">• presents relevant and detailed information that reflects the initial questions generated• provides relevant information on the roles• uses appropriate and sufficient sources (electronic and print) to address topic• includes accurate and appropriate documentation (citations) for information included• includes clear, concise, and accurate information about the events related to the topic at hand (who, what, where, when, and how)
Needs Work	<ul style="list-style-type: none">• presents partial information that reflects some of the initial questions generated• provides partial information on the roles; may include some inaccuracies or irrelevant details• uses single source to address topic• includes only partial or spotted documentation (citations) for information included• includes partial information about the events related to the topic at hand (who, what, where, when, and how)
Insufficient	<ul style="list-style-type: none">• presents little information that reflects some of the initial questions generated• includes many inaccuracies and irrelevant details on the topic• uncertain about the source used to address the topic• includes no documentation (citations) for information included

RS 8: PEER ASSESSMENT OF GROUP PRESENTATIONS

Name of Reviewer: _____ Presenters: (list all names) _____

Role: _____

Rate the Presentation

	Not Evident	Some Evidence	Got It	Excellent
• remained in role in presentation and when spontaneously responding to questions				
• group worked together well (everyone did his or her share)				
• provided reasoned arguments to support the point of view of the character/role				
• presented information in a logical order				
• effectively used visual material or technology to clarify ideas				

Comments to the Presenters

Complete the following sentences thoughtfully.

Three things I learned about ancient Egypt from your presentation are:

1. _____

2. _____

3. _____

A question I still have is: _____

One thing your group might work on: _____

RS 9: ASSESSING INDIVIDUAL RESPONSES

Name: _____ Title: _____

	Criteria	Rating	Comments
Identification of greatest achievement	<ul style="list-style-type: none">• included all important facts about the achievement• clearly explains reasons for choice		
Organization of ideas	<ul style="list-style-type: none">• transitions from idea to idea are clear• ideas are presented logically (around main ideas or topics) and supported with details• conclusions or generalizations follow logically from the information presented		
Presentation of work	<ul style="list-style-type: none">• integrates relevant images to enhance presentation• visuals are clear and easy to understand• language used enhances impact of the presentation• misuses of grammar and other conventions do not disrupt meaning		

1 = Needs Work

2 = Getting There

3 = Got It

4 = Outstanding

