

21st Century Lesson - Akhenaten's Religious Revolution: The Amarna Period Grade 10 - Pre IB History

	Description																																													
Lesson Goals:	At the end of this lesson, each student should be able to say, "I can provide evidence to support that Akhenaten was a visionary and a heretic pharaoh of Egypt."																																													
Outcomes:	R 4. Evaluate through analysis the impact of revolution on those that govern and those that are governed.																																													
Driving Question or Target:	To what extent do you believe that Akhenaten deserves his legacy as a visionary leader?																																													
Key Vocabulary and Skills:	Revolutionary, visionary, heretic, pharaoh, Amarna Period, monotheism, polytheism																																													
Screencast Link(s)	Akhenaten Revolution																																													
Materials:	Teacher computer, LCD Projector, Chromebook/iPad or personal device, handout on Google Classroom and paper copy, Padlet																																													
21 Century Competencies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">I</th> <th style="text-align: center;">II</th> <th style="text-align: center;">III</th> <th style="text-align: center;">IV</th> </tr> </thead> <tbody> <tr> <td>Find and Validate</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Remember and Understand</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>Communicate and Collaborate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Analyse and Synthesize</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Critical Thinking</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Apply and Connect</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Evaluate and Leverage</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Create and Publish</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		I	II	III	IV	Find and Validate	✓	✓	✓		Remember and Understand	✓	✓			Communicate and Collaborate		✓	✓	✓	Analyse and Synthesize		✓	✓	✓	Critical Thinking		✓	✓		Apply and Connect			✓	✓	Evaluate and Leverage			✓		Create and Publish			✓	✓
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Lesson:

<p><u>I. Introduction (Teacher organized)</u> An overview of the PPT “ Revolution: Akhenaten and the Amarna Period” will be conducted to establish context for the first formative assessment on Akhenaten’s religious revolution.</p>	<p>Resources: Akhenaten PPT</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u> Instructions on the Student Activity Worksheet located in Google Classroom (paper copy will also be provided). Discuss the expectations for note-taking. There will be frequent pauses throughout the documentary to explain, check for understanding and highlight relevant information. Students are collecting evidence to determine aspects of Akhenaten’s reign that were revolutionary and other aspects that deemed him a heretic. Students may take notes on the electronic copy or paper copy.</p>	<p>Resources: Akhenaten Documentary, T-Chart on Akhenaten</p>
<p><u>III. Collaborative Learning (Student focused activity)</u> Students will break into small groups to discuss their evidence and add to their own notes. The common notes will be shared on Padlet. The Padlet link will be provided on Google Classroom.</p>	<p>Resources: T-Chart on Akhenaten</p>
<p><u>IV. Grande Finale</u> Students will post responses on the Padlet wall. The teacher will arrange responses and delete any duplicates. Students may add to their own T-Chart if new and relevant information is added.</p>	<p>Resources: Padlet Chart</p>
<p><u>Assessment</u> The completed worksheet will be used towards the summative assessment. A check mark will be placed in Gradebook for completion.</p>	<p>Resources: Completed Chart Completion Rubric</p>
<p><u>Differentiation</u> The teacher can use selective grouping to accommodate individual student needs when sharing evidence collected. Students can choose which classmates they would like to share their ideas.</p>	<p>Resources:</p>