

21st Century Lesson - Akhenaten Revolution Jigsaw Activity

Grade 10 - Pre IB History

| | Description | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---|----|-----|----|-----|----|-------------------|---|---|---|--|-------------------------|---|---|---|--|-----------------------------|--|---|---|---|------------------------|--|--|---|---|-------------------|--|--|---|---|-----------------------|--|--|---|---|--------------------|--|--|---|---|
| Lesson Goals: | At the end of this lesson, each student should be able to say, "I can identify the significant changes of Akhenaten's rule." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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, Jigsaw Activity, monotheism, polytheism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Screencast Link(s) | How to Set Up a Jigsaw Activity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Materials: | Teacher computer, LCD Projector, Chromebook/IPad or personal device, handout on Google Classroom and paper copy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 style="text-align: center;">✓</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></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</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 style="text-align: center;">✓</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 | | | ✓ | ✓ | Apply and Connect | | | ✓ | ✓ | Evaluate and Leverage | | | ✓ | ✓ | Create and Publish | | | ✓ | ✓ |
| | I | II | III | IV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Find and Validate | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remember and Understand | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communicate and Collaborate | | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Evaluate and Leverage | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Create and Publish | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Lesson:

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| <p>I. Introduction (Teacher organized)</p> <p>Teacher explains JigSaw Activity. Students can use the chromebooks, their own electronic device or may opt for a paper copy of the article and worksheet. Students must first compile information from their reading and then teach this information in the teaching groups. The teacher will facilitate groups and keep students on track to complete parts in a timely manner.</p> | <p>Resources: Akhenaten and the Amarna Period Reading</p> |
| <p>II. Guided Learning (Teacher/student collaboration)</p> <p>Part I - Teacher is to divide students into “expert” groups. In the expert groups students are to read their section of the article “Akhenaten and the Amarna Period”. Students can decide if they want to read their section individually or as a group. On the Akhenaten Worksheet students should write jot-notes on the key ideas from their section of the article.</p> <p>Part II - Teacher divides class into “teaching groups” (see screencast for clarification) so that the expert can provide a brief summary of their individual reading.</p> | <p>Resources: Akhenaten Activity Akhenaten Worksheet</p> |
| <p>III. Collaborative Learning (Student focused activity)</p> <p>Part I - In “expert” groups students are to discuss the key ideas of their designated reading section. They must prepare a set of notes that they will share in their “teaching” groups.</p> <p>Part II - In “teaching” groups students are to explain their section of the reading to the new group. Students should identify why this section is relevant in understanding Akhenaten’s rule during the Amarna Period.</p> | <p>Resources: Akhenaten Worksheet</p> |
| <p>IV. Grande Finale</p> <p>Students provide a recap of their reading to the entire class and submit their completed worksheet for a completion check. The teacher should remark on accuracy or highlight any details that may have been missed and that needs to be added to the worksheet.</p> | <p>Resources: Verbal Feedback from Teacher</p> |
| <p>Assessment</p> <p>The completed worksheet will be used towards the summative assessment. Students are working towards compiling evidence for their in-class essay on Akhenaten. A check mark will be placed in Gradebook for completion.</p> | <p>Resources: Completion Rubric</p> |
| <p>Differentiation</p> <p>Students who are not present during this activity will need to read the article and fill in the worksheet independently.</p> | <p>Resources: N/A</p> |