

21st Century Lesson - Akhenaten Revolution Essay Outline Grade 10 - Pre IB History

	Description																																								
Lesson Goals:	At the end of this lesson, each student should be able to say, "I can determine the extent to which Akhenaten was a revolutionary."																																								
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 Akhenaten deserves his legacy as a visionary leader?																																								
Key Vocabulary and Skills:	Revolutionary, visionary, heretic, pharaoh, Amarna Period, 18th Dynasty Egypt, foreign policy, domestic policy, monotheism, polytheism																																								
Screencast Link(s)	Deconstructing the RQ, Part 2																																								
Materials:	Teacher computer, LCD Projector, Chromebook/iPad or personal device, APEC Essay Outline paper copy or Google Classroom																																								
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></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			✓	✓
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Lesson:

<p><u>I. Introduction (Teacher organized)</u> Demonstrate to the class how to breakdown the research question. Emphasize the significance of highlighting key aspects of the question and what the command term means in answering the question. Throughout the exercise field any questions students may have.</p>	<p>Resources: Deconstructing the RQ Activity</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u> Instruct students to identify factors that can be used to demonstrate Akhenaten's rule as a visionary or heretic. The factor must be broad such as domestic policies, foreign policies, treatment of citizens, etc. The factors must be broad enough so that students can examine both perspectives (visionary and heretic) of Akhenaten's rule. Students can break into small groups and discuss/share ideas. As a whole class, students can identify major factors that can be used as themes in their essay. Then students can rank these factors in order of importance. As this discussion takes place, make sure to remind students that the ranking of most important factors will be determined by their thesis position as they address the research question.</p>	<p>Resources: Deconstructing the RQ Activity</p>
<p><u>III. Collaborative Learning (Student focused activity)</u> Students will use the remaining class time to work on their essay outline. Students may do this individually or collaborate with others. If students decide to work with other individuals it should be noted that this is for feedback and suggestions, not for "copying" the arguments word-for-word. This exercise is intended for students to seek clarification and help with integrating evidence collected through the research process.</p>	<p>Resources: Essay Outline</p>
<p><u>IV. Grande Finale</u> On the following day students will have 80 minutes to write their in-class essay. Students must submit outline with completed essay.</p>	<p>Resources: Essay Rubric</p>
<p><u>Reflection (Self assessment of learning target. Formative feedback)</u> Students must submit the outline with the final copy of the essay. Students will also have an opportunity to redo the essay once it has been marked and written feedback is provided.</p>	<p>Resources: Completion Rubric</p>
<p><u>Differentiation</u> Teacher can provide the themes for students who cannot find common factors through the evidence collected. Teacher can show individual students who need extra support how to integrate evidence to support themes.</p>	<p>Resources:</p>