Unit: Ma'at and Climate Change: Ancient Wisdom for Modern Challenges

Grade Level: Middle School (Adaptable for Grades 6-8)

Duration: 3 Weeks

Stage 1: Desired Results

Established Goals (Standards)

Common Core Standards:

° **ELA-Literacy.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

° **ELA-Literacy.W.6-8.1:** Write arguments focused on discipline-specific content.

° **ELA-Literacy.SL.6-8.4:** Present claims and findings, sequencing ideas logically.

NGSS Standards:

° **MS-ESS3-3:** Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.

° **MS-ESS3-5:** Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Understandings

Students will understand that:

• Ma'at, a principle of balance, harmony, justice, and truth, was central to the sustainability of ancient Egyptian civilization.

• Modern society faces significant ecological challenges due to a lack of balance and harmony with the environment.

• Integrating principles of Ma'at could offer valuable insights and potential solutions to current climate change issues.

Essential Questions

1. What is Ma'at, and why was it significant in ancient Egyptian culture?

2. How did the principles of Ma'at contribute to the sustainability of ancient Egyptian civilization?

3. What parallels can be drawn between the ecological practices of ancient Egypt and current environmental challenges?

4. How can the concept of Ma'at be applied to address modern climate change?

Knowledge and Skills

Students will know:

- Key concepts of Ma'at and its role in ancient Egyptian society.

- Current global climate change issues and human impacts on the environment.

- Strategies for applying ancient wisdom to modern challenges.

Students will be able to:

- Conduct independent research and inquiry.

- Analyze and synthesize information from multiple sources.

- Collaboratively design and present solutions to ecological challenges.

- Communicate their findings through various media (e.g., presentations, podcasts, blog posts).

Stage 2: Assessment Evidence

Performance Task Menu

Students will choose from the following options for their culminating project. Each task must integrate their understanding of Ma'at, ancient Egypt, and climate change:

1. **Multimedia Presentation:**

   o Create a multimedia presentation (e.g., Prezi, PowerPoint, Google Slides) that synthesizes their research on Ma'at, ancient Egypt, and climate change. Include visuals, text, and possibly video clips.

2. **Podcast Series:**

   o Produce a series of podcast episodes discussing different aspects of Ma'at and how its principles can be applied to modern environmental challenges.

3. **Documentary Video:**

   o Create a documentary video exploring the concept of Ma'at and its relevance to today's climate issues, incorporating interviews, research findings, and narration.

4. **Research Paper:**

   o Write a detailed research paper analyzing the principles of Ma'at and proposing ways to apply these principles to modern climate change solutions.

5. **Blog Series:**

   o Develop a series of blog posts that explain the key concepts of Ma'at, the history of ancient Egypt, and their connections to current environmental issues.

6. **Public Service Announcement (PSA):**

- o Create a PSA in video or audio format, advocating for environmental actions inspired by the principles of Ma'at. This can be shared on social media or school platforms.

Other Evidence

Formative Assessments:

- o Interactive journals with reflections, sketches, and questions.
- o Short quizzes and concept maps.
- o Peer feedback and self-assessment checklists.
- o Exit tickets and daily reflections.

Summative Assessments:

- o Final presentations to the class or community.
- o Detailed rubrics assessing content knowledge, creativity, application of Ma'at, and presentation skills.

Stage 3: Learning Plan

Week 1: Introducing Ma'at and Student Inquiry

Day 1-2:

ENGAGE:

- o **Entry Event:** Introduce the unit with a thought-provoking question and a video/story on Ma'at.
    - o Suggested brief introduction to Ma'at: https://vimeo.com/996725422/3c79aee73e
- o **Discussion:** Initial discussion on what students know about ancient Egypt and climate change.
- o **Thinking Routine:** "See-Think-Wonder" on images or artifacts related to Ma'at.

EXPLORE:

- o **Inquiry Questions:** Develop their own research questions about Ma'at and ancient Egypt.
- o **Research:** Conduct independent research using diverse resources (books, articles, videos).
- o **Resource Station Rotation:** Rotate through resource stations, gathering information.

EXPLAIN:

- o **Group Discussions:** Share and discuss findings, focusing on Ma'at's influence on ancient Egyptian culture.
- o **Formative Assessment:** Reflection journals and exit tickets with specific prompts about their findings and questions.

Day 3-5:

- **Thinking Routine:** "Think-Pair-Share" about initial findings and further questions.

- **Explore:** Continue independent research and document findings.

- **Explain:** Create and present initial infographics on key aspects of Ma'at.

- **Formative Assessment:** Peer reviews of infographics, focusing on clarity and depth of understanding.

Week 2: Connecting Ma'at to Modern Climate Issues

Day 6-7:

ENGAGE

- ○ **Provocation:** Present a news article or short documentary on climate change.

- ○ **Discussion:** How can Ma'at principles be applied to modern climate issues?

EXPLORE:

- ○ **Student-Led Research:** Choose specific climate change topics and explore them through the lens of Ma'at.

- ○ **Collaborative Inquiry:** Form groups to explore different aspects of climate change (e.g., pollution, deforestation, global warming).

EXPLAIN:

- ○ **Group Presentations:** Present findings on how Ma'at principles could address their chosen climate issue.

- ○ **Formative Assessment:** Peer feedback and teacher check-ins.

Day 8-10:

- **Thinking Routine:** "Circle of Viewpoints" to explore different perspectives on climate change solutions.

- **Pre-visit Curriculum**: Support student's visit to the museum with our three-part museum curriculum, located on our educator resource page.

- **Field Trip:** Visit to the Rosicrucian Egyptian Museum (in person or virtually). Use "See, Think, Wonder" during the visit.

- **Post-visit Curriculum**: Discuss and connect their research at the museum to their current research.

- **Explain:** Reflect on the museum visit and how it deepened understanding of Ma'at and its potential applications.

- **Formative Assessment:** Reflection journals and concept maps linking Ma'at principles to modern environmental practices.

Week 3: Synthesizing and Applying Knowledge

Day 11-13:

- **Engage:** Reflect on the museum visit and brainstorm project ideas.

- **Explore:** Work on their culminating projects, integrating their research and findings.

- **Workshops:** Mini workshops on skills needed for projects (e.g., multimedia presentation, podcasting, writing).

- **Explain:** Peer review of project drafts, using specific criteria and rubrics.

- **Thinking Routine:** "Connect-Extend-Challenge" to refine projects.

- **Formative Assessment:** Peer and self-assessment checklists, teacher conferences.

Day 14-15:

- **Elaborate:** Finalize projects and prepare for presentations.

- **Evaluate:** Community presentation day where students present their projects. Use rubrics for assessment.

- **Summative Assessment:** Detailed rubrics for final presentations.

UDL Strategies

- Provide resources at various reading levels.

- Offer multiple means of engagement, representation, and expression.

- Use scaffolding techniques to support diverse learners.

- Flexible grouping to cater to different learning styles.

Reflective Enhancements

1. **Student Autonomy:** Emphasize student choice and voice in selecting research topics, formats for presenting findings, and types of culminating projects.

2. **Inquiry-Based Learning:** Foster a culture of inquiry by encouraging students to ask questions, seek answers, and reflect on their learning processes.

3. **Interdisciplinary Connections:** Ensure connections between history, science, and ethics are explicit and meaningful, making the learning experience holistic.

4. **Community Engagement:** Incorporate community experts, virtual guest speakers, and partnerships to enrich the learning experience.

5. **Reflective Practices:** Regular reflective practices, such as journaling and discussions, to help students internalize their learning and its relevance to their lives.