

PODCAST - SEASON 1



Ancient Mesopotamia Common Core Lesson Plan

Gojko Barjamovic, Kim Ryholt



Ancient Mesopotamia Common Core Lesson Plan:

Common Core Curriculum: World History, Grades K-2 Great Minds,2014-03-11 Comprehensive Common Core curriculum for World History Grades K 2 The Alexandria Plan is Common Core s curriculum tool for the teaching of United States and World History It is a strategic framework for identifying and using high quality informational texts and narrative nonfiction to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA while also sharing essential historical knowledge drawn from the very best state history and civics standards from around the country The curriculum is presented in this four volume series Common Core Curriculum United States History Grades K 2 Common Core Curriculum World History Grades K 2 Common Core Curriculum United States History Grades 3 5 and Common Core Curriculum World History Grades 3 5 Features of each book include Learning Expectations which articulate the key ideas events facts and figures to be understood by students in a particular grade span Suggested anchor texts for each topic In depth text studies comprised of text dependent questions student responses and assessments based on a featured anchor text Select additional resources Concise Era Summaries that orient both teachers and students to the historical background The curriculum helps teachers pose questions about texts covering a wide range of topics This volume Common Core Curriculum World History Grades K 2 introduces lower elementary students to 18 key eras in world history from the discovery of fire to modern globalization through stories that they will treasure forever

Problems of Canonicity and Identity Formation in Ancient Egypt and Mesopotamia Gojko Barjamovic,Kim Ryholt,2016-04-24 The term canonicity implies the recognition that the domain of literature and of the library is also a cultural and political one related to various forms of identity formation maintenance and change Scribes and benefactors create canon in as much as they teach analyze preserve promulgate and change canonical texts according to prevailing norms From early on texts from the written traditions of ancient Mesopotamia and Egypt were accumulated codified and to some extent canonized as various collections developed mainly in the environment of the temple and the palace These written traditions represent sets of formal and informal cultures that all speak in their own ways of canonicity normativity and other forms of cultural expertise Some forms of literature were used not only in scholarly contexts but also in political ones and they served purposes of identity formation This volume addresses the interrelations between various forms of canon and identity formation in different time periods genres regions and contexts as well as the application of contemporary conceptions of canon to ancient texts

Resources in Education ,1993

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Transforming Schools Using Project-Based Learning, Performance Assessment, and Common Core Standards Bob Lenz, Justin Wells, Sally Kingston, 2015-01-27 It's not what students know but what they do with what they know that is important Schools are changing in response to this reality and in *Transforming Schools Using Project Based Learning Performance Assessment and Common Core Standards* Bob Lenz Justin Wells and Sally Kingston draw on the example of the Envision Education schools as well as other leading schools around the country to show how the concept of deeper learning can meet the need for students who are both college and career ready and engaged in their own education In this book the authors explain how project based learning can blend with Common Core aligned performance assessment for deeper learning You'll discover how many schools have successfully made the transition from traditional teacher centered learning to project based deeper learning and find many practical ideas for implementation Companion DVD and website include videos showing how to implement deeper learning strategies in the classroom Evidence based descriptions show why deeper learning is right for students Performance assessment experts explain how to align assessments with Common Core by shifting the emphasis from knowing to doing Extensive game plan section provides step by step guidance for change Schools are complex organizations and transformation involves all of the stakeholders from students to superintendents But as this book shows there are amazing benefits to be realized when everyone commits to diving deeper into learning

Encoding Metalinguistic Awareness E. Cancik-Kirschbaum, J. C. Johnson, 2019-12-31 The Ancient Near East provides a particularly striking example for the dynamics of knowledge transfer throughout space and time The civilizations that emerged here at the dawn of history attest to continuous processes of exchange adaption and negotiation to the emergence of content and its reconfiguration to diffusion disappearance and resurgence of themes concepts topics and ideas In the late fourth millennium the creation and implementation of supraregional notational systems in southern Mesopotamia triggers a cognitive revolution within a few centuries the use of writing becomes a dominant cultural technique and over the subsequent millennia the technique of wedge writing spreads throughout southwest Asia Numerous indigenous cuneiform subcultures came into being in a wide variety of times and

places but these distinct instantiations were held together and preserved the possibility of common legibility through shared practices of teaching and learning a common core of textual materials and not least a systematic instrumentarium for representing speech and notation This repertoire is part of each of these streams of tradition which characterise the cuneiform cultures as a whole In light of the centuries of tradition the great effort that has gone into its construction and maintenance as well as the preservation of original linguistic materials and their translation into more familiar languages the validity of this scientific tradition broadly conceived cannot be disputed Still even if the historical processes of transmission within the cuneiform world and the difficulties of translating cuneiform sources into non cuneiform traditions prevented a general and far reaching mobilisation of the cuneiform sources as vehicles for scientific reflection these same factors also ensured its continued survival in Mesopotamia and Syria for not centuries but rather millennia One of the most important components of this process was the awareness of practitioners about language its role for and its impact on the generation of knowledge and specifically about linguistic patterns Among the literally innumerable textual artefacts from the ancient Near East there are some that both explicitly and implicitly encode traces of this distinctively linguistic awareness It was in pursuit of these traces of meta linguistic awareness that the participants in this volume came together *Resources in Education*

,1993 **Why Knowledge Matters** E. D. Hirsch,2019-01-02 In *Why Knowledge Matters* E D Hirsch Jr presents evidence from cognitive science sociology and education history to further the argument for a knowledge based elementary curriculum Influential scholar Hirsch author of *The Knowledge Deficit* asserts that a carefully planned curriculum that imparts communal knowledge is essential in achieving one of the most fundamental aims and objectives of education preparing students for lifelong success Hirsch examines historical and contemporary evidence from the United States and other nations including France and affirms that a knowledge based approach has improved both achievement and equity in schools where it has been instituted In contrast educational change of the past several decades in the United States has endorsed a skills based approach founded on Hirsch points out many incorrect assumptions about child development and how children learn He recommends new policies that are better aligned with our current understanding of neuroscience developmental psychology and social science The book focuses on six persistent problems that merit the attention of contemporary education reform the over testing of students in the name of educational accountability the scapegoating of teachers the fadeout of preschool gains the narrowing of the curriculum to crowd out history geography science literature and the arts the achievement gap between demographic groups and the reliance on standards such as the Common Core State Standards that are not linked to a rigorous curriculum *Why Knowledge Matters* makes a clear case for educational innovation and introduces a new generation of American educators to Hirsch s astute and passionate analysis **Extending the Ground of Public Confidence** Janie Hubbard,2019-09-01 In these times and for future generations students must learn how to analyze constantly changing issues decipher media as truth or fake news and contest highly competitive biased informational sources

Students must develop knowledge skills and attitudes necessary for leveraging their capacity as active citizens charged with holding institutions accountable for truthfully addressing and protecting civil liberties

Extending the Ground of Public Confidence Teaching Civil Liberties in K 16 Social Studies Education is a book grounded in current scholarship and seeks to address the need for a practical user friendly resource for teaching civil liberties in K 12 social studies and teacher education

This book brings together chapter length discussions about various issues introduced first from historic perspectives and then compared and described in modern terms Such topics include though are not limited to disputes surrounding freedom of speech and religion power issues defending property rights debates on security of persons and privacy free exercise of assembly and expression and the endless debate about who can and cannot vote in U S elections Each chapter contains teaching ready inquiry based learning activities framed by the National Council for the Social Studies NCSS College Career and Civic Life C3 Inquiry Arc 2013 Students 1 develop questions and plan investigations 2 apply disciplinary concepts and tools 3 gather evaluate and use evidence and 4 work collaboratively to communicate conclusions and take informed action Lesson ideas engage learners across age groups and grade levels in learning that fosters informed sustainable actions aimed at upholding and protecting civil liberties

ANTIQUITY ,2001

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