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| **Unit 4/Week 4** | **Text** *Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs* |
| **Grade 4** | **subject:**   ELA  SS  SCI  Math  |

Preparation

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| **content objectives:** * Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it, using specific evidence when writing and speaking to support conclusions drawn from the text.

*\*Teachers can write or adjust content objectives to meet the needs of their students.* | **language objectives:** * Through discussion and writing students will demonstrate an understanding of word relationships and nuances in word meaning.

*\*Teachers should review the text dependent questions in order to specifically identify which language features being addressed. Those language features should be inserted into the objective.* * Students will engage in a range of collaborative discussions and build on others’ talk in conversation by responding to the comments of others through multiple exchanges.

*\*Collaborative discussion includes one-on-one partnerships with students and/or adults, small groups, and the whole class.* *\*Teachers should identify and incorporate those language features necessary for students to effectively communicate their ideas to one another.* |
| **accommodations (IEP/504):** Use appropriate accommodations as designated by students’ IEPs and in response to students’ needs.  | **materials*** Planning Template
* Student Anthology
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| **ela**/**literacy standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL 4.10, W.4.2, W.4.4, SL.4.1, SL.4.2, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5 | **content area standards:** N/A |
| **instructions:** First Reading: During the first reading students will read to understand the purpose of the text. On level students will read the text independently. Below level readers will read the text with the teacher, a partner or using the listening center. Rereading (2 lessons): During the next days or class periods, students will reread and discuss important sections of the text to examine the author’s choice of vocabulary, syntax, and literary elements through text dependent questions. Students will cite evidence from the text to gain deeper meaning. During these lessons students may be asked to record their ideas in writing. Culminating Writing Task: Students are challenged to organize their thinking and cite evidence to explain the big ideas of the text.  |

Building Academic Vocabulary

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| **embedded instruction** (Tier 3 & Tier 2)Identify vocabulary words that require some attention in order for students to comprehend the text. Define these words quickly in context, using a student friendly definition. | **extended instruction** (Tier 2)Identify vocabulary words that build academic language and are essential to comprehending the text. These words may be defined quickly in context, but will be revisited for students to integrate into their vocabulary.  |
| spellbound (pg 472) – enchanted or fascinatedhieroglyphs (pg 473) – system of writing that uses pictures to represent words, particularly used by ancient Egyptiansscholars (pg 474) – a learned person; a student pharaohs (pg 475) – a title of an Egyptian kingconquered (pg 475) – take over through fightingbombarded (pg 476) – to attack; to assail vigorouslytraitor (pg 476) – a person who betrays anotherinscriptions (pg 478) – something inscribedlink (pg 478) – anything serving to connect one part or thing with another translate (pg 480) – to change written or spoken words into another languageexpedition (pg 481) – an excursion or journey made for some specific purpose | decipher (pg 474) – to make out the meaning ofsacred (pg 479) – devoted or dedicated to some religious purposetriumph (pg 480) – victory or success |

Teacher overview

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| **big ideas and key understandings:** If you seek knowledge, without giving up, you will find the answer. | **synopsis:** This biography tells the story of a young boy named Jean-Francois who studies ancient Egypt and becomes determined to unlock the secrets of Egyptian hieroglyphics. He accomplishes this goal by translating the Rosetta Stone. |

Lesson

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| **introduction**/**opening: “**Today we will read *Seeker of Knowledge*. All good readers pay close attention to the text. As we read today I want you to be thinking about the text and its meaning.”  |
| **text dependent questions*** Begin with a “winnable” question that will help orient students to the text.
* The sequence of questions should build a gradual understanding of the key meanings.
* Questions should focus on a word/phrase, sentence or paragraph.
 | **responses*** Answers that reference the text.
* Multiple responses may be provided using different pieces of evidence
* Inferences must be grounded logically in the text
 | Teachers Notes:*Explain the meaning of the phrase “fire burning bright in his eyes.”* |
| Page 472 (stop at paragraph 4)What have we learned about Jean-Francois so far? | Jean-Francois Champollion was born in 1790. Jean-Francois Champollion is an eleven-year-old boy. He goes to school in Grenoble, France. He met a famous scientist. He wants to go to Egypt. He uses his imagination. |
| Page 473 Jean-Francois is sure that he will one day discover the key to Egyptian hieroglyphs. Using the text and illustrations, how does he begin to achieve this goal? | He stays up late reading the books. His brother helps him by getting down the books and buying him notebooks. He fills the notebooks with hieroglyphs. Even though he can’t read the Egyptian words, he dreams that one day he will. |
| Pages 474-475How does the scholars’ interaction with Jean-Francois compare to that of Napoleon? (this question can be rephrased and paraphrased)  | The scholars turn Jean-Francois away because they think that the work is too difficult for a boy. Napoleon’s interaction with Jean-Francois is very different. He sat up all night listening spellbound to Jean-Francois and his dreams. He promised to send him to Egypt one day.  |
| Page 475 What evidence does the author provide that Jean-Francois is a seeker of knowledge? | There is a “fire burning bright in his eyes”. He was a genius who had already learned all the known ancient languages. He would not rest until he had found the answer. He taught school. He talked about Egypt. He dreamt of discovery.  |
| Page 477 (after paragraph 1)How does the relationship between Jean-Francois and Napoleon affect his quest for knowledge? | The people were angry at Jean-Francois because he was a friend of Napoleon. The pointed fingers at him and called him a traitor. Jean-Francois had to flee into the woods and leave his notebooks behind. It was months before he saw his notebooks again. It does not affect Jean-Francois determination, even though many said an Englishman would be the first to solve the mystery of Egyptian writing.  |
| Pages 478-480What did Jean-Francois mean when he exclaimed, “I have the key!”?  | He meant that he had deciphered the code of Egyptian hieroglyphs and was the first to be able to translate the ancient writing. He used information sent to him by a friend of the names of pharaohs to discover that the pictures were sounds too, not single letters but syllables and even whole words.  |
| Pages 480-481How does Jean-Francois continue to seek knowledge? | Jean-Francois went on an expedition to Egypt to uncover more secrets. Jean-Francois entered ruins of a temple. |
| **culminating question:**What challenges did Jean-Francois face and how was he able to overcome these challenges in order to achieve his goal? Be sure to use evidence from the text to support your ideas. |
| **closing:** Highlight key skills and strategies students used while making meaning of the text. *For example: I like the way Bryce cited evidence from the text. I noticed Joe was inferring meaning when he recognized that Jessie was feeling guilty.*  |
| **assessment:** observation checklist, written response |