Generalitat de Catalunya
Departament d'Educació

GEP Generació Plurilingüe

The Scribe Academy: a guide for sustainable Civilizations

GEP2: 2024-2025

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IDENTIFICATION OF THE GEP PROJECT	
TITLE	The lost knowledge of the Scribe Academy
STUDENTS' CEFR LEVEL (A1, A2...)	A1, A1+, B1
GRADE	1st ESO
CONTENT AREA(S)	History, Geography and English
NUMBER OF SESSIONS (4, 6 OR 9)	6
TEACHER(S) INVOLVED	Sandra Martínez and Teresa Solà
KEYWORDS	archaeology, ancient civilizations, Egypt, Mesopotamia, sustainability, SDGs, scribe, history, environment

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OUR PROJECT

INTRODUCTION

In this project, we are going to become young archaeologists! We will discover *The Scribe Academy*, a special school for scribes in Ancient Egypt and Mesopotamia. In each session, we will learn about their writing, tools, and daily life. We will also think about how this ancient knowledge can help us today. Each group will work on a chapter of a guide called *The Lost Knowledge of the Scribe Academy: A Guide for Sustainable Civilizations*.

DRIVING QUESTION

What can Ancient Egypt and Mesopotamia teach us about creating a sustainable civilization?

FINAL PRODUCT

At the end of the project, we will create a guide called *The Lost Knowledge of the Scribe Academy: A Guide for Sustainable Civilizations*. This guide will help people understand how ancient civilizations lived and how we can use their ideas to make our world better today. Each group will work on one chapter and present it to their mates.

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	LESSON PLANNING			
SDGs *Specify if your project focuses on any of them*	**SDG2 (Zero hunger), SDG4 (Quality education), SDG6 (Clean water and sanitation), SDG11 (Sustainable cities and communities), SDG15 (Life on land), SDG8 (Decent work and economic growth)**			
Extret del nou curriculum (en Català)			**Developed by the teacher (in English)**	
ÀREA	**COMPETÈNCIES ESPECÍFIQUES**	**SABERS**	**LEARNING OBJECTIVES**	**ASSESSMENT CRITERIA & TOOLS**
Llengua estrangera	***Competències específica 3:*** *Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees, sentiments i conceptes.* ***Competència específica 4.*** *Comprendre, interpretar i analitzar, amb sentit crític i diferents propòsits de lectura, textos escrits i multimodals reconeixent el sentit global i les idees principals i secundàries, identificant la intenció de l'emissor, reflexionant sobre el contingut i la forma i avaluant-ne la qualitat i fiabilitat, per tal de construir coneixement i donar resposta a necessitats i interessos comunicatius diversos.* ***Competència específica 5.*** *Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició, amb regulació dels iguals i autoregulació progressivament autònoma, i atenent les convencions pròpies del gènere discursiu triat, per construir coneixement i*	***Saber****: Interès en la realització d'intercanvis comunicatius a través de diferents mitjans amb parlants o estudiants de la llengua estrangera, per al desenvolupament i millora de l'aprenentatge de la llengua.* ***Saber****: Utilització d'eines analògiques i digitals d'ús comú per a la comprensió, producció i coproducció oral, escrita i multimodal; i plataformes virtuals d'interacció i col·laboració educativa (aules virtuals, videoconferències, eines digitals col·laboratives...) per a l'aprenentatge, la comunicació i el desenvolupament de projectes amb parlants o estudiants de la llengua estrangera.* ***Saber****: Aplicació d'estratègies d'ús comú per a la planificació, execució, control i reparació de la comprensió, la producció i la coproducció de textos orals, escrits i multimodals, com ara*	***Students will be able to ...*** *Collaborate with peers in English, using W-questions and appropriate language structures to communicate findings effectively, about the use of sustainable practices in Ancient Civilizations.* *Interpret historical texts, maps, and artifacts in English, extracting key information to support research and discussions.* *Develop a multimedia presentation, using clear*	***1.1*** *Engages effectively in group discussions, using W-questions and appropriate language structures to communicate ideas and findings clearly.* ***Assessment tool:*** *Teacher's direct observation* ***Curriculum criteria:*** *Llengua estrangera (3.1) and Ciències Socials (7.1).* ***2.1.*** *Extracts and synthesizes key information from historical texts, maps, and artifacts in English, demonstrating an understanding of their significance.* ***Assessment tool:*** *Investigator's journal* ***Curriculum criteria:*** *Llengua estrangera (4.1) and Ciències Socials (3.5).* ***3.1.*** *Designs and delivers a multimedia presentation with clear pronunciation, logical structure, and appropriate use of digital*

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	donar resposta de manera informada, eficaç i creativa a demandes comunicatives concretes.	*reformular, comparar i contrastar, resumir, col·laborar, debatre, resoldre problemes i gestionar situacions compromeses, identificar informació rellevant, realitzar inferències, determinar l'actitud i el propòsit del parlant, en situacions comunicatives informals, semiformals, no formals i formals.*	*pronunciation, well-structured sentences, and digital tools.*	*tools.* ***Assessment tool:*** *Peer assessment + Rubric* ***Curriculum criteria:*** *Llengua estrangera (5.1.) and Ciències Socials (7.4.).* ***3.2.*** *Uses a range of appropriate grammatical structures, including past simple and comparative forms, to produce accurate and coherent oral and written texts.* ***Assessment tool:*** *Reading Comprehension Worksheet + Investigator's Journal* ***Curriculum criteria:*** *Llengua estrangera (5.2) and Ciències Socials (3.5).*
Ciències Socials	***Competència específica 3:*** *Interpretar canvis i continuïtats històriques per comprendre problemes actuals i proposar solucions relacionades amb els ODS.*	***Saber:*** *ODS i sostenibilitat: anàlisi de la relació entre les pràctiques agrícoles antigues i els ODS, destacant la rellevància de la gestió sostenible de l'aigua.*	*Compare the trade and social structures of both civilizations, explaining their impact on modern societies through spoken and written English.*	***4.1.*** *Describes and contrasts the trade and social structures of Mesopotamia and Egypt, making connections to modern economic and social systems through spoken and written English.* ***Assessment tool:*** *Rubric* ***Curriculum criteria:*** *Llengua estrangera (5.1) and Ciències Socials (7.4).* ***4.2.*** *Investigates how ancient civilizations' technological and agricultural innovations shaped their survival and expansion.* ***Assessment tool:*** *Rubric* ***Curriculum criteria:*** *Llengua estrangera (4.1) and Ciències Socials (7.2).*
	Competència específica 7: *Identificar els fonaments de les identitats individuals i col·lectives, valorant les expressions culturals i el patrimoni com a factors de cohesió social.*	***Saber:*** *Dignitat humana i drets universals: Reflexió sobre el coneixement antic com a part del patrimoni cultural que mereix ser preservat i valorat.*	*Analyze how water management in Mesopotamia and Egypt contributed to sustainability using past simple and subject-specific vocabulary.*	***5.1.*** *Identifies and explains how water management strategies in Mesopotamia and Egypt contributed to sustainability, using past simple and relevant historical vocabulary.* ***Assessment tool:*** *Rubric* ***Curriculum criteria:*** *Llengua estrangera (4.1) and Ciències Socials (3.1).* ***5.2.*** *Recognizes and values the cultural heritage of Mesopotamia and Egypt, explaining its relevance in modern society and the need for its preservation.* ***Assessment tool:*** *Rubric* ***Curriculum criteria:*** *Llengua estrangera (4.1) and Ciències Socials (3.1).*

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CONTENT (KNOWLEDGE AND SKILLS)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- The role of scribes: Recognizing the value of literacy and education in ancient civilizations and its connection to societal development. - Agriculture and water management: exploring ancient irrigation systems and their impact on soil fertility and food security. - Trade and economic systems: understanding the relationship between commerce and the prosperity of ancient cities. - Respect for nature and sustainability: exploring religious rituals and ceremonies to honor natural resources. - Historical and cultural heritage: identifying the contributions of ancient civilizations to modern societies.	- Organizing and synthesizing data to identify connections between ancient civilizations and modern sustainability practices. - Analyzing the impact of natural resources, education, and trade on societal growth. - Reflecting on the relevance of ancient practices in addressing current challenges such as food security and water management. - Working collaboratively in groups to create a comprehensive guide on sustainability based on ancient practices. - Comparing and contrasting practices across civilizations to propose modern applications. - Designing visual representations of historical concepts, such as irrigation systems, trade routes, and rituals. - Writing structured texts to explain historical and cultural knowledge.

CONTENT-OBLIGATORY LANGUAGE

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See the Foreign Language curriculum of the year you have chosen and select:

1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)*
3. *Interactional language*

1. *Learning specific terms related to ancient civilizations: scribes, irrigation systems, cuneiform, hieroglyphs, rituals, gods and goddesses, trades routes, flooding (of the Nile), fertile soil, sustainability, food security, commodities, bartering, interdependence, prosperity, literacy, education, knowledge preservation, academy.*
   Key verbs: analyze, compare, contrast, explain, illustrate, identify, describe, reflect, organize
   Sentence starters: "The role of the scribe was important because...", "This civilization relied on...", "In comparison to..."
   Connectors: because, as a result, for example, however, therefore, similarly, in contrast.
   W questions: What did the scribes write on? Why was water important in ancient civilizations?
2. *Discourse Genres: Narrative (writing a diary entry as a scribe), Explanatory (explaining ancient systems; e.g., irrigation, trade routes), Argumentative (debating the importance of education in ancient and modern times), Descriptive (describing agricultural practices, religious rituals or city layouts), Comparative (contrasting ancient practices with modern sustainability practices).*
   Text types: Diary entry (students will write as scribes describing their day), Informational text (explaining a historical practice, e.g., how the Nile's flooding ensured agricultural success), Reflection (writing about connections between ancient practices and SDGs), Group presentation script (organized speech explaining their findings and visual materials).
3. *Classroom phrases ("Can you explain that again?", "What does this word mean?"), Collaborating with peers ("Let's compare our answers", "How should we organize this?"), Presenting findings ("Our chapter focuses on...", "This diagram shows how..."), Debating ("I think education was more important because...", "But without irrigation, they wouldn't have food")*
   Language for feedback and reflection: "I think you could add more details about...", "I liked how you explained...", "What I learned from this activity is..."

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REFERENCES

COMMENTS (OPTIONAL)

The implementation of this PBL is designed for 1st-year ESO, specifically for classes 1A and 1B.
In 1B, where SIEI students are integrated into the classroom, this PBL includes specific SIEI activities designed to provide a more manipulative and accessible approach. These activities maintain a strong connection to both the social sciences curriculum and English language learning, allowing SIEI students to engage meaningfully with the content.
By incorporating differentiated instruction, this project fosters active participation, collaborative learning, and equal opportunities for all students, reinforcing the principles of inclusion and educational equity.

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USEFUL ABBREVIATIONS YOU CAN USE						
SKILLS	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
INTERACTION	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

UNIT OVERVIEW

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
1	***Presentation about Mesopotamia and Egypt civilizations.***	***30 min***	**R - I - L**	**WG**	**Genially present.**	**TA**
	Vocabulary activity	***10 min***	**R-W-I**	**SG**		**SA**
	Subtitled video where Mariam and Samir present their discovery of the Scribe Academy.	***5 min***	**L - R**	**WG**	**Video**	**TA**

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	Final product presentation: Students must create a guide titled The Lost Knowledge of The Scribe Academy: A Guide for Sustainable Civilizations.	*10 min*	S-I	WG	Genially present.	TA - group assignment

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
2	*Students receive a canopic jar containing the 'original' texts from the Scribe Academy for each chapter of the guide, along with a folder with information from Mariam and Samir.*	10	R-I	SG		TA
	Activity 1: Vocabulary related to each topic.	10	R-W-I	SG		TA
	Activity 2: Questions about the topic.	30	R-W-I	SG		TA
	Activity 3: Fill in the *My Investigator's Journal.*	10	W			AT
3	*Students receive a canopic jar containing the 'original' texts from the Scribe Academy for each chapter of the guide, along with a folder with information from Mariam and Samir.*	10	R-I	SG		TA
	Activity 1: Vocabulary related to each topic.	10	R-W-I	SG		TA

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	Activity 2: Questions about the topic.	30	R-W-I	SG		TA
	Activity 3: Fill in the *My Investigator's Journal*.	10	W			AT
4	*Students receive materials from Mariam and Samir that connect each topic to current issues and the SDGs.*	10	R-I	SG		TA
	Activity 1: Vocabulary related to each topic.	10	R-W-I	SG		TA
	Activity 2: Answer the questions.	30	R-W-I	SG		TA
	Activity 3: Fill in the *My Investigator's Journal*.	10	W			AT
5	Activity 1: In groups, read the materials.	15	R-I	SG		TA
	Activity 2: Create the slides with Canva	25	R-W-I	SG	CANVA	TA
	Activity 3: Prepare the oral presentation	20	R-I	SG		TA
6	Activity 1: Prepare the oral presentation	5	I-R-S	SG		TA
	Activity 2: Oral presentation of each chapter to the rest of the class group.	40	S	S-WG	CANVA	PA-TA-AT

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	Activity 3: Investigator's journal. Reflection at the end of the chapter	**10**	**W**			**AT**

SESSION PLANNING

SESSION 1: Lessons from Egypt and Mesopotamia

OBJECTIVES OF THE SESSION:
Analyze the purpose and structure of the project (Guide of Sustainable Civilizations).
Examine the key characteristics of Mesopotamia and Egypt.
Reflect on the connections between ancient civilizations and sustainable practices.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: *civilization, sustainability, agriculture, education, trade, spirituality, environment, knowledge, prosperity.*

Key phrases:

- **"Ancient Egypt and Mesopotamia teach us about..."**
- **"Water was essential for..."**
- **"Education/Trade contributed to progress by..."**
- **"Sustainable living requires..."**
- **"This knowledge can be applied today in..."**

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SESSION	ACTIVITIES					
1.1	*Presentation about Mesopotamia and Egypt civilizations* *Highlight questions in the presentation to the whole group:* - *Did these civilizations use resources sustainably?* - *How did their practices help them grow?* *Connect discoveries directly to modern ideas of sustainability (linking to SDGs like water management, food security and quality education).* *Explanation of the geographical location of both civilizations, the use of water, and the invention of writing.*	*30 min*	R - I - L	WG	Genially present.	TA
1.2	*Vocabulary activity, to make students acquaintance with specific lexicon.*	*10 min*	R-W-I	SG		SA
1.3	*A subtitled video is shown where Alba (an archaeologist the students met in the previous PBL activity) introduces Mariam and Samir, two archaeologists who have discovered the remains of the Scribe Academy. Mariam and Samir ask the 1st ESO students for their help to uncover its secrets and use this knowledge in the modern world.*	*5 min*	L - R	WG	Video	TA
1.4	*Final product presentation: Students must create a guide titled The Lost Knowledge of The Scribe Academy: A Guide for Sustainable Civilizations. Each group will create a chapter of this guide using a Canva presentation, which they will present to their classmates during the final session.* *Distribution of topics among the class cooperative groups, created by the teacher:* • *Water and Agriculture for Sustainable Living*	*10 min*	S-I	WG	Genially present.	TA - group assignment

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	• ***Knowledge and Education as a Foundation for Progress*** • ***Sustainable Cities and Communities*** • ***Spirituality and Respect for the Environment*** • ***Trade and Economic Exchange for Prosperity***					

SESSION 2: How people lived in Ancient Civilizations?

OBJECTIVES OF THE SESSION:

Understand the importance of water management in Mesopotamia and Egypt.
Identify the significance of scribes in preserving knowledge.
Examine the structure and functionality of cities like Babylon and Thebes.
Recognize the connection between gods, nature, and sustainability.
Explore how trade contributed to the development of Mesopotamia and Egypt.
Learn and use specific vocabulary.
Develop reading comprehension and critical thinking skills by analyzing texts and maps.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- Academic language: *The rivers provided fertile soil for farming. Canals brought water to the fields.*
- Grammar: **Past tense:** *People dug canals to bring water.* **Cause and effect language:** *Because of the floods, the soil was fertile.*
- Task management language and language for discussing: *Complete the vocabulary activity. Answer the questions about the text. Discuss your answers with your group.*
- Interactive strategies: Asking and answering questions: *What did the Nile give to the people? Why is water important?*

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SESSION	ACTIVITIES					
G1	***What can we learn about water?*** ***Distribution materials:*** *Students from group 1 receive two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir in a canopic jar. These texts talk about the importance of rivers in both civilizations. They also get a research folder where the two archaeologists have added a map, information cards, two activity sheets, and a language support sheet. The teacher provides guidance if needed but encourages collaboration within groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity, in written form (match definitions and fill the gaps). (10')* • ***Activity 2:*** *(Individually and group) Complete a Jigsaw Reading activity to explore different aspects of water and agriculture, share findings in groups, and reflect on common ideas and surprising facts. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal, in written form. (10') (AT)*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**
G2	***The role of scribes*** ***Distribution materials:*** *Students from group 2 receive two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir in a canopic jar. These texts talk about the characteristics of the scribe's work. They also get a research folder where the two archaeologists have added information cards, three activity sheets, and a language support sheet. The teacher provides guidance if needed but encourages collaboration within groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2****: Decipher a hieroglyph (individually). (10')* • ***Activity 3:*** *(Individually and group) Complete a Jigsaw Reading activity to explore different aspects of writing, share findings in groups, and reflect on common ideas and surprising facts. (20')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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	• ***Activity 4:*** *(Individually) Fill in My Investigator's Journal. (10') (AT)*					
	SIEI activity: My name in hieroglyphs! ***Distribution materials:*** *Students from Group 2 SIEI receive an "original" text with hieroglyphic drawings (along with their alphabet conversion) and a set of symbols, sent by Mariam and Samir in a canopic jar. They also receive a research folder, where the two archaeologists have included two activity sheets, vocabulary flashcards and a blank Egyptian cartouche drawing. The teacher provides guidance, with the additional support of the SIEI teacher. (15')* • ***Activity 1:*** *Complete the activity sheet: translate these hieroglyphic words in english (individually). (15')* • ***Activity 2****: Activity sheet: fill the gaps with the translated words (individually). (15')* • ***Activity 3:*** *Stick the hieroglyphs that form your name into the empty cartouche. Just like a pharaoh! (Individually). (15')*	***60 minutes***	**R-W-I**	**SG**		**TA**
G3	***Babylon and Thebes*** ***Distribution materials:*** *Students from group 3 receive two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir in a canopic jar. These texts talk about how the cities of Babylon and Thebes were organized. They also get a research folder where the two archaeologists have added a map, information cards, two activity sheets, and a language support sheet. The teacher provides guidance if needed but encourages collaboration within groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2****: (Individually and group) Complete a Jigsaw Reading activity to explore different aspects of Ancient Cities, share findings in groups, and reflect on common ideas and surprising facts. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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G4	***What do the Gods teach us?*** ***Distribution materials:*** *Students from group 4 receive two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir in a canopic jar. These texts talk about the relationship between the deities of these ancient civilizations and nature. They also get a research folder where the two archaeologists have added information cards, two activity sheets, and a language support sheet. The teacher provides guidance if needed but encourages collaboration within groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2:*** *(Individually and group) Complete a Jigsaw Reading activity to explore different aspects of Religion and Nature, share findings in groups, and reflect on common ideas and surprising facts. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**
G5	***Trade in Mesopotamia and Egypt*** ***Distribution materials:*** *Students from group 5 receive two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir in a canopic jar. These texts talk about trade between ancient civilizations. They also get a research folder where the two archaeologists have added a thematic map, information cards, two activity sheets, and a language support sheet. The teacher provides guidance if needed but encourages collaboration within groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps)..(10')* • ***Activity 2:*** *(Individually and group) Complete a Jigsaw Reading activity to explore different aspects of trade and transport, share findings in groups, and reflect on common ideas and surprising facts. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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SESSION 3: Learnings from Ancient Civilizations

OBJECTIVES OF THE SESSION:

Analyze irrigation systems and their impact on food security.
Examine the training process for scribes and its significance in society.
Understand how city planning fostered safe and sustainable communities.
Explore how myths about gods reflect respect for natural resources.
Compare the goods traded by Mesopotamia and Egypt and their methods of transport.
Learn and use specific vocabulary.
Develop reading comprehension and critical thinking skills by analyzing texts and diagrams.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Academic Language:** *Irrigation canals brought water to fields. Farmers grew crops like wheat and barley.*
- ***Grammar:*** *Past tense (People built canals to solve the problem of dry land.) Cause and effect (Because there was little rain, irrigation was essential.)*
- ***Task Management Language:*** *Answer the questions about the text. Work together to complete the task.*
- ***Interactive Strategies:*** *Can you explain why canals were important? What crops did they grow?*

SESSION	ACTIVITIES					
G1	***Irrigation in Mesopotamia and The gift of the Nile*** ***Distribution materials:*** *Students from group 1 receive two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir in a canopic jar. These texts explain how both civilizations used river water in a technical way. They also receive a research folder with diagrams, information cards, and four activity sheets (they have the language support sheet from the previous session). The teacher helps if needed but encourages students to work together in their groups. (5')*	***60 minutes***	R-W-I	SG		SA + TA + AT

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	• ***Activity 1:*** *Students use flashcards to match vocabulary words with their definitions, then play a Taboo-style game to reinforce understanding by describing terms without using key words. (20')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (10')* • ***Activity 3:*** *(In group) Answer the questions that will help to create the chapter of the guide. (15')* • ***Activity 4:*** *(Individually) Fill in My Investigator's Journal (10')*					
G2	***The importance of education*** ***Distribution materials:*** *Students from group 2 receive in a canopic jar two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir. Students work independently to complete vocabulary activities and comprehension questions about scribe education in Mesopotamia and Egypt. They learn about the "House of Life" in Egypt, the tools and materials used for writing, and the daily life of scribe students. The teacher provides support when needed but encourages teamwork and self-guided exploration. (10')* • ***Activity 1:*** *Students use flashcards to match vocabulary words with their definitions, then play a Taboo-style game to reinforce understanding by describing terms without using key words. (20')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (20')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**
	SIEI activity: Be a Mesopotamian scribe! ***Distribution materials:*** *Students from Group 2 SIEI receive in a canopic jar four packs of modeling clay and four pointed sticks, sent by Mariam and Samir. They also receive a research folder, where the two archaeologists have included four short texts (each with a student's name) with different key words highlighted, along with cards displaying the words and their corresponding cuneiform symbols. The teacher provides guidance, with the additional support of the SIEI teacher. (10')*	***60 minutes***	**R-W-I**	**SG**		**TA**

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	• ***Activity 1:*** *Find your text and read it (individually). (15')* • ***Activity 2****: Find the highlighted words in the cuneiform cards (individually). (5')* • ***Activity 3:*** *Draw your words in cuneiform writing on the clay. Just like a real scribe! (Individually). (30')*					
G3	***What made cities strong?*** ***Distribution materials:*** *Students in group 3 receive a canopic jar with two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir. These texts explain how the cities of Babylon and Thebes were planned. They also receive a research folder with maps of both cities, information cards, and two activity sheets (they have the language support sheet from the previous session). The teacher helps if needed but encourages students to work together in their groups. (10')* • ***Activity 1:*** *Students use flashcards to match vocabulary words with their definitions, then play a Taboo-style game to reinforce understanding by describing terms without using key words. (20')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (20')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**
G4	***What can we learn from life and death?*** ***Distribution materials:*** *Students in group 4 receive a canopic jar with two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir. These texts explain the relationship between the different gods and the cycle of life. They also receive a research folder with information cards and two activity sheets (they have the language support sheet from the previous session). The teacher helps if needed but encourages students to work together in their groups.*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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	• ***Activity 1:*** *Students use flashcards to match vocabulary words with their definitions, then play a Taboo-style game to reinforce understanding by describing terms without using key words. (20')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (20')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*					
G5	***Our trade experience*** *Students in group 5 receive a canopic jar with two "original" texts written in hieroglyphic and cuneiform scripts, sent by Mariam and Samir. They also receive a research folder with a set of trading cards and an activity sheet. After reading the information, they will play the card game in pairs, exchanging the products needed by each civilization. At the end, the group will explain their experience by answering the questions on the activity sheet (they have the language support sheet from the previous session). The teacher helps if needed but encourages students to work together in their groups. (10')* • ***Activity 1:*** *Students use flashcards to match vocabulary words with their definitions, then play a Taboo-style game to reinforce understanding by describing terms without using key words. (15')* • ***Activity 2:*** *(In group) Play with the trading cards (in pairs). (10'). Answer the questions that will help to create the chapter of the guide. (15')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

SESSION 4: How can we apply these learnings today?

OBJECTIVES OF THE SESSION:

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Reflect on modern sustainable farming and irrigation methods.
Reflect on how access to education supports sustainability today.
Discuss how urban planning can solve modern city challenges.
Reflect on how respect for natural cycles supports sustainability.
Reflect on the importance of fair and sustainable trade today.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Academic Language:** *Irrigation systems and the Nile helped people grow food sustainably. The Sustainable Development Goals focus on clean water (SDG 6) and food security (SDG 2). Ancient practices can inspire solutions today.*
- **Grammar:** Present tense for modern connections (*The SDGs show us how to improve today's world.)* Past tense for historical context (*Mesopotamians built canals to bring water to fields.)*
- **Task Management Language:** *Work in groups to connect past practices with the SDGs. Use the materials to write your ideas.*
- **Interactive Strategies:** *How does this connect to SDG 2 or SDG 6? Can we apply this practice today?*

SESSION	ACTIVITIES					
G1	***What can we learn from the past?*** ***Distribution materials:*** *Students in group 1 receive a folder with documents from Mariam and Samir: a letter explaining current water scarcity problems and the SDG goals, a copy of The Planet Post newspaper titled Sustainable Water and Farming Practices Today, information cards about SDG2 and SDG6 and practices in Mesopotamia and Egypt, and two activity sheets (they have the language support sheet from a previous session). The teacher helps if needed but encourages students to work together in their groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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	• ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*					
G2	***What can we learn from the past?*** ***Distribution materials:*** *Students in group 2 receive folder with documents from Mariam and Samir: a letter explaining current problems related to education and its connection to the SDG goals, a copy of The Planet Post newspaper titled Sustainable Education Practices Today, information cards about SDG4 and Education and Sustainability, and two activity sheets (they have the language support sheet from a previous session). The teacher helps if needed but encourages students to work together in their groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**
	SIEI activity: Be a Mesopotamian scribe! ***Distribution materials:*** *Students from Group 2 SIEI receive a research folder, where Mariam and Samir have included a set of memory cards featuring objects from ancient civilizations and their modern equivalents, each labeled with its name. They also receive a support sheet to help them match the cards and a worksheet. The teacher provides guidance, with the additional support of the SIEI teacher. (10')* • ***Activity 1:*** *Play the memory game and match the pairs. (20') (group)* • ***Activity 2****: Complete the worksheet with the matched pairs. (30') (individually).*	***60 minutes***	**R-W-I**	**SG**		**TA**
G3	***What can we learn from the past?*** ***Distribution materials:*** *Students in group 3 receive a folder with documents from Mariam and Samir: a letter explaining current problems in cities and their connection to the SDG*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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	goals, a copy of The Planet Post newspaper titled Sustainable City Practices Today, information cards about SDG11 and the organization of Babylon and Thebes, and two activity sheets (they have the language support sheet from a previous session). The teacher helps if needed but encourages students to work together in their groups. (10') • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*					
G4	***What can we learn from the past?*** ***Distribution materials:*** *Students in group 4 receive a folder with documents from Mariam and Samir: a letter explaining the importance of respecting nature and its connection to the SDG goals, a copy of The Planet Post newspaper titled Sustainable Practices and Nature Today, information cards about SDG15, and two activity sheets (they have the language support sheet from a previous session). The teacher helps if needed but encourages students to work together in their groups. (10')* • ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**
G5	***What can we learn from the past?*** ***Distribution materials:*** *Students in group 5 receive a folder with documents from Mariam and Samir: a letter explaining the importance of sustainable trade and its connection to the SDG goals, a copy of The Planet Post newspaper titled Sustainable Trade Practices Today, information cards about SDG8, information cards about trade practices in Mesopotamia and Egypt, and two activity sheets (they have the language support sheet from a previous session). The teacher helps if needed but encourages students to work together in their groups. (10')*	***60 minutes***	**R-W-I**	**SG**		**SA + TA + AT**

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	• ***Activity 1:*** *Complete (individually) the vocabulary activity (match definitions and fill the gaps). (10')* • ***Activity 2:*** *(In group) Answer the questions that will help to create the chapter of the guide. (30')* • ***Activity 3:*** *(Individually) Fill in My Investigator's Journal. (10')*					

SESSION 5: Let's prepare our chapter!

OBJECTIVES OF THE SESSION:

Create a chapter that explains ancient water management practices and their relevance to SDG 2 (Zero Hunger) and SDG 6 (Clean Water).
Design a chapter showing the importance of scribes and connect it to SDG 4 (Quality Education).
Develop a chapter demonstrating how city planning in Babylon and Thebes relates to SDG 11 (Sustainable Cities).
Write a chapter that connects myths and respect for nature to SDG 15 (Life on Land).
Create a chapter explaining how trade practices in Mesopotamia and Egypt support SDG 8 (Decent Work and Economic Growth).

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

ALL GROUPS:

- **Academic Language:** *Mesopotamia used irrigation canals to bring water to farms. The Nile flooded every year, providing fertile soil for farming. SDG 2 is about food security, and SDG 6 is about clean water. We can learn from ancient practices to solve modern problems.*

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- **Grammar: Past tense** (describing history: *Mesopotamians built canals to manage water. Egyptians stored extra food in granaries.)* **Present tense** (connecting to modern contexts: *The SDGs focus on solving global challenges. Ancient ideas can help us build sustainable solutions today.)*
- **Task Management Language:** *Divide the slides and decide who will present each part. Use the script to guide your content. Add visuals to make your presentation clearer. Practice explaining the connection to SDGs.*
- **Interactive Strategies:** *What practices from Mesopotamia can we connect to SDG 6? How does the Nile's flooding relate to food security? Can we add examples of modern sustainability practices to our slides?*

SESSION	ACTIVITIES					
4.1	***It's time to create our chapter!*** *Each group will receive a script and language support to prepare their Canva presentation, which will become their chapter in the Guide to Sustainable Civilizations. They will need to review all the information they worked on in previous sessions and create a presentation to share with the other groups. The teacher helps if needed but encourages students to work together in their groups.* ***SIEI GROUP:** Students will also present their work, using a script and images of their creations as support. The SIEI teacher will provide additional guidance during the presentation.*	5'	R-L	WG		TA
4.2	**Read the materials and share ideas with your group.**	10'	R-I	SG		TA
4.3	**Create the slides with Canva.**	25'	R-W-I	SG	CANVA	TA
4.4	**Prepare the oral presentation.**	20	R-I-S	SG		TA

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SESSION 6: We present our knowledge in the classroom

OBJECTIVES OF THE SESSION:
Present the findings and lessons learned from the PBL in the form of a Guide of Sustainable Civilizations chapter.
Share how the group's topic relates to modern sustainability and the SDGs.
Develop speaking and collaboration skills during the group presentation.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

SESSION	ACTIVITIES					
4.1	***Let's celebrate our Guide to Sustainable Civilizations!*** *Now that all the chapters of the guide are complete, each group will present their chapter to the rest of the class to share the knowledge they have gained during the process. The other groups will evaluate the presentations using a checklist. After the presentations, each student will individually complete the Investigator's Journal (Reflections at the End of the Chapter) to review and consolidate the knowledge they have acquired throughout the PBL project.*		L	WG		TA
4.2	Prepare the oral presentation	5	I-R-S	SG		TA
4.2	In groups, oral presentation of each chapter of the guide (5 minutes each group).	40'	S	S-WG	CANVA PRESENT.	PA-TA-AT

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4.3	Writing the *Investigator's Journal* (Reflection at the end of the chapter). (Individually)	10'	W			SA-AT

ANNEXES

Each annex corresponds to the teaching materials created. For each activity, paste the worksheets that you have created and the screenshots of your on-line materials.
See example below:

ANNEX 1

Session *1*, activity *1-2*

GENIALLY
VOCABULARY ACTIVITY

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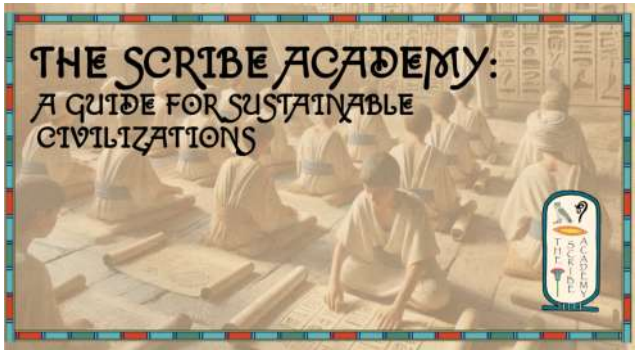

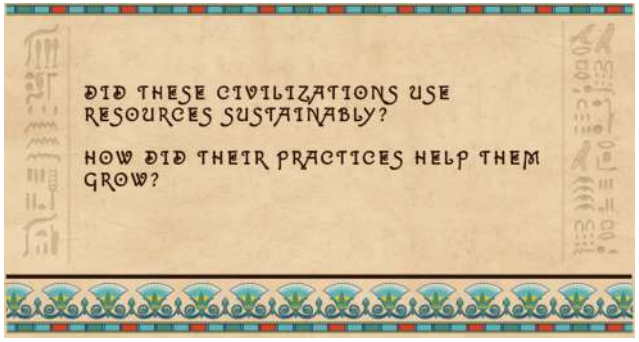

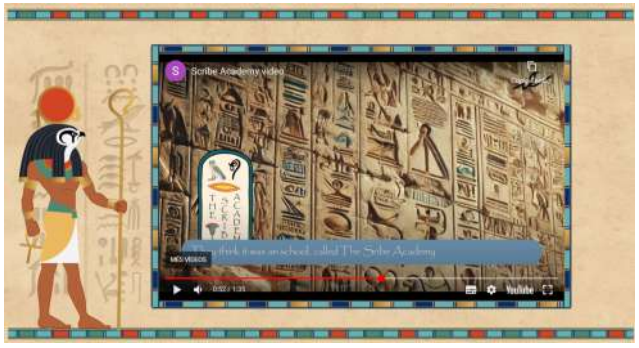

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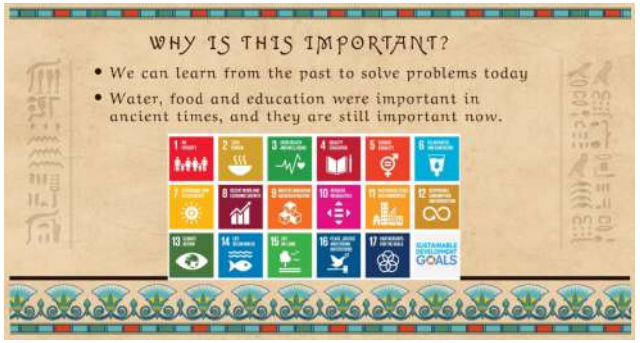

ANNEX 2

Session *2*, activities 1-3

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CANOPIC VASE

GROUP CHAPTER 1: Water and agriculture for sustainable living

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EGYPT

The Nile brings water and life. It floods the land, leaving rich soil. With this gift, we grow food for our people. Respect the river, for it is our life.

MESOPOTAMIA

We dug canals from the rivers to bring water to the fields. The canals give life to the crops, and the crops feed the city. Protect the canals, for they are the city's lifeline.

MESOPOTAMIA

- Mesopotamia was between two rivers: Tigris and Euphrates.
- People made canals to bring water to the farms.
- They grew wheat and barley.
- Water made life possible in Mesopotamia.

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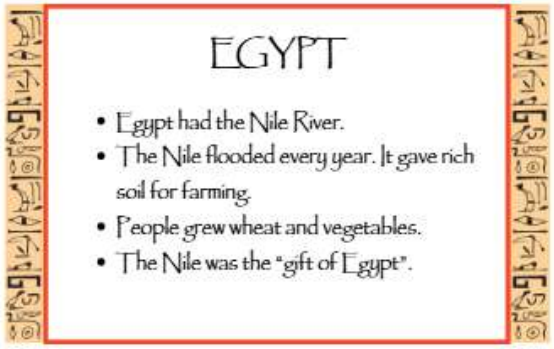

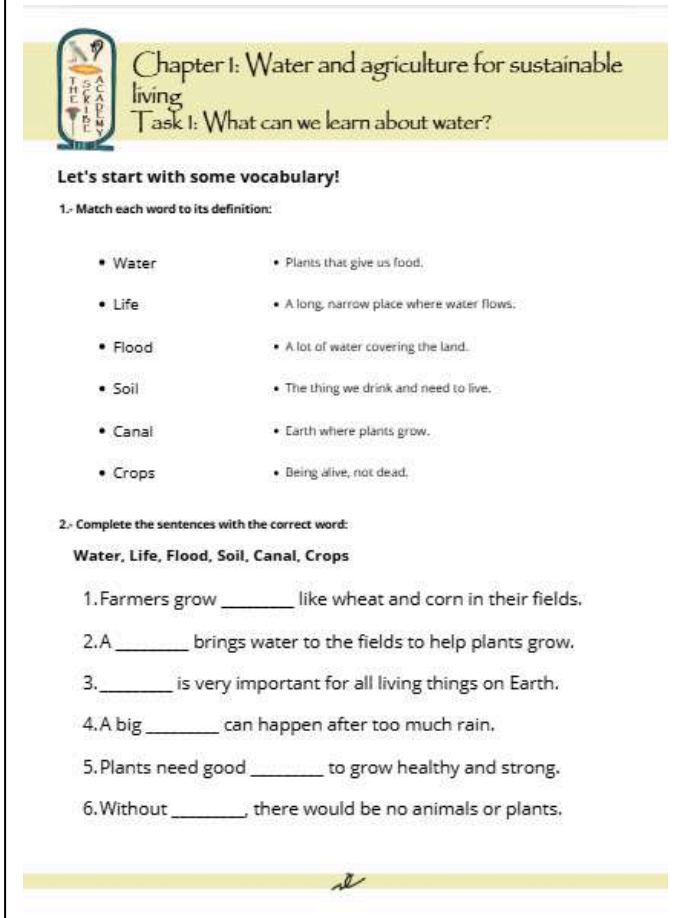

Chapter I: Water and agriculture for sustainable living
Task I: What can we learn about water?

Let's start with some vocabulary!

1.- Match each word to its definition:

• Water	• Plants that give us food.
• Life	• A long, narrow place where water flows.
• Flood	• A lot of water covering the land.
• Soil	• The thing we drink and need to live.
• Canal	• Earth where plants grow.
• Crops	• Being alive, not dead.

2.- Complete the sentences with the correct word:

Water, Life, Flood, Soil, Canal, Crops

1. Farmers grow _____ like wheat and corn in their fields.
2. A _____ brings water to the fields to help plants grow.
3. _____ is very important for all living things on Earth.
4. A big _____ can happen after too much rain.
5. Plants need good _____ to grow healthy and strong.
6. Without _____, there would be no animals or plants.

Chapter I: Water and agriculture for sustainable living
Task I: What can we learn about water?

Instructions

A) Reading and Understanding (individually)

What is the text about?

What are the main ideas or key points? (Bullet points)

-
-
-

Write one question you would ask your group about this text:

B) Sharing (in group)

Listen to your classmates' summaries and take notes:

1.
2.
3.

C) Final Reflection (in group)

What is one idea or fact that surprised you from the other texts?

What do all the texts have in common, if anything?

What did you enjoy or find difficult about this activity?

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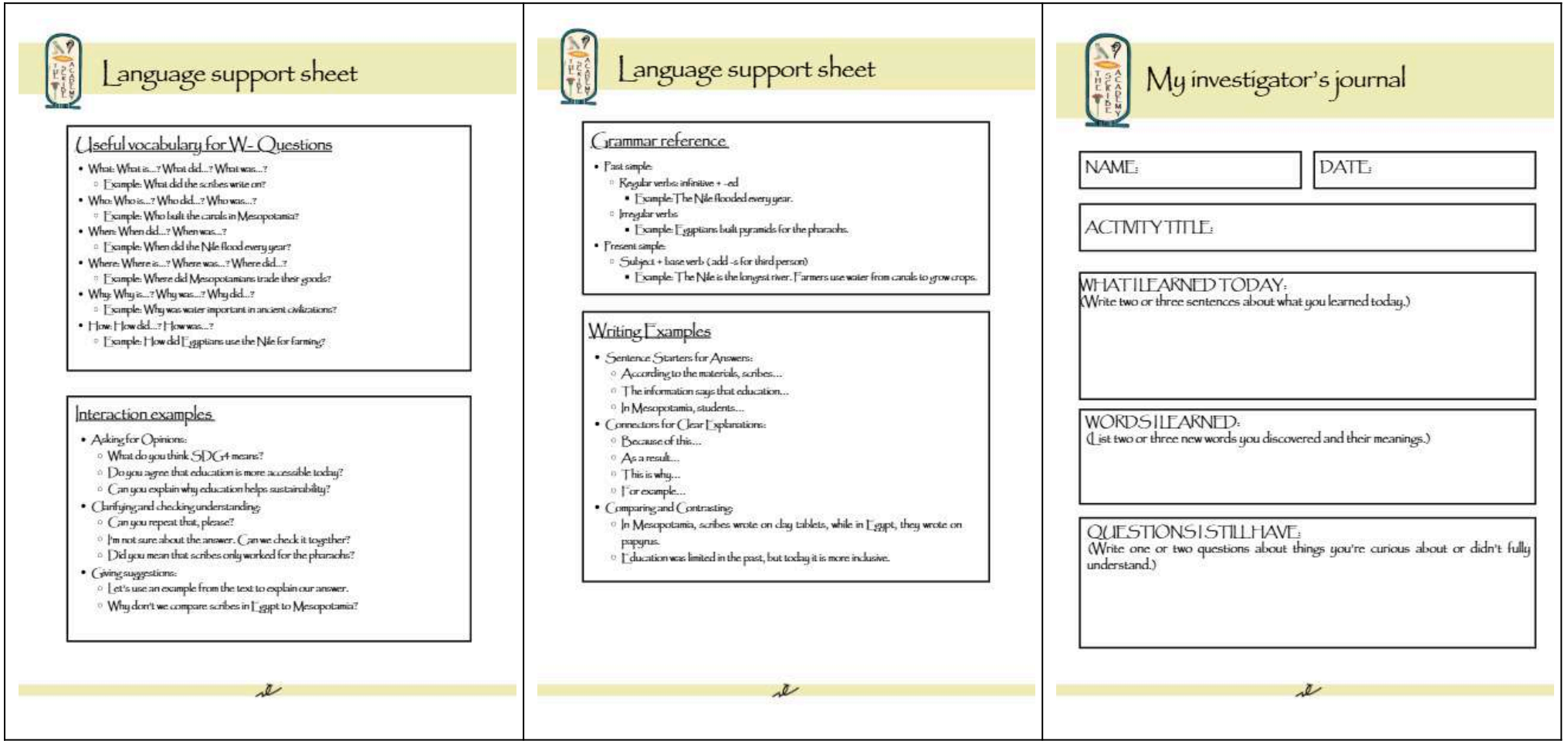

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

My investigator's journal

NAME:

DATE:

ACTIVITY TITLE:

WHAT I LEARNED TODAY:
(Write two or three sentences about what you learned today.)

WORDS I LEARNED:
(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
(Write one or two questions about things you're curious about or didn't fully understand.)

GROUP CHAPTER 2: Knowledge and education as a foundation for progress

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EGYPT

A scribe holds the key to knowledge. Through writing, we keep stories, laws, and wisdom. Learn to write, and you will preserve the future

MESOPOTAMIA

In our schools, we learn to write and count. A good student becomes a wise person. Study hard, for knowledge builds strong cities.

EGYPT

- Scribes in Egypt used hieroglyphs.
- They wrote on papyrus.
- Scribes worked for the pharaoh, temples, and merchants.

MESOPOTAMIA

- Scribes in Mesopotamia used cuneiform.
- They wrote on clay tablets.
- Scribes kept records of trade, laws, and stories.

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EDUCATION

- Boys and girls became scribes in schools.
- They learned to read and write for many years.

Chapter 2: Knowledge and education as a foundation for progress
Task 1: The role of scribes

Let's start with some vocabulary!

1.- Match each word to its definition:

• Scribe	• A kind of paper used in Egypt.
• Pharaoh	• A person who writes stories, laws, and wisdom.
• Hieroglyphs	• A material used to make tablets in Mesopotamia.
• Papyrus	• The king of ancient Egypt.
• Clay	• Symbols used for writing in Egypt.

2.- Complete the sentences with the correct word:

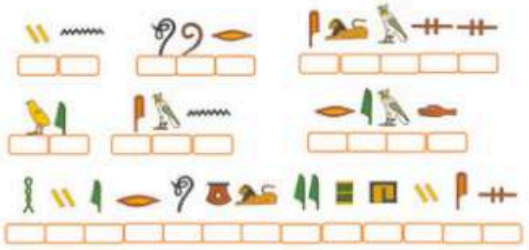
scribe, pharaoh, hieroglyphs, papyrus, clay

1. In Egypt, a _____ worked for the temples and the king.
2. The _____ was the most important ruler in ancient Egypt.
3. _____ are symbols used by scribes to write in Egypt.
4. Scribes in Mesopotamia wrote on _____ tablets.
5. In Egypt, scribes used _____ to make paper for writing.

Chapter 2: Knowledge and education as a foundation for progress
Task 1: The role of scribes

Instructions

1.-Decode the message



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Chapter 2: Knowledge and education as a foundation for progress
Task 1: The role of scribes

Instructions

A) Reading and Understanding (individually)

What is the text about?

What are the main ideas or key points? (Bullet points)

-
-
-

Write one question you would ask your group about this text:

B) Sharing (in group)

Listen to your classmates' summaries and take notes:

1.
2.
3.

C) Final Reflection (in group)

What is one idea or fact that surprised you from the other texts?

What do all the texts have in common, if anything?

What did you enjoy or find difficult about this activity?

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple:
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

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My investigator's journal

NAME:

DATE:

ACTIVITY TITLE:

WHAT I LEARNED TODAY:
(Write two or three sentences about what you learned today.)

WORDS I LEARNED:
(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
(Write one or two questions about things you're curious about or didn't fully understand.)

GROUP SIEI CHAPTER 2: Knowledge and education as a foundation for progress

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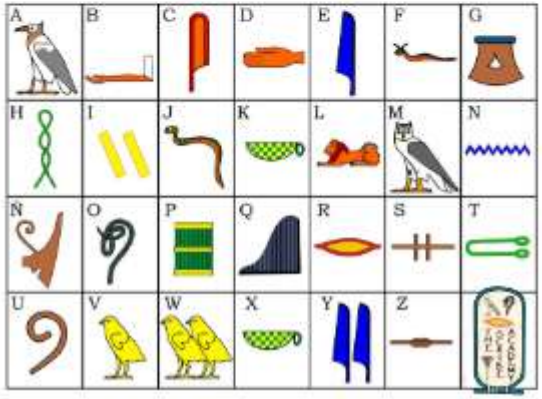

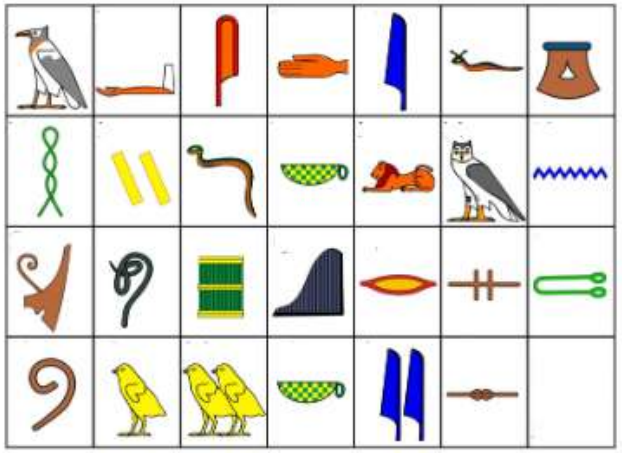

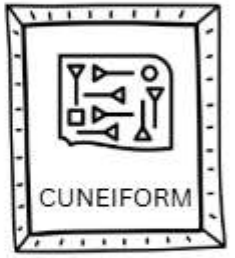

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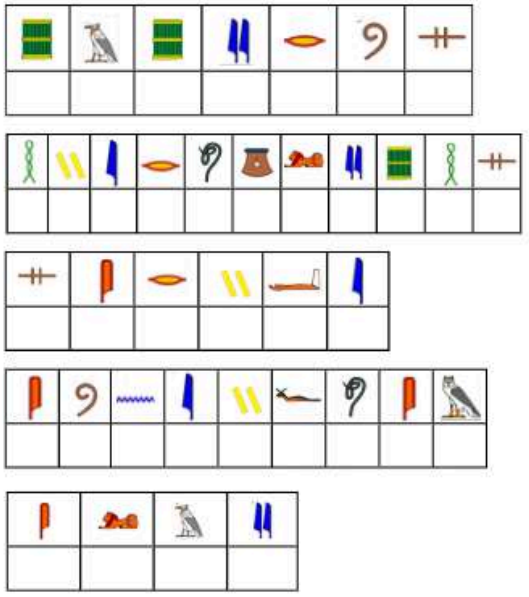
Chapter 2: Knowledge and education as a foundation for progress
Task 1

Translate the words:

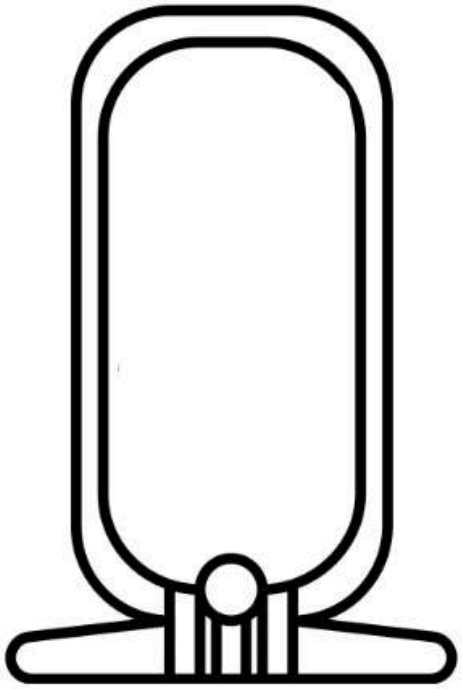


Chapter 2: Knowledge and education as a foundation for progress
Task 1

Complete the sentences:

1. Egyptians wrote on P_ _ _ _ _ _.
2. Egyptians used pictures called H _ _ _ _ _ _ _ _ _ _.
3. A S _ _ _ _ _ wrote important texts.
4. Mesopotamians wrote using C _ _ _ _ _ _ _ _.
5. They wrote on C _ _ _ tablets.

Chapter 2: Knowledge and education as a foundation for progress
Task 1



GROUP CHAPTER 3: Sustainable cities and communities

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EGYPT

Thebes was the home of great temples and farmers. The Nile brought life to the city, and the people worked together to grow food and build monuments. Respect the land and the river, for they are the heart of the city.

MESOPOTAMIA

Babilonia was a great city with strong walls and gardens. The people built homes, temples, and markets inside the walls. The city protected its people and brought them together.

BABYLON

- Babylon had strong walls to protect people.
- There were big markets with goods from other cities.
- Canals brought water to the fields and the city.

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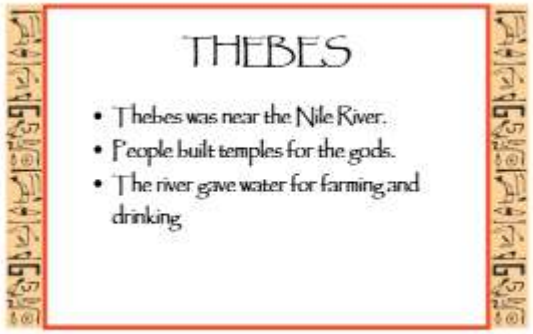

Chapter 3: Sustainable cities and communities
Task 1: Babylon and Thebes

Let's start with some vocabulary!

1.- Match each word to its definition:

• Temple	• A place where people buy and sell goods.
• Monument	• A big building or structure to honor gods or history.
• Market	• A man-made waterway to bring water.
• Canals	• A strong structure to protect a city.
• Walls	• A building for gods and worship.

2.- Complete the sentences with the correct word:

temple, monument, market, canals, walls

1. People in Thebes built a _____ for their gods.
2. Babylon had strong _____ to protect its people.
3. Farmers used _____ to bring water to the fields.
4. There was a big _____ in Babylon with goods from other cities.
5. The Nile helped people grow food and build a great _____ in Thebes.

Chapter 3: Sustainable cities and communities
Task 1: Babylon and Thebes

Instructions

A) Reading and Understanding (individually)

What is the text about?

What are the main ideas or key points? (Bullet points)

-
-
-

Write one question you would ask your group about this text:

B) Sharing (in group)

Listen to your classmates' summaries and take notes:

1.
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3.

C) Final Reflection (in group)

What is one idea or fact that surprised you from the other texts?

What do all the texts have in common, if anything?

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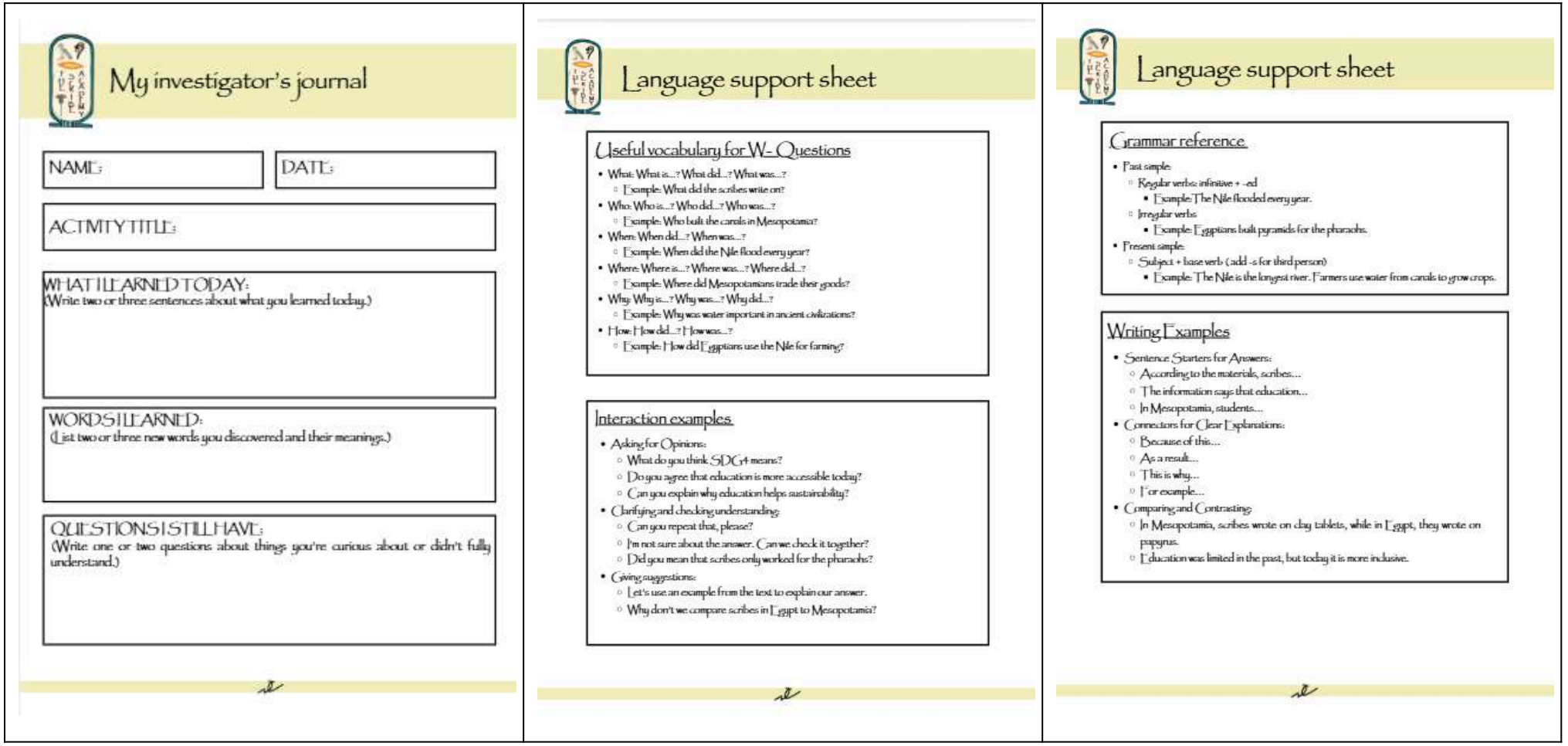

My investigator's journal

NAME:

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(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
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Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
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- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 4: Spirituality and respect for the environment

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EGYPT

Osiris, lord of the afterlife, ensures the cycle of life and renewal. Ra, mighty sun god, rises each day to bring light and life to our lands.

MESOPOTAMIA

Enki, wise lord of water and creation, brings life to our lands and wisdom to our people. Ishtar, goddess of love and fertility, blesses the fields and guides our hearts with her power.

NATURE AND GODS

- Enki gave water to grow food.
- Ra brought the sun to help plants grow.*
- Osiris taught people about the cycle of life and death.

MESOPOTAMIAN GODS

Enki: God of water and wisdom.

Ishtar: Goddess of love, war, and fertility.

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Chapter 4: Spirituality and respect for the environmnet
Task 1: What do the Gods teach us??

Let's start with some vocabulary!

1.- Match each word to its definition:

• Afterlife	• The ability to grow plants or have children.
• Cycle	• Knowledge and understanding.
• Wisdom	• A natural order of events that repeats (like life and death).
• Fertility	• Something bright that helps you see, like the sun.
• Light	• Life after death.

2.- Complete the sentences with the correct word:

afterlife, cycle, wisdom, fertility, light

1. Ra brings _____ to the lands every day.
2. Osiris is the lord of the _____.
3. Enki gives _____ to the people to help them understand.
4. Ishtar is the goddess of love and _____.
5. Osiris teaches people about the _____ of life and death.

Chapter 4: Spirituality and respect for the environmnet
Task 1: What do the Gods teach us?

Instructions

A) Reading and Understanding (individually)

What is the text about?

What are the main ideas or key points? (Bullet points)

-
-
-

Write one question you would ask your group about this text:

B) Sharing (in group)

Listen to your classmates' summaries and take notes:

1.
2.
3.

C) Final Reflection (in group)

What is one idea or fact that surprised you from the other texts?

What do all the texts have in common, if anything?

What did you enjoy or find difficult about this activity?

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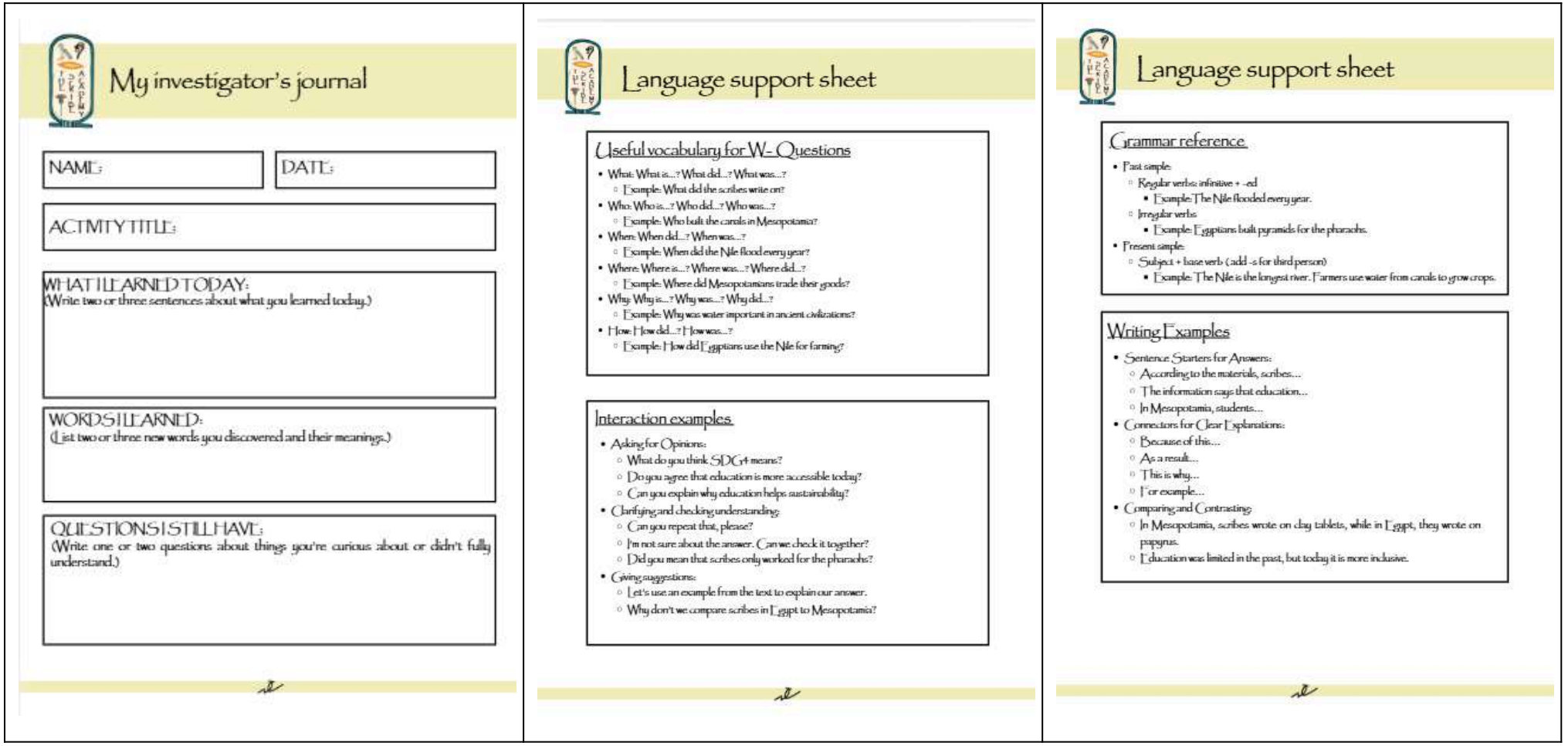

My investigator's journal

NAME:

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WHAT I LEARNED TODAY:
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(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
(Write one or two questions about things you're curious about or didn't fully understand.)

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 5: Trade and economic exchange for prosperity

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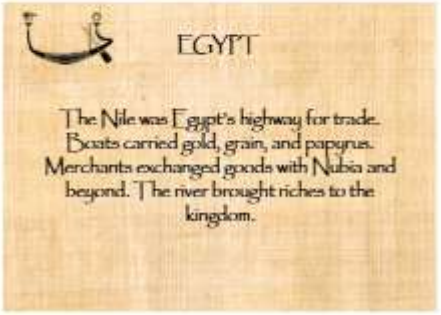

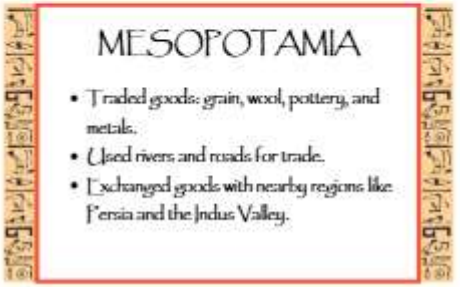

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Chapter 5: Trade and economic exchange for prosperity
Task 1: Trade in Mesopotamia and Egypt

Let's start with some vocabulary!

1.- Match each word to its definition:

• Trade	• A person who buys and sells goods.
• Merchant	• A path or road used for travel and transport.
• Grain	• The act of exchanging goods or services.
• Pottery	• Bowls, jars, and other items made from clay.
• Highway	• Small seeds used for food, like wheat or barley.

2.- Complete the sentences with the correct word:

trade, merchant, grain, pottery, highway

1. The Nile was a _____ for trade in Egypt.
2. A _____ traveled to sell goods in distant places.
3. Egypt traded gold, papyrus, and _____.
4. Mesopotamia exchanged _____ made from clay.
5. _____ was carried on boats and roads for food.

Chapter 5: Trade and economic exchange for prosperity
Task 1: Trade in Mesopotamia and Egypt

Instructions

A) Reading and Understanding (individually)

What is the text about?

What are the main ideas or key points? (Bullet points)

-
-
-

Write one question you would ask your group about this text:

B) Sharing (in group)

Listen to your classmates' summaries and take notes:

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C) Final Reflection (in group)

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What did you enjoy or find difficult about this activity?

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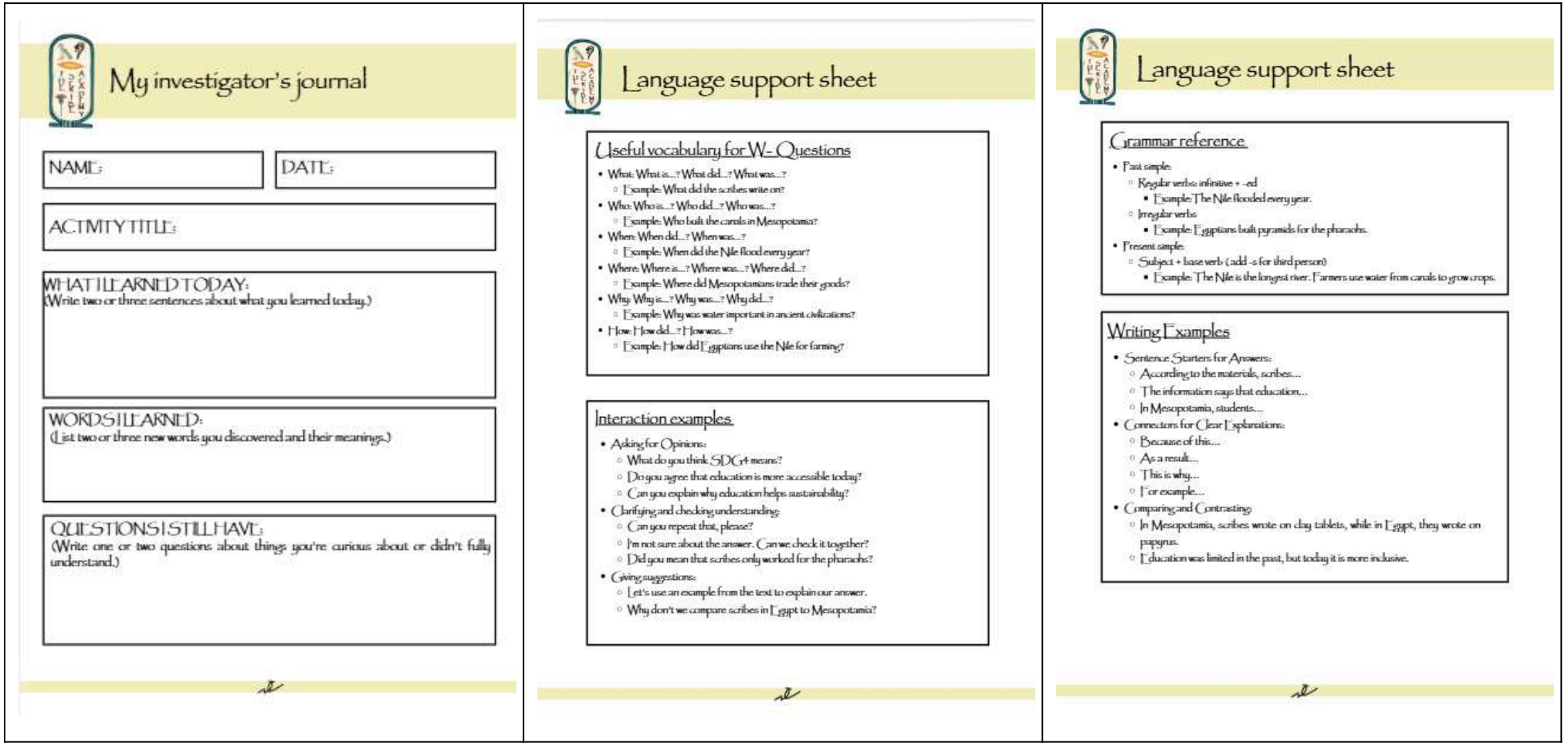

My investigator's journal

NAME:

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ACTIVITY TITLE:

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WORDS I LEARNED:
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Language support sheet

Useful vocabulary for W- Questions

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  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
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    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
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Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
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- Connectors for Clear Explanations:
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- Comparing and Contrasting:
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  - Education was limited in the past, but today it is more inclusive.

ANNEX 3

Session *3*, activities *1-3*

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GROUP CHAPTER 1: Water and agriculture for sustainable living

The Tigris and Euphrates are our rivers. They bring water to our farms. We build canals to guide the water. Work together to keep the canals clean, for the land needs water.

Fill the gaps:
River
Canal
Field

THE PROBLEM

- Mesopotamia was dry. There was not much rain.
- The Tigris and Euphrates rivers gave water.

THE SOLUTION

- People built canals to bring water to the fields.
- They used the water to grow crops like wheat and barley.

THE RESULT

- Irrigation made farming possible.
- Farming gave food for the people and the cities.

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Chapter 1: Water and agriculture for sustainable living
Task 2: Irrigation in Mesopotamia

Instructions

1.- Look at the diagram and the cards.

2.- Answer these questions:

a. What are the names of the rivers in Mesopotamia?

b. Why did Mesopotamia have a problem?

c. What did people build to bring water to the fields?

d. What crops did people grow in Mesopotamia?

e. What was the result of irrigation?

The Nile floods each year, bringing black soil to the fields. After the floods, we plant wheat and vegetables. The Nile is the giver of food and life. Honor its waters.

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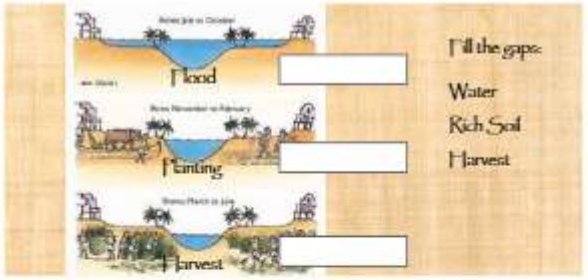

THE NILE'S FLOODS

- Every year, the Nile River flooded.
- Floods brought rich soil for farming.

FARMING

- Farmers planted wheat and vegetables after the floods.
- They used water from the Nile to grow food.

FOOD SECURITY

- The Nile gave food for everyone.
- Farmers stored extra food in granaries.

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Chapter 1: Water and agriculture for sustainable living
Task 3: The gift of the Nile

Instructions

1.- Look at the diagram and the cards.

2.- Answer these questions:

a. What does the Nile bring to the fields each year?

b. What do farmers plant after the floods?

c. How did farmers use water from the Nile?

d. Were did farmers store extra food?

e. Why is the Nile called "the giver of food and life"?

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
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- Clarifying and checking understanding:
  - Can you repeat that, please?
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- Giving suggestions:
  - Let's use an example from the text to explain our answer.
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Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
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GROUP CHAPTER 2: Knowledge and education as a foundation for progress

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EGYPT

In Egypt, the House of Life was a school for scribes. Students learned to write, read, and count. Knowledge was power, and scribes served the pharaoh and gods.

MESOPOTAMIA

In Mesopotamia, students sat in schools to learn writing and numbers. Teachers showed them how to write laws and trade records. Education was the key to a good future

EGYPT

- Boys and girls learned hieroglyphs in temple schools.
- They practiced writing on papyrus.
- Scribes studied for many years.

MESOPOTAMIA

- Boys studied in schools to become scribes.
- They learned cuneiform and math.
- Teachers used clay tablets and sticks

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LIFE OF A SCRIBE STUDENT

- Students worked hard every day.
- They copied symbols again and again.
- It was difficult, but scribes were respected.

Chapter 2: Knowledge and education as a foundation for progress
Task 2: The importance of education

Instructions

1.- Look at the cards.

2.- Answer these questions:

a. What was the "House of life" in Egypt?

b. What did students in Mesopotamia learn to write?

c. What did scribes in Egypt practice writing on?

d. What did teachers in Mesopotamia use to teach writing?

3.- Place the words under the correct civilization

papyrus, clay tablets, cuneiform, hieroglyphs, laws and trade, House of Life

Egypt	Mesopotamia

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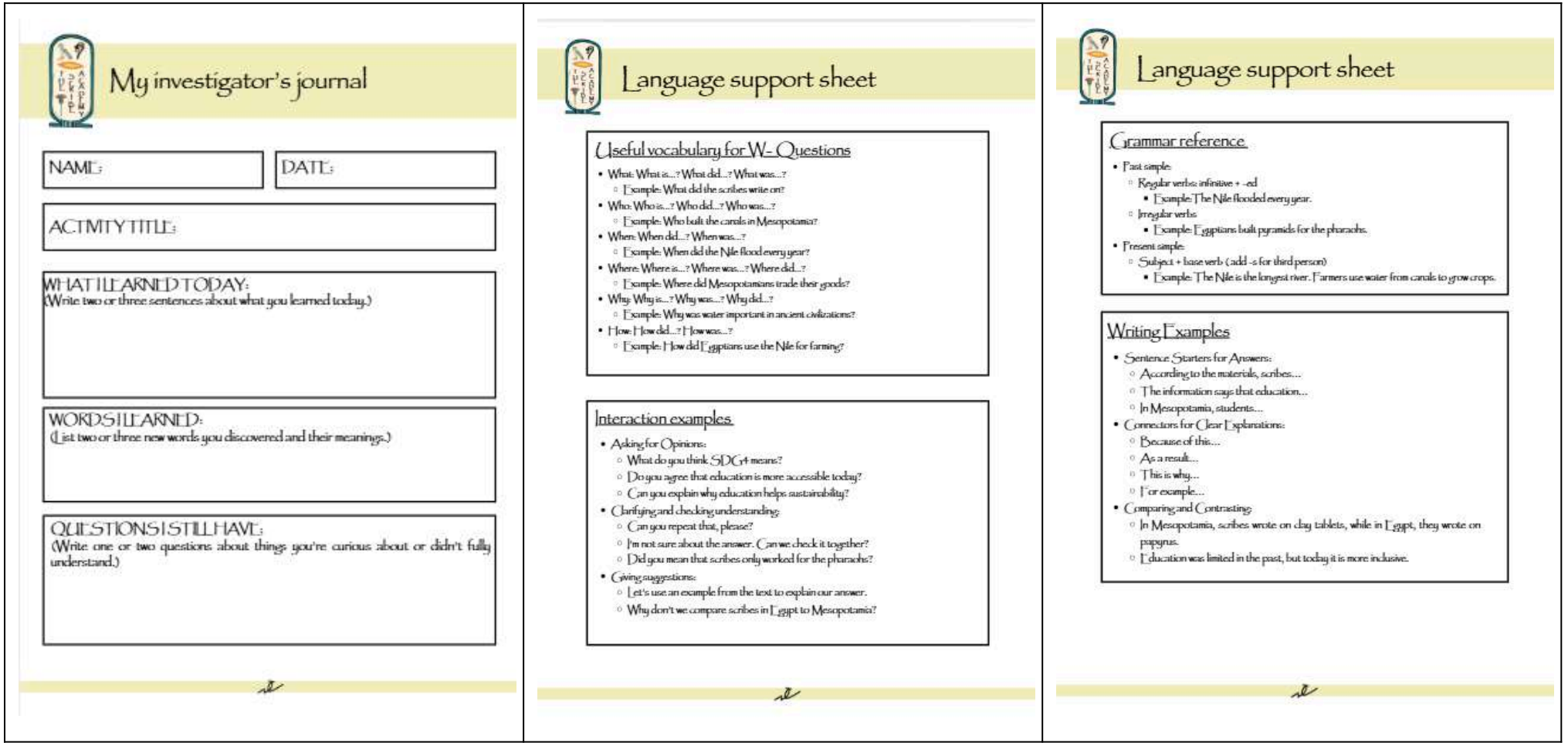

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  - Example: When did the Nile flood every year?
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  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
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Interaction examples

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Grammar reference

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  - Regular verbs: infinitive + -ed
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Writing Examples

- Sentence Starters for Answers:
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- Connectors for Clear Explanations:
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- Comparing and Contrasting:
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GROUP SIEI CHAPTER 2: Knowledge and education as a foundation for progress

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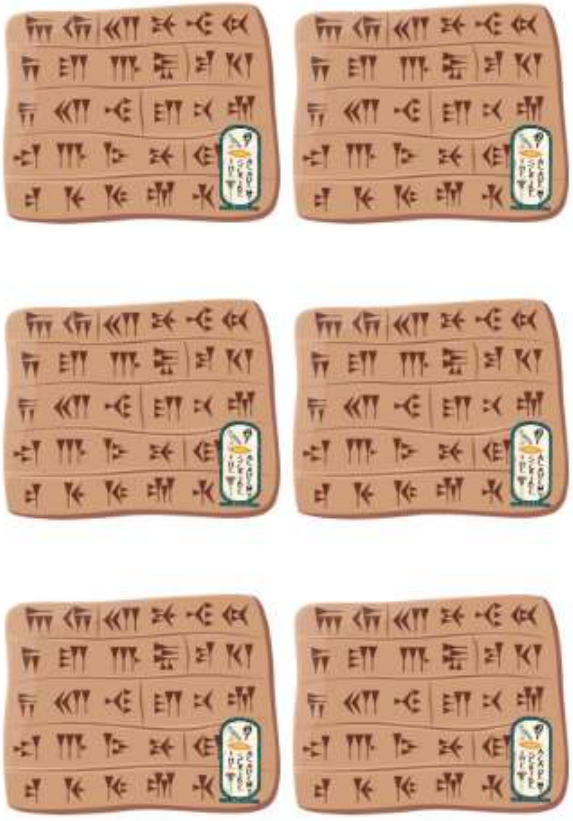


In Mesopotamia, scribes wrote on **CLAY** tablets.

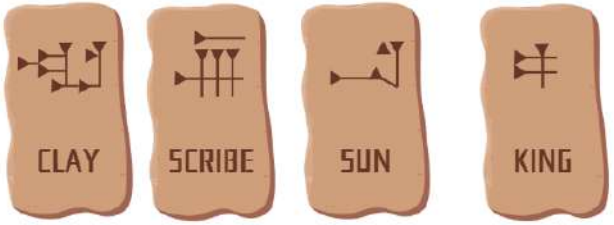
In Mesopotamia, a **SCRIBE** wrote important texts.

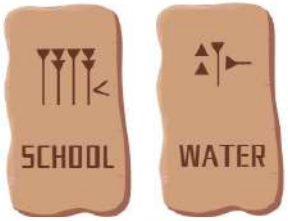
In Mesopotamia, the **KING** ruled the city.

In Mesopotamia, the **SUN** was very important for farming

In Mesopotamia, people used **WATER** from rivers.

In Mesopotamia, boys went to **SCHOOL** to become scribes





GROUP CHAPTER 3: Sustainable cities and communities

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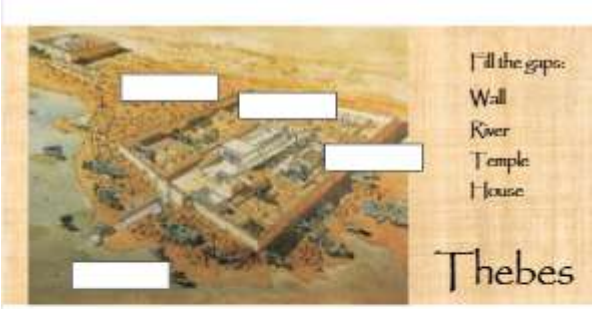
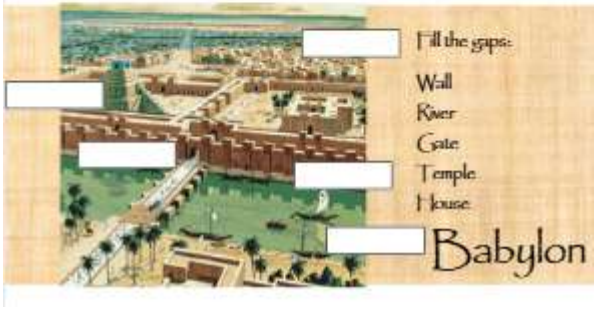
MESOPOTAMIA

In Babylon, each part of the city had its purpose. Temples for the gods, markets for trade, and homes for families. The city worked because everyone had a role.

EGYPT

In Thebes, the temples were the center of life. Farmers grew food, builders worked on monuments, and priests prayed to the gods. Every person worked for the good of the city





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BABYLON

- Babylon had strong walls to keep people safe.
- Markets were in the center of the city.

THEBES

- Thebes had temples to honor the gods.
- Houses were near the Nile for water.

Chapter 3: Sustainable cities and communities
Task 2: What Made Cities Strong?

Instructions

1.- Read the cards and look at the city plans.

2.- Answer these questions:

a. What were the markets in Babylon for?

b. What was the center of life in Thebes?

c. Why did Babylon have strong walls?

d. What did farmers in Thebes do?

e. Where were the houses in Thebes?

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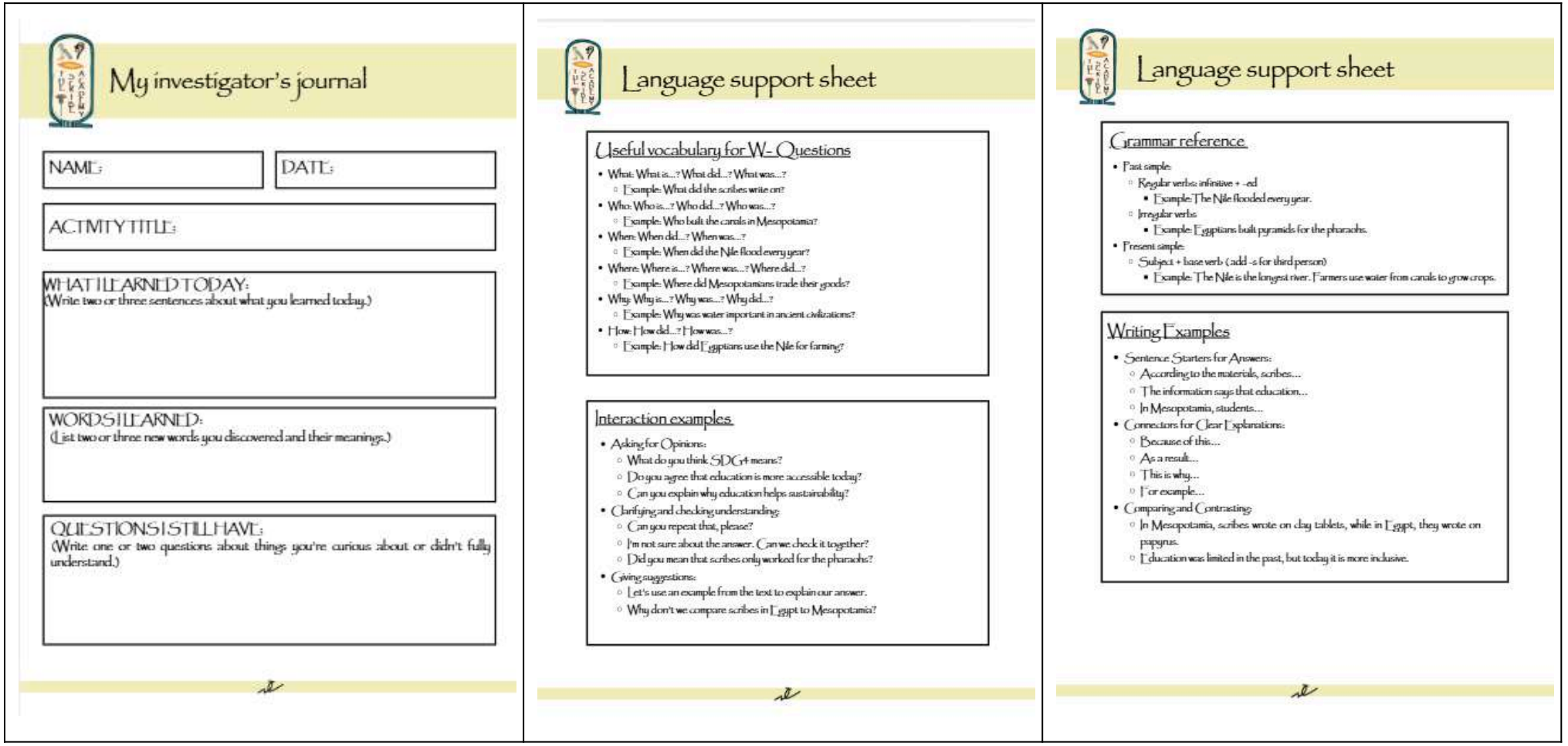

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Interaction examples

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Grammar reference

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Writing Examples

- Sentence Starters for Answers:
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- Connectors for Clear Explanations:
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- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 4: Spirituality and respect for the environment

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EGYPT

Life flows like the Nile: from birth to death, and then rebirth. Osiris teaches us that every end is a new beginning, as the fields bloom again after the flood.

MESOPOTAMIA

Enki, lord of wisdom, brings life from the waters, while Ishtar, goddess of love, ensures the earth's renewal. Through their gifts, the cycle of death and rebirth sustains us all.

CONNECTION TO NATURE

- The Nile floods, dies, and is reborn each year. It brings life to the land and helps people grow food.
- Plants grow, die, and grow again. This shows the cycle of life, just like the gods teach us.
- Nature follows this cycle to stay strong. Rivers, plants, and people all depend on it.
- When we respect the cycle, the earth stays healthy for everyone.

MESOPOTAMIA

- Ishtar went to the underworld to save life on Earth. She showed courage and love for her people. When she returned, the earth became green again.

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EGYPT

- Osiris died and was reborn to bring balance to the land. His story teaches us that life comes after death, just like plants grow after the floods.

Chapter 4: Spirituality and respect for the environment

Task 2: What can we learn from life and death?

Instructions

1.- Read about the gods and nature.

2.- Answer these questions:

a. *What does Osiris teach about the cycle of life?*

b. *What happens to the Nile every year?*

c. *Who went the the underworld to save life on Earth?*

d. *What did Osiris do to bring balance to the land?*

e. *Why is the cycle of nature important?*

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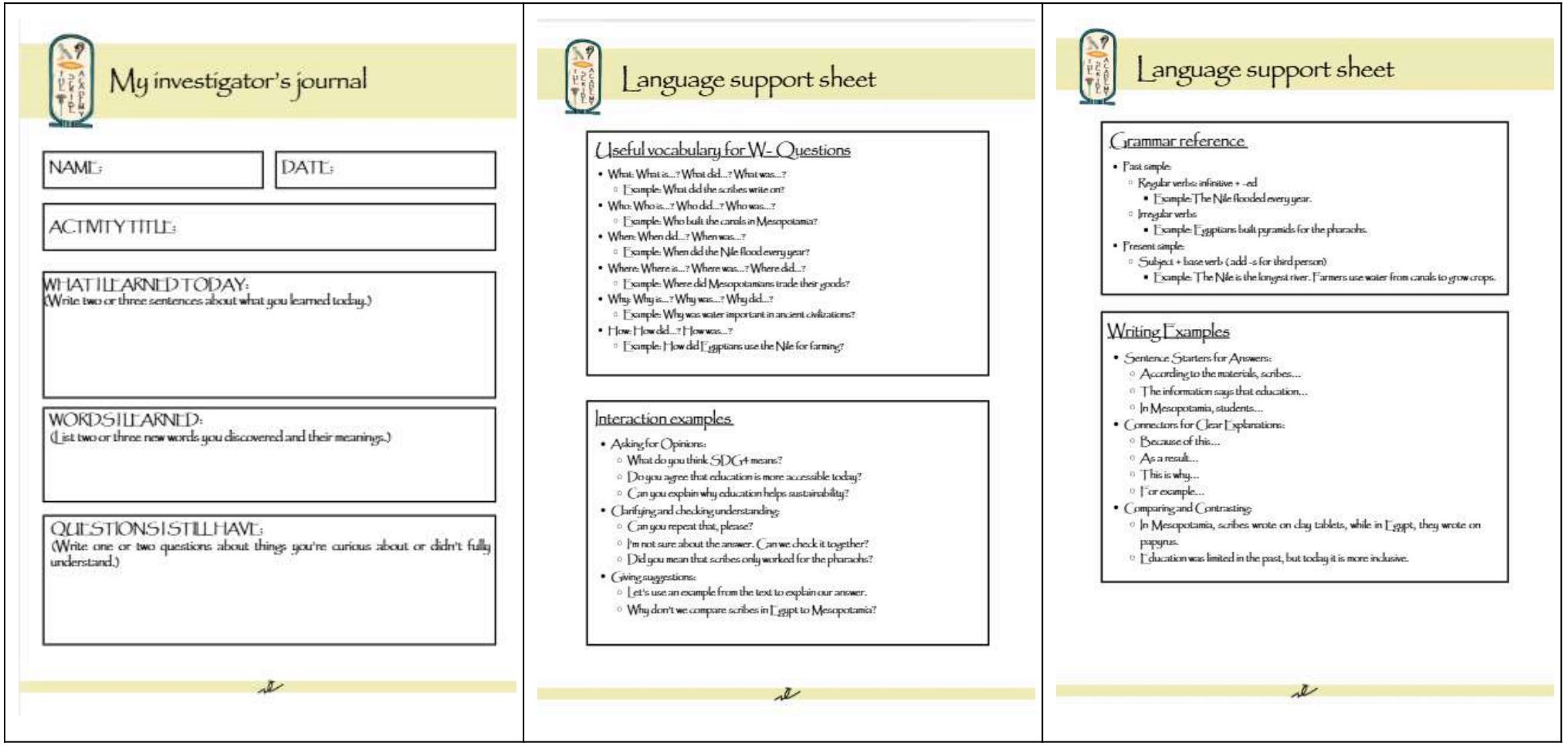

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- Comparing and Contrasting:
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GROUP CHAPTER 5: Trade and economic exchange for prosperity

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EGYPT

Egyptian merchants traded gold, linen, and papyrus. They brought home ebony, ivory, and incense from other lands. Trade brought new treasures to Egypt.

MESOPOTAMIA

Mesopotamian cities sold barley, dates, and textiles. In return, they received timber, copper, and gemstones. Trade gave the cities the resources they needed.

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Chapter 5: Trade and economic exchange for prosperity
Task 2: Our Trade Experience

Instructions

Step 1: Each pair represents Mesopotamia or Egypt.
You have cards with trade goods from your civilization.

Step 2: Trade with the other pair.
Look at your cards and decide what goods you need.
Exchange goods with another pair to get what you are missing.

Step 3: Explain your trade.
Answer these questions in your group:

- What did you trade?
- Why do you need these goods?
- How will these goods help your people?

1.- Answer these questions:

- Write one good you received from the other group.
- Explain why this trade was important for your civilization.

EGYPT

- Traded gold and papyrus for luxury goods like spices and metals.
- Used both the Nile and desert trade routes.

MESOPOTAMIA

- Traded silver and wool for resources they didn't have.
- Used rivers for transport

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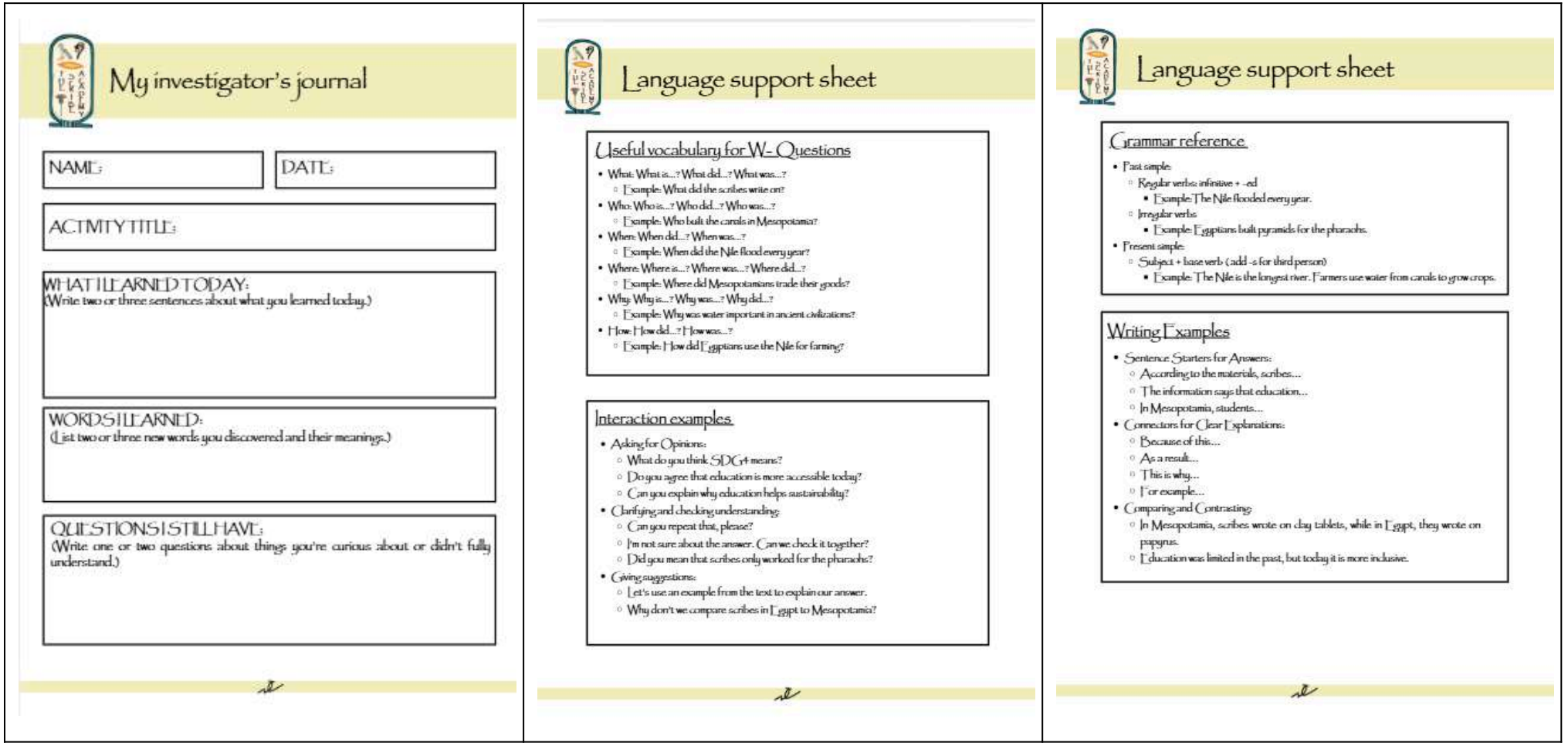

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  - According to the materials, scribes...
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  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

ANNEX 4

Session *4*, activities *1-3*

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GROUP CHAPTER 1: Water and agriculture for sustainable living

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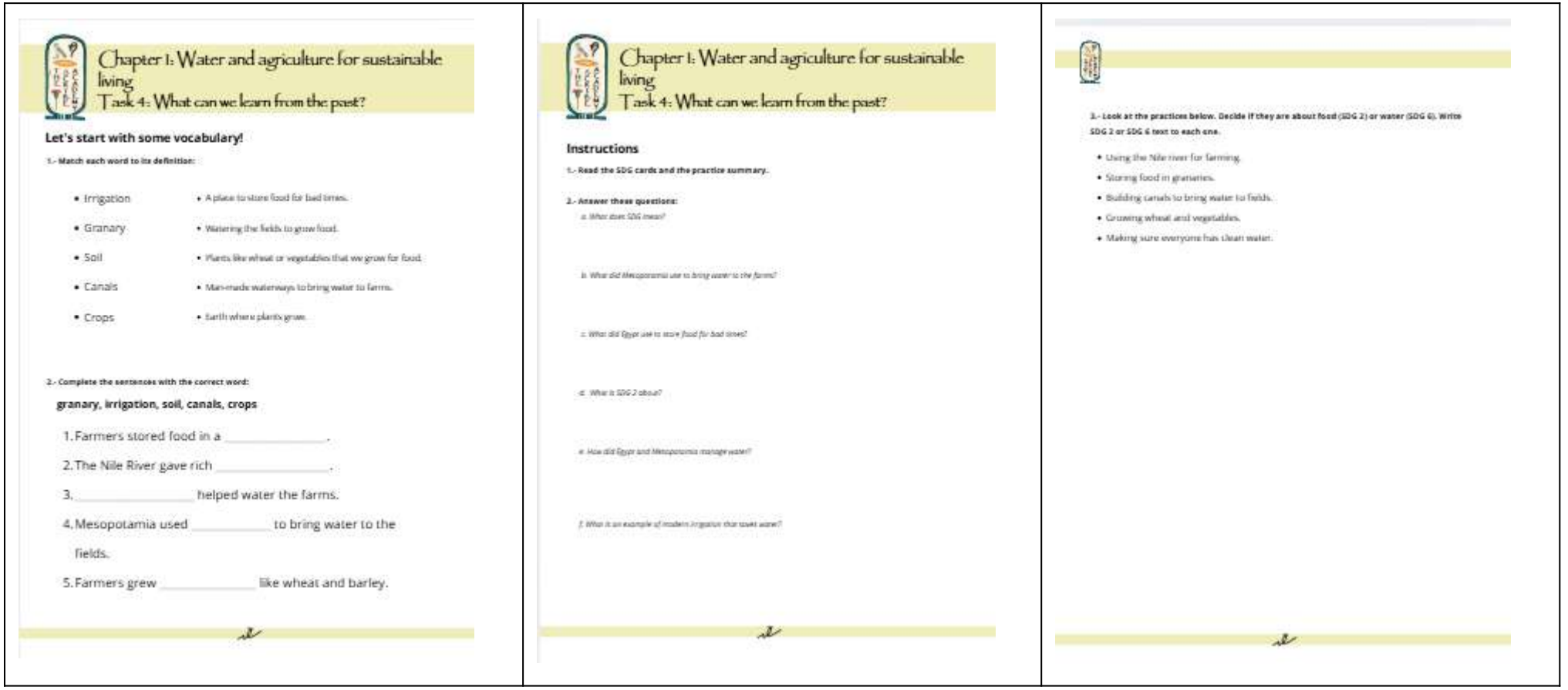

Chapter 1: Water and agriculture for sustainable living
Task 4: What can we learn from the past?

Let's start with some vocabulary!

1.- **Match each word to its definition:**

• Irrigation	• A place to store food for bad times.
• Granary	• Watering the fields to grow food.
• Soil	• Plants like wheat or vegetables that we grow for food.
• Canals	• Man-made waterways to bring water to farms.
• Crops	• Earth where plants grow.

2.- **Complete the sentences with the correct word:**

granary, irrigation, soil, canals, crops

1. Farmers stored food in a _____.
2. The Nile River gave rich _____.
3. _____ helped water the farms.
4. Mesopotamia used _____ to bring water to the fields.
5. Farmers grew _____ like wheat and barley.

Chapter 1: Water and agriculture for sustainable living
Task 4: What can we learn from the past?

Instructions

1.- **Read the SDG cards and the practice summary.**

2.- **Answer these questions:**

a. *What does SDG mean?*

b. *What did Mesopotamia use to bring water to the farms?*

c. *What did Egypt use to store food for bad times?*

d. *What is SDG 2 about?*

e. *How did Egypt and Mesopotamia manage water?*

f. *What is an example of modern irrigation that saves water?*

3.- **Look at the practices below. Decide if they are about food (SDG 2) or water (SDG 6). Write SDG 2 or SDG 6 next to each one.**

- Using the Nile river for farming.
- Storing food in granaries.
- Building canals to bring water to fields.
- Growing wheat and vegetables.
- Making sure everyone has clean water.

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My investigator's journal

NAME:

DATE:

ACTIVITY TITLE:

WHAT I LEARNED TODAY:
(Write two or three sentences about what you learned today.)

WORDS I LEARNED:
(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
(Write one or two questions about things you're curious about or didn't fully understand.)

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
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  - Example: Who built the canals in Mesopotamia?
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- Where: Where is...? Where was...? Where did...?
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Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
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  - Can you repeat that, please?
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- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple:
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs:
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
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  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
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INSTITUT DAMIÀ CAMPENY MATARÓ

SUSTAINABLE WATER AND FARMING PRACTICES TODAY

WHY IT MATTERS TODAY

WATER AND FARMING: OLD LESSONS, NEW IDEAS

MODERN IRRIGATION

GROWING FOOD IN CITIES

THE SCRIBE ACADEMY

GROUP CHAPTER 2: Knowledge and education as a foundation for progress

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To the young scholars of the Scribe Academy:
you have learned about how Mesopotamians and Egyptians valued education and knowledge. Their schools trained scribes to write laws, count harvests, and record history. The SDGs are 17 goals made by the United Nations. "SDG" means Sustainable Development goals. Theses goals want to make the world better. They help people, animals, and the planet. Today, many children cannot go to school or learn to read. Education is key to solving problems and building a better future. Can you link what you have learned to Sustainable Development Goal 4: Quality Education?" "SDG4: everyone should have access to education. Scribes studied for many years. Today education helps people have a better life." "Education and sustainability: education helps people get good jobs and solve problems. Scribes preserved knowledge about farming, laws and trade. Today, education help us learn about the environment and sustainability.

Mariam & Samir

- **GOAL:** Everyone should have access to education.
- **CONNECTION:** Scribes studied for many years. Today, education helps people have a better life.

EDUCATION AND SUSTAINABILITY

- Education helps people get good jobs and solve problems.
- Scribes preserved knowledge about farming, laws, and trade.
- Today, education helps us learn about the environment and sustainability.

The Planet Post

INSTITUT DAMIÀ CAMPENY — MATARÓ

SUSTAINABLE EDUCATION PRACTICES TODAY

WHY IT MATTERS TODAY

Education helps us learn how to protect the Earth and solve problems. By using ideas from the past and modern tools, we can make the world better for everyone.

Let's learn and grow together for a brighter future!

LEARNING FOR A BETTER WORLD

Education is very important. In ancient Egypt and Mesopotamia, people knew this. They trained scribes to write and keep knowledge. Today, we use education to solve problems and help the planet.

MODERN PRACTICES

- Digital Learning: Today, many students use computers and the internet to learn. This makes education available to more people, even in faraway places.
- Green Schools: Some schools use solar power and grow gardens. These schools teach children to care for the environment.
- Inclusive Education: Now, boys and girls from all backgrounds can go to school. This is fair and helps everyone.

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Chapter 2: Knowledge and education as a foundation for progress
Task 3: What can we learn from the past?

Let's start with some vocabulary!

1.- Match each word to its definition:

• Scribe	• Learning and understanding information.
• SDG4	• Someone who writes laws, records history, and keeps information.
• Education	• Learning at school or in life to have a better future.
• Sustainability	• Sustainable Development Goal about education for everyone.
• Knowledge	• Protecting the planet and solving problems for the future.

2.- Complete the sentences with the correct word:

scribe, education, SDG4, sustainability, knowledge.

1. A _____ recorded laws and history in Mesopotamia and Egypt.
2. _____ helps people get good jobs and solve problems.
3. _____ is the Sustainable Development Goal about learning.
4. Scribes preserved _____ about farming and trade.
5. Today, _____ helps us protect the planet and solve environmental problems.

Chapter 2: Knowledge and education as a foundation for progress
Task 3: What can we learn from the past?

Instructions

1.- Read the SDG card and the information sheet

2.- Answer these questions:

a. What does SDG means?

b. What is SDG 4 about?

c. What did scribes learn in Mesopotamia and Egypt?

d. Why is education important today?

e. How is learning today different from learning in Mesopotamia and Egypt?

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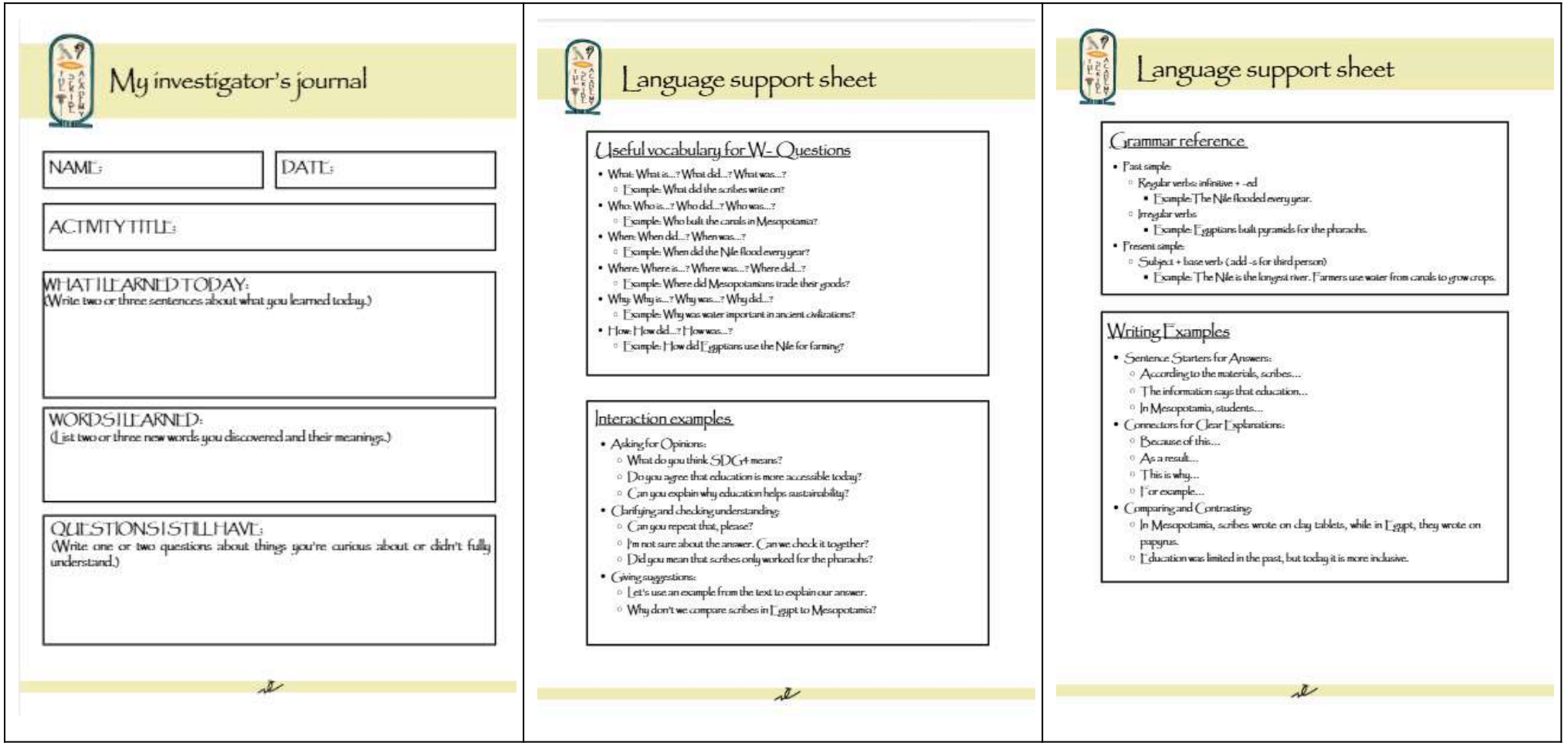

My investigator's journal

NAME:

DATE:

ACTIVITY TITLE:

WHAT I LEARNED TODAY:
(Write two or three sentences about what you learned today.)

WORDS I LEARNED:
(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
(Write one or two questions about things you're curious about or didn't fully understand.)

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP SIEI CHAPTER 2: Knowledge and education as a foundation for progress

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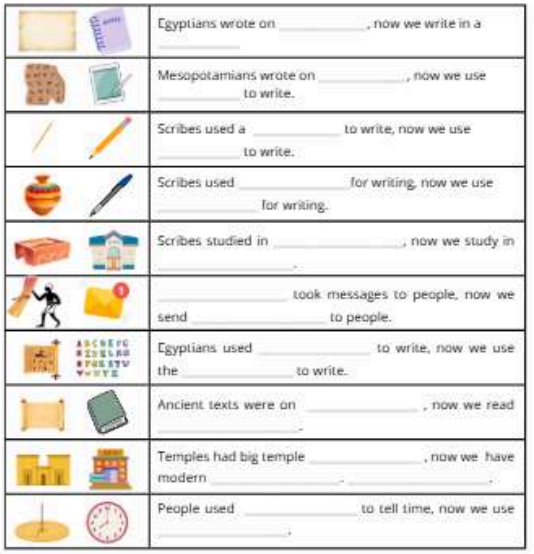
Chapter 2: Knowledge and education as a foundation for progress
Task 3

Play the memory game!

ANCIENT EGYPT	NOWADAYS
PAPYRUS	NOTEBOOK
CLAY TABLET	TABLET
STYLUS	PENCIL
INK POT	PEN
SCRIBE SCHOOL	MODERN SCHOOL
HIEROGLYPHS	ALPHABET
MESSENGERS	EMAIL
SCROLL	BOOK
TEMPLE LIBRARY	LIBRARY
SUNDIAL	CLOCK

Chapter 2: Knowledge and education as a foundation for progress
Task 3

Complete the sentences



GROUP CHAPTER 3: Sustainable cities and communities

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To the architects of the Scribe Academy:
You have learned about how Babylon and Thebes were planned and built. Their walls, canals, and districts helped people live together in harmony. Today, cities face many challenges like pollution and overcrowding.
The SDGs are 17 goals made by the United Nations. "SDG" means Sustainable Development goals. These goals want to make the world better. They help people, animals, and the planet.
We need your help to connect these ancient ideas to Sustainable Development Goal 11: Sustainable cities and communities. Can you write your ideas to show how cities can learn from the past and become better for the future?

Mariam & Samir

- **GOAL:** Make cities safe and clean for everyone
- **CONNECTION:** Ancient cities like Babylon and Thebes used organized layouts and zones for living, trade, and worship, fostering community and resilience.

BABYLON

- Babylon was planned with strong walls to protect the city and zones for living, trade, and worship.
- These ideas show how good planning makes cities safe and organized.

THEBES

- Thebes centered its city around temples and farmland.
- This planning helped people grow food and build strong communities.

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INSTITUT DAMIÀ CAMPENY — MATARÓ

SUSTAINABLE CITY PRACTICES TODAY

WHY IT MATTERS TODAY

Sustainable cities are good for people and the planet. By learning from the past and using new ideas, we can build cities that are safe, clean, and green.

Let's make cities better for everyone!

BUILDING BETTER CITIES

Cities are where many people live and work. In ancient Egypt and Mesopotamia, people built cities with strong walls. Today, we use clever ideas and new rules to make cities better and more sustainable.

MODERN CITIES

- Green Spaces: Today, cities have parks and trees. These make the air clean and help people feel happy.
- Smart Transportation: Many cities now have buses, bikes, and trains that use clean energy. This reduces pollution.
- Recycling: People in cities recycle paper, plastic, and glass. This keeps the city clean and saves resources.

Chapter 3: Sustainable cities and communities
Task 3: What can we learn from the past?

Let's start with some vocabulary!

1.- **Match each word to its definition:**

• Walls	• A place where people grow food.
• Canals	• A building for worshiping gods.
• Zones	• A man-made waterway to bring water to cities and fields.
• Temple	• Strong structures that protect a city.
• Farmland	• Parts of a city for living, trade, or worship.

2.- **Complete the sentences with the correct word:**

walls, canals, zones, temple, farmland

1. Babylon had strong _____ to protect the city.
2. Thebes centered its city around the _____.
3. People in Thebes used _____ to grow food for the community.
4. _____ in Babylon brought water to the fields and the city.
5. The city had different _____ for living, trade, and worship.

Chapter 3: Sustainable cities and communities
Task 3: What can we learn from the past?

Instructions

1.- **Read the SDG cards and the city cards.**

2.- **Answer these questions:**

a. *Who does SDG mean?*

b. *What is SDG 11 about?*

c. *What did Babylon use to protect the city?*

d. *What what Thebes centered around?*

e. *How did Babylon and Thebes help people live together?*

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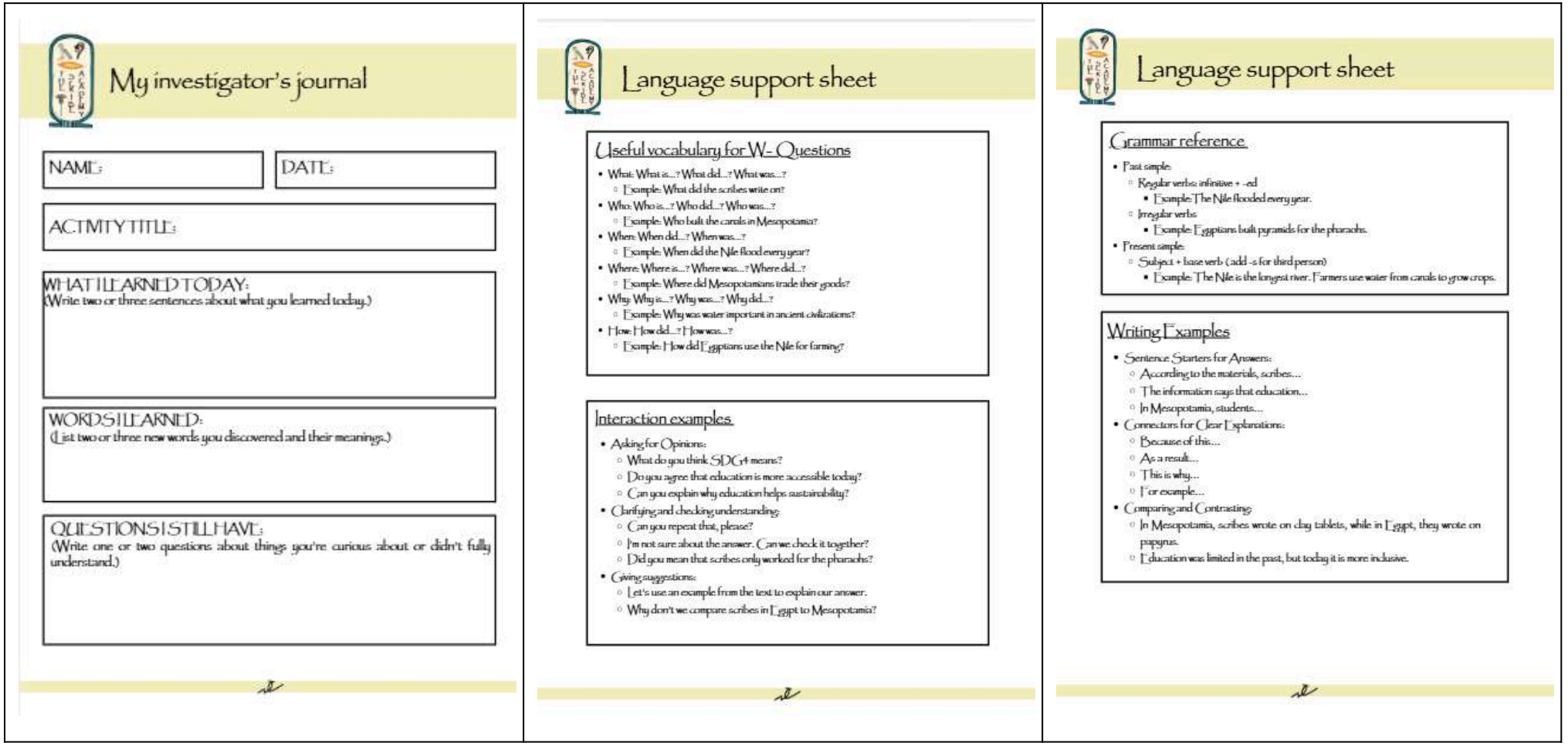

My investigator's journal

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Language support sheet

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- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
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- Giving suggestions:
  - Let's use an example from the text to explain our answer.
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Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 4: Spirituality and respect for the environment

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Dear Students at The Scribe Academy,

We are amazed by what we have discovered about the gods of Mesopotamia and Egypt. These gods were deeply connected to nature Their stories teach us to respect the earth, its cycles, and the gifts it provides. Today, the earth faces challenges like climate change and the loss of forests and animals. The SDGs are 17 goals made by the United Nations. "SDG" means Sustainable Development goals. Theses goals want to make the world better. They help people, animals, and the planet. We must follow the wisdom of the past and protext the land and its creatures. This is why we focus on Sustainable Development Goal 15: Life on Land. Think about how the gods cared for nature. What can we do today to follow their example?

Mariam & Samir

- **GOAL:** Protect the land, forests, and animals.
- **CONNECTION:** Respecting nature like the gods can help us protect the earth today.

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INSTITUT DAMIÀ CAMPENY MATARÓ

SUSTAINABLE PRACTICES AND NATURE TODAY

WHY IT MATTERS TODAY

LIVING WITH NATURE

MODERN CITIES

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Chapter 4: Spirituality and respect for the environment
Task 3: What we can learn from the past?

Instructions

1.- Read the SDG cards.

2.- Answer these questions:

a. What does "SDG" mean?

b. What is SDG15 about?

c. How were the gods of Mesopotamia and Egypt connected to nature?

d. What challenges does the earth face today?

e. What can we learn from the gods to protect the earth?

My investigator's journal

NAME:

DATE:

ACTIVITY TITLE:

WHAT I LEARNED TODAY:
(Write two or three sentences about what you learned today.)

WORDS I LEARNED:
(List two or three new words you discovered and their meanings.)

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Language support sheet

Grammar reference

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  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple
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Writing Examples

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- Connectors for Clear Explanations:
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GROUP CHAPTER 5: Trade and economic exchange for prosperity

To the merchants of the Scribe Academy,
You have learned about how Mesopotamia and Egypt traded goods to grow their cities and kingdoms. Trade brought food, tools, and treasures, helping people live better lives. The SDGs are 17 goals made by the United Nations. "SDG" means Sustainable Development Goals. These goals want to make the World better. They help people, animals, and the planet. Today, We still need trade to share resources and build strong economies. But we must ensure that trade is fair and sustainable. Can you connect these ancient ideas to Sustainable Development Goal 8: Decent Work and economic growth? Write your ideas and show how trade can help build a better future

Mariam & Samir

- **GOAL:** Ensure fair work for all.
- **CONNECTION:** Trade in Mesopotamia and Egypt grew their economies, linking to SDG 8 for fair and sustainable growth.

TODAY'S CHALLENGES

- Unfair pay for workers.
- Damage to the environment from unsustainable practices.
- The importance of ethical practices like fair trade.

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EGYPT

- Traded gold and papyrus for luxury goods like spices and metals.
- Used both the Nile and desert trade routes.

MESOPOTAMIA

- Traded silver and wool for resources they didn't have.
- Used rivers for transport

Chapter 5: Trade and economic exchange for prosperity

Task 3: What can we learn from the past?

Let's start with some vocabulary!

1.- Match each word to its definition:

• Trade	• Moving goods from one place to another.
• Economy	• The system of money and business in a country or city.
• Fair	• Expensive items or goods that are not needed for survival.
• Transport	• Buying, selling, or exchanging goods.
• Luxury	• Treating everyone equally and giving them what they deserve.

2.- Complete the sentences with the correct word:

trade, economy, fair, transport, luxury

1. Ancient Egypt traded gold and papyrus for _____ goods like spices.
2. Mesopotamia used rivers to _____ their goods.
3. Today, we need to make sure trade is _____.
4. Trade helps grow the _____.
5. Buying, selling, and exchanging goods is called _____.

Chapter 5: Trade and economic exchange for prosperity

Task 3: What can we learn from the past?

Instructions

1.- Read the SDG card and the information sheet

2.- Answer these questions:

a. Who does "SDG" mean?

b. What is SDG 8 about?

c. What goods did Egypt trade?

d. How did Mesopotamia transport goods?

e. What are two challenges for trade today?

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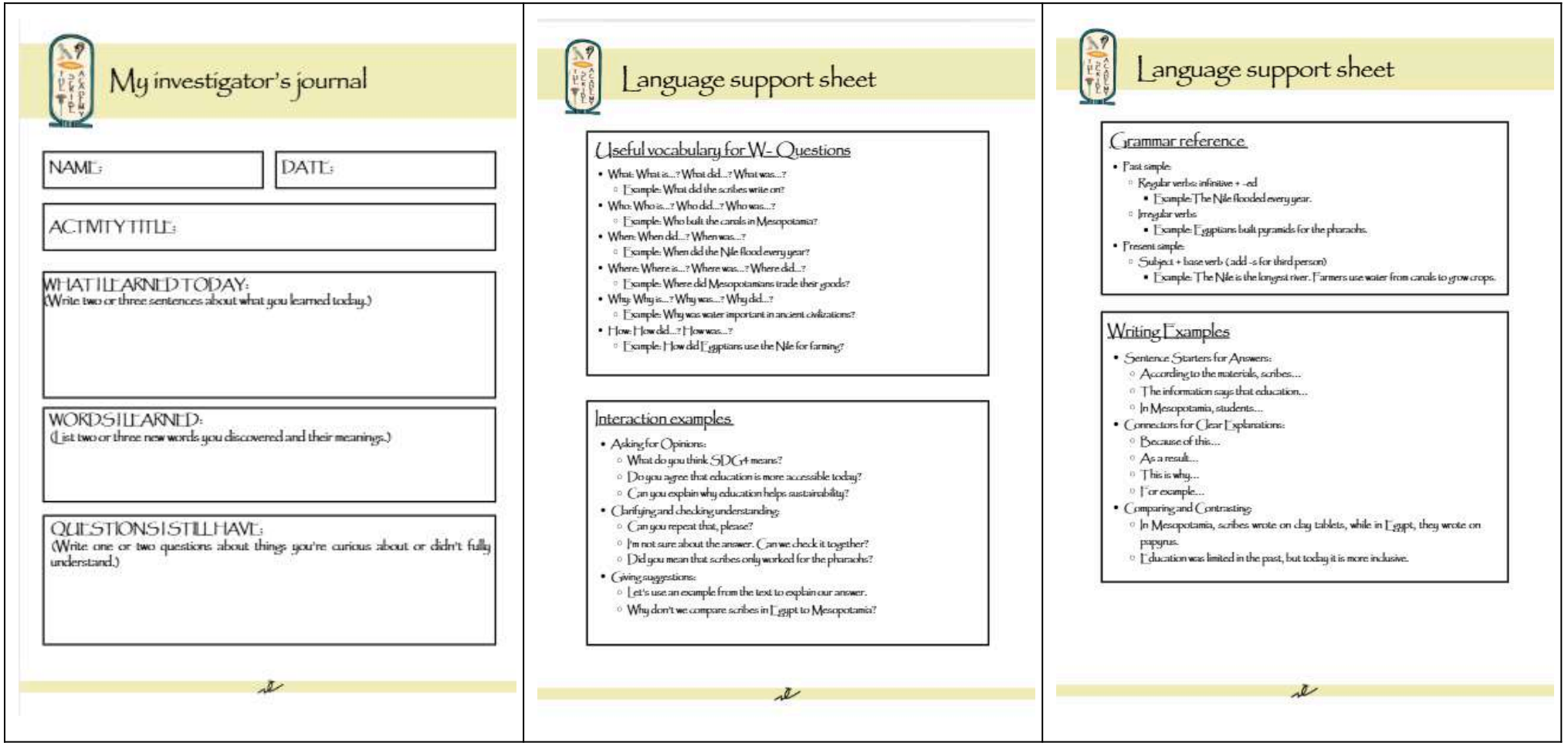

My investigator's journal

NAME:

DATE:

ACTIVITY TITLE:

WHAT I LEARNED TODAY:
(Write two or three sentences about what you learned today.)

WORDS I LEARNED:
(List two or three new words you discovered and their meanings.)

QUESTIONS I STILL HAVE:
(Write one or two questions about things you're curious about or didn't fully understand.)

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

ANNEX 5

Session *5*, activity *1*

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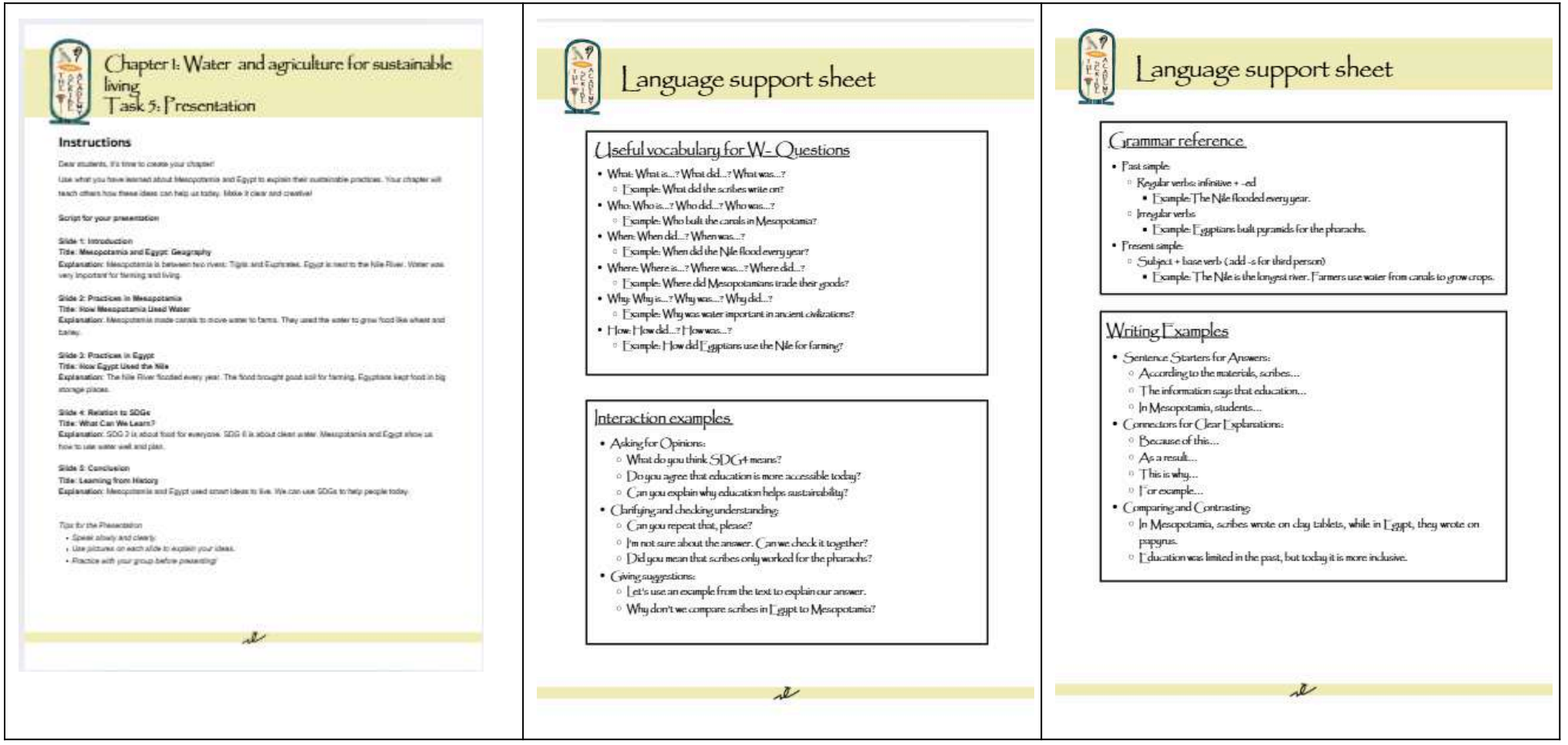
GROUP CHAPTER 1: Water and agriculture for sustainable living



Chapter 1: Water and agriculture for sustainable living
Task 5: Presentation

Instructions

Dear students, it's time to create your chapter!

Use what you have learned about Mesopotamia and Egypt to explain their sustainable practices. Your chapter will teach others how these ideas can help us today. Make it clear and creative!

Script for your presentation

Slide 1: Introduction
Title: Mesopotamia and Egypt: Geography
Explanation: Mesopotamia is between two rivers: Tigris and Euphrates. Egypt is next to the Nile River. Water was very important for farming and living.

Slide 2: Practices in Mesopotamia
Title: How Mesopotamia Used Water
Explanation: Mesopotamia made canals to move water to farms. They used the water to grow food like wheat and barley.

Slide 3: Practices in Egypt
Title: How Egypt Used the Nile
Explanation: The Nile River flooded every year. The flood brought good soil for farming. Egyptians kept food in big storage places.

Slide 4: Relation to SDGs
Title: What Can We Learn?
Explanation: SDG 2 is about food for everyone. SDG 6 is about clean water. Mesopotamia and Egypt show us how to use water well and plan.

Slide 5: Conclusion
Title: Learning from History
Explanation: Mesopotamia and Egypt used smart ideas to live. We can use SDGs to help people today.

Tips for the Presentation
- Speak slowly and clearly.
- Use pictures on each slide to explain your ideas.
- Practice with your group before presenting!

Language support sheet

Useful vocabulary for W- Questions
- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples
- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference
- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples
- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 2: Knowledge and education as a foundation for progress

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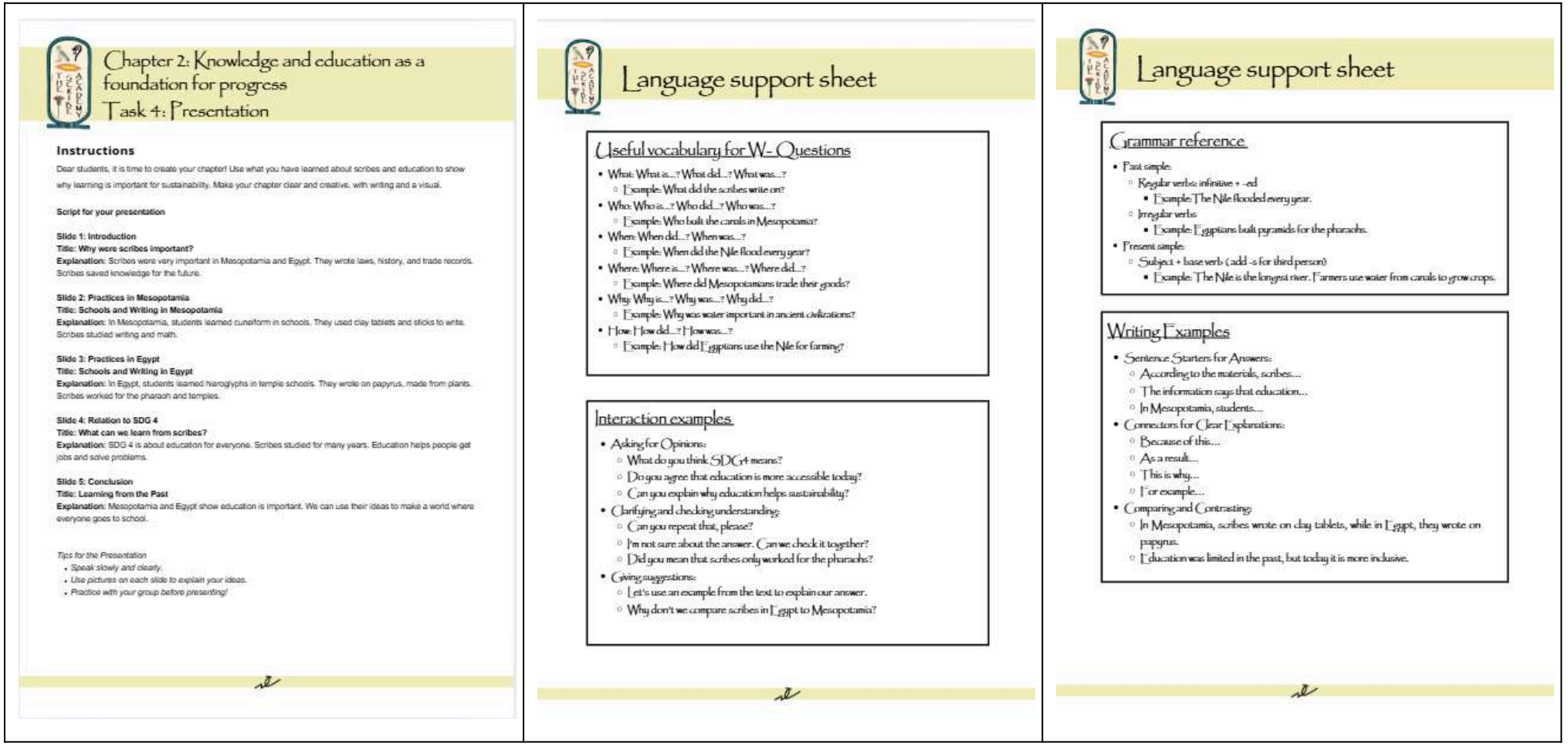

Chapter 2: Knowledge and education as a foundation for progress
Task 4: Presentation

Instructions

Dear students, it is time to create your chapter! Use what you have learned about scribes and education to show why learning is important for sustainability. Make your chapter clear and creative, with writing and a visual.

Script for your presentation

Slide 1: Introduction
Title: Why were scribes important?
Explanation: Scribes were very important in Mesopotamia and Egypt. They wrote laws, history, and trade records. Scribes saved knowledge for the future.

Slide 2: Practices in Mesopotamia
Title: Schools and Writing in Mesopotamia
Explanation: In Mesopotamia, students learned cuneiform in schools. They used clay tablets and sticks to write. Scribes studied writing and math.

Slide 3: Practices in Egypt
Title: Schools and Writing in Egypt
Explanation: In Egypt, students learned hieroglyphs in temple schools. They wrote on papyrus, made from plants. Scribes worked for the pharaoh and temples.

Slide 4: Relation to SDG 4
Title: What can we learn from scribes?
Explanation: SDG 4 is about education for everyone. Scribes studied for many years. Education helps people get jobs and solve problems.

Slide 5: Conclusion
Title: Learning from the Past
Explanation: Mesopotamia and Egypt show education is important. We can use their ideas to make a world where everyone goes to school.

Tips for the Presentation
- *Speak slowly and clearly.*
- *Use pictures on each slide to explain your ideas.*
- *Practice with your group before presenting!*

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple:
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP SIEI CHAPTER 2: Knowledge and education as a foundation for progress

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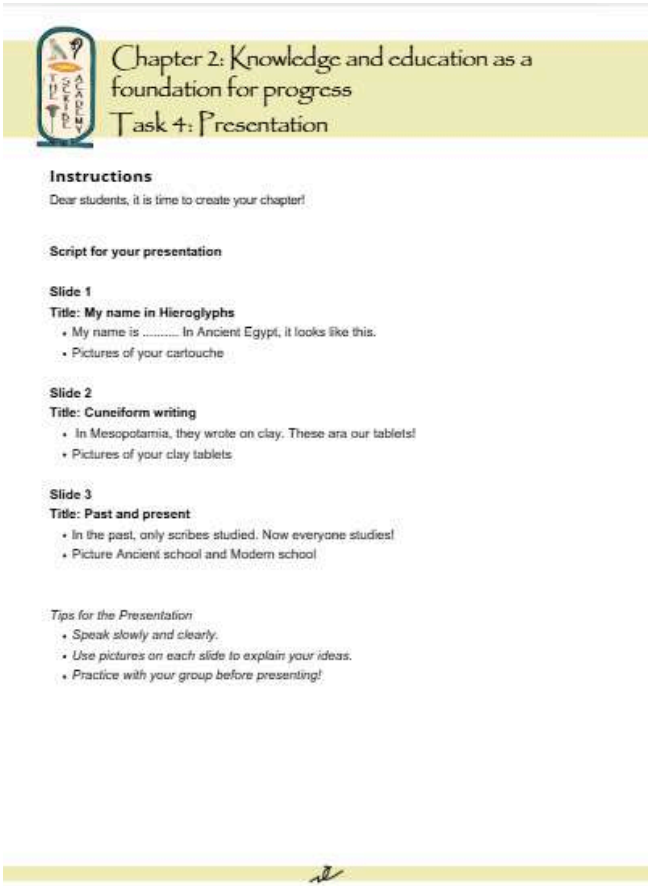

Chapter 2: Knowledge and education as a foundation for progress
Task 4: Presentation

Instructions

Dear students, it is time to create your chapter!

Script for your presentation

Slide 1
Title: My name in Hieroglyphs
- My name is ..... In Ancient Egypt, it looks like this.
- Pictures of your cartouche

Slide 2
Title: Cuneiform writing
- In Mesopotamia, they wrote on clay. These ara our tablets!
- Pictures of your clay tablets

Slide 3
Title: Past and present
- In the past, only scribes studied. Now everyone studies!
- Picture Ancient school and Modern school

Tips for the Presentation
- *Speak slowly and clearly.*
- *Use pictures on each slide to explain your ideas.*
- *Practice with your group before presenting!*

GROUP CHAPTER 3: Sustainable cities and communities

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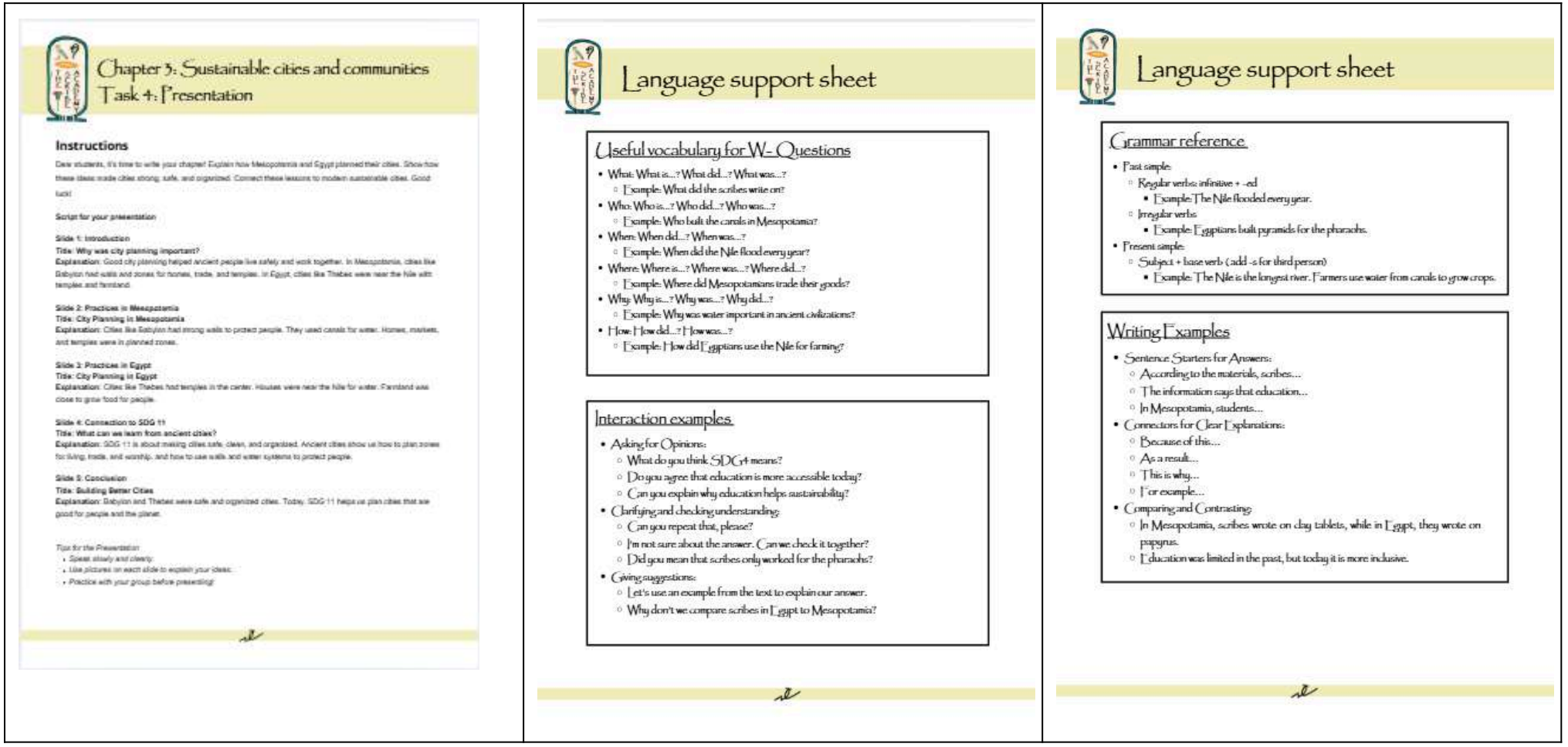

Chapter 3: Sustainable cities and communities
Task 4: Presentation

Instructions

Dear students, it's time to write your chapter! Explain how Mesopotamia and Egypt planned their cities. Show how these ideas made cities strong, safe, and organized. Connect these lessons to modern sustainable cities. Good luck!

Script for your presentation

Slide 1: Introduction
Title: Why was city planning important?
Explanation: Good city planning helped ancient people live safely and work together. In Mesopotamia, cities like Babylon had walls and zones for homes, trade, and temples. In Egypt, cities like Thebes were near the Nile with temples and farmland.

Slide 2: Practices in Mesopotamia
Title: City Planning in Mesopotamia
Explanation: Cities like Babylon had strong walls to protect people. They used canals for water. Homes, markets, and temples were in planned zones.

Slide 3: Practices in Egypt
Title: City Planning in Egypt
Explanation: Cities like Thebes had temples in the center. Houses were near the Nile for water. Farmland was close to grow food for people.

Slide 4: Connection to SDG 11
Title: What can we learn from ancient cities?
Explanation: SDG 11 is about making cities safe, clean, and organized. Ancient cities show us how to plan zones for living, trade, and worship, and how to use walls and water systems to protect people.

Slide 5: Conclusion
Title: Building Better Cities
Explanation: Babylon and Thebes were safe and organized cities. Today, SDG 11 helps us plan cities that are good for people and the planet.

Tips for the Presentation
- *Speak slowly and clearly.*
- *Use pictures on each slide to explain your ideas.*
- *Practice with your group before presenting!*

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple:
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 4: Spirituality and respect for the environment

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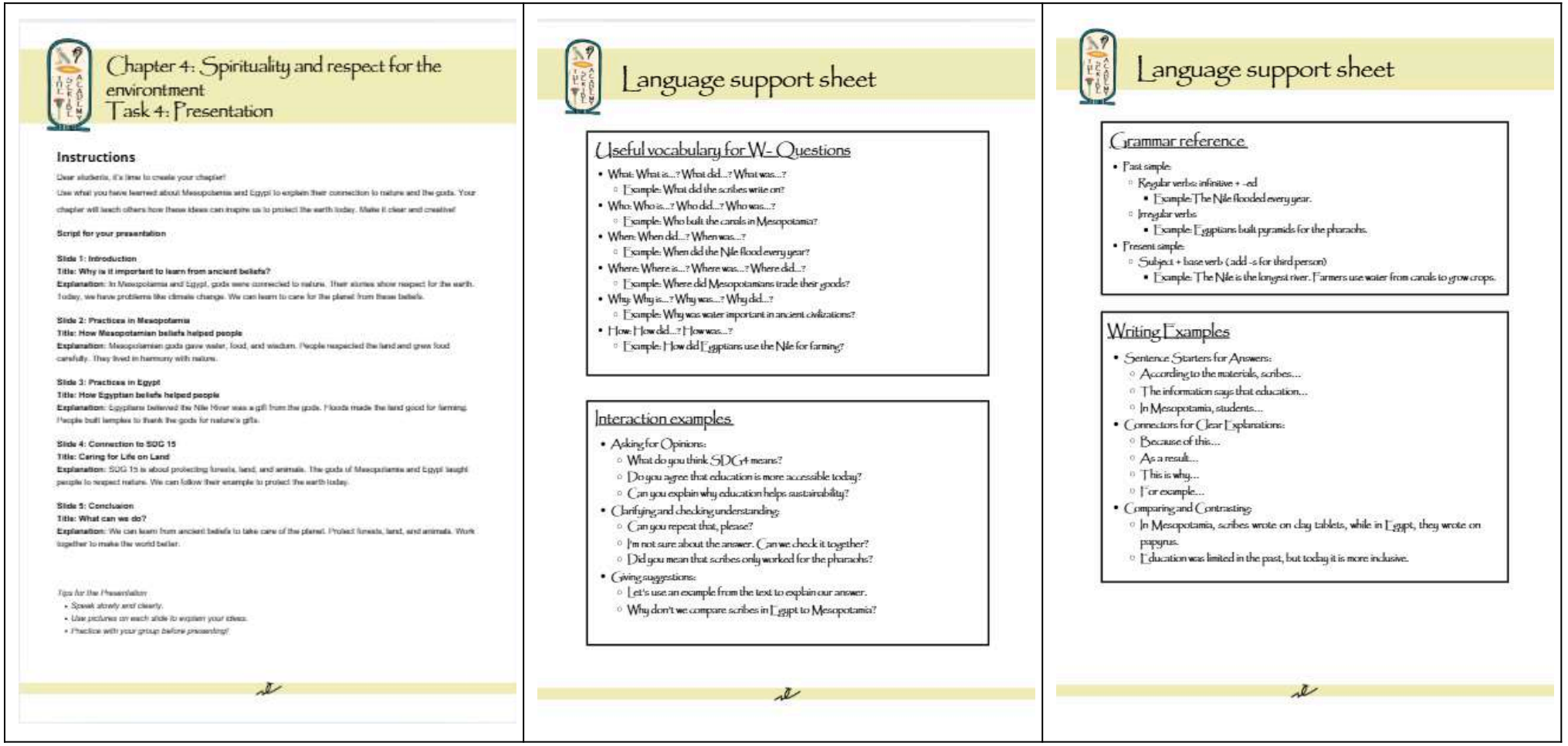

Chapter 4: Spirituality and respect for the environment
Task 4: Presentation

Instructions

Dear students, it's time to create your chapter!

Use what you have learned about Mesopotamia and Egypt to explain their connection to nature and the gods. Your chapter will teach others how these ideas can inspire us to protect the earth today. Make it clear and creative!

Script for your presentation

Slide 1: Introduction
Title: Why is it important to learn from ancient beliefs?
Explanation: In Mesopotamia and Egypt, gods were connected to nature. Their stories show respect for the earth. Today, we have problems like climate change. We can learn to care for the planet from these beliefs.

Slide 2: Practices in Mesopotamia
Title: How Mesopotamian beliefs helped people
Explanation: Mesopotamian gods gave water, food, and wisdom. People respected the land and grew food carefully. They lived in harmony with nature.

Slide 3: Practices in Egypt
Title: How Egyptian beliefs helped people
Explanation: Egyptians believed the Nile River was a gift from the gods. Floods made the land good for farming. People built temples to thank the gods for nature's gifts.

Slide 4: Connection to SDG 15
Title: Caring for Life on Land
Explanation: SDG 15 is about protecting forests, land, and animals. The gods of Mesopotamia and Egypt taught people to respect nature. We can follow their example to protect the earth today.

Slide 5: Conclusion
Title: What can we do?
Explanation: We can learn from ancient beliefs to take care of the planet. Protect forests, land, and animals. Work together to make the world better.

Tips for the Presentation
- *Speak slowly and clearly.*
- *Use pictures on each slide to explain your ideas.*
- *Practice with your group before presenting!*

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
- When: When did...? When was...?
  - Example: When did the Nile flood every year?
- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
  - Can you explain why education helps sustainability?
- Clarifying and checking understanding:
  - Can you repeat that, please?
  - I'm not sure about the answer. Can we check it together?
  - Did you mean that scribes only worked for the pharaohs?
- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

GROUP CHAPTER 5: Trade and economic exchange for prosperity

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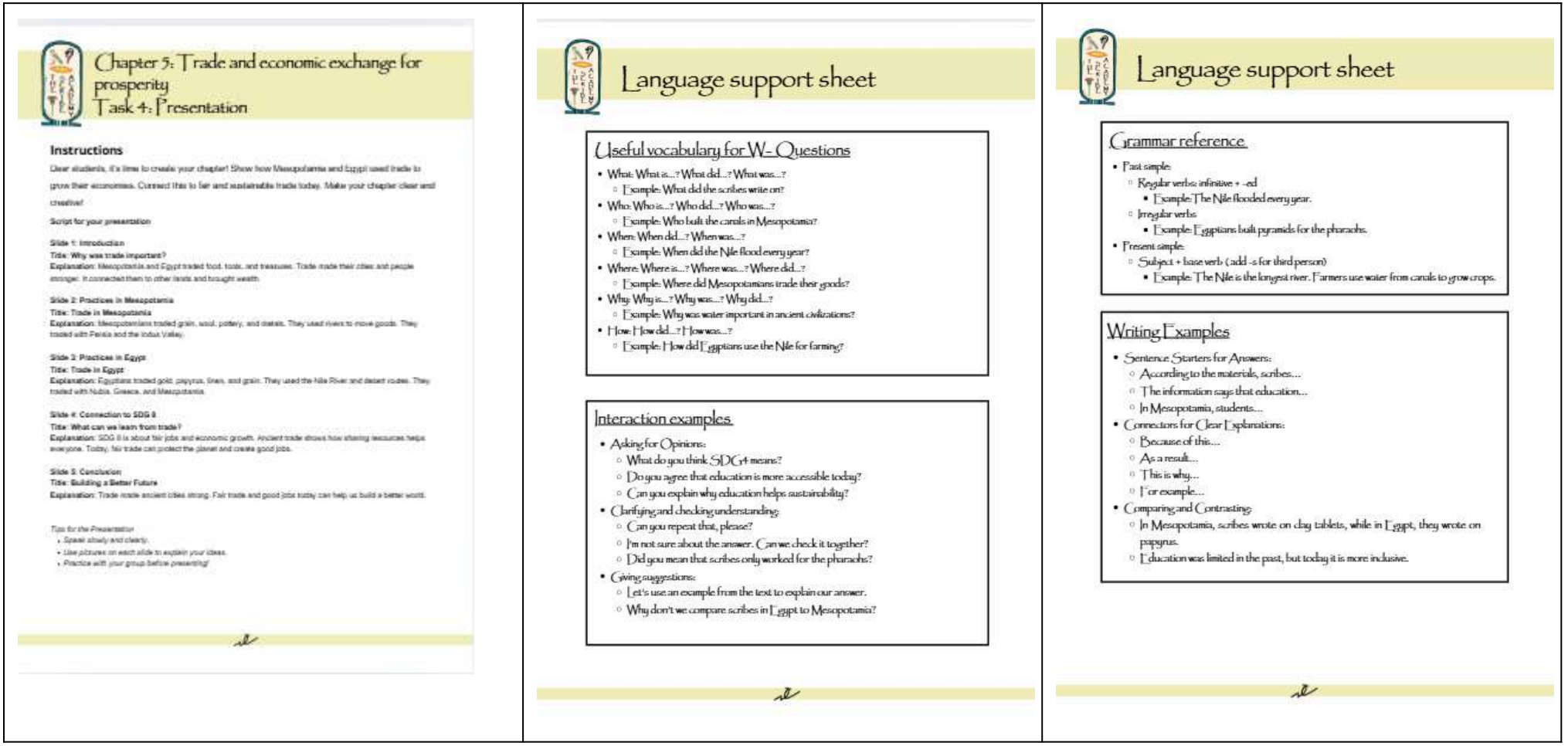

Chapter 5: Trade and economic exchange for prosperity
Task 4: Presentation

Instructions

Dear students, it's time to create your chapter! Show how Mesopotamia and Egypt used trade to grow their economies. Connect this to fair and sustainable trade today. Make your chapter clear and creative!

Script for your presentation

Slide 1: Introduction
Title: Why was trade important?
Explanation: Mesopotamia and Egypt traded food, tools, and treasures. Trade made their cities and people stronger. It connected them to other lands and brought wealth.

Slide 2: Practices in Mesopotamia
Title: Trade in Mesopotamia
Explanation: Mesopotamians traded grain, wool, pottery, and metals. They used rivers to move goods. They traded with Persia and the Indus Valley.

Slide 3: Practices in Egypt
Title: Trade in Egypt
Explanation: Egyptians traded gold, papyrus, linen, and grain. They used the Nile River and desert routes. They traded with Nubia, Greece, and Mesopotamia.

Slide 4: Connection to SDG 8
Title: What can we learn from trade?
Explanation: SDG 8 is about fair jobs and economic growth. Ancient trade shows how sharing resources helps everyone. Today, fair trade can protect the planet and create good jobs.

Slide 5: Conclusion
Title: Building a Better Future
Explanation: Trade made ancient cities strong. Fair trade and good jobs today can help us build a better world.

Tips for the Presentation
- *Speak slowly and clearly.*
- *Use pictures on each slide to explain your ideas.*
- *Practice with your group before presenting!*

Language support sheet

Useful vocabulary for W- Questions

- What: What is...? What did...? What was...?
  - Example: What did the scribes write on?
- Who: Who is...? Who did...? Who was...?
  - Example: Who built the canals in Mesopotamia?
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- Where: Where is...? Where was...? Where did...?
  - Example: Where did Mesopotamians trade their goods?
- Why: Why is...? Why was...? Why did...?
  - Example: Why was water important in ancient civilizations?
- How: How did...? How was...?
  - Example: How did Egyptians use the Nile for farming?

Interaction examples

- Asking for Opinions:
  - What do you think SDG4 means?
  - Do you agree that education is more accessible today?
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- Clarifying and checking understanding:
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- Giving suggestions:
  - Let's use an example from the text to explain our answer.
  - Why don't we compare scribes in Egypt to Mesopotamia?

Language support sheet

Grammar reference

- Past simple:
  - Regular verbs: infinitive + -ed
    - Example: The Nile flooded every year.
  - Irregular verbs
    - Example: Egyptians built pyramids for the pharaohs.
- Present simple:
  - Subject + base verb (add -s for third person)
    - Example: The Nile is the longest river. Farmers use water from canals to grow crops.

Writing Examples

- Sentence Starters for Answers:
  - According to the materials, scribes...
  - The information says that education...
  - In Mesopotamia, students...
- Connectors for Clear Explanations:
  - Because of this...
  - As a result...
  - This is why...
  - For example...
- Comparing and Contrasting:
  - In Mesopotamia, scribes wrote on clay tablets, while in Egypt, they wrote on papyrus.
  - Education was limited in the past, but today it is more inclusive.

ANNEX 6

Session *6*, activity 1

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PEER ASSESSMENT

Chapter: _____

Check the boxes as you listen to your classmates' presentation.

1. Content and Organization

☐ The presentation has a clear introduction, main part, and conclusion.
☐ The group explains the topic well and gives important information.
☐ The group connects the topic to the SDGs (Sustainable Development Goals).

2. Speaking and Language

☐ The group speaks clearly and slowly.
☐ They use good pronunciation.
☐ They use correct and simple English sentences.
☐ They do not read everything – they explain in their own words.

3. Visuals and Presentation

☐ The Canva slides are clear and easy to read.
☐ The pictures and diagrams help explain the topic.
☐ The group shows good teamwork (everyone speaks).

Give Feedback to Your Classmates!

- One thing they did well: _____
- One thing they can improve: _____

GUIDE RUBRIC

Chapter:

CATEGORY	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)
Structure and organization of the presentation	The presentation follows the script perfectly, with a clear introduction, development, and conclusion.	Follows the script, but the organization could be clearer.	The information is disorganized, making it difficult to understand.	Lacks structure, making the presentation hard to follow.
Historical Content and Connection to SDGs	The information is complete, accurate, and well-explained. A clear connection to the SDGs is made.	The information is correct and well presented, but some details could be improved.	The information is basic, and the connection to the SDGs is unclear.	The information is insufficient or contains major errors.
Use of English (Written)	The written English is precise, with correct grammar, vocabulary, and clear sentence structures.	Good use of written English, with minor grammatical or vocabulary errors.	Some sentences are difficult to understand due to grammatical or structural mistakes.	Many grammatical errors make comprehension difficult.
Use of English (Oral)	The speakers are clear, with good pronunciation and an appropriate pace. They engage well with the audience.	Good pronunciation, with minor mistakes. Good fluency.	Difficulty with pronunciation and fluency. Lack of practice is noticeable.	Speaking is difficult, with poor fluency, making it hard to understand.

My investigator's journal

Reflection at the end of the chapter

NAME: DATE:

WHAT WAS MY FAVORITE ACTIVITY AND WHY?
(Write about the task you enjoyed the most.)

WHAT SURPRISED ME ABOUT MESOPOTAMIA AND EGYPT?
(Write one thing that was unexpected or interesting.)

WHAT IS ONE LESSON WE CAN USE TODAY?
(Write one connection between the past and modern times.)

WHAT WOULD I LIKE TO LEARN MORE ABOUT?
(Write one topic you want to explore further.)

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ONLINE MATERIALS

MATERIALS CHAPTER 1

MATERIALS CHAPTER 2 (MATERIALS SIEI)

MATERIALS CHAPTER 3

MATERIALS CHAPTER 4

MATERIALS CHAPTER 5

PEER ASSESSMENT

RUBRIC

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