

## Written language development

**Standard 7.1.3-** Trace steps in the development of written language, including the evolution of Sumerian Cuneiform, Egyptian Hieroglyphics and Chinese Calligraphy.

**Objectives-** Students will create a timeline of steps in development of writing.

- Students generate their own messages in different types of early writing.
- Students will show an understanding of the development of written language using their verbal and written abilities.

**Pre Discussion-** Teacher Asks whole class "How do humans communicate?", "Why is writing important?", "What age did you learn to communicate and how?", "Who knows cursive writing?"

-Teacher hands out KWL worksheet. Each students fills out worksheet. 'K' what do you Know about the development of the written language? 'W' what do you want to know about the development of the written language?

Collect the KWL worksheet to use on the last day of lesson for students to write 'L' what they learned about the development of the written language.

**Follow Day 1 attachment-** At the end of day one (last 15 minutes), have students watch video YouTube video Mesopotamia The Development of Written Language-  
<http://www.youtube.com/watch?v=j0dOwojPsW8>

### DAY ONE

In Groups Analyzing Manuscripts (Teacher reads 'observe' questions, 'reflect' questions, 'question' )

<http://www.historyforkids.org/learn/westasia/literature/>

#### In Groups Students will:

- record their observations in the following worksheet:
- <http://www.loc.gov/teachers/primary-source-analysis-tool/>
- 1st picture to analysis (give about 3-5 minutes to record observation as you read questions from Analyzing Manuscript )
- <http://hdl.loc.gov/loc.pnp/matpc.10594> (Egyptian Hieroglyphics)
- 2nd picture to analysis (give about 3-5 minutes to record observation as you read questions from Analyzing Manuscripts)
- <http://memory.loc.gov/service/amed/amcune/cf0032/0001ob.gif> (Sumerian Cuneiform)
- 3rd picture to analysis (give about 3-5 minutes to record observation as you read questions from Analyzing Manuscripts)
- <http://www.loc.gov/pictures/resource/agc.7a09365/> (Chinese Calligraphy)

**Day 2-** Hand out KWL worksheet (from day 1) and have students add 'What they want to learn' and 'What they learned the first day'

– hand out a Egyptian hieroglyphic sheet and have them write a code/sentence (give students about 20-30 minutes to complete). Collect code sentences students created. Pick a few coded sentences to copy to hand out on 'Day 3' for the students to figure out.

- <http://www.kidzone.ws/cultures/egypt/hieroglyph.htm> worksheet for students to create sentence code.
- Students return to groups to read from Social Studies book that deal with 'The Development of Written Language". Also having groups read <http://www.historyforkids.org/learn/westasia/literature/>
- Have groups write a summary of what they read.

**Day 3-** Student group finish or review what they read on Day 2. Student groups will give a summary of what they read about 'The Development of Written Language".

-Hand out student code worksheet from Day 2. Give students about 15 minutes to break codes. Begin time-lines about the "Development of Written Language"

**Day 4-** Each group will be given time to work on presenting what they have learned to the class. They may use graphic and Primary Source from The Library of Congress