Supplemental Instructional Resources

Daily Life in an Ancient Judean Town was designed to complement the 6th grade Social Studies curriculum on the ancient world, specifically the unit on Ancient Israelites and Judaism. In addition to the guiding questions and reflection prompts in the exhibit, below are a few additional activities that may help you incorporate this exhibit into your class. Each of these activities is designed for remote instruction but can be adapted for in-person instruction as well. If you have suggestions for the exhibit or about resources on this page, please get in touch here!

1. Sketching an ancient Judean village

Background: *Daily Life* introduces students to some of the activities that took place in ancient Judean villages, from ceramic pottery production to cloth weaving. It also introduces students to some of the natural resources that ancient Judeans needed to collect or harvest in order to perform these crafts.

Activity: Have students sketch a map of a fictional Judean village and its surrounding environment, making note of the different locations where villagers could collect clay for pots, wheat to grind grain, copper to make metal objects, and other resources. Consider what natural resources you would need to make these products and where you would typically find those resources in nature.

After they have finished drawing and labeling their maps, have students discuss in groups the various connections that link daily activities in the village with the environmental hinterland, focusing on the many ways in which human production relates to extracting and manipulating natural resources.

Learning Outcomes: How ancient populations sourced and used resources to make crafts and products. The diversity and breadth of resources that were required in daily activities.

2. Diary entry from a Judean villager

Background: As is mentioned in the conclusion of the exhibit, ancient populations spent significantly more time acquiring resources (like foodstuffs) and producing necessary materials (like cloths and ceramics) than we do today.

Activity: Have students write a diary entry from the perspective of an ancient Judean villager. What activities did they take part in that day? What products did they make? How did they make them? Where did these activities take place? With whom?

Creativity should be encouraged. Ask students to consider the section of the exhibit that most resonated with them and to perhaps focus on that section for the writing prompt.

This activity could also be used to connect the exhibit with other information or concepts presented in the course, as the diary entry could make references to other course material.

Learning Outcomes: Detailed conceptualization of daily life presented in the exhibit.

3. Building a (model) Pillared House

(This activity was adopted from Cynthia Shafer-Elliott's teaching activity, "The Iron Age House of Graham Crackers" in *An Educator's Handbook for Teaching About the Ancient World*, edited by Pinar Durgun [2020]. The full activity can be found here.)

Background: Many of the activities introduced in *Daily Life* took place in the household, from weaving to worship. The household was the center of not only domestic life in ancient Judea, but also a focal point for production, storage, and social encounters.

Activity: This activity should be planned with students well in advance as it requires students to have “building” materials.

Ask students to construct a model of a pillared house, as described in the exhibit. Students should feel free to be creative with their materials: Legos, graham crackers, ginger bread, and paper mache all make great building blocks while animal crackers, candies, and other craft materials can provide a diversity of decorations.

Models should follow the general scheme of the pillared house, but otherwise can represent any facet of daily life that students enjoyed from the exhibit.

Students should prepare a short presentation to show off their model to classmates that highlights their use of materials and the aspects of daily life depicted in their model.

Learning Outcomes: The myriad in which the household served as the centerpiece of domestic life and productivity. Appreciation for the complexity of built form.