

**Unit:** Ancient Egypt **Lesson 1:** The Importance of the Nile River

**Subject:** 6<sup>th</sup> grade Social Studies

**Teacher:** Mrs. Suzanne Pilkington

Stage 1 - Desired Outcome	
<p><b>Established Goals:</b></p> <p><b>NC Standard Course of Study Objective:</b></p> <p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions (i.e. Africa, Asia, Europe, and the Americas) over time.</p> <p>6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p><b>Clarifying Objective:</b></p> <p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.E.1. 2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p> <p><b>Learning Outcomes:</b> Students will create a flier that summarizes why people settled in the Nile River region and how geographic features of the river valley impacted the Ancient Egyptian civilization.</p>	
<p><b>Understandings</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"><li>● Geography affects where people choose to live.</li><li>● Geography affects how people live, including their resources, defense against outside threats, transportation, and trade within and outside their society.</li><li>● Relative location of Ancient Egypt in relation to Mesopotamia and nearby geographical features.</li></ul>	<p><b>Essential Questions</b></p> <p>How does geography affect where humans choose to live?</p> <p><b>Lesson specific question:</b></p> <p>How did geographic factors influence those who chose to settle in the Nile River Valley?</p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>● How Egyptian farmers took advantage of the Nile River and created a surplus of food.</li><li>● Three geographic features that discouraged outside invasion.</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>● Complete a graphic organizer and discuss questions as they view a slideshow titled, “Egypt: The Gift of the Nile”</li></ul>

<ul style="list-style-type: none"> <li>How transportation on the Nile encouraged trade.</li> <li>How the Nile River changed the Egyptian way of life including allowing for creation of other jobs such as artisans.</li> <li>Vocabulary: Delta, cataracts, shadoof, papyrus, dynasty, arid</li> </ul>	<ul style="list-style-type: none"> <li>Update an individual map of the Nile River during whole class instruction.</li> <li>Discuss how map features affected food supply, protection, and transportation.</li> <li>Complete a flier sharing three benefits of the Nile River valley while using notes from slideshow and individually generated map.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Each student will create a flier titled, "Come Live in the Nile River Valley!" On this flier each student will use notes and map to depict/explain two ways the Nile River Valley encouraged settlement and changed Egyptians' way of life.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Daily-warm-up discussions.</li> <li>As students work on the flier project, the teacher will circulate and check student knowledge via discussion with individual students as they work. Teacher will use individual contacts to help students think deeply as they create their flier.</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<b>Learning Activities:</b> <p><b>Background Knowledge to activate:</b> This lesson takes place during the eighth week of the 6<sup>th</sup> grade school year. Students have learned about: Why we study history, what a historian does, basic geography including how to read a map, early humans before recorded history, the agricultural revolution and the first civilization in Mesopotamia. The unit prior to this unit focused on how people in Mesopotamia depended upon the Euphrates and Tigris Rivers.</p> <p><b>Regular Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Day 1: Daily Warm-up #1 Students view a map showing that Egypt is part of the Sahara Desert. They must answer a multiple choice question to choose the correct term to describe the climate of Egypt. Answer: B. Arid. After students have answered the question, the teacher will discuss the warm-up with students with the goal of connecting this new unit with past lessons on geography.</li> <li>Discussion will open with the teacher asking students what they already know about Ancient Egyptians. Then the teacher will give students a vocabulary organizer and a graphic organizer. They will go over two terms at this time: "Silt" which is a review from their previous lesson on Mesopotamia, and "Arid" which is a new vocabulary word from Daily Warm-up #1.</li> <li>Egypt: The Gift of the Nile PowerPoint-As students view PowerPoint they will fill in the vocabulary definition sheet and a graphic organizer with important ideas from the slideshow. All text that students should record in these two organizers will be displayed in blue. After viewing, students will glue the graphic organizer into their</li> </ul>	

interactive notebook and save the vocabulary graphic organizer to add more vocabulary to it in Lesson 2.

Slide 1: Title Slide: Teacher will explain that Greeks gave Egypt this title and students should think about why this name was given as they view the presentation.

Slide 2: Where is Egypt: Teacher will display only the orange shape of Africa and encourage students to think back to their study of the continents as they decide which continent this is. Then the teacher will display a map next to this showing all of the countries in Africa today. Students will review the map and identify Egypt. The class will discuss where Egypt is located in Africa and what continents are nearby. This will provide an opportunity to remind students that Egypt is part of the Fertile Crescent, which was introduced in the previous lesson on Mesopotamia.

Slide 3: Egypt's Geography. This slide shows the same map as the Day 1 Daily Warm-up, which shows that Egypt is completely in the Sahara Desert. The teacher will use this slide to remind students of the climate of Egypt.

Slide 4: The slide will ask "How did Egyptians survive this climate?" After students offer answers about what we need to survive, ex. food and water, the teacher will display a satellite image of Egypt showing the desert and showing the green area around the Nile River. Students will discuss what they see in the picture and how that may explain survival in Ancient Egypt.

Slide 5: Egypt's Geography. How does geography influence the way people live? Students will discuss this question. Then the teacher will display a Flocabulary video titled "Ancient Egypt: Walk Like an Egyptian" that gives an overview of the Egyptian civilization. Before viewing, the teacher will encourage students to pay attention to features of the Nile River shown in the video and think about the question "How did geography influence settlement in the Nile River Valley?"

After viewing the video, the class will discuss this question in regards to what they have seen in the video. The discussion should allow students to recall the mention that Egyptians used the rich soil deposited during Nile River flooding and the insulated aspect of this area that provided protection from invasions.

Slide 6: Profile of the Nile River: This slide shares facts about the Nile River: the South to North flow pattern, annual flooding, the cataracts, and the delta.

Slide 7: Shows a graphic which depicts the cycle of flooding of the Nile River

Slide 8: Benefits of the Nile River-lists four benefits of living in the Nile River region which will be explained in successive slides.

Slide 9: Benefit #1-Farming the Nile River Valley: This slide helps students understand that Egyptians took advantage of the Nile River flood cycle to plant in rich soil and irrigate for the dry season. Teacher will ask students to discuss how this might help create a secure food supply in comparison to hunting and gathering.

Slide 10: Benefit #2-Protection in the Nile River Valley-this slide discusses the three geographic features that helped keep invaders out of Egypt. Teacher will ask students to consider how this may have impacted the growth of the Egyptian society.

Slide 11: Benefit #3 Resources-One important resource from the Nile River. This slide discusses papyrus. The teacher will ask students to consider and discuss how these innovations may have impacted Egyptian society. Ex. the use of paper (communication) and boats (transportation) Teacher will compare the use of paper to the use of clay tablets in ancient Mesopotamia.

Slide 12: Benefit #4 Transportation: This slide discusses how transportation on the Nile River allowed for trade between villages and easier shipment of materials for projects such as pyramids. Students will consider how this transportation and trade may have impacted the sharing of ideas and practices within Egypt.

Slide 13: Surplus of food: This slide discusses how farming in the Nile River created a surplus of food and allowed for the growth of artisan careers. The teacher will ask students to consider and discuss how the growth of artisans may have impacted what we know about Egyptian life today. Example: many of the artisans that worked on the pyramids and the many artifacts within the pyramids.

Slide 14: Government. This slide shows how as the Egyptian settlement grew, government became a necessity. The teacher will ask students to consider and discuss why government developed.

Slide 15: A United Egypt-this slide shares the unification of Lower and Upper Egypt. The teacher will ask students to discuss how that may have affected the Egyptian culture and trade between Egyptians.

Slide 16: Students will reflect on and discuss the question “Why was Egypt called the “Gift of the Nile.”

- Students will glue the Nile River graphic organizer into their interactive notebooks.
- Day 2: Daily Warm-up #2 Students will answer a question about the Euphrates River and the fact that Egyptians called the river an upside-down river. Answer to question: The Euphrates flowed north to south. After each student has answered the question, the teacher will review the question and tie it in to the discussion in this lesson about how ancient Egypt and ancient Mesopotamia differ. This will allow a quick review as students begin to work on their flier project.
- Update Nile River and Mesopotamia Region Map. In the previous unit students labeled and colored this map. They glued it into their interactive notebooks. Students will now add some additional features to this map: a compass rose with cardinal directions, draw an arrow to show the direction of flow of the Nile River, Upper and Lower Egypt, cataracts and delta, and shade in desert on each side of the Nile River.
- As items on the map are labeled, the teacher will ask questions about various geographic features such as the location of cities and bodies of water and the proximity to Mesopotamia and how that may have affected Egyptian life.

<ul style="list-style-type: none"> <li>• The class will prepare to complete their assessment flier by discussing their graphic organizer and map. We will review the Nile River flier Instructions and go over possible heading titles for each section on the Blank Nile River Flier. I will also show a completed flier that uses Mesopotamia as an example.</li> </ul>
<p><b>Time:</b> Two-60 minute class sessions</p> <p><b>Materials used in this lesson:</b></p> <ul style="list-style-type: none"> <li>• Daily Warm-up #1 and #2</li> <li>• Vocabulary graphic organizer for Lessons 1-3</li> <li>• Gift of the Nile Graphic Organizer</li> <li>• PowerPoint: Egypt the Gift of the Nile</li> <li>• Nile River Valley Map Directions and Map of Nile River Valley and Mesopotamia</li> <li>• Instructions for Nile River Valley flier</li> <li>• Blank template for Nile River Valley flier</li> <li>• Overhead projector</li> <li>• Interactive Notebooks and Student Work Folders</li> <li>• Colored pencils or crayons for each student</li> </ul>

**Unit:** Ancient Egypt **Lesson 2:** Culture and Daily Life

**Subject:** 6<sup>th</sup> grade Social Studies

**Teacher:** Suzanne Pilkington

Stage 1 - Desired Outcome
<p><b>Established Goals:</b></p> <p><b>NC Standard Course of Study Objective:</b></p> <p>Social Studies Standards:</p> <p>6 C&amp;G.1 Understand the development of government in various civilizations, societies and regions.</p> <p>6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.</p> <p>6. H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.</p> <p>English Language Arts Standards:</p> <p>CCSS.ELA-Literacy.RI.6.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-Literacy.RH.6-8.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

**Clarifying Objective:**

6 C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).

6.C.1.1 Explain how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).

**Learning Outcomes:** Students will be able to explain within a writing activity how culture in Ancient Egypt affected daily life.

**Understandings**

Students will understand that:

- Daily life may be different from one culture to another.
- Religion and cultural practices affect daily life in any culture.

**Essential Questions**

How is daily life unique to a particular culture?

**Lesson specific question:**

How did religious beliefs, cultural practices, and government affect daily life in Ancient Egypt?

**Students will know:**

- Egyptian culture practices and religious beliefs including: mummification and belief in an afterlife.
- Why Egyptians used such practices?

**Students will be able to:**

- Locate vocabulary words within a text.
- Answer questions after completing a reading about Ancient Egypt.
- Complete a graphic organizer showing characteristics of government, religion, social class and family life (This activity comes after Lesson 3 and includes readings from Lesson 2 and 3)

**Stage 2 - Assessment Evidence****Performance Tasks:**

- Students will complete a daily warm-up to prepare for instruction and/or to review important concepts.
- After Lesson 3, students will complete a WebQuest with information from the entire unit.

**Other Evidence:**

- Daily-warm-up discussions.
- Teacher will seek other evidence of learning by circulating the classroom while students are working on the group assignments and social class hierarchy activity. While circulating, teacher will answer questions and ask questions to help students reach deeper levels of thinking.

**Stage 3 - Learning Plan****Learning Activities:**

**Background Knowledge to activate:** This lesson takes place during the eighth week of the 6<sup>th</sup> grade school year. Students have learned about: Why we study history, what a historian does,

basic geography including how to read a map, early humans before recorded history, the agricultural revolution, and the first civilization in Mesopotamia. The unit just before this unit focused on the people of Mesopotamia. In this unit students will have just finished a lesson on the importance of the Nile River to the Ancient Egyptians. They will be able to use information from the previous lesson to better understand what daily life was like in Ancient Egypt, especially in relation to uses of the Nile for farming and transportation.

**Special Interest:** Each morning (Monday-Thursday), students attend 35 minutes of special interest in one of their core classes. As Cores 1-4 each rotate through this Special Interest session on their respective day, they will complete an activity about hieroglyphs.

Students will view a hieroglyph PowerPoint. During the PowerPoint we will discuss the following questions:

- How is Cuneiform and Hieroglyphs similar and different? Which would be easier to learn?
- Why do you think only a few people learned Hieroglyphs?
- Are there any picture symbol systems we use in our own lives? (ex. emoji, road signs)

During the PowerPoint, I will make sure students understand that the hieroglyph alphabet provided does not actually align with our alphabet, but it is just a tool to help them view some hieroglyph symbols and practice with them. I will help students do this by comparing two other hieroglyph alphabets provided in the PowerPoint and noting that different people align different hieroglyphs with our alphabet.

After the discussion and PowerPoint, students will view the Hieroglyph Example. I will explain what a cartouche (name plate often used for a Pharaoh's tomb) is. Then students will draw a cartouche and use the hieroglyph alphabet to write their first or last name in the cartouche. We will revisit this topic when we discuss some additional information about hieroglyphs in our reading.

**Regular Learning Activities:**

Due to there being two days of Math benchmark testing, Day 3 of this unit covers a two hour class period with Core 1 and Core 2 on the first day, and Core 3 and Core 4 on the second day. This lesson will be taught in the first part of the 2 hour class. The second half of class will be Lesson 3, which will continue into day four and five of this unit.

*Revision note: As this lesson was taught to Cores 1 and 2 on one day, I made some changes before this lesson was taught to Core 3 and 4 on their respective day. I have noted where I made such changes within this Lesson plan and in the Lesson 3 plan. I have noted why I made these changes in the reflection on planning section of my planning commentary.*

- Day 3: Daily Warm-up-Students answer a question about a picture of the Egyptian pyramids. They will choose from four multiple choice answers as to which two themes of geography best describe the picture. Answer: C. Human-Environment Interaction and Place. Teacher will discuss the warm-up with students with the goal of connecting what students are learning about Egypt to the past lesson about the Five Themes of Geography.
- Lesson will begin with a discussion about daily life in Egypt based upon what we have already learned about the Nile River.

- Reading selection-*World History Studies Weekly* “Life in Ancient Egypt”. Pre-reading activities: as a class we will discuss the sub-headings of the “Life in Ancient Egypt” section of the paper on the front cover and on page 2 and 3 of the paper. We will discuss where to find vocabulary words from the vocabulary graphic organizer used in the previous lesson. I will remind students that each time they see a vocabulary word for the first time in the reading; they will likely find the definition in the same sentence or in sentences close to the vocabulary word.
- We will read the front page as a class and identify the vocabulary word “Pharaoh.” Students will read the following sections of the reading selection on their own “Religion”, “Mummies”, “Hieroglyphs” and “Papyrus”. They will identify additional vocabulary words in the reading: Polytheism, Mummification, and Hieroglyphs. We will review the vocabulary as a class.
- We will then re-read the selection as a class and discuss the following questions:  
*(Revision note-when this lesson plan was taught to Core 3 and 4, we did not read any part of the selection aloud. Students read the selection on their own and then reviewed it with a classmate while working on a short quiz. The discussion questions listed below were discussed after students read alone and before they met with a classmate.*  
 -How is the Pharaoh similar to the Mesopotamian king, who was believed to be a demi-god?  
 -How are Ancient Egyptian beliefs in the afterlife similar and different from modern day beliefs about the afterlife?  
 -How does the Egyptian belief that the heart is more important than the brain compare to modern society beliefs about these two organs? I will take a poll by asking students to raise their hands to see which organ students believe is more important, and I will ask them to explain why they chose a particular organ.  
 -What if we only let a small portion of our population learn our alphabet? How would that affect those who did not learn it?  
 -Do you agree it is important to preserve the heritage of papyrus? What might be a benefit of such a preservation effort?
- As a class, we will then read the section: Should Mummies be on Display in Museums? Students will split up into groups to discuss the question and come up with one pro and one con. *Revision note-Students in Core 3 and Core 4 completed two discussion questions in their group: 1. Should Mummies be on display in Museums? 2. Who built the pyramids and how were the pyramids built? This second question prepared them for their second reading. They also worked with their partner to complete five quiz questions about the reading).*
- As a class we will discuss student discussion responses from their group work.



**Time:** 1-35 minute Special Interest class for the Hieroglyphs activity and one 60 minute regular session class for the other learning activities.

**Materials used in this lesson:**

- Daily Warm #3
- Vocabulary graphic organizer
- Hieroglyphs PowerPoint
- Hieroglyph Alphabet Handout
- Example of Hieroglyphs
- World History Studies Weekly Newspaper “Life in Ancient Egypt”
- World History Studies Weekly Newspaper Mummies Question Article
- Newspaper Group Assignment: 2 Discussion questions and 5 quiz questions
- Overhead projector
- Student work folders.

**Unit:** Ancient Egypt **Lesson 3:** Social Class Structure and Daily Life

**Subject:** 6<sup>th</sup> grade Social Studies

**Teacher:** Suzanne Pilkington

**Stage 1 - Desired Outcome**

**Established Goals:**

**NC Standard Course of Study Objective:**

Social Studies Standards:

6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

6. H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

English Language Arts Standards:

CCSS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Clariifying Objective:**

6 C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

6.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time.

**Learning Outcomes:** Students will be able to explain within a writing activity how social status and family role affected daily life.

<p><b>Understandings</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Daily life may be different from one social class to another</li> <li>• Daily life may be different from one family member to another.</li> </ul>	<p><b>Essential Questions</b></p> <p>How is daily life affected by social status and family role?</p> <p>Lesson specific question:</p> <p>How did the social status and family role affect daily life in Ancient Egypt?</p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of different levels of social classes in Ancient Egypt.</li> <li>• Characteristics of family life in Ancient Egypt.</li> <li>• Duties of the Pharaoh and government.</li> <li>• Major achievements of Egyptians such as: hieroglyphs, papyrus, 365 day calendar.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Locate vocabulary words within a text.</li> <li>• Participate in a discussion after completing a reading about Ancient Egypt.</li> <li>• Complete a graphic organizer showing characteristics of government, religion, social class and family life (This will include information from readings in both Lesson 2 and Lesson 3)</li> <li>• Complete a social hierarchy activity by placing various jobs into the appropriate social class.</li> <li>• Explain what daily life was like for Egyptians from various social classes.</li> </ul>
<p><b>Stage 2 - Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will complete a daily warm-up to prepare for instruction and/or to review important concepts.</li> <li>• Students will complete a short quiz on the Nile River and Daily Life in Egypt.</li> <li>• Students will complete a WebQuest on Daily Life in Ancient Egypt. They will view a website with narratives about people from various social classes.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Daily-warm-up discussion.</li> <li>• Teacher will seek other evidence of learning by circulating the classroom while students are working on the graphic organizer, social class hierarchy activity, and WebQuest. Teacher will answer questions as needed and ask questions to help students reach deeper levels of thinking.</li> </ul>

<p>They will use this website to answer 20 questions about daily life, and then they will choose one social class and answer eight questions about how that person would handle various situations such as a year when the Nile River does not flood as much. Students, particularly EC students who do not finish the assignment in the provided time will only be graded upon what they have finished. The WebQuest will use concepts all unit lessons.</p>	
<p><b>Stage 3 - Learning Plan</b></p>	
<p><b>Learning Activities:</b></p>	
<p><b>Background Knowledge to activate:</b> This lesson takes place during the eighth and ninth week of the 6<sup>th</sup> grade year. Students have learned about: Why we study history, what a historian does, basic geography, early humans before recorded history, the agricultural revolution and the first civilization in Mesopotamia. The unit just before this unit focused on the people of Mesopotamia. In this unit students will have completed two lessons so far. The first lesson helped students learn about the importance of the Nile River to the Ancient Egyptians. The second lesson focused on cultural practices of Egyptian culture. Students will be able to use information from Lesson 1 and 2 to better understand what daily life was like in Ancient Egypt.</p> <p><b>Regular Learning Activities:</b></p> <p>Due to two days of Math benchmark testing, Day 3 of this two part lesson covers a two hour class period with Core 1 and Core 2 on the first day, and Core 3 and Core 4 on the second day. Lesson 2 will be taught in the first hour of this class and Lesson 3 will begin in the second part of this two hour class and continue into additional days as students work to finish their WebQuest.</p> <p><i>Revision note: As this lesson was taught to Cores 1 and 2 on one day, I made a few minor changes before this lesson was taught to Core 3 and 4 on their respective day. I have noted where I made such changes within this Lesson plan and in the Lesson 2 plan. I have noted why I made these changes in my planning commentary.</i></p> <ul style="list-style-type: none"> <li>• During the second hour of this class, we will begin pre-reading the pacing guide reading, “Life in Ancient Egypt” by reviewing the headings as a class and highlighting 3 vocabulary words: Theocracy, <i>Book of the Dead</i>, and Pyramids. We will discuss how students believe social class may have affected daily life and how social class structures might compare to Mesopotamia and our modern day social class structure.</li> <li>• Student will work alone to write down their vocabulary on the Vocabulary Graphic Organizer which we will review as a class.</li> <li>• We will then read the selection as a class and discuss the following questions: <i>(Revision note: Core 3 and Core 4 did not read this aloud as a class. Instead they read it on their</i></li> </ul>	

*own before we discussed the questions below. They then reviewed it again as they worked with their partner to complete the Daily Life Graphic Organizer.)*

- If the Pharaoh had total control, why did he appoint government officials?
- Do you think the Egyptians would have the same achievements (ex. astronomy) if they had not built the pyramids?
- Do projects, such as the pyramids, push people to come up with new ideas? Can you think of any examples in our society?
- How is the Egyptian social hierarchy similar to the one in Mesopotamia? How is it similar to our society?
- How was Egyptian education of children different from education today?
- Students will then work with a partner to use both readings (from Lesson 2 and 3) to fill out their Daily Life Graphic Organizer.
- As a class we will discuss the graphic organizers and help students fill in any missing items. Discussion during this time will focus on what daily life was like for a person in each social class. We will also use discussion to compare this social class system to our present day social class structure, including how easy or not easy it is to move from one level to another. For example, education today allows us to do different jobs than our parents, but at that time children learned job skills from their parents.
- Social class sorting activity-Students will receive a handout with a list of jobs to sort into three social classes. They will work with a partner for a few minutes, then we will review as a class.
- Day 4 : Daily Warm-up. As class begins, students will view a question: Which of the following was not a duty of the Egyptian Pharaoh? Answer: To Unite the Middle East. This question is intended to remind the students of the Pharaoh's duties as they prepare to write about daily life in Ancient Egypt. The question is also intended to help students understand that modern Egypt is part of the region called the Middle East, but at that time it was not. This will help students understand how regions can change over time. This question connects to what students learned about the five themes of geography in the third week of school.
- Students will take a short quiz on Google Forms to assess their knowledge.
- Then they will complete a Webquest about daily life in each Egyptian social class. I will be available to help students throughout their time working on the Webquest.

**Time:** Two 60 minute class sessions

**Materials used in this lesson**

- Daily Warm-up #4
- Vocabulary graphic organizer
- Pacing Guide-" Life in Ancient Egypt" reading
- Daily Life in Ancient Egypt graphic organizer

- Social Class Sorting Activity and Answer Key
- Egypt Daily Life Google Forms Quiz
- Egypt Daily Life Web Quest
- Overhead projector
- Student work folders.
- Computer Cart with 30 laptop computers.