

# P.Cert.Ch. 9: Life in Ancient Egypt

Content Area: **Social Studies**  
Course(s):  
Time Period: **May**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

This unit looks at daily life in Ancient Egypt for the various social classes.

## Enduring Understandings

Social class affected the lifestyle of ancient Egyptians in many ways.

## Essential Questions

*How did social class affect daily life in ancient Egypt?*

## Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Aim:</b> Explain the social structure of a school.  <b>Assessment:</b>  C9 + C8 Vocab sheet  <b>Standards:</b>  6.2.8.C.2.a  t	<b>Aim:</b> Identify the Opet Festival during the New Kingdom.  <b>Assessment:</b>  C9 + C8 Vocab sheet;  <b>Standards:</b>  6.2.8.B.2.b; 6.2.8.C.2.a;  p	<b>Aim:</b> Identify and explain the social class system in Ancient Egypt  <b>Assessment:</b>  Africa Map;  C9 Packet 9.2  <b>Standards:</b>  6.2.8.B.2.b; 6.2.8.C.2.a	<b>Aim:</b> Examine the role and daily life of government officials  <b>Assessment:</b>  Africa Map review;  Packet 9.3  <b>Standards:</b>  6.2.8.B.2.b; 6.2.8.C.2.a	<b>Aim:</b> Examine the role and daily life of priests.  <b>Assessment:</b>  Africa Map review  Packet 9.4  <b>Standards:</b>  6.2.8.B.2.b; 6.2.8.C.2.a; 6.2.8.D.2.a



CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Technology Integration

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### Google Classroom

online textbook and features

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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## Interdisciplinary Connections

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LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.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.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## Differentiation

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### Learners with Special Needs

- **Share Information Verbally** For Sections 3–7, have students identify and share with a partner at least three important details about the daily lives of the social class in each section.
  - **Color-code the Reading Notes** Have students select one color for each of the social classes. Beginning with the Reading Notes for Section 2, students should write their notes in the selected color for each social class.
- Provide Copies of the Reading** As students complete their Reading Notes, consider providing a copy of the reading for Sections 3–7. Students can complete the second task for each of these sections by highlighting the appropriate facts for that social class. Students can complete the third task for each of these sections by underlining statements that answer the question.
- Cut Apart Student Handouts** Rather than give groups a copy of both pages of the Student Handout 9 for their assigned social class, cut apart the handout by step. Give each group member the corresponding step for his or her assigned role in a dramatization. With less to read, students can be more focused on the task at hand.

- **Have Students Share a Role** Create groups of five students to allow two of the group members to share a role during the activity. Alternatively, review the responsibilities of the roles with students ahead of time and have them select a role in which they feel most comfortable.  
**Offer Sentence Starters** For the Processing activity, give students these sentence starters to compare each level on the social pyramids.  
*Government officials in ancient Egypt are similar to the assistant principal in my school because . . .*  
*Government officials are different from the assistant principal because . . .*  
*Priests in ancient Egypt are similar to the teachers in my school because . . .*  
*Priests are different from the teachers because . . .*  
*Scribes in ancient Egypt are similar to the office staff in my school because . . .*  
*Scribes are different from the office staff because . . .*  
*Artisans in ancient Egypt are similar to the student council in my school because . . .*  
*Artisans are different from the student council because . . .*  
*Peasants in ancient Egypt are similar to the students in my school because . . .*  
*Peasants are different from the students because . . .*

### ***Advanced Learners***

- **Have Students Write a Dialogue** In place of the Processing activity, have students create at least two characters from two different social levels and write a one-page dialogue between the characters that highlights the similarities and differences in their lives. The dialogues should include the following:
  - a description of the main role of each character in Egyptian society
  - two differences that set the social classes apart from each other
  - one thing that each character would have in common with the other

### **Modifications & Accommodations**

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Utilize IEP and 504 accommodations

### **Benchmark Assessments**

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sentence construction

paragraph writing

DBQ

### **Formative Assessments**

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See assessment in lesson plans above.

## Summative Assessments

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See assessments in lesson plans above

## Instructional Materials

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History Alive! textbook series

See materials listed in lesson plans above.

## Standards

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SOC.6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
SOC.6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.