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

6th Social Studies Lesson Plans *Chapter 9: Daily Life in Ancient Egypt*

NJSLS: 6.2.8.A.2.a,b, 6.2.8.B.2.a,b , 6.2.8.C.2.a, 6.2.8.D.2.a-d

CCSS: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.2, CCSS.ELA-Literacy.RH.6-8.4, CCSS.ELA-Literacy.RH.6-8.7, CCSS.ELA-Literacy.RH.6-8.10

Day 6	Day 7	Day 8	Day 9	Day 10
Aim: Examine the role and daily life of scribes. **Assessment:** Africa Map review 9.5 Packet **Standards:** 6.2.8.B.2.b; 6.2.8.C.2.a; 6.2.8.D.2.a,b	**Aim:** Examine the role and daily life of artisans. **Assessment:** Africa Map review 9.6 Packet **Standards:** 6.2.8.B.2.b; 6.2.8.C.2.a	**Aim:** Examine the role and daily life of peasants. **Assessment:** Africa Map review 9.7 Packet **Standards:** 6.2.8.B.2.b; 6.2.8.C.2.a; 6.2.8.A.2.b	**Aim:** Review for C9 test; assess Africa map **Assessment:** Africa map quiz; C9 Challenge **Standards:** 6.2.8.B.2.b; 6.2.8.C.2.a	**Aim:** Assess understanding of social classes in Ancient Egypt **Assessment:** C9 Test **Standards:** 6.2.8.D.2.a-d

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

Google Classroom

online textbook and features

Interdisciplinary Connections

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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Utilize IEP and 504 accommodations

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessment in lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

6.2.2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
	Political and civil institutions impact all aspects of people's lives.
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.