

# LESSON PLAN

<b>Grade(s)</b>	6 <sup>th</sup> grade advanced class
<b>Content Area(s)</b>	History
<b>Topic of Lesson</b>	Ancient Egypt
<b>Three Objectives</b>	<ol style="list-style-type: none"> <li>1. SWBAT: Compare the Egyptian pharaohs by making a drawing of one significant pharaoh that lists two major accomplishments and evaluating each other's drawings in pairs or small groups.</li> <li>2. SWBAT: Analyze the differences between the social classes of ancient Egypt by comparing the daily lives of the different social classes in a class discussion comparing and contrasting the difference social classes with at least 3 points of comparison.</li> <li>3. SWBAT: Discuss the importance of ancient Egyptian culture in a class discussion by arguing instances where life today uses ideas from ancient Egypt in leadership roles, classes, instances of daily life, inventions that we use from their time, etc. Have students work in groups and make posters with at least 3 examples about their ideas and tape them to a wall for discussion.</li> </ol>
<b>Technology standard</b>	<p>Standard 1: Demonstrate proficiency in the use of computer and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Internet, Networking, and Online Communication</p> <p>G6-8: 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, and print Web pages).</p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts History and Social Science Curriculum Framework</li> <li>➤ Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History, Grade 7</li> <li>➤ Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE</li> </ul> <p>7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)</p>
<b>Materials needed</b>	<p>Computer access with internet connection for all students</p> <p><i>History Alive!</i> Textbook</p> <p>Notebook and paper to take notes about reflection questions</p> <p>Notebook paper to also write answers to quiz for tangible evidence of quiz participation</p> <p>Worksheet of blank social pyramid to fill in at the end of class</p>
<b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b>	<p>The students will be in the computer lab and while they are getting settled my cooperating teacher or I will discuss appropriate behavior in the computer lab and what is expected from the time spent there.</p> <p>I will start by lesson by asking the students to enter the link for my website in order to practice the technology standard. They will demonstrate how to "favorite" the website or create it as a bookmark in order to access it at another location for future reference. (technology standard)</p>

	<p>I will open up discussion by asking them what they have learned so far about ancient Egypt in broad topics.</p> <p>Students will all start on the home page. I will read this out loud to them. Then they will continue on to the content pages.</p> <p>As they go through the content pages, there are reflection questions being asked. I will ask the reflection questions aloud and have some discussion after the class has read the necessary pages. Some of the reflections will include a quick activity for students to work in pairs.</p> <p>When they reach the key terms page after reviewing all content, I will have them pair up and review the terms with each other. Students will take turns defining the terms.</p> <p>They will take the quiz online, and then we will discuss, as a group, how to apply Essential Question #2 (How does studying the past help us understand today?) to what we have learned and reviewed about ancient Egypt. (Assessment #3)</p> <p>Before leaving the computer lab, I will have students fill out a blank social pyramid on a sheet of paper (Assessment #2).</p> <p>If there is time, I will ask students to review my website. Was it interesting? Did it cover information they already knew? Was it helpful in reviewing information?</p> <p>In summary, students will look at the website and I will conclude the lesson with a discussion about the information they took notes on as well as answers to reflection questions. The intent is to review subject matter, but also reflect on the information according to the Essential Question: How does studying the past help us understand today?</p>
<p><b>How will students be assessed?</b></p> <p><b>How will you know if students have met the objectives stated above?</b></p>	<p><u>Objective 1:</u> SWBAT: Compare the Egyptian pharaohs by listing the accomplishments of one significant pharaoh.</p> <p><u>Assessment 1:</u> Students will be asked to make a chart, in small groups, with a list of at least 4 of the accomplishments or goals of each pharaoh OR students will be asked to work in pairs to pick one of the four pharaohs and compare it to a leader, fictional or real, modern or historical, that the class is familiar with in terms of accomplishments and similar goals. There must be at least 2 parallels between pharaohs or a leader and a pharaoh. Students will then volunteer to present to the class which pharaoh they compared or which pharaoh and leader they compared.</p> <p><u>Objective 2:</u> SWBAT: Analyze the differences between the social classes of ancient Egypt by comparing the daily lives of the different social classes in a class discussion.</p> <p><u>Assessment 2:</u> Students will be given a handout of the blank social pyramid and asked to correctly name each social class and then fill in at least two</p>

aspects or facts about daily life in ancient Egypt of each social class.

Objective 3: SWBAT: Discuss the importance of ancient Egyptian culture in a class discussion by arguing instances where life today uses ideas from ancient Egypt in leadership roles, classes, instances of daily life, inventions that we use from their time, etc.

Assessment 3: Students will list three instances where life today borrows from or relates to the daily life of ancient Egypt and then participate in class discussion of judging and arguing each other's examples.