**Grade Level:** 6th

**Class Period:** 45 min.

**Ohio Academic Content Standards:**

Theme: Religions and People of the Eastern Hemisphere; Topic: Early Civilizations;

Content Statement 2: *Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.*

Government Strand, Roles and Systems of Government,

Content Statement10: *Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.*

**Objectives:**

Students will:

* Learn about the class structure and gender roles in the Ancient Egypt
* Learn about the pharaoh’s role in Ancient Egypt
* Learn about the governmental structure of Ancient Egypt

**Materials:**

* SMART Board
* Print out of pharaoh story from http://www.pbs.org/empires/egypt/special/lifeas/pharaoh.html
* Computer with internet access (1 per every student in class)
* Opaque jar/can
* Slips of paper with different societal roles written on them (pharaoh, government officials (nobleman/priests), soldier, scribes, merchants, artisans, farmers, slaves/servants)
* Items for props (old hats, old material, construction paper, coloring utensils, etc.)
* Student Journal
* Pencil

**Resources:**

* <http://www.pbs.org/empires/egypt/special/lifeas/pharaoh.html>

This is a helpful site that paints a picture of a day in the life and individual from the different social classes of Ancient Egypt. Great for helping students draw connections and making the history come alive.

* <http://carlos.emory.edu/ODYSSEY/EGYPT/people.html>

This is a site that talks about the different social roles held by people in Ancient Egypt.

**Outline:**

**Introduction: (5-8 min.)**

1. Begin the class by doing a read aloud of the “Day in the life of a Pharoah” taken from <http://www.pbs.org/empires/egypt/special/lifeas/pharaoh.html>
2. Take 1 minute and have students talk with their elbow partner about what they know of pharaohs and what the government was like in Ancient Egypt.
3. As a class, share student ideas and come up with a class list on the SMART Board.

**Body of Lesson: (30-35 min.)**

1. Take an opaque jar/can and places the slips of the different societal roles inside.
2. Have students take turns selecting a role and once they write their role down, have them replace the slip in the jar.
3. Discuss what students are expected to do:
   * Go down the computer lab with their journal and a pencil.
   * Sit down at your assigned computer.
   * Please do your own work and do not talk to your neighbor.
   * Gather as much information as you can by visiting the site: <http://carlos.emory.edu/ODYSSEY/EGYPT/people.html>
   * When finished gathering information we will head back as a class to the classroom.
4. Lead students to the computer lab and monitor them as they work.
5. Once finished in the lab (about 10 minutes later) head back to the classroom
6. Once in the classroom, have students quickly get into groups with other students who pulled the same social class earlier.
7. Quiet the students and explain that they are going to have to do some creative drama, aka role playing. It is their job to create a TV interview with someone from their social class. Their goal is to accurately portray that social class for the rest of their classmates.
8. Set a timer on the SMART Board and explain that students have 10 minutes to prepare their presentation, including making any props that they think they may need. Just try your best!
9. After 10 minutes, ask for volunteers to do their interview. If no one volunteers, draw social classes from the jar once more to determine order.

**Closure: (2 min.)**

1. Pass out the homework assignment:

Complete a journal response What did you think of your social class ranking? What would you have rather been? Why?

Write 3 questions that you would like to ask the pharaoh if you were actually a member of the social class you researched today.

**Assessments**:

* Class discussion and student responses.
* Observe students’ participation in group work and discussions about the different social classes.
* Evaluate the journal response and assess using the journal response rubric.
* Evaluate TV interviews/roleplaying.

**Journal Response Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name/Number Date** | 1  Has a name, number or date on journal response. | | 0  Does not have a name, number or date on journal response. | |
| **Spelling**  **Punctuation**  **Grammar**  **Capitalization** | 2  Response contains only 1-2 errors. | | 1  Response has multiple errors. | |
| **Answer to the Prompt** | 5  Response answers the prompt completely by giving a detailed explanation. | 4 3  Response answers the prompt with some detail and explanation. | 2 1  Response is answered but contains little detail and explanation. | 0  Response may or may not be answered and has no detail or explanation. |
| **Length** | 2  Response is required length. | | 1  Response is only one sentence long. | |