

Designer(s): Emily Potts	
Title: What Does Social Status Have to do with It?	Subject: Sociology
Topic: Ancient Egypt	Grade(s): 6th
Show-Me Standards	
<p>Knowledge Standards:</p> <p>Communication Arts 5: Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)</p> <p>Social Studies 6: Relationships of the individual and groups to institutions and cultural traditions</p> <p>Performance Goals:</p> <p>1.5 Comprehend and evaluate written, visual and oral presentations and works</p> <p>2.3 Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>4.3 Analyze the duties and responsibilities of individuals in societies</p>	
Grade Level Expectations (GLEs)	
<p>Communication Arts</p> <p>Listening and Speaking 1. Develop and apply effective listening skills and strategies A. Listen b. for information, c. for directions, 2. Develop and apply effective speaking skills and strategies for various audiences and purposes A. In discussions and presentations a. present ideas in a logical sequence, b. identify and apply appropriate speaking techniques such as volume control, pace and eye contact B. Give clear and concise three- and four-step oral directions to complete a task</p> <p>Social Studies</p> <p>Missouri, United States and World History. 3b. Knowledge of continuity and change in the history of the World. A. Culture of early river valley civilizations. Examine river civilizations including: a. Ancient Egypt in North Africa (pyramids and mathematics)</p> <p>Relationships of Individuals and Groups to Institutions and Traditions. 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions. I. Changing ideas, concepts and traditions. Describe how ideas, concepts and traditions have changed over time.</p>	
Enduring Understanding(s)	
<p>The student will need to understand what government is.</p> <p>The student will need to understand how people differ in a community.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Status ▪ Scribe ▪ Pharaoh ▪ Soldiers ▪ Craftspeople ▪ Farmers/Peasants ▪ Priests and Priestesses ▪ Nobles ▪ High Priest ▪ Slaves 	
Essential Question	
<ul style="list-style-type: none"> • How were people treated according to status? • What did every job commit to the community? 	

<ul style="list-style-type: none"> How did each job contribute to Ancient Egypt?
Lesson Objective(s)
<u>Students will be able to:</u> <ul style="list-style-type: none"> Know the difference among the people in the civilization Understand the different jobs and roles that took place in Ancient Egypt
Criteria for Success
<u>Formative Assessment:</u> The teacher should evaluate the students by completing an in-class quiz. The students will all stand by their desks at first. The teacher will read from a stack of cards the clues to what job this Egyptian performed. Then, the students will stand by the card in the room that matches that description. This will be a fun quiz and at the same time let the teacher know the knowledge the students have on the different statuses of Ancient Egyptian citizens.
<u>Summative Assessment:</u> The teacher will have the students complete the same quiz format like at the beginning of the lesson. This time the questions will be harder and more complex. Test the students' knowledge after the lesson has been completed. Also, the students will complete a pyramid worksheet and place the status groups from lowest (bottom of pyramid) to high (very top). For example, slaves will go on the bottom and the Pharaoh will go on top.
Resources and Technology
<ul style="list-style-type: none"> Pre-Quiz Cards and Clues Post-Quiz Cards and Clues Ancient Egyptian Life Worksheets (2) Pictures of each of the status groups Pyramid worksheets for the students to fill out for placing the status groups (example included along with blank pyramid) PowerPoint of Ancient Egyptian jobs
Management
This will be a three day, one hour class period lesson. <ul style="list-style-type: none"> Day one: Pre-Quiz and PowerPoint Day two: Ancient Egyptian Life Worksheets and discussion of status groups with pictures Day three: Pyramid worksheets and Post-Quiz
Learner Diversity
Teacher will need to assess his/her own student's needs and adjust accordingly. Adjustments should be made for the students who are below grade level and visually impaired students should be partnered with another student.
Significant Tasks
This lesson should be completed in three, one hour class periods <ol style="list-style-type: none"> <u>Day 1:</u> The teacher will begin the lesson with a pre-quiz. The teacher will post cards around the room with the names of the different people (a.k.a. their status) around the room. The teacher will have the students stand and point out to them where each card is located. Then the teacher is to read the clue and have the students stand where they think the status match is located. This will allow the teacher to see to knowledge the student has on the different Ancient Egyptian status groups. Then, the teacher will have the students sit back down. The teacher will present a powerpoint on the different status groups. The students are more than welcome to interact and ask questions or make comments. <u>Day 2:</u> The teacher will pass out the two Ancient Egyptian life worksheets. The teacher and

the students are to read these worksheets together and talk again about the different status positions. The teacher will then display and pass out pictures to the students of the different status groups. They will try to name each one together by what the people are doing and what they are wearing.

3. Day 3: The teacher will hand out a blank pyramid worksheet to each student. The teacher is to explain to the students that they are to put the different statuses in order from top to bottom of importance. An example for the teacher is included. This is part of the individual student assessment. Finally, the teacher is to have the students complete the post-quiz. This quiz is followed in the same format as the pre-quiz. However, the clues are a bit tougher and different from the pre-quiz.

Remediations

- If the technology does not function correctly the teacher is to orally discuss the status groups and can write notes on the whiteboard.
- If students are not grasping the concept the teacher can again display pictures on the board and they can go more in depth with the status groups as a class.

Extensions

- If students finish the status pyramid quiz early they are to read one of the Ancient Egyptian books the teacher has displayed.
- Also, if students finish the quiz early they can write about the different status groups they just learned about in their journals.

Reflection/Self-Reflection

Teacher will reflect throughout and at the end of the lesson to see if objectives were met. Teacher will make sure:

- the subject matter was appropriate for the grade level and student abilities
- the class stayed on task
- the material was challenging enough to keep them interested
- notes were made identifying the strengths and weaknesses throughout the lesson
- lesson was adapted for next time

I fight
for my
country

Pre-Test

I grow
the
food
for the
community

I make
fine objects
to sell at
the market

Pharaoh

I complete
tasks
other
people
don't want
to complete
themselves

I am the
chief advisor
to the
Pharaoh

I make
sure the
Gods are
satisfied
in the
temples

I rule
with an
iron fist

I am above
all else
And am
a God

Post-Test

I go to
war when
I have
to

I am forced
against
my will
to complete
tasks

I feed
the Gods
in the
temples

I am
one of
the lowest
and helpless
statuses
but I am
not forced
against
my will

I trade
for other
item I do
not make

I am
second
highest
ranked
and
make
rules

I go to
school
just to
learn this
trade. I'm
the only
one who
can

Soldier

Priest

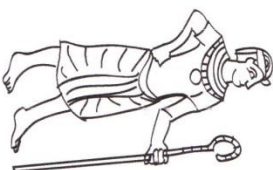
Priestess



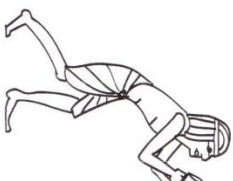
Ancient Egyptian Life Workplace - Upper Class



What is known of ancient times comes largely from the work of scribes. Young men went to school to learn to be a scribe. Everything was written down - notes to loved ones, grain amounts in storage, official pharaoh documents. Papyrus made of reed mats are still found today with their colorful writing and pictures on them.



A noble man was a person of great respect and power in a town or village; most were related by blood to the pharaoh's family. They were often a mayor or officials to the pharaoh themselves. As a mayor of a sector they took reports on the crops and dealt with taxes paid to the pharaoh, even settled small disputes between townfolk. If they were officials of the Pharaoh they helped to make decisions regarding other countries, or prepare for festival and religious events the pharaoh attended.



Stone was a major building material. The main types of stone were, limestone, granite, sandstone and alabaster. One of the three Giza pyramids had more than two million blocks. Quarries of stones can be found near most of all the large temples and monuments. Carvings are on everything the Egyptians built or made. Hundreds of stone masons worked on carvings for the insides of tombs and the pharaoh's household. First they would draw and then chisel and hammer out the drawing, smoothing it until finished.

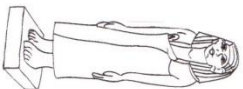


What do you think?

If you were a noble man in ancient times what would you do that was positive in your town?
Even not being a government official what can people do to be good citizens of a country?
Is it different in modern times than ancient times?

Vocabulary Terms

Alabaster - Is a white colored mineral that can be cut with a knife
Temple - A building reserved for spiritual or religious rites.
Papyrus - Thick grasslike plant pressed down into flat pieces.
Taxes - To levy money on a population to pay for the state needs.

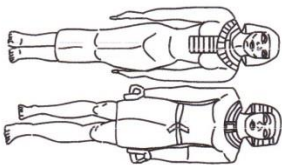


The priest's job was to care for the god of that temple. Even in small towns there was a temple. Food was prepared and laid out at the feet of the god's likeness three times a day. As caretakers of the gods' temples priests received gifts of wealth. Appeasing the gods and their priests was meant to ward off disasters such as drought, or pests destroying crops.

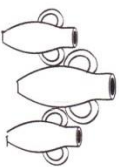




Ancient Egyptian Life Workplace - Lower Class



Around five thousand years ago people settled in the delta valley in Egypt. About a thousand years later the people started domesticating animals. Bulls were used to plow fields. The majority of people were farmers. Egypt grew in size and needed much grain to feed its people.

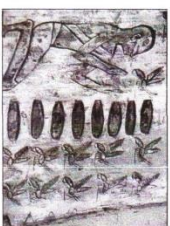


Beer making was an everyday staple of the Egyptian lifestyle. Adults, children, rich and poor all drank beer. Not like today's beer, more likely sweet by adding dates or figs and nourishing from bread grains and yeast.

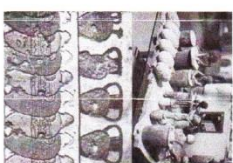
The reason behind so much beer was that they did not have safe drinking water, and Egypt being a desert did not have a lot of water. What little water they had was used for crops.



Beekkeeping has been practiced ever since ancient Egypt. Several temples have depictions of the process of extracting honey. Honey was only for the rich. It was used for its sweetness in food and for medical uses. It was also dangerous work as the beekeepers had no protective gear.



Pottery is almost exactly the same now as it was in ancient Egypt. Clay was molded by hand on a potter's wheel and burned in a kiln. Egyptians often painted and added designs to their pots. They used ceramics for everything, jugs for beer and wine, plates, toys, beaded jewelry, and small figurines of their gods to pray to.




What do you think?

Imagine you lived in ancient Egypt.
Which job would you like to have? Explain.

Vocabulary Terms

- Dates** - small edible sweet fruit that come from a palm tree
- Domesticate** - changing a plant or animal to meet the needs of humans
- Kiln** - an oven used to fire and harden clay to ceramics
- Depictions** - representations usually visual, in pictures, drawings or lines


How did different people live in Ancient Egyptian times



Nobles

Great Officials and Nobles held high office in ancient Egypt and helped the Pharaoh to rule the country. The Pharaoh would share reward land with gifts of land so that they would have their own money to live on.



Being a noble was one of the best jobs in Egypt. Nobles were rich and could enjoy themselves hunting and having servants.



Nobles on a hunting trip with his family.

Peasants

The most important business in Egypt was farming. Most of the people who worked in the fields and farms were peasants. During the flood season when no farming could be done the peasants did building work on temples and palaces.


Peasants working with the Pharaoh.

Peasants working hard to support their family.

Pharaohs and Queens

Who were the Pharaohs?

They were the kings or Queens of Egypt. They were the head of the government and high priest of every temple. The pharaoh ruled all of Egypt. He or she decided what was right or wrong and there would be no law. The people of Egypt considered the pharaoh to be a half-human and half-god.





The pharaoh of Egypt was a half-human and half-god.

Scribes

What is a scribe?

Scribes were the few Egyptians who knew how to read and write. Being a scribe was an extremely difficult job because to write, there were hundreds of different hieroglyphs to remember.

A scribe's job was highly respected in ancient Egypt. Although being a scribe was rewarding, the training could take as long as twelve years.

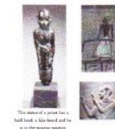



The scribe of a noble was based in the court.

A peasant writing letters.

Priests

Priests were very important people in Egyptian times. Besides writing the gods, priests did many other jobs, such as teaching, or even helping with the harvest. Priests had to be poor and clean. They shaved their heads and bodies and washed four times a day.



The priest of a temple had a half head of a lion head and he was a very powerful person.

Craftsmen

Egyptian craftsmen were highly skilled. They learned their trade from their fathers and, in turn, taught their sons. They used simple techniques and tools to make all sorts of useful things. The Pharaoh, government or temples often employed them.





Craftsmen working on a piece of wood.

Craftsmen using a saw did.

Most craftsmen making pottery objects.

A Pharaoh and his Queen



High Priest



Nobles



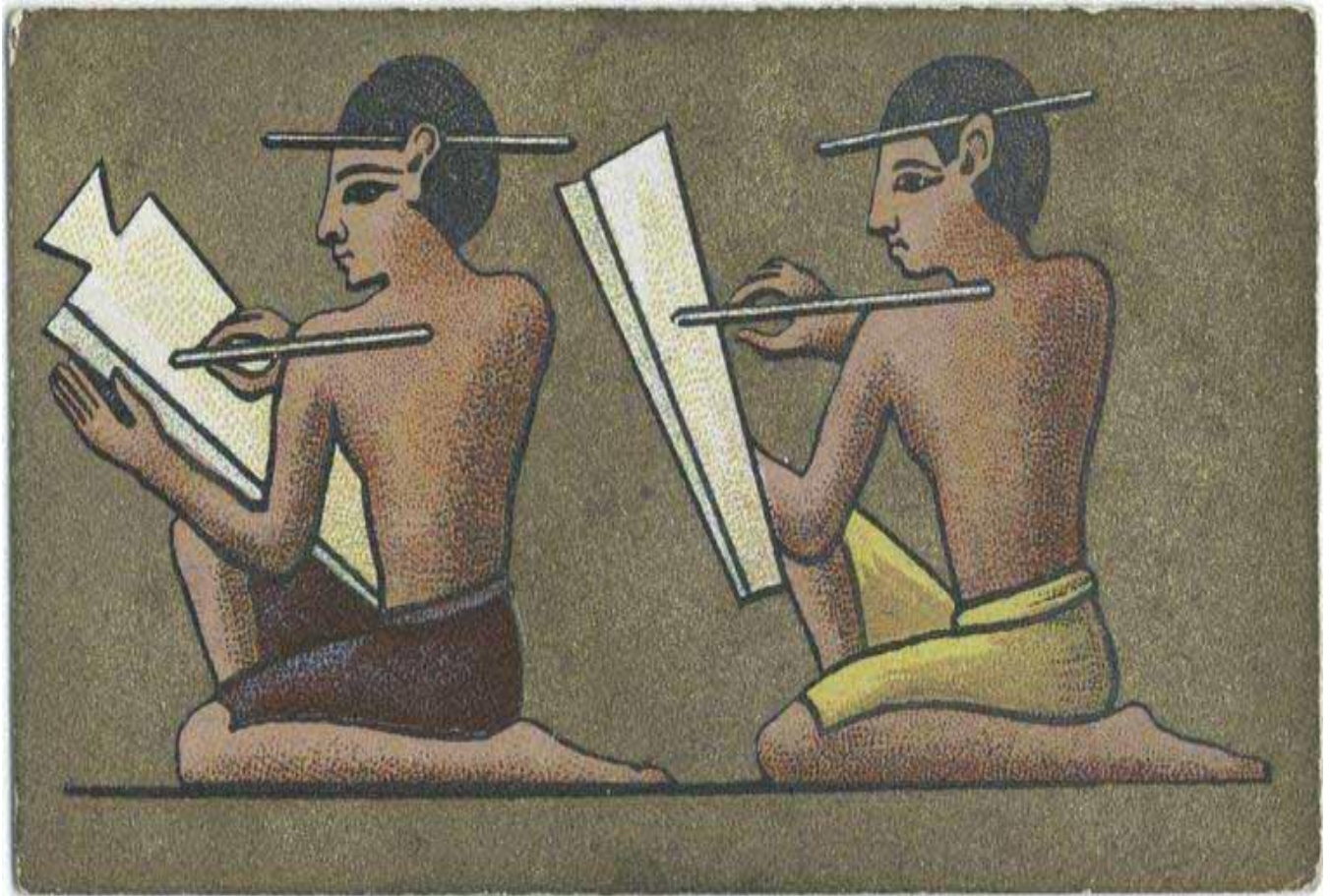
Priests and Priestesses



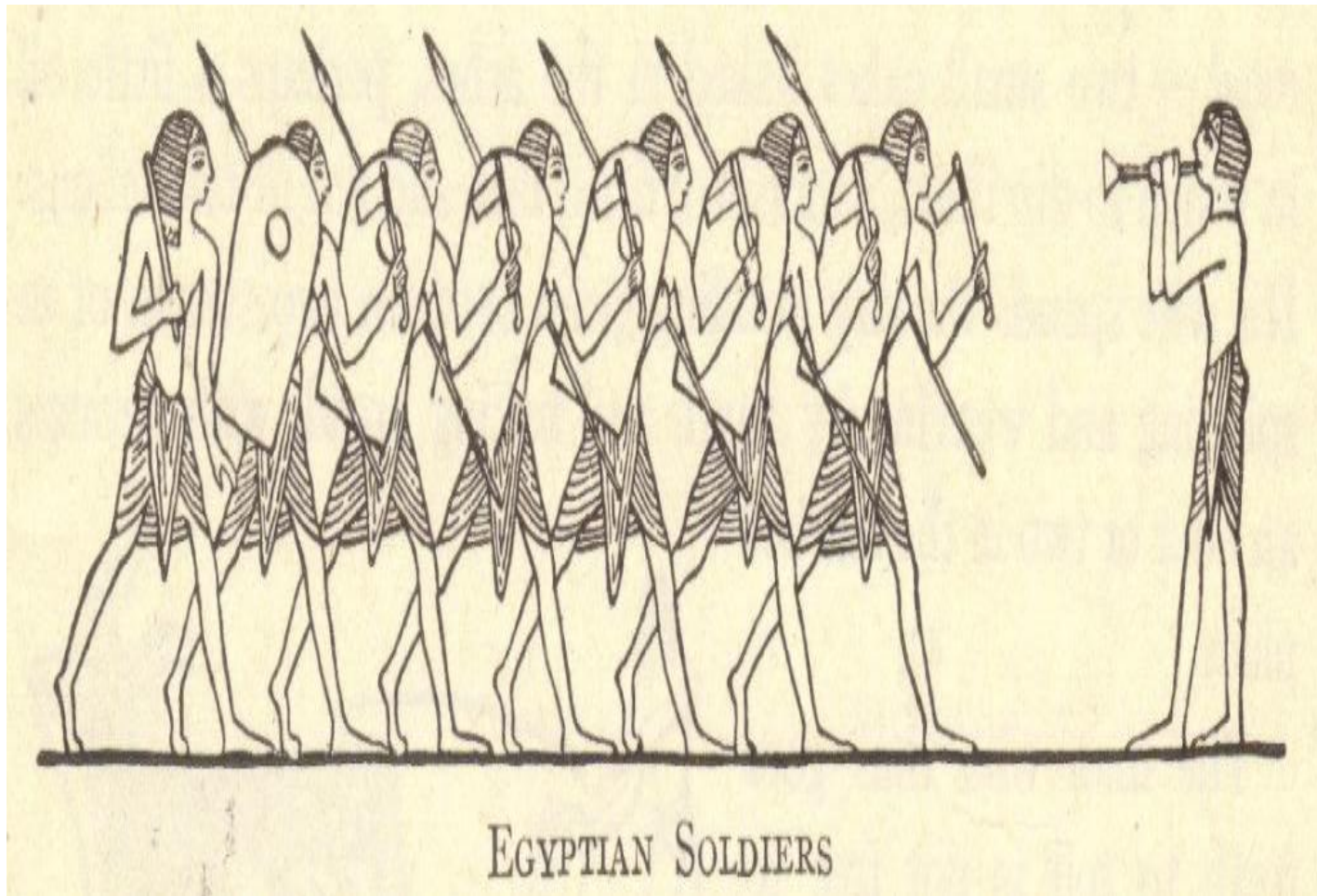
Farmers/Peasants



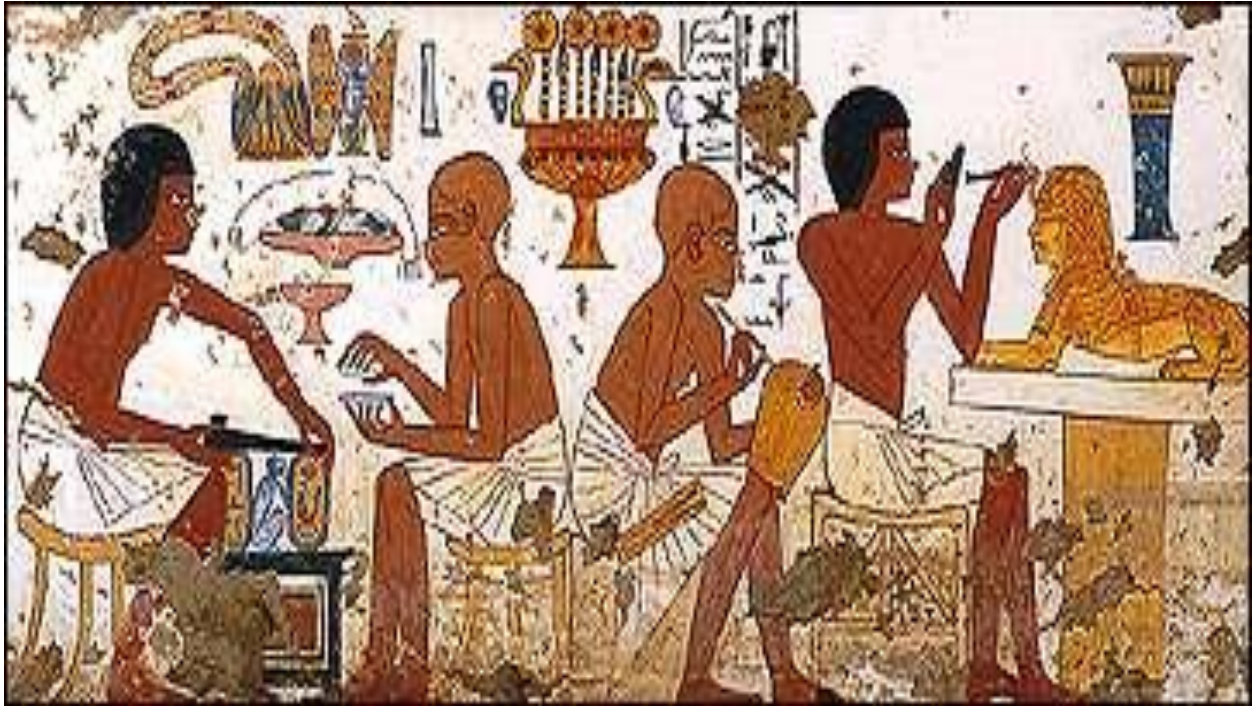
Scribes



Soldiers



Craftspeople

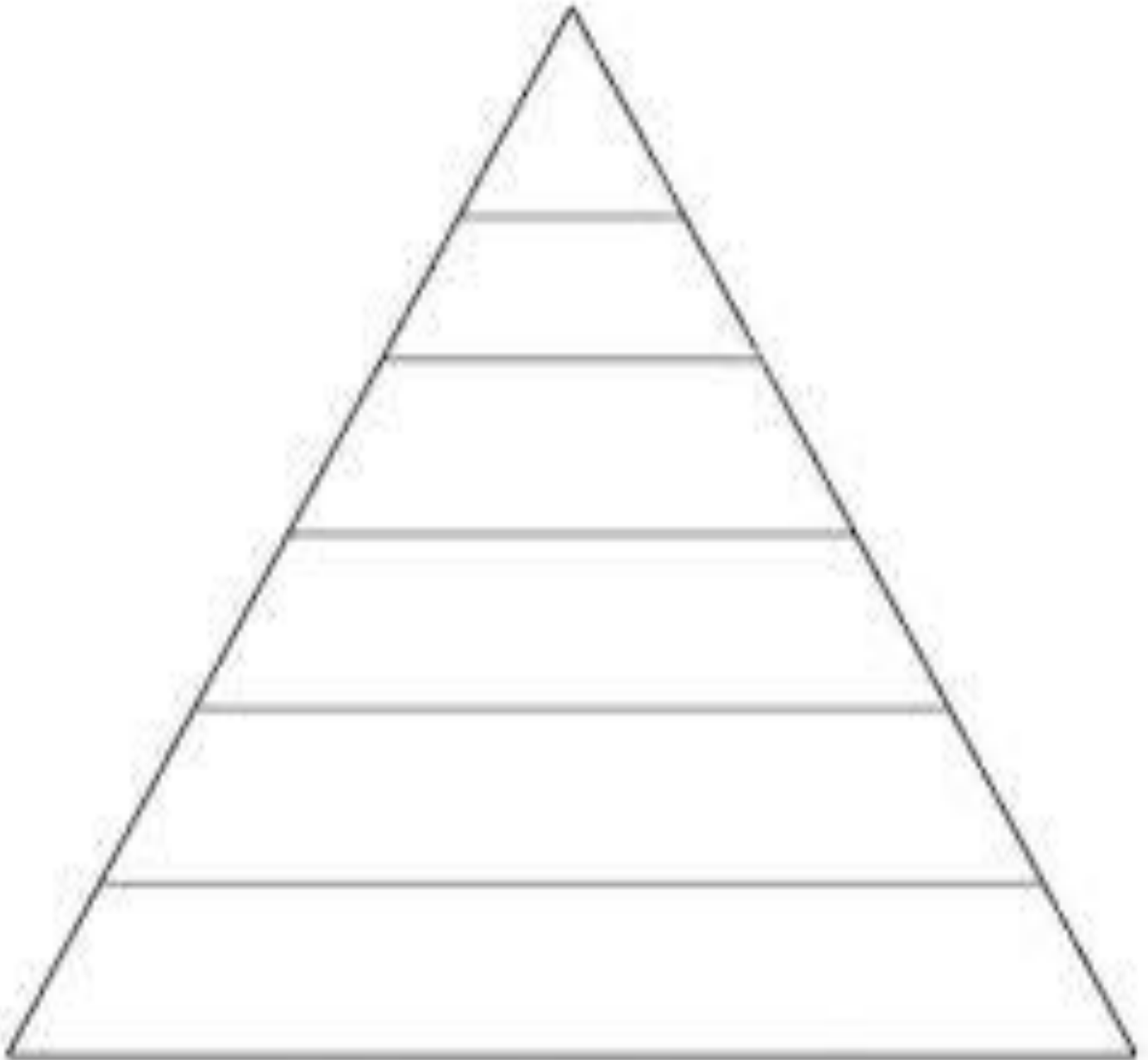


Slaves



Status Pyramid

Directions: Place status groups inside the pyramid in order of importance. The pyramid should be sectioned off to show the different groups separated.



Teacher Example of Status Pyramid

