

Lesson Plans: SS 06 Whis LPQ2 020 The Daily Lives of Ancient Epytians

Title: SS 06 Whis LPQ2 020 The Daily Lives of Ancient Epytians

Grade Level : Grade 6

Subject : Social Studies - Middle

Standards / Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Florida Sunshine State Standards

Grade 6

World History

2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

SS.6.W.2.5 Summarize important achievements of Egyptian civilization.

SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.

Description / Abstract of Lesson: Students will: 1. work in small groups to research one aspect of daily life in ancient Egypt, such as food, housing, and religion; 2. present their findings to the class, using artifacts to illustrate their presentations; 3. and use details from the presentation to write a one-page, mock journal entry from the point of view of an ancient Egyptian.

Technology Connections and Teacher Materials: Additional Websites for research include but are not limited to the following: [Mr. Donn's Ancient Egypt](#)

Vocabulary: 1. Artifact Definition: An object such as a tool or ornament showing human work and representing a culture or a stage in the development of a culture Context: Archeologists study artifacts to learn about life in ancient Egypt. HIEROGLYPIC WRITING: Definition: A system of writing mainly in pictorial characters or symbols; the picture script of the ancient Egyptian priesthood Context: Scientists have found hieroglyphic writing on ancient Egyptian temples and tombs, and in religious documents. PHARAOH Definition: A ruler in ancient Egypt; sometimes called a king Context: In ancient Egypt, the pharaoh was considered a god.

Guided Practice with Feedback: 1. Ask students to brainstorm images and people that come to mind when they think of Ancient Egypt. Their answers may include the well known: pyramids, the Sphinx, the Nile, mummies, and pharaohs such as Tutankhamun and Ramses the Great. Explain that these reflect the height of the ancient Egyptian civilization, from about 3000 to 1000 B.C., when pharaohs ruled Egypt. 2. Next, find Egypt on a classroom map. Ask students to find the body of water that runs through the country (the Nile). Explain that although most of the country is desert, the area along the Nile is rich and fertile. In ancient times, as well as today, Egyptian civilization was based along this river. People have always depended on it for food, transportation, and agriculture. 3. Tell students that in this lesson, they will learn about everyday life in ancient Egypt, or the common people, not the famous pharaohs. Divide the class into groups of about two or three students. Assign each group one aspect of daily life in ancient Egypt: *gods and religion *farming and the Nile *food and drink *housing *clothing, cosmetics, and jewelry *fishing, hunting, and herding *entertainment (song, dance, games) *funerary customs *writing 4. Explain that each group will give a brief presentation about an assigned aspect of daily life. The presentations should include as many details as possible. In addition, they should include pictures or drawings of at least five relevant artifacts. (Examples: a sickle used to harvest crops, reed sandals, intricate earrings, or a tablet with hieroglyphs.) Provide students with appropriate print and online resources for their research. Suggested books and Web sites follow: Books Eyewitness: Ancient Egypt, by George Hart (DK Publishing, 2000) How Would You Survive As an Ancient Egyptian?, by Jacqueline Morley (Franklin Watts, 1995) The Ancient Egyptians (Cultures of the Past), by Elsa Marston (Benchmark Books, 1996) Ancient Egypt, by Ruth Akamine Wassinger (Scholastic, 2000) Art and Civilization Ancient Egypt, by Neil Morris (NTC/Contemporary Publishing Co., 2000)

[Ancient Egypt](#)

5. Have each group make their presentation, which includes sharing pictures or drawings of artifacts. Encourage students to take notes and ask questions about each aspect of daily life.

Independent Practice: 1. To conclude the lesson, have each student write a one-page journal entry from the point of view of a common person in ancient Egypt. The entries should include as many details as possible from the class presentations.

ESE/ESOL Accommodations & Strategies: Cooperative learning groups, with varied ability grouping. Teacher monitoring and feedback.

Lesson Closure / Review: EXTENSION ACTIVITIES: *Egyptian Clothing This two page activity (located in the file attachments section) requires students to compare ancient clothing with modern clothing. Other questions focus on descriptions of men and women's clothes and who was responsible for making and cleaning them. *Egyptian Homes This page (located in the file attachments section) includes a Venn Diagram students can use to compare modern homes with those of Ancient Egypt. *Create a Menu for an Ancient Egyptian Meal This one page activity (located in the file attachments section) requires students to create a menu for an ancient Egyptian meal based on the Canadian Food Guide or the Food Pyramid of the United States.

Assessment with Clear & Compelling Product Standards: Evaluation Use the following three-point rubric to evaluate students' work during this lesson. THREE POINTS: Students were highly engaged in class discussions; created a comprehensive presentation, including several relevant facts and at least five illustrations of artifacts; and wrote a detailed, thoughtful journal entry. TWO POINTS:

Students participated in class discussions; created a somewhat compressive presentation, including some facts and at least three illustrations of artifacts; and wrote a complete journal entry with a few details from the presentation.
ONE POINT: Students participated minimally in class discussions; created a simplistic presentation with few or no facts or illustrations of artifacts; and wrote an incomplete journal entry.

Creator : Middle SS Content Team

Date Created : July 18, 2007

Date Modified : August 02, 2013