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Ancient Egypt and the Middle East Unit, Grade Six

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Understanding by Design
Unit Plan Template

Unit Cover Page

Unit Title: Ancient Egypt

Grade Levels: 6th

Topic/Subject Areas: Ancient Egypt

Key Words: Canaan, Kush, Early Settlements, Ancient Egypt

Designed By: Josh Kaylor

Time Frame: 3-5 weeks

Brief Summary of Unit:

This unit looks at the geography, daily life, and history of Ancient Egypt. This includes looking at Judaism, its origins and details about the religion. This unit will give students a good background on Egypt and the Nile River region. The importance of this unit is that they understand the daily life in ancient Egypt, the social class structure, and how religion played a role in all of it. The start of that though, is why they settled where they did, which is why they needed to know the physical geography. This is a great unit, because it breaks down each social class, their daily life and tasks, and how they learned to do these. The chapter on physical geography focuses on bodies of water, such as the Nile River, Jordan River, Mediterranean Sea, Sea of Galilee, and Dead Sea, to see how they affected settlement and living. It also looked at topography, such as deserts, mountains, and valleys, because there is a lot of topography that affects where people settle too. The third element it focused on was vegetation, and this was determined based on the previous two factors. Vegetation grew near water and did not grow in deserts or scarcely in mountains. Chapter 9 looks at each of the classes, so government officials, priests, scribes, artisans, and peasants. It does not have a section on the pharaoh, because that is only one person. The section on government officials talks about who the important officials were. The section on priests talks about why they were important, and what matters they handled, such as funerals and burials. The section on scribes talks about scribe schools and what important jobs they did, such as writing laws and keeping other records. Artisans were workers that had specialties such as making weapons and other things. That section looks at the breakdown of types of artisans, what they did, and how they learned. Peasants are the most important and largest group, and the book explains what they do. The peasant class was farmers after the flood season, but during the flood season they helped build pyramids and other architecture such as temples.

I taught all of chapter 7 lessons, and for the most part they went well. Attached to this are reflections on each part of that chapter. These reflections say what I did for each lesson, how I think they went, and what I think might work better.

Accommodations: For each lesson, I used the accommodation of reading out loud, because we need to read each section from the textbook. Another accommodation that I did when needed, was having a student write the definition and just draw me a picture for their vocabulary assignment, whereas other students had to write sentences using the vocabulary word. For one student, we made a deal with her that she could keep her materials in the room and a book of her choosing in the room, and she could read that book after any required classroom work was completed. Another accommodation for some students was moving them around where needed because of the people around them, but many moves were because of vision issues. We had a student join 3 days before I left, and we moved seats around so he could be near a friend of his, because he is in the special education classroom most of the day. One accommodation we made for some students with our starter questions, is that they only had to write the answer, because they did not have the time to write the question and the answer,

Demographic Information: Free and Reduced Lunch from Fall of 2012-2013, so last school year: 223/568 are eligible for Free and Reduced Lunch or considered economically disadvantaged. There are 50 students in Otsego Middle School with disabilities out of 568. The head count total for Otsego Middle School in 2012-2013 is 568. Of these, 534 are white. That means there are only 34 non-white students in the school. 9 are Hispanic, 13 are multiracial, 9 are Asian, and 3 are African-American. **This information came from Michigan's Department of Education CEPI- www.mischooldata.org** . Each class is 47 minutes long, the students have 7 classes in a day, and two of those are encore classes, such as computers, gym, Spanish, etc.

Stage 1 – Identify Desired Results

Established Goals: (copy and paste the Michigan Standards you will target including the codes)

- 7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).
- 7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.
- 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

What understandings are desired? (these are the understandings you produced from the standards)

Students will understand: *(label each with the facet of understanding targeted see pp 163-164 in UbD)*

1. That people lived in the Fertile Crescent and Nile River Valley
2. That the Nile River valley and Fertile Crescent were fertile areas of land good for farming, which is why they were popular settlement areas.
3. The Geography of Africa and the Middle East that allowed these kingdoms to appear.
4. Where early humans settled and why they settled there.
5. The social structure of Ancient Egypt.

What essential questions will be pursued? Narrow down to 3

1. What role did social structures play in Ancient Egypt, and the ancient world in general?
2. What caused ancient people to settle in the locations they did, i.e. the Fertile Crescent and the Nile River Valley?
3. How did physical geography influence the location of human settlements?

What KEY knowledge and skills will students acquire as a result of this unit? (see chapter 3 – UbD)

Students will know...

The social class structure of Ancient Egypt
The geography of Egypt, Kush, Canaan, and the Middle East.
About daily life in Ancient Egypt

Students will be able to...

Model the physical geography, including major river systems, of ancient Egypt, Kush, and Canaan.
Recognize locations of early human settlements in the above areas.
Describe how environmental factors supported permanent settlement and the development of civilization in these areas.
Explain why the social structure of ancient Egypt is organized like a pyramid, and explain how religion affects that organization.
Identify key aspects of daily life for five social classes in Ancient Egypt.

Stage 2 – Determine acceptable Evidence

What evidence will show that students understand? (Make this more authentic)

Performance Task(s) (at least One is Required Summary in GRASPS form—see pg 159 in UbD):

The students will act out roles of Ancient Egypt's daily life. They will be in groups of about 6, and they will act out the social classes: government officials, priests, scribes, artisans, and peasants.

Goal- Act out the routine of a specific social class from Ancient Egypt.

**Complete a Performance Tasks Blueprint for each task listed above (next page(s))*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples – see pg 153 UbD)

Two chapter tests, on the two chapters covered in this unit, Chapter 7-Geography and the Early Settlement of Egypt, Kush, and Canaan, and Chapter 9- Daily Life of Ancient Egypt.

Vocabulary for each chapter, along with observing their reading notes.

Chapter 7 Vocabulary: Kush, Canaan, topography, vegetation, Nile River, Egypt, Mediterranean Sea, and Jordan River.

Chapter 9 Vocabulary: Social pyramid, social class, status, noble, peasant, afterlife, and hieroglyph.

Unit 2 Geography Challenge (reviewed as a class)

Student Self-Assessment and Reflection:

After each test, I will have them write a paragraph talking about how they studied, how long they studied for, and how they think they did on the test. This will allow them to think about all of those things.

Authentic Performance Task Blueprint

Task #1

Goals: The goal of my authentic performance task is to see if they can read the section about their social class, then re-enact it for the whole class, which allows me to see that they as a group were able to understand what they read.

The goal for them is to have a solid understanding of their groups social class, so they can act it out in class.

Role- One of the five social classes from Ancient Egypt- Government Official, Priests, Scribes, Artisans, or Peasants

Audience- Your audience is the other social classes.

Situation- You are going about your daily life, doing the duties in your social classes' life. Talk with group mates and agree on what you do.

Product Performance and Purpose: You need to have a set list of duties or tasks that you do in a day, and explain how your social class was important to Ancient Egypt.

Standards for success: Must be a group effort, needs to have a list of duties, must have a solid explanation of the role played in Egypt's society,

What understandings and goals will be assessed through this task?

Understandings: Understand the Egyptian social pyramid and how religion played a role in it.

What criteria are implied in the standards and understandings *regardless* of the task specifics? (see pg 172 – UbD) What qualities must student work demonstrate to signify that standards were met?

Implied Criteria:

The standards are looking for an understanding of what makes a civilization, and how social structure impacts a civilization.

Qualities: (a.k.a. Standard of performance)

Clear, loud speech
Participation from all members

Through what authentic performance task will students demonstrate understanding?

They will act out their social class that they are assigned with their group mates.

What student products and performances will provide evidence of desired understanding?

Performances: Act-it-out in front of the class
Verbal explanation of social classes'
important to Egyptian society

Products: List of tasks belonging to that group.

By what criteria will student products and performances be evaluated?

Criteria for Performances:
All members participate and use loud clear voice.
Accurate representation of social class.

Criteria for Products:
Accurate tasks with majority of list coming from the book.

Stage 3 – Planning Learning Activities

Outline the sequence of teaching and learning experiences that will equip your students to engage with, develop, and demonstrate the targets you define in Stage 1 and the evidence you desire from Stage 2. List below the key teaching activities in sequence. Code each with the appropriate WHERETO elements. (see Chapter 9 for details)

Introduce Unit 2 with a pre-assessment and geography activity. W

Interactive geography activity on Egypt. H

Read 7.1 and introduce vocabulary. E

Read 7.2-7.4 and do reading notes. Review each section with the reading notes. E, R

Experiential activity for 7.3 and 7.4 E

Review Sheet and review game for Chapter 7. R, T

Chapter 7 test, Ask how long they studied, how they studied, and how they think they did. E-2

Introduce Chapter 9 looking at social pyramid from Sumer and creating one for the United States. H, W

Read 9.1-9.7 E

Reading notes for 9.2-9.7 to see if they can understand what we read. E

Act-it-outs with feedback from me during their planning sessions. E, R

Present Act-it-outs to the class. H

Review Chapter 9 in a review sheet and review game. R, T

Chapter 9 test with self-reflective paragraph following. E-2

Chapter 7 Lesson Plans

Unit of Study:

Ancient Egypt and the Middle East

Concept or skill to be taught:

Understanding the physical geography of Egypt, Kush, and Canaan. Also, they should understand the importance of vegetation, water, and environment.

Lesson Goal:

Complete Pre-assessment and start Unit 2 Geography Challenge.

Lesson Objectives & State Standard:

Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). SS GLCE 7-w2.1.2

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere

Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. SS GLCE 7 – W1.1.1

This chapter is all about physical geography of Northeast Africa and Southwest Asia, more specifically, Egypt and modern-day Israel, then known as Canaan. It emphasizes the importance of water, topography, and vegetation in determining where people settle.

Day 1

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S: Where is Egypt located?			
Instruction: Today is working on an activity, so there is no direct instruction, we will do some questions together, before they do it on their own.			
Guided Practice (Modeling): Start Unit 2 geography challenge with them. This is an activity/worksheet that has them do some critical thinking questions, along with map skills of locating certain physical features. This will start with me doing some of the mapping activity with them, then they will finish the mapping and do the critical thinking on their own.			
Independent Practice: Pre-assessment- The pre-assessment was just a 5 question test to see what they knew about Egypt before we started teaching the unit. Work on unit 2 geography challenge alone or with a partner. This ended up becoming homework, because we did the mapping part in class, and the critical thinking was to be done at home.			
Closure: How many of you knew more than 1 answer on the pre-test?			

Reflection on Unit 2 geography challenge

This lesson was good. I gave them the unit 2 geography challenge, which was a mapping and critical thinking activity. They had to map and label the deserts, bodies of water, and human settlements in Egypt, Kush, and Canaan. We did that together, where I had the map on the screen, and I had different students come up and show me where different physical features were. They struggled with the critical thinking, because I had forgotten to tell them that they needed to read the setting the stage paragraphs, but they should have known that because the other part of the activity was on the same two pages. This showed me that sometimes, you need to explicitly lay out everything, otherwise they will not understand it all. If I had to re do this assignment, I think that I would do a couple of the mapping problems with them, and at least one of the critical thinking problems, so they better understand what it is I am looking for.

Day 2

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set Triple S: Name at least 2 cities or physical features that you know are located in Egypt.			
Instruction: Use the interactive geography activity about Ancient Egypt. This allows them to see what cities there were, where cities were at, and allows them to learn some interesting facts about Egypt. This activity also gives them a quiz at the end that we did as a class. I called on people who thought they knew the answer.			
Guided Practice (Modeling): I will also have the students do the timeline challenge so they can see a timeline of Ancient Egypt before we delve into it. There was no time to do anything else after these two activities. The timeline activity got rushed some, but was able to give them an idea of the time period we were looking at.			
Independent Practice: N/A because we are doing all of the activities together as a class on the SMART board, so			
Closure: What did we learn today? Do you think this will help you better understand the geography of Ancient Egypt?			

Reflection on Unit 2 introduction

This activity went very well because the students were engaged and interacting with each and with the SMART board during this activity. The students seemed to enjoy this activity because they were answering the questions, they were not talking as much as normal, and they seemed interested. During this activity, I had the students move their chairs into a movie theater style seating where I had them sitting in rows and they were not at their desks. I knew this was a risk because it could lead to more touching and talking than when they are sitting at their desks and farther apart. I felt that it went well, and that I did a good job of laying out my expectations. I told them that my expectations are that they “have their eyes up front, mouths shut, and ears open”. This allowed me to keep people focused by having them look forward and not talking. If I saw a student turned around or talking, I reminded them of the expectations, and that generally fixed the problem.

Day 3

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S: Look at the picture on page 71. What could be an issue in settling in Egypt?			
Instruction: We will do a KWL for Chapters 7. I will read 7.1, the chapter 7 introduction, out loud. I never got to do the KWL with this class, but if I could do it again I think it would be a great thing to see. We read the introduction as a class, and then I answered any questions they had.			
Guided Practice (Modeling): We will do the Chapter 7 preview together. This will occur before we do the reading. The chapter 7 preview was listing what they thought important environmental factors were when thinking about where they live. This got them thinking about what they thought was important in the environment around them, before we read about vegetation, water, and topography.			
Independent Practice: N/A because I did the chapter preview with them. The reason we did it together, was because I wanted to make sure they understood how those factors were important.			
Closure: What were the most important point that you took from today's lesson.			

Reflection on 7.1

This lesson went well, because this was just introducing the chapter, and having them look at a picture to determine suitable settlement areas. This activity was a good introduction, because it taught them the important aspects of water, vegetation, and topography. It also introduced them to where Egypt, Kush, and Canaan were located. It was successful, but I had different students read each paragraph. This allowed there to be a different voice that was reading than mine. There are some people who struggle reading in each of the classes, and when I call on them, they struggled, but I would help them pronounce words. The issue is that I feel like our pace slows down a lot when our slower readers read. Something that I could have done is after one of them reads; either have me or one of the better readers in class, read so that we pick up some steam again.

Day 4

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S What 3 environmental factors affected where people lived in Egypt?			
Instruction: Read 7.2 and introduce 7.2 notes. These are on the environmental factors, and it breaks down the importance of each of those three environmental factors. It also talked about how each factor related to Egypt and Canaan.			
Guided Practice (Modeling): They would do the reading notes after that, and the reading notes wanted them to look at a picture where they would settle, and write two sentences about the vegetation, water, and topography that would have an effect on where they would settle.			
Independent Practice: Finish 7.2 reading notes. Do the 7.3 experiential exercise, where students will act as different landforms or bodies of water. Then the remaining students will choose where to live based on these physical features. This activity had some students acting as landforms and some acting as settlers. The students acting as settlers had to work together to figure out where their group would settle.			
Closure: What was the big idea from today’s lesson?			

Reflection on 7.2

This lesson is similar to 7.1, and it went well, but I want to explain what the lesson was. I started off by reading 7.2 together as a class. For each class, I would pull Popsicle sticks, and would have each person read a paragraph. After we finished reading, they would pull out their packet of reading notes, and we would look at those together. For 7.2, the reading notes asked the students to write two sentences about how each of the following three things affected human settlement: water, vegetation, and topography. I then went over an example with them, to show them what kind of sentence I was looking for. My examples were: “They settled near water because it was a necessity to grow crops”, “They settled where there was a lot of vegetation because they needed it to survive”, and “Topography strongly influenced where people would settle, because you are not going to settle in a desert or on a mountain”. Those examples helped them create their own, and after they finished, I called on some people to read what they wrote for one of the three. This allowed me to see what they were thinking. For the most part, the students had good sentences that were relevant to what we were talking about, so I was pleased.

After this, I moved onto the activity that led into 7.3, which is an activity where some students act as physical features, such as the Nile River, Mediterranean Sea, Nubian Desert, Libyan Desert, and Red Sea. Any students that were not acting as physical features were placed into groups of three, and they needed to talk as a group and figure out where to settle. They could not settle on a physical feature and they could not settle within a foot of another settlement. This went well, and most of the groups had a good reason for where they settled. They also had a good explanation of how the physical features around them helped or hurt them. All of the groups settled along the Nile River, and a few chose to settle near deserts while still being along the Nile River. Their reason for that was because it provided protection. That answer made me happy, because I wanted them to understand natural barriers.

Day 5

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S Give me two ways that vegetation was used by early settlers.			
Instruction: Review 7.2 reading notes by pulling popsicle sticks. Read 7.3 aloud and discuss questions. This allows me to see what they put for the 7.2 notes, because they did most of them on their own. Then we would read aloud section 7.3, which is about the physical geography of Ancient Egypt and Kush.			
Guided Practice (Modeling): I do not need to guide them in these notes, because it should be easy to figure out. Label the features on the map, and then write a paragraph using at least 5 of a list of words.			
Independent Practice: Finish 7.3 reading notes. Act out physical features of Canaan such as Sea of Galilee, Jordan River, and other important physical features of Canaan/Israel. This is an activity that goes along with 7.4, but I introduce it early, because this allows me to show them parts of Canaan before they see it from the book.			
Closure: What was the big idea from today's lesson?			

Reflection on 7.3

This lesson started off with recapping the activity that I did after 7.2, asking the students what they learned from that activity. The overall response was that they learned about the importance of water and how to use physical features. They said it in much longer terms, but this was the gist of it. I was happy with that, because that is what I wanted them to learn. I had the students read this section, and most of the readers did well, even the students who struggle did pretty well. I only had to pronounce a couple words for them, and otherwise they read at a good pace with few mistakes. The reading notes went well, and in these notes there were 3 parts. The first part was labeling different physical features on the map. They had to label the Mediterranean Sea, Red Sea, Nile River, Arabian Desert, Libyan Desert, and Nubian Desert. I had different students come up and show me where each one was at on the screen, which had a map of Northeast Africa and part of the Middle East. After this, they had to show me where the humans settled in Egypt and Kush, and the correct answers were all along the Nile River, and a chunk of land that the Nile River curved around. These two parts were pretty easy, but the third part was more challenging for them. They had to write a paragraph, so 3-5 sentences, answering a question and using at least five words from the word bank. The question was: How did geography affect people's choices of where to settle in ancient Egypt and Kush? The word banks had all of the following words: water, topography, vegetation, Mediterranean Sea, Red Sea, Nile River, Arabian Desert, Libyan Desert, and Nubian Desert. This went well overall, but there were some students that struggled, because they did not understand how they were supposed to use the words.

After reading 7.3 and doing the notes, I did an experiential exercise to transition us into 7.4. This activity is similar to the one from 7.3, but instead of doing it for Egypt and Kush, we were looking at the region of Canaan. The students that were physical features acted as the Mediterranean Sea, Sea of Galilee, Dead Sea, Jordan River, Lebanon Mountains, Negev Desert, and Syrian Desert. The groups that were settling in this activity were torn. Many of them chose to settle near the Jordan River, but all of the others settled near the Mediterranean Sea. Both of these choices are good, but they did not fully understand the negatives about them. The Mediterranean Sea is salt water, so they could not use it for irrigation, and that was something that the students did not fully understand. They also did not see that the area along the Jordan River had elevation to it, which made it where they were settling in

more mountainous territory. Otherwise, I was pleased because they talked about a water source, fishing, transportation, and natural barriers.

Day 6

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S Name 2 physical features of Egypt that we talked about in 7.2 or 7.3.			
Instruction: Read 7.4 aloud and discuss questions. This section is about the physical features of Canaan. I ask them about the exercise we did about Canaan before, and what they think it means. We then read about where they all settled. I also answer any questions for them.			
Guided Practice (Modeling): There is no guided practice today, because these notes were similar to the ones we did in 7.3, so they do not need me to show them what to do.			
Independent Practice: Do 7.4 reading notes. These are similar to the reading notes from 7.3. They have to label major physical features on a map of Canaan, then explain how the geography of Canaan affected where they settled.			
Closure: What was the big idea from today's lesson?			

Reflection on 7.4

This section was a good one, because it gave them some good information about the Sea of Galilee, the Dead Sea, and different vegetation in Canaan. I had the students read this section out loud, and it seemed to go smoothly, although most students had trouble pronouncing Canaan, because they were pronouncing it like cannon. They also struggled with Galilee, Lebanon, and Negev. These words to me seemed like easy words to struggle on, but after seeing how many struggled with them, I would say the word, and have the whole class repeat after me, so that way I gave everyone practice, and did not single any one out. The reading notes are similar to 7.3 as well, but it was all focused on Canaan instead of Egypt and Kush. The physical features they had to label were: Mediterranean Sea, Sea of Galilee, Dead Sea, Jordan River, Lebanon Mountains, Negev Desert, and Syrian Desert. They also had to label the human settlement locations, which were along the coast of the Mediterranean and along the Jordan River. They also had to write a paragraph about how geography affected settlement in Canaan using at least five of the following words: water, topography, vegetation, Mediterranean Sea, Sea of Galilee, Dead Sea, Jordan River, Lebanon Mountains, Negev Desert, Syrian Desert, and nomad.

Day 7

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S Name two major physical features located in or near Egypt that we talked about in chapter 7.			
Instruction: There is no instruction today, because they are working on their study guides in class. I model what one question should look like and then they do the rest.			
Guided Practice (Modeling): We will look at the study guide together. I went through and explained to them what I was looking for, which was complete sentences, and detailed explanations when needed.			
Independent Practice: They will work on a study guide so they can be prepared for the test. This will be homework to be graded the next day in class. They had about 20 minutes in class to work on it, and it was only an 8 question study guide. Many people the next day still did not have it done. I then gave them 10 minutes to work on it at the start of class.			
Closure: What was one idea or question you struggled with in this chapter?			

Reviewing for test.

After this, I had them work on their study guides, a copy of which will be included at the end of this. They worked on this in class and at home, because they only had about 10 minutes in class. When we graded this, it went pretty well. My only frustration is that students always ask if this answer is right, when I have listed off the correct answers already. This happened a decent amount, but Mrs. Eldred when around and helped answer a lot of those questions, to make the process quicker. The next day, we played a review game, which is on TCI's website. I did it as a class, and for each question, I pulled a stick to see who would answer. If that person got the question wrong, they got to call on a classmate to help them. My rule was that a student whose stick was already pulled, could not answer any more questions. I wanted most students to get an opportunity to answer at least one question. This went well, but I had to set a limit on how long they could celebrate, and I gave them two seconds to celebrate. This rule was effective because if they went over two seconds they got a warning, and they knew that if they got a warning and got talked to again, they would study their textbook instead of playing the game. It seemed like most students were engaged, and I think that was because they might have the opportunity to answer if someone got it wrong.

Day 8

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set: Triple S Name two major physical features located in or near Egypt.			
Instruction: N/A because I modeled what one question would look like, then I pulled sticks and they answered the questions that were on the board.			
Guided Practice (Modeling): I will create a review game to play, so we can review test material and have some fun. I did not end up creating one, but we played the review game that TCi has on their website, which is basically a multiple choice jeopardy game, with a lot of test questions on it. If I could redo this, I would create my own Jeopardy game, because the students love competing in review games.			
Independent Practice: They will finish up and turn in their KWLs so I can see what they learned. This also did not happen, but I think for social studies, a KWL is great for students, because I can see what they knew from the beginning and what they learned throughout.			
Closure: What concept is it most important for YOU as an individual to study for the test?			

Reflection on the overall turnout of Chapter 7

I think that Chapter 7 went well when I was teaching it. I finished grading the tests and returning them to the students today (12-10), and the results weren't bad. There were 94 students who took the test for a grade. One student, who just joined our classroom last week, took the test, but it was not for a grade, so she is not included in these statistics. 28 students got in the A range (90-100), 25 were in the B range (80-89), 26 were in the C range (70-79), and only 15 total were below a C. 7 of them got in the D range (60-69), and the other 8 got F's (lower than 59). The majority of the students were above a C, so that means that it was a good test, and it also means that I did my job pretty well. The frustrating part is that I feel I did a great job teaching it, because a lot of the mistakes I saw that brought students down to C's, D's, or F's, were either a lack of caring or silly mistakes that probably would have been avoided by slowing down when taking the test. The reason I say that is because the ones they missed were questions that I had gone over in class the day before, or they were questions that they could have gotten the answer using process of elimination. This was frustrating to me when I see that many people get C's, because I know that a lot of them could have done better. I learned from this that I take some of the mistakes they make personally, because I have worked hard to teach them, and it seems like some of them did not try. But then I look at the fact that 53 of my students got an 80 percent or better, and I feel a lot better. Also, the students that got C's still did pretty well, but the part that irks me the most, is that most of them are perfectly happy with a C, but then I have students who get a B or a B- and they feel like they failed. I wish that there was a way to teach all students two things: one is a desire to learn and do well, and the other is to learn from their mistakes and improve the next time. I feel that students do not have to deal with struggles or failure much, and that is an important lesson to learn. They need to know that they won't be perfect all the time. They also need to remember that if they are not happy with their grade right now, they can work hard for the next test to fix it.

Chapter 9 Lesson Plans

Unit of Study:

Ancient Egypt and the Middle East- Daily Life in Ancient Egypt

Concept or skill to be taught:

Understand daily life in Ancient Egypt

Lesson Goal: Understand each social class and their roles in Ancient Egypt

Lesson Objectives & State Standard:

7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

I can explain why the social structure of Ancient Egypt is organized like a pyramid, and how religion affects that organization. History Alive textbook

7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy)

This chapter consists of an introduction (9.1), a general overview of the social structure (9.2), then a section on each of the 5 major social classes (9.3-9.7). The importance of this chapter is to understand the daily life of ancient Egypt, because Egypt was one of the first great civilizations that the world had seen, so in order to see why it was great, the students need to understand different parts of it, such as the social structure.

Day 10

Sequence of Plan	Time	Modality	Grouping Pattern
<p>Anticipatory Set If you made a social pyramid for the United States, what would it look like? How many levels would it have?</p>			
<p>Instruction: Introduce Chapter 9 using the Chapter 9 preview as a class. In the chapter 9 preview, they get 6 groups or people within the school setting, and they have to place them in order from top to bottom in the social pyramid. It allows them to take what they know about the school setting, and substitute that into the Egyptian social pyramid.</p>			
<p>Guided Practice (Modeling): Read 9.1 introducing Chapter 9. This chapter introduces the Egyptian society and talks about some aspects of ancient Egypt, such as the Opet festival.</p>			
<p>Independent Practice: Assign Geoterm (vocabulary) social pyramid, social class, status, noble, peasant, afterlife. They have to write the word, definition, and write a sentence. Give them time to work on these with any remaining time. This would allow them to get started if we have time.</p>			
<p>Closure: What was the importance of the Opet Festival?</p>			

Day 11

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set Triple S: Give me a sentence or two explaining to me how you see social classes in the United States.			
Instruction: Read 9.2 which is about the general social structure of Egypt, understanding why it is shaped like a pyramid, and how the social classes break down. Show the article about Ancient Egypt. This allows me to show them what is going on at the time period that we are studying.			
Guided Practice (Modeling): Prepare students for act-it-outs by giving a rough model of how they could look. They will have time to prepare for these, because they do all of these at the end, after we have read about all of the social classes.			
Independent Practice: Break into groups and discuss possibilities for act-it-outs.			
Closure: What is due when you get to class tomorrow?			

Day 12

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set Triple S: Why would we not look at the pharaoh as a social class, yet he appears in the social pyramid?			
Instruction: Read 9.3 and 9.4 and discuss them. These two sections are about government officials and priests, respectively. These both discuss important duties of these positions. Also, the government official section talks about different governmental positions. Show article about mummification			
Guided Practice (Modeling): 9.3 reading notes about government officials in Ancient Egypt. 9.4 reading notes about priests in Ancient Egypt. These notes ask them to fill in three details about that social class that were specified in the section. It also has them draw a symbol for each class.			
Independent Practice: There is no independent practice, because I want to make sure that this first set of notes are done properly, so they know how to do them for the later sections.			
Closure: What was the big idea today?			

Day 13

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set Triple S: What are two things you need to know about Priests?			
Instruction: Read 9.5 and 9.6 and discuss them. These are about Scribes and artisans. It talks about how scribes learn their craft. It also talks about the different types of artisans, such as metalworkers.			
Guided Practice (Modeling): I will pull popsicle sticks to see who will share what they put in their reading notes. Each person will tell me one thing from that section.			
Independent Practice: 9.5 reading notes about Scribes and 9.6 notes about artisans in Ancient Egypt. These notes are the same as 9.3 and 9.4, they have to come up with a symbol for that class, along with writing down 3 major points about that social class.			
Closure: What is one thing you learned about either scribes or artisans?			

Day 14

Sequence of Plan	Time	Modality	Grouping Pattern
Anticipatory Set Triple S: What were two important things you needed to know about Artisans?			
Instruction: Read 9.7 and discuss it. Read articles about the pyramids, and explain how most of the work for the pyramids was done by the peasant class. This section talks about farming and architecture, because during the flood season, they worked on architecture.			
Guided Practice (Modeling): None, but we will discuss the reading notes after they take about 7 minutes to work on them.			
Independent Practice: 9.7 reading notes about Peasants in Ancient Egypt. Three major points of peasant class and a symbol for them.			
Closure: Why were peasants important to Egyptian culture?			

After all of these are done, each group would do their act-it-outs. After each group goes, we would get three things they did well and one thing they could do better, and that would come from their classmates. They can use props and outside materials. The only restriction is that the scribe group would have to be all males.

Sources

- Ancient Egypt. (n.d.). In *History Channel*. Retrieved September 20, 2013, from <http://www.history.com/topics/ancient-egypt> - This article is about Ancient Egypt, and breaks the history of Egypt into time periods. It looks at the Old Kingdom, Middle Kingdom, New Kingdom, and all the way until shortly after Alexander conquered Egypt.
- Pyramids. (n.d.). In *History Channel*. Retrieved September 20, 2013, from <http://www.history.com/topics/the-egyptian-pyramids> - This source talks about the Egyptian Pyramids. It gives a brief summary of information about the pyramids, then has a much longer article that breaks it down in topics and time periods. There are also some videos about the pyramids as well. This is a great source to introduce during the time when we talk about peasants in Ancient Egypt, because the peasants did a lot of the work for building the pyramids.
- Tutankhamen. (n.d.). In *History Channel*. Retrieved September 20, 2013, from <http://www.history.com/topics/tutankhamen> - This source is about King Tut, who is a well-known pharaoh, and since many of the students know the name, I thought it would be cool to introduce him a little bit more.
- Griffiths, S. (2013, September 3). First Pharaoh ruled Ancient Egypt 500 years later than first thought. In *Mail Online Science and Technology*. Retrieved September 30, 2013, from <http://www.dailymail.co.uk/sciencetech/article-2410047/King-Aha-First-pharaoh-ruled-Ancient-Egypt-500-years-LATER-thought.html>
- (n.d.). In *Mummification (Created by British Museum)*. Retrieved November 4, 2013, from <http://www.ancientegypt.co.uk/mummies/home.html> - This site gives me an activity to show the students, so they can better understand mummification and why it is important to the Egyptians. When using this, I would find another source to supplement it.
- Bulgren, J., Deshler, D., & Lenz, B. (2007). Engaging adolescents with LD in higher order thinking about history. *Journal of Learning Disabilities*, 40 (2) pp. 121-133. This source helped me better understand the struggles of students with learning disabilities in social studies. It also taught me the importance of using the resources, which is why my mentor and I have done so much team teaching, because we were able to help more students when we worked together. This allowed one of us to teach the content, and one of us to work with individual students that we knew were struggling.
- Harniss, M., Hollenbeck, K., Crawford, D., & Carnine, D. (1994). Content organization and instructional design issues in the development of history texts. *Learning Disability Quarterly*, 17 (3) pp. 235-248. This article helped me see the issue with the way that I have been teaching, because there has been a lot of reading the textbook and discussing what we read. It also helped me understand what the students were struggling with, so I could help them make the connections that I was looking for. This showed me different ways to teach students the connections, such as concept maps that we do on the board, that are filled in by the students. I work with them to make sure that the concept map is organized correctly.
- Kagan, S. (1989). The structural approach to cooperative learning. *Educational Leadership*, 40 (4), 12-3. This article helped me understand the importance of having students work together in the classroom, because if they do not work together, they learn to compete against each other, and this leads to many struggles both inside and outside the classroom. This has helped make the classroom a more inviting and inclusive place, rather than a place where everyone competes for the attention.

Murray, B. 30 Classroom Procedures to Head off Behavior Problems. *Scholastic*. Retrieved from <http://www.scholastic.com/teachers/article/30-classroom-procedures-head-behavior-problems> - This source has helped me immensely because it has given me ideas for procedures to teach students, which help the classroom run smoother.

Teachers' Curriculum Institute. (2011). *History Alive!: The Ancient World* (Student/Teacher ed., pp. 68-113). N.p.: Author. This book is the book that all of the students use, and it has a laid out plan for each chapter and each unit. This is the basis of each of my lessons, but I made some modifications based on what I felt was best for my students and what I felt most comfortable with. I also adding a few articles that I would read with them if I was teaching Chapter 9.

Warner, L, Lynch, S. (2002/2003). Classroom problems that don't go away. *Childhood Education*, 79(2), 97-100. This article is in my source list because some of my most effective classroom management skills have come from this list, such as accentuating the positive. These management techniques have helped me control my classroom better, while making the students feel like it is their classroom as well.

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Gibbons, G. (2004). *Mummies, Pyramids, and Pharaohs: A Book about Ancient Egypt*. N.p.: Little, Brown Books for Young Readers.

Steele, P. (2008). *Step Into: Ancient Egypt*. N.p.: Southwater.

Boyer, C. (2012). *National Geographic Kids Everything Ancient Egypt: Dig Into a Treasure Trove of Facts, Photos, and Fun*. N.p.: National Geographic.

Hart, G. (2008). *DK Eyewitness Books: Ancient Egypt*. N.p.: DK Children.

Riordan, R. (2011). *The Red Pyramid*. N.p.: Disney-Hyperion.

McGraw, E. J. (1986). *The Golden Goblet*. N.p.: Puffin.

Cole, J. (2001). *Ms. Frizzle's Adventures: Ancient Egypt*. N.p.: Scholastic.