

Lesson Plan # 3

Secondary History / Social Studies

Day 1

Course	Lesson Topic / Unit Name	Instructor	Date(s)
World History	Egypt	Miss Ritchey	September 5 and 6
Lesson Essential Question (LEQ) or Learning Objective (LLO)	How did the geography of ancient Egypt affect its structure as a society?		
NC Essential Standard(s)	<ul style="list-style-type: none"> ● WH.H.2.1 Compare how different geographic issues of the ancient period influenced settlement trading networks and the sustainability of various ancient civilizations (e.g., flooding, Fertile Crescent, confluence, limited fertile lands, etc.). ● Also WH.H.4.3, WH.H.2.2 ● D2.His.1.9-12 		
Activity	Details of Activities	Purpose-Rationale	Time
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	As students walk in, they will see a hieroglyphic alphabet displayed or projected on the board. Students will look at the board and use their own white board to transcribe what their name would look like in hieroglyphics.	The purpose of this activity is to get the students interested and engaged in Egyptian culture, and see one of their largest contributions to history. This is a good activity to get students' brains working and start the class in a fun way.	5 Min
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	The class will be opened with a discussion on the effects of a society being based on a river or other body of water. What are the pros and cons? Students might suggest things like the moist soil being good for farming, but also may cite a con which could be the risk of flooding.	This activity is important because it at least begins to address the LEQ and opens up a discussion about why geography is so important in world history as well as learning why geography can affect the way a society interacts within itself and with others.	10 Min
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Students will split into several groups in the class, and each group will be assigned a section of Egyptian History; the Old Kingdom, Middle Kingdom, or New Kingdom. Students will take time as a group to look in the textbook as well as online resources (ex: World History for us all) to make a poster or alternate presentation giving details on their topic. Each group will phang their poster and the class will conduct a gallery walk, taking notes as they go through.	This is a useful project for students to do because it allows students to view secondary sources like their textbook as well as web sources. They will be able to determine what information is reliable while also teaching themselves the content by educating their peers. This covers the information about Egyptian history without the teacher lecturing.	55 Min (10 Min of Research, 15 Min for each group presentation plus teachers comments)

<p>Adjustments What adjustments will you make if students struggle or progress too quickly (before advancing further)?</p>	<p>Some time can be taken from the ticket out the door to add to the other types of discussion.</p>	<p>These adjustments provide more or less time for explanation in order to increase and ensure students understanding.</p>	<p>5 min</p>
<p>Extending & Refining II (individual) How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]</p>	<p>The last part of class will be spent with students writing what they think the benefits and costs to living along a river like the Nile are. They will fill out an organizer that has the categories government, religion, and culture, and determine how living along the Nile affects each.</p>	<p>This once again addresses the Lesson Essential Question regarding the geography of land and the effects that your location can have on daily and long term life.</p>	<p>15 Min</p>
<p>Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>Ticket Out: As students leave they will write down a brief explanation regarding if they think there are more costs or benefits to living along water like the Egyptians did and explain why.</p>	<p>This ticket is a good informal assessment because it requires students to make a judgement about what they have learned, and in reality, there is no right or wrong answer. This inspires students to think out their answer and give me their informed opinion.</p>	<p>5 Min</p>
Formative - Informal		Summative - Formal	
<p>Assessments</p>	<p>None Today</p>	<p>Students will complete the ticket out as well as the graphic organizer allows me to see how much information the class is really absorbing.</p>	
<p>Materials & Supplies</p>	<ul style="list-style-type: none"> ● Projector ● Graphic Organizer 	<ul style="list-style-type: none"> ● Expo Markers ● Whiteboards 	<ul style="list-style-type: none"> ● Poster ● Markers
<p>Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p>	<p>Sources (Chicago Manual of Style)</p> <ul style="list-style-type: none"> ● Course Textbook: Glencoe World History, North Carolina Edition (2008). ● Lesson Activity Cards (https://isheasu.files.wordpress.com/2017/09/active-learning-big-cards-v2-with-sets.pdf) ● Hieroglyphic Alphabet ● Ancient Egypt https://www.ushistory.org/civ/3c.asp ● https://whfua.history.ucla.edu/ 		<p>Notes to self</p> <ul style="list-style-type: none"> ●

DAY 2 Lesson Plan #4

Activity	Details of Activities	Purpose-Rationale	Time
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<p>Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?</p>	<p>Once students get settled in the classroom, they will sit down and watch a video on the mummification process practiced by ancient Egyptians. At the conclusion of the activity, students will discuss what they noticed about the mummification process throughout the video.</p>	<p>This activity's purpose is to get the students engaged with the content I am teaching them. This is a continuation of the day before, so it is a good way to refresh students on Egypt and get them excited about the project and the continued learning we will do today.</p>	<p>10 Min</p>
<p>Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>Students will answer the question "What does mummification tell us about the religious beliefs of the ancient Egyptians?" in short answer form and reflect on what they have learned about Egyptian culture and religion. This also makes learning significant today in that many similarities can be found between ancient religions and now</p>	<p>This activity addresses some of the major themes common throughout world history of how religion can impact a society and change the way they live their everyday lives.</p>	<p>20 Min</p>
<p>Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>In small groups, students will fill out a graphic organizer regarding the similarities and differences in the old, middle, and new kingdoms of ancient Egypt. Students will determine change and continuity between the three and what caused it.</p>	<p>This activity also addresses several of the standards, especially those regarding historical thinking and continuity and change. This allows students to look at the big picture and hone their historical skills and practice thinking as a historian.</p>	<p>20 Min</p>
<p>Adjustments <i>What adjustments will you make if students struggle or progress too quickly (before advancing further)?</i></p>	<p><i>The Mummifying banana activity will probably be at the end of the class and only completed if time allows.</i></p>	<p><i>The Banana Activity is just a fun way to allow students to engage with the content and can be altered if there are time constraints.</i></p>	<p>35 Min</p>
<p>Extending & Refining II (individual) How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]</p>	<p>.Students will each be given a banana, string, and a set of plastic silverware, along with several paper towels or cloths. They will go through the mummification process step by step, enacting each step on the banana. The banana's will then be stored and pulled out again at a later date,</p>	<p>This enrichment activity is a good way to give the students a real life connection with the content they are learning. By physically mummifying the banana, students are able to see how the process works and determine how and why the Egyptians may have done this.</p>	<p>35 Min</p>
<p>Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>Ticket Out: Based on what we learned, what do you think Ancient Egyptians believed about the afterlife? Students will answer this question and hand in their response to the teacher for informal assessment.</p>	<p>This wraps up the lesson and allows students to think critically about religion, especially what inspired those religious beliefs and the effect the beliefs had on society and how they took care of their dead.</p>	<p>5 Min</p>
<p>Formative - Informal</p>		<p>Summative - Formal</p>	

Assessments	Students will answer the ticket out as well as extending and refining individual portions and turn them in for informal evaluation.		None Today
Materials & Supplies	<ul style="list-style-type: none"> ● Bananas ● String ● Silverware ● Paper Towels 	<ul style="list-style-type: none"> ● Projector 	<ul style="list-style-type: none"> ●
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (<i>Chicago Manual of Style</i>) <ul style="list-style-type: none"> ● Course Textbook: Glencoe World History, North Carolina Edition (2008). ● Lesson Activity Cards (https://isheasu.files.wordpress.com/2017/09/active-learning-big-cards-v2-with-sets.pdf) ● Mummification video https://www.youtube.com/watch?v=XuZ4UjNwRAU 		Notes to self <ul style="list-style-type: none"> ●

Egypt

- Geography
 - **The Nile** is the longest river in the world
 - The Nile was the fastest way to travel, resulting in fast transportation and communication
 - Nile floods left the land lush
- Religion
 - Religion was an inseparable part of Egyptian culture
 - They were **polytheistic**, meaning they believed in many gods
 - The sun was a major god that the Egyptians worshipped, named Re
 - The River and Land gods included Osiris and Isis
 - Osiris was a symbol of Resurrection because of his origin story
- Egyptian History
 - Old Kingdom, Middle Kingdom, New Kingdom
 - **Menes** united Upper and Lower Egypt, creating the first Egyptian **Dynasty**
- The Old Kingdom
 - 2700-2200 BCE

- Age of prosperity
- The **Pharaoh** was the most common name for Egyptian leaders
- Kingship was decided by **Divine Right**
- Pharaoh's had **absolute power**
- However, a **bureaucracy** did develop as an administrative force
- The most important part of the bureaucracy was the **vizier**, who was second only to the pharaoh
- **Pyramids**
 - Pyramids were part of a complex of buildings dedicated to the dead
 - Egyptians believed that people had a physical body and a spiritual one (ka)
 - They thought that if the physical body was well preserved in the tomb, the spiritual body could live on
 - **Mummification** preserved the physical remains of the body
 - Pyramids served as tombs for the bodies of pharaohs
 - The largest pyramid is the pyramid of **Giza**, aka the Great Pyramid
 - The **Sphinx** guards the pyramid of Giza
- **Middle Kingdom**
 - After the Old Kingdom collapsed, there was 150 years of chaos before a new dynasty gained control of Egypt
 - This lasted from 2050 to 1652 BCE
 - This is later portrayed as the Golden Age of Egypt
 - Egypt conquered Nubia
 - Pharaoh's were now portrayed as shepherds who care for the people rather than far removed God-Kings
 - Pharaohs built public works and provided welfare
 - The swampland in the Nile Delta was drained and provided thousands of acres of usable land
 - A canal aided trade and transportation over water
- **New Kingdom**
 - The **Hyksos** invaded Egypt and overwhelmed them with horse drawn chariots, conquering Egypt
 - The Hyksos taught the Egyptians to manipulate Bronze as well as advance their military skills
 - A new dynasty of pharaohs used this knowledge to drive out the Hyksos and reconquer/ reunite Egypt
 - 1567-1085 BCE
 - The New Kingdom had massive wealth and used it to build grand temples
 - **Hatshepsut** was the first female pharaoh and build a large temple near Thebes
 - She was succeeded by her nephew, named Thutmose, whose forces occupied Syria and Palestine
 - **Amenhotep** changed his name to Akhenaton and promoted only the worship of Aton, the sun disk god, closing all other temples

- After he died, **Tutankhamen** restored the old Gods
- Amenhotep caused Egypt to lose their entire empire
- **Ramses II** put Egypt back on the offensive and they regained control of Palestine, but the empire was never what it once was
- The New Kingdom was driven back and collapsed in 1085 BCE, then dominated by many other countries
- This lasted until **Cleopatra IV** tried to reclaim independence but committed suicide
- She had heavy involvement with Rome leading to Egypt becoming a Roman Province
- Society
 - Egypt had a hierarchy:
 - Pharaoh
 - Upper class nobles and priests
 - Merchants and artisans
 - Peasants and farmers
 - Egyptians married very young, and Monogamy was standard unless the wife was barren.
 - Egyptians did have divorce
- Writing/ Culture
 - **Hieroglyphics** emerge in 3000 BCE, using pictures and abstract forms
 - The first hieroglyphs were in stone, but once papyrus was invented that became common as well
 - Scribes ran schools for boys while girls stayed at home and learned from their mothers.
- **Phoenicians**
 - After Egypt fell, the Phoenicians prospered
 - They created a trade empire and set up colonies in the Mediterranean
 - They are known for their alphabet, which was eventually passed to the Greeks, which the Romans derived their alphabet from and resulted in the alphabet still used today