**Grade Level:** 6th

**Class Period:** 45 min.

**Ohio Academic Content Standards:**

Theme: ; Topic:; Content Statement

**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:**

* Squishy ball for student participation
* Print outs of information on different pharaohs from <http://library.thinkquest.org/J002046F/pharaohs_of_ancient_egypt.htm>
* SMART Board and markers

**Resources:**

* <http://videos.howstuffworks.com/discovery/29713-egypts-ten-greatest-discoveries-pharaohs-duel-role-video.htm>
* <http://library.thinkquest.org/J002046F/pharaohs_of_ancient_egypt.htm>

**Outline:**

**Introduction: (5 min.)**

1. Pose the question: *What is the purpose of government?*
2. Give students a minute to discuss this with their elbow partner.
3. Have students create a list on the SMART Board. Each student selects the next student, has to be of the opposite gender, to write a thought by tossing a squishy ball to the next individual.
4. Discuss thoughts as a class after all ideas are on the board.

**Body of Lesson: (25-30 min.)**

1. Allow students time to finish presenting TV interviews that were started the day before if needed.
2. Focus on the pharaoh and his/her role in society. *What is a pharaoh most closely related to in terms of governments that exist today?*
3. Explain that the system of government that used in Ancinet Egypt was a theocracy: *a form of government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's laws being interpreted by the ecclesiastical authorities.*
4. Watch the video at <http://videos.howstuffworks.com/discovery/29713-egypts-ten-greatest-discoveries-pharaohs-duel-role-video.htm>
5. Ask students: *What does this mean about the pharaoh?*
6. After some student guesses, go into detail about how the pharaoh was viewed as a god.

*The first Egyptian dynasty started ruling around 3100 B.C. The Pharaoh was the supreme ruler of the Ancient Egyptians and was thought to be a god by his/her people. The other officials who made up the government sector consisted of viziers, army commanders, chief treasurers, the minister of public works, and tax collectors, all of whom worked closely with the pharaoh and existed within a social class all their own. The remainder of the Ancient Egyptian population was made up largely of peasants (who made their living primarily off of agricultural success) and slaves (who worked as servants for wealthy families or as cheap manual laborers).*

1. Go to <http://library.thinkquest.org/J002046F/pharaohs_of_ancient_egypt.htm> and read over the information as a class.
2. Divide students up into groups of four.
3. Hand out printed information on the different pharaohs listed on the site, two copies of information to each group of four.
4. Give students 10 minutes to read and discuss the information as groups. Explain that they are going to have to give a 30 second (commercial length) informative speech on their pharaoh. *What are they known for? What did they accomplish?*
5. Go around and allow students to present their information.
6. As a class, discuss the pressures that the pharaoh must feel and the types of decisions he/she had to make. *What would be the hardest part of the job? What would be the best part? Why was it so much more difficult to be a female than a male pharaoh?*

**Closure: (5 min.)**

Discuss and pass out the Homework Assignment:

Complete a journal response “If you were pharaoh, how would you run your following of individuals? Are there certain laws you would want in place? What type of monuments might you build? If you had to model your rule after one of the pharaohs we discussed in class today, who would it be and why?”

**Assessments**:

* Class discussion and student responses.
* Observe students’ participation in group work and discussions about the different pharaohs.
* Evaluate the journal response and assess using the journal response rubric.

**Journal Response Rubric**

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| --- | --- | --- | --- | --- |
| **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. | |