Instructional Goals

Students will:
- be able to demonstrate their understanding of Ancient Egypt.

Rationale

In the 6th grade it is important to test the students on a regular basis. Students will be able to “explain why people institute governments, how they influence governments, and how governments interact with each other” (6-8 Benchmark A: Government), “compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures” (6-8 Benchmark A: People in Societies) and “analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.” (6-8 Benchmark B: People in Societies).

Objectives

The students will be able to:
- Explain reasons for the creation of governments such as:
  a. Protecting lives, liberty and property;
  b. Providing services that individuals cannot provide for themselves.
  (Ohio Academic Content Standards-Government 1)
- Compare the cultural practices and products of the societies studied including:
  a. Class structure;
  b. Gender roles;
  c. Beliefs;
  d. Customs and traditions.
  (Ohio Academic Content Standards-People in Societies 1)
- Explain factors that foster conflict or cooperation among countries:
  a. Language;
  b. Religion;
  c. Types of government;
  d. Historic relationships;
  e. Economic interests.
  (Ohio Academic Content Standards-People in Societies 3)
- Compare the cultural practices and products of the societies studied including:
  a. Class structure;
  b. Gender roles;
  c. Beliefs;
  d. Customs and traditions.
  (Ohio Academic Content Standards-People in Societies 1)
Resources

- Jeopardy review questions
- Jeopardy point cards

Procedures (Three Components)

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<thead>
<tr>
<th>I. Readiness/Motivation for Lesson</th>
<th>Allotted Time:</th>
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<tr>
<td>• Divide the students up into groups of four.</td>
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<td>• Each student will get a turn to answer a question.</td>
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<td>• The team with the most points wins a more expensive type of candy (candy bars) as where, the other teams just get hard candy just for playing.</td>
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<td>• The review game will be set up on the board for all students to be able to see the point amounts.</td>
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<th>II. Lesson Focus</th>
<th>Allotted Time:</th>
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<tr>
<td>• Students will review for test on the following day.</td>
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<tr>
<td>• Students will play a “Jeopardy” type game.</td>
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<td>• Questions will come from the Guide Readings and the questions listed throughout my lessons as review in the before starting some of the lessons.</td>
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<th>III. Closure to Lesson</th>
<th>Allotted Time:</th>
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<td>• Remind the students that they are having a test tomorrow.</td>
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Follow-Up (Enrichment)

- Use a few double Jeopardy questions were they have to collaborate with their group and write down an answer instead of just yelling out the question/answer.

IV. Assessment

- To be determined from the test the next day.
- Take mental notes on how much the students struggle with answering the questions.