# Social Studies: Leadership & Civilization

Social Studies: Leadership & Civilization in Ancient Egypt

Subject: Social Studies

**Grade Level:** Middle School (Grade 8) **Duration:** 5 days (45 minutes each)

### Standards:

- **SS.8.A.1.2** Use tools (timelines, maps) to interpret history.
- **\$\$.8.A.1.4** Demonstrate historical inquiry and debate.
- **SS.8.A.1.5** Identify primary and secondary sources.
- **SS.8.A.1.7** View historic events through art, writings, music, and artifacts.
- **SS.8.A.2.7** Evaluate influence of individuals in history.
- **SS.8.G.1.2** Use geographic tools to explain impact on society.

### **Objectives:**

- Analyze political, social, and gender-based leadership structures in Ancient Egypt.
- Interpret and evaluate primary and secondary sources related to Egyptian governance and culture.
- Compare leadership styles of male and female pharaohs through debate and reflection.
- Understand legal systems, justice, and the influence of Ma'at in societal fairness.
- Examine the relationship between geography and architectural innovation.
- Synthesize historical knowledge into arguments to determine the most impactful pharaoh.

# Day 1: Rise of the Pharaohs

### Materials:

- Hieroglyphic name tags, role cards
- Timeline pieces for Old, Middle, and New Kingdoms
- Projector/slides with pharaoh biographies
- Ancient Egyptian music for ambiance

### Hook (10 min):

Students enter to ambient music and lighting, receive social status cards and name tags in hieroglyphs. They must greet the teacher, playing Pharaoh, in appropriate status-based behavior.

# Mini-Lesson (10 min):

Use visuals to introduce the structure of the Egyptian state, from Pharaoh down to farmers. Present the timeline of Egypt's three major kingdoms.

# Activity (20 min):

Students rotate through four simulation stations:

- 1. Vizier's Council (lawmaking)
- 2. Market Tax Collection
- 3. Farmer's Dilemma
- 4. Royal Architect

### Closure (5 min):

Exit ticket: "What made a leader powerful in Ancient Egypt?"

### Assessment:

- Observation during stations
- Exit ticket response

# Day 2: Women Who Ruled

### Materials:

- Debate script templates, leadership strategy cards
- Statues and image slides of Hatshepsut
- Comparison charts and writing paper

# Hook (5 min):

Students brainstorm: What makes a great leader? How are male and female leaders portrayed differently in media and history?

### Mini-Lesson (10 min):

Introduce Hatshepsut through biography and visual imagery. Discuss her political strategies, temple building, and portrayal as male.

### Activity (20 min):

Students form teams and prepare for a mock debate:

- Team Pharaohs (male)
- Team Hatshepsut Use strategy cards and historical facts to craft opening arguments.

### Debate (10 min):

Conduct a short courtroom-style debate with one student moderator.

### Closure (5 min):

Students complete reflection prompt: "What made Hatshepsut effective despite gender expectations?"

# Day 3: Law and Order in the Nile Valley

### Materials:

- Replica law tablets or scrolls
- Role-play cards (judge, peasant, soldier, scribe)
- Legal case scenarios based on real edicts

### Hook (5 min):

Present an ancient court case scenario and ask: "How would you decide?"

### Mini-Lesson (10 min):

Teach how laws were made and enforced under the Pharaoh. Highlight the Ma'at principle of truth, justice, and order.

### Activity (25 min):

Students participate in a "Justice Circle" role-play, solving fictional legal disputes from different social classes.

### Discussion (5 min):

Was justice fair for everyone? What influenced decisions?

### Closure (5 min):

Exit question: "What role does fairness play in maintaining power?"

# Day 4: Building Power - Architecture as Legacy

### Materials:

- Pyramid models and site maps
- Building simulation kit (cardboard, rulers, clay)
- Planning grids and rubrics

### Hook (5 min):

Display satellite images of pyramids and temples. Ask: "Why were they built here?"

### Mini-Lesson (10 min):

Teach how geography impacted the building of pyramids, focusing on alignment, river proximity, and symbolism.

### Activity (25 min):

Students work in pairs to design a new monument for a fictional Pharaoh. They plan placement and write a short justification.

### Peer Review (5 min):

Teams walk around and vote on best use of geography and symbolism.

### Closure (5 min):

Discussion: "How do monuments speak to leadership?"

### Assessment:

- Design plan and written rationale
- Peer votes and feedback

### **Neuroscience Enhancement:**

Visual-spatial planning and symbolic thinking boost memory encoding.

# Day 5: The Legacy Debate – Who Was the Greatest Pharaoh?

### Materials:

- Pharaoh profile cards (Ramses II, Hatshepsut, Akhenaten, etc.)
- Debate rubrics, podium setup, nameplates
- Research worksheets

### Hook (5 min):

Ask: "If Ancient Egypt had a Hall of Fame, who would go first?"

# Mini-Lesson (10 min):

Model how to use evidence to support historical claims. Review the traits of effective debaters.

# Activity (25 min):

Students select a Pharaoh and prepare a 60-second persuasive speech. Split class into debate teams and hold a bracket-style debate.

# Reflection & Voting (5 min):

Class votes on the Pharaoh with the most compelling legacy.

# Closure (5 min):

Journal: "Leadership is..."