



Teaching the Middle East: A Resource for High School Educators

The Question of Identity: Ethnicity, Language, Religion, and Gender, Before Islam – Egypt

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Lesson Plan 2: Gender Roles in Ancient Egyptian Society

General Description of Lesson Plan: Students will study information about the roles and responsibilities of women and men in ancient Egyptian society and then create a skit to reflect what they have learned.

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Subject Area(s): Social Studies, Language Arts

For Grade Level(s): 9-10

Time Needed: Four class periods

Outcomes/Objectives:

1. Students will read texts and conduct research to gain background knowledge of the gender roles in ancient Egyptian society.
2. Working in groups, they will create and perform skits to reflect various scenarios that might have occurred in ancient Egypt following societal convention.

Materials: pen, paper, assorted props, “Women’s Legal Rights in Ancient Egypt” (<http://fathom.lib.uchicago.edu/1/777777190170>)

Suggested Procedure(s):

1. The project may be an assignment in social studies classes or in collaboration with an English teacher.
2. Day One: First, have students read the article “Women’s Legal Rights in Ancient Egypt” at <http://fathom.lib.uchicago.edu/1/777777190170> to gain a broad overview about gender roles in ancient Egypt. Discuss how gender roles differed socially from legally. React to these conventions and compare them to gender roles in other societies at the time.

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3. Day One/Day Two: Assign students to groups of 4 or 5 persons. Working in collaboration with the school librarian, if possible, conduct additional research into ancient Egyptian gender roles using several other sources of information that are listed in the Johnson module, books, and available online databases. Have each group submit one organizer listing additional facts gleaned and how these facts inform us about their gender roles.

4. Day Three/Day Four: Have students work in groups to develop short skits (3 – 5 min), which reflect a typical gender role-related scenario that might have occurred in ancient Egyptian times. Ask them to prepare a written script, give them time to rehearse a bit, and encourage them to bring in a few simple props, which might make their performance more interesting.

5. Day Four/Day Five: Have each small group perform its skit. Take a few minutes after each performance to discuss and react to the scenario and its accuracy in reflecting ancient Egyptian gender roles. Collect the written scripts for evaluation.

Evaluation/Assessment Strategies:

Use included rubric to assess skits.

Use these guiding questions to spur discussion in your classroom:

1. Describe significant elements of gender role in ancient Egypt.
2. Compare gender roles in ancient Egypt to other societies. What are the similarities and differences?
3. Why do you think there are differences in gender roles socially as compared to legally in Ancient Egypt?

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Evaluation Rubric:

Gender Role in Ancient Egypt

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Historical Accuracy	All of the historical information in the project appears to be accurate.	Almost all of the historical information in the project appears to be accurate.	Most of the historical information in the project is accurate.	Very little of the historical information is accurate.
Research	Research organizer contains ten or more new facts about gender roles in ancient Egypt.	Research organizer contains between 7 and 9 new facts about gender roles in ancient Egypt.	Research organizer contains 6 or fewer facts about gender role in ancient Egypt.	Research organizer was not submitted.
Script	Script is written out, involves all group members, and reflects a topic of gender roles in ancient Egypt.	Script is partially written out, involves most group members, and/or partially reflects a topic of gender roles in ancient Egypt.	Script is incomplete, does not involve all group members, and/or poorly reflects a topic of gender roles in ancient Egypt.	No script is submitted.
Performance	All group members participate in performing the script. Their performance is clearly delivered, and accurately conveys information about gender roles in ancient Egypt.	Most group members participate in performing the script, their performance is somewhat clearly delivered, and/or it somewhat accurately conveys information about gender roles in ancient Egypt.	Some group members participate in performing the script, their performance is not clearly delivered, and/or it contains inaccuracies in information about gender roles in ancient Egypt.	The group does not perform a skit.