

Lesson Plan for a Sixth Grade World History Class

Egyptian Dynasties

Three-Level Study Guides

(Note: See *Literacy and Learning, Verbatim Split Page Procedure (VSPP)* and *Study Guides* video lesson for an illustration of this lesson in action.)

Topic: Egyptian Dynasties

Objectives: The student will

1. actively read the text and answer questions using a three-level study guide created by the teacher.
2. answer critical thinking questions in an ascending pattern of difficulty.
3. work cooperatively in groups to answer and present questions to the class.
4. use organizational aids found in the book to help in answering questions.

Set Induction: Ask the students what they know about the Egyptian civilizations and what they have learned. Build upon the rich discussions that began with the K-W-L method framework prior to this unit of study. Engage students in conversations about the bulletin board that they helped to create for this unit of study.



Activities:

1. Students will read the chapter on Dynasties in Egypt. Then they will look at the main headings and bold-faced words to guide their thoughts while completing the three-level study guide that was prepared by the teacher.
2. Students will work in small groups. In these heterogeneous groups, there is a responsibility designated for each student. These responsibilities change with every activity. The jobs for the students include the following: reader, writer, manager and speaker.
3. Each group is responsible for answering three of the questions. The writer writes down the group response and the speaker presents the answers to the rest of the class. The speaker or the teacher writes down the answers on the board.
4. The student-teacher interaction during the whole class discussion helps the teacher clarify for the students the three levels of comprehension inherent in the questions.
5. Each student writes down the answer that the class discusses and ultimately agrees on.



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Closure:

Ask students to share their thoughts about the three-level study guide. Questions may include, "How did you answer the explicit level questions?" "What did you do to answer the implicit level questions?" "Which questions did you find most difficult to answer?" or "Why do you think it is important to be able to answer comprehension questions at three levels?"

Evaluation Suggestions:

Group work, study guide answers

Resources and Materials:

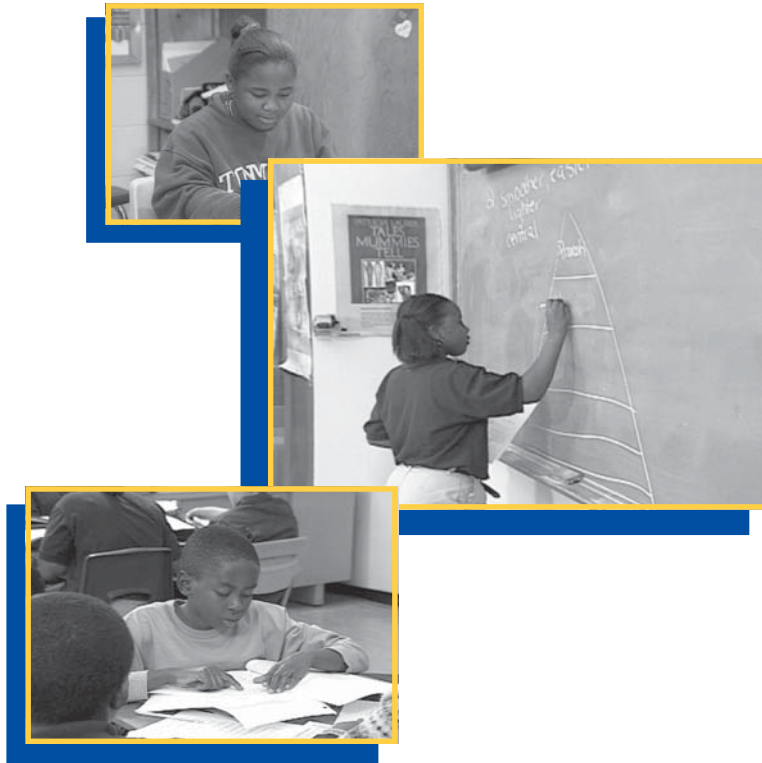
Textbook, three-level study guide, pencil, bulletin board on this unit of study

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Other Applications

This strategy is easily integrated into instruction for any content area and helps students develop higher-level critical thinking skills. However, it is important to begin their awareness and development of this range of thinking skills in the elementary grades. Questions that provide opportunity for exploring comprehension at these three levels should be introduced in the early grades. Then, later presentation and use of the three-level study guide truly becomes a support or guide for studying as students are already familiar with the range of comprehension questions being asked.



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Example of a Three-Level Study Guide

Study Guide for the Dynasties of Egypt

Directions: Read pages 112-118 and answer the following questions **in complete sentences**. You may keep this paper for reference, but write on your own paper. You will discuss these answers in your groups, and each group will present your collective answers in class.

1. Who helped the pharaohs of Egypt and how? (Pg. 112)
2. Why was writing on papyrus easier to use than writing on walls and stone? How did papyrus help make central government stronger? (Pg. 113)
3. List the steps it took to make papyrus. (Pg. 113)
4. How are the Egyptian beliefs of the afterlife different from your own? Read page 114 and then write down your thoughts.
5. What is the difference between a mastaba and a pyramid? Define the terms and then describe how they are alike and how they are different.
6. Describe the social class of the Egyptians (slaves, farmers, craft workers, nobles and priests, and pharaohs). Write down their roles in society. Look at the diagram of Egypt's social pyramid for help (Pg. 116).
7. Who was King Akhenaton and why was he so different from other pharaohs? (Last part of Pg. 117 and Pg. 118)
8. What caused the great Egyptian civilization to weaken in the New Kingdom?
9. In what ways did the pharaohs keep the Egyptian civilization the same and change it? How did they keep things the same throughout all three kingdoms and what changed?
10. In what ways has the United States stayed the same in recent years? How has the attack on our country changed the United States and its people?

Reaction Guide

Reaction Guide		
	Agree	Disagree
1. Students can learn to develop useful strategies for listening and note taking.		
2. Study guides can help students develop strategies for answering multiple levels of comprehension questions.		
3. Cooperative groups foster opportunities for students to clarify their notes and understandings about various topics.		