

## Yale 2017 PIER Summer Institute: Human Rights: Recognition, Research, and Response

### Title of Lesson: The Role of Women in the Ancient World

Author(s): Alexis Bollman

School: East Garner Magnet Middle School

Subject Area(s): Year 1 Individuals and Societies

Grade Level(s): 6th

Time Allotment: 85 minutes (1 class)

#### Lesson Description: *Include- why is this important for students to know?*

It is important for students to become more globally aware of the role women played not only during ancient civilizations, but also how women are making an impact on today's global society. Students must use their knowledge from primary and secondary documents to determine if women need guardians. Students must also decide moving forward how women can influence the role of Human Rights as well as how they can be Human Rights Defenders.

#### Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

**WCPSS is following GRAPES methods for teaching Ancient Civilization. This specific lesson can be taught during A for achievements. If your school is not following the GRAPES method this lesson can be incorporated anytime during your ancient civilizations course or when teaching about women rights.**

#### Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

**Did women play a significant role in ancient civilization growth and success? Do women need guardians? How do you believe the role in ancient civilizations are still influencing women today in society? (Use as a bellringer. Have this question on Lino so when students enter classroom they can answer this question on their electronic device.)**

#### Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

**C. 1 - Explain how the behaviors and practices of individuals and groups influenced societies, civilizations**

and regions.

*H. 1 - Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.*

*H. 2 - Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.*

### Lesson Objectives/Learning Intentions:

- C.1.1 **Analyze** how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).
- H.1.3 **Use** primary and secondary sources to interpret various historical perspectives.
- H.2.2 **Compare** historical and contemporary events and issues to understand continuity and change.
- H.2.3 **Explain** how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).

### Essential Questions:

*The following questions can be used throughout the lesson to gain knowledge on student comprehension.*

What are ways the writing, architecture, infrastructure, science, arts and literature reflect the priorities and cultural values of various civilizations?

How do primary and secondary sources provide a historical perspective on civilizations' need to implement innovation and technology?

How have the achievements and advancements of past civilizations impacted the development and expansion of modern civilizations?

### Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
<b>Women Guardians</b> <b>Human Rights Defenders</b> <b>Mesopotamia</b> <b>Ancient Civilizations</b>	Students will use annotation skills to analyze sources. If students do not understand a vocabulary word they will write a question mark next to the word. Once completed

Enheduanna	reading students will independently go back and write the vocabulary down on a lined piece of paper, and write the definition using a dictionary. Students will then turn in the paper to the turn in tray. The teacher will use this information to find what words students struggled with, and use it as a bell ringer the following day. Teacher will also share this information with the math teacher so the vocabulary can be incorporated in word problems students are answering in class. This will give students the opportunity to apply their knowledge, and master multiple skills.
------------	---

**Supporting Questions:** *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>Did women play a significant role in ancient civilization growth and success?</i>	<i>Do women need guardians?</i>	<i>How do you believe the roles in ancient civilizations are still influencing women today in society?</i>
Formative Assessment	Formative Assessment	Formative Assessment
Post Card	Exit Ticket (3-2-1)	
Materials/Resources	Materials/Resources	Materials/Resources
Ancient Civilization Reading <a href="#">Women's Roles in Ancient Civilizations</a>	Post Card <a href="#">Post Card Template</a>	Casablanca Calling Video Clip <a href="#">Casablanca Calling Trailer</a> <a href="#">Casablanca Calling Clips</a>

**Summative Assessment/Performance Task:**

<p><b>Post Card:</b>  <i>Students will complete a postcard each of the topics they read in their jigsaw group. Students will create a “stamp” to signify a visual description of the topic. Students will use their reading</i></p>
---

**to create a short narrative to explain that specific topic. Students will share their postcards in their jigsaw groups (ie: all threes will share their postcards with their groups), and then they will return to their original group to share their postcards. Students will then use this knowledge to complete the exit ticket.**

**Exit Ticket:**

**Students will use their knowledge from their groups to complete a 3-2-1 sheet. Students will write three ways women played a role in growth and success in ancient civilizations. Students will explain two challenges women faced during their leadership. Students will create one question they still have about their readings.**

**Lesson Activities:**

**Bell Ringer (10 minutes):** Students will answer the following questions: Did women play a significant role in ancient civilizations' growths and success? Do women need guardians? How do you believe the roles in ancient civilizations are still influencing women today in society? **Students will submit their answers via an electronic device on Lino. Teachers must create a Lino page with these questions already posted on three separate sticky notes. Teacher will then discuss the various responses, and sort the responses for students to see.**

**Video (10 minutes):** Teacher will show a trailer from Casablanca Calling. The teacher will explain that before we look at the role women played in ancient civilizations it is important to understand why this topic is still important, and relevant today. Teacher will also discuss that it will be important when reading to make connections to present day progress. Teacher will also discuss how this video may help students feel more of a connection or change their opinion on the bell ringer question about if women need guardians. After watching the three minute clip the teacher will use the remainder of the time to discuss student's reactions. This can be done in a simple Think-Pair-Share method. The question can simply be, what do you think is the most significant role women play in society?

<https://www.youtube.com/watch?v=aluwkJbRUps>

**Depending on student age the teacher can provide the following link on their Google Classroom/Edmodo about how students can watch the full movie at a later time. The link below is the link to the movie and additional clips.**

<http://casablanccalling.com/clips.php>

**Jigsaw Reading Activity (30 minutes):** Assign each student a number (1-5). If sitting in groups already make sure no students in the same group have the same number. Once you have assigned students a number tell all students assigned number 1 to sit in one location, all 2's in another location, all 3's and so on. Once students are in their groups the teacher will hand out their specific reading. (The reading itself covers over 25 topics. Split the readings into portions where the groups only read five topics. If you have bigger or smaller classes you can adjust accordingly.) Explain to students that as they read they must box and number paragraphs, underline key ideas, have at least one annotation next to each topic, and put a question mark next to any vocabulary they may not know. Explain that once they have completed their readings, and tasks they must get out a lined piece of paper and write down the vocabulary

words they did not understand. Once they have written down the words they did not understand they must independently write the definitions using a dictionary. Once completed students must turn in their sheets of paper in the turn in tray. Students will then complete a postcard for each of the topics they read about. They will create a visual stamp that signifies the importance of that specific role women played in society. Students will also create a narrative about that specific topic as if they are sending the letter to a friend in a different civilization or to have documented for future civilizations. If you need to give an example show the example of Enheduanna, and her writings. (<http://www.ancient.eu/Enheduanna/>)

**Think-Pair-Share (10 minutes):**

Students will share with their peers their five postcards. Students must exchange at least one of their postcards with another member of their group to use when they return back to their original group to share.

**Share with Original Groups (20 minutes):**

Students will report back to their original groups that they sat with at the beginning of their class. Students will have four minutes a piece to not only share their postcard(s), but also the postcard(s) they exchanged with another member of their previous group. Students will explain what that individual had drew for the stamp and the narrative. The student must explain the significance of that specific card, and why they selected it.

**3-2-1 Exit Slip (5 minutes):**

The teacher will have up on the board the following questions:

**3. Write three ways women played a role in growth and success in ancient civilizations.**

- 1.
- 2.
- 3.

**Explain two challenges women faced during their leadership.**

- 1.
- 2.

**Create one question they still have about their readings.**

- 1.