What do pyramids tell us about the past?

Supporting Questions

1. What did it mean to be a citizen in Ancient Greece?
2. How did Greek art and myth challenge what it meant to be a citizen?
3. How have women challenged definitions of citizenship?
# 6th Grade Archaeology Guided Inquiry

## What Do Pyramids Tell Us About the Past?

### Kentucky Social Studies Standards

2.20. Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- Examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature.

### Staging the Question

Look at photographs of the excavation of the Pyramids of Giza and use the Question Formulation Technique (QFT) to generate questions about the Egyptian pyramids.

### Supporting Question 1

Where were the Egyptian pyramids?

#### Formative Performance Task

List key features from a series of maps and describe how each map uniquely answers the question, “Where were the Egyptian pyramids?”

#### Featured Sources

Image bank of maps and images that show the location and features of Egyptian pyramids.

### Supporting Question 2

What do the pyramids tell us about Egyptian society?

#### Guided Student Research

Write a description of each artifact and what it tells you about Egyptian society.

#### Formative Performance Task

Source packet: Artifacts that depict information about Egyptian governance, social classes, writing, technologies, religion

### Supporting Question 3

What do pyramids tell us about other ancient societies?

#### Independent Student Research

Research 3-5 artifacts found at other pyramids. Write a description of each artifact and what it tells you about the ancient society.

#### Formative Performance Task

Select three to five sources to support research.

### Summative Performance Task

**ARGUMENT** What do pyramids tell us about the past? Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from historical sources.

**EXTENSION** Create a museum exhibit that includes a replica of the pyramid studied along with five exhibition cards for artifacts that were found in or around the pyramid.

### Taking Informed Action

**UNDERSTAND** Investigate the ethical, environmental, and/or historical challenges that modern-day archaeologists face as they unearth pyramids.

**ASSESS** List the opportunities and challenges of uncovering the remains of lost societies.

**ACT** Write an editorial for *Dig Into History* magazine that makes young readers aware of one or more problems archaeologists face in digging up the past.
Overview

Mini-Inquiry Lesson Description

This inquiry lesson leads students through an investigation of the meaning of citizenship in Ancient Greece in order to draw comparisons with modern use of Greek imagery in political propaganda. The compelling question for the inquiry, “what is a vote worth?” connects students’ assessment to larger issues related to democracy, citizenship, and voting as a civic act. Understanding definitions of citizenship can illuminate the value a vote has for different individuals, both symbolically and in practice. In addressing the compelling question “what is a vote worth?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

The supporting questions and formative tasks help students build knowledge and skills through the course of the inquiry lesson in order to recognize the meanings behind democracy and citizenship. Though democracy and citizenship reflect similar values, neither extended to all societal members, particularly women. By challenging gender norms, female figures of the past and present have challenged patriarchal systems, thereby critiquing the democratic-ness of different democracies.

It is important to note that this inquiry will require prerequisite knowledge of historical events and ideas. Thus, teachers will want to have already introduced students to Ancient Greek society. Featured sources can help supplement knowledge.

This mini-inquiry lesson is anticipated to require one-to-three 45-minute class sessions. The time needed depends on what lesson elements teachers would like to focus. Teachers are encouraged to add and subtract additional resources according to preference, instructional time, and student needs. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Learning Standards & Instructional Framework

The following Kentucky Common Core Standard, JCPS Instructional Framework indicators, and JCPS Graduate Profile Success Skills are highlighted in this inquiry lesson:

Kentucky Common Core Standards

2.20. Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective

- Examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature
Jefferson County Public Schools *Instructional Framework*

<table>
<thead>
<tr>
<th>Engage Questioning</th>
<th>Engage Sources</th>
<th>Engage Discussion</th>
<th>Communicate Conclusions</th>
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<tbody>
<tr>
<td>Teachers will:</td>
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<tr>
<td>• Make connections to past learning</td>
<td>• Provide sources with multiple perspectives</td>
<td>• Facilitate and monitor student groups, prompt students, challenge interpretations, and ask for clarification, solicit questions</td>
<td>• Provide opportunities for students to synthesize learning through writing, speaking, and organizing tasks</td>
</tr>
<tr>
<td>• Spark curiosity by using sources, data, trends, ideas, and student experiences</td>
<td>• Listen, assess, provide feedback, and document student progress</td>
<td>• Require students to use evidence to support interpretations</td>
<td>• Provide opportunities to take informed action</td>
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</table>

| Students will:     |                |                   |                         |
| • Ask clarifying, exploratory, and meaningful questions | • Ask content specific questions | • Employ critical thinking strategies to lead discussions, make connections, identify problems, and pose solutions | • Synthesize learning by using evidence to construct and critique—written and verbal—explanations, claims, and arguments for a variety of purposes and audiences |
| • Employ strategies for addressing questions through discussion and sources | • Employ critical thinking strategies to investigate, source, and corroborate evidence to complete tasks | • Use evidence to engage sources, interpretations, and peers’ thinking | • Take informed action |

Jefferson County Public Schools *Graduate Profile Success Skills*

<table>
<thead>
<tr>
<th>Prepared and Resilient Learner</th>
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<tbody>
<tr>
<td>• Demonstrates knowledge of content skills and standards</td>
<td>• Applies content knowledge to real world contexts and in interdisciplinary ways</td>
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<table>
<thead>
<tr>
<th>Globally and Culturally Competent Citizen</th>
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<tbody>
<tr>
<td>• Explores community and global issues from the perspectives of those most impacted and creates actionable solutions</td>
<td>• Employs democratic processes to come to decisions and solutions</td>
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<tr>
<th>Emerging Innovator</th>
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<tbody>
<tr>
<td>• Employs a sense of curiosity and inquiry; seeks to learn</td>
<td>• Applies a design process (e.g. research, ideation, modeling, prototyping and testing) to create new solutions, products and processes</td>
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<tr>
<th>Effective Communicator</th>
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<tbody>
<tr>
<td>• Uses appropriate conventions and evidence to convey ideas clearly in writing, verbally, digitally and visually</td>
<td>• Adapts message to purpose and needs of the audience</td>
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<tr>
<th>Productive Collaborator</th>
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<tbody>
<tr>
<td>• Works effectively with diverse groups to accomplish a common goal</td>
<td>• Actively listens to understand others’ ideas and perspectives</td>
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In staging the inquiry lesson, teachers can have a class discussion or group brainstorm about what it means to be a citizen. Teachers are encouraged to structure the staging using the Right Question Institute’s Question Formulation Technique (QFT).

Procedures for implementing QFT (modified from C3Teachers.org):

Teachers can have students work in groups to develop a mix of questions in regards to the staging question, using the Question Formulation Technique (QFT) method. Using the QFT, developed by the Right Question Institute (RQI), teachers could have students generate a variety of questions centered on the staging question.

The QFT begins with a question focus. For this initial exercise, teachers should show students the staging question. Once students are given the question focus, they move through three distinct but important steps in generating their own questions (see the student handout):

- Step one: Produce your own questions.
- Step two: Categorize your questions.
- Step three: Prioritize your questions.

In step one, students are placed in small groups and, using the question focus, produce as many questions as they can about the staging’s question without stopping to judge or answer the questions. A recorder should be assigned to write down every question exactly as stated and change statements into questions.

In step two, students work together to categorize those questions by labeling them as “closed” or “open”. Close-ended questions can be answered with a yes or no and open-ended questions require a longer explanation. Students mark the questions with a C or an O. Teachers should then discuss the advantages and disadvantages of asking both types of questions focusing on the utility of each.

In step three, students prioritize the questions they have generated, choosing the three most important questions and providing explanations for why they chose those three.

At this point, teachers may want to introduce the compelling question for this inquiry, explicitly connecting voting rights, and the act of voting, to citizenship. For example, if students ask a question such as “What kinds of qualities do we expect citizens to have?” and “what do we expect citizens to do?” teachers might bridge the two questions.

Teachers could talk about how the students will be assessing a variety of sources, stressing how important it will be for students to consider the sources’ purposes and messages. Additionally, teachers will want to look for questions raised by students that mirror the questions framing this inquiry and then acknowledge any gaps. In the cases where the students’ questions help further the inquiry, teachers could construct another formative performance task(s) or augment the current tasks. In this way, students’ curiosity is woven intentionally into the teacher-designed instructional sequence, and students’ intellectual efforts are recognized as important contributions to the inquiry process.
<table>
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<th>Supporting Question 1</th>
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<tr>
<td><strong>Supporting Question</strong></td>
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<tr>
<td><strong>Formative Performance Task</strong></td>
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</table>
| **Featured Sources** | **Source A:** Thucydides, “Funeral Oration of Pericles,” *History of the Peloponnesian War*, 431 BCE  
This source discusses concepts related to democracy, particularly emphasizing community, mutual respect, rights, and responsibilities to others. Teachers should emphasize citizenship and participation in politics was limited to men.  
**Source B:** Aristotle, *On the Lacedaemonian Constitution*, 340 BCE  
The importance of an engaged citizenry is discussed, encouraging broad participation in government.  
**Source C:** Aristotle, *On Politics*, c. 350 BCE  
Aristotle describes the important components of a government, as well as emphasizing the need of a democratic education.  
**Source D:** Aristotle, *On a Good Wife*, c. 330 BCE  
This description of women’s role in relation to her husband illustrates women’s lack of rights. |

**Featured Sources**

For this task, students will create a social media profile of a Greek *citizen*, listing the requirements and qualities of a citizen in Ancient Greece. The featured sources include descriptions of a democracy and citizenship, as well as the expectations of women. Teachers may choose to supplement, annotate, or subtract any of the sources. To help emphasize prescribed gender roles, students can also create a social media *non-citizen* profile, emphasizing what expectations were of women.

To scaffold this assignment, teachers may have students analyze the documents in a variety of ways. All suggestions below can be done independently or in small groups.

- **Exercise Option 1:** Print the readings with large spaces/margins. Have students annotate the document: circle key words, highlight important ideas, and provide explanations and/or inferences in the margins.
- **Exercise Option 2:** Create a T-chart, listing expectations of men and women in society, including responsibilities and qualities/characteristics.
FEATURED SOURCE A. Thucydides, “Funeral Oration of Pericles,” History of the Peloponnesian War, 431 BCE

Our constitution is called a democracy because the power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in position of public the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty. And, just as our political life is free and open so is our day-to-day life in our relations with each other. We do not get into a state with our next door neighbor if he enjoys himself in his own way, nor do we give him the kind of blank looks which though do no real harm, still do hurt people’s feelings. We are free and tolerant in our private lives; but in public affairs we keep to the law. This is because it commands our deep respect.

We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break. Here each individual in interested not only in his own affairs but in the affairs of the state as well; even those who are mostly occupied with the affairs of their own business are extremely well informed on general politics- this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has business here at all. We Athenians, in our own persons take our decisions on polity or submit them to proper discussions: for we do not think there is an incompatibility between words and deeds; the worst thing is to rush into action before the consequences have been properly debated...

FEATURED SOURCE B. Aristotle, On the Lacedaemonian Constitution, 340 BCE

At Sparta everyone is eligible, and the body of the people, having a share in the highest office, want the constitution to be permanent. [...]There is a tradition that, in the days of their ancient kings, they were in the habit of giving the rights of citizenship to strangers, and therefore, in spite of their long wars, no lack of population was experienced by them; indeed, at one time Sparta is said to have numbered not less than 10,000 citizens. Whether this statement is true or not, it would certainly have been better to have maintained their numbers by the equalization of property. Again, the law which relates to the procreation of children is adverse to the correction of this inequality. For the legislator, wanting to have as many Spartans as he could, encouraged the citizens to have large families; and there is a law at Sparta that the father of three sons shall be exempt from military service, and he who has four from all the burdens of the state. [...]The Ephorality [representatives] certainly does keep the state together; for the people are contented when they have a share in the highest office, and the result, whether due to the legislator or to chance, has been advantageous.

FEATURED SOURCE C. Aristotle, On Politics, c. 350 BCE

The citizen should be molded to suit the form of government under which he lives. For each government has a peculiar character which originally formed and which continues to preserve it. The character of democracy creates democracy, and the character of oligarchy creates oligarchy; and always the better the character, the better the government. [...] The customary branches of education are in number four; they are—(1) reading and writing, (2) gymnastic exercises, (3) music, to which is sometimes added (4) drawing.

A good wife should be the mistress of her home, having under her care all that is within it, according to the rules we have laid down [...]. She must exercise control of the money spent on such festivities as her husband has approved—keeping, moreover, within the limit set by law upon expenditure, dress, and ornament—and remembering that beauty depends not on costliness of raiment. [...] But in all other matters, let it be her aim to obey her husband; giving no heed to public affairs, nor having any part in arranging the marriages of her children.
Supporting Question 2

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>How did Greek art and myth challenge what it meant to be a citizen?</th>
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<tbody>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td>Create a profile (or series of profiles) listing the qualities and characteristics of Greek goddesses, focusing on the extent to which these portrayals reflect citizenship qualities and characteristics.</td>
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</table>

**Featured Sources**

**Source A:** Vase depicting Apollo, Marsyas, and muses (c. 360-340 BCE)

This source includes images from a vase housed at the Lourve Museum. Teachers may want to note how the muses adhere to traditional gender roles. (Sample image included below).

**Source B:** British Museum, “Ancient Greece: Gods and Goddesses”
[http://www.ancientgreece.co.uk/gods/explore/ath_int.html](http://www.ancientgreece.co.uk/gods/explore/ath_int.html)

This interactive site provides symbols, objects, and other details related to important Greek gods and goddesses. (Sample image included below).

**Featured Sources**

For this task, students will create another social media profile of Greek goddesses, focusing on how these portrayals do and do not reflect citizenship qualities and characteristics, nor the prescribed gender roles of Ancient Greece.

In lieu of a social media profile, students can communicate information through a different task, such as a summary paragraph or organizational chart, listing qualities of men, women, and goddesses. The purpose of this task is to have students consider how there were challenges to gender roles within society. This task will connect directly to the third task, which shows how goddess imagery continues today, largely in American iconography. The featured sources are depictions of Greek muses and goddesses from the Lourve Museum and the British Museum. Teachers are encouraged to use additional images of muses and goddesses to supplement those featured.
FEATURED SOURCE A. “A Muse with a Box,” Perseus Digital Library, c. 360-340 BCE
FEATURED SOURCE B. Carving illustrating Athena supervising the building of the ship, the Argo, British Museum, n.d.
Supporting Question 3

<table>
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<th>Supporting Question</th>
<th>Formative Performance Task</th>
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<tbody>
<tr>
<td>How have women challenged definitions of citizenship?</td>
<td>Create a profile (or series of profiles) listing the qualities and characteristics of women as citizens, as depicted by the featured sources.</td>
</tr>
</tbody>
</table>

**Featured Sources**

Cover of *Life Magazine* using Classic Greek elements to depict suffrage activists as aggressors against men. Teachers should note violence against suffragists was more common than the reverse.

**Source B:** Poster: “International Woman Suffrage Poster,” 1913
Advertisement for an international suffrage conference in Budapest, Hungary. In the image, the Greek myth of Atlas is depicted, holding up the globe, but being assisted by a woman. This image communicates the importance of women in supporting men in political and social affairs.

**Source C:** Poster: “Womens Suffrage Reform: No Taxation Without Representation,” London Metropolitan University, n.d.
A woman, dressed in Greek-style garb, holds a red flag reading “reform,” upon a pedestal of “no taxation without representation.”

**Featured Sources**

As in the previous tasks, students will create a social media profile of the woman citizen, focusing on how suffragists can be portrayed as embodying the citizenship characteristics, as well as the goddess depictions. In this way, using Greek imagery both illustrates the hypocrisy within traditional democratic societies, as well as how women’s political participation represents a realization of democratic ideals.

In lieu of the suggested task, students can communicate information through a different task, such as a summary paragraph or organizational chart, listing qualities of the suffragists.

The purpose of this task is to have students consider several themes: (1) the real ways in which democracies manifest often do not reflect democratic ideals; (2) women’s marginalization in political processes has a long rich history, from ancient times to today; and (3) movements for civil rights often harken back to historical ideals.

Teachers are encouraged to use additional images of to supplement those featured, such as the State of Liberty (Lady Liberty), Lady Justice, and Columbia.
FEATURED SOURCE A. Rea Irvin, “Ancient History,” Life, February 20, 1913
FEATURED SOURCE B. Poster: “International Woman Suffrage Poster,” 1913
Summative Performance Task

At this point in the inquiry, students have examined citizenship in Ancient Greece, the ways in which gender roles appeared, and were challenged by, depictions of goddesses, as well as how these (sometimes) competing messages manifest in more modern civil rights’ movements.

Students will construct an evidence-based argument using multiple sources to answer the compelling question “what is a vote worth?” Students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

As this is the larger compelling question of the suffrage curricula, teachers may want to explicitly connect content to the larger issue of women’s rights, and particularly, the importance of votes as a symbol of citizenship and personhood.

Students’ arguments will likely vary, but could include any of the following:

- **ARGUMENTS ALIGN WITH ARTIFACTS**
  - The pyramids’ alignment with astronomical systems tells us the Mayans had a complex understanding of the solar system.
  - Something about complex social system; centralized at Chichen Itza
  - __________________________

Students have the opportunity to Take Informed Action by drawing on their understandings of gender roles and citizenship as they relate to democracy.

To understand, students can research a current political issue, where people’s participation in the democratic process is limited (e.g., voting rights, women’s rights, etc.). To assess the issue, students evaluate the issue and determine the extent to which they believe people are being treated fairly according to democratic ideals. To act, students create a campaign (digital or posters) using Greek-style imagery to promote their view on the issue.

An example of the Taking Informed Action exercise: Students could assess one of the voting rights issues in the United States today, such as Puerto Ricans having US citizenship but do not have federal voting rights. Students understand the issues by listing the ways in which Puerto Ricans are and are not politically represented. Students assess the issue by determining what voting rights Puerto Ricans should have in order to reflect democratic principles. Students can act by creating a campaign that emphasizes Puerto Rico’s residents being citizens, but nonetheless having limited rights and privileges guaranteed to US citizens. Students may tie in current circumstances in Puerto Rico as context towards establishing the power voting rights would have towards influencing national politics. Two particular figures students may use are Lady Liberty or Lady Justice – both use Greek elements representing democratic ideals. This campaign may be shared with the school, local community, or the state Congress(wo)men or Senators.