

Ancient Egypt

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Ancient Civilizations Introduction

Ancient Civilizations is a thematic unit that introduces the basic elements of culture. Through studying ancient Egypt, the students will explore how geography, anthropology, psychology, the economic system, political structure and social practices determine how people live. The interplay between these forces helps define a particular culture.

Our sixth grade classroom consists of 30 percent English Language Learners (ELL) of varying English proficiency, from beginning to intermediate.

Extreme care was taken to ensure that all students were able to contribute in each activity, regardless of the level of English proficiency. For example, students were allowed to write in his/her own language, use visual aids, work with a partner and group, and share his/her own language and culture.

This unit contains the following skills:

- ✓ Cooperative groups
- ✓ Technology (Internet)
- ✓ Games and songs
- ✓ Drawing/Creative expression
- ✓ Hands-on activities
- ✓ Communication skills
- ✓ Language
- ✓ Social Studies
- ✓ Research
- ✓ Math (Graphing)
- ✓ Writing
- ✓ Presentation

We feel that the variety of instructional strategies used will allow for maximum participation, no matter the level of English proficiency and ability.

Ancient Civilizations
Table of Contents

Lesson 1	Intro/Video	Introduction to Ancient Egypt
Lesson 2	Geography	Making Relief Maps
Lesson 3	History Song	Creating Timelines
Lesson 4	Political Science	Comparing Types of Governments
Lesson 5	Internet	Trading in Ancient Egypt
Lesson 6	Technology	How Do You Do That?
Lesson 7	Science	What Did the Ancient Egyptians Consider Medicine?
Lesson 8	Sponge	Choosing a Career in Ancient Egypt
Lesson 9	Language	Hieroglyphics
Lesson 10	Anthropology	Mummies
Lesson 11	Architecture	Pyramids
Lesson 12	Games	King Tut “Senet”

ESL Goals and Standards

Goal 1: To use English to communicate in social settings

Standards:

1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas

Standards:

1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways

1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

Lesson 1: Introduction to Ancient Egypt

ESL Standards

Goal 1: Standards 1, 2

Goal 2: Standards 1, 2

Oxford Strategies

Direct

Memory- Review of United States history

Cognitive- Receiving information, taking notes

Metacognitive- Linking with already known material

Indirect

Social- Asking questions

Cooperating with parents

Multiple Intelligences

Kinesthetic, artistic, interpersonal, verbal

Procedure:

1. Teacher asks what the students remember from the 5th grade unit on United States history. What do you remember? What do you know about the development of the U.S. political system? How did geographic features affect the economy and growth of the U.S.? Teacher makes a list on the board of what the students know. She asks them if they can name four major factors in the development of the United States.
2. The teacher introduces Ancient Egypt by showing *Ancient Egypt*, a video (Bala Cynwyd, PA: Schlessinger Video Productions, c1998). The video is 23 minutes in length. In the video archeologist Arizona Smith and his young detective-in-training explore the wonders of ancient Egypt.
3. To summarize the video, the students recall some major characteristics of Ancient Egyptian culture. The teacher records student responses on the board. The teacher displays an overhead transparency of the Elements of Culture.
4. The students categorize their responses and enter them into the Element of Culture web. They also write the homework assignment in their planners—have their family help identify important customs, beliefs and practices in their family’s way of life or culture. Students may record their findings in their first language. Students will present their findings; they have the options to select the format—written, verbal, or pictorial. Students may bring artifacts that reflect their culture. Social studies textbooks are available for reference.

Resources:

Ancient Egypt video, overhead transparency of The Elements of Culture, 25 copies of The Elements of Culture, 25 *World Explorer*, *The Ancient World* texts, overhead projector

Elements of Culture
Social Sciences
Fifth/Sixth Grade

I. Geography

II. History

III. Anthropology

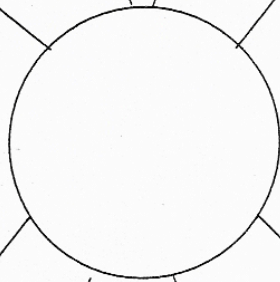
IV. Sociology

V. Psychology

VI. Political Science

VII. Economics

VIII. Technology



Elements of Culture
Social Sciences
 Fifth/Sixth Grade

I. Geography

Location _____
 Place _____
 Regions _____
 Movement _____
 Human Environment Interaction _____

III. Anthropology

Type of home _____
 Language – oral, written, gestures _____
 Customs – art, literature, food, music _____
 Recreation _____

V. Psychology

Individual behavior and feelings _____
 Health/physical/mental _____
 Aging process _____

VII. Economics

Trade _____
 Type of currency _____
 Exchange rate _____
 Industry, manufacturing, tourism _____
 Careers _____
 Standard of living _____

II. History

Important events _____
 Important discoveries and exploration _____
 Chronological timeline (B.C./A.D.) _____

IV. Sociology

Lifestyle: _____
 • Family _____
 • Marriage _____
 • Religion _____
 • Education _____
 Roles of people in groups _____

VI. Political Science

Forms of government _____
 Politics (political parties) _____
 Laws _____
 Leaders (e.g., president, prime minister, king, queen, dictator) _____

VIII. Technology

Transportation (e.g., bullet train, bicycle, Concorde) _____
 Inventions _____
 Communications (e.g., newspaper, computer, TV) _____
 Medical advances _____
 Level of technology (e.g., horse and buggy, bicycles, automobile) _____

Lesson 2: Geography of Ancient Egypt

ESL Standards

Goal 1: Standards 1, 2

Goal 2: Standards 1, 2

Oxford Strategies

Direct

Memory- reviewing Lesson 1, recalling types of maps

Cognitive- Receiving information, analyzing and reasoning

Indirect

Metacognitive- arranging and planning learning

Social- cooperating with others

Multiple Intelligences

Kinesthetic, artistic, interpersonal, verbal

Procedure:

1. Teacher reviews Lesson 1 and displays The Elements of Culture overhead. **Geography, economics, sociology, anthropology, psychology, political science, technology** and **history** are identified as components of culture.
2. Five students share their personal culture. At the beginning of each lesson, five more students will share their findings until all have shared. As each student shares, the class will identify which components of culture are involved.
3. Teacher displays a relief map of Ancient Egypt. Students recall the different types of maps—political, relief, populations, product... Students identify chief geographical features of Ancient Egypt and discuss how it contributed to its development. Some specific features are the rich, fertile land along the Nile River; the 4,160 mile Nile River as a transportation system; the surrounding “Red Lands,” the harsh deserts that provided Ancient Egypt a buffer from invasion.
4. Teacher hangs a world relief map. ELL students identify major geographical features that contribute to their cultures. English-speaking students identify chief geographical features of the United States.
5. Homework: Students are divided into pairs with at least one person has proficiency in English. Each pair is to choose one of the following options: write an essay comparing the United States highway system with the Nile River of Ancient Egypt; create a relief map of Ancient Egypt; prepare a comic strip of the yearly cycle of flooding and growing of crops along the Nile River. The quality of the homework will help the teacher assess the students’ understanding of the role geography plays in culture.

Resources: Elements of Culture overhead, relief map of Egypt, world map, overhead projector

Lesson 3: History of Ancient Egypt

ESL Standards

Goal 1: Standards 1, 2

Goal 2: Standards 1, 2

Oxford Strategies

Direct

Memory- review of components of culture

Cognitive- analyzing and reasoning, practicing reading and speaking

Indirect

Metacognitive- centering learning, arranging and planning timeline activities

Social- asking questions, cooperating

Multiple Intelligences

Kinesthetic, artistic, interpersonal, verbal

Procedures:

1. Five students share their cultural findings. Teacher helps students categorize findings into cultural components.
2. Teacher pairs students for reading. Teacher ensures that there is an English proficient reader in each pair. Each pair is assigned specific pages to read on Egyptian history. The students will use *World Explorer, The Ancient World* (Prentice Hall: 1998) pp. 24-25, 52, 69, 173, 177, 194, 214.
3. Upon completion of reading, each pair creates an illustration of the historical event and a sentence or two describing the event.
4. Using butcher paper, two volunteers draw a 25 foot time line. Each pair identifies where their event fits in the sequence of events. They paste their illustration and written description on the appropriate section of the timeline. The teacher assesses their understanding by the placement of the events and the illustrations and written descriptions.
5. Class discusses who the important people are in Ancient Egyptian history. Class discusses how the Egyptians evolved from nomadic hunter-gatherers into agriculturalists.
6. Homework: Students are to discuss the critical and influential events of their life with their families. Then, they are to create a personal timelines. The timelines may be annotated in the first language of the student.

Resources:

25 *World Explorer, The Ancient World* texts, 25 feet of butcher paper, 12 pieces of drawing paper

Lesson 4: Ancient Egypt Government

ESL Standards

Goal 1: Standards 1, 2

Goal 2: Standards 1, 2

Oxford Strategies

Direct

Memory- review of components of culture, creating mental linkages, reviewing U.S. political system

Cognitive- analyzing and reasoning, practicing reading and speaking

Indirect

Metacognitive- centering learning

Social- asking questions, cooperating,

Multiple Intelligences

Artistic, interpersonal, verbal, musical

Procedure:

1. Five students share their cultural findings. Teacher helps class categorize findings into the components of culture.
2. Teacher refers to the Ancient Egypt timeline and asks, “Who were the leaders and rulers of Ancient Egypt?” The class discusses what type of government Egypt had. Teacher adds **pharaoh, scribe, priest, slave, theocracy** to the vocabulary word bank.
3. In reading pairs, students read *World Explorer*, pp. 67-72.
4. Teacher leads class discussion of the United States form of government, which the class studied in fifth grade. The class makes a comparison and contrast chart between the responsibilities and rights of Ancient Egyptian citizens and United States citizens. Teacher makes a chart on the overhead to guide students in the activity.
 - Homework: Prepare a short written, illustrated or oral presentation of how different life would be if our country were ruled by a pharaoh. Students may visit and share with the class the Nelson-Atkins Museum’s exhibit of “Art of the Lega: Meaning and Metaphor in Central Africa” in lieu of the above homework.
5. Teacher ends the lesson with the song on the following page.

Resources: Ancient Egypt timeline, 25 *World Explorer* texts, overhead projector

Where Have All the Pharaohs?

Sung to the tune of "Where Have All the Flowers Gone?"

Where have all the pharaohs gone?

Long time passing

Where have all the pharaohs gone?

Long time ago

Where have all the pharaohs gone?

Robbers have picked their pyramids

When will they return?

When will they return?

Where have all the robbers gone?

Long time passing

Where have all the robbers gone?

Long time ago

Where have all the robbers gone?

Taken treasures every one

When will they return?

When will they return?

Where have all the treasure gone?

Long time passing

Where have the treasures gone?

Gone for profit every one

When will they return?

When will they return?

Where have all the profits gone?

Long time passing

Where have all the profits gone?

Long time ago

Where have all the profits gone?

Gone to museums quite a few

When will they return?

When will they return?

Where have all the pharaohs gone?

Long time passing

Where have all the pharaohs gone?

Long time ago

Where have all the pharaohs gone?

When will they return?

When will they return?

Lesson 5: Internet Lesson on Trading in Ancient Egypt

ESL Standards

Goal 2: Standards 1, 2

Goal 3: Standards 1, 3

Oxford Strategies

Direct

Memory-Reviewing of what is a society

Cognitive-Practicing

Receiving and sending messages

Creating structure for input and output

Indirect

Metacognitive-Centering your learning

Arranging and planning your learning

Social-Asking questions

Cooperating with peers

Multiple Intelligences

Interpersonal, Visual/Spatial, Linguistic

Procedure:

1. Organize students into heterogeneous groups of 2-3 people.
2. Start a discussion of how we trade today.
Direct students to Internet site to continue lesson
<http://www.ancientegypt.co.uk/staff/topics/trades.html>
Discuss contents of lesson with class
3. Have students fill in worksheet from lesson

Material for display:

Maps

[Main Egypt Maps](#)

Routes

[Overseas trade during the pharaonic period](#)

Extension activity

Have students draw, write, talk about their trading within their community

Materials

Worksheet from web site

Pencil

Computer if available, otherwise Teacher may have available information on trading routes and maps for students

Lesson 6: How Do You Do That?

ESL Standards

Goal 2: Standards 1, 2

Goal 3: Standards 1, 3

Oxford Strategies

Direct

Memory-Creating mental linkages

Applying images and sounds

Cognitive-Practicing

Receiving and sending messages

Creating structure for input and output

Compensation-Overcoming limitations

Indirect

Affective-Taking emotional temperature

Multiple Intelligences

Linguistic, Logical, Interpersonal

Procedure

1. Discuss the use of paper today and how has it changed society? How is paper made?

2. Using materials found at the following link

[Lesson Plan \(World History\) for teaching about papyrus](#)

Discuss:

What is papyrus?

Why was/is it so important?

Was this the only means available for writing in Ancient Egypt?

3. Have students write a description on how to make papyrus using the above mentioned link lesson plan. This link/lesson plans has three assignments:

Assignment one- relates to giving instructions on making papyrus

Assignment two is an extension exercise to encourage students to do

research

Assignment three is a worksheet encouraging the students to make connections between the different ways of writing in ancient Egypt

For additional information on Egypt

<http://www.reshafim.org.il/ad/egypt/trade/>

Materials

Handout(s) from web site

Pencil

Compute:

– For obtaining materials needed

– Use by students

Procedure

1. Sponge

Correct this sentence:

the Nile river flows through Egypt

2. Introduce Egyptian system of Writing, hieroglyphics.

3. Have students write give meanings to selected symbols in small groups. The students will compare answers to find same and different meanings.

4. Explain the symbols began to represent specific sounds instead of whole words. Show the students cartouches and have them decipher the cartouches.

5. Give the students card stock and markers to make their cartouches of their names.

6. Have the students share their cartouches with the whole class.

Vocabulary

Hieroglyphics

Cartouches

Materials

Overhead with hieroglyphic symbols

Card stock

Markers

Lesson 7: What did the Ancient Egyptians considered Medicine?

ESL Standards

Goal 2: Standards 1, 2, 3

Goal 3: Standards 1

Oxford Strategies

Direct

Memory-Creating mental linkages

Cognitive-Receiving and sending messages

_____ Creating structure for input and output

Compensation-Overcoming limitations in speaking and writing

Indirect

Metacognitive-Centering your learning

_____ Arranging and planning your learning

Social-Asking questions

_____ Cooperating with peers

Multiple Intelligences

Linguistic, Logical, Interpersonal, Intrapersonal, Naturalist

Procedure

1. Teacher starts a discussion on how medicine is used today? What are the most common illnesses and how are these cured? How many types of doctors do we have today? How do these people become doctors?
2. Have students read or discuss as a class, what the Ancient Egyptians considered medicine? Discuss how these people treated some illnesses and what the medicines contained. The following link can provide information regarding this topic.
[Medicine](#)
3. Have student's pair up in groups of 2-3.
4. From what they have learned about curing some illnesses:
 - Have students develop "cures" for illnesses of their choice using the Egyptian method.
 - Or the teacher can ask the students to develop cures for specific illnesses
5. Students report to the class on their prescriptions.

Materials

Paper

Pencil

Computer or information regarding medical advances

Lesson 8: Sponge Choosing a Career in Ancient Egypt

ESL Standards

Goal 2: Standards 1, 2

Goal 3: Standards 1

Oxford Strategies

Direct

Memory-Creating mental linkages

Cognitive-Practicing

Receiving and sending messages

Creating structure for input and output

Indirect

Metacognitive-Centering your learning

Arranging and planning your learning

Affective-Encouraging yourself

Social-Cooperating with peers

Multiple Intelligences

Linguistic, Interpersonal, Intrapersonal

Procedure

1. Divide class into social classes by last name
2. Assign social classes to each group
 - One group is the upper class
 - Another the middle class
 - Another the lower class
3. From the list provided, have students choose their occupation according to their social class.
4. Have students report to the class their occupation in Ancient Egypt.

Materials

Handout/overhead listing different occupations

ARCHITECT
CARPENTER
EMBALMER
FURNITURE BUILDER
PRIEST
SCULPTOR
TAILOR

ARTIST
CHARIOT MAKER
ENGINEER
GOAT HERDER
SAILOR
SOLDIER
TOMB BUILDER

ASTRONOMER
COFFIN MAKER
FARMER
LAUNDRY WORKER
SANDAL MAKER
STONE CARRIER

BAKER
DOCTOR
FISHERMAN
PAPER MAKER
SCRIBE
SHEEP HERDER

Lesson 9: Hieroglyphics

ESL Standards

Goal 2

Standard 2, listening to speaking, reading, and writing about subject matter information representing information visually and interpreting information presented visually comparing and contrasting information

Strategies

Direct

Memory-Applying images and sounds

Cognitive-Practicing

Receiving and Sending Messages

Indirect

Social-Cooperating with others

Multiple Intelligences: Linguistic
Interpersonal
Spatial Lesson 10: Mummies

ESL Standards:

Goal 2

Standard 2: retelling, formulating and asking questions

Strategies

Direct

Memory-Associating/Elaborating

Cognitive-Practicing

Creating Structure for Input & Output

Indirect

Social-Asking questions

Cooperating with peers

Multiple Intelligences

Linguistic

Interpersonal

Visual

Procedure

1. Sponge

Alphabetize these vocabulary words:

hieroglyphics, mummification, embalming, artifacts, excavation, archeology

2. Introduce material on mummies to be read and show pictures of mummies.

3. Small group reading and retelling.

4. Each student will write 3 questions about the material to ask the class.
5. Each student will ask a question to the rest of the class and check for the correct answer.
6. Make a connection. The students will answer the following question: What mourning customs does your family observe?

Vocabulary

Embalming

Mummies

Mummification

Pharaoh

Materials

Pictures of mummies

Lesson 10: Mummies

ESL Standards:

Goal 2

Standard 2: retelling, formulating and asking questions

Strategies

Direct

Memory-Associating/Elaborating

Cognitive-Practicing

Creating Structure for Input & Output

Indirect

Social-Asking questions

Cooperating with peers

Multiple Intelligences

Linguistic

Interpersonal

Visual

Procedure

1. Sponge

Alphabetize these vocabulary words:

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2. Introduce material on mummies to be read and show pictures of mummies.

3. Small group reading and retelling.

4. Each student will write 3 questions about the material to ask the class.

5. Each student will ask a question to the rest of the class and check for the correct answer.

6. Make a connection. The students will answer the following question: What mourning customs does your family observe?

Vocabulary

Embalming

Mummies

Mummification

Pharaoh

Materials

Pictures of mummies

Lesson 11: Pyramids

ESL Standards

Goal 2

Standard 3, taking notes to record important info and aid one's own learning
Actively connecting new info to information previously learned

Strategies

Direct

Memory-Reviewing well

Cognitive-Analyzing contrastively
Practicing

Indirect

Metacognitive-Centering your learning

Multiple Intelligences

Visual/Spatial

Interpersonal

Interpersonal

Procedures

1. Sponge

Use the following vocabulary words in a sentence:

hieroglyphics, embalming, cartouche

2. Review geography of Egypt and locate Valley of the Kings.

3. Review mummification process

4. Discuss the purpose of pyramids and the part religion plays in the death and burial of a pharaoh.

5. Have students make a paper pyramid.

6. Compare and contrast burial customs of ancient Egypt and the United States.

Vocabulary

Excavation

Archeology

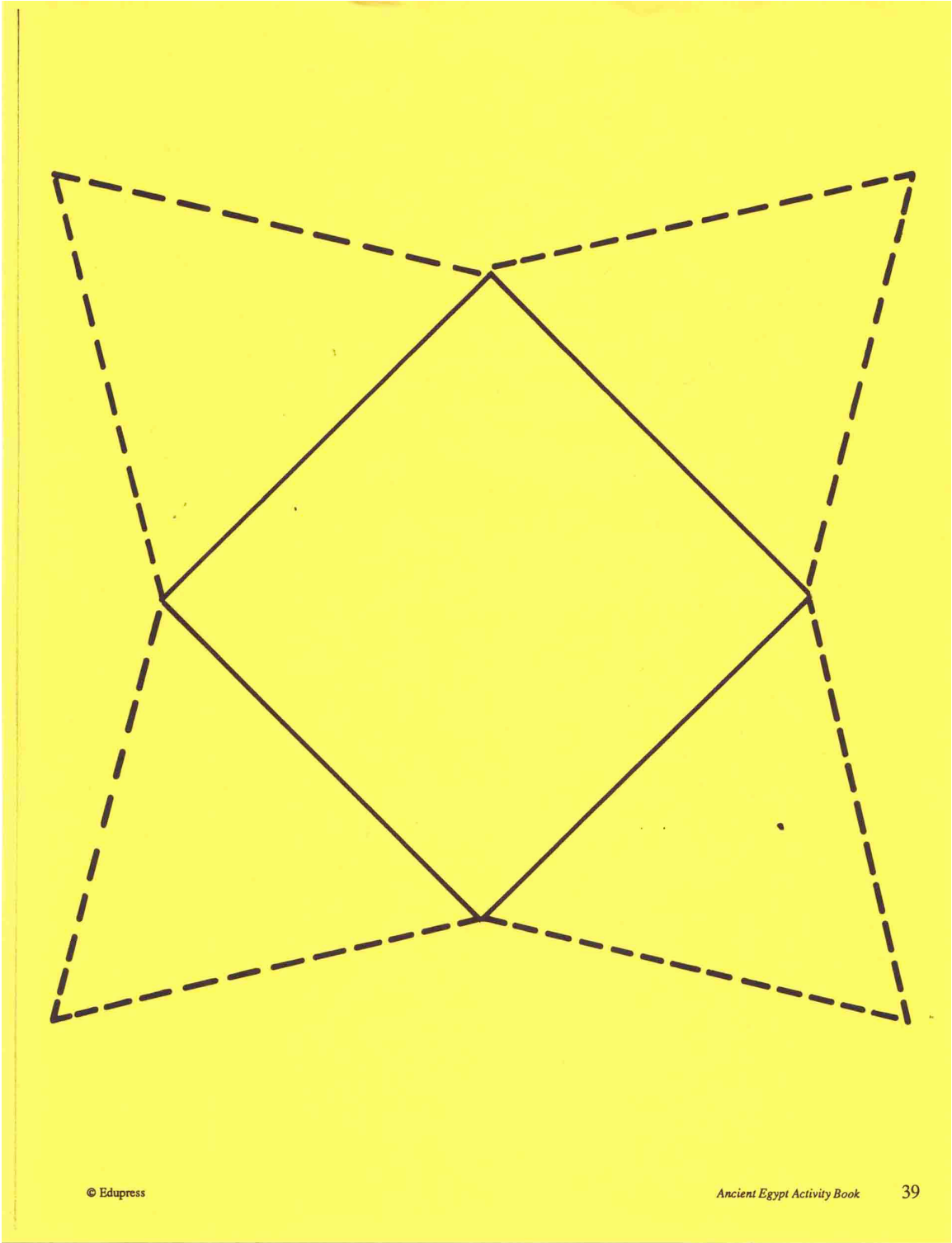
Artifacts

Materials

Copies of a pyramid

Scissors

Tape



Lesson 12: King Tut

ESL Standards

Goal 2

Standard 2, hypothesizing and predicting, selecting, connecting and explaining information

Standard 3, actively connecting new information to information previously learned

Strategies

Direct

Memory-Reviewing well

Creating mental linkages

Cognitive-Practicing

Receiving and sending messages

Indirect

Metacognitive-Centering your learning

Social-Cooperating with peers

Multiple Intelligences

Logical

Visual/Spatial

Bodily-Kinesthetic

Interpersonal

Procedure

1. Sponge Write two sentences about the pyramids.
2. Review prior knowledge of pharaohs, mummification process, pyramids, afterlife
3. Have students predict what an archaeologist would find in King Tut's tomb and explain why those things would be in the tomb.
4. Have the students read an article on King Tut and check their predictions.
5. Discuss articles of entertainment in the tomb.
6. Play the game "Senet."

Materials

Game Board and rules

5 colored markers for each player

1 die per team

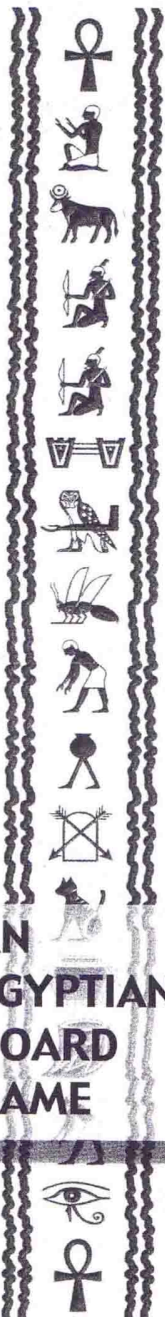
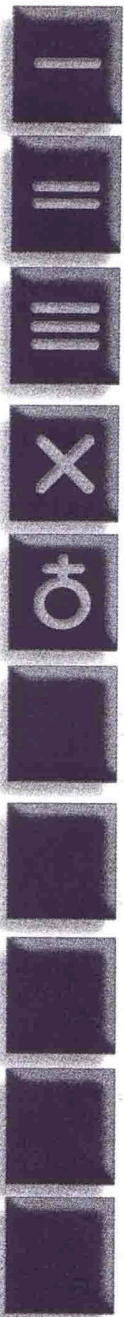
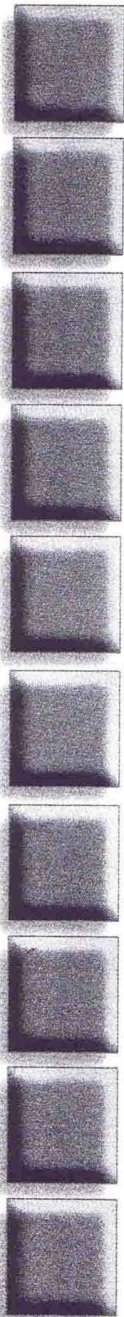
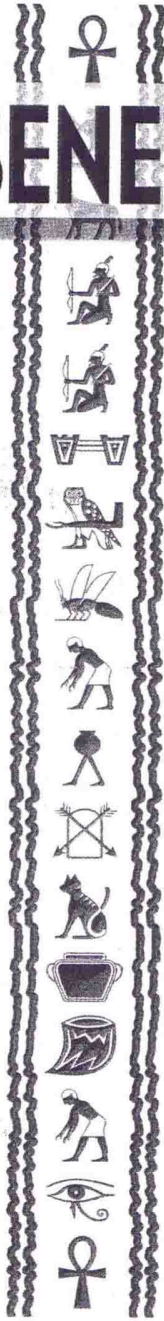
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Callella, Trisha. Ancient Civilizations with Reading Instructions. Creative Teaching Press

Hamilton, Robyn. Ancient Egypt Activity Book. Edupress, Inc. (1994).

SENET



AN
EGYPTIAN
BOARD
GAME

Name _____



SENET, AN ANCIENT EGYPTIAN GAME



Senet was a board game played in ancient Egypt. Although they have found paintings on tomb walls and on papyrus scrolls of people playing Senet and other games, Egyptologists are not certain exactly how the games were played.

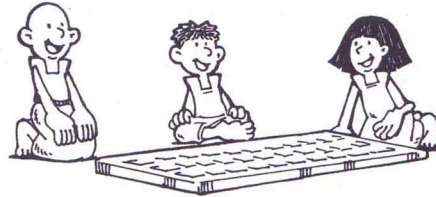
To play Senet, make a copy of the game on poster board. You will need one die. Each player needs five game markers of the same color. Use a different color for each player. Black and red checkers work great.

Suggested Rules for Senet:

1. Players shake the die to see who goes first. The one with the higher number puts his or her game pieces on squares marked with A's. Player 2 puts game pieces on the B squares.
2. Take turns shaking the die. Players move a game piece that number of squares down the center row, then up the third row.
3. A game piece can land only on an empty square or a square occupied by an opponent's game piece. If the only possible move lands on your own game piece, skip a turn.
4. If a player's game piece lands on an opponent's game piece, the opponent's game piece is removed from the board.
5. The only way to bring a game piece back is to shake a six and land on one of the opponent's pieces. In addition, the first square the player occupied at the start of the game must be empty because that is where the piece is replaced on the board.
6. The object of the game is to exit all five game markers from the board. Special rules must be followed for exiting.

Rules for exiting:

- A. If a game piece is on the sixth square from the end and a player shakes a six, he or she cannot exit. The piece can only be moved with a shake of five or less.
- B. If a game piece is on the square marked \ominus , the piece can exit the board if a five is shaken or move forward with any number less than five.
- C. If a game piece is on the square marked X, the piece can exit the board if a four is shaken or move forward with any number less than four.
- D. When a game piece is on a square marked III, II, or I, it can only exit the board by shaking a three, two, or one. For example, if a piece is on the III square, it cannot be moved forward with a shake of one or two.)



After you finish playing Senet:

1. Write a paragraph on another sheet of paper giving your opinion of the game.
2. If you could rewrite the rules, which rules would you change, and what would the new rules be?