# **ANCIENT EGYPT**

# **UNIT OVERVIEW**

Walk, don't run "like an Egyptian", right into the past. This thematic unit is designed to help students understand what life was really like in this ancient civilization. "Part I - Core Teaching Lessons" uses a structured approach to build a base of knowledge. "Part II - Student Handbook" contains the information and activities that compliment the core lessons. "Part III - Optional Lessons" adds a degree of flexibility to the unit and possible enrichment activities. "Part IV - Ancient Egyptian Mural" is a culminating project that challenges students to demonstrate their knowledge gained throughout the unit, by creating their own Ancient Egyptian murals in cooperative learning groups. This comprehensive unit is sure to generate excitement among students and make the teacher's life easier at the same time.

# **PART I - CORE TEACHING LESSONS**

In this section, students will learn about different aspects of Ancient Egyptian life. The lesson titles and subsequent activities are as follows:

1)	Introduction to Ancient Egypt	Map
2)	<b>Ancient Egyptian History</b>	Timeline
3)	Social Classes	Worksheet
4)	Writing	Problem-solving puzzles
5)	Religion	Opinion paper
6)	<b>Burial Customs</b>	Mummy experiment & Pyramid construction

# **PART II - STUDENT HANDBOOK**

This section can be photocopied in booklet form and contains information pages and activities described in the core lessons.

## **PART III - OPTIONAL LESSONS**

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1)	Egyptian Fashion Show	8)	Archaeological Dig
2)	"Day in the Life"	9)	Book of the Dead (Creative Writing)
3)	Make Paper	10)	Video
4)	Time Capsule	11)	Ancient Egyptian Toys
5)	Egyptian Food	12)	Ancient Egyptian Party
6)	Egyptian Mythology	13)	Internet Sites
7)	Vocabulary		

# PART IV - ANCIENT EGYPTIAN MURAL (MAJOR PROJECT)

This major project involves the creation of an Ancient Egyptian mural. There are many options and modifications offered for teachers to consider when undertaking this highly rewarding project.

#### LESSON #1 - INTRODUCTION TO ANCIENT EGYPT

#### **Student Objectives and Activities**

- Students are introduced to Ancient Egypt with a "trivia" activity.
- Students locate Egypt on a map or globe.

#### **Suggested Teaching Strategies**

- Begin this unit by making a copy of the following two pages, "Did You Know...?", and cutting the pages into strips, each strip containing a fact about Ancient Bypt. Fold the strips in half and put them in a bowl. Students then take turns picking and reading the statements. All of these interesting facts about Ancient Egypt will help pique student interest about the topic of study. You can start or finish by adding this interesting fact: Did you know that Ancient Egyptian boys and girls married when they were in their mid-teen years? The parents arranged who the son or daughter would marry, and as soon as the girl acknowledged the arrangement, they were as good as married. No marriage ceremonies were conducted - just a simple agreement.
- Next, distribute the student handbooks and find the map entitled "Ancient Egypt". Write the following places on the board and have students jet them down onto the backs of their maps.

Mediterranean Sea, Red Land, Nile River, Africa, Black Land, Upper Egypt, Lower Egypt, Memphis, Thebes, Red Sea, Akhetaten, Alexandria, Greece, Rome, Giza, Cyprus, Crete, Abusir, Saqquarah

- While reading the informational sheet, "People of the Nile", take time to locate and label the map every time a new location is identified (in *italics*). Then, have the students locate and label the other places listed on the handout to help them better understand future lessons. Afterwards, the students may use light pencil crayon to shade their maps, using a colour key to identify fertile land, desert, water, etc. (A completed map is included as a teacher resource and can be posted on the wall or shown as an overhead.)
- You may choose to have the students locate Egypt on a class map or globe instead of, or in addition to, the map strategy above. Also, you may choose to have the students identify other countries and/or bodies of water on their maps, if you deem it helpful.

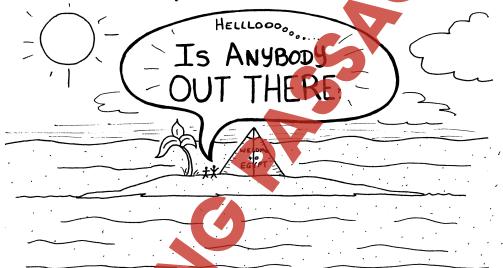
#### \*\*\* Note\*\*\*

If possible, dress like an Egyptian for this lesson and enter the room while playing the song, "Walk Like an Egyptian" by the Bangles. You could even give yourself an Egyptian name and on, instead of the teacher. (Kids really get a kick out of this!) Showing an t video or sharing artifacts like those used by Ancient Egyptians could also be to heighten student interest.

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#### PEOPLE OF THE NILE

The Ancient Egyptians had a world of their own, isolated from their neighbours because of the Mediterranean Sea to the north and the desert (or "red land") to the south, east and west. Since the vast desert was so difficult to travel, the Egyptians had somewhat of an "Island effect", in which there were very few outside influences upon them. This is the main reason why Ancient Egypt is the longest lasting civilization in the history of the world.



People were drawn to the valley of the Nile River as the climate in surrounding areas became drier. In fact, Ancient Egypt's population grew from an estimated 30,000 people to approximately 8,000,000 people, during its 3,000 year history. Life in the desert was made possible for all these people because of the Nile River, which provided the Egyptians with much more than just water. They were able to grow food in the rich, fertile soil (called silt) on the banks of the river, catch fish, and hunt birds and other animals found in or near the river. Paper, boats, sandals, baskets, and rope were made from the papyrus reeds that grew on the banks of the river. The boats were used to transport the Egyptians on the Nile for trading, travel, and other reasons.

#### LESSON #4 - WRITING

#### **Student Objectives and Activities**

Students discover how the "Rosetta Stone" broke the code of hieroglyphics and how Ancient Egyptian scribes communicated in written form.

Students demonstrate their understanding of hieroglyphics by solving puzzles with

# Suggested Teaching Strategies

Begin this lesson by handing out the activity, "Break the Code." Give the students enough time to figure out how to write the word, "hieroglyphics." (Try not to give help, so they can discover how the code was actually broken. Remind them that all they need to know is in the directions.) Don't explain the process until you con nplete the next part.

- Explain to the students that these symbols (called hieroglyphs) were used by the Ancient Egyptians for written communication. Ask them to conside
  - By the 500's AD, the Ancient Egyptian customs and traditions had faded due to the Roman takeover many years before. They had been absorbed into Christianity and lost, when the last temple was closed. For over 1,200 years, the ability to read hieroglyphs was lost as well. If you were an Egyptologist, how would you have tried to "break the code," if there was no one who knew how this written language
  - Explain to students that in 1799, one of Napoleon's soldiers found a stone in the town of Rosetta. Written on the stone was an elaborate thank-you card to Ptolemy V from his priests. How did this stone break the code of hieroglyphics? The stone had the same message written three times in three different languages: hieroglyphic, demotic, and Greek. Several years later, a French archaeologist and scholar named Jean-Francols Champollion, broke the code by comparing the symbols that he knew in Greek to the ones he did not know in demotic and hieroglyphic. (Now explain to the students that Champollion used a process similar to the one they just used to "Break the Code.")
- Share with the class this interesting fact about Jean-Francois Champollion: Twenty-five years before he broke the code of hieroglyphics (at age 11), he had visited the pyramids at Giza with his parents. When he had seen the interesting writing called hieroglyphics, he announced that someday he would figure out what they meant. Ask the students to each think about a goal that they would like to accomplish in their lifetimes. Make a journal entry about how to achieve it.
- Next, read the informational sheet, "Ancient Egyptian Hieroglyphics", on the overhead projector. Discuss it as you go. When finished, ask the students if they would have wanted to start their careers early, in order to have a prestigious position as an adult?
- complete the activity, "Hieroglyphic Puzzles", using the "Hieroglyphic Key." Let ents refer to the overhead for assistance in solving the puzzles. Answers are included.

Some sources state, that at a later date, the Egyptians did, in fact, add vowels and modified the hieroglyphic alphabet. Since students are novices at Egyptian writing, this latter, easier alphabet is the one that will be used for this lesson's activities.

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### TIMELINE OF ANCIENT EGYPT

3100 BC Early Dynastic Period (Dynasties I-II)

- Upper Egypt and Lower Egypt became united

- Government designed with king and governors; capital at Memphis - Hieroglyphics invented, copper tools used, large-scale irrigation

2686BC The Old Kingdom (Dynasties III-VI) "The Pyramid Age"

- Pyramids and sphinx built

- Sculptures and other fine art for tombs created - Prosperity through trading

First Intermediate Period (Dynasties VII-X) 2181BC

- Break up of kingdom ended The Old Kingdom period - Civil wars caused famine and disorder within Egypt

2040BC

The Middle Kingdom (Dynasties XI-XIII)
- Egypt reunited; capital moved from *Memphis* to *Thebes* in Upper Egypt

Colossal temples and statues built

- Trade expanded by opening of the Red Sea route; increased wealth and culture

Second Intermediate Period (Dynasties XIV-XVII) 1786BC

- Hyksos (Palestine) invasion; breakup of kingdom ended The Middle Kingdom - Many fine works of Egyptian literature were written

- Horse-drawn chariots introduced; bronze made by mixing copper and tin

1567BC The New Kingdom (Dynasties XVIII-XX)

Hyksos overthrown; Egypt reunited; capital moved to Akhetaten, Memphis
Peak of Egypt's power and wealth; captured Nubia, Syria and Palestine
Pharaohs buried in royal tombs in the Valley of the Kings

- Reign of famous pharaohs (Queen Hatshepsut, King Tut, King Ramses)

- Great monuments and temples built

- Parting of the Red Sea by Moses (as told in the Bible)

1085BC Third Intermediate Period (Dynasties XX-XXX)

- Invasions caused the breakup of the kingdom ending The New Kingdom

- Divided into two domains (North and South)

- Experienced weakened and corrupted government

- Ruled by foreign pharaohs

332BC Greek Period (Greek Rule)

- Conquered by Alexander the Great of Greece; capital moved to Alexandria

- Egyptian traditions and culture maintained

- Included reign of famous ruler, Queen Cleopatra

Roman Period (Roman Rule - End of Ancient Egyptian Civilization) **30BC** - Egypt defeated by Roman army; becomes a province of the Roman Empire

- Egyptian traditions and culture lost after being absorbed by Roman Empire

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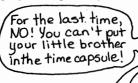
#### IT HAPPENED ONE DAY IN EGYPT

Write a story that describes something that happened in Ancient Egypt. Possible ideas could include: how the pyramids or Sphinx were built, why the Nile River floods, etc. Use two or three of the Egyptian gods described earlier, as the main characters in your story. When you have finished, draw a picture to illustrate

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#### Optional Lesson #4 - Time Capsule

We have learned a lot about the Ancient Egyptian way of life 5,000 years ago, because of the things they left behind in tombs and other places. Put together a time capsule that would explain our way of life to people living 5,000 years from now.







#### Optional Lesson #5 - Egyptian Food

Taste some of the same foods that Ancient Egyptians loved to eat. Since there food was cut in small pieces to be eaten as finger foods. Egyptians leved to eat fruit - such as apples, melons, grapes, figs, dates, and pomegranates. The Egyptians also ate a lot of flatbread. (For more recipes, visit http://touregypt.net/recipes on the Internet.)

#### Optional Lesson #6 - Egyptian Mythology

Locate Egyptian myths and share them with your class.

#### Optional Lesson #7 - Vocabulary

The following words are those frequently found when studyi g Ancient Egypt:

Afterlife - life after death in a place called the Unde

Archaeologist - a person who studies the past by finding ancient remains Civilization - a large group of people who live in one place and in one way

**Delta** - a fan-shaped, muddy, flat area where a river divides before entering into the sea **Dynasty** - the time when one powerful family ruled for more than one generation

Egyptologist - someone who is an expert on Ancient Egypt Embalmer - someone who preserves dead bodies

Fertile - a type of land with rich soil where vegetation grows well

Hieroglyphics - a system of picture-writing used by the Egyptians

Hyksos - Palestinians who invaded and ruled Egypt during the 15th and 16th Dynasties

Inundation - the annual flooding of the Nile River which created fertile soil for farming

**Kingdom** - the empire or most important periods in history **Mummy** - a human or animal body that is preserved

Nome - an area of Egypt governed by a nome Nubia - country to the south of Egypt

Papyrus - a type of reed that grew in the Nile River swamps, or the paper made from it

Periods - groups of dynasties Pharaoh - King of the Egyptians

Pyramid - a large building used for a pharaoh's tomb

Sarcophagus - a large stone outer-coffin

Scribe - a man who could write in hieroglyphics and kept written records Shrine - a holy place of worship that has objects representing a god or goddess **Sphinx** - a guardian statue having a human head and an animal's body

Tomb - a room or box where the dead are buried

Vizier - the pharaoh's chief advisor

#### **PYRAMID ACTIVITY**

Directions: Now that you have learned about the purpose of pyramids, read on to find out some interesting facts about pyramids. Then, construct your own pyramid by following the directions at the bottom of this page.

The Great Pyramid at Giza is 150m tall (33 stories high), which makes it quite a bit taller than even the Statue of Liberty (100m). It is so large that it can be seen from the moon. At 4,000 years old, it is also the oldest structure on the earth. It took 100,000 men 20 years to place all  $2\frac{1}{2}$ million stones of the pyramid. The stones fit together so precisely that even now, not even a slip of paper can fit between them. Is it any wonder why it is one of the world's seven wonders?

All the pyramids at Giza are guarded by a Sphinx, a large statue made of stone. It has a human head and the body of a lion.

There are more than 80 pyramids in Egypt.

#### **Types of Pyramids:**

Step - It represented a staircase for the pharaoh's soul to climb up into heaven and join the

True - It had straight sides representing the sun's rays in which the king could walk up into heaven.

Bent - This type of pyramid was an accident. It was supposed to be a true pyramid, but the sides were too steep. Instead of starting over, the Egyptians just "bent" the sides and finished it

Each of the four corners of the pyramid point at a direction: north, south, east, and west.

Many of the pyramids resembled a maze on the inside. To protect the tombs from robbers, extra passageways were added steering them away from the burial chamber. Unfortunately, the robbers were still successful in robbing all the pharaohs' tombs, except King Tutankhamun's whose treasures are now on display in museums.

Slaves did not build the pyramids. During the three month flood season every year, farmers could not farm the land, so they built the pyramids in exchange for food and clothing for their families.

Ancient Egyptians made very deliberate choices when building pyramids. The triangular shape was more stable and durable than any other shape. Pyramids were built out of stone so they would last forev

#### **CONSTRUCT A PYRAMID**

Review the three types of pyramids. Select one type for you to construct. You will need to be creative and choose materials that will be stable enough to build your pyramid (For example: sugar cubes, Lego, etc.). Your finished pyramid should be between 30 and 60 cm tall. Here is a helpful hint: Start with a square as the foundation. Then create four triangles that have the same size base as the sides of the square. Have fun and good luck!

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#### PART IV - ANCIENT EGYPTIAN MURAL

#### **Student Objectives and Activities**

- Students research characters and symbols (pictograms) used in Ancient Egyptian murals.
- Students design and create Ancient Egyptian murals.
- Students prepare and give presentations.

#### Suggested Teaching Strategies

- Explain to the students that completing this project will require them to draw upon their knowledge acquired throughout the entire unit. Remind the students that one reason we know so much about the Ancient Egyptians way of life, is because of the detailed murals (or paintings on walls) during that time period.
- Review (if necessary) the information in Part I Lesson 4 about hieroglyphics.
- Share samples of Ancient Egyptian murals from "Mural Samples", and discuss the story or
- Have the students divide into groups of three and choose a topic for their mural. (You may choose the groups and/or the topic for them, if need be.) Topics for the murals are listed on "Mural Topics." (If they have a good idea for a topic that is not on the list, let them discuss it with you and get your approval before proceeding.)
- Hand out "Individual Roles and Responsibilities." Each group will need to assign the following roles: researcher/group leader, artist, and presenter. (If there are more than three students in a group, double up on researchers or artists.) The researcher/group leader will need to report back to you about who is fulfilling which roles in their groups by filling out the bottom of the sheet. Have each group leader cut the bottom part off, and keep the top part as a reminder of each member's dutie
- Next, allow the groups adequate time (which may include a couple of visits to the library and computers, as well) to research their topics. Specifically, they need to be looking for already existing depictions of characters and hieroglyphic pictograms. (They already have the phonograms and numerals from the lesson on hieroglyphics.) The researcher is responsible for gathering materials from other sources, for the group to review (For example: public library, Internet, etc.).
- Once the students have collected several samples, give each group time to work on a of their mural. (The blueprint should incorporate at least three different samples. Hieroglyphic writing is optional.) Have them design a mural that tells a story and gives insight on their topic. The artist will need to create this blueprint on a plain white sheet of paper and include specifics (For example: colours). Have the students read, "Draw Like an Egyptian" before beginning work on their blueprints.

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# **PHAMOUS PHARAOHS**

Amenhotep IV Pepy II Nefrusobk Tutankhamun Thotmes I Ramses II

Zoser Snofru Khufu

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**Senwosret III** 

Instructions: Using the list of pharaohs above, name the pharaoh who:

Hatshepsut

1)	Expanded the Egyptian empire more than any other pharaoh.
2)	Built the most monuments and statues of himself.
3)	Wore men's clothes and a false beard.
4)	Had the first pyramid built.
5)	Reigned longer than any other monarch.
6)	Wanted everyone to worship only one god, Aton.
7)	Was called "The Boy King."
8)	Was considered the greatest pharaoh of the Middle Kingdom.
9)	Had a lot of temples built and emphasized the sun god, Ra.
10)	Was the first female pharaoh ever.
11)	Emphasized the importance of learning.
12)	Was responsible for the Great Pyramids at Giza.
13)	Had all of his temples destroyed after his death.
14)	Had hundreds of wives and over 900 children.
15)	Reigned in a "golden age."
16)	Replaced an infant son as pharaoh.
17)	Ruled when Egypt had its strongest government ever.
18)	Has his treasures on display in museums.
19)	Made peace with Syria for 50 years.
20)	Had a beautiful wife named Nefertiti.

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# PHAMOUS PHARAOHS (Answer)

Senwosret III Amenhotep IV Pepy I Zoser Nefrusobk Tutankhamun Snofru Thotmes I Ramses II

Khufu Hatshepsut ons: Using the list of pharaohs above, name the pharaoh who: cpanded the Egyptian empire more than any other pharaoh. - Thotmes I ill the most monuments and statues of himself. - Ramses II ore men's clothes and a false beard. - Hatshepsut ad the first pyramid built. - Zoser igned longer than any other monarch. - Pepy II anted everyone to worship only one god, Aton. - Amenhotep IV / Akhnaton as called "The Boy King." - Tutankhamun / Tutankhatun as considered the greatest pharaoh of the Middle Kingdom. - Senwosret III of temples built and emphasized the sun god, Ra. - Snofru as the first female pharaoh ever. - Nefrusobk

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