

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) Ancient Egyptian History | Timeline |
| 3) Social Classes | Worksheet |
| 4) Writing | Problem-solving puzzles |
| 5) Religion | Opinion paper |
| 6) Burial Customs | 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

- | | |
|--------------------------|--|
| 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 Egypt. 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 jot 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, Saqqarah

- 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 act as that person instead of the teacher. (Kids really get a kick out of this!) Showing an Ancient Egypt video or sharing artifacts like those used by Ancient Egyptians could also be used to heighten student interest.

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 a key.

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 them any additional 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 complete the next part.

- Explain to the students that these symbols (called hieroglyphs) were used by the Ancient Egyptians for written communication. Ask them to consider the following:

Q1 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 worked?

Q2 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-Francois 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?

- Finally, complete the activity, "Hieroglyphic Puzzles", using the "Hieroglyphic Key." Let the students refer to the overhead for assistance in solving the puzzles. Answers are included.

Note

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.

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.

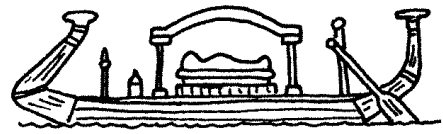


People were drawn to the valley of the *Nile River* as the climate in surrounding areas became drier. In fact, Ancient Egypt's population grew from an estimated 30,000 people to approximately 8,000,000 people, during its 3,000 year history. Life in the desert was made possible for all these people because 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.

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
- 2181BC **First Intermediate Period (Dynasties VII-X)**
 - 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
- 1786BC **Second Intermediate Period (Dynasties XIV-XVII)**
 - 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
- 30BC **Roman Period (Roman Rule - End of Ancient Egyptian Civilization)**
 - Egypt defeated by Roman army; becomes a province of the Roman Empire
 - Egyptian traditions and culture lost after being absorbed by Roman Empire



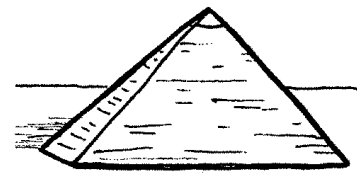


PHAMOUS PHARAOHS

Senwosret III
Zoser
Snofru
Khufu

Amenhotep IV
Nefrusobk
Thotmes I
Hatshepsut

Pepy II
Tutankhamun
Ramses II



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

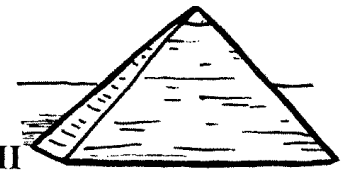
- 1) Expanded the Egyptian empire more than any other pharaoh. _____
- 2) Built the most monuments and statues of himself. _____
- 3) Wore men's clothes and a false beard. _____
- 4) Had the first pyramid built. _____
- 5) Reigned longer than any other monarch. _____
- 6) Wanted everyone to worship only 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. _____

PHAMOUS PHARAOHS (Answer)

Senwosret III
Zoser
Snofru
Khufu

Amenhotep IV
Nefrusobk
Thotmes I
Hatshepsut

Pepy II
Tutankhamun
Ramses II



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

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

ANSWER KEY