

Ancient Egypt



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**An Integrated Unit Plan on Ancient Egypt
for
Grades 6/7 Social Studies**

Approximately 21 blocks (45 minutes each)

Class Overview

From Kelsey:

There are 28 students in my grade 6/7 practicum class and it is split almost equally between boys and girls. This class is a social and energetic group. Their academic abilities are quite diverse. A few of my students are ELL students, however all are fluent in English. Two students are on the autistic spectrum with an IEP and have a full time educational assistant working with them. If it is too noisy in the classroom, the EA often works with these two students outside the classroom to help them focus. A couple other students stand out as being on the lower level academically, but they do not have a specific IEP. As I pointed out, this group is quite academically diverse and while planning this unit I had to think about that, as well as, their high energy level.

From Kimberley:

My grade 6/7 class is composed of 28 students: 10 girls and 18 boys. They are a very social group of students who are friendly with each other and work well together. There are 3 boys on IEPs. One is autistic with full time SEA support. His SEAs adapt and modify class work for him. The other two boys are well integrated into the classroom and receive daily support from the school's LAT. Support from the LAT is provided in the resource room or in class, depending on the weekly schedule. There is also another boy who has fixation tendencies and is being medicated for ADHD. He is currently undiagnosed with any learning disabilities. Aside from these 4 students, the remaining 24 students fall in the traditional spectrum of high achievers to low achievers. The class is both academically and culturally diverse.

Unit Rationale

- To fulfil the IRP requirements on ancient civilizations
- For students to practice their research skills using both online and text resources
- For students to gain more knowledge about ancient Egypt
- For students to think critically and make connections between ancient and modern civilizations
- For students to practice collaborative group work
- For students to gain public speaking and presentation skills

Integrated Subject Areas:

Geography

- grid mapping
- labelling maps
- creating timelines

Math & Science

- making predictions and observations
- measurements and weights

Art

- 2D expression in paint, pencil crayons, and/or markers
- printmaking impressions
- creation of a wall mural

Drama

- role plays
- tableau

Language Arts

- perspective writing
- informational writing
- critical thinking

Computers

- research skills

IRP Connections

Skills and Processes of Social Studies

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation

Identity, Society, and Culture

- B2 analyze social roles within one or more ancient civilizations

Governance

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations

Economy and Technology

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
 - adapt to and modify their environments
 - satisfy their needs
 - develop their cultures
- D3 compare ancient and modern communications media

Human and Physical Environment

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations

Unit Plan Overview

Lesson(s): 1	Topic: Introduction to Egypt and unit
IRP Connections: A1, A3	Learning Outcome: - To have students begin to inquire, explore, and discuss more about ancient Egypt
Activities / Tasks: <u>Hook:</u> - Play 20 Questions (use Egypt or a related word such as pyramid or mummy) <u>Activity 1:</u> Exploring - Students look through books, noting down interesting facts on stickies - In a group (4-6 students), students will categorize their stickies into related topics/themes <u>Activity 2:</u> KWL worksheet - Students complete KWL worksheet with what they've learned and what they want to find out in this unit on Egypt <u>Closure:</u> - Share some things students would like to learn (possibly record on chart paper to refer back to throughout unit) - Preview of next class	
Materials: - books on ancient Egypt - stickies - poster board or chart paper - pencils - felt markers - KWL worksheet	Assessment: - student watch: on task, curiosity and interest level in topic - participation with categorizing stickies - completion of KWL worksheet

Lesson(s): 2	Topic: Geography
IRP Connections: A2, E1	SWBAT: <ul style="list-style-type: none"> - Locate ancient Egypt on a world map - Explain the importance of the Nile in terms of settlement and development pattern - Show on a map the key physical environmental characteristics of ancient Egypt
Activities / Tasks: <u>Hook:</u> <ul style="list-style-type: none"> - Where is Egypt? - Without talking, have students come up and mark on an unlabeled world map where they think Egypt is <u>Lesson:</u> <ul style="list-style-type: none"> - Unveil the large wall map and hand out smaller versions of the map for students to label - Where is Egypt? <ul style="list-style-type: none"> - Discuss and show map - Label neighbouring countries and bodies of water - Label Upper and Lower Egypt - What river runs through Egypt? - label - Major cities: <ul style="list-style-type: none"> - Give pairs of students a city to pin/label on the map (Aswan, Edfu, Esna, Thebes *ancient capital*, Karnak, Memphis, Dendera, Abydos, Akhetaten, Giza, Alexandria) - Discuss the pattern of the location of cities - Why is this? What might the Nile provide for the ancient Egyptians? - Gifts of the Nile: farming, transportation, etc. - Discuss physical landscape (desert) and climate (temperature, average rainfall)? <p>*Wall map to be referenced and used throughout unit. Additional pieces (e.g., temples, pyramids, modern day cities, etc.) will be added as each lesson area is covered.*</p>	
Materials: <ul style="list-style-type: none"> - large wall map (blacklined by teacher) - small maps for students to label - cut outs for map (dots, pyramids, etc) to label map - glue - books for reference 	Assessment: <ul style="list-style-type: none"> - labeled map (assess for accuracy)

Lesson(s): 3-6	Topic: Timeline
IRP Connections: A2, A3, A4	SWBAT: - Chronologically list the order of ancient Egypt's major periods from the Early Dynastic Period to the Ptolemaic Period - Name major events, advances, and leaders for each period
Activities / Tasks: <i>Day 1 & 2</i> <u>Hook:</u> - Talk about yourself through a personal timeline <u>Lesson:</u> Early Dynastic Period (0.5 class) - Model research assignment by working through the Early Dynastic Period as a class <u>Activity 1:</u> Research (1.5 classes) - In groups (4-6 students), students will research one of the following periods: Old Kingdom, First Intermediate Period, Middle Kingdom, Second Intermediate Period, Early New Kingdom, Late Period - Guiding questions on what to research and report on will be provided (e.g., the years spanned in each period, major events, major advances/discoveries, who was leader, wars/battles, etc.) - Students are asked to create 3-5 questions on the major points in their research <i>Day 3</i> <u>Activity 2:</u> Presentations - Each group will deliver a 5 minute presentation on their time period <i>Day 4</i> <u>Activity 3:</u> Review - As a class, review major events from each period and place them on a timeline (each student will create their timeline) <u>Lesson:</u> - Teach key points of the Ptolemaic Period <u>Assessment:</u> - Quiz from student created questions	

Lesson(s): 3-6	Topic: Timeline
Materials: <ul style="list-style-type: none"> - guiding questions handout/worksheet - books to research - computers with internet - legal paper (8.5" x 14") for timeline - timeline quiz 	Assessment: <ul style="list-style-type: none"> - delivery of presentation (rubric) - accuracy of information presented - timeline - timeline quiz (class made)

Lesson(s): 7-8	Topic: Social Hierarchy
IRP Connections: B2, C1	SWBAT: <ul style="list-style-type: none"> - Describe common social roles in ancient Egyptian times - Organize and list people of society according to ancient Egyptian social hierarchy - Explain how the social hierarchy contributed to the success of the ancient Egyptian civilization

Activities / Tasks:Hook:

- Very sincerely tell students (or have another teacher "unexpectedly" stop by to tell them) that class is being interrupted because Div. 1 has been asked to clean the halls with toothbrushes
- Quick intro to the social hierarchy that existed in ancient Egypt and how it helped the country gain and maintain power

Activity 1: Role Play - An introduction to the different roles

- Teacher reads out different role cards
- Students will be asked to walk, action, or freeze (statue) based on the information read to them on the character card presented

Activity 2: Role Play - Tableau

- In groups of 4-6, students will create frozen scenes from ancient Egypt (e.g., the market, inside the pharaoh's palace, building a pyramid, painting the tomb, etc.)
- The teacher will provide the scene and students will add to their small group scene one student at a time
- A different group each round will present their scene
- The teacher will "animate" the chosen groups scene by tapping one or two students at a time who will either move or speak for a few seconds in their chosen role before freezing again

Lesson(s): 7-8	Topic: Social Hierarchy
<p>Activities / Tasks:</p> <p><u>Activity 3:</u> Role play - Judgement day</p> <ul style="list-style-type: none"> - As a class or half class (2 groups), students will take turns being the pharaoh and common people - The teacher will provide the scene for which the commoners must plead their case before the pharaoh for judgement (e.g., a slave has attempted to escape his master, a servant refuses to do as commanded, a farmer wants to be excused from conscription to work on pyramid, someone is overheard questioning one of the pharaoh's decisions, etc.) - Students are left to be creative in their characters by improvising their dialogue; pharaoh is encouraged to ask clarifying questions before making a ruling <p><u>Activity 4:</u> Social hierarchy reflection (<i>to be completed after first class</i>)</p> <ul style="list-style-type: none"> - Worksheet (handout) - Students will be asked to reflect on social hierarchy as it exists in their life today (e.g., between friends, siblings, parents, etc.) <p><u>Closure:</u></p> <ul style="list-style-type: none"> - Review of the social hierarchy and roles learned - Social Hierarchy Quiz 	
<p>Materials:</p> <ul style="list-style-type: none"> - toothbrushes - social roles character cards - social hierarchy pyramid (poster/overhead) - social hierarchy self-reflection - social hierarchy quiz 	<p>Assessment:</p> <ul style="list-style-type: none"> - social hierarchy self-reflection - social hierarchy quiz

Lesson(s): 9-11	Topic: Religion - Gods & Temples
IRP Connections: B2, C1	SWBAT: <ul style="list-style-type: none"> - Name and describe common gods - Explain the role and significance of gods in ancient Egypt - State the connection between gods and daily life
Activities / Tasks: <i>Day 1</i> <u>Hook:</u> <ul style="list-style-type: none"> - Last night I prayed to the Money god to make me rich and when I woke up this morning (reached into pocket and pull out play money) my pockets were full of money! - Can you imagine worshipping over 2000 gods, or gods that were half animal and half human? <u>Lesson:</u> Points to cover <ul style="list-style-type: none"> - Polytheism (worshipped over 2000 gods) - Appearance (use of animals) - Impact of gods on daily life and conduct - Role of the pharaoh - Temples <u>Activity 1:</u> Exploration of common gods <ul style="list-style-type: none"> - Students will be presented with 12 common ancient Egyptian gods - Students will: <ul style="list-style-type: none"> - read a mini write-up (hypothetical scenario) on the presented gods - read an accompanying story - determine which of the 3 gods best fits the situation of the story - respond, in writing, which god best fits with the story and why <u>Closure:</u> <ul style="list-style-type: none"> - Share student responses to the 4 hypothetical situations (which god they chose and why) 	

Lesson(s): 9-11	Topic: Religion - Gods & Temples
<p data-bbox="203 275 444 306">Activities / Tasks:</p> <p data-bbox="203 354 282 386"><i>Day 2</i></p> <p data-bbox="203 434 753 466"><u>Activity 2 (Review):</u> Gods Matching game</p> <ul data-bbox="203 474 1243 506" style="list-style-type: none">- Students will play a matching game to review gods learned in the previous class <p data-bbox="203 554 420 585"><u>Lesson:</u> Temples</p> <ul data-bbox="203 594 1122 667" style="list-style-type: none">- Discussion of major temples- Plot location with name on wall map (refer to Lesson #2 - Geography) <p data-bbox="203 716 505 747"><u>Activity 3:</u> Assignment</p> <ul data-bbox="203 756 1414 1224" style="list-style-type: none">- Students will be asked to imagine themselves as a person living in ancient Egypt<ul data-bbox="253 793 922 867" style="list-style-type: none">- Describe themselves and their current life situation- Which god would they worship and why?- Alternatively, students may choose a god they wish to study and decide which member of society is most likely to worship their chosen god- Students will be given class time to research their god- Task:<ul data-bbox="253 1031 1414 1224" style="list-style-type: none">- 1) a personal description of oneself and one's current life situation as a person living in ancient Egypt (paragraph style writing) and why they are worshipping a certain god- 2) a WANTED Poster of your chosen god - includes name of god, what s/he represents, a physical description of the god, and what this god is known for (may draw from myths or legends), where the god lives on earth; students will include a drawing of selected god <p data-bbox="203 1272 282 1304"><i>Day 3</i></p> <p data-bbox="203 1352 691 1383">Continue with Activity 3: Assignment</p>	

Lesson(s): 9-11	Topic: Religion - Gods & Temples
Materials: <ul style="list-style-type: none"> - Ancient Egyptian gods handout - Gods Matching card game - Hypothetical scenarios - large paper to create WANTED poster - felts/pencil crayons - books for researching gods 	Assessment: <ul style="list-style-type: none"> - assignment (rubric) includes: <ul style="list-style-type: none"> - name of god - what s/he represents - physical description of god - what the god is known for (myths or legends) - where the god lives on earth (temple) - description of your ancient Egyptian self - description of your current life situation - why you worship your chosen god (describe your beliefs in the power of gods and how this affects your life)

Lesson(s): 12-14	Topic: Religion - Pyramids & Mummies
IRP Connections: A1, A3	SWBAT: <ul style="list-style-type: none"> - Explain why the Egyptians had pyramids, how they were built and explain how this process might have been different today - Explain how the mummification process helped preserve the ancient Egyptian bodies and why that was important to them
Activities / Tasks: <i>Day 1</i> <u>Hook/Intro:</u> <ul style="list-style-type: none"> - Show video on pyramid and mummies <u>Activity 1:</u> Pyramids <ul style="list-style-type: none"> - Have students research the steps taken to build one of the three types of pyramids and create a flipbook, slide show, or some sort of representation of the process - How and why they were built and how could modern inventions have helped the process? - Have students create a rubric together in order to understand the guidelines 	

Lesson(s): 12-14	Topic: Religion - Pyramids & Mummies
<p>Activities / Tasks:</p> <p><i>Day 2</i></p> <p><u>Activity 2:</u> Mummies</p> <ul style="list-style-type: none"> - Students will research the mummification process and then practice the mummification process on an apple in groups of four - Link (http://www.educationworld.com/a_lesson/daily/p/daily/p/daily/p102.shtml) - Students will record observations before and after the mummification process and make comparisons to mummified bodies <p><i>Day 3</i></p> <p><u>Activity 3:</u> Mummies and Pyramids: What they told us about the Egyptians</p> <ul style="list-style-type: none"> - Look at different pyramids, tombs, mummies and materials - Detective Work: <ul style="list-style-type: none"> - What type of tomb they were buried in, what type of material possessions were they buried with, and describe the hieroglyphics inscribed on the walls around them - Have a worksheet created with different items found in the tomb and have the students use knowledge from the social hierarchies lesson as well as alternate lessons to figure out whose tomb is being described 	
<p>Materials:</p> <ul style="list-style-type: none"> - books on pyramids - worksheets with descriptions of what was found in each tomb for detective work - mummification experiment materials <ul style="list-style-type: none"> - apples (1 for every 4 students) - plastic cups - baking soda - salt - bowl for mixing baking soda and salt - measuring cups - a scale capable of precisely weighing the apple slices before and after 	<p>Assessment:</p> <ul style="list-style-type: none"> - pyramid flipbook - mummification experiment observations, results, and comparisons

Lesson(s): 15-18	Topic: Daily Life (Presentation/Gallery Walk)
IRP Connections: A3, A4, (B2, D1, E2)	SWBAT: <ul style="list-style-type: none"> - Research a specific area of ancient Egypt drawing information from a variety of sources - Create a presentation suitable for a gallery walk to showcase their work and their findings
Activities / Tasks: <p>Research project:</p> <ul style="list-style-type: none"> - In groups of 4-5, students will research one of the topics below - Students will be asked to think about and research all social levels of society (from the rich to the poor) <p>Presentation:</p> <ul style="list-style-type: none"> - Gallery walk: invite another class or a buddy class to view work and be taught about the daily life in ancient Egypt <p>Topics:</p> <p><u>Role of Children and Education:</u></p> <ul style="list-style-type: none"> - Research education, specifically who was educated, where, and how <p><u>Clothing and Jewelry:</u></p> <ul style="list-style-type: none"> - Research the clothing and dress for men, women, and children - Create pieces of box of clothing items - which of these items would ancient Egyptians wear? select your items (based on who you are in society), dress like an ancient Egyptian, then take a picture <p><u>Food:</u></p> <ul style="list-style-type: none"> - Research traditional food and drink - Choose an item (e.g., beer, bread, etc.) and explain the process of how it was made <p><u>Transportation:</u></p> <ul style="list-style-type: none"> - Research the different modes of transportation by land and by water - Build a small model of a specific mode of transportation (student choice) <p><u>Games/Sports:</u></p> <ul style="list-style-type: none"> - Research games, sports, and activities for both adults and children - Find or create a game that was or would have been played in ancient Egypt 	

Lesson(s): 15-18	Topic: Daily Life (Presentation/Gallery Walk)
<p>Activities / Tasks:</p> <p><u>Art:</u></p> <ul style="list-style-type: none"> - Research the different types of art work (form, style, medium, location) <p><u>Occupations:</u></p> <ul style="list-style-type: none"> - Research different jobs, who held each job, what skills were needed? - What was the most interesting or unique job? <p><i>A fun activity to do as a whole class, or Economy can be used as another area of research for the students</i></p> <p><u>Economy:</u> A Day of Bartering</p> <ul style="list-style-type: none"> - Give students an item of value (e.g., a chicken, a sack of flour, linen) to start with - Over the course of the day give students the opportunity to trade and barter their item(s) of value for something else that they may want or need - At the end of the day, see who has what and who was most successful in gaining more items through trading - Closure: have a discussion or written reflection on why and how the monetary system evolved from bartering 	
<p>Materials:</p> <ul style="list-style-type: none"> - books for researching 	<p>Assessment:</p> <ul style="list-style-type: none"> - presentation (rubric created by students)

Lesson(s): 19-20	Topic: Inventions
IRP Connections: D2, D3	SWBAT: <ul style="list-style-type: none"> - Name at least 3 well known ancient Egyptian inventions and describe how these inventions helped, adapted, or modified the environment to meet their needs - Compare and contrast hieroglyphics to modern forms of writing in terms of speed, longevity, audience, and accessibility
Activities / Tasks: <i>Day 1</i> <u>Hook:</u> <ul style="list-style-type: none"> - Using pictures or artifacts, ask students which of these items were ancient Egyptian inventions? <u>Activity 1:</u> Inventions: What is it? <ul style="list-style-type: none"> - Students will put together 3 puzzles (made from a cut up picture) that reveals the name and picture of an ancient Egyptian invention - Using the name and index of a book, students will locate the item and discover what the invention was used for <ul style="list-style-type: none"> - Specifically answer why there was a need to create the invention in the first place, how did it adapt or modify their environment to meet their needs - Answer if the item is still used in modern society or if the same concept positively contributed to the creation of a better known item in modern society - Share answers with a partner who completed 3 different puzzles - Possible inventions: pottery wheel, papyrus paper, beer, shadoof (shaduf), 365 day calendar, water clock 	

Lesson(s): 19-20	Topic: Inventions
<p>Activities / Tasks:</p> <p><i>Day 2</i></p> <p><u>Lesson / Activity 2:</u> Hieroglyphics</p> <ul style="list-style-type: none"> - A short lesson or a write up on hieroglyphics (e.g., hieroglyphics was both an ancient Egyptian invention and art form used to record and communicate; rosetta stone) - Activity (art): writing your name or a phrase in hieroglyphics <ul style="list-style-type: none"> - First try it with paper and paint - When the students get the hang of it have them carve into foam pieces (e.g., meat trays) - when complete, use some stone coloured paint and a paint roller to allow the impressions to pop out - Activity (writing): <ul style="list-style-type: none"> - after students have had a chance to experiment with hieroglyphics, provide them with an activity sheet with questions on the speed, longevity/permanence, reach/audience, and accessibility of such a writing and communication system 	
<p>Materials:</p> <ul style="list-style-type: none"> - pictures or artifacts of ancient Egyptian inventions - 6 different puzzles (cut up pictures of inventions) - inventions (puzzles) worksheet - write up on hieroglyphics - hieroglyphics worksheet - paint - paint brushes and paint rollers - paper - foam pieces (clean meat trays) 	<p>Assessment:</p> <ul style="list-style-type: none"> - inventions worksheet - hieroglyphics worksheet - hieroglyphics art activity

Lesson(s): 21	Topic: Celebration of Learning/Recap
IRP Connections: All of them (in review)	SWBAT: - Have fun! - Apply knowledge gained from this unit to stay in role
Activities / Tasks: <u>Celebration of Learning:</u> Market Life - Students will be given a social role within the middle levels of society (e.g., craftsmen, scribes) prior to the celebration; the goal is for students to conduct themselves during the celebration in character - Students will be given “items of value” to trade and barter with and will also have their occupation skill to barter; the goal is for students to acquire the goods they think they will need to live - Some “ancient Egyptian” food will be provided - Return back to the KWL sheet from Lesson #1 to see if students’ questions were answered - Have each student share 1 new fact they learned from this unit (must be different from other students’ responses)	
Materials: - “items of value” to barter - cloth to make costumes (if students chose) - safety pins - snacks - chart paper and felts	Assessment: - N/A

Lesson Development

Lesson #1 - Introduction to Ancient Egypt

Lesson #7 - Social Hierarchy (Day 1 of 2)

Lesson #9 - Religion - Gods & Temples (Day 1 of 2)

Lesson #1 - Introduction to Ancient Egypt

Prescribed Learning Outcomes:

A1 – critical thinking

A3 – compile information from a range of sources

Learning Objective:

- To have students begin to inquire, explore, and discuss more about ancient Egypt

Materials Needed:

- poster board
- stickie notes
- pens/pencils
- books on Egypt
- KWL worksheet

Hook/ Introduction (5 mins):

- Play 20 Questions
- Have students guess “Egypt” or another related word

Lesson Body (5-10 mins):

- KWL worksheets – Fill out K and W columns
- Now lets see if you can answer some of the questions you want to learn more about

Independent/ Group Work (20 - 25 mins):

- Students will take time to look through books on table to find out more about Egypt
- Students will write down new or interesting information on stickie notes
- As a group, students will place stickie notes into different categories/themes based on commonality
- Students will name their categories

Closure (5 mins):

- Discuss whether or not students were able to answer their “W” questions on the worksheet
- Next time we will be learning about the gods of ancient Egypt

Name: _____

Ancient Egypt

[illegible]

Lesson #7 - Social Hierarchy (Day 1 of 2)

Prescribed Learning Outcomes:

A1 - Apply critical thinking skills to a range of problems and issues

B2 - Analyze social roles in an ancient civilization

C1 - Describe the purpose of rules, laws, and government in an ancient civilization

Students will be able to (SWBAT):

- Describe common social roles in ancient Egyptian times
- Organize and list people of society according to ancient Egyptian social hierarchy
- Explain how the social hierarchy contributed to the success of the ancient Egyptian civilization

Materials Needed:

- Social Role Cards
- Social Role Pyramid
- Pen/Pencil
- Social hierarchy self-reflection worksheet

Integration:

- Drama

Hook / Introduction (5 mins):

- What would you do if Mr. Sakai came into the room and told everyone that they had to clean up the whole entire school with tooth brushes? Do you think that would happen?

Lesson Body (10 mins):

- Discuss the concept of social roles. Do we have social roles in our society today?
- Introduce the social hierarchy pyramid. Discuss the different levels of society

Activity - Role Play (15 mins):

- The teacher reads role play character cards one at a time
 - Prompts students to think, "If you were a slave or a criminal, how would you hold yourself? Do you think you would be proud, ashamed, timid/shy?"
- After reviewing the different social roles, have each student pantomime a social role
- Have a couple of students demonstrate and have the class guess the pantomimed social role
 - Have students tell you why they guessed what they did, what did they notice that told them which social role was being pantomimed
- Set up a scene (e.g., on a farm, at the market, in the pharaoh's palace) - Tableau
 - Have students freeze in the position of a social role that might be found there
 - Teacher may choose to "animate" the scene by tapping students, indicating to the student to move or speak in their character

Closure (10 mins):

- Ask students what was discussed and learned in class regarding ancient Egyptian social roles and hierarchy
- Give students self-reflection social hierarchy worksheet so they can make connections between their life in today's society with that of ancient Egypt

Master Worksheets

Social Hierarchy Self-Reflection

Name: _____

What type of social hierarchy do you experience in your life? (Suggestions: you and your friends, you and your sibling(s), you and your mom or dad)	How does your experience compare to the social hierarchies experienced in ancient Egypt?

Social Role Character Cards

<p style="text-align: center;"><u>Slaves</u></p> <p>You are an Egyptian who has fallen into debt and cannot feed yourself. To pay off your debts you have decided to sell yourself into slavery, while still ensuring you are fed and housed. You may also be a slave if you were captured during war and are a foreign prisoner.</p> <p>As a slave you work the hardest jobs and are paid the least amount of money for your work. You are the least important and the poorest member of society. You are forced to work on building projects and on the land either helping to plow the fields or grinding grains into flour to make bread. Worst of all, you are bought and sold by your owners as if you are one of their possessions.</p>	<p style="text-align: center;"><u>Priest</u></p> <p>You consider yourself a “servant of the gods.” As a male priest you conduct ceremonies and help with the temple’s daily business. As a female priestess you worked as a musician and dancer.</p> <p>You do not hold a permanent position but work as part of a team of priests on a rotating schedule. You serve one month followed by 3 months of civil life. You may come from an ordinary family and return to your normal daily life as a craftsman during your 3 months off.</p> <p>Priesthood was usually hereditary; however, anyone can become a priest. The only qualification you require to enter priesthood is to be pure and to show respect for the temple gods. All of your “formal” training comes from the temple’s school.</p>	<p style="text-align: center;"><u>Spinner & Weaver</u></p> <p>As a spinner or a weaver you are part of a group of workers known as craftsmen (or trade workers in modern terms). Both men and women performed this job. Your duties as a spinner is to tease a few fibers from a larger ball of flax fibers and spin the fibers together until you create a single thread. As a weaver you work with a loom to transform the spun flax thread into linen cloth.</p> <p>You represent a middle-class member of society. You are higher than slaves and farmers, but below priests and scribes. Still your work is valued as you make the finest linens for the pharaoh down to coarse cloths for ordinary peasants.</p> <p>Other craftworkers include: jeweler, carpenter, stoneworker</p>
<p style="text-align: center;"><u>Artist</u></p> <p>You are usually a draftsman, a painter or a sculptor who works directly for the pharaoh. You work as part of a team with other artists to complete murals on temple and tomb walls and sculptures. Since you work for the pharaoh, he may occasionally lend you to work for private individuals and temples.</p> <p>Your work is highly valued and you are a privileged member of society. You are a wealthy and compensated well for your work. You often receive gifts of land, cattle, and valuables.</p>	<p style="text-align: center;"><u>High Priest</u></p> <p>You are in charge of performing rituals for the gods in the temples. You have to shave your head and body to make sure you are pure enough to enter the temple. You are the only priest allowed in the temple’s inner sanctuary where the temple’s god statue is enclosed, thus you have a lot of power, both religious and secular. You control the wealth of the temple’s treasury and also of the land surrounding it.</p> <p>Your main duties, besides overseeing the priests below you, are to wash the temple’s god statue, dress it in clean clothes, and nourish it with food every day.</p>	

<p style="text-align: center;"><u>Farmer</u></p> <p>You are a member of the largest workforce in society and are an essential worker to Egypt and the economy. You are a respected and valued member of society for you produce the food that all people consume from the Pharaoh to the slaves.</p> <p>Your job is to tend to your fields and animals. For about 4 months of the summer your fields are flooded by the rise of the Nile. During this time you can rest and relax unless the State calls upon you to help build the temples and pyramids. Some of our other tasks include maintaining the dikes, canals, and ditches that help irrigate your fields during the dry season.</p> <p>You are not able to read and write because you are not educated. You live a simple life in a mud house.</p>	<p style="text-align: center;"><u>Scribe</u></p> <p>You are considered Egypt's professional writer. As such, you are a privileged member of society and belong to a special class of workers known as Scribes. Your job duties vary from writing letters and contracts to recording the harvest and collecting the State's taxes.</p> <p>Only boys can become scribes. Beginning around age 4 or 5, scribes teach their sons the necessary skills to read and write. By the time you are 16 years old you have learned your trade and are ready to begin working as a professional scribe. You may chose to write in hieroglyphs, or simpler scripts of hieratic or demotic.</p> <p>As a scribe you sit crossed legged on the ground with your kilt (skirt) pulled tight against your knees so you have a flat surface to write on. You write with brushes, pens, and inks on a fine paper scroll.</p>	<p style="text-align: center;"><u>Pharaoh</u></p> <p>You are the king of Egypt and the most important person. You are regarded as a living god by your people. Having this status enables you absolute power over the land and the Egyptian people. You are in charge of the government, the economy, the law, and the army, but fear not, for you have many people to help you run the country. Those closest to you include the vizier, nomarchs, scribes, and overseers.</p> <p>You live a lavish lifestyle. Craftsmen make you exquisite pieces of jewelry that adorn your head and body and you enjoy hunting large game such as lions, rhinoceroses, and elephants. In death, you are mummified, encased in a gold or silver inner coffin, and buried in a pyramid. All the appropriate steps are taken to ensure your passage into and survival in the afterlife.</p>
<p style="text-align: center;"><u>Fisherman</u></p> <p>You are viewed as a low member of society and many people look down on you; however, you provide an important food source for ordinary people who cannot afford meat.</p> <p>You fish along the Nile in rafts and canoes using small nets to scoop small fish out of the water. When catching larger species you use spears and harpoons to stab the fish. Once the fish are caught you club them to death and take your catch to market or gut them and hang them in the sun to dry. Dried and pickled fish are an important trade item with other countries.</p>	<p style="text-align: center;"><u>Vizier</u></p> <p>You are the highest official in Egypt. You are a male and have only earned your title by way of the pharaoh's trust. Your job is to inform the pharaoh of all the things that are happening and to ensure his orders and decisions carried out. Specifically, you are responsible for overseeing the administration and government of the land by collecting taxes and managing public works.</p> <p>In modern day terms, you are like a Prime Minister. You are in charge of the nomarchs (who are similar to provincial premiers/ governors) that help you manage each individual district in Egypt.</p>	<p style="text-align: center;"><u>Nomarch</u></p> <p>You are a provincial governor in charge of one of Egypt's 42 nomes. Your duties are hereditary and have been passed down from your father. You report to the vizier and are responsible for running and maintaining order in your district.</p> <p>You are a permanent threat to the pharaoh for some nomarchs rival the king in wealth and power.</p>

Lesson #9 - Religion (Day 1 of 2)

Prescribed Learning Outcomes:

B2 - Analyze social roles in an ancient civilization

C1 - Describe the purpose of rules, laws, and government in an ancient civilization

Students will be able to (SWBAT):

- Explain the role and significance of gods in ancient Egypt
- Name and describe common ancient Egyptian gods

Materials Needed:

- Ancient Egyptian gods handout
- Hypothetical situations worksheet
- Gods Matching card game

Hook/ Introduction (5 mins):

- Can you imagine worshipping over 2000 gods, or gods that were half animal and half human?

Lesson (10 mins):

- Discuss with students the following points:
 - Polytheism (worshipped over 2000 gods)
 - Appearance (use of animals)
 - Impact of gods on daily life and conduct
 - Role of the pharaoh
 - Temples

Independent / Group Work (20 - 25 mins):

- 4 stations (~5 mins/station): 3 common gods at each station
- Students will read a short description of each god along with a hypothetical situation
- Students will respond to each scenario by choosing the appropriate god and justifying their answer

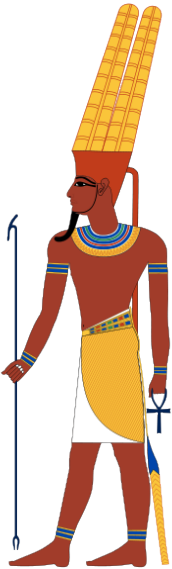

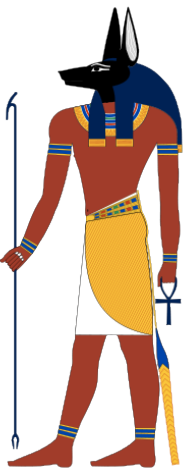
Closure (10 mins):

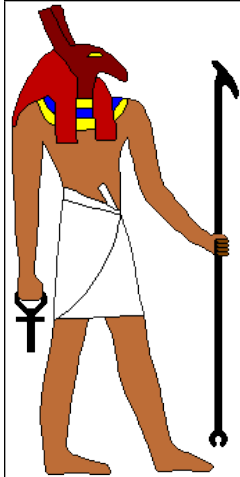
- Share student responses to the 4 hypothetical situations (which god they chose and why)

Master Worksheets

Ancient Egyptian Gods

(resize & cut out - to be used with hypothetical situations)

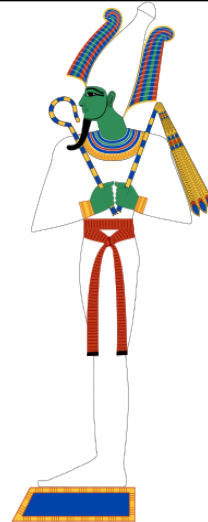
 <p>Amon – god of Thebes, was usually shown as human, but sometimes as a ram or a goose. The Romans later worshiped him as Jupiter Amon and consulted oracles at his temple. He was seen as the greatest of all Egyptian gods.</p>	 <p>Hathor – horned cow-goddess of love and joy, was also deity of happiness, dance and music. When a child was born, seven Hathors came to his bedside to decide his future life. She was the wife of Horus. She was also seen as the divine mother of each king.</p>	 <p>Anubis – the jackal-god of mummification, assisted in the rites by which a dead man was admitted to the underworld. He holds the divine sceptre carried by kings and gods.</p>
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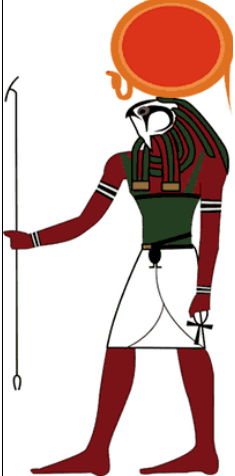
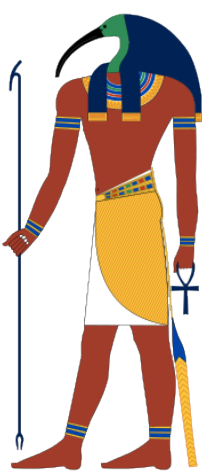
Seth – was regarded as the Lord of Upper Egypt and was represented by a big-eared imaginary animal resembling a donkey. He was associated with the desert and storms. He represented everything that threatened harmony in Egypt. He was also considered the protector of the pharaoh's.

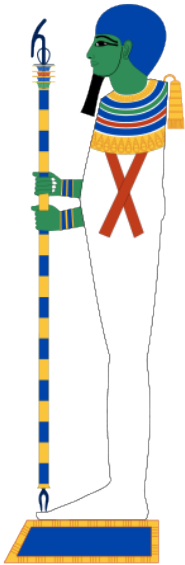


Horus – the falcon-headed god, holds in his right hand the ankh, a symbol of life. The kings of Egypt associated themselves with Horus, who was the son of Isis and Osiris. He was well known as the protector of the ruler of Egypt. He was also known as the god of the sky.

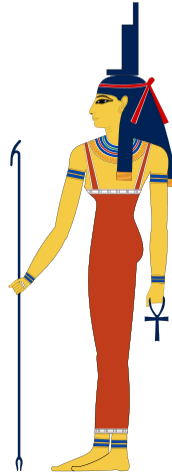


Osiris – a god of the earth and vegetation, symbolized in his death the yearly drought and in his miraculous rebirth the periodic flooding of the Nile and the growth of grain. He looked like a white mummified man and with a white cone-like headdress with feathers. He was also seen as the god that ensured existence in the afterlife.

 <p>Sobek – a crocodile-god, was worshiped in cities that depended on waters, such as the oasis city of Crocodilopolis, where the reptiles were kept in pools and adorned with jewels.</p>	 <p>Ra – the sun god of Heliopolis, became a state deity in the fifth Dynasty. Some traditions made him the creator of men, and the Egyptians called themselves “the cattle of Re.”</p>	 <p>Thoth – depicted as an ibis or a baboon, was the god of wisdom and is associated with the moon; as the sun vanished, Thoth tried to dispel the darkness with his light. He was also seen as the god of writing and knowledge.</p>
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Ptah – a local god of Memphis, was the patron of craftsmen. Some legends say he spoke the names of all the things in the world and thereby caused them to spring into existence. He was a man wearing a tight white coat and a staff.



Isis – wife and sister of Osiris, was gifted with great magical powers. She had a headdress in the shape of a throne. She was the goddess who exemplified a good wife and mother. A pair of cow horns with a sun disk. Among other good works, she protected children – which made her most popular of Egyptian goddesses.



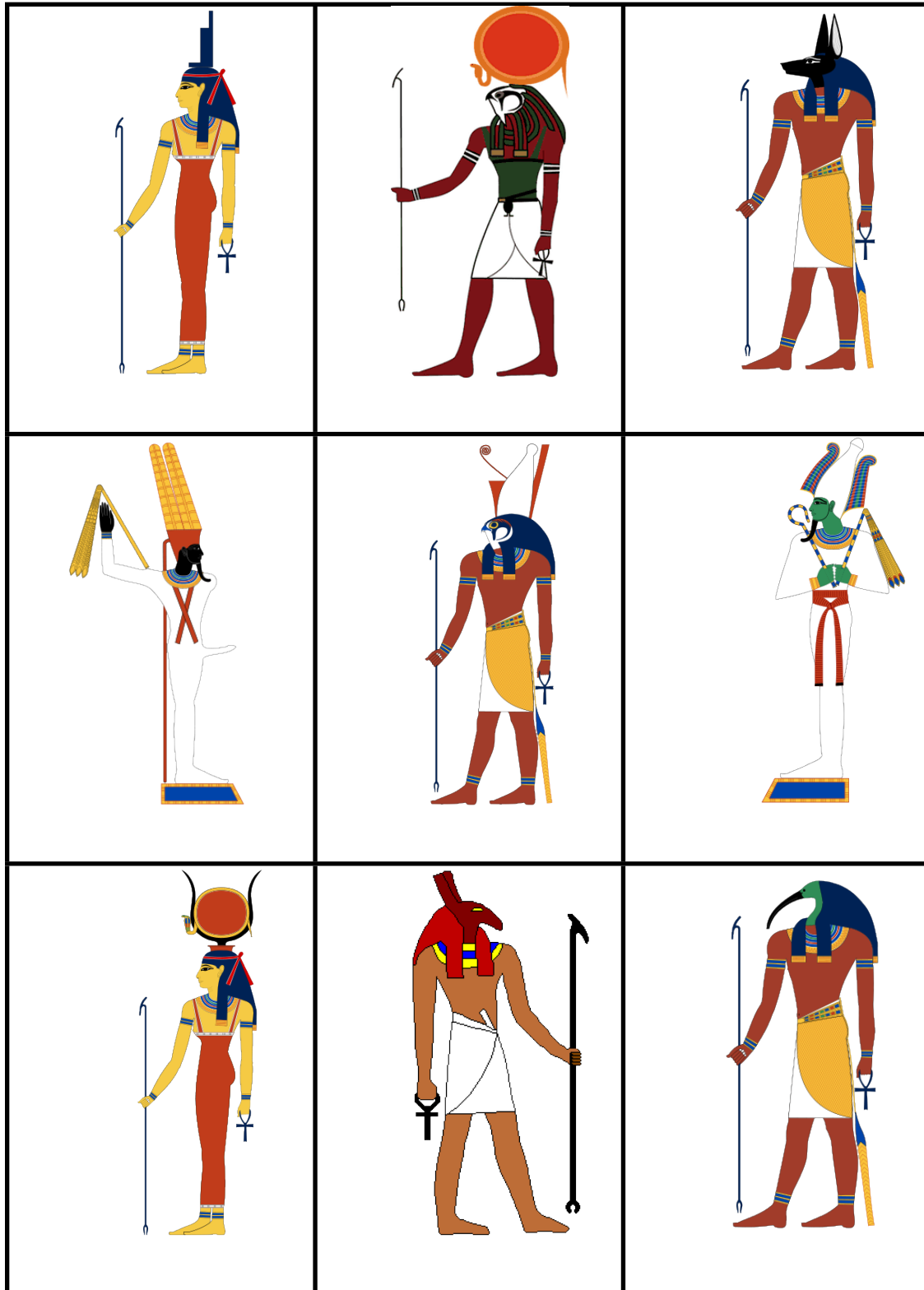
Min – the god of fertility of both man and earth. A dark skinned man in the form of a mummy, his right arm raised with a flail pole. He was sometimes seen as the son of Isis. There was an annual festival at Thebes where the pharaoh offered Min the first ear of corn that represented the beginning of the harvest.

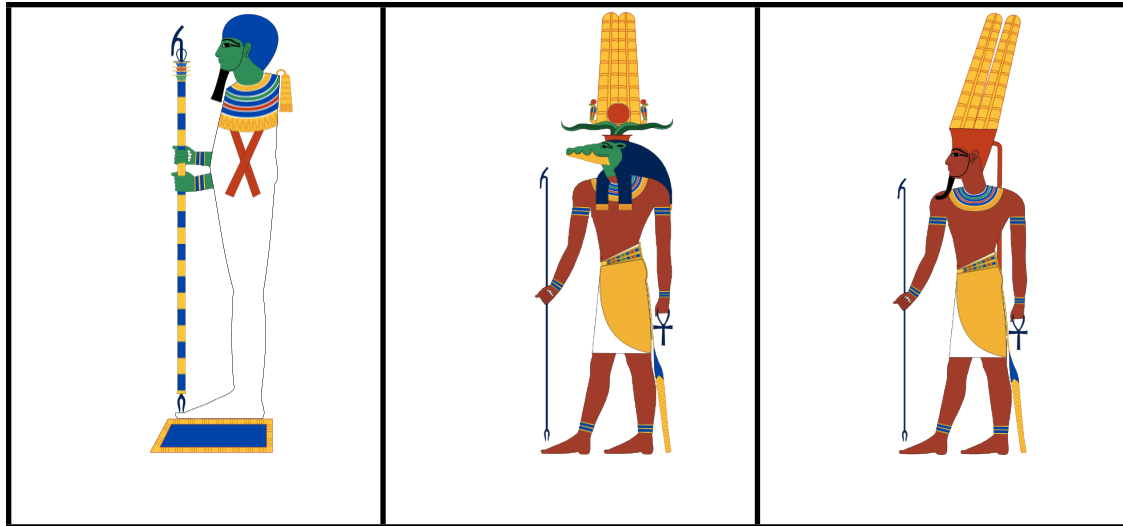
Hypothetical Situations & Worksheet

Name: _____

<p><u>Scenario #1:</u> <i>Osiris, Horus, or Seth?</i></p> <p>You are a fisherman in the city of Thebes. A terrible plague has killed many people in your community, including your wife and small child. Now you only have one son left to care for. Which god would you chose to pray to for comfort for your lost family members and why?</p>	<p>God: _____</p> <p>Reason: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><u>Scenario #2:</u> <i>Ra, Thoth, or Sobek?</i></p> <p>You are a farmer that is experiencing the effects of a drought on the land near Aswan. This crop is the only way you are able to feed your family as well as the community around you. Without more rain or moisture you and your community will starve. Which god is most likely to help you in this situation and why?</p>	<p>God: _____</p> <p>Reason: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><u>Scenario #3:</u> <i>Ptah, Isis, or Min?</i></p> <p>You are a young noblewoman who just got married to a man arranged by your parents. It is your duty, as a good citizen of Egypt, to have children. You also know that if you don't have children, there will be no one to care for you when you grow old. Which god would you pray to and why?</p>	<p>God: _____</p> <p>Reason: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><u>Scenario #4:</u> <i>Anubis, Hathor, or Amon?</i></p> <p>You are a young Egyptian artist that has just seen the most beautiful woman in your life, Amunet. You instantly fall in love with her. Unfortunately she is unaware that you love her and you turn to the gods for help. Which god would you pray to in order to help you win the love of Amunet and why?</p>	<p>God: _____</p> <p>Reason: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Gods Matching Game (cut out)





<p>Isis – wife and sister of Osiris, was gifted with great magical powers. She had a headdress in the shape of a throne. She was the goddess who exemplified a good wife and mother. A pair of cow horns with a sun disk. Among other good works, she protected children – which made her most popular of Egyptian goddesses.</p>	<p>Ra – the sun god of Heliopolis, became a state deity in the fifth Dynasty. Some traditions made him the creator of men, and the Egyptians called themselves “the cattle of Re.”</p>	<p>Anubis – the jackal-god of mummification, assisted in the rites by which a dead man was admitted to the underworld. He holds the divine sceptre carried by kings and gods.</p>
<p>Min – the god of fertility of both man and earth. A dark skinned man in the form of a mummy, his right arm raised with a flail pole. He was sometimes seen as the son of Isis. There was an annual festival at Thebes where the pharaoh offered Min the first ear of corn that represented the beginning of the harvest.</p>	<p>Horus - the falcon-headed god, holds in his right hand the ankh, a symbol of life. The kings of Egypt associated themselves with Horus, who was the son of Isis and Osiris. He was well known as the protector of the ruler of Egypt. He was also known as the god of the sky.</p>	<p>Osiris – a god of the earth and vegetation, symbolized in his death the yearly drought and in his miraculous rebirth the periodic flooding of the Nile and the growth of grain. He looked like a white mummified man and with a white cone-like headdress with feathers. He was also seen as the god that ensured existence in the afterlife.</p>

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<p>Ptah – a local god of Memphis, was the patron of craftsmen. Some legends say he spoke the names of all the things in the world and thereby caused them to spring into existence. He was a man wearing a tight white coat and a staff.</p>	<p>Sobek – a crocodile-god, was worshiped in cities that depended on waters, such as the oasis city of Crocodilopolis, where the reptiles were kept in pools and adorned with jewels. He was the god that warded off the crocodiles of the Nile.</p>	<p>Amon - god of Thebes, was usually shown as human, but sometimes as a ram or a goose. The Romans later worshiped him as Jupiter Amon and consulted oracles at his temple. He was seen as the greatest of all Egyptian gods.</p>

Resource Critique

An Egyptian Pyramid by Morley, Bergin and James: found in Hamilton School Library – this book gives the reader a good understanding of the process Egyptians took when building a pyramid, as well as their daily life.

Ancient Egypt by Bruce Strachan: found in Hamilton School Library – this book has great illustrations of Egyptian life but doesn't have a lot of information about each topic area.

Ancient Egypt by George Hart: found in Hamilton School Library – this book is a good resource when looking for images of ancient Egyptian artifacts. It also provides the reader with a good overview of the topic of ancient Egypt.

The Encyclopedia of Ancient Egypt edited by **Helen Strudwick:** found in Hamilton School Library – this book has everything you ever need to know about Egypt in it and provides information on the topic in great detail.

Ancient Egypt by Robert Nicholson and Claire Watts: found in Hamilton School Library – This book includes a brief overview of Egyptian life, but the information needs to be supplemented by other resources. It also includes a story that could be used to teach about the gods.

Country Fact Files: Egypt by Emma Loveridge: found in Hamilton School Library – This book is a great resource for finding information on modern day Egypt.

Egypt by Joyce Tyldesley: found in Hamilton School Library – This book is a great resource because it covers a wide range of information on ancient Egypt. This book also has amazing illustrations.

Egyptian Pyramid by Gillian Clements: found in Hamilton School Library – this book provides the reader with an excellent social roles hierarchy that students can really learn from. It also has great illustrations and the information is neatly organized.

Everyday Life in Ancient Egypt by Nathaniel Harris: found in Hamilton School Library – a brief overview of different areas of Egyptian life. Not a great stand alone resource on the topic of ancient Egypt.

How the Ancient Egyptians Lived by Jane Shuter: found in Hamilton School Library – Gives a very brief overview of many different aspects of ancient Egyptian life. Includes a hierarchy of the Egyptian society that can be easily photocopied.

Legacies from Ancient Egypt by Anita Ganeri: found in Hamilton School Library – this book provides a bit of information on ancient Egypt but doesn't go all that in depth on any particular area.

Mysteries of the Pyramids by **Anne Milard**: found in Hamilton School Library – this book has information about pyramids and also includes information about the reasons they were built.

Pyramids by **Anne Millard**: found in Hamilton School Library – this book covers how the ancient Egyptians went about building the pyramids. It also covers a bit of everyday aspects of ancient Egyptian life.

Pyramids of Ancient Egypt by **John D. Clare(Editor)**: found in Hamilton School Library – This book tries to cover too many topics about ancient Egyptian life and fails to provide enough information about any of the topics.

Secrets of the Mummies by **Shelley Tanaka**: found in Hamilton School Library – You can find information about the mummification process as well as stories of great Egyptian rulers.

The Ancient Egyptians by **Jackie Gaff**: found in Hamilton School Library – a book that gives a brief overview of ancient Egyptian life.

The Egyptians: Builders of the Pyramids by **Katherine Reece**: found in Hamilton School Library – this book is a good resource if you are looking for more information about the dynasties and three kingdoms, and about the pyramids.

Websites:

<http://www.ancientegypt.co.uk/menu.html> - an interactive website that provides you with facts about ancient Egypt as well as hypothetical situations/stories about each aspect of Egyptian life. It also has a challenge section to test your knowledge.