

# Ancient Egypt

**Grade Level:** 1

**Presented by:** Mary Kirkendoll and Craig McBride, City Heights Elementary, Van Buren, AR

**Length of unit:** 6 lessons

## I. ABSTRACT

- A. This unit begins by giving students geographical information on ancient Egypt. It then presents an overview of ancient religious beliefs concerning gods and life after death. Next, pyramids are introduced with an emphasis on their construction and purpose. Having learned that pyramids housed the bodies of pharaohs, our lesson provides the students with the steps involved in preserving the bodies of royalty. The Egyptians developed a system of communication called hieroglyphics. The students will write their own names using hieroglyphics. Lastly, the students will display their crafts and share their knowledge with students in another grade level.

## II. OVERVIEW

- A. Concept Objectives
1. The students will understand the complex nature of a given culture: its history, geography, politics, art, religion, architecture, technology, social structure, and economy.
  2. The students will understand how belief systems (religion, philosophy) affect a society's actions.
  3. The students will develop an awareness of place. There are reasons why events occur in certain places. The students must understand the characteristics to understand why events occurred there.
- B. Core Knowledge Content
1. geography of Africa
  2. geography of the Sahara Desert
  3. Importance of the Nile River: floods and farming
  4. Pharaohs: Tutankhamen and Hatshepsut
  5. pyramids
  6. mummies
  7. animal gods
  8. Sphinx
  9. Writing: hieroglyphics
- C. Skills will be addressed in individual lesson plans.

## III. BACKGROUND KNOWLEDGE

- A. Background Knowledge for Teachers
- B. Background Knowledge for Students
1. Knowledge of continents and triangles.

## IV. RESOURCES

- A. *Bill and Pete Go Down the Nile* by Tomie de Paola.
- B. *Hieroglyphs from A to Z* by Peter Der Manuelian.
- C. *I am the Mummy Hebnefert* by Eve Bunting.
- D. *Mummies* by Joyce Milton.
- E. *Who Built the Pyramids?* by Jane Chisholm and Struan Reid

**V. LESSONS****A. Lesson One**

1. Daily Objectives
  - a. Lesson Content
    - i. African Geography
    - ii. Sahara Desert Geography
    - iii. Importance of Nile River: floods and farming
  - b. Concept Objective(s)
    - i. The students will develop an awareness of the location of Egypt.
  - c. Skill Objective(s)
    - i. The students will identify the following areas on their map: Sahara Desert, Nile River, and fertile land.
2. Materials
  - a. *Bill and Pete Go Down the Nile*
  - b. cardboard tray
  - c. sand
  - d. crayons
  - e. glue
  - f. green construction paper
3. Key Vocabulary
  - a. Egypt
  - b. Africa
  - c. Nile River
  - d. Fertile
  - e. Sahara Desert
4. Procedures
  - a. Read *Bill and Pete Go Down the Nile*.
  - b. Point out Egypt on a world map or globe.
  - c. Ask students "On which continent is Egypt?"
  - d. Discuss the Nile River Valley and the Sahara Desert. Contrast the two regions.
  - e. Provide cardboard tray, sand, crayons, green construction paper, and glue to each student.
  - f. See Appendix A. Draw a river slightly to the right of center.
  - g. Color the river blue.
  - h. Cut or tear small green pieces of construction paper and glue on each side of the river to represent fertile land.
  - i. Glue sand to the rest of the tray.
  - j. Spread a layer of glue over the blue area and let dry.
  - k. Save landscape for use with Lesson Four.
5. Evaluation/Assessment
  - a. Teacher will observe students during the assembly process.
  - b. Teacher will evaluate the finished map for accuracy.

**B. Lesson Two**

1. Daily Objectives
  - a. Lesson Content
    - i. Animal gods
    - ii. Sphinx
  - b. Concept Objectives

- i. The students will become aware of the interconnection between animals and humans in ancient Egyptian culture.
  - c. Skill Objectives
    - i. The students will create, draw, and write about their own “Egyptian god.”
2. Materials
  - a. *Who Built the Pyramids?*
  - b. drawing paper
  - c. writing paper
3. Key Vocabulary
  - a. Sphinx
4. Procedures
  - a. Share information from page 5 pertaining to the sphinx.
  - b. Discuss the information on page 24 pertaining to gods.
  - c. Read the story “The Lioness and the Red River” on page 25.
  - d. Pass out materials.
  - e. Instruct each student to draw his own creation of a god having human and animal characteristics.
  - f. The student will write an essay explaining his drawing.
5. Evaluation/Assessment
  - a. The teacher will evaluate the student’s written essay.

### C. Lesson Three

1. Daily Objectives
  - a. Lesson Content
    - i. King Tutankhamen
    - ii. Queen Hatshepsut
  - b. Concept Objectives
    - i. The students will learn the definition of a pharaoh and that role in ancient Egypt.
  - c. Skill Objectives
    - i. The students will follow instructions to construct a model coffin.
2. Materials
  - a. aluminum foil
  - b. construction paper
  - c. glue
  - d. masking tape
  - e. a dull pencil
  - f. gold spray paint
  - g. black liquid shoe polish
  - h. facial tissue
  - i. acrylic paints
  - j. *Tut’s Mummy...Lost and Found*
3. Key Vocabulary
  - a. pharaoh
  - b. coffin
  - c. sarcophagus
4. Procedures
  - a. Share background information on King Tut and Queen Hatshepsut.
  - b. Share excerpts from *Tut’s Mummy...Lost and Found*. Focus on illustrations found on pages 41 and 44.

- c. Distribute coffin pattern sheet (Appendix B) to each student.
  - d. Cut along solid outline and fold on dotted lines.
  - e. Glue bottom to sides.
  - f. Glue foil to the top (shiny side up) making sure that the entire surface is covered with glue.
  - g. While glue is still wet, tape the pattern over the foil in a few spots to hold it in place.
  - h. Use a dull pencil to trace over the pattern. Then, remove the pattern. Allow to dry for one day.
  - i. Spray paint top and allow to dry for one day.
  - j. Cover foil completely with black liquid shoe polish and let it dry.
  - k. Wipe with tissue to remove excess polish.
  - l. When completely dry, accent with acrylic paint.
  - m. Save for use with Lesson Five.
5. Evaluation/Assessment
    - a. The teacher will observe the assembly process.
    - b. The teacher will evaluate the finished coffin.

#### **D. Lesson Four**

1. Daily Objectives
  - a. Lesson Content
    - i. Egyptian pyramids
  - b. Concept Objectives
    - i. The student will recognize a pyramid and understand its purpose in ancient Egyptian culture.
  - c. Skill Objectives
    - i. The students will follow instructions and assemble a pyramid.
2. Materials
  - a. sand
  - b. glue
3. Key Vocabulary
  - a. pyramid
4. Procedures
  - a. Read *I Am the Mummy Hebnefert*.
  - b. Review triangular shapes and pyramids.
  - c. Share and discuss background information concerning Egyptian pyramids included in this unit.
  - d. Each student will construct a pyramid using Appendix C.
  - e. Cover the pyramid with glue. Sprinkle with sand.
  - f. Attach completed pyramid to tray made in lesson one.
5. Evaluation/Assessment
  - a. The teacher will observe students during the assembly process.
  - b. The teacher will evaluate the students finished pyramids.

#### **E. Lesson Five:**

1. Daily Objectives
  - a. Lesson Content
    - i. Mummies
  - b. Concept Objectives
    - i. The students will become aware of the process of mummification.
  - c. Skill Objectives

- i. The students will follow instructions to create their own mummy.
2. Materials
  - a. *Mummies*
  - b. size small surgical glove
  - c. table salt
  - d. adhesive medical tape
3. Key Vocabulary
  - a. Mummy
  - b. natron
4. Procedures
  - a. Fill four fingers of the surgical glove with salt.
  - b. Explain that the salt symbolizes the natron used on Egyptian mummies.
  - c. Tie several knots in the top of the glove using the wrist and the thumb of the glove.
  - d. Wrap individual “limbs” and “head” in adhesive tape.
  - e. Place “arms” over “chest” and tape around the entire mummy.
  - f. Place mummy in coffin completed in lesson three.
5. Evaluation/Assessment
  - a. The teacher will observe the students during the assembly process.
  - b. The teacher will evaluate the finished mummy to determine accuracy of following directions.

#### **F. Lesson Six**

1. Daily Objectives
  - a. Lesson Content
    - i. Hieroglyphics
  - b. Concept Objectives
    - i. The students will understand that the ancient Egyptians developed a system of written communication called hieroglyphics.
  - c. Skill Objectives
    - i. The students will translate the letters in their name into hieroglyphs.
2. Materials
  - a. *Hieroglyphs from A to Z*
3. Key Vocabulary
  - a. hieroglyphs
4. Procedures
  - a. Read *Hieroglyphs from A to Z*.
  - b. Students complete activity sheet (Appendix D) writing their name in hieroglyphs.
5. Evaluation/Assessment
  - a. The teacher will check each student’s hieroglyphic name for accuracy.

#### **VI. CULMINATING ACTIVITY**

- A. Display the Egyptian artwork and crafts that the students have made during this unit. Assign each student a kindergartner to give a personal tour of his/her Egyptian projects, providing the student with an opportunity to showcase the newfound knowledge of ancient Egypt. Have dates for students to sample.

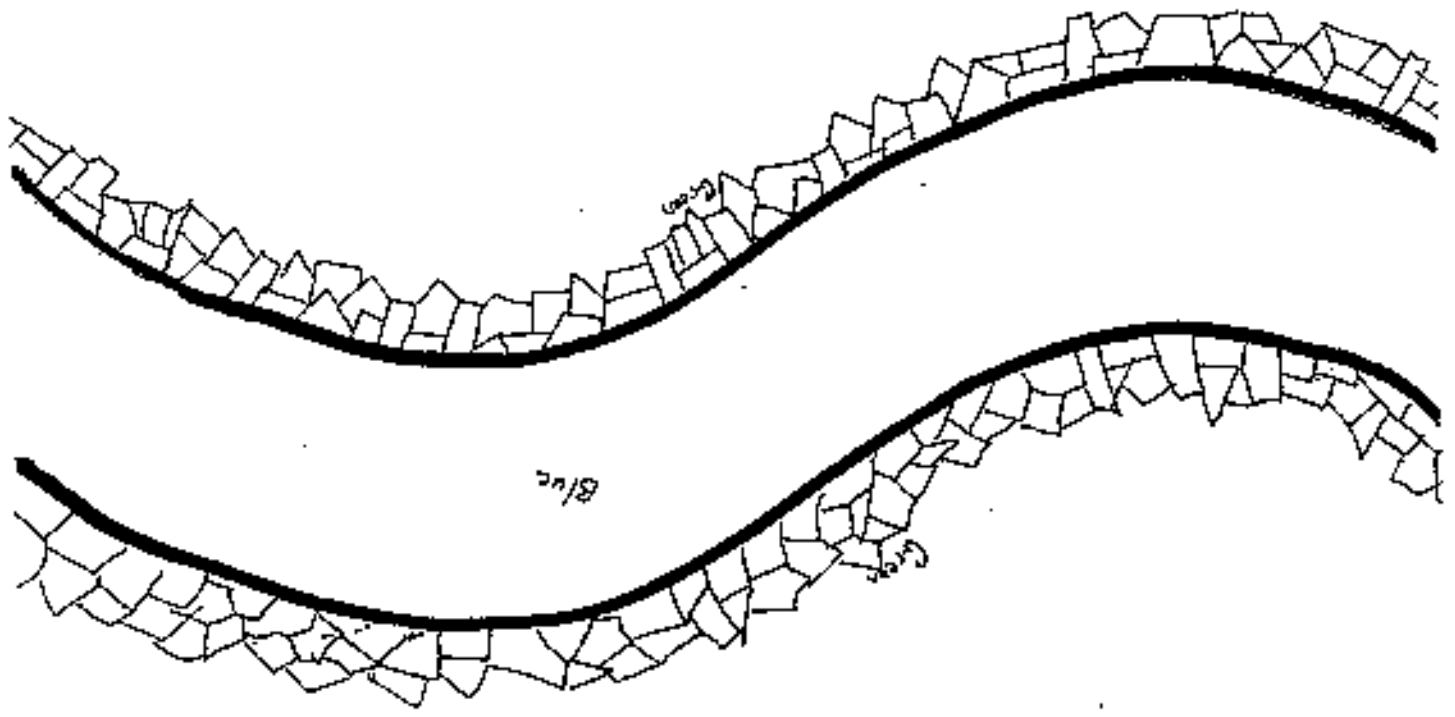
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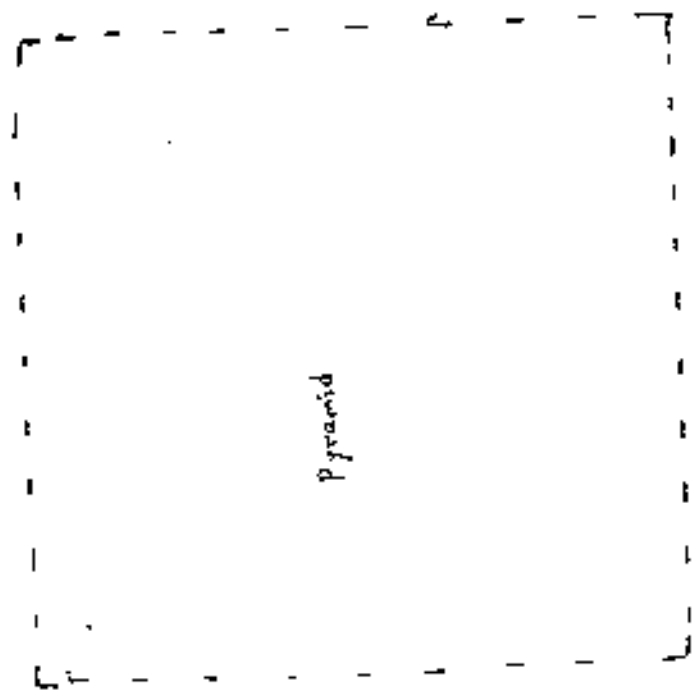
Appendix A

Sand



Sand

Pyramid



Appendix B

Bottom

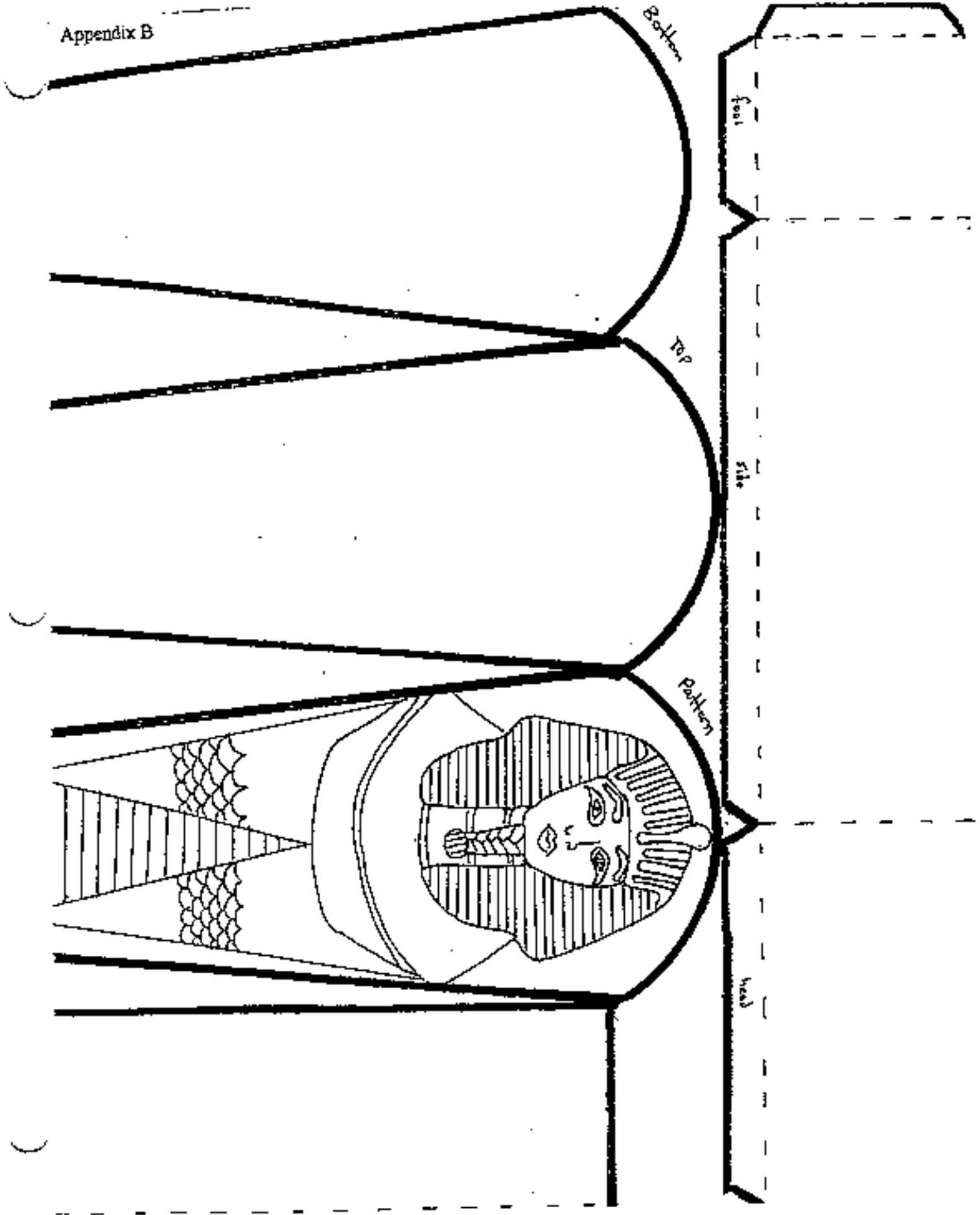
Top

Pattern

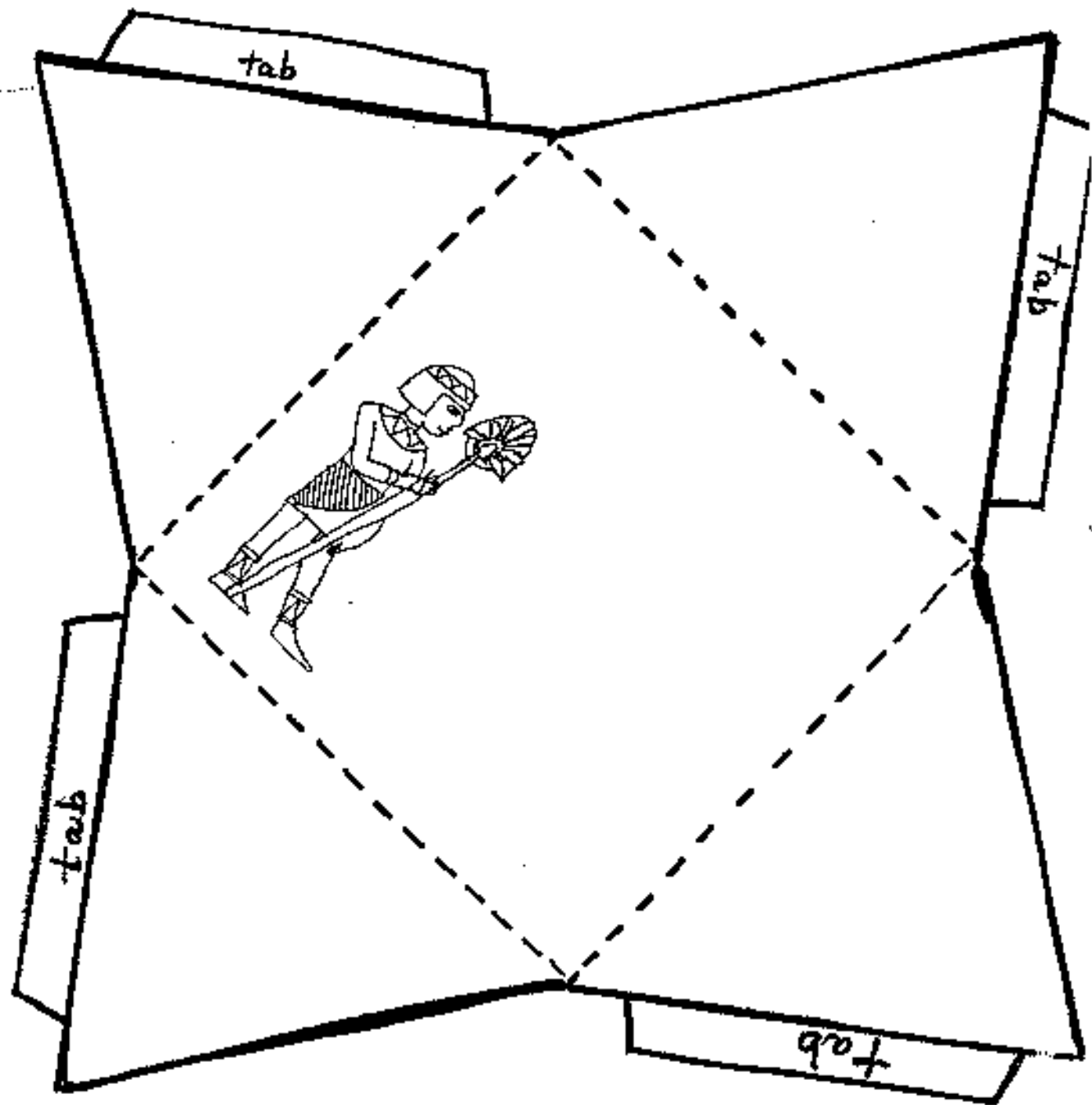
Foot

Side

Head



# Pyramid Model



A	B	C	D	E	F	G	H	
I	J	K	L	M	N	O	P	Q
R	S	T	U	V	W	X	Y	Z

My name in English \_\_\_\_\_

My name in Hieroglyphs \_\_\_\_\_

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