Ancient Egypt

Teacher Guide

Queen Nefertiti

Goddess Ma’at

King Tut

The Nile River
UNIT 3

Introduction

ABOUT THIS UNIT

The Big Idea

Ancient Egypt was home to a complex and stable civilization along the Nile River that lasted for more than three thousand years.

This unit continues the exploration of ancient civilizations begun in an earlier Grade 1 Core Knowledge History and Geography™ (CKHG™) unit about ancient Mesopotamia. Students will study the geography of Egypt, specifically the Nile River, as well as the culture and beliefs associated with the ancient Egyptians.

In ancient times, Egypt depended on the yearly flooding of the Nile River. The Nile valley was another “cradle of civilization” and provided abundant resources that allowed the culture of ancient Egypt to flourish. Ancient Egypt became known as “the gift of the Nile.” The Egyptian civilization developed approximately at the same time as the civilization of ancient Mesopotamia—though not exactly in the same way. The ancient Egyptians built a complex and stable civilization that lasted for more than three thousand years.
What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

- what maps and globes represent and how to use them
- what rivers, lakes, and mountains are and how they are represented on maps and globes
- the location of the Atlantic and Pacific Oceans, the North and South Poles, and the seven continents
- the name and location of their continent, country, state, and community
- the use of map keys, symbols, and directions (north, south, east, west) on a map
- the location of the Indian and Arctic Oceans, Mexico and Central America, the countries of North America (Canada and the United States), the equator, and the Northern and Southern Hemispheres
- the meaning of peninsula, harbor, bay, and island
- Mesopotamia: “a cradle of civilization”
  - the importance of the Tigris and Euphrates Rivers
  - the development of writing and its impact on civilization
  - Code of Hammurabi and why laws and rules are important

What Students Need to Learn

- the geography of Africa: the Sahara Desert and the flooding of the Nile River
- what life was like for everyday Egyptian people and their rulers
- ancient Egyptian religion and practices, tombs, pyramids, mummies, animal gods, and the Sphinx
- the development of writing: hieroglyphs
- important pharaohs: Tutankhamen, Hatshepsut
At a Glance

The most important ideas in Unit 3 are:

- The settlement of people and the development of agricultural, or farming, methods, which included the harnessing of the Nile through irrigation channels, enabled the ancient Egyptians, like the ancient Mesopotamians, to not only feed their population but to produce a food surplus. This in turn attracted more people to live along the Nile River and the Nile delta region.
- Everyday people had specific jobs, such as farming, building, sailing, and making things, such as tools. The people were ruled by kings, queens, and pharaohs.
- The religion and beliefs of the Egyptians led to the building of the pyramids and monumental tombs, along with special practices after a person died.
- The development of writing enabled societies to keep records and enforce laws, as well as to produce creative and intellectual works.

What Teachers Need to Know

Background: Setting the Stage

The following is a general description of how civilizations developed. Any specific region may have had variations.

The earliest cultures were based on hunting wild animals and gathering wild plants. At different times, on different continents, humans learned to domesticate edible plants and animals; that is, they learned to plant, cultivate, and harvest wild plants and to breed wild animals for food and as beasts of burden. Some of these societies continued a seminomadic existence, but others settled in one place. People came together in larger numbers for religious and social reasons. This created the need to supplement their traditional food supply. As a result, new agricultural, or farming, methods were developed and refined. With a predictable food base, populations in these settled communities grew. In time, these permanent communities gave rise to certain social structures, customs, and ways of living. We use the term civilization to describe such development.

The term civilization is not intended to be a value judgment but rather the designation of a culture that displays certain characteristics. For ancient Egypt, the components of this civilization were the development of food production; the division of labor; the establishment of political organization and of social class structure; the creation of social centers, such as villages and towns—and in some instances, cities; monumental architecture; and a form of writing.

Note to Teacher: Not all civilizations had a form of writing. For example, the highly organized Inca of South America did not develop writing but developed the quipu, an ingenious record-keeping system based on knotted strings.

In ancient Egypt, because the population was spread along the Nile for a great distance, people developed many small communities but only a few large cities. This meant that most Egyptians would have lived close to villages or small towns for trading purposes.
Generally, all early civilizations had a social structure. At the top of the social pyramid was the ruler, or king, who was occasionally considered divine. The ruler was, for the most part, the glue that held a society together. The king was the chief priest of the community, serving the deities of the society. The king was also the military leader because these early civilizations or states often waged war to gain territory and wealth. Next came the landowning elites and then the priests, who aided the king with their religious duties. Then came merchants, artisans, and scribes. Farmers and commoners possessing small plots of land formed the vast majority of the population, and at the bottom of the social structure were slaves, often captives taken in battle.

The development of writing was an important element of many civilizations, including ancient Egypt. Writing first developed as a means of recording the exchange of goods, as well as the taxes that were paid to the state, temple, or king. With a large number of people living in close proximity to one another, there could be a rapid dissemination of ideas. This exchange fostered creative and intellectual development, which in turn led to technological innovation. Writing enabled people to document these ideas and create a record of their thoughts and beliefs.

Writing and mathematics enabled governments to organize more efficiently and to spread their authority more effectively and over larger areas. Laws could be written down and sent to distant parts of an empire with the expectation that they would be obeyed. Records such as tax payments, treaties, and business contracts could be written down for reference and enforcement. Scribes, who were for the most part male, were specially trained from youth to become good at reading and writing. They were a small group, but they had a great impact on society.

**NOTE TO TEACHERS**

**Talking About Beliefs and Religion**

In this unit, students will learn that the ancient Egyptians worshipped many different gods and goddesses. With limited means to explain naturally occurring phenomena, ancient people often interpreted what was happening in the world around them as the result of actions by various gods and goddesses. The unit also touches upon the subject of death as it pertains to the ancient Egyptians’ belief in the afterlife.

Core Knowledge instructional materials introduce students to various world religions in the context of their impact on events throughout history. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance; no religion should be disparaged by implying that it is a thing of the past.

To avoid any misunderstanding as to what you will introduce to students in this unit and why, we strongly recommend that you communicate the content and goals of the unit with your students’ families in advance of starting instruction. You may choose to use the Letter to Family (AP 1.1) on page 86, which we have provided for your convenience, or you may prefer to write your own letter.
Unit Resources

Teacher Components

*Ancient Egypt* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for the Time Traveler Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 58. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter for parents designed to be used at the start of the unit.

- The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

- The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

- The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

- My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 1—art resources that may be used with the cross-curricular art activities described in the Additional Activities of Chapters 4 and 6 if classroom internet access is not available. You can purchase the Grade 1 Art Resource Packet, available at:

www.coreknowledge.org/store

Student Component

The Ancient Egypt Student Book includes seven chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students as a teacher Read Aloud accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources
**INTRODUCTION**

**Using the Teacher Guide**

**Pacing**

The *Ancient Egypt* unit is one of nine world and American history and geography units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 10–11 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than fifteen to twenty days teaching the *Ancient Egypt* unit so that you have sufficient time to teach the other units in the Grade 1 CKHG series.

**Reading Aloud**

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before reading aloud a page from the chapter. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If they hear these words used in context by the teacher over the entire unit, students will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.
### Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific questions. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

### Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

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<th>Big Questions</th>
<th>Core Vocabulary</th>
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<td>Chapter 1: The Nile River</td>
<td>Why was the Nile River, and the fact it flooded each year, so important to the ancient Egyptians?</td>
<td>flooded, hoe, plow, civilization, desert</td>
</tr>
<tr>
<td>Chapter 2: Pharaohs and Everyday People</td>
<td>Who were the pharaohs, and how powerful were they?</td>
<td>pharaohs, laws</td>
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<td>Chapter 3: Pyramids and Mummies</td>
<td>What happened to pharaohs after they died?</td>
<td>pyramids, tombs, canopic jars, mummy</td>
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<td>Chapter 4: Gods and Goddesses</td>
<td>What did ancient Egyptians believe the gods did?</td>
<td>Sphinx, symbol</td>
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<td>Chapter 5: Egyptian Writing</td>
<td>How did ancient Egyptians write and make words?</td>
<td>hieroglyphs, papyrus, scrolls, scribes</td>
</tr>
<tr>
<td>Chapter 6: Tutankhamen</td>
<td>Who was King Tut, and why was the discovery of his tomb important?</td>
<td>throne, chariot</td>
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<tr>
<td>Chapter 7: Hatshepsut</td>
<td>Who was Hatshepsut, and why is she famous?</td>
<td>voyage, ivory</td>
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Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 86–91. They are to be used with the lesson specified for additional class work. In some instances they may be sent home to make parents aware of what the students are studying. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—World Map (AP 1.2)
- Chapter 1—Map of Ancient Egypt (AP 1.3)
- Chapter 2—Make a Pharaoh (AP 2.1)
- Chapter 4—Name the Picture (AP 4.1)
- Chapter 5—Writing Your Name in Hieroglyphs (AP 5.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of many chapters in this Teacher Guide. While there are multiple suggested activities, you should choose only one or two activities per lesson to complete based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links prior to using them in class.

Cross-Curricular Connections

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<td>• Mummy cases: Tutankhamen’s coffin</td>
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<td>• Bust of Queen Nefertiti</td>
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Books


ANCIENT EGYPT PACING GUIDE

Note to Teacher: *Ancient Egypt* is intended to be taught as the third unit of Grade 1 CKHG.

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Ancient Egypt

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Ancient Egypt

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Ancient Egypt
## Ancient Egypt Pacing Guide

### Week 4

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<tr>
<td>Ancient Egypt</td>
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- Introduction
The Nile River

Primary Focus Objectives

✓ Locate the Nile River. (RI.1.5)
✓ Understand the importance of the Nile’s yearly flooding. (SL.1.2, SL.1.3)
✓ Understand that ancient Egypt and the Nile River were on the continent of Africa. (RI.1.6)
✓ Understand the meaning of the following domain-specific vocabulary: flooded, hoe, plow, civilization, and desert. (L.1.4, L.1.5)

Materials Needed

- globe
- individual student copies of Ancient Egypt Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Ancient Egypt (AP 1.3)
- classroom internet access to the video Kid’s Animated History Egypt

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: Please preview and be prepared to use the video clip from 0:00–3:10 minutes to introduce this unit to students.

What Teachers Need to Know

Africa is the second largest continent. Most of the continent is a series of plateaus—high, flat, or gently rolling areas of land—although the northwestern and eastern edges of the continent are rimmed with mountains. The interior is desert, grasslands (also known as savanna), and rainforest.

The Sahara, north of the northern savanna, is the larger of the two deserts in Africa. The other African desert, the Kalahari, is located in southern Africa.

The weather in the desert is very hot during the day and cool at night, occasionally below freezing. There is little rainfall. Where some rain does occur, desert scrub, a form of short vegetation, grows.

Africa is watered by a number of rivers. The major ones are the Nile, Congo, Niger, and Zambesi. The Nile and the Amazon (in South America) are the longest rivers in the world. The Nile River flows north. It has two sources: the White Nile, which begins in Lake Victoria (Victoria Nyanza), and the Blue Nile, which begins above Lake Tana in Ethiopia. The two join at Khartoum, the capital of Sudan, and flow north.
North of Cairo, the capital of Egypt, the Nile opens into a triangularly shaped delta that extends into the Mediterranean Sea and is 115 miles wide at its widest point. The Nile delta, like many others, is formed from sand and silt deposited at the river’s mouth. As the Nile flows across its broad deltaic plain, it branches into a number of tributaries. From overhead, it looks like a tree trunk with leafless branches.

**The Importance of the Nile River**

The territory that was ancient Egypt was largely the fertile Nile delta, the Nile River valley, and some areas in the desert that had water and plants—called oases. This area of ancient Egypt was another “cradle of civilization.” Seen from the air, Egypt today looks like a vast expanse of yellow desert, with the exception of a narrow green strip along the banks of the Nile. Like the flooding of the Tigris and Euphrates Rivers, the Nile’s floodwaters left behind rich soil, ideal for farming. Also like the Tigris and Euphrates, the floods could be destructive. The ancient Egyptians learned to build channels and reservoirs to tap the waters of the Nile for farming, as well as dikes to hold back the floodwater, to gradually irrigate their crops when needed.

The ancient Egyptians divided their year into three key stages, or seasons. The flood season, called the inundation, was when the Nile River usually flooded. Then there was the planting season and the harvesting season.

More information about the geography of ancient Egypt and the role of the Nile River is available in the video series *The Dead Speak Online*.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video about ancient Egyptian geography can be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**The Core Lesson**

**Introduce Ancient Egypt and Chapter 1: “The Nile River”**

Review with students what they learned in the CKHG Grade 1 unit *Mesopotamia*. Ask a volunteer to point on a globe or classroom world map to where Mesopotamia was located (*in modern-day West Asia, between the Euphrates and Tigris Rivers*). Discuss what students learned about which features are often part of civilizations. (*For example, civilizations have groups of people who speak the same language, have the same laws, and believe the same things. People in many civilizations live near one another, often in towns or perhaps cities, and have the same way of living. Many civilizations have a form of writing—but not all.*)

Explain that at the same time that a civilization was growing and evolving in Mesopotamia, one was also developing in Egypt. But, unlike Mesopotamia, the Egyptian civilization was much more stable, enabling it to last for more than three thousand years.

Tell students that in the first chapter, they will be learning about the Nile River, which was located in Egypt, and why it was important for the ancient Egyptians.
Use the globe, the World Map (AP 1.2), and the Map of Ancient Egypt (AP 1.3) to show students the location of Egypt and the Nile River on the continent of Africa. Point out the Mediterranean Sea and the Red Sea.

If classroom internet access is available, show students the first three minutes and ten seconds of the video Kid’s Animated History Egypt. This video provides a colorful introduction to Egypt, its characteristics as an enterprising civilization, and the role of the Nile River in the growth of a civilization in ancient Egypt.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Discuss whether the images appear to be from modern times or from a time long ago.

Tell students that you are going to pretend that you have a special time machine so that you can all travel back in time to visit ancient Egypt.

Ask students to close their eyes and make sure that they are “buckled in,” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to ancient Egypt!” and then ask students to open their eyes.
Big Question
Why was the Nile River, and the fact it flooded each year, so important to the ancient Egyptians?

Core Vocabulary
flooded  hoe  plow  civilization  desert

Chapter 1: “The Nile River”
Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “The Nile River.”

The Nile River
Long, long ago in ancient Egypt, the Nile River rose up above its banks and flooded the land. This happened each year. Farmers used the rich soil the river left behind to grow plants that could be eaten as food. The Nile River also brought water to the plants that grew.

CORE VOCABULARY—Remind students that when the river flooded, its water overflowed the riverbanks onto land that was usually dry.
Ask students the following questions:

**LITERAL**—Is the text I just read about something that is happening now or long, long ago, during ancient times?

» The text describes something that happened during ancient times, long, long ago.

**LITERAL**—What was it called when a river overflowed its banks and covered an area of land that was usually dry?

» When a river overflowed its banks, we say that it flooded.

**Ask students to discuss what they see in the image on page 2.**

» Answers may vary but should include one or more of the following: Nile River, people or farmers working to grow plants as food near the river, on the rich soil left behind when the Nile flooded.

**Now ask students to look at the images on page 3 as you read aloud.**

![Image of ancient Egyptian farmers planting crops](3)

**CORE VOCABULARY**—Call students’ attention to the **hoes** being used by the ancient Egyptians in the top image, as well as to the **plow** in the bottom image. Explain that both of these tools were used to break up the soil for planting.
Ask students the following question:

TURN AND TALK—How did ancient Egyptian farmers grow plants they would later be able to eat as food?

» Ancient Egyptian farmers first broke up the soil with hoes or with a plow. Then they dropped seeds into the soil. Animals such as cows stepped on the seeds and pushed them into the ground so that the seeds would grow.

Ask students to turn to page 4 of the Student Book and look at the map at the top of the page as you read aloud.

CORE VOCABULARY—Remind students that in the unit about Mesopotamia, they learned that a civilization is what we call a group of people who speak the same language, have the same laws, and believe the same things. People in a civilization have the same way of living.

CORE VOCABULARY—Explain that a desert is a dry, sandy place where very few plants grow.

Point out the Nile River on the map, and ask students to trace the river with their finger. Reinforce the idea that ancient Egyptians lived on either side of the Nile River. Also, point out the Sahara Desert that surrounded ancient Egypt.
Next ask students what they see in the second image on the page.

» Answers may vary but should include one or more of the following: water, a river, Nile River, riverbank, trees, boats sailing down the river.

Ask students the following questions:

LITERAL—Where was the ancient Egyptian civilization located?

» The ancient Egyptian civilization was located on the continent of Africa, along the banks of the Nile River.

LITERAL—Away from the Nile River, what type of land surrounded ancient Egypt? What was the name of this area of land?

» A desert, called the Sahara Desert, surrounded the ancient Egyptian civilization.

CHECK FOR UNDERSTANDING: Big Question

TURN AND TALK—Why was the Nile River, and the fact it flooded each year, so important to the ancient Egyptians?

» The Nile River was important to the ancient Egyptians because when it flooded, it made the soil rich. Thanks to the rich soil, they could grow plants that could be eaten as food.

Note to Teacher: The Nile no longer floods because in 1970, the Aswan Dam was completed. Nor do the towns and cities along the Nile flood. The dam was built to provide hydroelectric power. Water from the huge reservoir that the dam created is now used to irrigate Egypt’s farmland.

Activity Page  Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Using Maps (RI.1.6)

Activity Pages  Materials Needed: teacher and student copies of World Map (AP 1.2) and Map of Ancient Egypt (AP 1.3); one red, blue, green, and yellow crayon, pencil, or marker per student

Distribute the World Map (AP 1.2), the Map of Ancient Egypt (AP 1.3), and the crayons, pencils, or markers to students.

As a basic geography review, ask students to point to and name each continent on the World Map (AP 1.2). Also review the locations and names of the following oceans: Atlantic, Pacific, Indian, and Arctic.

Have students trace the continent of Africa in red. Then have students find Egypt on the World Map and trace and color it in yellow.
Point out the compass rose on the map. Ask a volunteer what the letters on the compass rose stand for.

Ask students: What kind of land was all around the civilization of ancient Egypt?

» Desert—dry, sandy land—surrounded much of ancient Egypt.

Now display the Map of Egypt (AP 1.3), along with the World Map. Point out that the Map of Egypt shows only a small area of the World Map, as if a camera zoomed in to show a close-up of this area. Next, point out the Mediterranean Sea to the north and the Red Sea to the east of Egypt, and ask students to color them blue.

Remind students that in Chapter 1 they heard about a very important river in Egypt.

Ask students: What is the name of the river located in Egypt?

» The Nile River is located in Egypt.

Remind students that rivers are represented on maps as lines. Assist students in locating the Nile, and have them trace the river in blue.

Ask students to tell you what they remember about the Nile River in ancient Egypt. Students may mention that the Nile River flooded each year. The floods left behind rich soil, and the ancient Egyptians grew plants for food in the rich soil along the Nile River.

Model drawing a simple symbol on the board, such as ☀️, to represent plants. Have students draw these green symbols along the banks of the Nile River.

Remind students that much of the land around Egypt is desert. Ask students to describe the characteristics of a desert.

» Deserts are sandy and very dry. There is very little rain and there are not many plants.

Point out the area on the map labeled as the Sahara Desert, and ask students if they remember the name of the desert.

Model drawing a sun symbol on the board, such as ☀️. Tell students to draw a yellow sun symbol around the words Sahara Desert.

Illustrate Farming in Ancient Egypt (RI.1.3)

Materials Needed: blank paper, crayons or colored pencils, Ancient Egypt Student Books

Distribute a blank piece of paper to each student.

Ask students to review the steps to farming along the banks of the Nile River by referring to page 3 of the Student Book. Reread the text that describes the farming technique.

Identify the three main steps described, and write them on the board or chart paper—1. hoeing or plowing to dig up the soil; 2. scattering seeds in the soil; 3. using animals, such as cows, to step on the seeds.

Ask students to draw a picture showing people carrying out one of the steps of the farming technique. You may want to assign specific steps to different students.

Call students’ attention to page 3 in the Student Book so that they will have some ideas about how to show the clothing of ancient Egyptians.

Display the pictures in sequence on a wall or bulletin board.
CHAPTER 2

Pharaohs and Everyday People

Primary Focus Objectives

✓ Identify the pharaoh as the ruler and most important person in ancient Egypt. (SL.1.2, SL.1.3)
✓ Understand daily life in ancient Egypt. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: pharaohs and laws. (L.1.4, L.1.5)

Materials Needed

Activity Pages
• individual student copies of Ancient Egypt Student Book
• teacher and individual student copies of World Map (AP 1.2)
• teacher and individual student copies of Map of Ancient Egypt (AP 1.3)
• classroom internet access to the video Kid’s Animated History Egypt

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:
www.coreknowledge.org/ckhg-online-resources

Note to Teacher: Preview and be prepared to show the video clip from 4:40–5:25 to introduce this chapter.
What Teachers Need to Know

The early rulers of ancient Egypt were called kings, and the later ones were called pharaohs. The rulers claimed that they were descended from the gods and thus were gods themselves. The kings and pharaohs had absolute power over their subjects. They made the laws and were in charge of the army. Two of the most famous pharaohs were Tutankhamen and Hatshepsut.

Everyone worked for the king or the pharaoh. The work was voluntarily undertaken by the people of Egypt, and very little was done by slaves. This work was a type of taxation that the people owed to their king. Taxation could be in the form of goods made (agricultural or artisanal) or labor, or in many cases both farm goods and labor were expected. Goods and taxes would be collected by local elites on behalf of the king or pharaoh and then distributed where needed or sent to the capital city or to the temples.

THE CORE LESSON

Introduce “Pharaohs and Everyday People”

Remind students that in Chapter 1, they learned about the Nile River and how important it was to the early people of Egypt. Point out Egypt on the World Map (AP 1.2). Point out the Nile River on the Map of Ancient Egypt (AP 1.3), and ask students to describe the location of ancient Egypt.

Point out that in Chapter 1, students learned about the farmers, or “everyday people,” of ancient Egypt. Tell students that in Chapter 2, they will learn more about the everyday people of Egypt, but they will also learn about the rulers of ancient Egypt, who were called kings, queens, or pharaohs.

If internet access is available, show students the video clip Kid's Animated History Egypt 4:40–5:25. This brief segment of the video introduces students to the hierarchy of ancient Egyptian society, in which the pharaoh was the most important and most powerful member.

Big Question

Who were pharaohs, and how powerful were they?

Core Vocabulary

pharaohs  laws
Chapter 2: “Pharaohs and Everyday People”

Distribute copies of the Student Book. Ask students to turn to page 5 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Pharaohs and Everyday People.”

Pharaohs and Everyday People

Egyptians called their rulers kings, queens, or pharaohs. Whatever their title, they were the most important people in ancient Egypt. They made the laws and were in charge of the army.

This is a statue, or stone carving, of a pharaoh.

Core Vocabulary—Remind students that laws are the rules that a group of people living together in a civilization must follow.

Support—Call students’ attention to the image, as you point out the pharaoh’s face, headdress or crown, and beard. Explain that this image of the statue provides an idea of what pharaohs looked like.

Ask students the following questions:

Literal—Who were the pharaohs?

» The pharaohs were rulers of ancient Egypt. They were the most important people in ancient Egypt because they made the laws and were in charge of the army.
INFERENTIAL—Why do you think the ancient Egyptians made such huge statues of their pharaohs?

» They made huge statues of their pharaohs because the pharaohs made the laws and were in charge of the army. They were the most important people in ancient Egypt.

Ask students to turn to page 6 of the Student Book and look at the images as you read aloud.

Believe it or not, the Egyptian people had things that we would find in our own homes today. This ancient Egyptian queen is playing a board game.

Egyptians used green and black eye makeup. They thought that it made their eyes more beautiful. It may also have protected their eyes from the sun—and kept away little flies.

SUPPORT—Call students’ attention to the queen’s headdress, or crown, in the bottom image.

Ask students the following questions:

LITERAL—Who is the woman in the image at the top of the page, and what is she doing?

» The woman is a queen. She is sitting on a chair in front of a table. It looks like she is playing a board game.

LITERAL—Why did Egyptians use eye makeup?

» They thought it made them look beautiful, and it may have protected their eyes from the sun and from flies.
**TURN AND TALK**—What things present in ancient Egyptian homes do we still have today?

» Ancient Egyptian homes had a lot of furniture that we still have today, such as chairs and tables. They had board games, and they also used makeup on their eyes.

**Ask students to turn to page 7 of the Student Book and look at the images as you read aloud.**

Egyptian workers made bricks from mud and straw. The bricks were used for building. The bricks were dried in the hot sun until they were hard and strong.

Egyptians traveled by boat on the Nile River. The boats were also used to carry food from one part of the kingdom to another.

**Ask students the following questions:**

**LITERAL**—In addition to farming, what other kinds of work did the everyday people do?

» They made bricks for building. They also worked on boats to take food to different parts of the Egyptian kingdom.

**LITERAL**—How did Egyptians make bricks?

» They made bricks from mud and straw. The bricks dried in the sun.
**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK—Who were pharaohs, and how powerful were they?**

» The pharaohs were the rulers of ancient Egypt. They were powerful because they made the laws and were in charge of the army.

**Additional Activities**

**Make a Pharaoh (RI.1.3)**

**Materials Needed:** internet access; sufficient copies of Make a Pharaoh (AP 2.1); crayons, colored pencils, or markers

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the Kid's Animated History Egypt video may be found:

www.coreknowledge.org/ckhg-online-resources

**Note to Teacher:** Please preview and be prepared to play the video clip from Kid's Animated History Egypt, from approximately 13:00 to 13:55.

Distribute Make a Pharaoh (AP 2.1) to students. Tell students to look at the picture on the Activity Page. Tell students that ancient Egyptians represented themselves and others in drawings in a very flat way. They drew the head, arms, and legs facing to the side, but the chest and body facing forward. The arms and legs show action and movement, but the forward-facing chest shows its strength and importance.

If internet access is available, play the Kid's Animated History Egypt video from approximately 13:00 to 13:55, telling students that in this video clip, they will find out more about how the ancient Egyptians drew pictures of themselves.

After the video clip, ask students the following questions:

- What do you notice about how Egyptians drew themselves and others?
  » They drew heads to the side, but with eyes facing toward us. They drew the chest and body facing forward, but arms and legs to the side. They drew pharaohs larger than everyday people.

- Why did Egyptians draw arms and legs to the side?
  » It showed a better sense of movement.

- Were pharaohs really tall? Were they thirty feet tall, as the video suggests?
  » No. They were drawn tall to show how important they were.
Redirect students’ attention to AP 2.1, and let students know they can draw a pharaoh or a queen. (Later in the unit, students will learn about a famous pharaoh who was a woman.) Read the following directions aloud, one at a time. Allow a few minutes between each direction for students to complete the directive.

1. Look at the drawing. This drawing could be of a pharaoh or a queen.
2. Wealthy Egyptians wore wigs. Add any kind of wig/hair to the drawing.
3. Use green or black to color around the eye.
4. Use orange to color the hands and the feet.
5. Pharaohs and queens wore lots of jewelry, as well as special royal crowns and headdresses. Add some if you want.
6. Use your favorite colors for the pharaoh’s or the queen’s clothes.

Afterward, invite a few students to share their drawings. Point out the different hairstyles and jewelry that the volunteers chose to add.

Be an Egyptian (RI.1.3)

Materials Needed: internet access; paper; crayons, colored pencils, or markers

Background for Teachers: If students have not previously watched Kid’s Animated History Egypt as part of the Make a Pharaoh activity, use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: Please preview and be prepared to play the video clip from Kid’s Animated History Egypt, approximately 13:00 to 13:55.

Ask students to look at the images of ancient Egyptians in the Student Book on pages 3, 5, 6, and 7, and ask them to describe what the ancient Egyptians looked like.

Play Kid’s Animated History Egypt, approximately 13:00 to 13:55, if students have not already watched this video clip. Use the questions listed in the Make a Pharaoh activity to discuss the video clip.

Tell students that now it’s their turn to use their artistic skills to draw a picture of themselves as Egyptians. Distribute paper and art supplies. Invite students to draw pictures of themselves as Egyptians. Suggest that students use the video for ideas, as well as the image on page 6 of the Student Book that shows the use of makeup.

Display drawings on a bulletin board under the heading “Our Class in Ancient Egypt.”
Some pharaohs were buried in pyramids, structures with a huge base and four sloping, triangular sides. Because of tomb robbers, ancient Egyptians stopped building pyramids. Instead, they began to carve their tombs deep into the rock of a special valley. This valley was hidden in the desert away from the Nile, and the pharaohs hoped the tomb robbers would not find it. This place came to be known as the Valley of the Kings.

An important part of ancient Egyptian religion was a belief in an afterlife, or life after death. The ancient Egyptians believed this afterlife would be similar to life on Earth. Those who were rich would still be rich, and those who were slaves would still be slaves. As a result, the rich took great care to make sure they were well equipped for their afterlife. Rulers and nobles were buried with their wealth. As part of ensuring an afterlife, the bodies were mummified. This process involved removing all organs except the heart, and then the bodies were dried, using salts, and wrapped in linen strips before burial.

Anyone could be mummified, but it was a matter of cost. Special priests were trained to carry out the mummification. The best mummification was for a pharaoh, and this took seventy days. Egyptians of modest wealth purchased shorter and cheaper versions. But poor Egyptians were buried in simple graves in the desert near their farms or communities with no mummification at all.

Teachers may also find numerous articles and photos from National Geographic History of interest. Use this link to download the CKHG Online Resources for this unit, where links to suggested articles may be found:

www.coreknowledge.org/ckhg-online-resources
**THE CORE LESSON**

**Introduce “Pyramids and Mummies”**

Tell students that what happened after a pharaoh’s death was thought to be just as important as his life was while he was alive. Explain to students that in this lesson they will learn about what happened to pharaohs after they died.

**Big Question**

What happened to pharaohs after they died?

**Core Vocabulary**

pyramids  
tombs  
canopic jars  
mummy

**Chapter 3: “Pyramids and Mummies”**

Distribute copies of the Student Book. Ask students to turn to page 8 of the Student Book and look at the images as you read aloud. Start by reading the title of chapter, “Pyramids and Mummies.”
Pyramids and Mummies

In ancient Egypt, pyramids and tombs were burial places for important people, such as pharaohs. Pyramids were made from stone blocks.

It took thousands of people and millions of stone blocks to build a pyramid. After the stone blocks were cut, they were pushed and pulled on sleds across the sand by workers.

**CORE VOCABULARY**—Explain that the images on this page are pyramids.

**CORE VOCABULARY**—Explain that tombs are places where someone is buried.

**SUPPORT**—Ask students to look at the second image on page 8 and describe what they see in the image.

**Ask students the following questions:**

**LITERAL**—What shape is each side of a pyramid?
  » Each side is shaped like a triangle.

**LITERAL**—What were tombs and pyramids?
  » They were burial places for important people, such as pharaohs.

**INFERENTIAL**—How can you tell that building a pyramid was very hard?
  » The text said it took thousands of workers and millions of stone blocks to build a pyramid.
Ask students to turn to page 9 of the Student Book and look at the images as you read aloud.

When important ancient Egyptians such as pharaohs died, their bodies were treated in a special way. For example, everything inside a pharaoh's body, except the heart, was taken out. The pharaoh's insides were placed in canopic jars.

The rest of the body was then wrapped in lots of strips of cloth and placed in a wooden box. The wrapped body is called a mummy. Often, a painted mask was placed over the mummy's face.

Ask students the following questions:

**LITERAL**—After a pharaoh died, how was his body prepared for burial?

» The insides of the body, except for the heart, were placed in canopic jars. The rest of the body was wrapped in strips of cloth and then put in a wooden box.

**LITERAL**—What was the body called after it was wrapped in strips of cloth?

» A body wrapped in strips of cloth was called a mummy.
Are you wondering what happened to the pharaoh’s heart? Ancient Egyptians believed that their gods and goddesses would judge every pharaoh’s life by weighing the pharaoh’s heart. If a pharaoh had been good, he would have a light heart. But if he had not been good, his heart would be heavy. Here a god is weighing a heart.

Ask students the following questions:

**LITERAL**—What did Egyptians believe in?

» Ancient Egyptians believed that their gods would judge a pharaoh’s life by weighing the pharaoh’s heart.

**LITERAL**—What did a light heart mean?

» A light heart meant that the pharaoh had been good.

**TURN AND TALK**—What do you think a heavy heart meant?

» Answers might include that the pharaoh had not been very good or kind when he was alive.
Ask students to turn to page 11 of the Student Book and look at the image as you read aloud.

When a pharaoh’s body was ready, it was taken to a tomb or pyramid. The walls of these burial places were painted with pictures of things the pharaohs enjoyed when they were alive.

Ask students the following questions:

**LITERAL**—Where was the pharaoh’s body buried?

» It was buried inside a tomb or pyramid.

**LITERAL**—What was on the walls of the tombs and pyramids?

» The walls had pictures of things the pharaohs liked when they were alive.

**TURN AND TALK**—What do you see in the image on page 11?

» Answers might include: Egyptian women, musical instruments, writing, and other pictures on the wall.
CHAPTER 3 | PYRAMIDS AND MUMMIES

Ask students to turn to page 12 of the Student Book and look at the images as you read aloud.

Many treasures made of gold and jewels have been found buried inside Egyptian tombs and pyramids. The mummies of Egyptian pharaohs have been found too. Here you can see part of a necklace.

This gold lion’s head was part of a pharaoh’s bed. Can you imagine? Pharaohs had solid gold decorations on their beds!

Ask students the following question:

LITERAL—What was buried in the Egyptian tombs and pyramids?

» Many treasures made of gold and jewels, including necklaces; furniture, such as beds; and mummies have been found buried inside the tombs and pyramids.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What happened to pharaohs after they died?

» Answers may vary but should include some of the following points: The insides of the pharaoh’s body, except for the heart, were placed in a canopic jar. The rest of the body was wrapped in strips of cloth. The wrapped body, called a mummy, was then buried in a tomb or pyramid. Gold treasures might be buried inside the tomb or pyramid, which also sometimes had beautiful paintings on the walls.
ANCIENT EGYPT

CHAPTER 4

Gods and Goddesses

Primary Focus Objectives

✓ Recognize that the Sphinx is a symbol of a god and a pharaoh. (SL.1.2, SL.1.3)
✓ Understand that Egyptians worshipped many gods and goddesses. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: Sphinx and symbol. (L.1.4, L.1.5)

Materials Needed

• individual student copies of Ancient Egypt Student Book

What Teachers Need to Know

The ancient Egyptians believed in many gods. Many of these gods had animal features because they controlled the forces of nature. The Egyptians believed that these gods could protect them from bad things, such as sickness or drought. Among the animal gods were a cat god, a baboon god, and a crocodile god. The Sphinx is a symbol of both a god and a pharaoh. It has the body of a lion and the head of a human. The Sphinx is the oldest human-made monumental sculpture in the world.

THE CORE LESSON

Introduce “Gods and Goddesses”

Remind students of the ancient Mesopotamians and their beliefs about who and what controlled things that happened in the world. Explain that in ancient Egypt, everyone believed in many different gods and goddesses, each of whom was in charge of something different.

Tell students that in this lesson they will learn more about the gods and goddesses worshipped by ancient Egyptians.

Big Question

What did ancient Egyptians believe the gods did?

Core Vocabulary

Sphinx symbol
Chapter 4: “Gods and Goddesses”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the images as you read aloud. Tell students the title of the chapter, “Gods and Goddesses.”

**Gods and Goddesses**

Here you can see some Egyptian gods and goddesses with human bodies and animal heads. The gods are shown this way because ancient Egyptians believed in animal gods too. They also believed the gods and goddesses made good and bad things happen in the world.

The Sphinx of ancient Egypt is a huge statue in the desert. It has a human head and an animal body. Can you see that it has the body of a lion? The Sphinx was a symbol of a god and a pharaoh.

**CORE VOCABULARY**—Explain that when the text says that the Sphinx was a symbol of a god and a pharaoh, it means that the statue of the Sphinx represented both a god and a pharaoh.

**Ask students the following questions:**

**LITERAL**—What did Egyptians think the gods did?

» They thought the gods made good and bad things happen in the world.

**LITERAL**—What did some of the Egyptian gods look like?

» They had animal heads and human bodies.

**LITERAL**—What is the Sphinx?

» The Sphinx is a statue that has a pharaoh’s head and a lion’s body.
Ask students to turn to page 14 of the Student Book and look at the images as you read aloud.

Three of the most powerful Egyptian gods are shown here. The god Osiris has a green face. His wife, Isis, is next to him. Horus, their son, has the head of a falcon.

Egyptians believed that Horus’s eye protected the living and the dead. His eye was often drawn on the walls of tombs.

SUPPORT—Ask students to look at the images on page 14. As you reread the text, ask them to point to Osiris, Isis, and Horus in the top image and to Horus’s eye in the bottom image.

Ask students the following questions:

LITERAL—Who were three of the most powerful Egyptian gods?

» Osiris, Isis, and Horus were three of the most powerful gods.

LITERAL—What did the Egyptians believe about Horus’s eye?

» They believed Horus’s eye protected the living and the dead.
The god Anubis has the face of a jackal. A jackal is a wild dog. Egyptians thought that the gods and goddesses were clever and smart like certain animals.

The Egyptians' main god was Re, the sun god. He is always shown with the sun above his head. The goddess Ma'at is usually shown wearing an ostrich feather.

Ask students the following question:

LITERAL—Who were some of the other Egyptian gods?

» Answers will vary but may include that Anubis was a god with the face of a jackal or wild dog, Re was the god of the sun, and Ma'at was a goddess who was usually shown wearing an ostrich feather.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did ancient Egyptians believe the gods did?

» Ancient Egyptians believed the gods and goddesses made good and bad things happen.
Additional Activities

The Sphinx (SL.1.2, SL.1.4)

Materials Needed: internet access, capability to display or project an image of the Sphinx

Alternate Art Activity for The Sphinx: If you do not have classroom access to the internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 1, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of the Sphinx as outlined in the following activity.

Background for Teachers: This activity is based on an image of the Sphinx. Use this link to download the CKHG Online Resources for this unit, where the specific link to the image may be found:

www.coreknowledge.org/ckhg-online-resources

Show the image to students, and allow them a few minutes to study it.

After students have viewed the image, ask the following questions:

• Where do you think this photograph was taken? What details in the photograph help you?
  » It was probably taken in the desert in Egypt. There is sand and a pyramid in the background. The statue looks like the image of the Sphinx in the Student Book.

• How can you tell this is very old?
  » Answers may vary, but students should see the signs of decay, such as the missing parts of the Sphinx’s face.

• What is the Sphinx?
  » It is a large statue. It has the body of a lion and the head of a human (pharaoh).

• What is the Sphinx made of? Why do you think the ancient Egyptians used that material?
  » stone (Students’ answers may vary about why Egyptians used stone. They may say that stone was a strong material that would last a long time.)

• Point out the people in the image. Note how they help show how big the Sphinx is by comparison. What does the size of the Sphinx tell you about ancient Egypt?
  » Answers will vary. Students may say that the size shows that Egypt was a proud and powerful civilization that had riches and workers to create big statues.

Visit the Sphinx and Egyptian Pyramids (RI.1.7)

Materials Needed: internet access; Student Book, pages 8 and 13; map of Egypt (optional)

Background for Teachers: Students will take a virtual field trip using this 7:12 video clip from National Geographic Kids. Use this link to download the CKHG Online Resources for this unit, where the specific link to this video may be found:

www.coreknowledge.org/ckhg-online-resources
Use the Student Book to review what a pyramid and the Sphinx are. Tell students that they will now take a field trip to “visit” the pyramids and the Sphinx.

Introduce *Egypt: Pyramids | Are We There Yet?* The video shows two girls—Joanna and Julia—as they visit Egypt’s historical sites and learn about life in ancient Egypt. Play the video for the class. Be sure to play the video through the credits so that students can see inside the Great Pyramid.

After the video, use the following questions to guide discussion:

- What did you notice about where the Sphinx and pyramids are compared to a modern Egyptian city?
  - The Sphinx and pyramids seem to be close to a major city.

  **Note to Teacher:** The Sphinx and pyramids are located on the outskirts of Cairo, Egypt. You may wish to point out Cairo’s location on a map of Egypt.

- How could you tell the pyramids are extremely tall?
  - The people and camels look very small next to them.

- What does an archaeologist do?
  - An archaeologist digs to find things that tell us about the past.

- What is special about the face of the Sphinx?
  - Students might note that the Sphinx has the face of a pharaoh, or they might note that the Sphinx is missing its nose but no one knows how it broke off.

- What is it like inside the Great Pyramid?
  - Inside the Great Pyramid there is a dark, narrow, square tunnel. At the end of the tunnel, in a dark room, there is a coffin (sarcophagus).

**Name the Picture** *(RI.1.1, RI.1.4, RI.1.6)*

**Materials Needed:** sufficient copies of Name the Picture (AP 4.1)

Review the terms pyramid, mummy, and Sphinx with students.

Distribute Name the Picture (AP 4.1) to students. Explain that the pictures on the page show a pyramid, a mummy, and the Sphinx.

Tell students to put a *P* next to the pyramid.

Tell students to put an *M* next to the mummy.

Tell students to put an *S* next to the Sphinx.
Animal Masks (SL.1.4)

Materials Needed: colored paper; crayons, colored pencils or markers; string or yarn; scissors

Remind students that the Sphinx had a lion’s body and a pharaoh’s head and that many Egyptian gods and goddesses were pictured as part animal.

Hand out materials to students. Tell students to choose an animal whose head they would like to use to symbolize something that’s important to them.

Have students draw their animal heads on paper, then help them cut out eye, nose, and mouth holes and attach yarn or string so that they can tie the masks on their faces.

Let each student put on the mask, name the animal, and explain why he or she chose that animal as a symbol.
What Teachers Need to Know

The Egyptians developed a system of writing called hieroglyphics. Scholars today believe the development of writing in Egypt happened at the same time it was being developed in Mesopotamia. The term *hieroglyph* comes from the Greeks. We do not know what the Egyptians called their writing or whether they had a name for it at all.

The hieroglyphs (individual symbols) included ways to represent objects, such as bags of grain, as well as ideas, such as honesty. Egyptians also invented representations for consonants, but not vowels.

Like the Sumerians and Babylonians, the Egyptians used writing to record taxes, contracts, and laws and to write down procedures for religious ceremonies and rituals.

The Core Lesson

Introduce “Egyptian Writing”

If students have studied the CKHG unit on Mesopotamia, remind them that the ancient Mesopotamians used a style of writing called cuneiform. Ask students to think about the kind of writing that they have been learning in school. They have learned that in English, letters of the alphabet can be written down and combined in different ways to form different written words that people can read.

Tell students that in this lesson they will learn how ancient Egyptians wrote using hieroglyphs.
Big Question
How did ancient Egyptians write and make words?

Core Vocabulary
hieroglyphs  papyrus   scrolls   scribes

Chapter 5: “Egyptian Writing”
Distribute copies of the Student Book. Ask students to turn to page 16 of the Student Book and look at the images as you read aloud. Begin by reading the title of the chapter, “Egyptian Writing.”

Ancient Egyptians used little pictures, called hieroglyphs, to make words. The hieroglyphs shown here were carved on a stone wall.

Egyptians also wrote on paper, which they made from the papyrus plant. Sometimes the sheets of paper were joined together to make scrolls.

CORE VOCABULARY—Explain that papyrus is a tall plant that the Egyptians used to make paper and other useful goods, such as sandals and rope.

CORE VOCABULARY—Explain that when sheets of paper are joined together and rolled up, they become scrolls.
SUPPORT—Ask students to point to the image on this page that shows what scrolls look like.

Ask students the following questions:

LITERAL—How did ancient Egyptians make words?
» Ancient Egyptians used little pictures called hieroglyphs to make words.

LITERAL—What did the ancient Egyptians write on?
» The ancient Egyptians wrote on stone walls and paper made from papyrus plants.

Ask students to turn to page 17 of the Student Book and look at the images as you read aloud.

In ancient Egypt, scribes knew how to read and write. They wrote important information on walls and on paper. This Egyptian man is a scribe.

Scribes had special tools, including writing boards made of wood. These boards were like little desks that could be carried around.

SUPPORT—Tell students that in ancient Egypt, only scribes and some important people knew how to read and write.

Ask students the following questions:

LITERAL—What did scribes do?
» Scribes wrote important information on paper and on walls.
INFERENTIAL—Why might a scribe’s job have been important?
  
» Because most people in ancient Egypt could not read and write, a scribe’s job was important because they could read and they could write down important things.

Ask students to turn to page 18 of the Student Book and look at the image as you read aloud.

Hieroglyphs look like pictures. Each picture could be a sound, part of a word, or a whole word. These beautiful hieroglyphs reveal the name of a king.

Ask students to look at the image on page 18 and describe what they see.
  
» Answers may vary but may include descriptions of the different drawings, hieroglyphs, the eye of Horus, etc.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How did ancient Egyptians write and make words?
  
» They wrote and made words using little pictures called hieroglyphs.
Additional Activities

Write Your Name in Hieroglyphs (W.1.2)

Activity Page AP 5.1

Materials Needed: internet access, sufficient copies of Write Your Name in Hieroglyphs (AP 5.1), pencils

Background for Teachers: This activity is based on a chart of hieroglyphs aligned to the letters of the alphabet. Use this link to download the CKHG Online Resources for this unit, where the specific link to the chart and an explanation of the hieroglyphs may be found:

www.coreknowledge.org/ckhg-online-resources

Alternatively, if you do not have internet available in your classroom, you may want to access the chart prior to class and print sufficient copies for each student.

Display the hieroglyphic alphabet chart, and remind students that hieroglyphs are the pictures or symbols that the ancient Egyptians used for writing. Point to and describe the Egyptian symbols associated with the corresponding sounds in the English alphabet. Remind students that scribes went to school for many years to learn the meanings of different sounds and symbols and how to write them.

Note to Teacher: It’s important to understand that these are approximations only and that there are some differences between various charts because Egyptian symbols with slightly different sounds were chosen to correspond to the English letters.

Distribute copies of AP 5.1 to students, and explain that they are to use the alphabet chart to translate and write their first name using hieroglyphs in the space provided on AP 5.1.

You may want to demonstrate writing with hieroglyphs, using an example of a short first name, such as Tom or Kim, that differs from the names of any of your students, and then demonstrate on the board, chart paper, or an overhead projector how to select and draw the corresponding hieroglyph for each letter, writing/drawing from top to bottom. For students who may have a first name with many letters, you may want to suggest that they either write/draw a shorter nickname or just the initials of their first and last name.

Alternatively, if you have computer workstations available, you may wish to have students use the Penn Museum’s “Write Like an Egyptian” generator to look up their names and then copy the symbols into their cartouches. Use this link to download the CKHG Resources for this unit, where the specific link to the hieroglyphs generator may be found:

www.coreknowledge.org/ckhg-online-resources
Because of the vast treasures that were buried with the pharaohs, most of their tombs were robbed centuries ago. However, in 1922, British archaeologists Howard Carter and Lord Carnarvon found Tutankhamen's tomb with the young pharaoh's mummy and his vast storehouse of wealth, including jewelry, ornate gilded furniture, weapons, chariots, games, and food.

Tutankhamen was buried in a series of three nested coffins; the smallest was solid gold. While the treasures from Tutankhamen’s tomb are impressive to view, they also provided great wealth of another kind to archaeologists: the tomb goods are valuable artifacts of ancient Egypt that have helped scientists learn what ancient Egyptians ate, wore, believed in, and played with, as well as how they made war.

Teachers may also find numerous articles and photos from National Geographic History of interest. Use this link to download the CKHG Online Resources for this unit, where links to suggested articles may be found:

www.coreknowledge.org/ckhg-online-resources

**The Core Lesson**

**Introduce “Tutankhamen”**

Tell students that in this chapter, they will hear an amazing—but true—story about two people who, a little more than one hundred years ago, found a great treasure of ancient Egypt. The treasure was the tomb of a pharaoh named Tutankhamen (/toot*ahn*kah*mun/), who is sometimes called “King Tut”
because it is easier and shorter to say. Although his tomb was robbed—at least twice—not long after it was closed, it was resealed and then survived with the remaining valuable treasures inside for thousands of years!

**Big Question**

Who was King Tut, and why was the discovery of his tomb important?

**Core Vocabulary**

throne  chariot

**Chapter 6: “Tutankhamen”**

Distribute copies of the Student Book. Ask students to turn to page 19 of the Student Book and look at the images as you read aloud. Begin by reading the chapter title, “Tutankhamen.”

Tutankhamen

For thousands of years, people hoping to become rich have tried to find the pharaohs’ tombs and treasures. Howard Carter and Lord Carnarvon were two such men. After much searching, and to their great delight, they found King Tut’s tomb.

The tomb was filled with extraordinary things. Among the many treasures was a beautiful throne that King Tut had once sat upon.
**CORE VOCABULARY**—Explain that a **throne** is a special chair that a ruler, such as a king, queen, or pharaoh, sits on.

**SUPPORT**—Explain that Howard Carter and Lord Carnarvon were archaeologists, people who dig up ancient things from long, long ago to learn about the past and ancient civilizations.

*Ask students to describe what they see in the images on page 19.*

» Answers may vary but may include the following: a man looking inside King Tut’s tomb, golden treasures, a statue, and a throne.

*Ask students the following questions:*

**LITERAL**—Who was King Tut?

» King Tut was an ancient Egyptian pharaoh.

**INFERENTIAL**—Why might the two men who found King Tut’s tomb have been happy?

» They might have been happy because they had searched for a long time and finally found what they had been looking for, great treasures that might make them rich.

*Ask students to turn to page 20 of the Student Book and look at the images as you read aloud.*

Incredibly, they found King Tut’s mummy! The mummy had been inside the tomb for thousands of years.

On the mummy, there was a golden mask of King Tut’s face. Before long, the whole world heard about these exciting discoveries.
Ask students the following questions:

**LITERAL**—What else did Harold Carter find inside the tomb, and how long had it been there?
- He found King Tut’s mummy, which had been inside the tomb for thousands of years.

**LITERAL**—What did the archaeologists find on King Tut’s mummy?
- They found a golden mask on the mummy.

**INFERENTIAL**—What parts of the mask look familiar or similar to the images that you have already seen of Egyptian pharaohs?
- The eyes on the mask are outlined like the dark makeup that ancient Egyptians used around their eyes; the headdress on the mask looks similar to the type of headdresses shown in images of the pharaoh and the Sphinx in the Student Book (pages 5 and 13); and the mask has a piece below the chin that looks like the beard on the image of the pharaoh in the Student Book (page 5).

Ask students to look at the last image on the page (bottom right) and answer the following question:

**INFERENTIAL**—What do you think is happening in this image?
- The text says, “Before long, the whole world heard about these exciting discoveries.” The people in the image may have gathered around the opening to King Tut’s tomb after hearing about the discoveries to try to see some of the treasures found inside.

Ask students to turn to page 21 of the Student Book and look at the images as you read aloud.

This sculpture, also found inside the tomb, shows the face of the young King Tut. Like many important Egyptians, his head was shaved so that he could wear a wig. Egyptians also wore wigs so that itchy bugs couldn’t get into their hair!

This chariot belonged to King Tut. It is possible the young King Tut rode into battle or through the streets of an Egyptian city on this chariot.
CORE VOCABULARY—Explain that a **chariot** was a type of vehicle pulled by horses that was used during ancient times.

Ask students the following questions:

**LITERAL**—Who wore wigs in ancient Egypt, and why did they wear them?
» Important people wore wigs. The wigs protected them from itchy bugs.

**TURN AND TALK**—Look at the image at the top of page 21. What do you see?
» Answers will vary but may include that the sculpture, which is of King Tut when he was young, was found inside the tomb; the dark outline around his eyes probably shows how King Tut’s eyes looked with the dark makeup the Egyptians used; and his head was shaved so that he could wear a wig.

Ask students to turn to page 22 of the Student Book and look at the images as you read aloud.

This box, found in King Tut’s tomb, was made to hold jewelry. There are hieroglyphs all over the box.

This is the Rosetta Stone. The words on the stone helped people understand ancient Egyptian writing. Because of the Rosetta Stone, we have learned about pharaohs and gods, the games Egyptians played, and the food they liked to eat!

Ask students the following question:

**LITERAL**—How was the Rosetta Stone helpful?
» It was helpful because the words on the stone helped people understand Egyptian writing.
TURN AND TALK—Who was King Tut, and why was the discovery of his tomb important?

» King Tut was a pharaoh in ancient Egypt. By finding his tomb, we were able to learn a lot about him and life in ancient Egypt.

Additional Activities

**Bust of Queen Nefertiti (SL.1.2, SL.1.4)**

Materials Needed: internet access and/or Student Book

Alternate Art Activity for Bust of Nefertiti: If you do not have classroom access to the internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 1, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of the bust of Nefertiti as outlined in the following activity.

Background for Teachers: This activity is based on a bust sculpture of Queen Nefertiti. Nefertiti was the wife of King Akhenaten and quite probably the stepmother of King Tutankhamen. Royal portraits, meant to last through the ages, were carved in stone. Although Nefertiti’s face looks more lifelike and realistic than the face of Tutankhamen on his mummy case, she is still highly idealized, emphasizing her royalty. Nefertiti’s right eye is made of glass; the left remains blank. The bust is roughly the size of her actual head. Some believe that the sculpture was never finished, while others think the blank eye was deliberate as a means of training apprentices in the proper sculptural method for preparing an eye for inlay.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the image may be found:

www.coreknowledge.org/ckhg-online-resources

If you do not have internet access or the ability to display the image, you may either download and print the image ahead of time, refer students to the image of Nefertiti on page 6 of the Student Book, or use the image from the Art Resource Packet.

Show the image to students, and allow them a few minutes to view it. Provide students with a brief summary of the background information above, noting in particular that it is a bust of Queen Nefertiti, who is thought to have been the stepmother of King Tut.

After students have viewed the image, ask the following questions:

- What makes this woman look like a queen?
  » She has a big necklace and a special headdress on. She looks important. (Explain to students that a bust is a head-and-shoulders sculpture. If students don’t mention it, point out that she has a regal pose and is wearing a special headdress on her head.)
• How did the artist make her necklace (collar) so beautiful?
  » The artist designed and colored the necklace to make it beautiful. (Point out to students that there was likely gold on the collar as well.)

• What do you think the sculpture is made of?
  » stone

• Does she look like a real person?
  » Answers will vary.

• How does looking at art help you learn about history?
  » Encourage students to think about how this art piece tells them about women in ancient Egypt.

Tutankhamen’s Coffin (SL.1.2, SL.1.4)

Materials Needed: internet access, capability to display or project the image, Student Book

Alternate Art Activity for Tutankhamen’s Coffin: If you do not have classroom access to the internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 1, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of King Tut’s coffin as outlined in the following activity.

Background for Teachers: This activity is based on two images of King Tut’s innermost coffin. Ancient Egyptians believed in an afterlife, so pharaohs and others in power were buried with all the glory and grandeur they enjoyed in this world and wanted to take with them to the next. Egyptians buried not only the body, but possessions for a person’s next life as well. They preserved the body through mummification, a lengthy process of removing all the internal organs, drying out the body with a salt-related chemical, and then wrapping it in linen bandages before placing it in the coffin. Internal organs were placed in specially decorated containers called canopic jars.

In the early 1900s, Howard Carter and Lord Carnarvon searched for Tutankhamen’s (/toot*ahn*kah*muns/) burial site in the Valley of the Kings, where some sixty royal tombs had already been discovered. In 1922, after several years of searching and with funds virtually at an end, Carter discovered the entrance. Amazingly, earlier grave robbers had left the more than five thousand objects intact. The young King Tutankhamen’s elaborately decorated mummy case is just one of a series that nested inside a stone coffin, with the innermost case made of solid gold. The tomb held everything Tutankhamen would need to live royally in his next life—statues, thrones, chairs, ornaments, chests, clothes, paintings, and—everywhere—gold, gold, gold!

Egyptian mummy cases were not intended to be seen by anyone after burial. However, many of them were found by archaeologists in what is present-day Egypt and are displayed in museums throughout the world. King Tutankhamen’s coffin was decorated with brilliant gold, beautiful blue lapis lazuli that had to be brought from far away, and hieroglyphs. Rulers were considered “god kings.” Tutankhamen is holding two items: a scepter and a flail. They are symbols of his power and importance. Tutankhamen’s image often inspires the same sense of awe today that it did in ancient times. The royal family commissioned all works—including tombs in which they were buried—as visual tributes to their status, which was seen as being on par with the gods.
Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

If you do not have internet access or the ability to display the images, you may either download and print the images ahead of time or use the image of King Tut’s coffin from the Art Resource Packet.

Ask students to turn to page 20 of the Student Book and reexamine the images. Remind students that the top image shows Howard Carter opening King Tut’s coffin, discovering the mummy case inside the coffin. Tell students that another name for a mummy case is sarcophagus. The specially treated and wrapped mummy was contained inside the sarcophagus. The bottom image shows the magnificent gold face mask.

Allow students a few minutes to study the images.

After students have viewed the images, ask the following questions:

• Does anyone know what this is or where it’s from?
  » It is a mummy case, or sarcophagus, from ancient Egypt. It is the sarcophagus for King Tut.

• How can you tell that this person was important?
  » The mummy case is richly decorated.

**Note to Teacher:** Point out the two items King Tut is holding, and explain their significance.

• Where do you see hieroglyphs on the mummy case?
  » There are hieroglyphs on the rectangular band in the center of the mummy case.

• Do you think King Tut really looked like this?
  » Answers will vary.

If time permits, you may want to show students the six-minute animated *Tropic Mind* video found at a “National Geographic Kids Fact Page” on Tutankhamen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

The video, located at the bottom of the page, provides an excellent review of all content presented in this unit.

**Act It Out (SL.1.4)**

Ask students to present an impromptu skit about how King Tut’s hidden tomb was discovered, using the information supplied in this unit. For example, some students might pretend to be Howard Carter and other experts who worked with him. Howard Carter could then show how ancient Egyptian tombs were built, where they were located, how they might be disguised, and so forth. In the scene where King Tut’s tomb is discovered (perhaps using a classroom closet), the “discoverers” could explain how they are getting in and what they find.
Hatshepsut

Primary Focus Objectives

✓ Identify Hatshepsut as a female pharaoh. (SL.1.2, SL.1.3)
✓ Describe the accomplishments of Hatshepsut. (SL.1.4)
✓ Understand the meaning of the following domain-specific vocabulary: voyage and ivory. (L.1.4, L.1.5)

Materials Needed

• individual student copies of Ancient Egypt Student Book

What Teachers Need to Know

Hatshepsut was the widow of a pharaoh and began her rule in the name of a male heir too young to govern. In time, however, she took the title pharaoh for herself and ruled for twenty years. Because Egyptians were used to male rulers, she was usually shown with a beard and a kilt, just like a male pharaoh. Among her achievements is the development of trade with the people of the eastern Mediterranean and the Red Sea.

Teachers may also find this video clip about Hatshepsut from the A&E channel of interest. Use this link to download the CKHG Online Resources for this unit, where the link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

The Core Lesson

Introduce “Hatshepsut”

Explain to students that pharaohs were nearly always men. On a few occasions, however, women became rulers of ancient Egypt. Women in Egypt had many rights and responsibilities. Many wives and daughters of pharaohs were very powerful. Some women ruled Egypt after their husbands died, if their sons or the royal heir was too young to rule. One woman even declared herself pharaoh. This woman was Hatshepsut, and she was a powerful ruler. She lived about 150 years before King Tutankhamen.

Tell students that in this lesson they will learn about Hatshepsut and her role in the history of ancient Egypt.
Big Question
Who was Hatshepsut, and why is she famous?

Core Vocabulary
voyage    ivory

Chapter 7: “Hatshepsut”

Another very famous pharaoh was Hatshepsut. Hatshepsut became a pharaoh after her husband died. She had to work very hard to show that a woman could be a pharaoh too!

Ask students the following questions:

LITERAL—Who was Hatshepsut?
» She was a pharaoh.
LITERAL—Why did Hatshepsut have to work very hard?

» She had to work hard to show that a woman could be a pharaoh too.

Ask students to turn to page 24 of the Student Book and look at the images as you read aloud.

Hatshepsut was a great pharaoh. She sent Egyptians on an ocean voyage to get the things that were needed back home in Egypt. This ocean voyage happened about 3,500 years ago.

The Egyptians brought back sweet-smelling oils, gold, ivory, plants, and valuable wood. Hatshepsut was very pleased to see these things.

LITERAL—Why did Hatshepsut send Egyptians on an ocean voyage?

» Hatshepsut sent people on an ocean voyage to get things that they needed but that were not available in Egypt.

LITERAL—What did the Egyptians bring back?

» They brought back sweet-smelling oils, gold, ivory, plants, and wood.
INFERENTIAL—How do you think the Egyptians used the materials that they brought back? Why was Hatshepsut pleased?

» Answers may vary, but may include some of the following points: the sweet-smelling oils may have been used for makeup or perfume; the gold and ivory may have been used to make jewelry or statues or for other decorations; the plants may have been used for food; the wood may have been used for building furniture. Hatshepsut was pleased because the Egyptians did not have any of these things in Egypt.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Who was Hatshepsut, and why is she famous?

» Hatshepsut was a pharaoh who was a woman. She was famous because she was a great pharaoh and usually only men were pharaohs.
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Culminating Activity: *Ancient Egypt*

**Go to the Top of the Pyramid Review Game**

1. Draw the following diagram on the board or chart paper:

```
    | Step 10 |
   |         |
  [   |         |
     |         |
     |         |
     |         |
     |         |
     |         |
     |         |
     |         |
   [   |         |
    | Step 1 |
```

2. Divide the class into teams of approximately four to five students each. Allow each team to come up with a name for their team; encourage students to choose a team name related to their study of Ancient Egypt, for example, the Scribes, Archeologists, Pyramid Builders, Pharaohs, etc. Write each team’s name on the board, along with the first letter of the team’s name, such as Scribes (‘S’).

3. Explain that you will ask a question of the first team, giving team members a few seconds to confer before a member of the team responds with their answer. If the team answers correctly, put the team’s letter on the first step, for example, ‘S’ for Scribes. Play then moves to the next team.

4. If the first team answers incorrectly or doesn’t know the answer, they lose their turn, and play advances to the next team for a chance to answer the same question.

5. Play continues through one full round until one or more teams reach the top of the pyramid.

6. Use the following questions; feel free to add other questions to challenge students.

   - On what continent was ancient Egypt located? (*Africa*)
   - What is the name of the river along which the ancient Egyptian civilization grew? (*Nile River*)
   - Name one thing that is needed to have a civilization. (*People speak the same language, have similar beliefs, farming, towns and/or cities, or writing.*)
   - What is an area of land that is very dry, where it does not rain much, and there are very few plants called? (*desert*)
   - What is a flood? (*when water from a river overflows its banks and covers land that is usually dry*)
   - Name one reason why the Nile River was important to the ancient Egyptians. (*When it flooded, it provided rich soil for growing food; it provided water for growing food; the Egyptians used boats on the Nile to carry food from place to place.*)
     - **Show Student Book, page 5.** What were the Egyptian rulers called? (*kings, queens, or pharaohs*)
     - **Show Student Book, page 8.** Where were the pharaohs buried? (*pyramids or tombs*)
     - **Show Student Book, page 9, lower image.** What is this? (*a mummy*)
     - **Show Student Book, page 9, upper image.** What did the ancient Egyptians put inside these canopic jars? (*the insides of a dead person’s body*)
- **Show Student Book, page 14, top image.** Name one god in this image. *(Osiris, Isis, or Horus)*
- **Show Student Book, page 16.** What did the Egyptians write on? *(papyrus paper and stone walls)*
- **Show Student Book, page 18.** What is Egyptian writing called? *(hieroglyphs)*
- **Show Student Book, page 20, lower left image.** What is this? *(King Tut’s face mask found on his mummy)*
- **Show Student Book, page 22, lower image.** Why was the discovery of the Rosetta Stone important? *(It helped archaeologists read the Egyptian hieroglyphs.)*
- **Show Student Book, page 23.** Who was Hatshepsut? *(a female pharaoh)*

### Classroom Mural

**Materials Needed:** sufficient copies of coloring book pages; crayons, markers, or colored pencils; butcher block paper; tape, glue, or stapler

**Background for Teachers:** Print out coloring pages about ancient Egypt. Use this link to download the CKHG Online Resources for this unit, where the links to suggested pages may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students to attend. Students could dress up in costumes for their presentations.

### My Book About Ancient Egypt

**Materials Needed:** sufficient copies of My Book About Ancient Egypt (see pages 63–75), crayons for each student, stapler

**Note to Teacher:** To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Ancient Egypt and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about ancient Egypt that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- the Nile River
- hieroglyphs
• a pyramid
• the Sphinx (students may want to refer to page 13 of their Student Book)
• a mummy
• King Tut’s mask

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1
• The Nile River is one of the longest rivers in the world.
• Most land around ancient Egypt was desert.
• The Nile’s flooding left water and rich, muddy soil, which was good for plants.
• Ancient Egypt was on the continent of Africa.
• Farmers dug up the soil with hoes and plows, and they planted seeds.

Chapter 2
• Ancient Egypt was ruled by kings, queens, and pharaohs.
• Egyptians made bricks for building from mud and straw.
• Ancient Egyptians used many of the same items we use today, such as chairs, beds, tables, houses, board games, and makeup.
• Egyptians used boats on the Nile to carry food from place to place.

Chapter 3
• Pyramids and tombs were burial places for important people.
• It took thousands of workers and millions of stones to build the pyramids.
• Ancient Egyptians stored dead people’s insides in canopic jars.
• The bodies of the dead were wrapped in lots of cloth strips. A body wrapped in cloth is called a mummy.
• Mummies were placed in a wooden box that was placed in a tomb or pyramid.
• The walls inside the tombs and pyramids were painted with beautiful pictures.

Chapter 4
• The Sphinx is a large statue that has the body of a lion and the head of a human.
• Ancient Egyptians had many gods and goddesses. The gods and goddesses could make good and bad things happen.
Ancient Egyptians drew their gods and goddesses with human bodies and the heads of animals.

Re is the Egyptian sun god.

Three of ancient Egyptians’ most powerful gods and goddesses were Isis, Osiris, and Horus.

Anubis has the face of a jackal, or wild dog.

Ma’at was a goddess who wore an ostrich feather.

Chapter 5

The system of Ancient Egyptian writing was called hieroglyphics. Hieroglyphs are a form of picture writing.

Ancient Egyptians wrote on scrolls made of papyrus, a type of plant.

Scribes were people whose job was to write down important information.

Scribes used special tools, such as writing boards, ink, brushes, and pens.

Chapter 6

Howard Carter and Lord Carnarvon found Tut’s tomb and its treasures.

Tut’s tomb had a golden throne, a wooden box with Tut’s mummy inside, a gold mask, a sculpture of King Tut, and lots of other treasures.

The Rosetta Stone helped people learn to read ancient Egyptian hieroglyphs.

Chapter 7

Hatshepsut was a female pharaoh. She was a good ruler.

Hatshepsut sent Egyptians on an ocean voyage to trade for oils, plants, gold, ivory, and wood.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
My Book
About
Ancient Egypt

by _______________
Long, long ago in ancient Egypt, the Nile River rose up above its banks and flooded the land. This happened each year. Farmers used rich soil the river left behind to grow plants that could be eaten as food. The Nile River also brought water to the plants that grew.

To grow plants, Egyptian farmers first dug up the soil. Sometimes they used a hoe for digging. Then they dropped seeds into the ground. Animals such as cows stepped on the seeds and pushed them into the ground so that they would grow.

Sometimes farmers used a plow instead of a hoe to dig up the soil. Often an ox pulled the plow along.
Ancient Egypt was a civilization on the continent of Africa. The land of ancient Egypt lay along the Nile River. All around this land was a desert, called the Sahara Desert. Ancient Egypt became known as the gift of the Nile.

The Nile River is in northern Africa. It is more than four thousand miles long. The Nile flows north into the Mediterranean Sea.

Pharaohs and Everyday People

Egyptians called their rulers kings, queens, or pharaohs. Whatever their title, they were the most important people in ancient Egypt. They made the laws and were in charge of the army.

This is a statue, or stone carving, of a pharaoh.
Believe it or not, the Egyptian people had things that we would find in our own homes today. This ancient Egyptian queen is playing a board game.

Egyptians used green and black eye makeup. They thought that it made their eyes more beautiful. It may also have protected their eyes from the sun—and kept away little flies.

Egyptian workers made bricks from mud and straw. The bricks were used for building. The bricks were dried in the hot sun until they were hard and strong.

Egyptians traveled by boat on the Nile River. The boats were also used to carry food from one part of the kingdom to another.
Pyramids and Mummies

In ancient Egypt, pyramids and tombs were burial places for important people, such as pharaohs. Pyramids were made from stone blocks.

It took thousands of people and millions of stone blocks to build a pyramid. After the stone blocks were cut, they were pushed and pulled on sleds across the sand by workers.

When important ancient Egyptians such as pharaohs died, their bodies were treated in a special way. For example, everything inside a pharaoh's body, except the heart, was taken out. The pharaoh's insides were placed in canopic jars.

The rest of the body was then wrapped in lots of strips of cloth and placed in a wooden box. The wrapped body is called a mummy. Often, a painted mask was placed over the mummy's face.
Are you wondering what happened to the pharaoh’s heart? Ancient Egyptians believed that their gods and goddesses would judge every pharaoh’s life by weighing the pharaoh’s heart. If the pharaoh had been good, his heart would have been light. If he had not been good, his heart would be heavy. Here a god is weighing a heart.

When a pharaoh’s body was ready, it was taken to a tomb or pyramid. The walls of these burial places were painted with pictures of things the pharaohs enjoyed when they were alive.
Many treasures made of gold and jewels have been found buried inside Egyptian tombs and pyramids. The mummies of Egyptian pharaohs have been found too. Here you can see part of a necklace.

This gold lion's head was part of a pharaoh's bed. Can you imagine? Pharaohs had solid gold decorations on their beds!

The Sphinx of ancient Egypt is a huge statue in the desert. It has a human head and an animal body. Can you see that it has the body of a lion? The Sphinx was a symbol of a god and a pharaoh.

Gods and Goddesses

Here you can see some Egyptian gods and goddesses with human bodies and animal heads. The gods are shown this way because ancient Egyptians believed in animal gods too. They also believed the gods and goddesses made good and bad things happen in the world.
Three of the most powerful Egyptian gods are shown here. The god Osiris has a green face. His wife, Isis, is next to him. Horus, their son, has the head of a falcon.

Egyptians believed that Horus’s eye protected the living and the dead. His eye was often drawn on the walls of tombs.

The god Anubis has the face of a jackal. A jackal is a wild dog. Egyptians thought that the gods and goddesses were clever and smart like certain animals.

The Egyptians’ main god was Re, the sun god. He is always shown with the sun above his head. The goddess Ma’at is usually shown wearing an ostrich feather.
Egyptian Writing

Ancient Egyptians used little pictures, called hieroglyphs, to make words. The hieroglyphs shown here were carved on a stone wall.

Egyptians also wrote on paper, which they made from the papyrus plant. Sometimes the sheets of paper were joined together to make scrolls.

In ancient Egypt, scribes knew how to read and write. They wrote important information on walls and on paper. This Egyptian man is a scribe.

Scribes had special tools, including writing boards made of wood. These boards were like little desks that could be carried around.
Hieroglyphs look like pictures. Each picture could be a sound, part of a word, or a whole word. These beautiful hieroglyphs reveal the name of a king.

For thousands of years, people hoping to become rich have tried to find the pharaohs’ tombs and treasures. Howard Carter and Lord Carnarvon were two such men. After much searching, and to their great delight, they found King Tut’s tomb.

The tomb was filled with extraordinary things. Among the many treasures was a beautiful throne that King Tut had once sat upon.
Incredibly, they found King Tut’s mummy! The mummy had been inside the tomb for thousands of years.

On the mummy, there was a golden mask of King Tut’s face. Before long, the whole world heard about these exciting discoveries.

This sculpture, also found inside the tomb, shows the face of the young King Tut. Like many important Egyptians, his head was shaved so that he could wear a wig. Egyptians also wore wigs so that itchy bugs couldn’t get into their hair!

This chariot belonged to King Tut. It is possible the young King Tut rode into battle or through the streets of an Egyptian city on this chariot.
Another very famous pharaoh was Hatshepsut. She became a pharaoh after her husband died. She had to work very hard to show that a woman could be a pharaoh too!

This box, found in King Tut’s tomb, was made to hold jewelry. There are hieroglyphs all over the box.

This is the Rosetta Stone. The words on the stone helped people understand ancient Egyptian writing. Because of the Rosetta Stone, we have learned about pharaohs and gods, the games Egyptians played, and the food they liked to eat!
Hatshepsut was a great pharaoh. She sent Egyptians on an ocean voyage to get the things that were needed back home in Egypt. This ocean voyage happened about 3,500 years ago.

The Egyptians brought back sweet-smelling oils, gold, ivory, plants, and valuable wood. Hatshepsut was very pleased to see these things.
Unit Assessment Questions: *Ancient Egypt*

Make sufficient copies of the Student Answer Sheet for each student; see pages 78–80 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Ancient Egypt was located on the continent of ____________.
   a) North America
   b) Australia
   c) Africa

2. The Nile is a ____________ in Egypt.
   a) mountain
   b) tree
   c) river

3. The Sahara is a ____________ in Egypt.
   a) mountain
   b) desert
   c) river

4. The ruler of ancient Egypt was a ____________.
   a) pharaoh
   b) farmer
   c) scribe

5. A mummy is ____________.
   a) the mother of a pharaoh
   b) a body that is specially treated and wrapped in cloth before being buried
   c) a pyramid

6. The Sphinx is a ____________.
   a) statue with a lion’s body and a man’s head
   b) mask placed on the bodies of dead pharaohs
   c) statue of a famous Egyptian queen

7. A scribe was a person who ____________.
   a) played a musical instrument
   b) wrote things down
   c) helped build pyramids
8. Hieroglyphs were ____________.
   a) Egyptian pyramids
   b) Egyptian gods and goddesses
   c) Egyptian writing

9. Howard Carter found ____________.
   a) the Nile River
   b) King Tut’s mask
   c) an ancient Egyptian ship

10. Hatshepsut was ____________.
    a) the name of an Egyptian plant
    b) a famous scribe
    c) a woman pharaoh
Unit Assessment Student Answer Sheet: Ancient Egypt

1. a. [Image] b. [Image] c. [Image]

2. a. [Image] b. [Image] c. [Image]

3. a. [Image] b. [Image] c. [Image]

4. a. [Image] b. [Image] c. [Image]
5. a. [Image]  b. [Image]  c. [Image]

6. a. [Image]  b. [Image]  c. [Image]

7. a. [Image]  b. [Image]  c. [Image]
ANCIENT EGYPT

8. 

b. 

9. 

b. 

10. 

b.
Performance Task: Ancient Egypt

Materials Needed: four blank 5” × 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of Ancient Egypt Student Book

Teacher Directions: In this unit, students learned about ancient Egypt—its location on the continent of Africa; its dependence on the Nile River; and its emergence as an early, and advanced, civilization. They learned about the ancient Egyptians—their ingenuity and clever farming skills, their intense belief in religion and the afterlife, their social structure and the role of the pharaoh, and their early writing.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit ancient Egypt. They will share the sights, sounds, and smells of this ancient, foreign land with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about ancient Egypt. Students should identify in their postcards the most important aspects of ancient Egypt that they have learned about that make it an exciting place to visit and think about.

Have students draw images of ancient Egypt on one side of the card and dictate a brief message about ancient Egypt for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about life in ancient Egypt.” It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| Above Average | Response is accurate and detailed. Student demonstrates strong understanding of ancient Egypt, identifying four of the following details in drawing and/or dictation:  
|               | • the Nile River; flooding of the Nile River; farming of plants for food; workers making bricks; boats on the Nile; pharaohs (male and female); Egyptian homes with furniture similar to modern furniture; makeup; portrayal of Egyptians with eyeliner, drawn with head, arms, and legs facing the side and bodies and eyes facing forward; statues; pyramids; tombs; mummies; treasures of gold and jewels; the Sphinx; the sun god; gods and goddesses including Osiris, Isis, and Horus; scribes; hieroglyphs; papyrus; chariots; the Rosetta Stone |
| Average       | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of ancient Egypt, noting three of the details listed above. |
| Adequate      | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of ancient Egypt, noting two of the details listed above. |
| Inadequate    | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above. |
Directions for Making the Time Traveler Passport

If this is the first Grade 1 CKHG unit you have completed with your students, please download and print the Grade 1 Time Traveler Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing the Time Traveler Passport to Students

**Materials Needed:** sufficient folded copies of Grade 1 Time Traveler Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Time Traveler Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they "time travel" to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the "places they will visit" as they use the Grade 1 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of the place they visited in their passport as a reminder or souvenir of each place they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *Ancient Egypt.*
Time Traveler Passport Activity for Ancient Egypt

Materials Needed: personalized copies of Grade 1 Time Traveler Passport for each student, sufficient copies of the Ancient Egypt Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the Ancient Egypt Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Ancient Egypt Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about ancient Egypt. Ask students to turn to page 3 of their passport.

Show students the individual Ancient Egypt Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Ancient Egypt page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Ancient Egypt page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to ancient Egypt.

If time permits, encourage partners to look back at the images on the passport page for Mesopotamia to discuss similarities and differences between the ancient civilizations of Mesopotamia and Egypt.
During the next few weeks, your child will be learning about the geography and civilization of Ancient Egypt. Students will hear stories about the ordinary people who lived in ancient Egypt, as well as their rulers, the pharaohs. They will learn specifically about two important pharaohs, Tutankhamen—King Tut—and Hatshepsut, a female pharaoh.

They will also learn about the Egyptian system of writing known as hieroglyphics, as well as about the magnificent pyramids the Egyptians built. In order to fully understand how and why the pyramids were built, students will also learn about ancient Egyptians’ beliefs regarding different gods and goddesses and the practice of mummification prior to burial.

These beliefs and practices are presented as historical and cultural information in an age-appropriate way rather than in a manner that suggests the value or correctness of any particular set of beliefs. The goal is to build knowledge about life in ancient times and to foster understanding and respect for practices and beliefs that may be different from those with which students are familiar.

Sometimes students have questions about how the beliefs or practices they are learning about relate to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.
Map of Ancient Egypt
Name __________________________ Date ____________________

Activity Page 2.1

Use with Chapter 2

Make a Pharaoh
Activity Page 4.1

Name the Picture

- Name ____________________________  Date __________________

Use with Chapter 4
Activity Page 5.1

Use with Chapter 5

Write Your Name in Hieroglyphs
Answer Key: Ancient Egypt

Unit Assessment
(pages 76–77)

1. c 2. c 3. b 4. a 5. b 6. a 7. b 8. c 9. b 10. c
Subject Matter Experts

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A detail of a wall painting in the tomb of Rekhmire showing women playing the harp, lute and tambourine / Werner Forman Archive / Bridgeman Images: 32, 68, 79g
age fotostock/SuperStock: 30, 67
Ancient Egypt, Wall painting, , The eye of Horus, Tomb of Sennefdjem, Thebes, Deir el Medina, 18th dynasty (photo) / Photo © Mary Jeliffe / Bridgeman Images: 36, 70
Anubis attends Sennefdom's Mummy, from the Tomb of Sennefdom, The Workers' Village, New Kingdom (mural) (see also 67892), Egyptian 19th Dynasty (c.1292–1187 BC) / Deir el-Medina, Thebes, Egypt / Bridgeman Images: 37, 70, 80b
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Coffer from the treasury of the tomb of Tutankhamun (c.1370–52 BC) New Kingdom (wood & ivory with applied gold & silver), Egyptian 18th Dynasty (c.1567–1320 BC) / Egyptian National Museum, Cairo, Egypt / Bridgeman Images: 50, 74
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Egypt, Ancient Thebes, Statue of God Anubis, mummy of farmer at work / De Agostini Picture Library / G. Dagli Orti / Bridgeman Images: 16, 64
Egypt, Karnak, Red chapel of Hatshepsut, relief of wine offering to Hatsepsut / De Agostini Picture Library / Bridgeman Images: 42, 71
Egyptian art. Great Temple of Ramses II. Colossal statues depicting the pharaoh Ramses II (1290–1224 BC. Abu Simbel, Egypt / Tarkin / Bridgeman Images: 22, 65
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Howard Carter (1873–1939) english Egyptologist near golden sarcophagus of Tutankhamun (mummy) in Egypt in 1922 (photo Harry Burton) colorized document / PVDE / Bridgeman Images: 48, 73
Howard Carter discovered the lost burial chamber of Tutankhamun (colour litho), Watt, John Millar (1895–1975) / Private Collection / © Look and Learn / Bridgeman Images: 47, 72
iBertofo/SuperStock: 56, 75, 80f
Investigation on the grave treasures of Tutankhamun (b/w photo) / © SZ Photo / Scheil / Bridgeman Images: 48, 73
Isis and Horus honouring Osiris shown as mumiform, Sarcophagus detail, Egyptian civilization / Egyptian National Museum, Cairo, Egypt / De Agostini Picture Library / W. Bass / Bridgeman Images: 36, 70
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Metal processing and brick making, detail from frescoes in Tomb of Rekhmire, Sheikh Abd el Qurnah Necropolis, Luxor, Thebes (Unesco World Heritage List, 1979), Egypt, Egyptian civilization, New Kingdom, Dynasty XVIII / De Agostini Picture Library / S. Vannini / Bridgeman Images: 24, 66
Mummy in coffin, from Hawara (mixed media), Egyptian Ptolemaic Period (332–30 BC) / Ashmolean Museum, University of Oxford, UK / Bridgeman Images: 30, 67
Nefertari playing senet, detail of a wall painting from the Tomb of Queen Nefertari, New Kingdom (fresco), Egyptian 19th Dynasty (c.1292–1187 BC) / Valley of the Queens, Thebes, Egypt / Bridgeman Images: 23, 66
OpenClipart-Vectors/Pixabay: 78d, 78g, 79a
PalGraficas/Pixabay: 78i
Pectoral decorated with the winged scarab protected by Isis and Nephthys, from the tomb of Tutankhamun (c.1370–52 BC) New Kingdom (gold cloisonne and glass paste), Egyptian 18th Dynasty (c.1567–1320 BC) / Egyptian National Museum, Cairo, Egypt / Bridgeman Images: 33, 69
Peter Barritt/SuperStock: 55, 74, 79f, 80i
Queen Hatsepsut receiving offerings, 2009 (colour litho), Baptista, Fernando G. (21st century) / National Geographic Image Collection / Bridgeman Images: 56, 75
Scala/SuperStock: Cover B, 14b, 37, 70, 86b
Shari Darley Griffiths: i, ii, 15, 24, 29a, 29b, 35, 64, 66, 67a, 67b, 67f, 69, 78f, 79d, 79i
The cartouche of the king, from the Tomb of Horemheb (1323–1295 BC) New Kingdom (wall painting), Egyptian 18th Dynasty (c.1567–1320 BC) / Valley of the Kings, Thebes, Egypt / Bridgeman Images: 44, 72, 80c
The crowned head of Nefertiti, wife of Akhenaton / Werner Forman Archive / Bridgeman Images: Cover A, 14a, 23, 66, 86a
The gold mask, from the Treasure of Tutankhamun (c.1370–52 BC) c.1340 BC (gold), Egyptian 18th Dynasty (c.1567–1320 BC) / Egyptian National Museum, Cairo, Egypt / Bridgeman Images: Cover C, 14e, 48, 73, 79e, 80e, 86c
The Rosetta Stone, from Fort St. Julien, El-Rashid (Rosetta) 196 BC (see also 138897), Egyptian Ptolemaic Period (332–30 BC) / British Museum, London, UK / Bridgeman Images: 50, 74
The Weighing of the Heart against the Feather of Truth, from the Book of the Dead of the Scribe Any, c.1250 BC (painted papyrus), Egyptian 19th Dynasty (c.1292–1187 BC) / British Museum, London, UK / Bridgeman Images: 31, 68
Treasure of Tutankhamun, royal chariot from New Kingdom / De Agostini Picture Library / S. Vannini / Bridgeman Images: 49, 73
View on the Nile, 1855 (oil on canvas), Seddon, Thomas (1821–56) / Ashmolean Museum, University of Oxford, UK / Bridgeman Images: Cover D, 14d, 17, 65, 86d
Wael Hamdan/Age fotostock/SuperStock: 47, 72
Workers dragging building blocks (papyrus), Egyptian 21st Dynasty (c.1069–945 BC) / Private Collection / Ancient Art and Architecture Collection Ltd. / Bridgeman Images: 42, 71

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