

# D’Nile Is Where It’s At!

**Grade Level:** 1<sup>st</sup> grade

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**Length of Unit:** Nine lessons (approximately 40 minutes/lesson)

## I. ABSTRACT

Travel down the Nile River with your students to learn about ancient Egypt. In this unit the students will learn about pharaohs, the geography of Egypt, hieroglyphics, growing crops, the amazing pyramids and the sacred ritual of preparing their dead for the afterlife.

## II. OVERVIEW

### A. Concept Objectives

1. Develop a deep understanding about a particular large geographic area; such as, Egypt. (Colorado State Standard GEO. 1-4.2.1.B)
2. Recognize how art and literature can shape a culture.
3. Develop an understanding of rituals and beliefs of the Ancient Egyptians.

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: World History and Geography: Early Civilizations: Ancient Egypt
  - a. Geography
    - i. Africa
    - ii. Sahara Desert
  - b. Importance of Nile River, floods and farming
  - c. Pharaohs
    - i. Tutankhamen
    - ii. Hatshepsut, woman pharaoh
  - d. Pyramids and mummies, animal gods, Sphinx
  - e. Writing: hieroglyphics

### C. Skill Objectives

1. Locate, label and color Egypt on a map of Africa.
2. Label and color the Nile River and Sahara Desert on the Egyptian map.
3. Participate in completing a K-W-L chart.
4. Develop the skill to check their work by using a checklist.
5. Read, respond to and discuss that the Nile River contains rich soil to help the farmers grow crops.
6. Understand that resources to assist with farming and fishing.
7. Explore the organization of the Egyptian government.
8. Develop a deeper understanding of the role of a Pharaoh.
9. Compare the different burial rituals for a Pharaoh verses a common person.
10. Understand the significance of the cobra goddess, Wadjet
11. Explore the concept of a women pharaoh when it was predominately only men who were pharaohs.
12. Develop and understanding of how Hatshepsut came into power and her influence on the Egyptian people.
13. Gain knowledge about the burial of pharaohs in the pyramids and their beliefs and rituals that occurred.
14. Read and understand the construction of the pyramids.
15. Develop an understanding that the Egyptians used geometry to create a pyramid model.

16. Discover the purpose of preserving their dead and about their beliefs of the afterlife.
17. Understand the Egyptian purpose of protecting their dead.
18. Discover the mummy maker's process.
19. Locate the Sphinx in Egypt.
20. Read about the Sphinx and answer comprehension questions.
21. Understand that the Egyptians used pictures to write instead of letters as we do.
22. Students will have the opportunity to create their name or a sentence in hieroglyphics.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Hirsch, Jr. E.D. *What Your 1<sup>st</sup> Grader Needs to Know*
  2. Nicholson, Robert and Watts, Claire. *Ancient Egypt*.
  3. Wassynger, Ruth Akamine. *Ancient Egypt*
- A. For Students
  1. Seven Continents, Hirsch, Jr. E.D. *What Your Kindergartener Needs to Know*

### IV. RESOURCES

- A. Pluckrose, Henry. *Egypt* (use in all lessons)
- B. Tanaka Shelley. *Secrets of the Mummies* (use in Lesson Six)
- C. Rees, Rosemary. *The Ancient Egyptians* (use in all lessons)
- D. Nicholson, Robert and Watts, Claire. *Ancient Egypt* (use in all lessons)

### V. LESSONS

#### Lesson One: Where is Egypt?

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develop a deep understanding about a particular large geographic area; such as, Egypt. (Colorado State Standard GEO. 1-4.2.1.B)
  2. Lesson Content
    - a. Geography
      - i. Africa
      - ii. Sahara Desert
  3. Skill Objective(s)
    - a. Locate, label and color Egypt on a map of Africa.
    - b. Label and color the Nile River and Sahara Desert on the Egyptian map.
    - c. Participate in completing a K-W-L chart.
    - d. Develop the skill to check their work by using a checklist.
- B. *Materials*
  1. Appendix A (one for overhead)
  2. Appendix B (one of each student)
  3. Appendix C (one for each student)
  4. Appendix D (one for each student)
  5. Pencils (one for each student)
  6. Crayons (one for each student)
  7. Book to read in parts that pertain to this lesson: Pluckrose, Henry, *Egypt*. (pages 7-9, 28-29)
- C. *Key Vocabulary*
  1. Egypt: an ancient empire in Africa that was centered on the Nile River

2. Sahara Desert: a desert in Northern Africa; at approximately 3.5 million square miles, it is the world's largest desert
3. Nile River: originating in central Africa and flowing north to the Mediterranean Sea, with its delta in Egypt; it is the longest river in the world at over 4,000 miles long

D. *Procedures/Activities*

1. Note: A cereal box is needed in Lesson Five. You may want to send a note home to parents requesting cereal boxes.
2. Tell the students that they will be learning about Ancient Egypt.
3. Have Appendix A (or A2) on the overhead or made as a large poster to be filled out.
4. Tell the students that as a class you all will be completing a K-W-L chart. Explain that this is to record what they already know about Egypt, what they want to learn about and when you finish the unit; you will complete the last column on what you learned.
5. Begin in the first column of the K-W-L chart, which asks what you already know about Ancient Egypt. Record all student answers.
6. Then, ask students what they want to learn about Ancient Egypt and record answers in the second column. Asked pointed questions that lead to the *Core Knowledge Sequence* for 1<sup>st</sup> grade (i.e., geography of Africa, Egypt, Sahara Desert, Nile River, Tutankhamen, Hatshepsut, pyramids, mummies, animal gods, Sphinx, and Hieroglyphic writing). Some example questions are: What continent is Egypt on? Who ruled the Egyptian people? Where did they bury their Pharaohs when they died?
7. Have students retrieve their Ancient Egypt packets (Appendix B-P).
8. Explain that to begin their travel in time back to Ancient Egypt they need to understand the location and resources of Egypt.
9. Have the students put their name on the front page of their student packet (Appendix B).
10. On the next page students will find Appendix C, which is a map of Africa. Tell the student to point on their page where Egypt is located. Monitor students' answers and check students' answers to ensure the correct identification of Egypt.
11. Have the students color Egypt green on the map of Africa.
12. When the class has completed Appendix C, have the students turn the page to Appendix D, the map of Ancient Egypt.
13. Discuss with the students the different information that is displayed on the map. Notice the river, the seas, the legend and any other information.
14. Explain that they are going to color in important information on this map. Students will only need blue and brown crayons.
15. Have the students locate the Nile River. Once again, monitor the location the students are identifying on their map. Have the students color the Nile River blue. Tell the students that this river may look small on their map but it is actually the longest river in the world. That it is over 4,000 miles long.
16. Next the students will be coloring the Sahara Desert. Once again, have the students point to the location on their map and monitor where they are pointing. Have the students color the Sahara Desert brown. As the students are coloring tell them about the Sahara Desert. The Sahara Desert is the largest desert and it is 3.5 million square miles.
17. Ask the student to recall what they located on the maps. (This is to check for understanding and recall.)

18. Add answers to the K-W-L chart in the “L” section.
  19. Extension Activities: Have the students, who are advanced, label the Mediterranean Sea, Red Sea and Memphis (the first capitol of Egypt).
- E. *Assessment/Evaluation*
1. To ensure that the map of Egypt is completed correctly, please review the checklist to the right of the map. Read line by line and have the students check the box when it is completed (Appendix D).

## **Lesson Two: The Nile River**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop a deep understanding about a particular large geographic area; such as, Egypt. (Colorado State Standard GEO. 1-4.2.1.B)
  2. Lesson Content
    - a. Importance of Nile River, floods and farming
  3. Skill Objective(s)
    - a. Read, respond to and discuss that the Nile River contains rich soil to help the farmers grow crops.
    - b. Understand that resources assist with farming and fishing.
- B. *Materials*
1. Appendix E (one for each student)
  2. Pencils (one for each student)
  3. Crayons (one for each student)
- C. *Key Vocabulary*
1. Farming: planting, raising and harvesting crops for animal or human consumption
  2. Crops: plants that are produced on a farm
- D. *Procedures/Activities*
1. Begin the lesson with the students looking at their Egyptian map they completed in Lesson One.
  2. Ask the students to brainstorm how the Egyptians may have used the Nile River in their daily life. Accept all answers and try to lead students in understanding some of the ways the Egyptians used it to farm and fish. (May want to review definition with students from Lesson One.)
  3. Begin this page by focusing the discussion on farming.
  4. Open the student packets to Appendix E. Read the paragraph on farming. Have your children follow along. This may be a good opportunity to have your top readers read the paragraph.
  5. Read questions below and fill in answers using words from the word bank.
  6. Ask the students what they learned about Farming during Ancient Egypt times. Record some answers on the K-W-L chart in the “L” section.
  7. Review with students how to complete a page on using a word bank; you may want to use the first question as an example.
- E. *Assessment/Evaluation*
1. Completion of questions from the farming paragraph. (Appendix E)
  2. Completion of the matching sheet on fishing. (Appendix F)

## **Lesson Three: Pharaohs: Tutankhamen**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an understanding of rituals and beliefs of the Ancient Egyptians.

2. Lesson Content
    - a. Pharaohs
      - i. Tutankhamen
  3. Skill Objective(s)
    - a. Explore the organization of the Egyptian government.
    - b. Develop a deeper understanding of the role of a Pharaoh.
    - c. Compare the different burial rituals for a Pharaoh versus a common person.
    - d. Understand the significance of the cobra goddess, Wadjet.
- B. *Materials*
1. Appendix F (one for each student)
  2. Pencil (one for each student)
  3. Crayons (one for each student)
- C. *Key Vocabulary*
1. Pharaoh: a ruler of ancient Egypt
- D. *Procedures/Activities*
1. Begin the lesson by asking the student if they know whom a Pharaoh was and what their role was in their society.
  2. Explain to the students that we will discuss one Pharaoh in particular, the Pharaoh called Tutankhamen or “King Tut”.
  3. Read the paragraph on Appendix F in the student packet.
  4. Have the students color in the picture of the Pharaoh on the top of the page as they listen to story.
  5. Then, discuss the information and answer questions that the students may have.
  6. Next, fill in the statements with the words found in the paragraph on King “Tut”.
  7. In the third and final section, the students will draw a picture of King “Tut”.
  8. Review key points of the paragraph with the students.
  9. Add them to the “L” section on the K-W-L chart
- E. *Assessment/Evaluation*
1. Completion of Appendix F

**Lesson Four: Pharaohs Continued: Hatshepsut, A Woman Pharaoh**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an understanding of rituals and beliefs of the Ancient Egyptians.
  2. Lesson Content
    - a. Pharaohs
      - i. Hatshepsut
  3. Skill Objective(s)
    - a. Explore the concept of a woman pharaoh when it was predominately only men who were pharaohs.
    - b. Develop an understanding of how Hatshepsut came into power and her influence on the Egyptian people.
- B. *Materials*
1. Appendix G (one for each student)
  2. Pencil (one for each student)
  3. Crayons (one for each student)
- C. *Key Vocabulary*
- May want to review from Lesson Three
- D. *Procedures/Activities*
1. Review with the students who a pharaoh was and their role in Ancient Egypt.

2. Ask the students if they know if only men can be pharaohs. From their answers, guide them to understand that there were a few women pharaohs but that was not usually the tradition.
  3. Tell the students that today they will learn about a woman pharaoh named Hatshepsut.
  4. Ask the students why she was a pharaoh? How did she become a pharaoh? (Ask these questions to understand the students' perspective on women.)
  5. Then, have the students take out their Egyptian packets and open them to Appendix H.
  6. Read the paragraph that is on Appendix G. This is another opportunity to have your advanced readers read to the class.
  7. For their assessment in this lesson, the students will be completing a matching section.
  8. It maybe necessary to demonstrate how to complete a matching section.
  9. Monitor the students' questions and assist the students who maybe struggling with the matching format.
  10. In the conclusion of the lesson, have the students share what they have learned. Record answers on the "L" part of the K-W-L chart.
- E. *Assessment/Evaluation*
1. Completion of Appendix G

### **Lesson Five: The Perfect Pyramids**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop a deep understanding about a particular large geographic area; such as, Egypt. (Colorado State Standard GEO. 1-4.2.1.B)
    - b. Develop an understanding of rituals and beliefs of the Ancient Egyptians.
  2. Lesson Content
    - a. Pyramids
  3. Skill Objective(s)
    - a. Read and understand the construction of the pyramids.
    - b. Develop an understanding that the Egyptians used geometry to create a pyramid model.
- B. *Materials*
1. Appendix H (one for each student)
  2. Appendix I (two copies per student)
  3. Pencil (one for each student)
  4. Cereal Box (one for each student)
  5. Ruler (one for each student)
  6. Scissors (one for each student)
  7. Glue (one for each student)
  8. Tape (one for each student)
  9. Markers (one for each student)
  10. Book to refer to picture and section on pyramids: Pluckrose, Henry. *Egypt*
- C. *Key Vocabulary*
1. Pyramid: a group of huge monuments in the desert of Egypt, built as the burial vaults for ancient Egyptian kings
  2. Slaves: a group of people who are unpaid workers for another group of people
  3. Limestone: type of rock which was used to construct the pyramids
  4. Stonecutters: people who used tools to create blocks of limestone to construct the pyramids in Egypt

5. Geometry: a type of math that involves shapes and angles
- D. *Procedures/Activities*
1. Begin the lesson with a discussion on what they know about pyramids. Ask the students to share ideas about how they were constructed.
  2. Have the students retrieve their student packet and refer to Appendix H.
  3. Read the informational paragraph on the pyramid construction.
  4. Together as a class, answer the questions below the paragraph.
  5. Check their answers as a group and discuss any key points with the students.
  6. In the conclusion of the discussion, have the students share what they have learned. Record answers on the “L” part of the K-W-L chart.
  7. Next, have the students put away their packets and organize the students into four groups.
  8. In the next part of this lesson, the students will be creating a pyramid from their cereal box that they brought in from home. (The following directions were adapted from *Ancient Egypt* by Ruth Akmine Wassinger)
  9. On the chalkboard draw the basic dimensions of a chalkboard. Explain to the students that the base was originally 765 feet long and the original height was 482 feet. (This is similar to a 40 story high building and 10 football fields long.)
  10. Pass out materials listed above to groups (cereal boxes, rulers, pencils, scissors, glue and tape).
  11. Pass out the graph paper (Appendix I). Explain to the students that this paper will help make their pyramid accurate to the pyramids in Egypt.
  12. With rulers, have the children show you where an inch is on their ruler. Then have them measure an inch on their paper. You may want to monitor students’ measurements. This will help with any confusion that may occur later.
  13. Explain to the students that each inch of the graph paper equals 100 feet. This is the larger darker square box on the paper.
  14. Then, explain that every box on the paper equals 10 feet. These are the little boxes within the larger box.
  15. On the graph paper measure a square that is  $7\frac{1}{2}$ ”x $7\frac{1}{2}$  “. Put it aside after it is cut out.
  16. The students will create a triangle for the pyramid sides ( $6$ ”x  $6$ ”x $7\frac{1}{2}$ ”) using the other piece of graph paper.
  17. Next, open and flatten the cereal boxes.
  18. Trace the square and four triangle patterns onto the blank sides of the box. Carefully cut out the square and triangles.
  19. Match the longer edge of the triangles onto the outside edges of the square. (Don’t forget to have the blank side of the triangles faced down.)
  20. Check the students’ arrangement and when it is done correctly, allow the students to tape the triangles and square together.
  21. Put away to finish in the next lesson. Explain to the students that our pyramid construction will be completed in the next lesson and we will put a diagram of the inside of a pyramid in it.
  22. Review the concept from the paragraph.
  23. In the conclusion of the discussion, have the students share what they have learned. Record answers on the “L” part of the K-W-L chart.
- E. *Assessment/Evaluation*
1. Completion of Appendix I in the student packet

## **Lesson Six: The Secret Passages in the Pyramids Protect by the Animal Gods**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Develop a deep understanding about a particular large geographic area; such as, Egypt. (Colorado State Standard GEO. 1-4.2.1.B)
  - b. Develop an understanding of rituals and beliefs of the Ancient Egyptians.
2. Lesson Content
  - a. Pyramids and mummies
3. Skill Objective(s)
  - a. Discover the purpose of preserving their dead and about their beliefs of the afterlife.
  - b. Understand the Egyptian purpose of protecting their dead

### **B. Materials**

1. Appendix J (one for each student)
2. Appendix SK (one for each student)
3. Tape (one for each student)
4. Marker (one for each student)
5. Book to refer to picture and section on pyramids: Pluckrose, Henry. *Egypt*

### **C. Key Vocabulary**

1. Passageway: an area used to get from one destination to another
2. Chamber: a room used as the burial room for the Egyptian Pharaoh

### **D. Procedures/Activities**

1. Review what they learned about the construction of pyramids in the previous lesson.
2. Tell the students that in this lesson we will learn the purpose of creating these incredible monuments.
3. Have the students retrieve their Egyptian packets and open it to Appendix K.
4. On this page, the students will learn about the purpose of the pyramids and animal gods.
5. Read the information on the page and match the questions with the answers. As in earlier lessons, this would be a great time to have an advanced reader read the paragraph. It also maybe helpful to your students to read the first part of the match to remind them how to complete a matching activity.
6. In the conclusion of the lesson, have the students share what they have learned. Record answers on the “L” part of the K-W-L chart.
7. Once the K-W-L chart is completed for this lesson, have the students refer back to the map of Ancient Egypt (Appendix D).
8. Discuss with the students that the great pyramids were built in Memphis near the Nile River Valley.
9. Have the students add a small picture of the Great Pyramid to their map. The more advanced students can write a small caption about the location.
10. Have the students put their packets in a safe place and find their flat shaped pyramid that was constructed in the previous lesson. In this lesson the class will add one more piece and then finalize the construction of their pyramid.
11. Once everything is cleared from their desks, have the students cut out the diagram of the inside of a pyramid (Appendix K). You may also want to do this ahead of time to ensure accurate cutting.
12. Have the children measure and then draw a line down the middle of the base square. Make sure that before it is drawn that it is directly in the middle.
13. Take Appendix J and lay it on the line so the diagram is face up. Tape the edge of the triangle onto the line that is in the middle of the base square.

14. Tape the triangle that has the points going the same way up together. Then take the two sides of the triangle to the original two that were taped. The pyramid is now completed. I would leave the last triangle down for the students to be able to view the inside of the pyramid.
- E. *Assessment/Evaluation*
1. Completion of Appendix J in the student packet
  2. Final completion of the pyramid.

### **Lesson Seven: Mummies**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an understanding of rituals and beliefs of the Ancient Egyptians.
  2. Lesson Content
    - a. Pyramids and mummies
  3. Skill Objective(s)
    - a. Discover the purpose of preserving their dead and about their beliefs of the afterlife.
    - b. Understand the Egyptian purpose of protecting their dead.
    - c. Discover the mummy maker's process.
- B. *Materials*
1. Appendix K (one for each student)
  2. Appendix L (one for each student)
  3. Appendix M (one for each student)
  4. Oranges (three disks per group)
  5. Baking Soda
  6. Pencil (one for each student)
  7. "Sandwich" zip lock baggie
  8. Paper towel
  9. Tablespoon measuring spoon
  10. Tape
  11. Coffee Filter (two per group)
  12. Book: Tanaka Shelley. *Secrets of the Mummies*
- C. *Key Vocabulary*
1. Preservation: to protect something so it will stay in its original state
  2. Afterlife: what occurs to the spirit after this lifetime
  3. Rituals: a set of actions that is always performed in the same way as a part of a religious ceremony or social custom
- D. *Procedures/Activities*
1. Begin the lesson with asking the class what they know about mummies. How are the mummies prepared? Why did the Egyptians mummify their dead?
  2. Show the students some of the pictures from the book, *The Secrets of the Mummies*. This will give the students a mental image of the mummification process and what they look like after thousands of years.
  3. After the discussion, have the students retrieve their student packet. Today the students will complete Appendices L and M.
  4. Read the informational paragraph. Have students answer the questions and then design his or her own picture of a mummy and coffin in the boxes after the paragraph.
  5. When the paragraph and pictures are completed, have the students put their packet away.

6. In the conclusion of the discussion, have the students share what they have learned. Record answers on the “L” part of the K-W-L chart.
  7. The next parts of the lesson will involve a mummy science experiment (this is a four day experiment).
  8. In this experiment the students will learn about how the bodies were preserved if they were prepared correctly or how other ways were not as effective. (Experiment adapted from, *Ancient Egypt* by: Ruth Akmine Wassinger)
  9. Explain to the students that we are going to be Ancient Egyptians and do an experiment on mummifying. Tell the students that one of the ingredients that we are going to use is called baking soda and this is a similar ingredient that the Egyptians used when preparing their dead.
  10. On a cutting board arrange the orange so the stem part is on the side. Cut the orange in half. Then from that orange half, cut three disks approximately 1/8 inch thick or less. (This step the teacher may want to complete ahead of time.) Don’t forget that every group will need three orange disks.
  11. Day 1 Instructions: Label the different plates with the orange disks with the numbers 1, 2 and 3. Locate the row that is labeled Day 1. Describe/draw how the orange appears. Continue this process for Day 2 and Day 3 (Appendix N).
  12. Put the first orange disk into a “sandwich baggie” then fold the top over twice and tape it closed.
  13. Next, put orange disk 2 into a paper towel and then put into a “sandwich baggie”. Then fold the top over twice and tape it closed.
  14. Put 2 tablespoons of baking soda in each coffee filter. Fold the sides of the filter over the baking soda. Next, fold the top and bottom parts of the coffee filters over the baking soda. Tape closed. Repeat steps two times per group.
  15. Put the third orange disk in between the baking soda packets. Make sure that the tape is on the outside. (Tape should not be touching the orange disk.)
  16. Place third orange disk and baking soda packets into a “sandwich baggie”. Fold top over twice and then tape closed.
  17. Day 2 Instructions: Remove each disk from the “sandwich baggies” and then discuss any changes that the students observe. Return the orange disks into the “sandwich baggies”.
  18. Record the observations in chart by describing or drawing the changes (Appendix N). Make sure that every student thoroughly washes their hands after handling the orange disks.
  19. Day 3 and 4 Instructions: Repeat Day 2 directions.
  20. As a class, discuss the changes they have observed over the past three days.
  21. Extension Activity: Have the advanced student write a summary of the experiment. Then have them add how this experiment gave them insight as to how the mummy makers tried to preserve the Egyptian bodies.
- E. *Assessment/Evaluation*
1. Completion of Appendices L, M and N.

### **Lesson Eight: The Amazing Sphinx**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an understanding of rituals and beliefs of the Ancient Egyptians.
  - b. Develop a deep understanding about a particular large geographic area; such as, Egypt. (Colorado State Standard GEO. 1-4.2.1.B)
2. Lesson Content
  - a. Sphinx

3. Skill Objective(s)
  - a. Locate the Sphinx in Egypt.
  - b. Read about the Sphinx and answer comprehension questions.
- B. *Materials*
  1. Appendix O (one per student in packet)
  2. Pencil (one per student)
- C. *Key Vocabulary*
  1. Sphinx: a large statue that has a head of a pharaoh and a body of a lion in Giza, Egypt
- D. *Procedures/Activities*
  1. Begin the lesson by asking the students what they think a Sphinx symbolized in Ancient Egypt.
  2. Have students open their student packet to Appendix O.
  3. Read the informational paragraph on the Sphinx. As in previous lessons, this will be a great time to utilize the advanced reader in your class.
  4. After reading the paragraph answer the comprehension questions at the bottom of the page.
  5. Depending on your class, the teacher may need to read questions to the entire or portion of the class.
  6. In the conclusion of the discussion, have the students share what they have learned. Record answers on the “L” part of the K-W-L chart.
- E. *Assessment/Evaluation*
  1. Completion of comprehension question in Appendix N.

### **Lesson Nine: Hieroglyphic Writing**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develop an understanding of rituals and beliefs of the Ancient Egyptians.
    - b. Recognize how art and literature can shape a culture.
  2. Lesson Content
    - a. Writing: hieroglyphics
  3. Skill Objective(s)
    - a. Understand that the Egyptians used pictures to write instead of letters as we do.
    - b. Students will have the opportunity to create their name or a sentence in hieroglyphics.
- B. *Materials*
  1. Appendices P and Q (one per student in packet)
  2. Pencil (one per student)
- C. *Key Vocabulary*
  1. Hieroglyphics: writing used by ancient Egyptians, made up of pictures and symbols
  2. Symbols: a design or an object that represents something else
  3. Papyrus: paper made from the stems of a plant that grows tall in the water near northern Africa and southern Europe
- D. *Procedures/Activities*
  1. Begin the lesson with asking the students what type of writing we use, i.e., letters and numbers.
  2. Ask the students what they think the Egyptians used to write. Lead the students to symbols of animals or lines.
  3. Ask the students about what the Egyptian wrote on.

4. Have the class retrieve their Ancient Egypt packets. Turn to the page of Appendix P.
  5. Read the information on hieroglyphics. Then, answer the two questions about hieroglyphics.
  6. Then on Appendix Q, observe the different pictures that were used to write letters. Discuss with the students what they notice about the letters and the symbol that the Egyptians chose to represent it.
  7. Next, have the students write their name and age using the symbols.
  8. Some students will need assistance with this. I recommend having referred to their nametag to keep them from losing track of the letters and numbers.
  9. In the conclusion of the discussion, have the students share what they have learned. Record answers on the “L” part of the K-W-L chart.
- E. *Assessment/Evaluation*
1. Completion of name and age written in hieroglyphics in Appendices P and Q.

## VI. CULMINATING ACTIVITY

- A. Ancient Egypt Unit test (Appendix R), answers can be found in Appendix S

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: K-W-L Chart
- B. Appendix A2: Teacher K-W-L Chart
- C. Appendix B: Cover Page for Ancient Egypt unit
- D. Appendix C: Map of Africa
- E. Appendix D: Map of Egypt
- F. Appendix E: Farming on the Nile River
- G. Appendix F: Pharaoh Tutankhamen
- H. Appendix G: Pharaoh Hatshepsut
- I. Appendix H: Pyramid Construction
- J. Appendix I: Graph Paper
- K. Appendix J: Inside the pyramid
- L. Appendix K: What is on the Inside of the Pyramids?
- M. Appendix L: Mummies
- N. Appendix M: Mummies Continued
- O. Appendix N: Mummification Chart
- P. Appendix O: The Sphinx
- Q. Appendix P: Hieroglyphics
- R. Appendix Q: Writing in hieroglyphics
- S. Appendix R: Ancient Egypt Unit Test
- T. Appendix S: Answers to Ancient Egypt Test

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## Ancient Egypt K-W-L Chart

What we know about  
Ancient Egypt

What we want to learn about  
Ancient Egypt

What we have learned about  
Ancient Egypt

## Ancient Egypt K-W-L- Chart

What we know about  
Ancient Egypt.

What we want to learn  
about Ancient Egypt.

What we have learned about  
Ancient Egypt

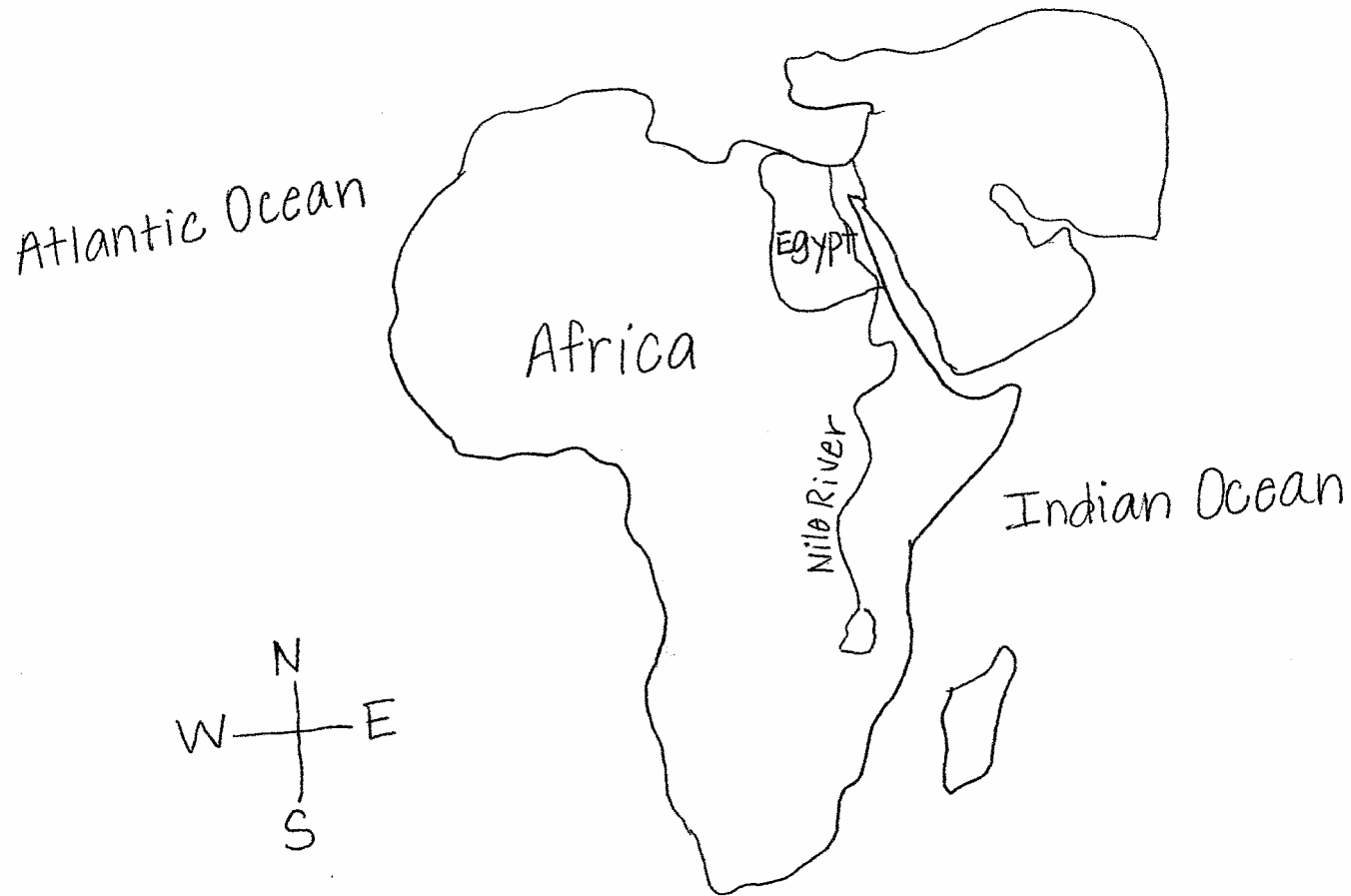
-  Egypt is on the continent of Africa.
-  Egypt has the largest desert in the world, the Sahara Desert.
-  Egypt has the longest river in the world, the Nile River.
-  The Pharaoh Tutankhamon
-  The Pharaoh Hatshepsut
-  Pyramids
-  Mummies
-  Animal Gods
-  Sphinx
-  Hieroglyphics

# Ancient Egypt in 1st grade

This book belongs to: \_\_\_\_\_  
-----  
\_\_\_\_\_

## Africa

Directions: Below you will see the continent of Africa where Egypt is located. Please color Egypt green on this map.



Appendix D

## Egypt

Directions: Please listen to the teacher's directions. Check your work by using the checklist next to the map of Egypt.

Did you remember??

- Locate the Nile River
- Color the Nile River blue
- Locate the Sahara Desert
- Color the Sahara Desert brown



Review Question: What continent is Egypt on? \_\_\_\_\_

## Farming on the Nile River

Directions: Read the paragraph and then answer questions using the word bank

How do crops grow in the desert? The ancient Egyptians had a system using the Nile River. Before the Nile River would flood, the Egyptians planted seeds along the bank of the river. When the river flooded, it pushed nutrient-rich soil on the shore and this helped the plants grow. The plants they grew were corn, rice, sugar cane, cotton, fruits and vegetables. Most people ate the crops that were grown and fish was usually only eaten by the poor.

seeds	Nile River	air
Mississippi River	cows	soil fish

1. The Egyptians planted \_\_\_\_\_ before the river flooded.
2. The nutrient-rich \_\_\_\_\_ helped the plants grow.
3. They used the \_\_\_\_\_ \_\_\_\_\_ to farm in a desert.
4. The poor Egyptian ate \_\_\_\_\_.

## King "Tut" 1333-1323?

Pharaohs were similar to our President but they were thought to be like a god. A pharaoh usually had more than one wife. One of his wives was called the "great royal queen". A person became a pharaoh by passing their throne onto another family member or by being overthrown by another group of Egyptians.

Can you imagine becoming a king or queen at 10 years old? The pharaoh called Tutankamon became a pharaoh when he was only 10 years old. Tutankhamen had a lot of influence on the Egyptian people. "King Tut" as he is called today, built many temples honoring the god, Amon-Ra. This was the god of the sun. When his tomb was discovered it had not been disturbed in thousands of years. He is remembered for all his riches that were buried with him to take with him to the after life.

Directions: Fill in the blank with the words from the paragraph.

1. A \_\_\_\_\_ was similar to our President.
2. A pharaoh usually had more than one \_\_\_\_\_.
3. The Pharaoh Tutankamon became a pharaoh at \_\_\_\_\_ years old.
4. Pharaoh Tutankamon built many temples honoring the god of the \_\_\_\_\_.
5. What was the Pharaoh Tutankamon nickname? \_\_\_\_\_

**Directions:** Write a sentence or two about the following questions.

1. What was King "Tut" known for when his burial tomb was found?

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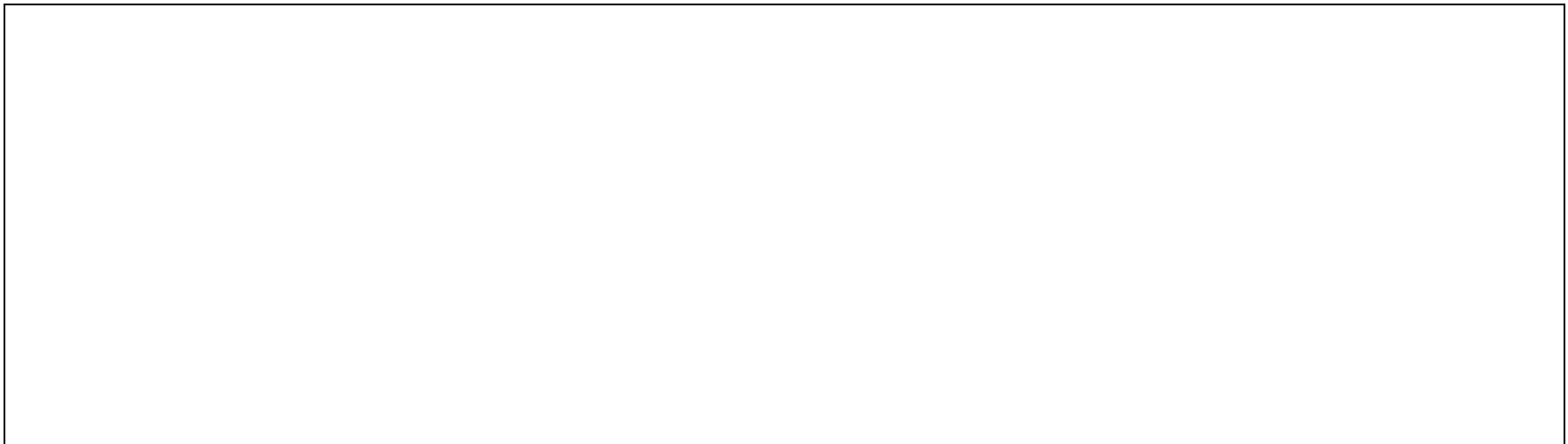
2. Why do you think a pharaoh had more than wife?

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**Directions:** Draw a picture of King "Tut" as a pharaoh.



Appendix G

Hatshepsut (1573-1458 B.C.)

One of the women pharaohs was Queen Hatshepsut. Usually women were not pharaohs. How did she become a pharaoh? Hatshepsut's husband was the next person in their family to become a pharaoh. Unfortunately, he died and his wife, Hatshepsut, took his place. The next person in line for the throne was her nephew and he was only a baby at that time. After seven years of ruling Egypt, she declared herself king. When she died, her nephew became the next pharaoh. Her nephew destroyed many of her statues that were built but today some of them are on display in museums.

Directions: Match the statement on the left with the answer on the right. All information can be found in the paragraph,

1. One of the women pharaohs was \_\_\_\_\_.
2. Hatshepsut's husband died and she became a \_\_\_\_\_.
3. She declared herself to be \_\_\_\_\_.
4. When Hatshepsut died her \_\_\_\_\_ became the next pharaoh.
5. Her nephew destroyed her \_\_\_\_\_ and this is why we do not know what Hatshepsut looked like.

- A. Nephew
- B. Pharaoh
- C. Hatshepsut
- D. Statues
- E. King

## The Pyramids Under Construction

How did the Egyptian build the pyramids? This amazing project was done without any machines to help them! The material that the Egyptians used to make the pyramids came from across the Nile River. The people would then drag it to the building site. It would take 20-50 people to drag the limestone. Once it was cut into the rectangle, a 1,000 people would then put it into its place on the pyramid. The rectangles that were cut fit perfectly. This was important because it needed to be secure. When the pyramids were completed 5,000 years ago, it looked like a bright shining mirror on the desert sand. Now, it looks like a giant staircase.

Directions: Answer the following questions in your best handwriting.

1. Why did the Egyptians need so many people to move the limestone to build the pyramids?

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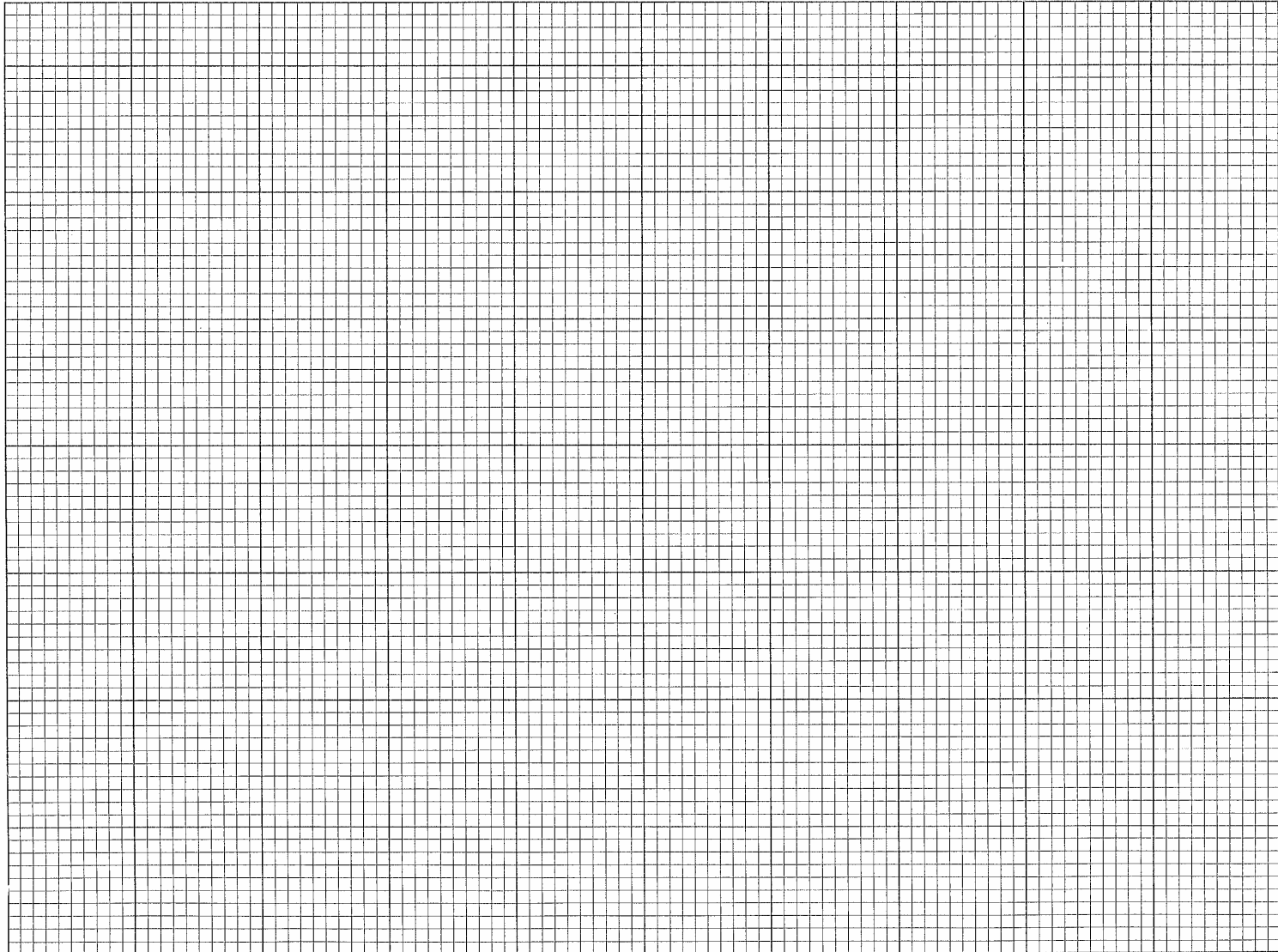
2. How did the pyramid's physical appearance change from looking like a mirror to a staircase?

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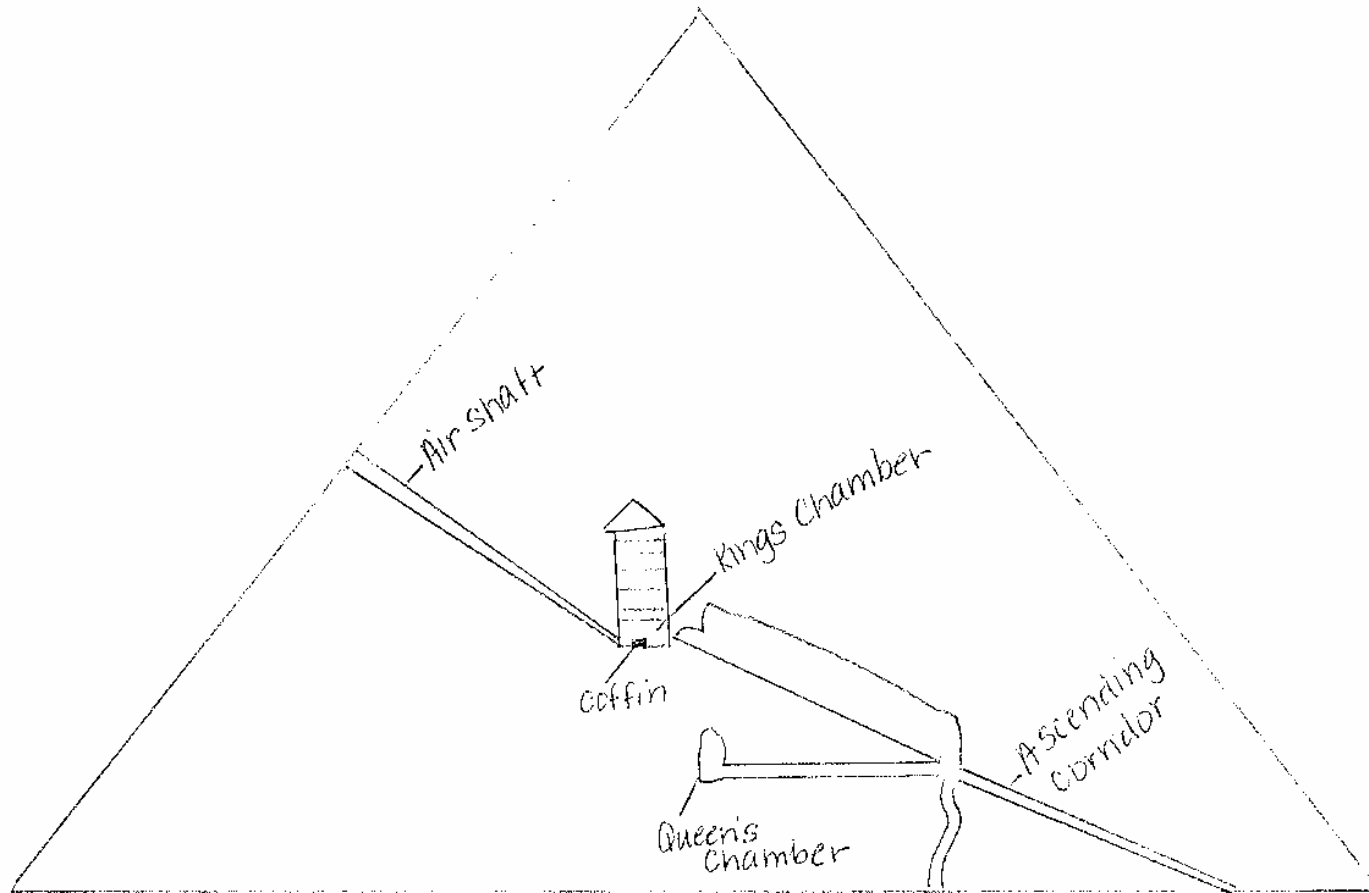
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Appendix I



Appendix J



# INSIDE THE GREAT PYRAMID

## What is on the inside of pyramids?

Why did they build the pyramids? The ancient Egyptian believed that this shape would help the pharaoh's spirits rise to meet the sun. The pyramids were mostly filled with stones. There were many passageways leading to the burial chamber of the pharaoh. Sometimes the Egyptians would build a false chamber and passageways that lead nowhere. This would confuse a robber who may want to steal the pharaoh's treasures. Inside the actual tomb are items that the pharaoh thought he needed in the after life. Such as, gold, jewelry, food, etc. His coffin would also be there decorated with hieroglyphics and gold.

Directions: Imagine that you are a pharaoh. Draw below three items that you would want to bring with you to the after life.

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## Mummies

When a pharaoh died there were certain ways to prepare their body for the after life. A mummy is a body that has been treated and wrapped to preserve it for their next life. It took 40 days to prepare a mummy. The lungs, heart and liver were put into containers called canopic jars. Once the body was dry, they would wrap it in linen and coat it in resin. After the preparation, a mummy was placed inside a coffin. It would then be placed in a stone box called a sarcophagus. The coffins were painted inside and out with gods, goddesses and magic spells for protection.

Directions: Answer the following questions below by circling the correct answer.

1. How long did it take to prepare a mummy?  a. 10 days       b. 4 days       c. 40 days

2. What were the organs put into?  a. cookie jars       b. organ jars       c. canopic jars

3. What was the coffin placed into?  a. esophagus       b. sarcophagus       c. box       d. pyramid

4. What is one thing that you learned today?

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Appendix M

Directions: You learned about mummies in the last lesson. What do you think it looked like? Draw a picture of what you think a mummy looked like and another of his coffin.

<p>My mummy looks like this .....</p> 	<p>My mummy's coffin looks like .....</p> 
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## Mummification Chart

DAY	<u>DISK 1</u> : PLAIN ORANGE	<u>DISK 2</u> : ORANGE WITH PAPER TOWEL	<u>DISK 3</u> : ORANGE WITH BAKING SODA
1			
2			
3			
4			

Adapted from: Wassinger, Ruth Akamine. *Ancient Egypt*. New York: Scholastic Professional Books, 1986. ISBN: 0-590-89644-X

## The Sphinx

The sphinx was a mythical creature. Mythical means that it was an imaginary. This creature had the body of a lion and the face of a pharaoh. The sphinx was carved from stone and built in the desert near Giza. It was built to guard the pyramids.

Directions: Answer the questions below in short answer.

1. Why was the Sphinx guarding the pyramids?

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2. Why did the Egyptians build this statue with a body of a lion?

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## Hieroglyphics

The Ancient Egyptians used pictures to write words. These pictures are called hieroglyphics. They used 700 different pictures. Egyptians used them to carve into stone or used ink to write on papyrus. What is papyrus? It is paper made from a reed-like plant called papyrus. The stems were cut and sliced. Then they were stacked together and pounded to break apart the fibers. The fiber dried into a flat sheet. The sheets were rolled into scrolls or bound into books.

Directions: Match the sentence with the vocabulary words.

1. The reed-like plant that Egyptians wrote on is called\_\_\_\_\_. A. 700
2. The Egyptians used \_\_\_\_\_different pictures. B. Papyrus
3. The name of the pictures that Egyptians wrote was called \_\_\_\_\_. C. Hieroglyphics

























Appendix Q

# Writing in Hieroglyphics

Directions: Below you will see a picture that represents a letter. Practice writing your name as the Ancient Egyptians did by using the hieroglyphic symbols below



EGYPTIAN HIEROGLYPHS

A  vulture	B or V  foot	C  basket
D  hand	E  reed leaf	F  horned viper
G  pot stand	H  shelter	I  reed leaf
J  cobra	K  basket	L  mouth
M  owl	N  water	O  quail chick
P  stool	Q  hillside	R  mouth
S  folded cloth	T  bread loaf	U or W  quail chick
X  basket cloth	Y  2 reed leaves	Z  door bolt

# ANCIENT EGYPT UNIT TEST

NAME: \_\_\_\_\_

Directions: Answer the following questions by using the word bank below.

Nile River	Amon-Ra	king	Hatshepsut	King Tut	100
limestone	rectangle	seeds	mirror	5,000	soil

1. The Ancient Egyptians used the \_\_\_\_\_ to farm in the desert.
2. The \_\_\_\_\_ helped the plants grow.
3. \_\_\_\_\_ became a pharaoh at the age of 10 years old.
4. The pharaohs built many temples honoring the god, \_\_\_\_\_.
5. Hatshepsut declared herself to be \_\_\_\_\_.
6. After \_\_\_\_\_ died her nephew became the next pharaoh.
7. The pyramids were made out of \_\_\_\_\_.
8. The shape of the pieces that created the pyramids was \_\_\_\_\_.
9. When the pyramids were completed, it looked like a \_\_\_\_\_ on the sand.
10. The pyramids were completed \_\_\_\_\_ years ago.

Directions: Fill in the blank with the correct answer.

1. How long did it take to prepare a mummy? \_\_\_\_\_
2. The canopic jars were used to put \_\_\_\_\_ in?
3. The pyramids today look like a giant \_\_\_\_\_.

Directions: Match the sentence from column A with the word in column B.

Column A

The paper the Egyptians used to write on and create books was called \_\_\_\_\_.

The Egyptians used \_\_\_\_\_ pictures to write their hieroglyphics.

The Egyptians believed that designing the pyramid shape was to help the pharaoh's spirit would rise to the \_\_\_\_\_.

The pharaohs' coffin was decorated with hieroglyphics and \_\_\_\_\_.

The \_\_\_\_\_ was a mythical creature.

The sphinx has a head of a \_\_\_\_\_ and a body of a \_\_\_\_\_.

Column B

A. pharaoh

B. papyrus

C. sphinx

D. lion

E. gold

F. sun

Map Directions

Color the Nile River blue and the Sahara Desert brown.



## ANCIENT EGYPT UNIT TEST ANSWERS

Directions: Answer the following questions by using the word bank below.

Nile River	Amon-Ra	king	Hatshepsut	King Tut	100
limestone	rectangle	seeds	mirror	5,000	soil

1. The Ancient Egyptians used the NILE RIVER to farm in the desert.
2. The SOIL helped the plants grow.
3. KING TUT became a pharaoh at the age of 10 years old.
4. The pharaohs built many temples honoring the god, AMON-RA.
5. Hatshepsut declared herself to be KING.
6. After HATSHEPSUT died her nephew became the next pharaoh.
7. The pyramids were made out of LIMESTONE.
8. The shape of the pieces that created the pyramids was RECTANGLE.
9. When the pyramids were completed, it looked like a MIRROR on the sand.
10. The pyramids were completed 5,000 years ago.

Directions: Fill in the blank with the correct answer.

1. How long did it take to prepare a mummy? 40 DAYS
2. The canopic jars were used to put ORGANS in to preserve them for the after life.
3. The pyramids today look like a giant STAIRCASE.

Directions: Match the sentence from column A with the word in column B.

Column A

The paper the Egyptians used to write on and create books was called **PAPYRUS (B)**.

The Egyptians used **700 (G)** pictures to write their hieroglyphics.

The Egyptians believed that designing the pyramid shape was to help the pharaoh's spirit would rise to the **SUN(F)**.

The pharaohs' coffin was decorated with hieroglyphics and **GOLD (E)**.

The **SPHINX(C)** was a mythical creature.

The sphinx has a head of a **PHAROAH (A)** and a body of a **LION (L)**.

A. pharaoh

B. papyrus

C. sphinx

D. lion

E. gold

F. sun

G. 700

Map Directions Color the Nile River blue and the Sahara Desert brown.

Column B

