**Content Statements**

* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**History
* **Topic:**Early Civilizations
* **Content Statement:**2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**History
* **Topic:**Historical Thinking and Skills
* **Content Statement:**1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E
* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**Geography
* **Topic:**Spatial Thinking and Skills
* **Content Statement:**3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**Geography
* **Topic:**Spatial Thinking and Skills
* **Content Statement:** 4. Latitude and longitude can be used to identify absolute location.
* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**Geography
* **Topic:**Places and Regions
* **Content Statement:**5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).
* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**Geography
* **Topic:**Human Systems
* **Content Statement:**6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

* **Theme:**Regions and People of the Eastern Hemisphere
* **Strand:**Geography
* **Topic:**Human Systems
* **Content Statement:**7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**Common Core**

* CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies
* CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
* CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Intro**

The ancient Egyptian civilization was one of the earliest in history. It was also one of the longest lasting civilizations. Egypt is situated in the Nile Valley in north east Africa. The Nile river was the center of Egyptian life. The river created fertile land along its banks in an otherwise dry area. The Egyptian civilization involved many innovations and had a huge impact on the world. They created a system of writing and produced the first government to rule an entire nation (although another civilization did have city-states, but they were much smaller). Mathematics and agriculture were also hugely impacted by this civilization.

The Ancient Egyptians used hieroglyphics and also created another form of writing. Hieroglyphics are pictures that were used mainly on tomb walls. The Pharaoh was the ruler of Ancient Egypt. He was considered a god who was between heaven and earth. He was also in charge of the army. He had scribes, overseers and officials to help counsel him.

A major part of the Egyptian culture revolved around their gods. Ra, Isis, Horus, Osiris are just a few of the many gods and goddesses they worshipped. They also strongly believed in an afterlife. This leads to the mummification of people and animals along with keeping precious belongings in tombs.

In addition to mummies, pyramids are one of the first things that come to mind when somebody thinks of Egypt. The Ancient Egyptians built such beautiful structures that are still standing today. The first stone pyramids were believed to have been built around 2700 B.C. The pyramids of Giza were built  around 2600 B.C.   
  
**Artifact 1-Papyrus/Hieroglyphics**

The egyptians used papyrus to write on. Papyrus is a plan that grew in the river valley. It is cut and then soaked in water. After it has been soaking for a while they are laid next to each other and then crossways on top. Then it is pounded flat until it is similar to paper. Our word “paper” actually comes from the word “papyrus.” Included in their writing system are hieroglyphics. Hieroglyphics are pictures that represent either ideas or objects. The Egyptians had around 700-800 different symbols. These symbols can most commonly be found inside of coffins and on the walls of tombs. Ancient Egyptians believed these would help the dead in the afterlife.

*Teaching Idea:* Papyrus was the paper of the Egyptians. It was one way the people were able to write down and get information to another person. Students will be grouped into different regions. Each region will be given a different scenario (flooding, crop failure, mummifying somebody of importance, etc.). Students will be given their own papyrus and create a message telling somebody about their region’s scenario. Hieroglyphics were a huge part of Egyptian writing and culture, so students would use this opportunity to learn how to draw some of the symbols. After they create their message they will “send” it to somebody in another “region” and then try to decipher whichever message they received. Students can also use this chance to discuss the different ways they could deliver their message (by walking or, more likely, by using the Nile).

**Artifact 2-Canopic Jar**

The canopic jar kept the organs of the dead. The organs were preserved just like the body was. The belief was that the dead would need a preserved body and their organs also preserved in order to have a complete body in the afterlife. The only organ not removed was the heart. The heart remained in the body because they believed the heart was needed for the “test” they would have to pass to determine if they had led a good life. The Egyptians didn’t always keep the organs in the jars though. Eventually they started to wrap the organs and then return them to the body. On top of the jars is one of four heads that each represented one of the sons of Horus, the god of the sky.

*Teaching Idea:* Each of the four lids of the canopic jars represents a different son of Horus. Students would be broken up into four different groups, each assigned to one of the four sons. They would use clay, cardboard, or whatever other supplies they wanted to recreate a canopic jar. They would also research the son they had and whichever goddess was assigned to protect that son. Students would then present their jars and information about their son and goddess.

**Artifact 3-Mummified Animal**

Egyptians would bury pets and other animals with them in the tombs. They buried pets because they took everything with them into their tomb to be with them in the afterlife. Other animals were mummified as either food offerings to humans in the afterlife or as sacred offerings to the gods. Some animals were even believed to be the manifestations of a god. Cats are the most prominent example of this.

*Teaching Idea:* Students would visit this website and read and watch the video that is included http://www.ngkids.co.uk/history/how-to-make-a-mummy . After that, students would discuss what they think is important enough to take with them (like how the Egyptians took their pets with them). They would discuss what they would want mummified or brought with them into a tomb. Students would then be asked to show their understanding of the mummification process by lining up in the correct order. Students will be given one of the steps listed on the website and must stand in the correct order. Depending on the number of students, several groups may need to do this at the same time. After they have ordered themselves correctly they will have a fun little competition. Students will get in groups and be given rolls of toilet paper. They will pick one person to “mummify.” Whichever group covers their person first (and they are completely covered) wins.

**Artifact 4- Mirror**

The Ancient Egyptians valued beauty very much. They created their own cosmetics comparable to our eyeliners and lipsticks of today. They created mirrors made from polished bronze. The mirror actually ended up becoming a symbol of regeneration. Mirrors also served as a symbol of wealth due to the fact only the rich were able to have actual mirrors while the poor could only use the reflections in the water.

*Teaching Idea:*Students will research the history of the mirror. They will look at how the mirror is today and how it is made and compare it to the mirrors of ancient times. Old Egyptian mirrors used to be made out of polished bronze and had wood or some stalks as the handle. Students will view pictures of these ancient mirrors to give them a good idea of what they actually looked like. In addition to comparing how an object changed and improved over time, students will also be asked to think about their resources. It was stated that the poor could only use their reflection in water instead of being able to get the bronze mirrors the wealthy used. Students will brainstorm ideas on how they could use everyday objects in different ways. For example, I would tell students that there are no more mirrors... so what could they use instead to see themselves? What objects do they have available in the school or outside in nature? That would then tie into a discussion about how people have to use the resources that are available to them when they don’t have something else.

**Artifact 5-Necklace**

The Egyptians valued jewelry. They would completely cover themselves in it. From earrings to bracelets to necklaces, the Egyptians wore it all. Not only was jewelry used for beauty, it was also a symbol of status, power and religion. The rich could be separated from the poor just by looking at their jewelry. The upper class wore gold, silver and precious stones while the lower class only were able to wear stones, wood and bones. Many Egyptians wore jewelry to ward off evil as well. They believed it could be lucky like a rabbit’s foot.

*Teaching Activity:* This activity could be very challenging depending on the amount of help students are given. Students will be given a picture of a piece of jewelry. With a partner they will be on mission to figure out as much as possible about it. Based on the picture they will figure out what type of person wore it (if it is gold, for example, it would have been a wealthier person) and what types of stones/metals it was made out of. Students would also research any special meanings it had behind it. Some jewelry contained different symbols on them, either symbols of gods or other special objects. They would figure out if it was worn just for beauty or if it was one for religious purposes. Some of the pieces of jewelry could be quite tricky, but students would be provided websites that would help them if needed. This would test students’ research abilities and give them a challenge. It would also help them to look more closely at a picture and look for details. Instead of just saying “oh, it’s a necklace” they would say “it looks like a gold necklace with a blue beetle on it” and use that to help them. Most jewelry held some significance and students would present their findings at the end. Not necessary, but to add some competition if wanted, pairs could be challenged to find the most information in a certain amount of time. Students would then have a class discussion on the different types of jewelry they had and what the lives of the wearer could have possibly been like. As the teacher, I would have already looked up each piece of jewelry that was assigned to guide students that need it and to also help verify if students found the right information of course.

**Resources**

Ancient Digger Archaeology. (n.d.). Retrieved July 13, 2016, from http://www.ancientdigger.com/2013/02/the-history-and-meaning-of-ancient.html

Canopic Jars - Ancient Egypt Facts for Kids. (n.d.). Retrieved July 13, 2016, from http://www.historyforkids.net/canopic-jars.html

Papyrus in Ancient Egypt | Essay | Heilbrunn Timeline of Art History | The Metropolitan Museum of Art. (n.d.). Retrieved July 13, 2016, from [http://www.metmuseum.org/toah/hd/papy/hd\_papy.ht (Links to an external site.)](http://www.metmuseum.org/toah/hd/papy/hd_papy.htm)m

The Government of Ancient Egypt. (n.d.). Retrieved July 13, 2016, from http://www.ancient-egypt-online.com/ancient-egypt-government.html