**Day One**

**Topic:** Intro to Egypt, location

**Content Statement:** Latitude and longitude can be used to identify absolute location.

Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment

**Geography Theme:** Location, Place

**Lesson:** To start the lesson students will watch the Steve Martin King Tut video <http://www.nbc.com/saturday-night-live/video/king-tut/n8663>

This serves as a fun/playful introduction to the Egyptian unit.

After the video, the class will discuss what they know about Egypt. They will take turns sharing their thoughts and discussing whether they know something is actually true or if it might just be a guess. After a brief discussion, students will be asked to find Egypt on Google Maps <https://www.google.com/maps>

After each student has found Egypt on the map using their chromebooks, we will discuss what some of the advantages and disadvantages of that specific location might have been.

After the discussion, we will create a class chart about what they know are facts about Ancient Egypt. This will help the teacher to see what areas need even more emphasis throughout the unit.

After the chart is created, students will be given a short question slip. The two questions students will be asked to answer are Why was the Nile so important to the Egyptians? and What do you want to know more about regarding Ancient Egypt?

At the end of class, students will be introduced to the book The Egypt Game. This is a book about a group of kids who start to perform ancient Egyptian rituals and then weird things start to happen. Students will study this book through literature circles in reading class.

**Assessment:** The assessments for this day are the chart of what the class collectively already knows about ancient Egypt and also the question slip. These are just a starting point to gather information about students’ prior knowledge.

**Materials needed:** Teacher computer (for King Tut video), Student computers (for Google Maps), large paper for class knowledge chart, question slips, The Egypt Game books

**Day Two**

**Topic:** Hieroglyphics and Papyrus

**Content Statement:** 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.

**Geography theme**: Movement, Place

**Lesson:** Students will start the day by viewing the image projected on the board. It will be one of the extracts from Ancient Egyptian writing from this site <http://www.pbs.org/empires/egypt/special/hieroglyphs/kamose01.html>

Student will be asked whether they have any idea what the message says. After a little while to think, students will be asked if they know what that type of writing is called. Following that, students will be asked to discuss in small groups the different ways people communicate (drawings, words, writing letters, texting, etc.).

After the discussion, students will view other examples of hieroglyphics. Students will then be asked to think about whether they know what they typically wrote on. This will lead to talking about papyrus and how they made their “paper.”

Then students will get to create their own hieroglyphic name on papyrus.

Directions on how to make the papyrus can be found at Crayola’s website <http://www.crayola.com/crafts/egyptian-papyrus-paper-craft/>

After students have created their papyrus, they will write their names on the paper.

Students can use this website to figure out how to write their names <http://www.pbs.org/empires/egypt/special/hieroglyphs/name_spell.html>

Once everyone has finished, the teacher will take each piece of “papyrus” and shuffle them around. Then they will be hung up around the room. Students will be given a reference sheet with the Egyptian alphabet and a sheet numbered 1-20. Each papyrus sheet will be numbered 1-20 around the room. Students will go around and translate each sheet to figure out which one belongs to which student.

**Assessment:** Students will be assessed on the following: Ability to follow directions, completion of hieroglyphics, finished papyrus, authenticity of finished project, ability to translate messages

**Materials needed:** Glue, water, bowl, paper bags, markers/crayons, alphabet sheet

**Day Three**

**Topic:** Resources/Farming

**Content Statement:** **:** 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.

Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment

**Geography theme:** Region, Human/Environment Interaction

**Lesson:** This lesson starts with the question from day one (why the Nile was so important). Students will be asked to think back to what they had answered. Students will also be asked if they have come across any new information about the Nile so far in the past two days. Next students will be shown pictures of Egypt and be asked to think about the different resources they think were available to the people back then. After brainstorming some ideas, students will work with a partner and visit the follow sites to learn more about the resources and how they used the land to farm <http://www.pbs.org/empires/egypt/newkingdom/resources.html>

<http://www.pbs.org/empires/egypt/newkingdom/farming.html>

Once each pair has had a chance to review the websites, they will come back as a whole class to discuss what they learned. One or two students will lead the discussion and be in charge of asking questions.

**Assessment**: Students will be assessed based on their student-led discussion

**Materials needed:** Computers

**Day Four**

**Topic:** Beliefs/gods & goddesses

**Content Statement:** 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.

**Geography theme:** Place, Human/Environment Interaction

**Lesson:** As students come into the class, they will be asked to write down what they know about Egyptian beliefs about gods/afterlife/etc. After every student writes something down, the class will go through the different thoughts. The teacher will guide students through a brief discussion over the Egyptian beliefs. The teacher will mention things such as mummification (but save details for the next day), multiple gods/goddesses and the offerings the people would make, and how they were believed to pass to the afterlife.

Students will be put into groups and assigned a god or goddess. They will do research and create a poster about their god/goddess. Students will start at <http://www.ancientegypt.co.uk/gods/explore/main.html> but will also have to research using other websites as well to get more information.

Students will hang up their posters around the room. Students will walk around and view the different posters. Then students will create a blog post about what they have learned so far. Students will discuss what they thought was interesting and what they didn’t know before. They will also comment on each other’s posts.

**Assessment:** Students will be assessed based on their final poster. They will be required to include information such as what they are the god of/what their importance was, what they looked like, and any other details they believe are important.

**Materials needed:** computers, posters, markers

**Day Five**

**Topic:** Mummification & Pyramids

**Content Statement:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Geography theme:** Place, Human/Environment Interaction

**Lesson:** Students will learn about the mummification process by performing a similar act on an apple. This could be done in social studies class or in science class depending on time/plans. Students will also go further into studying the pyramids/tombs that Egyptians were buried in.

First, students will watch this video that explains the mummification process and take notes <https://www.youtube.com/watch?v=WBlwUM9uFes> After watching the video, students will talk with a partner about the notes they took to make sure they have what they think is important to know. Next students will work with that partner to practice a mummification process on an apple. The directions are here <http://www.sciencefairadventure.com/ProjectDetail.aspx?ProjectID=142> (Students will have to wait a few days to see the results)

Once the class is done with the mummification process, we will move on to the pyramids. Students will view pictures of what the tombs and pyramids looked like. Then they will be given a large piece of paper to decorate. They must cut the paper to the right shape (and then fold it up into that shape) and also create Egyptian looking designs on the inside. The designs must still reflect their own personality/life in some way while relating to Egyptian art.

**Assessment:** Students will be assessed based on their notes and discussion after the video. They will also be assessed based on their ability to follow directions to mummify an apple and to create a pyramid.

**Materials needed**: Apples, Popsicle sticks, plastic bags, salt, sodium carbonate, bicarbonate of soda, paper, markers

**Day Six**

**Topic:** Social Classes/Daily Life

**Content Statement:** Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment

**Geography theme:** Place, Movement, Region

**Lesson:** Students will study the various social classes of Ancient Egypt. At the beginning of class, students will see a giant pyramid drawn on the board. Students will be asked to define “social classes” if they can. Then there will be a brief discussion of what a social class is. Students will then talk about the different social classes they have personally been exposed to/know of in our country. That will lead to a discussion on the social classes of Ancient Egypt. Students will be asked if they know who belongs where. There will be a list of options on the side of the board if students need help. After the class has successfully completed the pyramid, they will do individual research on the different social classes. Students will take notes on what life was like for each class. Once students have finished their research they will discuss what they found in small groups. Groups will come together to create one finalized list of the classes and details of the classes. Groups will have to figure out what is important to know and what is not so important. Then the class will come together to create one final list. <http://www.pbs.org/empires/egypt/special/lifeas/index.html>

Once the class has finished the list, students will once again get in groups. Each group will pick a pharaoh from Ancient Egypt to do more research on. Groups will then create a PowerPoint about their pharaoh.

**Assessment:** Students will be assessed based on prior knowledge of the social classes. They will also be assessed based on their notes and group talk. Students will also be assessed based on the PowerPoint they create.

**Materials needed**: Pyramid for social classes

**Day Seven**

**Topic:** Pharaoh PowerPoints

**Content Statement:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Geography theme:

**Lesson:** Students will work in groups to create a PowerPoint presentation about their assigned pharaoh

**Assessment:** PowerPoint presentation – accuracy of knowledge, creativity, background information, contributions of the pharaoh

**Materials needed:** Computers for students to work on

**Day Eight**

**Content Statement:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Lesson:** Groups will present their PowerPoints to the class

**Assessment:** PowerPoint presentation

**Materials needed:** rubric, computer for presentations

**Day Nine**

**Topic:** Social Classes Work Day

**Lesson:** Students will work on their wax museum presentations. Students will create paper backdrops and create costumes/bring items from home to help represent their selected person. Students will choose from the following list: Any pharaoh, any god/goddess, a scribe, a priest, a soldier, a merchant, a farmer, a servant. Once a student has selected a person/type of person to represent in our “wax museum” they will begin creating their presentation.

**Assessment:** Presentation – Students will be assessed based on their backdrop they draw/create (accuracy relating to their person) and the information they present to our guests during presentation day

**Materials needed:** Paper, markers/crayons, props, costumes

**Day Ten**

**Presentation Day:** Students will spread out around the room and “be” their wax statues. As other classes/staff walk around the room students will answer questions about who they are and where/how they lived.

**Assessment:** Accuracy of knowledge and presentation skills

**Resources**

A day in the life. (n.d.). Retrieved July 30, 2016, from <http://www.pbs.org/empires/egypt/special/lifeas/index.html>

Apple Mummy. (2007). Retrieved July 31, 2016, from <http://www.sciencefairadventure.com/ProjectDetail.aspx?ProjectID=142>

Bryant, A. (2013, February 21). Egyptian mummification process [Video file]. Retrieved from <https://www.youtube.com/watch?v=WBlwUM9uFes>

Egyptian Papyrus Paper on crayola.com. (n.d.). Retrieved July 30, 2016, from <http://www.crayola.com/crafts/egyptian-papyrus-paper-craft/>

Farming. (n.d.). Retrieved July 31, 2016, from <http://www.pbs.org/empires/egypt/newkingdom/farming.html>

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Hieroglyphs. (2006). Retrieved July 28, 2016, from <http://www.pbs.org/empires/egypt/special/hieroglyphs/kamose01.html>

Martin, S. (1978). King tut [Video file]. Retrieved from http://www.nbc.com/saturday-night-live/video/king-tut/n866

Natural resources. (n.d.). Retrieved July 31, 2016, from <http://www.pbs.org/empires/egypt/newkingdom/resources.html>

Spell your name. (n.d.). Retrieved July 30, 2016, from <http://www.pbs.org/empires/egypt/special/hieroglyphs/name_spell.html>