**Grade Level:** 6th

**Class Period:** 45 min.

**Ohio Academic Content Standards:**

Theme: Religions and People of the Eastern Hemisphere; 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.*

**Objectives:**

 Students will:

* Be able to describe the importance of religion to everyday life to the Ancient Egyptians.
* Understand what type of religion the Ancient Egyptians believed in.

**Materials:**

* Computer with internet access
* SMART Board and markers
* Student Journal
* Pencil

**Resources:**

* <http://www.ancientegypt.co.uk/gods/story/main.html>

This tells a story of how Ancient Egyptians believe the world was created. This gives perspective to students about the belief system of the Ancient Egyptians.

* <http://www.ancient-egypt-online.com/ancient-egyptian-gods.html>

This is a link to a listing of the most well known Ancient Egyptian gods and goddesses.

**Outline:**

**Introduction: (5-10 min.)**

1. Start a concept map on the board with religion at the center.
2. Have students take turns to go up to the SMART Board and write their ideas on it.
3. Take about 5 minutes to discuss religion and what kind of an influence it has on people. Make connections with religious influences today.

**Body of Lesson: (25-30 min.)**

1. Ask students:  *What is does it mean to be polytheistic? (poly=many, theistic=god) What are some other religions that we know to be polytheistic?*
2. On the SMART Board, as a class, read the story of how Egyptians think the world was created together at <http://www.ancientegypt.co.uk/gods/story/main.html>
3. Next, look at the website <http://www.ancient-egypt-online.com/ancient-egyptian-gods.html> to see a list of the more well known gods and goddesses.
4. Read some of the descriptions. *Why do you think the Ancient Egyptians had so many gods and goddesses?*
5. Next, talk about how important cats were to the Ancient Egyptians.
	1. *Although Ancient Egyptians were very respectful towards all the animals that shared their world, the most highly revered animal was the cat. Cats were closely connected to many Egyptian gods and goddesses and are believed to have been considered demi-gods. Cats were loved because they would prey on vermin that got into the Egyptian’s food stores and they would also go hunting with their owners. Because cats were so adored, extremely heavy penalties existed for those who dared to harm a cat. When a cat died, their human family would go into a deep mourning and shave their eyebrows. The dead cat would then be mummified and buried along with items that would help it to survive in the afterlife such as milk, mice, and rats.*
6. Go to the site <http://www.richeast.org/htwm/cats/Cats.html> where it talks briefly about the embalming process for cats.
7. Take one minute to allow students to discuss with their elbow partners.
* *Was any of this surprising?*

**Closure: (5 min.)**

1. Wrap up the lesson by talking about how surprised you were when you learned how much the Ancient Egyptians adored cats.
2. Pass out the homework assignment:

Complete a journal response “It is obvious that the Ancient Egyptians adored cats and even considered them to be gods. If you were to pick an animal to adore and protect like the Egyptians, what would it be and why? Please be sure to include a picture of your animal in its “godlike” form (human/animal like we saw today in class).”

**Assessments**:

* Concept web answers.
* Class discussion and student responses.
* Evaluate the journal response and assess using the journal response rubric.

**Journal Response Rubric**

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| **Name/Number Date** | 1Has a name, number or date on journal response. | 0Does not have a name, number or date on journal response. |
| **Spelling****Punctuation****Grammar****Capitalization** | 2Response contains only 1-2 errors. | 1Response has multiple errors. |
| **Answer to the Prompt** | 5Response answers the prompt completely by giving a detailed explanation. | 4 3Response answers the prompt with some detail and explanation. | 2 1Response is answered but contains little detail and explanation. | 0Response may or may not be answered and has no detail or explanation. |
| **Length** | 2Response is required length. | 1Response is only one sentence long. |