

Interdisciplinary Unit Plan for Ancient Egypt

Austin Davis

Lesson Plan #1

Lesson: Ancient Egypt Introduction

Length: 60 mins

Age or Grade Level Intended: 7th Grade

Content Area: History

Academic Standard(s):

7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy*. (Individuals, Society and Culture)

Performance Objective(s):

The students will simulate being in a bureaucracy by completing the 3 assigned tasks with 90% accuracy.

Assessment:

Students will be assessed on the completion and accuracy of the Bureaucracy Activity

Advance Preparation by Teacher:

Creation of Ancient Egypt introduction PowerPoint

Create Ancient Egypt note handout

Create bureaucracy activity

Procedure:

Introduction/Motivation:

Start class off by informing them that the theme of the unit is going to be teamwork and how it helps build successful civilizations. Begin by asking the students what they know about ancient Egypt and what they want to know. Make a chart on the Chalk board so that the students can see what their peers know and what they want to learn. When they bring up the pyramids, be sure to talk about how important teamwork was to their creation and how teamwork will affect nearly every aspect of Egyptian life.

Step-by-Step Plan:

1. Start off by passing out the note handouts so that the students can follow along with the PowerPoint.
2. Go through the PowerPoint and answer any questions that come up during the lecture.(Gardner's: Visual-Spatial)
3. Divide the class into groups of three. (if there is an odd number, either make a group of four or a group of two depending on if there is one extra student or two)
4. Read the instructions for the Bureaucracy Activity to the class (Gardner's: Verbal-Linguistic) and go through how you want each activity done, answering any questions the students have.
5. Allow the students time in class to complete the Bureaucracy Activity (Gardner's: Interpersonal, Logical-Mathematical, Visual-Spatial) (Blooms: Knowledge, Application, Analysis, Synthesis & Evaluation)

Closure:

1. If there is time when every group finishes the activity, go over the follow up questions as a class and compare the results of each group to their peers. If the class does not finish, give them time the next day at the beginning of class and then discuss the follow up questions. Focus on question

#3. "How does the theme of Teamwork play into this activity?" Be sure to go into as much detail as possible about how teamwork in the bureaucracy kept the Government functioning. Have the students turn in their packets as a group at the end of the discussion to be graded.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:

Modify the students activity packet so that the questions presented to them would be multiple choice in activity 2 or 3. Also reduce the number of additional questions the student has to answer at the end of their activity.

Student with ADHD:

Have the students write in what they know and want to know on the board themselves so that they can get out of their seat and move as well as encourage the groups to locate themselves somewhere away from their original seats. These will provide multiple opportunities to move around in between periods of sitting.

Self-Reflection:

Do the students appear to grasp the concept of a Bureaucracy?

Are there any ways to incorporate more intelligences into this lesson?

Did the students have enough time to complete the activity without feeling rushed?

Intro to Ancient Egypt

Name: _____

Government

- Egypt was a Theocracy(A government by priests or a monarch presumed to be divine)
- The leader was called the Pharaoh
- Pharaoh was believed to be a God on earth
- Egypt was merged into one kingdom with the merger of Upper and Lower Egypt around 3000 B.C.
- Large kingdom was ran by a complex Bureaucracy (A large group of people who do government work)
- Pharaoh Menes who united Egypt created a Dynasty (succession of rulers by family)

Social Structure

- Royal Family
- Nobles
- Middle Class
- Lower Class
- Slaves

Writing System

- Egyptians wrote using a system of pictures called Hieroglyphics
- Consisted of about 600 symbols
- Was able to be translated using a stone known as the Rosetta Stone

Architecture

- The capital of Egypt, Memphis, had two palaces for the royal family
- Egypt had many stone quarries and so they were able to use large amounts of stone to create great monuments/tombs called Pyramids

Science

- Egyptians believed that a person's Ka (spirit) could return to the body so they mummified a person to allow it to return
- Mummifying a person was a complex process that involved treating the body with a special combination of herbs and oils
- To this day, scientists do not know what this mixture was
- Egyptians had a calendar that was 12 months, 365 days just like ours

Bureaucracy Activity

Names: _____,

_____,

_____,

Directions: The following pages will have scenarios that would be solved by members of the Egyptian Bureaucracy. Each of you are members of at least the middle class ranging from scribes to high ranking noblemen. Your jobs here today are very important as to how the government will function and how the people will be treated.

Be sure to follow the instructions on each page carefully and complete the questions connected to each activity. Be sure to answer the group follow up questions at the end after you have all finished with your individual task.

Activity #1

You have been given the task of dividing up the land so that the peasants will be satisfied. You need to divide the land into sections that allow each peasant to have access to the river and room to grow their crops. You will have to include room for a home on each section of property. You will need to make plots for a total of 8 peasants.

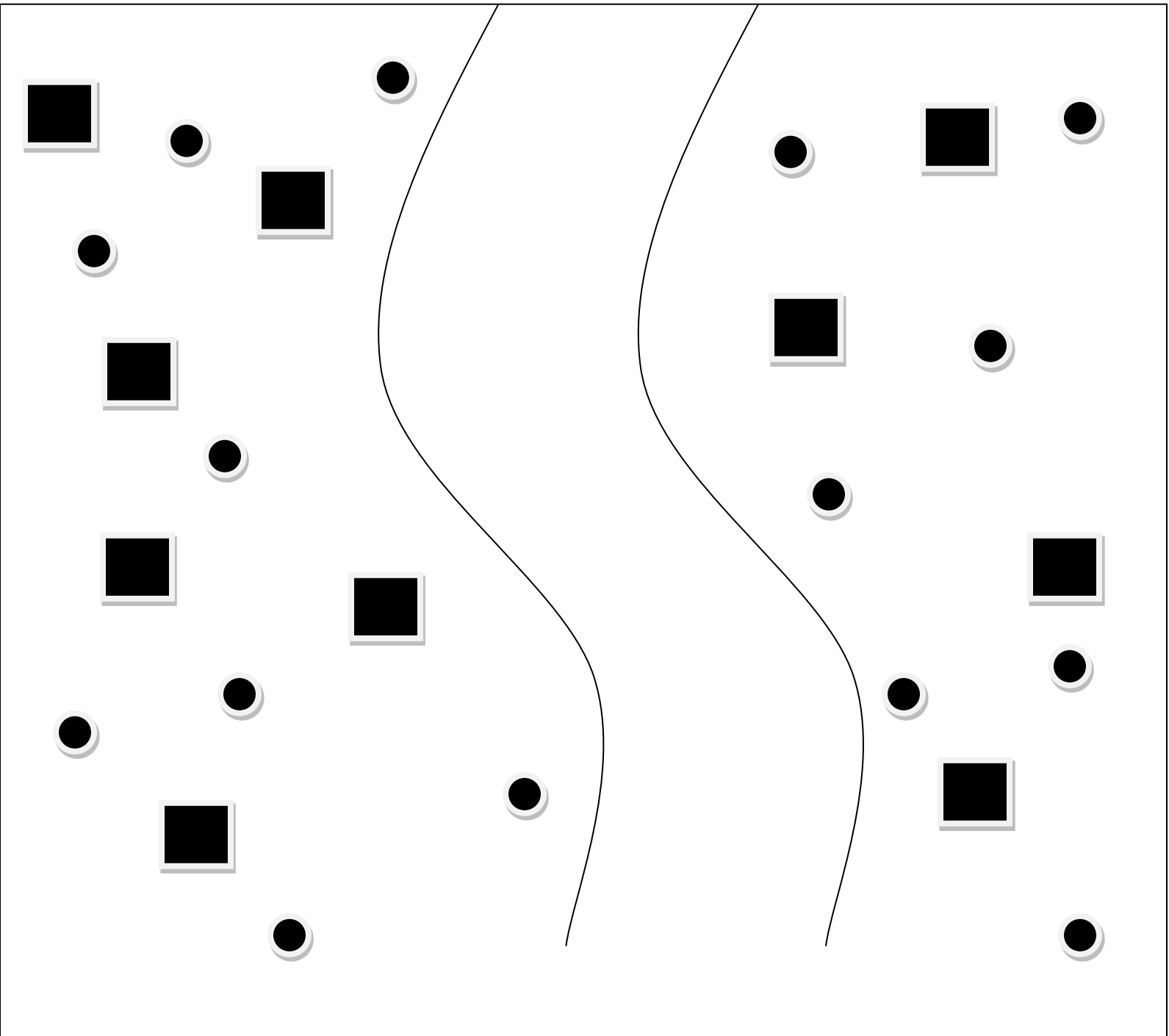
The black squares on the map are wells and the black circles are larger rocks that cannot be moved. Each property must contain at least one well and cannot have more than two of these large rocks. You must also mark where the house will be located by drawing a small house on each property.

Questions: (use the back of this page to answer the questions)

Did you divide the land up equally or are some properties larger than others?

Was it difficult to equally divide the properties while making sure each had at least one well?

Explain your answer.



Activity #2

You have been assigned the task of collecting taxes from the peasants. Each peasant is to offer up 20% of their wheat harvest as a tribute to the Pharaoh. Some will say that they will not be able to pay the tax this year but they are most likely not being good citizens so you must take exactly 20% anyway. Use a calculator to figure out the exact amounts needed to meet the tax and round to the nearest whole pound.

Peasant #1: 400 lbs. _____
Peasant #2: 35 lbs. _____
Peasant #3: 74 lbs. _____
Peasant #4: 112 lbs. _____
Peasant #5: 354 lbs. _____
Peasant #6: 287 lbs. _____
Peasant # 7: 23 lbs. _____
Peasant #8: 17 lbs. _____
Peasant #9: 59 lbs. _____
Peasant #10: 135 lbs. _____

What is the total number of pounds of wheat collected from the taxes?

After doing these numbers, do you think it is better that each person gives an amount based on a percent or should every have to give a certain number (say 60 lbs. every year)? Explain your choice.

Activity #3

You are in charge of deciding how this year's tax money will be spent. You need to ensure that the pharaoh will have enough money to continue construction on his pyramid so that will make up at least 50% of the total taxes. With the rest of the money, decide how much you feel would be appropriate for the following items and complete the pie chart at the bottom followed by the questions. Label your pie chart and feel free to use colors for each slice.

Pyramid: 50%

Building of other religious temples: _____

Welfare for the poor: _____

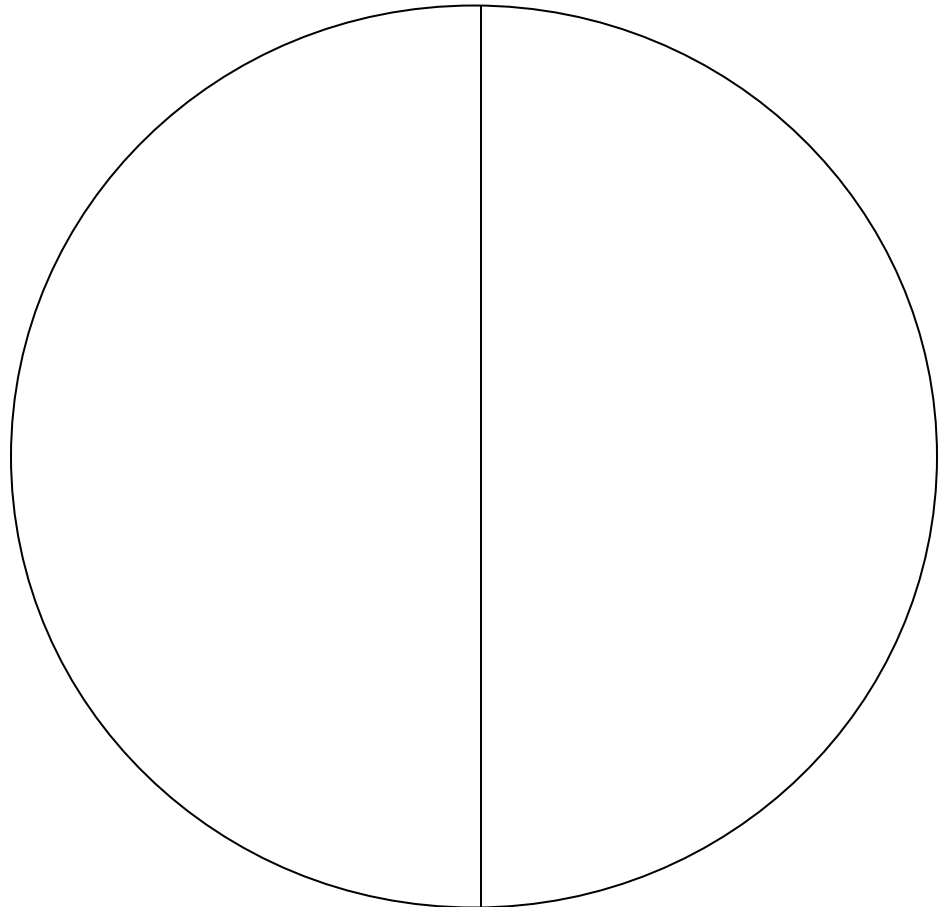
Supplies for the Military: _____

Wages for the Bureaucracy: _____

After the pyramid costs, what item received the most funding?

Why did you decide that this item needed to be the next highest priority?

Which item received the least funding? Explain why you decided this.



Follow up Questions:

1. Which activity do you as a group feel was the most challenging?
2. Why do you think it is important that a bureaucracy handles this kind of task instead of the Pharaoh?
3. How does the theme of Teamwork play into this activity?

Lesson Plan #2

Lesson: ___Egyptian Hieroglyphs___

Length: ___60 mins___

Age or Grade Level Intended: ___7th___

Content Area: ___History___

Academic Standard(s):

7.1.3 Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics and Chinese calligraphy. (Individuals, Society and Culture)

Performance Objective(s):

The students will write their names in hieroglyphics using the given “Rosetta Stone” with 100% accuracy.

Assessment:

Students will be assessed by the completion and correctness of a translation of their names into hieroglyphics.

Advance Preparation by Teacher:

Print off a worksheet with letter translations for hieroglyphs to English

Print off the story, “The Old Master Scribe”

Create worksheet to follow along with the story

Create a PowerPoint about the real Rosetta Stone

Procedure:

Introduction/Motivation: Discuss as a class, the follow up questions from the bureaucracy activity from the day before if there was no time the previous day.

Start the lesson by asking your students to think about the English language. Ask them how many letters are in the alphabet and what languages our language was developed from (Blooms: Knowledge). Ask them how writing effect teamwork? Writing helps others to understand how things were done in the past and written instructions can help get something done when the person giving directions cannot physically be there. Use this thinking to transition into how it is a privilege to be able to read and write and that in ancient Egypt, only a select group of people ever learned.

1. Divide the class into groups of two. If you trust the class to pick their own partners that is fine, otherwise come up with another way to create groups.
2. Pass out a copy of “The Old Scribe” to each person and have them read it silently to themselves. (Gardner’s: Verbal-Linguistic)
3. As groups begin to finish reading the story, pass out the follow-up questions for the story. (Gardner’s: Interpersonal) (Blooms: Knowledge, Application)
4. After completing the worksheet, have them return to their seats
5. Show a PowerPoint on the real Rosetta Stone (Gardner’s: Visual-Spatial)
6. After the PowerPoint, pass out a blank piece of computer paper as well as a copy of the Rosetta Stone handout. Tell the students that they will each get to write their name in hieroglyphics. (Gardner’s: Visual-Spatial) (Blooms: Application)

Closure: As each student is finishing, have everyone hold their name above their head one at a time so that the rest of the class can see how their name is written. Ask them if they have any questions and dismiss class. Have them turn in their names as they leave.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:

Create a set of premade notes to go along with the PowerPoint so that they can focus on listening instead of trying to read the slides.

Student with ADHD:

Have the students act out the story of the “Old Master Scribe”





























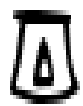


Student with Gifts and Talents in Creativity:

Encourage the students to become creative with their hieroglyphic name, have them color them in and create designs to add to the hieroglyphs.

Self-Reflection:

- ✓ Do the students seem to grasp the concept of what Hieroglyphics are?
- ✓ Is there any way to include more of Gardner’s intelligences?
- ✓ Was there enough material in this lesson to fill the period?
- ✓ Did the students enjoy the material?
- ✓ How can I improve this lesson?

Rosetta Stone

A	 or 	H	 or 	O		V	
B		I		P		W	
C	 or 	J		Q		X	 or 
D		K		R		Y	 or 
E		L		S		Z	
F		M		T			
G		N		U			

SH =  CH =  KH = 

The Old Master Scribe



Click on the pictures

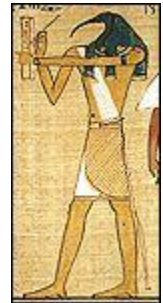
The old master scribe settled onto his reed mat and looked at the boy sitting in front of him. 'Why have you come here?' he asked. 'I have come to learn how to be a scribe like my father was,' the boy said.

The old man smiled, 'If you want to be a scribe, you must first learn about the [scripts](#) used to record the language of the Egyptian people. Then, you will learn to read and write these scripts.' He paused, then closed his eyes. A minute passed. Then he began to speak in a low voice. 'I will start at the beginning.'



'A long, long time ago, Thoth, the great god of writing and knowledge brought the gift of Medu Netjer ('God's words') to the land. For hundreds of years this sacred script has been used to record the words and deeds of the pharaohs and the gods and goddesses.'



'If the script was [sacred](#), what did scribes use for writing letters?' the boy asked.



The old master scribe continued. 'Some years later, another script was developed so that everyday information could be written down quickly and easily. It was used by scribes working in the temples and palaces who need to keep records and write letters.' He paused.

'The signs for the new script were based on those of the sacred script. However, they were drawn with fewer lines and decoration. That made it easier and faster to write the signs.'

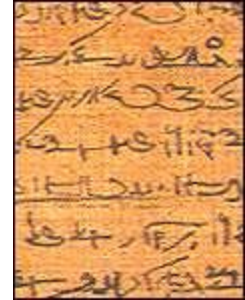


The old master scribe picked up a reed pen and carefully drew the hieroglyphic sign  on a piece of limestone. Next to it, with a quick sweep of his hand, he drew the same sign in hieratic .



He showed it to the boy. 'Do you see the difference?' he asked. The boy studied the signs and nodded his head.

'Today, in the reign of Wehemibra (Nekau II), we do not use the hieratic script that much anymore. Our common script is sekh shat, ('writing for documents'). The signs are based on hieratic signs, but they are even simpler. This makes them faster and easier to write.'



The old master scribe paused and wiped his brow. 'As a scribe you are given the power and knowledge of writing. First, you must learn the common script of the land so you can perform everyday tasks. After that, if you are lucky and talented, you will also learn the sacred script. Those who learn the sacred script will learn the secrets of the gods and the mysteries of the land.'



The old master scribe reached behind him and brought out a small wooden palette. He held it out to the boy. 'This is for you. Once you have learned to read and write, you will have many opportunities in the world. Practice your signs well and you will go far.' Then, he stood up.

The boy said goodbye to the old master scribe and left his home. For many years he studied to be a scribe, practicing his signs for hours every day. It was difficult work, and sometimes he hated school. But he worked hard.



Finally, he was ready to leave scribe school. He had done well and was offered a position as a priest in a temple.

Long after the old master scribe had died, the young man still thought about their meeting. He never forgot what the old man had taught him about the importance of learning the scripts, and the honor of being a scribe.

The End

Works Cited

The British Museum. (2007, February 7). *Ancient Egypt*. Retrieved November 7, 2011, from <http://www.ancientegypt.co.uk/writing/indxmain.html>

1. Who brought "God's Words" to the Egyptians according to the old scribe?

2. What was this original script used for? _____

3. Why was a second script created for everyday information?

4. According to the Old Scribe, what was the modern script?

5. What was the boy's first task in becoming a Scribe?

6. Once the boy graduated from Scribe school, what job did he take up?

7. Based on your reading of this story, define in your own words what a Scribe is and what they do.

Lesson Plan # 3

Lesson: ___Egyptian Pyramids___

Length: ___60 mins___

Age or Grade Level Intended: ___7th grade___

Subject: ___World History___

Academic Standard(s): 7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy*. (Individuals, Society and Culture)

Performance Objective(s): The students will complete the worksheet complimenting the ancientegypt.co.uk pyramid webpage with 90% accuracy

Assessment: Students will complete the given pyramid webpage worksheet with 100% accuracy

Advance Preparation by Teacher:

- Secure computer lab or a mobile laptop station cart
- Create worksheet to compliment ancientegypt.co.uk webpage
- In the event that I cannot secure a lab or mobile laptop station, I will need to create a packet with all of the same information as the webpage
- Create a pyramid cut out

Procedure:

Introduction/Motivation: tell the students that today they will be learning about the pyramids. The pyramids are some of the largest structures on the planet and were all made by hand. They are the ultimate product of teamwork. Engineers, laborers and craftsmen would work together for 20 years to build a massive pyramid to remember their Pharaoh. Hand out to all of the students the Pyramid cut out paper. Tell the students that they will all get to create their own pyramids for the world to remember them by but first they have to learn why pyramids were created and how.

Step-by-Step Plan:

1. Either go to reserved computer lab or distribute laptops within class. If neither is possible, use a pre-made packet with all of the same information within it for the students to use.
2. Allow the students to pair up to work on this assignment
3. Tell them that they will be learning about the pyramids through an interactive online webpage. Guide them to www.ancientegypt.co.uk
4. Instruct them to click on the pyramids section on the left side of the page as you pass out the questions to go along with the webpage.
5. The students will be guided through multiple sections of this website that will include the history and dimensions of pyramids, specifically the “Great Pyramid” of Giza.
6. As the students are working on the guided questions (Bloom’s: knowledge, Application) (Gardner’s: Interpersonal, Visual-Spatial, Logical-Mathematical)
7. Instruct the students to turn in the assignment as they finish and to get a pair of scissors, tape and some colored pencils.

8. Instruct the students to cut out the pyramid outline they were given and then draw their names in Hieroglyphics as well draw symbols that they feel represent them as a person and what they should be remembered for. Color the pyramid any color you like and then fold it into a three dimensional shape, holding it together with either glue or tape.
(Gardner's: Visual-Spatial, Intrapersonal)

Closure: Close by allowing students to share their pyramids with the class and explain what each symbol represents to them. Have the students turn in the worksheet for a grade before they leave.

Adaptations/Enrichment:

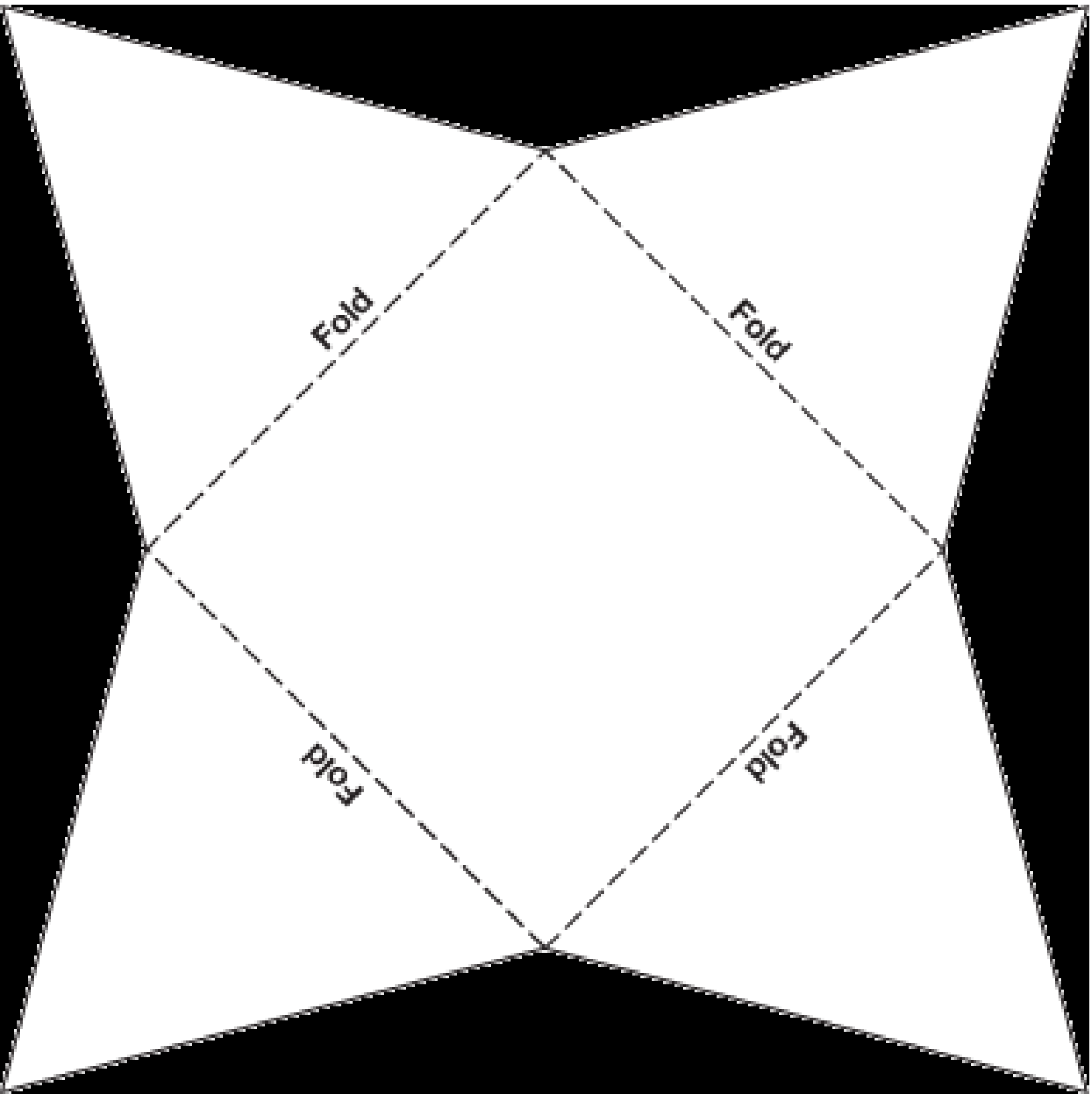
Student with Learning disability in reading comprehension: For this students, create the worksheet with multiple choice answers in order to help guide the student towards the specific answer he/she should be looking for.

Student with ADHD: For this student, create different stations at different points in the room that require the student to move to these stations in order to gather the information needed to finish the worksheet. This would also be a good idea if a computer lab was unavailable.

Student with Gifts and Talents in Creativity: Invite these students to bring in legos or clay in order to create more creative pyramids that are more like the ones they read about. Have them build the "skeleton" of the pyramid with the legos and cover it with clay for the final smooth look.

Self-Reflection:

- ✓ Did the students seem to enjoy this lesson?
- ✓ Did the interact website encourage deeper learning of the material?
- ✓ How can I incorporate other learning styles into this lesson?
- ✓ What went well and what could be changed?



1. Why were Pyramids built in ancient Egypt?

2. About how many pyramids are there in Egypt? _____

3. Where are the three largest pyramids located? _____

4. What is the name of the Pharaoh that the "Great Pyramid" was built for? _____

Story

5. Why were cemeteries located on the west side of the Nile in ancient Egypt?

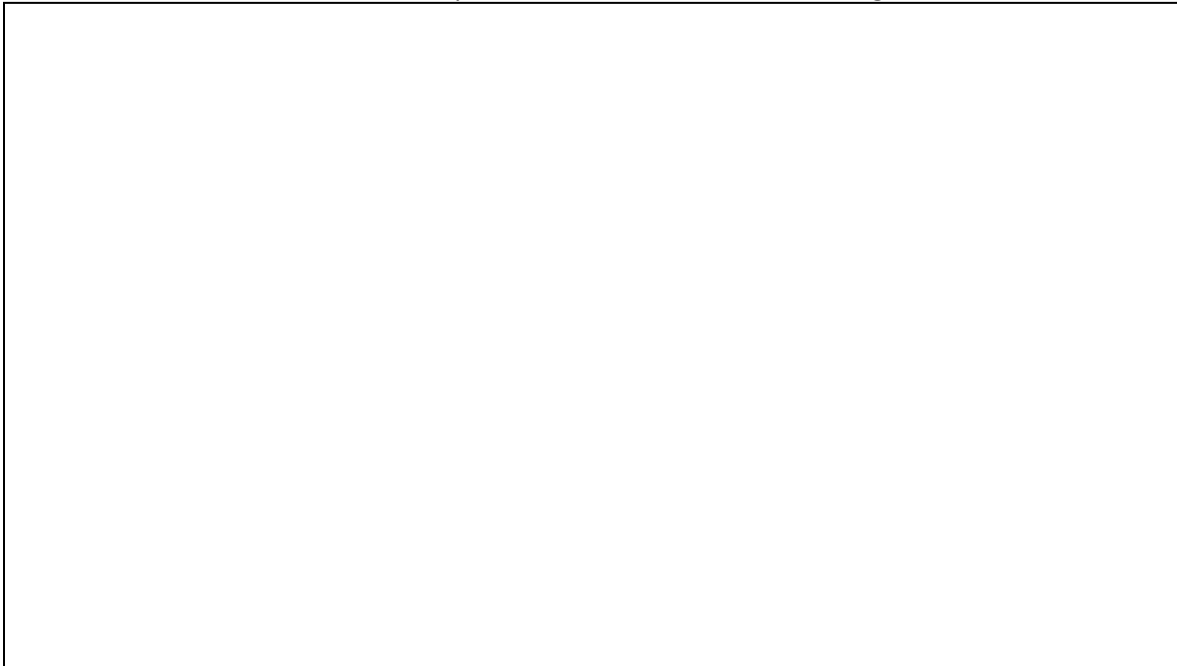
6. During what season of the year did the farmers help with the construction of the "Great Pyramid"? _____

7. Who did the workers drag the stones to the next level of the pyramid after the lower level was finished? _____

8. About how many years did it take to complete the pyramid? _____

9. What was special about the final piece placed on top of the pyramid? _____

10. Draw a basic outline of Khufu's complex, be sure to label all the buildings described.



Challenge

11. What year was the "Great Pyramid" built? _____

Height

Write your guess here: _____

Actual answer: _____

How many meters high is that? _____

If a meter is 3.28 ft. how many feet is the above answer? _____

How much money would it cost to build that stack of buses? _____ €

If a Euro is equal to 1.35 U.S. dollars, how much money in dollars would that same stack cost?

\$ _____

Area

Write your guess here: _____

Actual answer: _____

About how many square meters is this? _____

How many people would that be? _____

Weight

Write your Guess here: _____

Actual answer: _____

How many million tons is this? _____

How many tons of rocks were left over? _____

Lesson Plan # 4

Lesson: ___Mummification___

Length: ___60 mins___

Age or Grade Level Intended: ___7th___

Academic Standard(s): 7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy*. (Individuals, Society and Culture)

Performance Objective(s): Students will understand the process of mummifying a person by completing the “How to make a mummy” packet in groups with 100% accuracy.

Assessment: The students will complete the “How to make a mummy” packet with 100% accuracy.

Advance Preparation by Teacher:

- Create a brief PowerPoint visual to introduce the concepts of mummies.
- Create the How to make a mummy packet
- Have the link to the mummy explore game ready to go and tested.

Procedure:

Introduction/Motivation: Start off by asking the students how we as Americans bury our dead. Explain the processes involved with burials and cremation. Ask if they know anyone that’s ever been cremated but be sure that no one in the class has had a recent death in the family as this may be too close to home for the student. As you discuss modern burials, use it to introduce ancient burials and how the Egyptians buried their dead like us, just in different ways and how much specialization and teamwork was required to make the mummification process go smoothly.

Step-by-Step Plan:

1. Begin the lesson after the hook by briefly introducing the history of Egyptian burials. Inform the students of how the process evolved over time.
2. Next, give the students the “How to make a mummy” packet and allow them to work in pairs as they go through the handout. (Gardner’s: Visual-Spatial, Mathematic-Logical, Interpersonal) (Bloom’s: Knowledge, Application, Evaluation)
3. Give students assistance as they need it throughout the packets completion. After the students have finished the packet, show the students the exploration into the afterlife found on <http://www.ancientegypt.co.uk/mummies/activity/main.html>.
4. Read the prompts to the class as you move through the webpage. Let the students vote on the interactive portions of the game and let them see what will happen. (Gardner’s: Visual spatial, Logical-Mathematical, Verbal-Linguistic)

Closure: Finish the lesson by drawing a picture of a scale balancing the heart of a person and a feather, just as the Egyptian gods would do upon a person’s death. Explain this story to the class before they go.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension: Make the answers to the packet multiple choice and reduce the amount of actual reading required in the packet to find each answer.

Student with ADHD: Modify the activity so that the student with ADHD is the one that stands at the computer or smart board and clicks in the classes choices. This will allow the student to get out of their seat and move around.

Student with Gifts and Talents in Creativity: Allow the students to draw and color their own sarcophaguses at the end of the packet in order to deepen their connection to the material.

Self-Reflection:

- Did the students grasp the material?
- Were my instructions clear and easy to follow?
- Did my hook work?
- Did the students enjoy the activities?

How to Make a Mummy

Name: _____

Embalming the body

First, his body is taken to the tent known as 'ibu' or the 'place of purification'. There the embalmers wash his body with good-smelling palm wine and rinse it with water from the Nile.

One of the embalmer's men makes a cut in the left side of the body and removes many of the internal organs. It is important to remove these because they are the first part of the body to decompose.

The liver, lungs, stomach and intestines are washed and packed in natron(a type of salt) which will dry them out. The heart is not taken out of the body because it is the centre of intelligence and feeling and the man will need it in the afterlife.

A long hook is used to smash the brain and pull it out through the nose.

The body is now covered and stuffed with natron which will dry it out. All of the fluids, and rags from the embalming process will be saved and buried along with the body.

After forty days the body is washed again with water from the Nile. Then it is covered with oils to help the skin stay elastic.

The dehydrated internal organs are wrapped in linen and returned to the body. The body is stuffed with dry materials such as sawdust, leaves and linen so that it looks lifelike.

Finally the body is covered again with good-smelling oils. It is now ready to be wrapped in linen.

In the past, when the internal organs were removed from a body they were placed in hollow canopic jars. These jars are images of the Gods that protect the dead persons organs.

Over many years the embalming practices changed and embalmers began returning internal organs to bodies after the organs had been dried in natron. However, solid wood or stone canopic jars were still buried with the mummy to symbolically protect the internal organs.



Imsety the human-headed god looks after the liver.



Hapy the baboon-headed god looks after the lungs



Duamutef the jackal-headed god looks after the stomach



Qebehsenuf the falcon-headed god looks after the intestines.

Wrapping the mummy

First the head and neck are wrapped with strips of fine linen. Then the fingers and the toes are individually wrapped.

The arms and legs are wrapped separately. Between the layers of wrapping, the embalmers place amulets to protect the body in its journey through the underworld.

A priest reads spells out loud while the mummy is being wrapped. These spells will help ward off evil spirits and help the deceased make the journey to the afterlife.

The arms and legs are tied together. A papyrus scroll with spells from the Book of the Dead is placed between the wrapped hands.

More linen strips are wrapped around the body. At every layer, the bandages are painted with liquid resin that helps to glue the bandages together.

A cloth is wrapped around the body and a picture of the god Osiris is painted on its surface.

Finally, a large cloth is wrapped around the entire mummy. It is attached with strips of linen that run from the top to the bottom of the mummy, and around its middle.

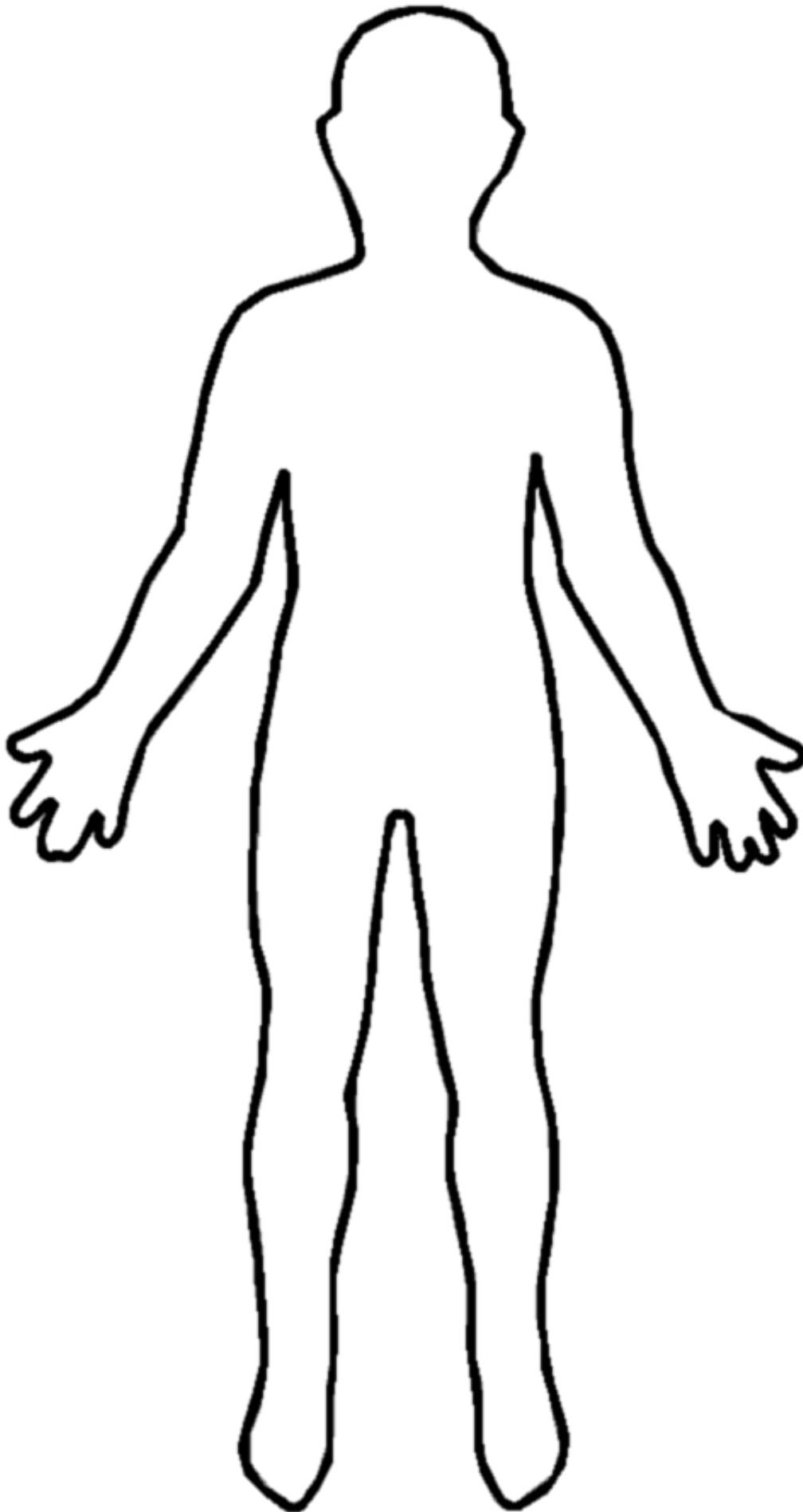
A board of painted wood is placed on top of the mummy before the mummy is lowered into its coffin. The first coffin is then put inside a second coffin.

A ritual called the 'Opening of the Mouth' is performed, allowing the deceased to eat and drink again.

Finally, the body and its coffins are placed inside a large stone sarcophagus in the tomb.

Furniture, clothing, valuable objects, food and drink are arranged in the tomb for the deceased.

Now his body is ready for its journey through the underworld. There his heart will be judged by his good deeds on earth. If his heart is found to be pure he will be sent to live for all eternity in the beautiful 'Field of Reeds'.



On the body provided here, draw where an embalmer would cut into the body. Also, on the lines below list the organs that would be removed during this process.

What organ is removed separately with a hook?

What organ is left in the body at all times?

Why is this organ left in the body?

For each of the organs removed, list the name of the God that protects the organ as well as what each God resembles.

1. _____

2. _____

3. _____

4. _____

How many days does the body sit in natron? _____

During later years of the Ancient Egyptian civilization, were the organs left out or returned to the body? _____

List the steps to wrapping the Mummy:

What is the name of the coffin that the mummy is placed in to be buried?

If you had the choice to be buried in this fashion now, would you want to? Why or Why not?

Lesson Plan # 5

Lesson: Ancient Egypt Assessment

Length: 60 mins x2 days

Age or Grade Level Intended: 7th

Academic Standard(s): 7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy

Performance Objective(s): Students will create a full funeral procession for an Egyptian Pharaoh using all of the knowledge they have gained in previous lessons with a minimum of 85% based on a rubric

Assessment: The students will, using a bureaucratic style, list and reenact all of the steps required in the process of creating a pyramid and mummifying the pharaoh while using hieroglyphics were needed.

Advance Preparation by Teacher:

- Collect some kind of dolls (Barbie's) for the students to mummify
- Provide materials for students to use on their projects such as paper, markers, glue, tape, toilet paper and any other items that may be needed.
- Create a handout to guide the students through all of the required steps for project completion
- Make a rubric to use to grade the assessment

Procedure:

Introduction/Motivation: Tell the students that over the past week, they have become experts in the field of ancient Egyptian study and now it is time for them to show what they know. Tell the students that they are elites in Ancient Egypt and the Pharaoh has just died. It is up to them to work as a team to ensure that the pharaoh is buried in a timely manner and properly with Egyptian customs. They will manage the completion of the Pharaohs final resting place, its marking and the process of mummifying the Pharaoh.

1. Assign the students into predetermined groups of three based on ability to try to ensure all groups are evenly distributed.
2. Pass out to each group the handout explaining all of the steps that they are required to follow for the final project
3. Inform the students that they may use any notes or handouts that we have used throughout the lesson. Accuracy is essential for this assignment.
4. Give each group their "Pharaoh" and have them assign one student from their group to gather all the materials they will need.
5. Give the students the rest of the class to create their funeral arrangements. Teamwork will be essential for the students to complete this task on time.
6. Help students as they ask but avoid giving them direct answers, try to guide the students to the correct answer but let them figure it out themselves.

7. Funeral Procession Assessment (Gardner's: Visual-Spatial, Bodily-Kinesthetic, Interpersonal, Linguistic, Logical-mathematical) (Blooms: Knowledge, Comprehension, Application, Analysis)
8. Have the students check in with the teacher at each steps completion to collect a grade for the students.

Closure: Once the students have finished their projects, have them bring them up to the front of the class and briefly describe their pyramids as well as what they felt was the most difficult part of the assignments.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension

This disability can be overcome by using groups to aid the students through the steps that they may not be able to read. This student can also be helped by reading the steps through as the teacher before the assignment begins so that the student can use their auditory skills to comprehend the assignment instead of their visual.

Student with ADHD

For a student with ADHD, this student can be assigned as the groups materials gather so that he/she can get up and move around the classroom to collect supplies. This extra physical movement will help them with their focus. This student can also be put in charge of the actual creation of the physical aspects of the project such as mummifying the Pharaoh or creating the pyramid since this is hands on.

Student with Gifts and Talents in Creativity

These students will be thrilled with this project because they will not have limits on the amount of creativity that they can put into the creation and detail of the physical aspects of the project. These students will be the creative centers of their groups and the teacher can request that they are in charge of the designs to ensure they use their gifts in creativity.

Self-Reflection:

- ✓ Did the students enjoy this assignment?
- ✓ Did the project cover the required standard?
- ✓ Did the students understand what was expected of them?
- ✓ Is there any way to incorporate more Bloom's and Gardner's?
- ✓ Are there any other adaptations that need to be accounted for in this assignment that I have not already covered?
- ✓ Was this an accurate representation of what they know?

Directions: You are elites in ancient Egypt. You and your group members are top members of the Egyptian Bureaucracy and your Pharaoh has just died. It has been placed on your group to ensure that the Pyramid is finished in time and the Pharaoh is properly mummified. You will need to very precise in your steps through this process and will need to divide the work among your groups. Teamwork will be essential to the completion of this assignment.

As a group, you will be required to

- Fill out the attached questions with this handout
- Create a Pyramid with accurate Hieroglyphics depicting the name of your Pharaoh and the name of each of the members of your group. Remember that the pharaoh is the most important person in your culture so make sure that their name is the largest and most decorated name on the pyramid.
- You will mummify the pharaoh based on the steps that we have covered in class. You will need to use a marker to show the incision that you would make to remove the pharaoh's vital organs. There will be salt provided so you will need to bath your pharaoh in a salt bath. Finally, you will wrap your mummy in provided toilet paper. Be sure to include amulets accurate drawings that we have discussed in class. Each step that you complete needs to be checked off by Mr. Davis before you move on so that I can give you credit for proper procedure. Be ready to explain what you are doing each step.
- To go with your mummy, you will need to create jars for their organs to rest in. Draw a picture of the god that will protect each organ as well as its name. These should be on a separate piece of paper that you will glue or tape your mummy to in order to represent his/her burial chamber within your pyramid.
- Create a sarcophagus to place your mummy in once their mummification process has been completed and given the O.K. by me. Make this colorful and creative.
- Finally, you will need to place all of these items together on one solid platform so they are organized. I will provide you cardboard box bottoms for this step.

If you have any questions with any part of this assignment do not hesitate to ask.

Assignment questions:

1. What is the name of your Pharaoh? _____

Pyramid Questions:

2. If you want the Pharaoh's pyramid to weigh 5,000,000 tons, and you have collected 6,400,000 tons of stone from nearby quarries, how much extra stone have you gathered?

3. Why do you think that the ancient Egyptians gathered more stone than was required for each pyramid? _____
4. The top piece of the pyramid is covered in a special metal, what is the most common metal used for this task? _____

Mummification:

5. List five steps required in the mummification process

1. _____
2. _____
3. _____
4. _____
5. _____

6. What are the names of the gods that protect the removed vital organs and what do they protect?

1. Name: _____
Organ: _____
2. Name: _____
Organ: _____
3. Name: _____
Organ: _____
4. Name: _____
Organ: _____

7. Why is it important to let the body sit in salts before it is wrapped?

8. How many days is the body left to sit in salt? _____

Hieroglyphics:

9. What is the name given to the people in Ancient Egypt whose job was to write?

10. According to the Egyptians, who taught the people Hieroglyphics? _____

11. Why is it important that a culture can write?

12. What is the name of the tablet that was discovered that allowed modern day scientists to read Ancient Egyptian Hieroglyphics?

Ceremonial Burial:

In most modern societies including America, we bury our dead and make memorials to remember them (tombstones). What do we share in common with the Ancient Egyptians when it comes to these practices and what is different?

Historical Role Play : Egyptian Funeral

Teacher Name: **Mr. Davis**

Student Names: _____,

_____,

_____,

CATEGORY	4	3	2	1
Completion of Assigned Questions	All questions are completed with a minimum of 90% accuracy	All questions are completed with a minimum of 80% accuracy	All questions are not completed and a minimum of 90% accuracy	All questions are not completed and a minimum of 80% accuracy
Creation of Pyramid	Pyramid is present, creative and includes all members names and the Pharaoh's name in Hieroglyphs	Pyramid is present, creative but does not include all members names or the Pharaoh's name in Hieroglyphs	Pyramid is present, lacks creativity and does not include all members names or the Pharaoh's name in Hieroglyphs	Pyramid is not present or the names of the people involved are written in English
Mummification Steps	Students completed all steps of the mummification process and checked in with teacher before continuing every time.	Students completed most steps of the mummification process and checked in with teacher before continuing every time.	Students completed most steps of the mummification process but did not check in with teacher before continuing every time.	Students completed a few steps of the mummification process but never checked in with teacher before continuing.
Creation of Organ Jars	Students created all 4 organ jars and included the names of the gods, a picture and the name of the organ they protect.	Students created 3 organ jars and included the names of the gods, a picture and the name of the organ they protect.	Students created 2-1 organ jars and included the names of the gods, a picture and the name of the organ they protect.	Students created 2-0 jars and did not include the name, a picture, or the organ.
Creativity	Final Project is very creative and includes all aspect of the project in a neat and orderly fashion.	Final Project is fairly creative and includes most aspect of the project in a neat and orderly fashion	Final Project is not very creative and includes few aspect of the project in a neat and orderly fashion	Final Project lacks creativity and includes few or none of the aspect of the project in a disorganized fashion