Lesson Plan 1

Lesson: Accomplishments of the ancient Egyptians
Length: 45 minutes; to be revisited in one week
Age or Grade Level Intended: 7th grade

Academic Standard(s):
Soc. Studies 7.1.2
Early Civilizations, States and Empires: 3500 B.C. /B.C.E. to 650 A.D. /C.E. describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy.

Performance Objective(s)
The seventh grade class will mummify an apple by following the instructions given by the teacher with 100% accuracy.
The class will explain in their own words what the experiment taught them about mummification process by writing, as well as the reasons why people were mummified, and who was mummified by writing a one page journal with 90% accuracy.

Assessment
Have students type a half page in single-spaced, 12pt Times New Roman font (if they want to write it they can but then it has to be a full page) summary of “mummifying” their apple and answer the following questions: What did they learn about the mummification process from doing this experiment? Why were people mummified in ancient Egypt? Who was mummified and why them (Bloom’s- Knowledge and Comprehension)? They will be graded according to a checklist of the various questions they need to answer.

Advance Preparation by Teacher:
• apples (one for every four students)
• plastic cups (one for every student)
• baking soda
• salt
• measuring cups
• a bowl for mixing the baking soda and salt

Procedure
Introduction/Motivation:
Tell the students that the new unit is going to cover empires that thrived in the Middle East and Africa starting over six thousand years ago all the way up until the present. Today though they are starting long before the internet, iPods, or TV; in fact some had not even created the wheel yet.
Say to the class, “One of the most well known ancient civilizations is the Egyptians”. Ask them to call out what makes the Egyptians so well known, what do they think of when they think of ancient Egypt (mummies or pyramids more than likely will be mentioned). Tell them that before they begin with the lesson they will be making some mummies out of apples and salt.
Step-by-Step Plan:
1. Cut the apple into four slices. Each student will take an apple slice. Have the students put their apple slice in one of the plastic cups.
2. Have each student thoroughly mix $\frac{1}{2}$ cup of salt and $\frac{1}{2}$ cup of baking soda. Pour the mixture over the apple in the cup so that the apple is completely covered (Gardner’s bodily kinesthetic).
3. Store the covered apples away from light and moisture for one week. The teacher should put one apple slice alongside the students’ buried apples without any salt or baking soda. Students can compare what happens to their "mummified" apples to what happens to an apple that isn’t treated with the salt and baking soda. A week later, have students uncover their apple slices. They should be shriveled up like a mummy.
4. Have the students get back to their seats.
5. Show the class some pictures of mummies on the projector, so that they can see what they really look like (Gardner’s visual/spatial).
6. Explain that many cultures mummified their dead, not just the Egyptians, but in Egypt being mummified meant that you were very rich and very powerful. Being mummified was very expensive to do that is why only a select group of people could become a mummy. The most powerful person in ancient Egypt was the pharaoh. The pharaoh was the political and religious leader of the Egyptian people, holding the titles: “Lord of the Two Lands” (meaning Upper and Lower Egypt; point them out on the map) and “High Priest of Every Temple” (Gardner’s verbal/linguistic).
7. Take a moment to ask a few questions to reengage the students: “Now who was the most powerful person in Egypt?” “Why could only rich and powerful people become mummies?” (Boom’s knowledge), Have a students come to the map and point out upper and lower Egypt (Bloom’s knowledge/Gardner’s bodily kinesthetic).
8. Ask the class to guess at why people back then would want to become a mummy (Gardner’s existentialist)?
9. People wanted to become a mummy because the Egyptians believed that the mummified body was the home for this soul or spirit. If the body was destroyed, the spirit might be lost; so by becoming a mummy your body could be around forever therefore your spirit would be too. It was a very religious ceremony.
10. Explain that the process of mummifying a person took a very long time because all of the water that is in a person’s body had to be removed; if any moisture was left the body could rot. The mummification process took seventy days. Special priests worked as embalmers, treating and wrapping the body. Beyond knowing the correct rituals and prayers to be performed at various stages, the priests also needed a detailed knowledge of human anatomy.
   a. The first step in the process was the removal of all internal parts that might decay rapidly. The brain was removed by carefully inserting special hooked instruments up through the nostrils in order to pull out bits of brain tissue.
   b. Next they had to dry out the body by covering the body with natron (write on the board), a type of salt which has great drying properties, and by putting additional natron packets inside the body. When the body had dried out completely, embalmers removed the internal packets and lightly washed the natron off the body.
c. Then they finished the job by wrapping the whole body in linen and put in a coffin called a sarcophagus (write on the board) and burying the person either in a tomb or in a pyramid if the pharaoh had one built for him.

Closure:
Ask for them to write down on a sheet of paper these questions: What did they learn about mummification today? Why were people mummified in ancient Egypt? Who was mummified and why them? How did they do it? Tell them that their homework is to type up a half page (single-space 12pt Times New Roman font) answering the questions in their own words before the next class period, but if they are not able to get access to a computer or would rather write it out that is fine too, but written papers must be a full page long.

One week later, have the students claim their apple-mummy, how does their apple look different to the one that was left out without the salt and baking soda? What did they learn about the mummification process from doing this experiment?

Lesson Plan Source: EducationWorld.com
http://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp102.shtml
For more detailed information on mummies:
http://www.solarnavigator.net/mummified_pharoahs.htm