The Ancient Civilization of Egypt
A Social Studies Resource Unit for K-6 Students

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Elementary and Middle Social Studies Curriculum and Instruction
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Assessments: All
Ancient Egypt

Historical Narrative

One of the most well known of ancient civilizations is Egypt. The ancient Egyptian civilization lasted for over 5,000 years (David, 2003)—longer than any other civilization (Perry, 2004)—though the time period generally referred to was a smaller portion of that time frame, from 3100 B.C.E. until 332 B.C.E. (David). Ancient Egypt was based around the Nile River, making use of the extremely fertile but very limited land (Grimal, 1992). There are many reasons why elementary students should study ancient Egypt, mainly stemming from Egypt's importance in history.

Ancient Egypt was advanced for the times in many areas. Hieroglyphics were arguably the first true written form of language (Grimal, 1992). The Egyptians also had a very accurate calendar. Their calendar had 365 days (though no leap year), based on the 3 agricultural seasons (David, 2003). In addition, this civilization influenced architecture (David). These historical achievements are a great background for teaching students about how cultures can differ from our own, while still providing opportunities for them to notice similarities and make connections. The Virginia Standards of Learning (SOL) call for elementary students to be able to identify how ancient civilizations such as Egypt have influenced modern development. There are also essential map skills that lessons about this civilization can instill. For a full list of relevant standards see Appendix A.

Key Ideas and Events

During the centuries that the ancient Egyptian civilization flourished, many significant events occurred, despite the small population—“probably no more than two million during the Old Kingdom and three million during the New Kingdom” (Silverman, 1997, p. 67). Indeed, the word civilization itself is a term used to imply cultural and political superiority—an attitude dominant among Egyptians as they compared themselves to the “barbaric” people they encountered (Freeman, 2004). The Egyptians were a superior civilization; Egypt exercised a powerful material and cultural influence in the Mediterranean world, despite being rather isolated (Freeman). The timeline of the ancient Egyptian civilization is split into several dynasties and periods (David, 2003; Silverman, 1997). Little is known about the earliest two dynasties (James, 1979).

In circa 3200 B.C.E. Upper and Lower Egypt were unified (Perry, 2004). The first pharaoh to rule a united Egypt, Narmer, also founded the first capitol of ancient Egypt: Memphis (Goldschmidt, 2008). During the third dynasty and the period known as the Old Kingdom pyramids were built for the first time (Perry; Silverman, 1997). The building of the pyramids is especially important, because “all technology in the pharaonic period is marked by the absence of machinery or complex tools, and a reliance on simple methods, allied with slow and patient, extremely accurate, craftsmanship” (Silverman, p. 98). However, after the Old Kingdom, “The Pharaohs of 1200 B.C. were not using pyramids at all, but tunneled out secret burial chambers in the Valley of Kings in the hope of escaping tomb robbers; a pyramid would have been a complete giveaway” (James & Thorpe, 1999, p. 344).

In 1664 B.C.E. Hyksos took over Egypt. The Egyptians considered them to be barbarians, because they ruled with “cruelty and destructiveness” (Perry, 2004, p. 25). Then a little over a century later, King Ahmose of the 18th Dynasty drove the Hyskos out and the period known as the New Kingdom began (Perry). Other significant pharaohs of ancient Egypt included
Hatsheput, Tuthmois, Akhenaton, and Tutankhamun. Hatsheput ruled as a regent for her son (James, 1979). Then in 1482 B.C.E. Tuthmois came of age and reestablished himself as the ruler of Egypt (James). Tuthmois had his mother’s name removed from all monuments and buildings (James). Akhenaton is important because he ushered in a brief period of monotheism to Egypt (Goldschmidt, 2008). His son, Tutankhamun, reestablished the old roles of priests and the Egyptian polytheistic religion (Goldschmidt). This pharaoh is also the famous “King Tut,” the most famous pharaoh due to his tomb, which had been left untouched by robbers (Goldschmidt).

Long after Tutankhamun’s reign, from about 1333 to 1323 B.C.E. (Goldschmidt, 2008), Egypt was invaded by Alexander the Great (Perry, 2004). Alexander was revered in Egypt because of his respect for Egyptian culture and he was considered a pharaoh (Goldschmidt; Perry). Then in 30 B.C.E. Egypt became a Roman province (Perry). Throughout the dynasties, there were overarching roles and beliefs that the Egyptians maintained.

Men, Women, Youth, and Children

The ancient Egyptians were greatly influenced and united by their religious beliefs. Each community had its own patron deities, but some gods became important to all Egyptians (Shorter, 1978). Besides worship of the national deities, another influential factor on Egyptian culture was the role of the pharaoh as a deity (Shorter). The average people did not have easy access to their gods (Wilkinson, 2003); only priests could perform services and communicate with the gods, except for on holidays when the average people also had that right (Wilkinson). Besides religion, another unifying factor was that the “true” Egyptians all spoke the same language, called “The Divine Speech” (Morkot, 2005).

The most important person in Egyptian society was the pharaoh. “The reigning pharaoh was the link between the world of the gods and the world of humankind” (Silverman, 1997, p. 106). He was both a secular leader and a part of the mythology (Silverman). His secular role included overseeing the bureaucracy and its judicial actions (Silverman). The pharaoh was also the military commander-in-chief, who, according to the contemporary records, was always successful (Silverman).

A step down from the pharaoh were the men of the elite. They ran the bureaucracy that the pharaoh oversaw (Silverman, 1997). Men had easier “access to wealth than women because they were paid a government salary” (Silverman, p. 82). Women could not hold government positions (Robins, 1999). The art from ancient Egypt reflects the idea that men were more important than women in society by often depicting men in front of women when they are shown together (Silverman). Another position in society that men filled was that of craftsman. The best of these were trained in the palace from a young age and could hold a very high status (Silverman). Skilled craftsmen formed a very small, though significant, middle class (Silverman). The division between the roles of peasant men and women is not as clear. Based on artifacts from the time period, women worked indoors and men worked in the fields, though “it is not certain whether this reflects the actual division of labour or rather an ideal” (Silverman, p.83). In other respects, the role of women is much more clearly understood.

“The Egyptians’ view of their goddesses both mirrored attitudes toward women in their society and at the same time served as a model for women’s behavior and roles” (Robins, 1999, p. 158). The goddess Isis was associated with child bearing and rearing (Robins, 1999). The goddess Hathor was associated with fertility (Robins, 1999). Thus it is no great surprise that the most important duty of a woman was having children—childlessness was most likely a reason for divorce (Robins, 1999).
Women were not completely without status, though. They could earn independent incomes and could own land and slaves—who were not slaves in the usual sense, but more another form of peasant labor often done by foreigners (Rodriguez, 1997)—whose services the women could hire out for profit (Robin, 1999; Silverman, 1997). They were also legally self-responsible individuals, whether or not they were married (Robins, 1999). Indeed, Hatsheput, mentioned earlier, even went so far as to become Pharaoh, though this was an anomaly in the traditional role of women. As Robins (1993) stated, “We can never be sure why Hatshepsut defied tradition and became king, nor why the male bureaucracy tolerated this aberration” (p. 47).

Children were regarded as a blessing by the Egyptians (Watterson, 1991). Egyptian adults were often indulgent towards children (Watterson). Unlike in some ancient civilizations, the exposure of children was not tolerated—murder of children was considered a serious and vile crime (Baber, 1935). Children could not just run amok, however. They “were expected to have the greatest regard for their parents” (Baber, p. 412). Sons were expected to honor their ancestors and maintain their father’s tomb (Baber). The eldest son had the responsibility of supporting his mother, and if he could not then the daughter had to fill that role (Baber).

Legacy

As evidenced by the rich cultural, material, and scientific accomplishments of the ancient Egyptians, there are many ways in which this civilization has left an enduring legacy. There are architectural legacies; there are mathematical legacies. There are linguistic and religious legacies. Ideas and structures from millennia ago still prevail, and elementary students should learn their origins.

The architectural achievements of the Egyptians are important for two main reasons. First, the pyramids of Giza and the temples of places such as Luxor are among the most famous structures in the world (Kerr, 2009). Likewise, columns were an invention of the Egyptians that were later adopted by the Greeks and Romans (Kerr). Architectural forms stemming from Egyptian civilization have become part of modern life, both in structures and more symbolically—such as the pyramid on dollar bills.

Egyptians also had a well developed math system that is a basis for more complex problems. They had a fully developed number system and understood the concepts of addition, subtraction, multiplication, division, algebra, and geometry (Kerr, 2009). Even the ancient Greeks—of whom many are famous mathematicians—“had great respect for Egyptian mathematics and freely admitted how much mathematical knowledge had been borrowed from this older civilization” (James & Thorpe, 1999, p. 203). Related to their skill with mathematics, the Egyptians also have an enduring legacy in the form of calendars. The amazingly accurate calendar developed by the Egyptians mentioned earlier became “the basis of our time recording to the present day” (Kerr, p. 237).

Other legacies of the Egyptians are their system of writing and religion. “The Egyptian language has the longest documented history” (Kerr, 2009, p. 243). They also had storehouses to hold records that could very well be the precursor to modern libraries (Kerr). Religiously, the
brief span of time when Egypt was monotheistic is important. “Monotheism… is a concept common to the world’s three largest religions: Judaism, Christianity, and Islam. The first recorded monotheist in human history was the Egyptian king Akhenaten c1360 BC” (Kerr, 2009, p.247).

One final reason for honoring and studying ancient Egypt is put nicely by Rice (1997, p. 205): “Because of its archetypal qualities Egypt is the most humane of ancient societies, its humanity is of profound and continuing value to the world of today.” Egypt has proven very capable of adapting and assimilating the outside world, yet remaining distinct and *Egyptian* (Kemp, 2006). Modern Egyptians are continuing this trend. Their sense of community, which comes from this rich cultural heritage, allows them to be resilient against diversity and to make great strides in modernizing despite difficulties (Kemp).
Lesson Plan #1

INTRODUCTION TO ANCIENT EGYPT: MAP SKILLS

STANDARDS:

Virginia Standards of Learning for Social Studies:

2.4 The student will develop map skills by
   a) locating the United States, China, and Egypt on world maps;
   b) understanding the relationship between the environment and the culture of ancient China and Egypt

2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

BEHAVIORAL OBJECTIVES:

1. Given a world map, students will be able to locate Egypt.
2. Provided an aerial view of Egypt, students will describe its geographical features and make predictions about ancient Egyptian culture and life.
3. Given a map of Egypt with a legend of significant landmarks and a compass rose, students will navigate from a starting point to an ending point with 100% accuracy.

CONTEXT: The intended audience is a second-grade class of 20 students with heterogeneous grouping. Students must be able to read directions and write responses for an individual activity.

RESOURCES/TIME/SPACE: Pull-down world map; Cole, J. (2001). Ancient Egypt: Ms. Frizzle’s adventures. New York: Scholastic Press; self-created Ancient Egypt Map Handout; computer access to Google Earth; classroom labels for cardinal directions; pencils; one hour in a regular classroom setting: locating Egypt on world map in whole-group (5 min), discussing Egypt’s geography (5 min), making predictions (5 min), read-aloud of Ancient Egypt (20 min), whole-group introduction to cardinal directions and small-group practice (10 min); guided and individual practice of map skills and closure (15 min)
Introduction (Anticipatory Set): Note: before class begins, post the name of each cardinal direction on its corresponding wall in the classroom. This will be referred to later in the lesson. Ask students to locate the United States and Egypt on a pull-down world map. Emphasize the distance between the two countries. Ask students to name the respective continents and the body of water separating the continents. Locate the Nile River on the map and identify its proximity to ancient Egyptian civilization. Show a Google Earth view of Egypt and Virginia, and explain that the map visually depicts the same place. Ask students to describe the geographical features of Virginia, such as the climate, natural resources, etc. Discuss how the surroundings affect how Virginians live. Describe the geographical features of Egypt, referring to the Google Earth view. Emphasize the differences in climate, natural resources, and environment. Ask students to predict how ancient Egyptians might have adapted to and even thrived in such inhospitable conditions: Why might they have built their civilization along the Nile River? How might their homes have looked?

Ask students to write one prediction about life in ancient Egypt, given the map and their understanding of the geography. Collect their predictions and explain that the class will be evaluating the accuracy of the predictions together, as the unit progresses.

Content Focus: Read aloud Joanna Cole’s Ancient Egypt: Ms. Frizzle’s Adventures to the whole class. Ask students to imagine they are on a class trip to Egypt and are accidentally separated from the tour group. In this scenario, they have only a map of Egypt with them. Ask the students questions to gauge their prior knowledge of maps: Would you know where to go to find your class? How would you begin to read the map? What clues would you use to help you? What would you need to know first? Prompt students to recognize that symbols and direction are important to know when trying to use a map. Explain the meaning of each term.

Instructional Input: Introduce the cardinal directions (North, South, East, and West) by pointing to their labels on the classroom walls and explaining their purpose. Show students a globe and point to the compass rose. Explain the relationship between the compass rose and the cardinal directions. Show that the cardinal directions apply to the entire globe by pointing to the compass rose. Locate Egypt and the United States on the globe. Describe how the compass rose indicates that Egypt is east from the United States. Model the purpose of the cardinal directions by asking a volunteer to act as the “navigator”. Give the navigator commands using the cardinal directions in the classroom as reference points (ex. “Walk three steps toward North”). Guided Practice: Call on additional students to practice more complex directions, which incorporate classroom landmarks: “Walk five paces East, past the teacher’s desk.” Checking for understanding: Make sure each student has a chance to be the navigator and to follow directions.
Instructional Input: Pass out the Ancient Egypt Map Handout to each student. Explain each feature on the map: the legend (which depicts landmarks with a semi-pictorial representation), the title, and the compass rose. Model the activity to the class. Refer to the directions on the map to tell you where to go first. Using an arrow, draw the path taken to reach the landmark. Check for understanding by seeing if students are following along on their maps. Give guided practice by asking students to work in partners to complete the next direction, as you monitor each group. Independent practice: Students will work alone to complete the remaining directions.

Closure: Ask students to share their experiences navigating the Ancient Egypt Map Handout. Reemphasize that maps can be used for many purposes. They inform us about a place’s geography and its people. Maps can also be used to follow directions from one point to another. Collect the handouts to assess students’ performance.

EVALUATION:
Formative: Children’s participation in the game using the cardinal directions posted around the classroom. Children’s participation in whole-group discussions.
Summative: Children’s correct use of the compass rose and map legend in following written directions on the Ancient Egypt Map Handout; multiple choice question attached.

BACKGROUND INFORMATION: In J. Cole’s Ancient Egypt, Ms. Frizzle’s class takes a trip to Egypt, where they are separated from the tour and transported back in time, when ancient Egyptian civilization was at its height, from 3100 B.C.E. until 332 B.C.E. Ms. Frizzle’s class learns that the Egyptians produced many of their lasting and most notable contributions to modern civilization during this period, including world-renowned architectural structures, such as the Pyramids of Giza and the Great Sphinx. Students will learn about these historical landmarks through the map activity. The teacher will explain how cardinal directions, symbols, and legends are used for reading maps. On a map, symbols are used in substitution of real pictures to show a location of something important, such as a landmark (i.e. the Pyramids) or a geographical feature (i.e. the Nile River). They often look like the object they represent. The legend holds the key to reading these symbols. It tells us what they represent! The cardinal directions tell us where to go to find these locations. Remember, when looking at the arrows on the compass rose, that the cardinal directions “point us” to our destination!

MULTIPLE CHOICE QUESTION:

On a map, the compass rose shows:
  a. the cardinal directions
  b. how far you need to travel
  c. important landmarks
Name: ________________________________

Ancient Egypt Map

Oh, no! While touring ancient Egypt, you were separated from the tour bus. Visit each of the major landmarks to find your class. Follow the directions provided and show your route with an arrow.

1. Travel **east** until you reach the temple.
2. Go **north** until you reach the sphinx.
3. Continue traveling **north** until you reach the pyramids.
4. Cross the Nile River by going **east**. Stop at the obelisk.
5. Head **south** to find the tour bus. You made it!
Lesson Plan #2: Critical Thinking/The Arts: Egyptian Tomb Paintings
Plan preparer: Sarah Herman

STANDARDS:
Virginia Standards of Learning for Social Studies:
2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
2.4 The student will develop map skills by
   b) understanding the relationship between the environment and the culture of ancient China
      and Egypt

Virginia Standards of Learning for Visual Arts:
2.8 The student will collaborate with others to create a work of art.
2.13 The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.
2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).

OBJECTIVES:
1. Provided images of an Egyptian tomb paintings, students will critically examine, describe, and make predictions about ancient Egyptian life and culture.
2. Students, in small groups (4 students), will create a mural illustrating a daily school event in the style of an ancient Egyptian tomb painting.

CONTEXT: The intended audience is a second-grade class of 20 students with heterogeneous grouping. Activity small groups will be predetermined by teacher. Students must be able to work in small groups following directions for art project.

RESOURCE/TIME/SPACE: Image of Egyptian tomb paintings; projector; brown package paper (5 pieces - 4 feet long); pencils: black crayons; watercolor paints; paintbrushes; water/water containers; model/example of daily event; one hour in a regular classroom setting: teacher lead introduction to tomb painting (5 min), critically analyzing/discussing painting/ancient Egyptian culture (15 min), whole-group introduction to art project (5 min), small-group creation of “tomb painting” (30min), whole-group sharing of finished products (5 min)

INTRODUCTION: Display images of tomb paintings. Explain to students that this is a form of Egyptian art (do not give much more information to allow set up of critical thinking). Allow students to get up and study the images (2-5 min), telling them to write down any thoughts they might have about the scenes portrayed on a piece of paper.

CONTENT FOCUS: Ask students to get up and study the tomb paintings (5 min). As a whole-group provide questions to engage students’ critical thinking. Provide some background information as predictions and questions arise.

Objective level:
What are these people doing in each painting?
What colors do you see in the paintings?
What direction are the people’s bodies facing? Are there heads facing the same direction?

Reflective level:
What do you notice most about these paintings?
How does it make you feel when you work hard on chores or at school?

Interpretive level:
Why did the artist(s) paint these scenes? Is he/she showing real life or imaginary situations?
What goods and services are these people providing?

Decisional level:
Did the artist(s) do a good job showing how hard people worked in ancient Egypt?

Provide additional information about tomb paintings (see background information).

Art Activity: In a whole-group explain that the students will work in small groups to portray their lives like the tomb paintings. Provide an example of painting activity. Give directions before students break into groups. Directions: As a group decide on a school activity/situation you would like to portray (see models of daily school events). Using pencil create a rough sketch of idea onto the brown paper. Outline images using the black crayon. Add color using watercolors. Decide who and how the group will describe the mural. Break students into groups. Allow students to create tomb paintings.

CLOSURE: Ask students to share their “tomb paintings.” Collect paintings to assess students’ performances and to publically display in school building.

EVALUATION:
Formative: Students’ participation in critical analysis of tomb paintings. Students’ participation in small-group art activity.
Summative: Students’ ability to follow directions in creating tomb paintings; multiple choice question attached.

BACKGROUND INFORMATION: In Egypt it was normal to bury people in tombs (a room to bury a person after they die), especially pharaohs (Egyptian kings). The Egyptians believed that after you died, you continued to live in another world for the dead. In this world for the dead, a person could still enjoy the same things and do the same activities that they enjoyed in the real world. To make sure that a person did not forget what these things and activities were, tombs were filled with objects from real life and the walls were decorated with tomb paintings, or murals (wall paintings) of everyday life and hobbies. These objects and murals could then be “magically” used so that person could continue living there life in the world of the dead. All Egyptian tomb art is two-dimensional (or flat like a comic strip).
MULTIPLE CHOICE QUESTION:

Egyptian tomb paintings were:
   a) to show everyday activities.
   b) only for the Pharaoh and his family.
   c) seen by everyone.
   d) to show people as they looked in real life.
Lesson Plan #3 - Cleopatra
BIOGRAPHY, CIVIC ENGAGEMENT
Prepared by: Lindsey A. Frantz

INTENDED AUDIENCE:
There are approximately twenty 5th grade students, distinct in race, personality, and cultural and socio-economic background. Students must be literate individuals who are able to respond accordingly to the read aloud and engage in a mock interview setting.

STANDARDS:
National Social Science Standards – World History 5-12 (Education World, 2009)
NSS-WH.5-12.2 Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE
The student in grades 5-12 should understand:
- The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.
- The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

BEHAVIORAL OBJECTIVES/PURPOSE:
1) Given the instructor’s read aloud of Cleopatra, students will discuss and inquire about Cleopatra’s life and the society in which she lived.
2) Given the information conveyed in the read aloud of Cleopatra, paired students will engage in a mock interview to demonstrate their knowledge of the facts surrounding characters in Cleopatra’s life.

RESOURCES/TIME/SPACE: Stanley, D. (1997). Cleopatra. New York: HarperCollins Publishers; Pull-Down Map; Questions for the Mock Interview Follow-Up Activity (Appendix 1); Portraits of Cleopatra (Appendix 2) One Hour Allotted for Lesson, Introduction of Lesson – Whole Group (5 min.), Read Aloud – Whole Group (20 min.), Model Interview – Teacher and Volunteer (5 min.), Activity – Partners (20 min.), Closure and Discussion – Whole Group (10 min.); Lesson will require the space of the whole classroom, so that the students may spread out when conducting their mock interviews.

Introduction (Anticipatory Set): The teacher will begin by introducing the book as follows: “Today class, we will be traveling to Egypt with a famous Egyptian woman named Cleopatra.” Have Cleopatra’s portrait on display (Appendix 2), while the teacher is reading the book. Using the pull-down world map, ask students to locate Egypt. Discuss with the students what they might expect to find in Egypt? Tell the students that you want them to pay close attention to the people, life-changing events, political maneuvers and places that Cleopatra encounters in the book. Finally, ask the students to explain the ways in which Cleopatra demonstrated strong leadership qualities. In her time, was she seen as an Egyptian leader? Does her name still live on as a popular heroine? What were her contributions to the civic life of Egypt? How did life under her leadership improve, or did it?
Content Focus: Read aloud Cleopatra. As the story is being read, emphasize the details about being royalty like Cleopatra in Egyptian society and what type of role one plays as royalty. Acknowledge noteworthy places and people, old pyramids, and the Nile River. Ensure that the students are able to recall places and people the book described by asking questions such as: What Roman leader commanded Cleopatra’s presence in Tarsus? What famous Egyptian structures did Cleopatra show her husband, Caesar, when she took him for a cruise on the Nile? What gift did Mark Antony give to Cleopatra and her children that enraged the Roman people? How many people controlled Rome after the death of Julius Caesar? Why did Mark Antony surrender to Octavian at the Battle of Actium? Following the read aloud, paired students will be given a set of 3 questions and answers. The student with the question conducts a mock interview of the famed Queen of Egypt, Cleopatra. The other student pretends to be Cleopatra and answers the questions. While the one student does his or her best to answer the questions, as the real Cleopatra would have, the interviewing student can correct or supplement those answers using the provided answer key after the mock interview has been completed.

Closure: Based on what the students have learned when interviewing their partners, the whole group will reconvene for a discussion. Ask for volunteers to share their interviews with the class. After the discussion, have students submit their interview answers. The student who is asking the questions will be expected to write down the answers given by the interviewee. Additionally, to reinforce the concepts attained (found within the Background section) throughout Cleopatra, other books pertaining to Cleopatra should be accessible during reading centers such as You Wouldn’t Want to be Cleopatra by Jim Pipe.

EVALUATION:
Formative: During the read aloud, students are able to describe Cleopatra’s life of royalty in conversation between their peers and teacher.
Summative: With their partner, the student will submit interview answers for assessment.
Multiple Choice Question:
What battle, also known as the last battle of the Roman Republic, was fought between the combined forces of Mark Antony and Cleopatra and the forces of Octavian?
(A) Battle of Antietam
(B) Battle of Megiddo
(C) Battle of Diu
(D) Battle of Actium
Answer: D

BACKGROUND INFORMATION (Stanley, D. (1997). Cleopatra. New York: HarperCollins Publishers) Cleopatra VII faced many obstacles during her lifetime. Notwithstanding a society that would only accept a female as the sole ruler with male guidance, Cleopatra VII faced both outside pressures from Rome and domestic issues such as famine at home. Cleopatra’s desire to exercise power independent of her brother led to her exile from Egypt. Cleopatra VII used her keen political savviness, charm, and persuasive powers to win over Julius Caesar and in doing so, regained her position as the rightful ruler of Egypt over her younger brother Ptolemy XIII. Impressed by her strong intellect, determination, and knowledge, Cleopatra VII, in addition to having a son with Caesar, allied with Caesar to defeat her brother, Ptolemy, at war and retake the throne as the Queen of Egypt. Through her alliances with influential Roman rulers such as Julius
Caesar and Mark Antony, Cleopatra propelled herself to the top of the Egyptian political society and as a result was able to secure her position as the sole monarch of Egypt. Cleopatra’s gift for understanding her people quickly helped her to become not only a powerful queen but a popular queen as well. Cleopatra went so far as to open the royal grain supplies to her people, warding off a famine and ensuring the support of the Egyptian people. As the Queen of Egypt, Cleopatra VII is remembered as a woman, equal among men, who took a stance to a male dominated political society by exercising independent rule, a woman who was powerfully intertwined with the aggression of Rome, and most importantly, a woman who would take whatever means necessary to ensure her family’s continued rule over Egypt, independent of the Roman Empire.

**Key Concepts:** Women’s role in government, standing up in defense of one’s convictions in the face of diversity of societal barriers, the importance of political alliances and the importance of a leader knowing, understanding, and pleasing his or her constituents.
FOLLOW-UP ACTIVITY – MOCK INTERVIEW

Instructions: Students are broken up into groups of two. One student from each group is given a set of 3 questions and answers. The student with the question then conducts a mock interview of the famed Queen of Egypt, Cleopatra. While the other student does his or her best to answer the questions, as the real Cleopatra would have, the interviewing student can correct or supplement those answers using the provided answer key. Each student should do his or her best to answer the questions as completely and thoroughly as possible. While the supplied answers may require inferences that go beyond the available facts, students will learn from these answers even if not able to completely answer them independently.

Group 1: Questions
1) How old were you when you became Queen?
2) What was the name of the river on which you took your husband, Caesar, for a cruise?
3) What Roman leader commanded your presence in Tarsus?
4) How and why were you able to gain Mark Antony’s support despite the Roman people’s negative view of you?

Group 1: Cleopatra’s Answers
1) “I was eighteen years old.”
2) “The Nile River.”
3) “I met the famed Mark Antony at Tarsus.”
4) “I knew that Mark Antony needed considerable amounts of money in order to better secure his position at the top of Roman society. I decided that the best way for me to ensure my position as the Queen of Egypt and to protect my people from the threat of Rome was to lure and captivate Mark Antony with my family’s great wealth. I realized that my continued rule and my people’s freedom were far more important than any wealth.”

Group 2: Questions
1) What city did you live in?
2) What famous Egyptian structures did you show your husband, Caesar, when you took him for a cruise on the Nile?
3) After the death of your husband, Caesar, what other Roman General did you fall in love with?
4) How did your ruling style affect Julius Caesar?

Group 2: Cleopatra’s Answers
1) “I lived in Alexandria, Egypt.”
2) “We saw many treasures of the ancient Egyptians, most notably the Great Pyramids.”
3) “I fell in love with the famous Roman General, Mark Antony.”
4) “Envious of my position as both an Egyptian God and Queen, Caesar decided to exert more personal power in Rome. Caesar even went so far as placing a golden throne in the Roman senate, an act more befitting a King than a senator.”

Group 3: Questions
1) Who was your first husband?
2) Who inherited your husband’s vast wealth instead of your son, Caeserion?
3) How many children did you have with Mark Antony?
4) Do you think producing an heir had an impact on your ability to lead the Egyptian people? If so, why? If not, why not?

Group 3: Cleopatra’s Answers
1) “My first official husband was actually my brother, Ptolemy.”
2) “My husband Caesar’s great-nephew, Octavian, inherited everything, leaving my son out.”
3) “I had three children with Mark Antony.”
4) “At the time of my rule it was not possible for a female to be the sole ruler of Egypt. That is why I first had to share power with my brother, Ptolemy. A female ruler had to be married to a male relative in order to exercise any power at all. When I had my son Caeserion, I knew that I could place him as my co-ruler, allowing me to simultaneously please the Egyptian people and retain total control of the country.”

Group 4: Questions
1) Who did you meet when you were snuck back into your palace in a rug?
2) How did your husband, Caesar, die?
3) What gift did Mark Antony give to you and your children that enraged the Roman people?
4) Why were you smuggled back into the Egyptian Palace following your forced exile at the hands of your brother?

Group 4: Cleopatra’s Answers
1) “I met Julius Caesar, the famed Roman General and future Caesar of the Roman Empire.”
2) “My husband, Caesar, was murdered in the Roman Senate.”
3) “Mark Antony gave me and my children vast Roman land.”
4) “I wanted to meet Julius Caesar. I saw it as my chance to reclaim my title as sole ruler of Egypt; a position denied me because of the sexist laws in place at the time.”
Group 5: Questions
  1) What was your first child’s nickname?
  2) How many people controlled Rome after the death of your husband, Julius Caesar?
  3) Why did your husband, Mark Antony, surrender to Octavian at the Battle of Actium?
  4) What language did you speak and why?

Group 5: Cleopatra’s Answers
  1) “My first son’s name was Ptolemy Caesar but we called him Caeserion.”
  2) “Three people ruled Egypt after my husband’s death. The brief rule was referred to as the triumvirate.”
  3) “Mark Antony surrendered because he feared that I was abandoning him to return to Egypt.”
  4) “I was brought up speaking Greek but later learned Egyptian. I was the first member of my family to learn Egyptian. I wanted to be able to better relate to my people and embrace their culture.”
Appendix 2

IDEALIZED PORTRAIT OF CLEOPATRA

(http://www.lewisart.biz/pix/cleopatra.jpg)
HEAD SCULPTURE OF CLEOPATRA

(http://forum.stirpes.net/studies/21431-new-proposed-image-cleopatra.html)
Inquiry Lesson: Egyptian Religion and its Westernization

Standards:
National History Standards: World History Grades 5-12
Era 2: Standard 1- The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.
Era 3: Standard 1- Innovation and change from 1000-600 BCE horse, ships, iron, and monotheistic faith. Standard 3- How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE

Intended Audience: Heterogeneous fifth grade classroom of 25. Students will have previous knowledge of Egyptian rulers, geographical features, and death rituals but will have limited knowledge of Egyptian gods and religion.

Behavioral Objectives:
1. Given research opportunities, students will record the similarities and differences of the gods representing three cultural groups with 100% participation
2. Given small group research, students will investigate three ancient religions based on their student-generated questions, with 100% participation
3. Given research, students will give a presentation on their discoveries about ancient religion and make educated assumptions using the evidence available.

Materials Time and Space: Materials: A computer available for each student with Microsoft PowerPoint and Internet access, worksheet for each student, overhead projector for presentations, Egyptian and Christian creation myths; Time: Two sessions of one-hour each; Space: Day 1 students at desks or tables in groups of 3 or 4 with laptops; Day 2, students at desks in groups with laptops for first ½ hour and in seats in groups for second ½ hour.

The Lesson Proper

Day 1

Introduction: Read the Egyptian creation myth, the Greek creation myth, and the Christian creation myth as a catalyst. Continue by explaining that all creation myths are truth to the people who believe in them and live by them. Talk about how myths are presented as facts no matter how different they may be from what is normal to you and me. We study myths and different religions to learn about humans and culture from all around the world and to try and understand how humans learned to live on the earth. Furthermore, we study myths and religions for their poeticism and insight into a culture. Next, talk about how religions are not static and self-contained, but that they evolve and change over time. Ask students to think and volunteer some answers to the following questions. What are some of the religions in the world? Do you ever wonder why there are so many? Are religions the same now as they were a hundred years ago? Do you think that some religions influence and are connected to others? What are some examples of this? The ensuing discussion will likely yield a variety of predictions and ideas. Indicate that such questions and hypotheses can be researched and validated by authentic sources. Ask them what types of sources would be appropriate for learning more about religions and their
interconnectedness. Answers will probably include encyclopedias, the internet, the library, and religious books.

**Content Focus:** Divide the class into 5 groups. Tell pupils that when we’re dealing with history, we’re often dealing with myths passed down and recorded through generations. Give each group a god from each ancient religion (Egypt, Greece, and Rome) and ask them to think of questions they may have about these gods and the religions they come from. Distribute laptops and worksheets to each student for research and then allow them to use the internet and various secondary and primary resources to explore their gods and the overarching religion associated with each god. Have them record questions they have about their gods and goddesses as well as the overarching religions associated with them (specific websites and books will be suggested). Have them write down their observations to share later and ask them to make some connections between the religions.

**Predicted Outcomes:**
Students will have heard of many of these gods and goddesses from previous years of education and will mostly likely come with some background knowledge and interest for particular aspects of the religions. Before starting research, they should generate some questions they want answered about their three gods and the religions associated with them. Given the resources available to them, students will be able to see many similarities and differences between the gods and religions. From research, they will be able to determine the respective time periods for each religion and their region. During and after research, they will fill out a worksheet that will both prompt them to delve further into the topic and explore their gods and religions more, while also helping them make some connections between the religions. With these questions to consider, students should give attention to the sources useful for answering these questions.

**Day 2:**
Have students continue their research from the previous day and complete the worksheet within the first 15 minutes of class. Have groups present their discoveries about their gods, the religions associated with them, and any connections they see between their gods and religions. Encourage them to cite specific information to support any inferences and conclusions. Have students in other groups take notes on the presentations.

**Closure:**
After all presentations are finished, hold a class discussion about the connections between these three religions and how Egyptian religion influenced many other religions, even up through today.

**Evaluation**

**Formative:** Were students actively participating? Did they use sources to back up their assumptions? Did they work well with others and respect differences of opinion?

**Summative:** Each student will turn in a worksheet recording similarities, differences, and a flow chart of their three gods and overarching religions. Each group will present a PowerPoint
presentation on their findings. Good work will include well-documented conclusions and thoroughness.

**Background Information**

**Day 1 and Day 2:**
Gods have been chosen based on their purpose in the religions associated with them. For example, the first group will receive all the “King” gods, the third group all the death gods, and the fourth all the wisdom gods. All the gods given to students are of great significance to ancient religions. They are grouped this way so that students will be able to find connections between the religions without too much difficulty. This way they can dedicate their time to exploring their own questions about the religions, gods, and their connections.

The groups will receive the following gods:

1) Amun-Ra, Zeus, Jupiter  
   a. Amon-ra is the King of the Egyptian gods and the sun god  
   b. Zeus is the king of the Greek gods and the god of thunder, lightning, and justice  
   c. Jupiter is the king of the Roman gods and the god of thunder, lightning and justice

2) Isis, Hera, Juno  
   a. Isis is the queen of the Egyptian gods. She is a healer and magician and mother  
   b. Hera is the queen of the Greek gods and is the goddess of women and marriage  
   c. Juno is the queen of the Roman gods and is the goddess of women and marriage

3) Osiris, Hades, Pluto  
   a. Osiris is the Egyptian god of death  
   b. Hades is the Greek god of the underworld and wealth  
   c. Pluto is the Roman god of the underworld and wealth

4) Thoth, Athena, Minerva  
   a. Thoth is the Egyptian god of wisdom and time  
   b. Athena is the Greek goddess of wisdom and reason  
   c. Minerva is the Roman goddess of wisdom and reason

5) Hathor, Apollo, Apollo  
   a. Hathor was the Egyptian goddess of joy, love, dancing, and music  
   b. Apollo was the Greek god of music, the arts, archery, and prophecy  
   c. Apollo was the Roman god of music, the arts, archery, and prophecy

The websites and books listed give general information and myths about the Egyptian, Greek and Roman gods and the religious practices and rituals of the era. All are student friendly in content, vocabulary, and usability. Also, they provide information about the location and time periods that these religions were popular and how they spread and changed over time.

Carroll, R. & Prickett, S. (Eds.). (2008). *The bible: Authorized king james version*. New York: Oxford University Press. Used for the Christian creation myth. This bible is useful for the classroom as it contains all parts of the bible, whereas other versions often leave out books like the apocrypha and other parts of the Old Testament.

This is a great book for creation myths. The Greek and Egyptian myth used as the catalyst come from this book, but it’s also a great reference for the students to use when conducting their research. The myths are simplified and the book is set up in an easy-to-use way.


This book is great for research, as it is made just for kids! The myths are presented in a kid-friendly way. Furthermore, so many cultures are represented that it’s a great source for inquiry, since students can explore myths from cultures and religions they haven’t been exposed to yet. It’s also a great point of reference for drawing comparisons.


This book is great for students interested in exploring ancient Egyptian religion. Hundreds of gods are explored and there are many detailed pictures of the gods, temples, artwork, and other cultural artifacts.

Religion of Ancient Egypt
http://historylink101.net/egypt_1/religion.htm
Author: Eric Rymer

This site provides an overview of Ancient Egyptian religion and provides links about all the major Gods, creation myths, and temples. It is easy to navigate and gives good summaries of each God in easy-to-read language.

Introduction to Greek Mythology
Author: Eric Rymer

This site provides an overview of Greek mythology and all the major Gods and the myths associated with them. It is also easy to navigate and written in kid-friendly language.

Roman Religion
http://www.historyforkids.org/learn/romans/religion/index.htm
Author: Dr. Karen Carr

This site is helpful to make the connection between Greek and Roman religion. It gives a general idea of Roman beliefs but also categorizes and provides summaries of each God and their Greek counterpart. It is also written in a kid-friendly style and is easy to navigate.

Egyptian Religion
http://www.historyforkids.org/learn/egypt/religion/index.htm
Author: Dr. Karen Carr
This site describes the basics of Egyptian religion and goes into further detail with links to specific Gods and other religious terms. It is made just for kids so it’s easy to understand and navigate.

Ancient Greek Gods
Author: Dr. Karen Carr
http://www.historyforkids.org/learn/greeks/religion/gods.htm
This site presents the basics of Greek religion and relates it to Egyptian Gods. It has links for all the major Greek gods with brief summaries of their purpose and myths. Again, it is easy to navigate and kid-friendly.

Ancient Greece
http://www.ancientgreece.co.uk/
Author: The British Museum
This site has a lot of information not just on the Gods but on festivals, daily life, war, and geography. It’s a great site for students to explore about the culture beyond religion. It also has a lot of interactive activities.

Ancient Egypt
http://www.ancientegypt.co.uk/menu.html
Author: The British Museum
This site has a lot of information not just on the Gods but on geography, mummification, pyramids, pharaohs, temples, and more. It’s also a great site for further exploration of questions that may come up while studying specific gods.

Roman Mythology
http://www.unrv.com/culture/mythology.php
Author: United Nations of Roma Victrix
This site has an overview of Roman religion and links to major and minor gods, adopted gods, and information about cults. Furthermore, it has links about varying aspects of Roman culture for further exploration.

Essay Questions (10 pts.)
Describe an Egyptian god or goddess that you researched including his or her appearance, purpose, and a myth associated with him or her (3 pts). Describe an Egyptian god or goddess researched and presented on by another group including his or her appearance, purpose, and a myth associated with him or her (3 pts). How do the characteristics of the Egyptian gods and goddesses you described appear to influence Greek and Roman gods and goddesses (4pts)?
1) Investigate into something that interests you about these ancient religions, gods, and cultures. Record 2 questions you have about them and try to answer them the best you can. If you have extra time, come back to this section and record more questions.

   Question 1:
   Resource Consulted:
   Information related to question:

   Question 2:
   Resource Consulted:
   Information related to question:

2) Given your online research, record some similarities between the three gods your group has been assigned.

   What are some questions you have after this section? Try to answer them.

3) Given you online research, record some differences between the three gods your group has been assigned.

   What are some questions you have after this section? Try to answer them.

4) Make some connections between ancient Egyptian, Greek, and Roman religion. Record anything about them that you find interesting or what to learn more about.

5) Record any additional information you came across and found interesting.

Time devoted to research:
1) Investigate into something that interests you about these ancient religions, gods, and cultures. Record 2 questions you have about them and try to answer them the best you can. If you have extra time, come back to this section and record more questions.

   Question 1: Why was Zeus the king of the God if he wasn’t the first God?
   Resource Consulted: In the Beginning by Virginia Hamilton
   Information related to question: Zeus became king after he conquered his father Kronos. Kronos ate all of his other children but Zeus’s mother hid him so that he could help his brothers and sisters and overcome his father. Kronos wasn’t the first king either! His father Heaven was. Kronos overcame his father as well.

   Question 2: Are Egyptian temples and pyramids the same thing?
   Resource Consulted: [http://historylink101.net/egypt_1/religion.htm](http://historylink101.net/egypt_1/religion.htm)
   Information related to question: Pyramids are made for pharaohs and temples are for gods and pharaohs. Cultus temples were made for specific gods and Mortuary temples were made for pharaohs. Only priests were allowed in the sanctuary parts of a temple, so offerings were usually performed by the priest outside so that common people could participate.

2) Given your online research, record some similarities between the three gods your group has been assigned.

   Amun-Ra, Zeus, and Jupiter are all kings of their religions’ gods. They are all male. They all have something to do with weather and the sky. They all have a part in the creation myths of the religions they come from.

   What are some questions you have after this section? Try to answer them. Were Zeus and Jupiter the same god? I think so because they had the same purpose and stories that went with them. Romans just renamed Zeus.

3) Given you online research, record some differences between the three gods your group has been assigned.

   Amun-Ra is a sun and creator God and Zeus/ Jupiter are just the kings and thunder Gods. They are all from different religions. Amun-Ra doesn’t look like a human and Zeus and Jupiter do. You can spell Amun-Ra different ways but you can’t spell Zeus or Jupiter in another way. Amun-Ra is sometimes two different Gods.

   What are some questions you have after this section? Try to answer them. Why didn’t Amun-Ra look like a person? The ram’s head is there because rams have lots of children and so does Amun-Ra.

4) Make some connections between ancient Egyptian, Greek, and Roman religion. Record anything about them that you find interesting or what to learn more about.

   These gods and the other gods of the religion have similar reasons for existing. All the religions have a lot of Gods and temples to worship them. These religions were popular a long time ago and aren’t any more. I like all the stories about the gods because it’s funny to hear about Gods doing human things.

5) Record any additional information you came across and found interesting.

   Isis was a Greek God for a while and the Virgin Mary was once a Roman goddess!

Time devoted to research:  50 minutes
The Sun-God and the Dragon

Ra was the first to be. “When I came into being,” he said, “then being itself came into being.” He spoke these words so they would not be forgotten.

God Ra’s father was the waters called Nun. “I put together in Nun some of the things as weary ones,” said Ra, “before I found a place I could stand. I was alone; I made every form.”

Ra set himself under the horizon every evening.

Each night, he crossed the Underneath Sky in his boat. That was not easy, for the Underneath Sky was a dark and terrible place.

The dragon, Apophis, lived in the Underneath Sky. It waited to destroy God Ra. Each dark-time, the dragon whipped his green tail back and forth, and each time, Ra fought the dragon and his mighty tail with all of his strength.

Ra’s power was felt. Even though the dragon, Aphophis, lived on, the smaller forces of darkness and disorder out of him were slowly being overcome.

God Ra spoke these words:

“Many were the beings that came out of my mouth. This was before there was heaven, before earth came into being, and before the ground and creeping things were created. Then they, too, started into being.”

God Ra next spat out the god of the air. “You will be called Shu,” he said. He sputtered out the god that was moisture and said, “I name you Tefnut.”

It was Ra’s father, the waters called nun, who raised Shu and Tefnut.

All of this time, Ra had but on eye. He sent it forth to be watchful of his children. And thought the Eye was distant from them, it followed Shu and Tefnut down through the ages.

“I wept with pleasure over my children,” said Ra. “Them I came into this land, and Shu and Tefnut brought me my Eye. And my Eye was angered. For in its place, I had made another eye, the eye I wept with. I called my second eye The Golden One.”

Shu and Tefnut brought two more gods into being. They were Nyt and Geb, and they were too closely connected.

Shu set them apart. He lifted the female, Nut, up with her own gods. Nut counted her gods and made them stars. And then Shu, the god of the air, let his arms support Nut. And his arms kept the heaven apart from Geb.

Geb stayed in the lower world and was the earth. And Ra took back his Eye that was angered. He put it in the center of his head to shine forever upon the earth.

All of this time, men had come into being from the tears Ra had shed with his second eye. And from the roots of his two eyes, he made whatever lives among the creeping things of snakes and insects—plants of all kinds.

So it was that out of Shu and Tefnut came Geb and nut. And when Geb and Nut were separated, the earth and sky were parted.

Geb and Nut, earth and sky, brought the lesser gods, Osiris, Isis, and Horus into being—and many others, one after another.

And after the Great God Ra had cried men, there came all of men’s multitudes.
All of these lesser gods spoke in magic, and they destroyed any enemies of Ra by the charms of their speech. And it was God Ra who sent them out to overthrow the evil dragon, Apophis. 

Finally, it was done. The words that were spoken were not forgotten. God Ra could say them far and wide:

“The dragon is the one fallen! He cannot see! I say that a curse is cast on him. I have swallowed his bones, and his bones are not. His skin is not. His name is not; his children are not. I say he is fallen and overthrown.”

Therefore, each morning, God Ra comes up shining in all of his splendor on the other side of the world.

These are the words that shall be spoken and never forgotten:

Now and Forever, Ra, the Sun-God, rises in triumph, and he sets the same.

Creation Myth: Greece
(Taken from In the Beginning by Virginia Hamilton)

The Coming of All Things

In the beginning, there came Nothing, alone. It was sometimes called Chaos, or the Void. But it was Nothing, all the same.

Next appeared the Earth, so the gods would have some place to stand. And then came Tartarus, the underworld. Eros, love, came into being. Of all the forever gods, Eros was most handsome. He made all others weak. His power was greater than the strength of all to resist him.

Out of Nothing came darkest Night and Er-e-bos, another part of the underworld. This was the first generation of gods. Night and Erebos gave birth to Day and Space.

Earth brought forth Heaven and the Sea. Heaven was as great as Earth and spread out above and beyond Earth to cover her with stars. Heaven was a place of rest for all of the gods. And then Earth gave birth to mountains- Mt. Olympus being the home of the gods. There were other high places where they would also go to play. And there were the homes of the goddesses and Nymphs living in these pleasant, forest heights.

With Heaven whom she adored, Earth brought the Titans, her children, into being. They were many. Ocean was one, with its surges and waves and currents. Hy-per-i-on and I-a-pe-tos were others, and Thea, Rhea, and Phoebe. All Heaven and Earth were their parents.

The youngest Titan was Kronos. He was bold and wild. But Kronos hated his father sky, the Heaven.

Earth next gave birth to three proud Cyclopes. Each had one eye in the center of his forehead. They would make the thunder and thunderbolt for the great god, Zeus, one day.

Earth and Heaven had three more sons. Oh, these were ungodly giants, awful and powerful. They each had a hundred terrifying arms, swaying and wheeling every which way. Each body had fifty heads atop massive shoulders. What monsters they were!

From the beginning, Heaven hated his and Earth’s children. So he hid them away down inside her secret folds and caves. He would not let them see light or let them out. And he greatly enjoyed this wicked work of trapping them in darkness.

But Earth cried out, she was so full to bursting deep insider her. And so she planned her own wicked trick.
“My children,” Earth told the, “your father is mean and savage. If you will help me, we can get even with him—evil for evil. For it was he who started this crime.”

Earth grieved for her love of Heaven, yet she urged her children to do vengeance and fight for their lives. Therefore she made a huge, gray flint sickle, and she showed her children how to use it.

But they were all afraid, except Kronos.

“Mother,” he said, “I will do as you ask. I have no love for Heaven. He is no father to us, his children, since he began these terrible deeds.”

Great Earth was happy with her awful son. She gave him the mighty sickle. She told him what to do, and she hid him so he could lie in wait for his father.

All Heaven came, bringing on the night and stars. Lovingly, he spread out over Earth. And as he did, bold Kronos struck with his sawtoothed sickle. He mowed down his father’s love, and he dumped it in the sea. And from it, covered in foam, grew a woman, the goddess, Aphrodit-e.

Heaven cursed his children, saying they would be punished. But brave Kronos didn’t care. He had his own children. Yet how could he trust even one of them? For Kronos knew what he had done to his own father, Heaven. And so, as his children were born from their mother, Rhea, Kronos ate them whole. He swallowed them up; he gulped them down! He did not want to end as his father had, to be one day overcome by one of his own.

Rhea begged Earth and Heaven to hide the new son who would now be born. This one would be called Zeus. And Earth and Heaven did hide the child after he was born. They hid him in Earth’s vast, thick woods on Mt. Aegeum.

Rhea wrapped a giant stone in swaddling clothes. This covered stone she pretended was her newborn son, Zeus, and she presented it to awful Kronos.

Thinking it was real, Kronos seized the stone child. He swallowed it; it plopped hard in his belly. He had no idea his true son was safe and sound, hiding on Earth.

So it was Zeus that grew to be the greatest of the Gods, with Thunderbold and Lightning as his aides. Zeus would one day conquer Kronos by force and power. He would drive him out of his place of honor. And then Zeus, Great God Zeus, would be father of all gods and all men.

Creation Myth: Roman/Christian
(Taken from King Jame Bible)

Genesis 1

1 In the beginning God created the heaven and the earth.
2 And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters.
3 And God said, Let there be light: and there was light.
4 And God saw the light, that it was good: and God divided the light from the darkness.
5 And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day.
6 And God said, Let there be a firmament in the midst of the waters, and let it divide the waters from the waters.
7 And God made the firmament, and divided the waters which were under the firmament from the waters which were above the firmament: and it was so.
8And God called the firmament Heaven. And the evening and the morning were the second day.
9And God said, Let the waters under the heaven be gathered together unto one place, and let the
dry land appear: and it was so.
10And God called the dry land Earth; and the gathering together of the waters called he Seas:
and God saw that it was good.
11And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit tree
yielding fruit after his kind, whose seed is in itself, upon the earth: and it was so.
12And the earth brought forth grass, and herb yielding seed after his kind, and the tree yielding
fruit, whose seed was in itself, after his kind: and God saw that it was good.
13And the evening and the morning were the third day.
14And God said, Let there be lights in the firmament of the heaven to divide the day from the
night; and let them be for signs, and for seasons, and for days, and years:
15And let them be for lights in the firmament of the heaven to give light upon the earth: and it
was so.
16And God made two great lights; the greater light to rule the day, and the lesser light to rule
the night: he made the stars also.
17And God set them in the firmament of the heaven to give light upon the earth,
18And to rule over the day and over the night, and to divide the light from the darkness: and
God saw that it was good.
19And the evening and the morning were the fourth day.
20And God said, Let the waters bring forth abundantly the moving creature that hath life, and
fowl that may fly above the earth in the open firmament of heaven.
21And God created great whales, and every living creature that moveth, which the waters
brought forth abundantly, after their kind, and every winged fowl after his kind: and God saw
that it was good.
22And God blessed them, saying, Be fruitful, and multiply, and fill the waters in the seas, and
let fowl multiply in the earth.
23And the evening and the morning were the fifth day.
24And God said, Let the earth bring forth the living creature after his kind, cattle, and creeping
thing, and beast of the earth after his kind: and it was so.
25And God made the beast of the earth after his kind, and cattle after their kind, and every thing
that creepeth upon the earth after his kind: and God saw that it was good.
26And God said, Let us make man in our image, after our likeness: and let them have dominion
over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth,
and over every creeping thing that creepeth upon the earth.
27So God created man in his own image, in the image of God created he him; male and female
created he them.
28And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the
earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and
over every living thing that moveth upon the earth.
29And God said, Behold, I have given you every herb bearing seed, which is upon the face of all
the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for
meat.
30And to every beast of the earth, and to every fowl of the air, and to every thing that creepeth
upon the earth, wherein there is life, I have given every green herb for meat: and it was so.
And God saw every thing that he had made, and, behold, it was very good. And the evening and the morning were the sixth day.
Artifact #1 (Art Form) – Bead Collar
Artifact #1 – Bead Collar

Primary Level: K-3

Activities should be preceded by a lesson on ancient Egypt.

Background Information: Historians that study Egypt call this bead collar a “broad collar.” This collar was found in a woman’s tomb along with other items. This collar is believed to be used both for decoration as well as used during Egyptian rituals. Ancient Egyptians used jewelry to represent power and wealth. They also sometimes used jewelry to protect themselves. The materials used to make Egyptian jewelry are important and each material could represent a hidden power.

Student Activities:

Whole Group

1. After a lesson on ancient Egypt and after explaining background information, students will discuss as a class types of jewelry or decoration that people use or wear in today’s society by making a list or drawing pictures (suitable connections could include wedding rings, clerical/religious clothes, necklaces and bracelets [beads, pearls, chains, gems, etc], scarves, bangles, etc).

Small Group

1. In small groups, students will discuss why this collar would be found in a tomb. Students will also discuss jewelry or decorations in their own lives that has personal value. Students will create a list or draw pictures of these personal items. The whole class will reconvene and each group with explain to the class what each item is and the significance, meaning, or value of each item.

Individual

1. Students will make bead collars (using macaroni noodles, paint, and string) on their own. Pictures will be provided for students to reference. Students will be able to wear their collars and share with their classmates their design, pattern, color, and the reasons behind those choices.

References:


Artifact #1 – Bead Collar

Intermediate Level: 4-6

Activities should be preceded by a lesson on ancient Egypt.

Background Information: Historians that study Egypt call this bead collar a “broad collar.” This collar was found in a woman’s tomb along with other items. This collar is believed to be used both for decoration as well as used during Egyptian rituals. Ancient Egyptians used jewelry to represent power and wealth. They also sometimes used jewelry, called amulets, to protect themselves. The materials used to make Egyptian jewelry are important and each material could represent a hidden power.

Student Activities:

Whole Group

1. After a lesson on ancient Egypt students will examine photos on the big screen of the bead collar, and other jewelry and decorations worn or used in ancient Egypt. As a class, students will make a KWL chart, indicating what they already know, what they want to know, and then later, what they learned about the bead collar and other ancient Egyptian jewelry and decoration. The teacher will then explain background information to students.

Small Group

1. In small groups, students will discuss the similarities and differences of ancient Egyptian jewelry and decoration with jewelry and decoration of today. Each small group will be provided a paper with a blank Venn diagram on it. Each small group will fill in their Venn diagram by comparing and contrasting ancient Egyptian jewelry and decoration with jewelry and decoration of today.

Individual

1. Students will make their own jewelry in the style of ancient Egyptian jewelry. Students will be provided with string, beads, and patterns. Students will also be given pictures of ancient Egyptian jewelry to reference. Students will be able to wear their jewelry and share with their classmates their patterns, beads, pattern, and design. They will explain the significance of and the reasons behind their choices.

References:


Assessment Questions

Primary Level:

1. For ancient Egyptians, a bead collar is another name for what?
   A. Bracelet
   B. **Necklace**
   C. Earring
   D. Buckles

Intermediate Level:

1. One type of ancient Egyptian jewelry, the amulet, was used to what?
   A. **protect the wearer**
   B. trade for other goods
   C. see the future
   D. talk to the gods
Artifact 2

http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/t/the_rosetta_stone.aspx
Ancient Egypt  38

Demotic         Greek        Hieroglyphics

http://prometheus.med.utah.edu/~bwjones/C1705165967/E20070615092843/Media/Rosetta%20stone%20close.jpg
The Rosetta Stone: Primary Activity

**Background:** The Rosetta Stone was discovered in 1799 by soldiers in Napoleon’s army. It takes its name from the town near which it was discovered, el-Rashid (Rosetta). The Rosetta Stone is from 196 BCE. The writing is an announcement from the anniversary of Ptolemy V becoming pharaoh. The stone has three scripts that all say the same thing. The three scripts are: hieroglyphic, which was used for important announcements; demotic, which was the everyday script; and Greek, which was used by the government. The Rosetta Stone made it possible for scholars to translate hieroglyphics, because the same thing was written in three scripts.

In Ancient Egypt, the names of pharaohs and high-ranking individuals were written inside special ovals called cartouches. The bottom of the cartouche had a line that represented the rank of the person whose name was within the oval.

**Materials:** Photos of Rosetta Stone and close-ups of different scripts; document camera; *Egyptian Symbols—A Hieroglyphic Stamp Kit* (1 set per 4/5 students); Cartouche papers

**Primary Activities:**

**Whole Group:** Students will look at a photo of the Rosetta Stone and close-ups of the different scripts using a document camera as well as some online examples of hieroglyphics from: [http://www.egyptiantouch.net/images/cartouche.jpg](http://www.egyptiantouch.net/images/cartouche.jpg) and [http://farm3.static.flickr.com/2352/2032909216_4e026e578e.jpg](http://farm3.static.flickr.com/2352/2032909216_4e026e578e.jpg). Teacher will explain the importance of the Rosetta Stone and briefly go over what the different scripts were used for.

**Small Group:** Students will break into groups and discuss their observations about the different scripts. Teacher will prompt the discussions with questions (e.g., Which script would you want to use for everyday writing? Which script looks the nicest?)

**Whole Group:** Class will come back together to discuss their observations as a whole group.

**Individual:** Teacher will go over the use of cartouches in Ancient Egyptian writing. Students will write their names in hieroglyphics using the *Hieroglyphics Stamp Set*, using the letter to hieroglyph conversion chart to spell their names on papers with pre-printed cartouches (hieroglyphs go from top to bottom). They will also decorate the paper with their name written in any style they like with English letters.

*Stamp Kit available from Amazon.com: [http://www.amazon.com/Egyptian-Symbols-Hieroglyphic-Stamp-Kit/dp/0811828298/ref=pd_sim_b_1](http://www.amazon.com/Egyptian-Symbols-Hieroglyphic-Stamp-Kit/dp/0811828298/ref=pd_sim_b_1)*

Background Information from:


Name in English:

Name in hieroglyphics:
The Rosetta Stone: Intermediate Activity

**Background:** The Rosetta Stone was discovered in 1799 by soldiers in Napoleon’s army. It takes its name from the town near which it was discovered, el-Rashid (Rosetta). The Rosetta Stone is from 196 BCE. The writing on the stone is the same decree, passed by a council of priests on the one year anniversary of the coronation of Ptolemy V, in three scripts. The three scripts are: hieroglyphic, which was suitable for priestly decrees; demotic, the script used for daily purposes; and Greek, the language of the administration. The Rosetta Stone is important because in the fifth century AD the knowledge of reading and writing hieroglyphics disappeared. Then in the early 1800s scholars were able to use the Greek inscription to decipher hieroglyphics.

**Materials:** Photos of Rosetta Stone and close-ups of different scripts; document camera; secret alphabet example

**Intermediate Activities:**

**Small Group:** Students will look at a photo of the Rosetta Stone and close-ups of the different scripts using a document camera. Students will make observations in small groups about the different scripts and guess at the reason for there to be three scripts on the Rosetta Stone. They will write down some of their observations and guesses on large pieces of paper.

**Whole Group:** Groups will take turns presenting observations and guesses to the entire class. After all groups have presented the teacher will tell them if any of the guesses are right. The teacher will talk to the students about the uses of the different scripts and tell them about the disappearance of reading/writing knowledge of hieroglyphics. Students will be asked why the Rosetta Stone is therefore important. Teacher will coach them to right answer and explain the details (like the time periods) that they may not know.

**Individual:** Students will design their own secret alphabet after being shown an example and write a message with the secret alphabet letters on a sheet of paper. Students will exchange messages with partners and try to decode the secret message using the alphabet chart. If students want more of a challenge they can write a long message (must use all letters in the short message) in both the secret alphabet and English to use for decoding instead of giving their partner the alphabet chart.

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Background Information from:

SECRET ALPHABET:

A = #  G = P  M = °  S = □  Y = □
B = %  H = +  N = □  T = □  Z = □
C = &  I = <  O = »  U = □
D = *  J = >  P = ±  V = □
E = ^  K = ≠  Q = ç  W = □
F = ×  L = «  R = □  X = ~

MESSAGE:

° □  × # □ » □ < □ ^  × » » *  < □  □ □ □ # □ % ^  □ □ < ^ □

My favorite food is strawberries
Primary Assessment:

The following picture shows the name of a ______________.

a. stone mason  
b. carpenter  
c. pharaoh  
d. slave

Intermediate Assessment:

In the 19th century, scholars used the Rosetta Stone to do what?

a. Read about everyday life in Ancient Egypt  
b. Decipher the meaning of ancient hieroglyphics  
c. Decipher the meaning of Ancient Greek writing  
d. Read about the reign of Tutankhamun
Artifact #3 (Unpublished Document) - Coffin and mummy-case of Nesperennub
Artfact #3 – Coffin and mummy-case of Nesperennub

Primary Level: K-3

Activities should be preceded by a lesson on ancient Egypt: religious beliefs and the afterlife.

Background Information: This document is considered unpublished because the words were found on the inside of the coffin. It can be inferred that these symbolic words were meant only for the Gods to view. These words served more of a ritualistic purpose, than for public display. The pictured mummy case was stored inside a wooden coffin, which was then placed inside the tomb. Comprised of carnage, molded linen and plaster, the case is ornately decorated using symmetry on both sides of the body. An idealized picture of the deceased’s face was painted on the head. Brightly painted pictures of gods and winged creatures were illustrated on the body of the case to protect the dead in the afterlife.

Student Activities:

Whole Group Activity: Introduce the students to the mummy case and it’s purpose, which was derived from Ancient Egypt. Ask the students about their perceptions on coffins and mummies. Emphasize décor and the usage of symmetry involved in the creation of the mummy cases. Demonstrate how to create a mummy case using symmetry.

Small Group Activity: In small cooperative groups, students will trace their group members with chalk on a large piece of black paper. Stress the importance of drawing a line down the center of the body to ensure that the figure will be symmetrically drawn.

Materials include: Black paper, scissors, and chalk

Individual Activity: Students will use symmetry in creation of their own mummy drawings. Have the students divide the body into sections and add similar designs that the Egyptians would have included.

Materials include: Construction paper, scissors, glitter, glue, crayons, markers, oil pastels


Objective: Given a lesson on a mummy case, the student will know what they were used for and understand the importance of figures drawn on them.
Artifact #3 – Coffin and mummy-case of Nesperennub

Intermediate Level: 4-6

Activities should be preceded by a lesson on ancient Egypt: religious beliefs and the afterlife.

Background Information: This document is considered unpublished because the words were found on the inside of the coffin. It can be inferred that these symbolic words were meant only for the Gods to view. These words served more of a ritualistic purpose, than for public display. The pictured mummy case was stored inside a wooden coffin, which was then placed inside the tomb. Comprised of carnage, molded linen and plaster, the case is ornately decorated using symmetry on both sides of the body. An idealized picture of the deceased’s face was painted on the head. Brightly painted pictures of gods and winged creatures were illustrated on the body of the case to protect the dead in the afterlife.

Student Activities:

Whole Group Activity: Introduce students to the mummy case by showing them pictures using a PowerPoint format. Highlight, the importance of the mummy cases and mummies and the purpose that they served. Ask the students their perceptions about mummies. As a class, students will make a flow chart indicating specific traits and purposes that the mummies share.

Small Group Activity: In small groups, students will create a list of what they know about mummies. Students will then explore and research the mummies on the interactive National Geographic website: http://www.nationalgeographic.com/history/ancient/index.html.

Individual Activity: The students will create their own mummy case. Use shoeboxes or other small boxes. Paper mache the box with at least 2 layers. Once the paper mache is dry, have the students paint their case and add symbolic pictures that are representative of them. As an extension, the students could take home these boxes and place sentimental objects in the box.

Multiple Choice Questions

**Primary:**
The images on the coffin were to be seen by:
- A. The public
- B. Gods
- C. Students from today

**Intermediate:**
Winged creatures were often featured on mummy cases for what reason?
- A. The Egyptians thought they were cool.
- B. They were thought to protect the dead.
- C. They were thought to help the spirit fly to the afterlife.
- D. The person who died liked birds and wanted them represented.
Q: What are your experiences with Ancient Egyptian history and culture? Did you ever discover anything new?

A: I’ve spent a great deal of time in Egypt studying the language, the history, & the culture. I learned modern Egyptian (Egyptian Arabic or classical Yemeni Arabic) over 40 years ago when I was young & then learned Ancient Egyptian 36 years ago when I started studying more about the culture and history. I worked on archaeological digs (excavations) where we dug in the ground to find Ancient Egyptian cities, buildings, mummies, & writing tablets.

The most exciting thing I ever found was in 1975 when I was working with the British archaeologist Geoffrey Martin in Saqqara, Egypt. We found the lost tomb of General Herembah, King Tutankhamun’s regent. What’s a regent? Well, when his father died, Tutankhamun became king, but since he was only 9 years old, he wasn’t old enough to rule as king by himself. So, he had an adult appointed to rule for him until he grew older. This adult was called a “regent.” This regent later was the general of the Egyptian army. It was very exciting to find the tomb, with mummies still in place, & hieroglyphic picture writing all over the walls.

Q: Have you ever been to Egypt? For how long?

A: I travelled to Egypt every year from 1969-1993 to work on archaeological digs. I spent from 1 week to 12 weeks each trip, digging in the sand (& at 2 underwater sites) for old Egyptian artifacts.

Q: What was Ancient Egyptian religion like?

A: Ancient Egyptian religion was very different from what many American students think. The Egyptians didn’t go to a mosque, synagogue, or church every week to worship their god. Instead, Egyptian religion was a set of beliefs about people & gods – many gods – which required very little from people except the occasional sacrifice at a temple. Religion helped Egyptians understand the universe & how all things are controlled by the gods. Humans have no power or control over things, only the gods do. It helped them know their place in the world & how they should act toward each other, the Pharaoh, & foreigners.

The Ancient Egyptians believed in many gods. Each god had a limited area of influence – which means, each god was god over (controlled) a very specific thing. The gods made sure everything worked – good things & bad things. There was Ra, the god of the sun, who had a falcon head & sun disk, & ruled over when the sun rose in the morning & set at night & how hot it would get. There was the god of the sky, Nut, who was blue with golden stars, & ruled over the sky to keep humans from floating into space. Osiris was the god of the dead & was green, dressed in white, & carried a shepherd’s crook & a flail (to cut wheat – kind of like the more modern picture of death has a figure who carries a scythe).

Q: How did the religion influence the culture?
The culture & day-to-day life was influenced by religion -- not by going to a temple to make a sacrifice, but by beliefs about the gods having all the power & the people having no power. Each god helped the Ancient Egyptians understand how something worked & assured them the gods were in control. For example, belief in the god of the dead, Osiris, helped the Egyptians be comforted that death wasn’t something to be afraid of – Osiris was in charge of everyone’s death, so knowing the god decided who would die & when s/he would die helped the Egyptians feel better about death. Since the Egyptians couldn’t control death, it helped them to believe the gods could control it.

Every area of life was controlled by a god, so religion really shaped how people understood their world & influenced their culture. Every natural event could be explained by a god’s action. Since the gods were all powerful, the sun itself didn’t rise in the morning, but the god Ra (the sun god) came every morning to bring light & heat to the day & to shine on his people, the Egyptians. Every evening, Ra would leave (or go to sleep) and nighttime would come. Everything which happened was explained by a god doing something. This was very good when it helped people feel comfortable & assured everything was working correctly, but it could also make people feel fear. For example, when storm clouds blocked the sun during the day, Ancient Egyptians might be afraid Ra was mad & was going to punish them. When lightning struck, it was the god punishing them.

So, religion really affected everyday life. The Ancient Egyptians only understood their world & culture by understanding the gods & what they did.

**Q: What were everyday things like dress and family life like in Ancient Egypt?**

A: Although the way Ancient Egyptians dressed was very different from how we dress today, the family life was much more like ours today. It was very hot in Ancient Egypt, so simple lightweight clothes were usually worn. The basic clothes Egyptians wore remained the same throughout Egypt's history. Men wore skirts or kilts, & later added a strip of linen draped over the shoulder. Women wore tunics made from a long piece of cloth with an opening cut to fit over the head. The fabric was folded in half, & sewn together with openings for the arms. A belt was used to hold the cloth together. Children usually went naked until they grew older, then wore what men & women wore. Servants usually worked naked or with just a simple apron or loincloth.

Family life was very important in Ancient Egypt. The people of ancient Egypt highly valued family life. Children were very important & treated well. In the lower class families, the mother raised the children. The wealthy and rulers had slaves & servants who helped take care of the children.

Women were equal to men in many ways & some held jobs. They had the legal right to participate in business deals, own land, and were expected to represent themselves in court cases. Women even faced the same penalties as men. Sometimes, wives and mothers of pharaohs were the "real" ruling power in Egypt.
Young boys studied a trade from their fathers or an expert. Young girls worked and received their training at home with their mothers. Only the very wealthy could afford to send their sons to school to study religion, reading, writing, and math. This was usually only the sons of Pharaohs & priests. We don’t know of any schools for girls, but we do know some were taught to read & write.

Q: You have studied a lot about linguistics. Are there any words or sayings from Egyptian that are still used in some form today in English? How many Ancient Egyptian languages/writing systems were there—did they always use hieroglyphics?

A: There are words, even whole proverbs (short sayings people use all the time), which were used in Ancient Egypt & are still used today. Proverbs were used to teach important ideas to people. Most people couldn’t read, only the rich & the priests could read. So, proverbs were short sayings people could remember. For example, 2 Ancient Egyptian proverbs still used today are: (1) “Grapes are eaten one by one,” which means just do things one step at a time; & (2) “Know yourself,” which means you need to understand who you are & what’s important to you before you can understand other people or the world around you. Both proverbs have been handed down through other cultures (Egyptian to Hebrew to Greek to Roman to German to English).

The Ancient Egyptians used 3 basic kinds of writing: hieroglyphics, hieratic, and demotic. Hieroglyphics are what most people think about when they think about Egyptian writing. Hieroglyphics use pictures to show ideas & sounds. It takes a long time to write, because the pictures are carefully drawn & painted. You’ve seen them drawn or painted on the walls of temples & tombs, & also on papyrus, the paper the Egyptians made from reeds. Sometimes the pictures were very bright & colorful. The 2d kind of writing the Egyptians used is called hieratic. This is more like cursive & comes from taking a reed paint brush & drawing signs very quickly on a sheet of papyrus. It wasn’t a careful drawing of pictures, but a very quick, sloppy cursive drawing. The 3d kind of writing was also cursive like hieratic, instead of drawing pictures. And, the writing was even messier & harder to read. People started abbreviating & using shorter words instead of pictures. They started trying to write just sounds – this was the real beginning of a written language closer to ours today – less pictures & more words & sounds.

Q: If you could tell students just one thing about the Ancient Egyptians or their culture what would it be?

A: The most important things Ancient Egyptians believed, & the basic beliefs which shaped their everyday life, were 2 principles: ma’at & da’at. “Ma’at” means wisdom & “da’at” means knowledge. Ancient Egyptians believed wisdom & knowledge were important for understanding the world & how you should act when you live your life. You should work hard to learn all you can & have knowledge about the gods & what they want you to do. You should also listen to the old stories passed down by priests & parents to gain wisdom & understand how you should live your life so things work out the best for you. Wisdom & knowledge were the principles most important for Ancient Egyptians to guide them through life.
Interview: Primary Activity

Background: Roger Lee is an Egyptologist who specializes in linguistics. He has decades of experience as an archeologist in Egypt and as a translator. This interview has been structured and answered for an elementary audience. The interview took place over email the week of October 18, 2009. Dr. Lee was a coworker of the interviewer’s father.

Primary Activities:
Whole Group: Teacher will read an excerpt—the section about everyday life for Egyptians—from the interview aloud to students with pauses to discuss startling or interesting information and to explain any difficult terms or concepts. If needed, the teacher may reword some sentences to make the information more accessible to the students. The teacher will then make a large Venn diagram and the students will name similarities and differences between everyday life in Ancient Egypt and modern America to fill in the diagram.
Individual: The teacher will model this activity first using a document camera: Students will draw a picture of a normal family scene from Ancient Egypt based on the information in the interview. Then they will draw a contrasting picture of their family doing a normal activity (or each person doing their own normal activity). Students should use the Venn diagram for ideas, but can also draw things that were not mentioned. Small Group: Students will get into small groups and share their drawings with each other. Each student will describe both drawings and the similarities and differences between the Egyptian family and his/her own family’s everyday activities.
Whole Group: Students will come back together as a group and have a chance to add to the Venn diagram based on what they discussed in small groups.
Possible answers for Venn Diagram

**Everyday Life**

**In America**
- Men wear pants
- All children go to school
- We need winter clothes
- All children wear clothes

**In Ancient Egypt**
- Men wear skirts
- Only sons in rich families go to school
- Boys learn a trade from father or expert
- There are slaves
- Only need summer clothes
- Children don’t wear clothes when young

- Women sometimes raise children
- Men and women hold jobs
Interview: Intermediate Activity

Background: Roger Lee is an Egyptologist who specializes in linguistics. He has decades of experience as an archeologist in Egypt and as a translator. This interview has been structured and answered for an elementary audience. The interview took place over email the week of October 18, 2009. Dr. Lee was a coworker of the interviewer’s father.

Intermediate Activities:
Whole Group: Students will take turns reading aloud sections of the interview. Teacher will pause the reading occasionally to ask questions about understanding or to explain difficult terms or concepts.
Small Group: Students will split into 5 groups. Each group will be assigned one of the interview questions (not including the first two questions). Groups will reread their question and answer and come up with more in-depth questions that they would like to know the answers to that relate to their topic. They must come up with at least one question per student in the group.
Individual: Students will go to the computer lab and research one of the questions they came up with in their group. Each student should research a different question. They may also use the library as well as internet resources. Students should write down all interesting information they find on their topic while looking for the answer to their question. Students will be advised to keep looking for interesting information or to help someone else in the group if they find their answer quickly. If a student cannot find the answer, that is okay so long as they found some new information while looking for the answer to their question.
Whole Group: Students will report to the class about their question and what answers or related information they found during their research.
Primary Assessment:

How did men dress in Ancient Egypt?

a. They wore suits
b. They wore skirts
c. They wore crocodile skins
d. They wore jeans

Intermediate Assessment:

What do the Egyptian words ma’at and da’at mean?

a. wisdom and knowledge
b. peace and prosperity
c. love and happiness
d. law and order
Artifact #5 (Published Document) – The Book of the Dead

Papyrus from The Book of the Dead of Padiamenet

From Egypt

Third Intermediate Period, around 1000 BC

Page from The Book of the Dead of Nebseny

From a Memphite cemetery, probably Saqarra, Egypt

18th Dynasty, around 1400 BCE

Artifact #5 – The Book of the Dead

Primary Level: K-3

Activities should be preceded by a lesson on ancient Egypt: religious beliefs and the afterlife.

Background Information: Ancient Egyptians believed in the afterlife and The Book of the Dead is a text that was used by ancient Egyptians to help guide them into their afterlife. The Egyptians believed that after a person died, he or she would go to a new place where they would be able to use things that they would take with them. Most books were illustrated with pictures. Most commonly, these books were made of papyrus and placed in the burial chamber of those who died. It was intended to be read by those who died after their death. The book would provide passwords, clues, and routes to help those who died find their way to their new place in the afterlife.

Student Activities:

Whole Group

1. After explaining background information, students will discuss as a class what other texts help people when they are on a journey or trip by making a list (suitable connections could include the Bible, Koran, Torah, the Upanishads, maps, atlases, audio books, other texts to help them pass the time during trips, etc).

Small Group

1. Students will review the difference between wants and needs by making a list of wants (leisure activities) and needs (food, shelter, clothing, love, work) that they value. Each group will then be sent on a scavenger hunt throughout the room. The groups are given clues on index cards at each stop in their hunt and a rough map of the classroom on which they must chart their journey on the map till they get to their destination where they will find a stuffed animal or other object. Once all groups have located their object they will classify it as a want or a need and share with the whole group.

Individual

1. Students will be given a small paper book. On their own, students are to illustrate different objects they would take with them on an important trip. Students may also write a sentence about why that object is important to them.

References:


Artifact #5 – The Book of the Dead

Intermediate Level: 4-6

Activities should be preceded by a lesson on ancient Egypt.

Background Information: Ancient Egyptians believed in the afterlife and The Book of the Dead is a text that was used by ancient Egyptians to help guide them into their afterlife. The Egyptians believed that after a person died, he or she would go to a new place where they would be able to use things that they would take with them. Most books were illustrated with pictures. Most commonly, these books were made of papyrus and placed in the burial chamber of the deceased. It was intended to be read by the deceased after their death. The book would provide passwords, clues, and routes to help those who died find their way to their new place in the afterlife.

Student Activities:

Whole Group

1. After explaining background information, students will examine photos and excerpts from The Book of the Dead on the big screen. As a class, students will make a KWL chart, indicating what they already know, what they want to know, and, later, what they learned about The Book of the Dead. The teacher will explain to students the significance of The Book of the Dead and what it was used for.

Small Group

1. In small groups, students will individually make lists of what they would like to take on a trip. Students will then eliminate one object from their list and explain why it is of lesser value to the other members of the group. They will also explain why the rest of the items on their list are of greater value.

Individual

1. Students will write a short narrative of a journey on their own, including stops along the way, what they will need on their journey, and where the final destination is.

References:

K-3 Small Group Scavenger Hunt Classroom Map
| On my trip I need… |   |   |   |
Assessment Questions

Primary Level:

1. How did ancient Egyptians use *The Book of the Dead*?
   a. To read as a bedtime story
   b. To guide them on a journey
   c. To scare people.

Intermediate Level:

1. How did ancient Egyptians use *The Book of the Dead*?
   a. To guide the deceased into the afterlife
   b. To speak to ghosts
   c. To create the pyramids
   d. To create the sphinx
Artifact #6 (Art Form) – Pyramids

Pyramids of Giza

http://www.bbc.co.uk/history/ancient/egyptians/images/gal_04_dyn.jpg
Step Pyramid of Djoser

http://en.wikipedia.org/wiki/Egyptian_pyramids

The Bent Pyramid

http://www.touregypt.net/featurestories/snefrubentp.htm
Artifact #6 – Pyramids

Primary Level: K-3

Activities should be preceded by a lesson on ancient Egypt.

Background Information: The pyramids of ancient Egypt stand as proof of the power and strength of the Old Kingdom. Today, thousands of tourists from around the world come to see the pyramids. Made from huge limestone blocks, the pyramids were built to shelter pharaohs after they die and guide them into the afterlife. The three great pyramids of Giza are perhaps the most well known of the pyramids. These are the pyramids of the pharaohs Khufu, Khafre, and Menkaure. The step pyramid of Djoser and the bent pyramid are also well known. All pharaohs were mummified and everything the pharaoh would need in the afterlife was buried with him in his grave.

Student Activities:

Whole Group

1. Students will look at pictures of the ancient Egyptian pyramids on the big screen. The teacher will explain to the class information about (including the significance and use of) the pyramids. Student questions will be addressed at this time.

Small Group

1. Students will divide into small groups where they will be provided with pictures of other monuments from around the world that have cultural and historical significance (Great Wall of China, Eiffel Tower, Statue of Liberty, etc.). Each group will create an illustration of one monument and will reconvene in whole group to share where the monument is located and why the group chose it to illustrate.

Individual

1. Students will create and illustrate their own 3D pyramids that can be hung around the classroom. Students will use pyramid paper patterns, colored pencils, scissors, and glue.

References:

Artifact #6 - Pyramids

Intermediate Level: 4-6

Activities should be preceded by a lesson on ancient Egypt.

Background Information: The pyramids of ancient Egypt stand as proof of the power and strength of the Old Kingdom. Today, thousands of tourists from around the world come to see the pyramids. Made from huge limestone blocks, the pyramids were built to shelter pharaohs after they die and guide them into the afterlife. The three great pyramids of Giza are perhaps the most well known of the pyramids. These are the pyramids of the pharaohs Khufu, Khafre, and Menkaure. The step pyramid of Djoser and the bent pyramid are also well known. All pharaohs were mummified and everything the pharaoh would need in the afterlife was buried with him in his grave.

Student Activities:

Whole Group

1. Students will look at pictures of the ancient Egyptian pyramids on the big screen. As a class, students will make a KWL chart, indicating what they already know, what they want to know, and, later, what they learned about the pyramids. The teacher will explain to the class information about (including the significance and use of) the pyramids.

Small Group

1. Students will divide into small groups around a classroom computer or school laptops. Students will then explore and research the pyramids on the interactive National Geographic website http://www.nationalgeographic.com/pyramids/pyramids.html.

Individual

1. Students will create their own 3D representations of one of the pyramids researched on the interactive National Geographic website by using Model Magic (or other clay available). Students will reconvene as a whole group to discuss which pyramids they chose and what they learned about them.

References:

Assessment Questions

Primary Level:
1. What was used to house pharaohs after they die?
   a. Pyramids
   b. Boats
   c. Churches

Intermediate Level:
1. Which pyramid is this a picture of?

   a. the step pyramid of Djoser
   b. the bent pyramid
   c. the great pyramid of Giza
Ancient Egypt Unit: Pre- and Post- Assessment for the Primary Grades (K-3)

The teacher will read aloud the following questions and their corresponding answer choices to the students. The students will circle their responses.

1. On a map, the compass rose shows:
   a. how far you need to travel
   b. **the cardinal directions**
   c. important landmarks

2. What was used to house pharaohs after they die?
   a. Pyramids
   b. Boats
   c. Churches

3. How did ancient Egyptians use *The Book of the Dead*?
   d. To read as a bedtime story
   e. **To guide them on a journey**
   f. To scare people.

4. The following picture shows the name of a
   ________________.
   a. carpenter
   b. slave
   c. **pharaoh**

5. For ancient Egyptians, a bead collar is another name for what?
   A. Bracelet
   B. **Necklace**
   C. Earring
   D. Buckles

6. The images on the coffin were to be seen by:
   A. The public
   B. **Gods**
   C. Students from today

7. How did men dress in Ancient Egypt?
   a. They wore suits
   b. **They wore skirts**
c. They wore jeans.

8. Egyptian tomb paintings were:
   a. **used to show everyday activities**
   b. only for the Pharaoh and his family
   c. seen by everyone
Ancient Egypt Unit: Pre- and Post- Assessment for Intermediate Grades (3-5)

Part I contains 7 multiple-choice questions. Please record your answers to these questions by circling your response.

Part II consists of three essay questions. Please write all three of your essays on a separate sheet of paper.

Part I - Multiple-Choice Questions

1) One type of ancient Egyptian jewelry, the amulet, was used to what?
   a. protect the wearer
   b. trade for other goods
   c. see the future
   d. talk to the gods

2) Winged creatures were often featured on mummy cases for what reason?
   A. The Egyptians thought they were cool.
   B. They were thought to protect the dead.
   C. They were thought to **help the spirit fly to the afterlife**.
   D. The person who died liked birds and wanted them represented.

3) What battle, also known as the last battle of the Roman Republic, was fought between the combined forces of Mark Antony and Cleopatra and the forces of Octavian?
   a. Battle of Antietam
   b. Battle of Megiddo
   c. Battle of Diu
   d. **Battle of Actium**

4) How did ancient Egyptians use *The Book of the Dead*?
   a. **To guide the deceased into the afterlife**
   b. To speak to ghosts
   c. To create the pyramids
   d. To create the sphinx

5) Which pyramid is this picture of?

   ![Step Pyramid of Djoser](image)

   a. The step pyramid of Djoser
   b. The bent pyramid
   c. The great pyramid of Giza
   d. The Sphinx
6) In the 19th century, scholars used the Rosetta Stone to do what?
   a. Read about everyday life in Ancient Egypt
   b. **Decipher the meaning of ancient hieroglyphics**
   c. Decipher the meaning of Ancient Greek writing
   d. Read about the reign of Tutankhamun

7) What do the Egyptian words ma’at and da’at mean?
   a. **Wisdom and knowledge**
   b. Peace and prosperity
   c. Love and happiness
   d. Law and order

Part II - **Essay Questions**
1) Describe an Egyptian god or goddess that you researched including his or her appearance, purpose, and a myth associated with him or her.

2) Describe an Egyptian god or goddess researched and presented on by another group including his or her appearance, purpose, and a myth associated with him or her.

3) How do the characteristics of the Egyptian gods and goddesses you described appear to influence Greek and Roman gods and goddesses?
## Materials and Expenses

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<td>Hieroglyphic Stamp Kit</td>
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<td>Macaroni Noodles</td>
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References


Appendix A

Virginia Standards of Learning (Board of Education, 2008)

History
2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Geography
2.4 The student will develop map skills by
   a) locating the United States, China, and Egypt on world maps;
   b) understanding the relationship between the environment and the culture of ancient China and Egypt;
2.5 The student will develop map skills by
   a) locating the equator, the seven continents, and the five oceans on maps and globes;
   b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.
2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Art
K.4 The student will create a work of art that commemorates a personal or historical event.
K.13 The student will discuss the concept that people in all cultures create works of art.
2.5 The student will use environmental themes and historical events as inspiration for works of art.
2.13 The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.
2.14 The student will identify symbols from various cultures.
2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).
2.22 The student will discuss the ways that the art of a culture reflects its people’s attitudes and beliefs.
3.13 The student will discuss how history, culture, and the visual arts influence each other.
3.18 The student will explain the role of archaeology in learning about the art of past cultures.
4.23 The student will discuss how criteria used to value art may vary from one culture to another.
5.18 The student will compare contemporary and historical art and architecture.
6.21 The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.
NSS-WH.5-12.2 Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

The student in grades 5-12 should understand

- the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.
- how agrarian societies spread and new states emerged in the third and second millennia BCE.
- the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.
- major trends in Eurasia and Africa from 4000 to 1000 BCE.