

ANCIENT EGYPT

OBJECTIVES:

To give the children a greater understanding of the geography, the culture and the history of Ancient Egypt while drawing on their strengths and improving their weaknesses. By giving the children choices to work the many different areas of intelligence it is possible to access their progress in attaining knowledge on the subject without limiting their creativity.

METHODS:

Ancient Egypt will be taught across the curriculum over a one month period allowing time for the students to do individual and group projects, leading up to the construction of a dam which will represent the Aswan Dam in Egypt. The room will be divided into areas and children will pick projects from each area. The child who enjoys challenge can create projects at their own. Through the use of art, puzzles, games and group activities the children have fun as they are learning. In order to give the children the feel of Ancient Egypt we would begin the unit with a trip to the Field Museum of Natural History and explore the exhibit on Egypt. This exhibit would be discussed with the children before we arrive and then a museum guide would take us through. The trip through the exhibit includes many hands on experiences and time would be allowed for the children to get the feel of Ancient Egypt by trying the activities and just standing and observing the various exhibits. After the trip the children will have the opportunity to discuss and write about what they saw. This trip awakens the children's interest in the unit. The Museum involves all seven senses in their treatment of the subject. It is body-kinesthetic in that we are walking through it but also in the hands on opportunities, some of which are drawing water trying to pull sand stone for a Pyramid, and laying on an Egyptian bed. The experience is both visual and verbal as the class travels down into the Mastaba and then to the marsh and market places. Some will try the scales and play the Egyptian game in the market place, which use their logical-mathematical skills. It is

interpersonal since we will go as a group and intrapersonal as we each experience our own feelings as this ancient culture is unfolded before us. The sounds as we use ancient equipment to lift water for the fields and the groans as we try to pull the stone from their own music for some of us. If we try we can hear the busy sounds of the market place, the sounds as the mourner leaves the tomb, and the priest chanting at the false door. As our imagination is stirred ideas for plays, pictures, poems, and discussion come forth in both the teacher and the students mind. After the trip the room will have many objects and projects to continue the excitement and learning which we have begun.

The children will have the responsibility and the opportunity to learn from many different hands on activities. There will be time to work together as well as alone and time to expand their skills in all these areas through practice, cooperative learning and teacher instruction.

The projects are described as follows in sections.

LEARNING STANDARDS:

VISUAL ART

- 26 A Understand processes, traditional tools and modern technologies used in the arts.
- 26.A. 2e Students will be able to describe the relationships among media, tools/technology and processes.
- 26 B Apply skills and knowledge necessary to create and perform in one or more of the arts,
- 26.B. 2d Students will be able to demonstrate knowledge and skills to create works of visual art using problem solving, Observing, designing, sketching, and constructing.

LANGUAGE ARTS

- 3 Work to communicate for a variety of purposes
- 4 Listen and speak effectively for a variety of purposes

MATHEMATICS

- 7 Solve problems using logical reasoning

SCIENCE

- 1 1A Know and understand the concepts, principles and processes of scientific inquiry

SOCIAL STUDIES

- 16A Apply the skills of historical analysis and interpretation

SECTION ONE: LANGUAGE ARTS

1. On the first day, the teacher will read an Egyptian fairy tale while students listen. Additional stories will be told each day.
2. Students will write a poem or paper on one of the following topics:
Imagine you are the Pharaoh, a member of the royal family or describe Egypt or someone from Egypt, be creative.
3. Either alone or with a group; write a play or puppet show and perform it with your classmates. This activity is also body-kines1~hic.
4. The children can research and write on any related topic
5. Play the board game about the Egyptian Underworld. This activity requires reading in order to follow directions as well as interaction with others and therefore is also interpersonal.

SECTION TWO~ MATHEMATICAL ACTIVITIES

1. Solve the Egyptian math problems shown on the board.
2. Write your own math problems using Egyptian numerals. If a word problem is written this would include verbal-linguistic skills
3. Translate the sheet of hieroglyphs in the hand-out, use the poster to do so.
4. Write your own name or a message using hieroglyphs.
5. Using clay or blocks construct a Pyramid.

SECTION THREE SOCIAL STUDIES

1. Try the map puzzle of Ancient Egypt and identify the important locations on the cards.
2. Make your own map of Ancient Egypt and identify important places.
3. Make a time-line of Ancient Egypt you may use the Nooks in the library area.
4. Make a shadow box, puppets or a mural to illustrate some aspect of life in Ancient Egypt. You may use the books in the library area.
5. Identify the various foods and color the picture.
6. Create a mural of an ancient Egyptian market. You may work alone or in groups.
7. Fold yourself a mummy and learn the process mummification.

SECTION FOUR:

1. Perform a play or puppet show about Egypt.
2. Excavate the archaeological site. Mapping your finds is logical as well as a spatial activity. Discussing your finds is verbal as well as interpersonal.
3. Create dances to match the music of Upper and Lower Egypt. This is also a musical activity.
4. Prepare serve and sample Egyptian food. Everyone would take part in this activity. This is also an interpersonal activity.
5. Build a pyramid.

SECTION FIVE:

1. Identify the sounds of Upper and Lower Egypt.
2. Compare and contrast the music of Upper and Lower Egypt.
3. Create dances to match the music
4. Using found materials create some of the sounds of Egypt.

SECTION SIX:

1. Working in groups to complete the previous activities.
2. Form small groups to work in depth on something which really interest you about Ancient Egypt.
3. Work in small groups to complete the work for “Mummies Made in Egypt”.
4. We will all take part in the formation and action of an Ancient Egyptian Market. The children will decide what merchant or shoppers they wish to be and design their booths.

SECTION SEVEN; LARGE CONSTRUCTION

1. Students research the River Nile In Egypt.
2. The saving of the Aswan Dam will be discussed.
3. On a long narrow piece (3ft x6ft) of foamcore, students will use clay to form a relief map of the Nile River.
4. The map will allowed to dry.
5. The Aswan Dam wilt he identified on this map.
6. Using clay, a dam will constructed at the Aswan location.
7. The map will be angled slightly and water will he poured down the river basin towards the darn.
8. Discussion of the use of dams for power and irrigation will he discussed.

DIORAMA RUBRIC

Used to measure the Fine Arts Standards: Students who meet the standard can select specific tools, materials, and processes to communicate an idea and 3-D art work.

Students who meet the standard create the illusion of depth in a 2-D art work and students who meet the standard can create an art work based on a plan incorporating research and problem solving.

ELABORATE

Student-artist completes all aspects of the project; included are a 2-D, collaged aspect "transformed into a 3-D representation of same with title and fitting artfully into a collaged, enhanced environment. The shown topic is clearly evident by way of visual clues in the sculpted features in the construction and design of the figures, supported by a related environment. Background images cut, neatly glued down, and skillfully collaged, and enhance the presentation with extensive use of mixed-media. Title is relevant.

COMPETENT

Student-artist completes most aspects of the project; visual presentation can be understood reasonably well as to the meaning of the nature of the topic and environment. Title is somewhat relevant. Background images cut, glued down, and collaged with some care. Presentation exhibits some use of mixed-media.

ADEQUATE

Student-artist offers a partial project; visual presentation can be understood but with some difficulty. Clay figure demonstrates some details and exhibits only an average presence. Title could be more relevant. Background images, which are carelessly glued down, provide minimal visual interest with few enhancements of mixed-media.

SIMPLISTIC

Student-artist shows little effort and offers an incomplete project; visual presentation lacks a focus. Clay figure is poorly made and its role is undecipherable. Collage work is messy with a lack of additional mixed-media and therefore cannot enhance the whole look of the presentation. Title not relevant.

ORAL PRESENTATION RUBRIC

Used to measure the Language Art standards: Students work to communicate for a variety of purposes and students listen and speak effectively for a variety of purposes. The rubric also provides insight into students' understanding of the art standards.

ELABORATE

Presenter describes and explains all features of the project in a well-organized and detailed manner. Presenter is using appropriate art vocabulary and speaks in an articulate and expressive manner.

COMPETENT

Presenter describes and explains most features of the project in a well-organized and detailed manner. Presenter is using relevant art vocabulary and speaks in an articulate and expressive manner while explaining his/her plan for the project.

ADEQUATE

Presenter describes and explains features of the project in an unorganized manner, with few supporting details. Presenter is using some relevant art vocabulary but does not clearly explain his/her plan for the project.

SIMPLISTIC

Presenter describes and explains features of the project in an unorganized manner, without supporting details. Presenter is not using relevant art vocabulary and does not speak in an articulate and expressive manner and does not clearly explain his/her plan for the project.

WRITTEN EXPLANATION RUBRIC

Used to measure:

Visual Art standard “Student can explain how tools, processes, and materials combine to create specific 2-D art work.”

Social Studies: Apply the skills of historical analysis and interpretation.

ELABORATE

Writer describes and explains all features of the project in a well-organized and detailed manner. Writer is using correct vocabulary and is able to make strong connection between all areas of his/her project and explains his/her choice of images and materials with clear focus.

COMPETENT

Writer describes and explains most features of the project in a well-organized and detailed manner. Writer is using correct art vocabulary and is able to make some connection between all areas of his/her project and explains his/her choice of images and materials with clear focus.

ADEQUATE

Writer describes and explains some features of the project in a well-organized and detailed manner. Writer is using correct vocabulary and is able to make some connection between all areas of his/her project and explains his/her choice of images and materials with clear focus.

SIMPLISTIC

Writer describes and explains the features of the project in an unorganized manner and without details. Writer is not using correct vocabulary and has made few connections between the areas of his/her project and has not explained his/her choice of images and materials with clear focus.

Name (s) _____ Topic _____

Field Trip Object Exploration Sheet

Select one artifact from this exhibit that you will really get to know!

How does the artifact make you feel? _____

How was this artifact used? _____

Is this artifact traditional or modern? _____

What materials do you think were used? _____

Sketch your artifact here!



Write a short poem describing your artifact in cinquain form using the following as a guide. We will share these when we return to school.



Title: _____

Line 1: Noun _____

Line 2: Two adjectives _____

Line 3: Three words ending in "ing"

Line 4: A phrase _____

Line 5: Another word for the first noun _____

Add notes on the back of the sheet as needed.

Related Resources

Books:

Hieroglyphics by Madeline Olsen

Hieroglyphs for A to Z: Rhyming Book With Ancient Egypt by Peter Der Manuelian

Hieroglyphs: The Writings of Ancient Egypt by Norma Jean Katan

Mother Goose in Hieroglyphics by E. F. Bleiler

The Mystery of the Hieroglyphs: The Story of the Rosetta Stone and the Race to Decipher Egyptian Hieroglyphs by Carol Donoghue

Action Packs: Tutankhamen & Ancient Egypt by Deni Brown

The Curse of King Tut by Patricia D. Netzley

The Tomb of Tutankhamen: Discovered by the Late Earl of Carnarvon and Howard Carter: The Annexe and Treasury by Howard Carter

Ancient Egypt by Judith Crosher

Life in Ancient Egypt by John Green

Mummies, Tombs, and Treasures: Secrets of Ancient Egypt by Lila Perl

Tales of Ancient Egypt by Roger Lancelyn

Hatshepsut: His Majesty Herself by Catherine Andronik

Legacy of Ancient Egypt by Charles Freeman

Ms. Frizzle's Adventures: Ancient Egypt by Joanna Cole

Tales of Ancient Egypt by Roger Lancelyn Green

The Way People Live--Life in Ancient Egypt by Thomas Streissguth

Videos:

Lost Treasures of the Ancient World: Ancient Egypt Mysteries of Egypt: Ancient Egypt

Ancient Egypt: Land of Ancient Wonders Egypt: The Habit of Civilization Mysteries of Egypt: National Geographic

Curse of King Tut

Face of Tutankhamun

Tut --The Boy King

Software:

Ancient Egyptian Art Egypt: Voyage to the Land of the Pharaohs Egyptians

Discovering Egypt Egypt: Voyage to the Land of the Pharaohs

Music:

Ambient Egypt, Sounds From Ancient Sources Ancient Egypt

Games:

Make History: Ancient Egypt

Spend the Day in Ancient Egypt: Projects and Activities That Bring the Past to Life

Pyramids! Hands-On Activity Book

Recreating Ancient Egypt Insert Puzzle

The Burial of Tutankhamun: A Webquest

Comminos

Self-Evaluation **Name** _____

Describe:

As you look at your models, identify the different topics and tell how each is represented.

What colors have each of you used?

What materials did you use?

Analyze:

What shapes make up your model? _____

What ideas does your model show?

Is anything unusual about the arrangement of spaces?

Interpret:

Tell how a visitor would know what your model represents? _____

Tell what feeling your model gives?

Judge:

Tell whether your work is successful _____

Would you do anything differently if you did this model over? Why? _____
