

LESSON PLANS for Interdisciplinary Unit: Ancient Egypt

Content Area: English Language Arts

Developed by: D. Washington

Unit Objective(s): TSWBAT analyze the social, political, and economic facets of life in Ancient Egypt.

Lesson Objective: TSWBAT explain the Ancient Egyptian social class system, and use the six-traits writing model to write a narrative essay using first person point of view.

Duration: 5 days

Materials: Textbooks, student notebooks, Traveling Trunk instructional unit texts, graphic organizers

Procedures:

1. Pre-assessment: KWL Chart: Students will create a KWL chart to list what they already know about the roles of the slave, overseer, and ruling class in the Ancient Egyptian class system. Students will then create four questions that they hope to have answered during the duration of the unit.
2. Presentation/Demonstration:
 - Teacher will conduct mini-lecture using a Power Point presentation on the social class system in Ancient Egypt, giving special focus to the roles of slave, overseer, and ruling class. Students will take notes, and then complete brief pair-share to discuss with a partner what they think life was like for each member of society.
 - Teacher will review with students the six-traits of good writing, and teach a mini-lesson on narrative writing. Teacher will also review first-person point of view.
 - Students will select a member of the Ancient Egyptian social class system from a jar. Students will then write their narrative from this member of society's point of view.
3. Guided Practice
 - Students will use a graphic organizer to complete a pre-write for the narrative essay.
 - Students will work in groups to read and critique sample narrative essays using the six-traits writing rubric.
 - Students will complete rough draft of narrative essay.
 - Students will work in groups to revise and edit each other's work using the six traits writing rubric.
4. Independent Practice
 - Students will complete final draft of narrative essay.

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Assessment: Students will write a narrative essay describing the Ancient Egyptian class system from the point of view of a slave, an overseer, or a member of the ruling class.

Interdisciplinary Unit Title: Ancient Egypt

Content Area: Science

Developed by: Donna Blackwell

Objectives: TLWBAT explain how the design of simple machines helps reduce the amount of work required to do work, and Illustrate ways that simple machines exist in common machines. Perform experiments with simple machines. (Scientific Inquiry)

Purpose : To understand how Egyptians used simple machines to make constructing pyramids easier

Duration: One week (5 fifty minute classes)

Day One: Introduce 3 simple machines and how they work. Draw 2 examples of each machine. Tell how they reduce work.

Day Two: Introduce last 3 simple machines and how they work Draw 2 examples of each machine. Tell how they reduce work.

Day Three: Brainstorm about the uses of simple machines by the Egyptians. Tell how they could have used each machine to make work easier. Explain and draw pictures.

Days 4 and 5

Investigation:

Plan an investigation in which students will determine which method - the roller theory or the lubricant (water/oil) theory - would most effectively reduce the force of friction between the block and the surface on which the block is pulled.

- Get a wooden block, a 10ml graduated cylinder with water, four pencils, and a spring scale from your teacher.
- Be sure you set up a control with the block ,spring scale, and unimproved surface (no water or pencils) and collect baseline data before you change the surface on which the block is pulled.
- Be sure you conduct several trials of each method.
- Be sure that you control as many variables as possible.
- Which method do you think the ancient Egyptians used to build the pyramids? Be sure you consider the problems that may have been associated with each theory.
- Be prepared to share your plan, your results, and your conclusions with the class.
- What do you think the ancient Egyptians did to lessen the amount of friction when they hauled the blocks of stones up the ramps?

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Interdisciplinary Unit Title: Ancient Egypt

Content Area: Art

Developed by: Mrs. Kimberly Fontanez (Art)

Unit Objective(s): (1) The student will create a paper mache Egyptian Mask. (2) The student will illustrate the alphabet of Egyptian hieroglyphics

Standards Correlations:

I. Understanding and Applying Media, Techniques, and Processes

Students will

- A. Describe how different media, **techniques**, and processes evoke different responses in the viewer of an artwork.
- B. Select and apply the most effective media, **techniques**, and processes to communicate their experiences and ideas through their artworks.
- C. Use art materials and tools in a safe and responsible manner.

II. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Students will

- A. Use visual metaphors and symbols in an artwork to convey meaning.
- B. **Analyze** and describe the relationships among **subjects**, themes, and symbols in communicating intended meaning through their own artworks and in **interpreting** the artworks of others.

IV. Understanding the Visual Arts in Relation to History and Cultures

Students will

- A. Compare and contrast the characteristics of artworks from various cultures and historical periods.

Duration: Study Skill Class (once a week) total weeks= 8 weeks

Materials:

Balloons, Newspaper, Glue, Water, Tape, Gloss Acrylic Paint, Metallic Paint (Gold/Silver), Gesso, Paintbrushes, Bowls, Paper Towels, Cardboard, book, "The Egypt Game"

Procedures:

Week 1: The students will blow up their balloon and cover it in paper mache.

Week 2: The students will apply another layer of paper mache to their balloon.

Week 3: The students will apply the last layer of paper mache to their balloon.

Week 4: The students will cut the end of their balloon and pull it out of opening. The students will cut the mask in half. The students will add cardboard details to the mask (nose, headpiece, etc.)

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Week 5: The students will add gesso to the project, covering every area, preparing it for paint.

Week 6: The students will draw details onto the mask. The students will begin painting the facial features.

Week 7: The students will continue painting facial features, face, and head piece. The students will work to complete the painting of their project.

Week 8: The students will write their name in hieroglyphics.

Assessment: The students will write a critique about their project.

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Interdisciplinary Unit Title: Ancient Egypt

Content Area: Social Studies- Life Along The Nile, Tigris and Euphrates Rivers

Developed by: Pamela M. Williams

Unit Objectives: TLWBAT:

1. Identify why civilizations developed near the banks of rivers and how the citizens were able to harness water power to create thriving industrial centers.
2. Explain and describe where one of the first civilizations arose and how it affected surrounding areas.
3. Explain the significance of economic surplus in the rise of civilizations in Mesopotamia.
4. Explain the significance of economic surplus in the rise of civilization in Mesopotamia.
5. Explain how advance in Sumerian civilization occurred over time.

Duration: Two Weeks

Materials:

Textbook, paper, pencils, colored pencils and markers, rulers, drawing paper, novels, modeling clay, computers, and notebooks.

Procedures:

Students will sketch the region and include natural features and cities. Students should correctly place symbols to represent resources such as animals and grains, which are mentioned in the lesson. The students will focus on accuracy in their scale drawings as it related to mathematical accuracy.

The students will define the terms drought, rainfall, and flooding. They will use these terms to describe a time when agriculture thrived in Mesopotamian. The students must edit their compositions and be sure to describe the trade system in their writing as they create a budget as trade agents during this era.

There will be extensive study done on the establishment of distinct societies along the Nile River. Each society is based on individual member ability to conform to rules. The students will create a dialogue to express life along the Nile River from the viewpoint of laborers.

The students will develop writing samples based on knowledge of present daily customs and rituals. Make sure to encourage students to be able to explain how and why certain things rituals are being done.

The students will create a list of Sumerian gods, their roles, and various features and props related to each role so that they might be easily identified based on the descriptions they use for each.

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Assessment:

Students will be given a vocabulary test on the words listed below:

barter, community, culture, diversity, demand, polytheism, society, scribe, ziggurat, artisans, region, city-state, plateau, irrigation, plain, fertile, and Fertile Crescent.

Short answer and multiple choice test to be given in response to assigned work.

Students will draw map of the Mesopotamian Area and place natural features and cities on the map based on the direction that goods traveled.

Interdisciplinary Unit Title: Ancient Egypt

Content Area: Mathematics

Developed by: Alphonso Jones

Unit Objective(s): Students will calculate the surface area of a three dimensional shape

Duration: Approximately 3 days

Materials: sugar cubes, rulers, glue, gold paint

Procedures: students will design one of the great pyramids to scale along with calculating its surface area. Students will then spray paint their pyramid to represent the "Great Pyramids."

Assessment: observation of the student's model, and the correct calculations of the surface area.

**Ancient Egypt Unit Outline (Assessments & Standards):
6th Grade Team**

Science:

- Standards Addressed: 6-2.3, 6-2.7, 6-5.7, 6-5.8
- Assessments:
 - Research the climate of ancient Egypt and write a brief report discussing major findings;
 - Look for simple machines in ancient Egyptian inventions;
 - Research the structures, processes, and classification of the papyrus plant

Social Studies:

- Standards Addressed: 6-1.3, 6-1.4
- Assessments:
 - Create a relief map of the Nile River area including ancient Egypt, including trade routes
 - Create a timeline of major events

Mathematics

- Standards Addressed: 6-4.3, 6-4.4, 6-4.7, 6-5.3,
- Assessments:
 - Construct a pyramid and measure its sides and angles, and calculate its surface area.
 - Design an Egyptian temple using line and rotational symmetry.

ELA

- Standards Addressed: 6-1.9, 6-2.6, 6-5.2
- Assessments:
 - Write a narrative from King Tut's point of view
 - Write a reader response essay after reading the novel *The Egypt Game*

Art

- Standards Addressed:
- Assessments:
 - Create an illustrated alphabet of Egyptian hieroglyphics
 - Design an Egyptian death mask.