



Teacher's Notes: Ancient Egypt

Learning Objectives:

- The students will be able to identify the Sphinx , pyramids, hieroglyphics, a pharaoh.
- The students will be able to identify the country that the pyramids and Great Sphinx are located.
- The students will be able to identify the river that the pyramids and Great Sphinx are near.
- The students will be able to define ancient, artifact, archaeologist, pharaoh

Activities

1. Hieroglyphic name translator. Students type their name into the name translator. Hieroglyphic translation can be printed and glued onto paper.
<http://www.guardians.net/egypt/hieroglyphs/hiero-translator.htm>
2. Print the following worksheets. Students cut out the pictures for each letter of their name. Glue on paper. <https://www.kidspuzzlesandgames.co.uk/wp-content/uploads/2013/09/Hieroglyphics.pdf>
3. Egyptian pyramid craft. <https://feltmagnet.com/crafts/how-to-make-an-egyptian-pyramid>
4. 3D pyramid craft ideas. <https://hubpages.com/art/3d-pyramid-model-project-ideas>
5. Students do an image search for each main idea in the book. Have the students save pictures of their favorite ones. Those are then inserted onto a Word document or a PowerPoint. Students write a sentence about each bird characteristic.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on should be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1: There are a lot of different countries around the world. The United States is a country. Egypt is also a country. Egypt is part of Africa. Egypt is very far away from the United States. People who live in Egypt are called Egyptians. It would be a very long plane ride from Egypt to the United States. **Point:** USA on map, Africa circled on map, map of continents, map of Africa, Egypt highlight in red on map **WH Questions:** What is a country in Africa? **Yes/No:** Is Egypt a town in a movie? Is Egypt a country in Africa? **Opinions/Experiences:** Have you seen any of The Mummy movies? They are Egyptian themed movies. **Peer to Peer Interaction:** After you read Page 1, ask students, "What is a country in Africa?"

The answer is the main idea card “Egypt.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 2: Pyramids are structures that look like big triangles. Pyramids are built from huge stone blocks. It is still a mystery how the Egyptians built pyramids. There are a lot of pyramids in Egypt. Some are very, very big. The pyramids are very, very old. They were built many, many years ago. Ancient means that something is very, very old. Have students view the following video showing pyramids. Pause periodically to point and discuss. <https://www.youtube.com/watch?v=Flt8ZXFev2Y>

Point: pyramids, large pyramids, small pyramids, camels **WH Questions:** What is a structure that looks like a big triangle? What were pyramids built with? How old are pyramids? **Yes/No:** Were pyramids built this year? Were pyramids built a long time ago? Are pyramids small houses? Are pyramids structures that look like triangles? **Opinion/Experiences:** Families like to pass things down to younger family members. A grandparent may pass down their best dishes. A grandparent may pass down an old piece of furniture. A grandparent may pass down their best jewelry. Is there something your grandparent passed down to you? Look around and find objects that are shaped like a triangle. **Peer to Peer Interaction:** After you read Page 2, ask students, “What is a structure that looks like a big triangle?” The answer is the main idea card “Pyramids.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 3: A plateau is an area of raised land that is flat on top. The Giza Plateau is one of the most ancient places on the planet. It is very old. It is also very famous. Many people travel to the Giza Plateau to see the ancient pyramids. Have students view the following video showing the pyramids of Giza. Pause periodically to point and discuss. <https://www.youtube.com/watch?v=Cd3E5dWunKo>

Point: pyramids, large pyramids, small pyramids, Egypt map, pyramids on map, arrow pointing to pyramids on map **WH Questions:** Where do people go to see ancient pyramids? What can you see on the Giza Plateau? **Yes/No:** Are the ancient pyramids on an ice berg? Are the ancient pyramids on the Giza Plateau? Is a plateau an area of land that is bumpy on top? Is a plateau an area of land that is flat on top? **Opinion/Experiences:** Where have you gone that is very famous? Was it an ancient city? Have you travelled to another country? What did you see there? **Peer to Peer Interaction:** After you read Page 3, ask students, “Where can you find the ancient pyramids?” The answer is the main idea card “Giza Plateau.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 4: A sphinx is a made-up creature. A sphinx has the body of a lion and the head of a person. The person is a pharaoh. A pharaoh was the most powerful person in Egypt. A pharaoh was the leader of the land. The Great Sphinx was built to protect the pyramids of Giza. The lion body stands for strength. The human head stands for wisdom. The Great Sphinx is made from blocks of rocks. The Great Sphinx is one of the oldest statues in the world. The Great Sphinx is very, very big! Have students view the following video about the Sphinx. Pause periodically to point and discuss. <https://www.youtube.com/watch?v=y8x7zKy2U5E>

Point: Great Sphinx statue, pharaoh, lion **WH Questions:** What is also on the Giza Plateau? What animal is the body of the sphinx? Whose face is on the Great Sphinx? What is a pharaoh? **Yes/No:** Is the Great Sphinx on the Giza Plateau? Is a pharaoh a maid to a Queen? Is a pharaoh the most powerful person in Egypt? **Opinion/Experiences:** What statues have you seen? Were any of them half animal and half human? A pharaoh was a leader. When have you been the leader? Would you like to be a pharaoh? **Peer to Peer Interaction:** After you read Page 4, ask students, “What has the face of a pharaoh and the body of a lion?” The answer is the main idea card “The Great Sphinx.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 5: The Nile River is in Egypt. It runs through most of Egypt. It is the longest river in the world. The Nile River is important to Egypt. It provides Egyptians with fish to eat. It also provides water for crops. It is also used as transportation. Have students view the following cartoon about the Nile River. Pause periodically to point and discuss. <https://www.youtube.com/watch?v=tejpJqeOqKE> Have students view the following video of a tour of the Nile River. Pause periodically to point and discuss.

<https://www.youtube.com/watch?v=glEBxUm1WAK> **Point:** Nile River in Egypt, arrow pointing to Nile River on map, map of Egypt, Great Sphinx on map **WH Questions:** What river is the Great Sphinx near? How is the Nile River helpful to Egyptians? **Yes/No:** Are pyramids near the Mississippi River? Are pyramids near the Nile River? **Opinion/Experiences:** What rivers are in your city? You can go fishing in rivers. What other activities can you do on a river? Have you been on a boat? **Peer to Peer Interaction:** After you read Page 5, ask students, “What river are the pyramids near?” The answer is the main idea card “Nile River.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 6: Hieroglyphics is an ancient way of writing. Egyptians thought the writing was holy. Hieroglyphics means ‘holy writing’. Hieroglyphics is writing with pictures. Hieroglyphics were written on old paper called papyrus. They were also carved into stone walls. The pictures were then painted. Hieroglyphics don’t use punctuation! Egyptians who created hieroglyphics had special training. They started their training at a very young age. Have students view the following video showing examples of hieroglyphics. Pause periodically to point and discuss.

https://www.youtube.com/watch?v=I0C4BYy_EWQ

Point: papyrus, hieroglyphics on papyrus, hieroglyphics on wall **WH Questions:** What is an ancient way of writing? Where are hieroglyphics found? **Yes/No:** Is hieroglyphics an old way of singing? Is hieroglyphics an old way of writing? Are hieroglyphics found on the side of ships? Are hieroglyphics found on pyramid walls? **Opinion/Experiences:** Emojis are like hieroglyphics. What are some of your favorite emojis? Would you like to write using pictures instead of words? **Peer to Peer Interaction:** After you read Page 6, ask students, “What is an ancient way of writing?” The answer is the main idea card “Hieroglyphics.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 7: A pharaoh was the most powerful person in Egypt. A pharaoh is the leader of the land. When a pharaoh died, they would be buried in a tomb. A tomb is a closed space where dead people are buried.

Tombs were built inside of pyramids. All the pharaoh's treasures were buried with them. The treasures were inside the pyramid. Ancient Egyptians thought their treasures could be used after death. Egyptians built sphinx statues to guard tombs. Have students view the following video showing the discovery of an ancient Egyptian tomb. Pause periodically to point and discuss.

<https://www.youtube.com/watch?v=MPf6evug4Nw>

Point: stone coffins, pharaoh head **WH Questions:** What were Egyptian kings buried in? What were Egyptian kings called? Where were pharaoh tombs built inside? **Yes/No:** Were Egyptian kings called coaches? Were Egyptian kings called pharaohs? Were pharaohs buried in pods? Were pharaohs buried in tombs? Were tombs built inside pyramids? **Opinion/Experiences:** Today, most people are buried in coffins. The coffins are buried in ground. The cemetery is a place to bury people. Have you been to a funeral? Was the person in a coffin? Were they buried in the ground? **Peer to Peer Interaction:** After you read Page 7, ask students, "What were Egyptian kings buried in?" The answer is the main idea card "Tombs." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 8: An archaeologist is someone who studies the history of humans. Very old objects are buried underground. Archaeologists dig up artifacts. They study the artifacts. Archaeologists are digging in Egypt and all around the world. Archaeologists have found bones, coins, tools, buildings, clothing and even garbage. Have students view the following video about archaeologists.

<https://www.youtube.com/watch?v=zOJlCdMvWAI>

Point: person sitting in dirt, person digging up an object, artifacts on display **WH Questions:** Who digs up very old objects? What do archeologists study? What are very old things called? **Yes/No:** Do actors study artifacts? Do archaeologists study artifacts? Are artifacts new? Are artifacts old? **Opinion/Experiences:** What is something that is really old in your house? It could be a statue, a vase or a bowl. Would you call it an artifact? Have you dug something up? Was it old? **Peer to Peer Interaction:** After you read Page 8, ask students, "Who studies very old things?" The answer is the main idea card "Archeologists." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 9: Archaeologists work very hard to find artifacts. Artifacts are very old and fragile. To keep artifacts safe, they are kept in museums. Many other old and treasured objects are kept in museums. Museums let people come in to see the artifacts. You can see many Egyptian artifacts in museums. Museums have things like statues, jewelry, tools, hieroglyphics, sphinx, and other treasures. You can learn many things visiting museums. Have students view the following video tour of the Cairo Museum. Pause periodically to point and discuss. <https://www.youtube.com/watch?v=9NTnSCiu1HQ>

Point: inside museum, tomb exhibit, person looking at exhibit, Egyptian artifacts **WH Questions:** Where can you go to see Egyptian artifacts? Who finds artifacts? Why are artifacts kept in museums? What kind of artifacts can you see in museums? **Yes/No:** Are artifacts kept in hospitals? Are artifacts kept in museums? **Opinion/Experiences:** Have you visited a museum? What was your favorite thing to see? Would you like to dig up old objects? Would you like to study old objects? **Peer to Peer**

Interaction: After you read Page 9, ask students, “Where can you go to see ancient Egypt artifacts?” The answer is the main idea card “Museums.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.