



Teacher's Notes: Archeology Level 1

Learning Objectives:

The students will be able to identify the pyramids and the Great Sphinx.

The students will be able to find Egypt on a map.

The students will be able to point to features of pyramids and the Great Sphinx

Activities

1. Students do image searches of Adolf Hitler, Anne Frank, concentration camps. Have students save and insert them into a PowerPoint or Word document. Students can type a word or sentence under each picture.
2. Have students write about their day.

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 can 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: Egypt is a country that is far, far away from where we live. Egypt is a country in the continent of Africa.

Point: Africa, Egypt

WH Questions: What is one country in Africa called?

Yes/No: Is Egypt close to the United States? Is Egypt far away from the United States? Is Egypt a country in Africa?

Opinion/Experiences: What country do we live in? Egypt is far, far away from us. We would have to get on a plane and fly a long, long time to get to Africa. Have you ever flown on a plane for a long time?

Peer to Peer Interaction: After you read Page 1, have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 2: There are a lot of pyramids in Egypt. Have students view the following video about the pyramids. Pause at certain points to discuss and have students point to features in the video.

<https://www.youtube.com/watch?v=Xtc0LQuA3z4>

Point: pyramids, big pyramids, small pyramids, sand

Questions: What is in Egypt?

Yes/No: Are there a lot of pyramids in the United States? Are there a lot of pyramids in Egypt? Are pyramids round? Are pyramids square? Are pyramids shaped like triangles?

Opinion/Experiences: What shape are the pyramids?

Peer to Peer Interaction: After you read Page 2, ask students, "What is in Egypt? The answer is the main idea card "pyramids." Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 3: The pyramids were made a long, long time ago. They were made before you were born. They were made before your parents were born. They were made before your grandparents were born. They were made thousands of years ago. The pyramids are very old.

Point: pyramid

Yes/No: Are the pyramids old? Are the pyramids new?

Peer to Peer Interaction: After you read Page 2, ask students, “Are the pyramids new or old? The answer is the main idea card “old.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 4: The pyramids are huge! They are bigger than your house. They are bigger than your school. They are bigger than many buildings. Look at the man in the picture. See how much smaller he is compared to the pyramid.

Point: pyramid, man

Yes/No: Are the pyramids small? Are the pyramids big? Is pyramid bigger than you? Is a pyramid bigger than your house?

Peer to Peer Interaction: After you read Page 4, ask students, “Are the pyramids big or small? The answer is the main idea card “big.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 5:

Point: pyramids, sky, clouds, camels

WH Questions: What are there a lot of in Egypt?

Yes/No: Are there a lot of pyramids in Egypt? Are there a lot of pyramids in the United States?

Peer to Peer Interaction: After you read Page 5, ask students, “What are there a lot of in Egypt?” The answer is the main idea card “pyramids.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 6: The Great Sphinx is a huge statue in Egypt. Have the students view the following video of the Great Sphinx. Pause at certain points to discuss and to have students to point to features of the Great Sphinx. <https://www.youtube.com/watch?v=-4nGHwfC1Y>

Point: Great Sphinx

WH Questions: What is in Egypt?

Yes/No: Is the Great Sphinx in Egypt? Is the Great Sphinx small? Is the Great Sphinx big?

Peer to Peer Interaction: After you read Page 6, ask students, “What is in Egypt?” The answer is the main idea card “Great Sphinx.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 7: The Great Sphinx is very, very old. It was built before you were born. It was built before your parents and grandparents were born. It was built thousands of years ago.

Point: Great Sphinx, pyramid

WH Questions: Is the Great Sphinx new or old?

Yes/No: Is the Great Sphinx new? Is the Great Sphinx old? Was the Great Sphinx built thousands of years ago?

Peer to Peer Interaction: After you read Page 7, ask students, “Is the Great Sphinx new or old?” The answer is the main idea card “old.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 8: Pharaohs were kings in Egypt a long, long time ago. The head of the Great Sphinx looks like a pharaoh. Have students view the following video about Egyptian pharaohs.

<https://www.youtube.com/watch?v=NOq9JtFmr8E>

Point: pharaoh, Great Sphinx head

WH Questions: What does the head of the Great Sphinx look like?

Yes/No: Does the head of the Great Sphinx look like a dog? Does the head of the Great Sphinx look like a pharaoh? Were pharaohs kings in Egypt?

Peer to Peer Interaction: After you read Page 8, ask students, “What does the head of the Great Sphinx look like?” The answer is the main idea card “pharaoh.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.

Page 9: The Great Sphinx has the body of a lion.

Point: Great Sphinx, lion, lion’s back, Great Sphinx’s back, lions legs, Great Sphinx’s legs, lion’s arms, Great Sphinx’s arms

WH Questions: What does the body of the Great Sphinx look like?

Yes/No: Does the Great Sphinx have the body of a bird? Does the Great Sphinx have the body of a lion?

Peer to Peer Interaction: After you read Page 9, ask students, “What does the Great Sphinx have the body of?” The answer is the main idea card “lion.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group.