

Unit Plan
Grade 7 Social Studies
Ancient Egypt

Linda Kim, Email: lindakimis@hotmail.com

SSED 314

Instructor: Mike Denos

Unit Title: Ancient Egypt

Essential Unit Question: What components make up the Ancient Egyptian Culture?

Rationale:

This unit is designed for grade 7 Social Studies and is designed to focus on Ancient Egyptian culture. Students will be introduced to the different cultural influences that make up the Egyptian society. Students will identify some connections between current culture and Ancient Egyptian culture. In this way, this unit is designed for students to understand not just the meaning of Egyptian culture, but understand that past culture also has a strong influence on our daily lives.

By examining topics such as the unique geographic features of Ancient Egypt, their religious beliefs, burial system/mummification, hierarchical system, and Gods and Goddesses, students will develop an understanding and meaning of Ancient Egyptian culture, and get a sense of what directed the lives of the Egyptian citizens. Emphasis will be placed on how the culture affected human behaviour and life style.

It is important for students to understand the meaning of culture because in every society/country, a unique form of culture exists and guides the lives of its citizens. In a sense, culture directs the lives of its people and hence, having an understanding of how and why a culture is formed is an important knowledge to acquire.

Relevant IRP Prescribed Learning Outcomes:

- Identify and clarify a problem, issue, or inquiry.
- Generate and justify interpretations drawn from primary and secondary resources.
- Organize information into a formal presentation using several forms of representation.
- Identify connections between current cultures and ancient cultures.
- Compare different concepts of membership and citizenship in ancient civilizations.
- Compare ways in which ancient governments acquired and used power and authority.
- Evaluate how ancient cultures were influenced by their environment.

Unit Goals:

- Understand that culture has strong influences on its citizens.
- Identify and understand the different components of Ancient Egyptian culture.
- Work effectively in groups as well as individually.
- Effectively gather and present information in a clear and expressive manner.
- Learn to interpret information and to come up with personal conclusions.

Lesson # 1

Title: What is “culture”? How do you define “culture”?

Objectives:

1. Students will be able to define the word “culture.”
2. Students will examine how cultures “work.” i.e. what they provide for groups of people.
3. Students will work effectively, individually and in groups.

Introduction (20 minutes):

- **Class brainstorm (5 minutes):** Students will be asked to brainstorm a definition of “culture” according to the following questions: “When you hear the word “culture” what do you think it refers to? What do you think it includes? Give examples of culture? When people talk, for instance, about Canadian culture, what do you think they mean?” Students will probably give examples of culture. For example, the music they listen to, or the different types of ethnicities or the different foods we eat. Students will not likely give the definitions, but this is okay, the teacher will facilitate discussion.
- **Mind-map (10 minutes):** As students respond individually with answers, their answers are written on the board in a mind-map, clustering responses that are closely related. Those clusters are then labelled, with suggestions from the students.
- **Definition of Culture (5 minutes):** Finally, a definition of “culture” is provided as “a system of shared beliefs, values, customs, behaviours, and material objects that the members of society use to cope with their world and with one another, and that are passed from generation to generation through learning.”

Body of Lesson (55 minutes):

- **Mini-lecture (10 minutes):** Students will be given a mini-lecture on the importance of culture and how it has a strong influence on our daily lives. Students will be given further examples of culture: for example, patterns of human behaviour that includes thought, action, and artefacts, the customary beliefs, social forms, and material traits of religion. Emphasis will be placed on how it affects human behaviour and life style and the role of environment in shaping culture and vice-versa.

- **Student discussion and write up (15 minutes):** Students will work in pairs and asked to discuss the following questions: “Identify one element of your own culture. How does it “work” for you? How does it affect your world?” i.e. students could write about their religious beliefs, music they listen to, family values or customs etc. Ask students to write a summary; how it has influenced them in their everyday lives; tell them that it will be handed in at the end of class.
- **Sharing answers (10 minutes):** Groups are asked to determine which of their answers they would like to share with the class. It should be emphasized that no student should speak about another’s culture, and that students should only speak about their own culture if they feel comfortable doing so. Students who have agreed to speak about their own culture share their answers with the class.
- **Mini lecture on Ancient Egypt (10 minutes):** The students will be given an introductory mini-lecture about Ancient Egyptian cultures, focusing on religion, burial system/mummification and the hierarchal system. The teacher will make links between Ancient Egyptian cultures and the brainstormed definition of their ideas of culture.

Closure (10 minutes):

- Ask students to share what similarities their culture may have with Egyptian culture.
- Write down the definition of culture and some main points discussed in class today in their social studies journal.

Assessment:

- Participation in class discussion.
- Participation and discussion with their partner.
- Summary of their culture, make sure that they comprehend the meaning of culture and how it affects their lives.
- Check social studies journal for correct definition of culture and main points discussed in class.

Extension:

- Students are asked to write what they want to learn about in Ancient Egyptian culture in their social studies journal.

[Work cited: From Andrea Shearer’s unit plan (2003), Webct, SSED 314, Section: 304]

Lesson #2

Title: How did the geographic location of Ancient Egypt have an effect in shaping its culture?

Objectives:

1. Students will examine the geographical features that made Ancient Egypt unique and how this influenced their culture.
2. Students will understand the importance of Nile River on Egyptian society.

Introduction: (15 minutes)

- **Map discussion (15 minutes):** Students will be shown the map of Ancient Egypt on the overhead. Also, the classroom world map will be used to show where Egypt is located. The major features will be discussed. Students will be asked questions such as: “What do you see? Where is the Nile River? Where is Lower and Upper Egypt? What are the names of the major waters?” Students will have some prior knowledge of the geographic features and they will be encouraged to look at their textbook to aid in the discussion.

Body of Lesson: (45 minutes)

- **Worksheet (20 minutes):** Students will work in pairs. Ask students to discuss how these features might affect the lives of the Egyptian people. Students will be given a T-chart to write down the physical features on the left-handed column and how these features affect the lives of the Egyptian people on the right-handed column. Tell students to look in their textbook (p. 88) for information and ideas. Tell students that this will be handed in at the end of class.
- **Mini-lecture (10 minutes):** Explain that the geographic features are significant in shaping Egyptian culture. i.e. flood of Nile aids in farming, location of housing etc. Tell students to add on new information to their chart.
- **Students will label map (15 minutes):** Teacher will handout “Make a Map.” Students will label map of Ancient Egypt. Labelling must be finished in class.

Home work: Finish coloring map for next class.

Closure: (15 minutes):

- Ask students to explain how the Nile River affected Egyptian culture. Write down answers in their social studies journal and hand it in.

Assessment:

- Check to see if the geographical features are labelled on their maps correctly.
- Collect their T-chart and make sure that they understood the connection between physical features and how they affected the Ancient Egyptian people.
- Read their journals to assess if they understood the importance of the Nile River.

Extension:

- Ask students to think about how the Egyptians would be affected if the Nile River disappeared; write their thoughts and hand in when they are finished.

Lesson #3

Title: Ancient Egypt: Hierarchical Society: What types of social classes existed in Ancient Egypt?

Objectives:

1. Students will be able to define the word “hierarchy.”
2. Students will generate and justify interpretations drawn from primary sources.
3. Students will demonstrate an ability to work effectively individually and in groups.

Introduction: (10 minutes)

- **Class discussion (10 minutes):** Students will be shown three different overhead transparency pictures of an upper class, middle class and lower class Egyptian. The students will be asked to observe the pictures. The students will be asked to think about which pictures match the different social classes. After the students have identified correctly, students will work in groups of four. If students have difficulty identifying the different social classes, the teacher will ask questions about the different social classes in current culture. For example, questions such as: How do we know if a person is very wealthy. How do we know if person is very poor? What kind of cars would these people drive? What kind of houses would they live in? What types of clothing would they wear? Students will likely make the connection that a wealthy person would wear nice clothes and hence in this process students will find clues from overhead transparency (i.e Egyptian wearing nice clothes with gold jewellery) and take part in the discussion.

Body of Lesson: (55 minutes)

- **Group discussion (25 minutes):** Students will be asked to work in groups of four and justify why they have classified the pictures as they did. The students will be asked to come up with three justifications for each social class. Their answers will be recorded individually and will be handed in to the teacher. The teacher will facilitate discussion.
- **Mini-lecture (15 minutes):** Students will be asked if they are familiar with the word “hierarchy.” The teacher will ask for volunteers to share an example of hierarchical system or the definition of the word. The teacher will write down

suggestions on the board and underline key words that may come up (for example: order, power etc.). Students will be given the definition: “A body of persons having authority, or the categorization of a group of people according to ability or status.” It will be explained that in the Ancient Egyptian society a social hierarchical system existed. For example, upper class, middle class and lower class.

- **Individual work (15 minutes):** Students will be asked to fill out a worksheet “Climb the Social Pyramid.” This worksheet will give students a chance to make educated guesses on how the social hierarchy may have looked like in Ancient Egypt.

Closure (10 minutes):

- Ask students to write down why they think a hierarchical system existed in Ancient Egypt without any conflict among the people. Tell students that they will share their answers next class.
- Write down the definition of hierarchy and some main points discussed in class today in their social studies journal

Assessment:

- Participation in class discussion.
- Completion of worksheet and the six justifications for the social classes. Make sure that their justifications are connected to the lesson.
- Check social studies journal for correct definition of culture and main points discussed in class to assess if they understood the importance of the hierarchical system.

Extension:

- Ask students to come up with examples of hierarchical system that exists in our society today. For example, the army, government etc. and also to write down how each individual or groups of individuals are ranked.

Lesson # 4

Title: What is “religion”? How does religion play a role in keeping the different social classes in co-existence with each other without conflict?

Objectives:

1. Students will make connections between hierarchical systems from the previous class to the religious beliefs and afterlife.
2. Students will understand the significance behind religion, and how it affects the daily lives of the Ancient Egyptian society as well as other Ancient societies (China). In this way students will learn that many different societies are affected by religion.
3. Students will work cooperatively in groups.
4. Students will learn to justify their answers using secondary sources.

Introduction: (15 minutes)

- **Class discussion (15 minutes):** Ask students to share why they think a hierarchical system existed in Ancient Egypt without any conflict among the people (assignment from previous class). After discussion teacher will explain that religion can guide people’s lives and make them accept their social classes.

Body of Lesson: (35 minutes)

- **Paired discussion (5 minutes):** Students will work in pairs. They will be asked to list the different types of religion in our culture.
- **Class discussion (15 minutes):** Students will be asked to share their answers. The teacher will write them down on the overhead. Students will be asked to define “religion.” The teacher will write key words from their definition on the overhead and after provide the definition. The “belief in and reverence (admiration, respect) for a supernatural power or powers regarded as creator and governor of the universe” and “a set of beliefs, values, and practices based on the teachings of a spiritual leader.” Teacher will explain that one of the most important beliefs of Ancient Egyptians is the afterlife. Teacher will explain afterlife and the reason behind it and the mummification process.
- **Mini-lecture (15 minutes):** Tell students that religion is connected to culture and the everyday lives of the Ancient Egyptian people. Explain the religious beliefs the Ancient Egyptians held in their society. i.e. Different Gods and how

they saw pharaohs as Gods. Explain how the Ancient Egyptians believed in the afterlife because it is part of their religious belief. Hence, the different social classes co-existed without conflict because they believed that their king was a God, they never questioned his authority.

- **Mini-lecture on Ancient China (10 minutes):** Tell students about Ancient China and how their society is also based on a hierarchical system. Explain that this is because of their religious beliefs as well. Explain Confucianism, what it is and how it affected the Ancient Chinese people.

Closure (25 minutes):

- Students will be working in groups of four. The students will be numbered off 1-4. Ask students to imagine that they are visiting Ancient Egypt and ask them if they like or dislike the hierarchical system of Ancient Egypt and if they think the religious belief is positive or negative to the Egyptian people. Numbers 1 and 2 will like the hierarchical system and think the religious beliefs are positive, and numbers 3 and 4 will dislike the hierarchical system and think the religious beliefs are negative. Students should debate and justify their position based on textbook information, from mini-lectures, personal opinions or information gathered from previous classes. These will be written in a persuasion map (provided by the teacher). This will be due for homework. Class time can be used to debate and discuss and get ideas from one another.
- Write down the definition of religion and some main points discussed in class today in their social studies journal.

Homework:

- Complete persuasion map.

Assessment:

- Participation in class discussion.
- Participation and debate of their position regarding the hierarchical and religious system.
- Check social studies journal for correct definition of religion and main points discussed in class.
- Persuasion map will be collected next class.

Extension:

- Read page 135 in Outlook 7 textbook and compare and contrast the “layered society” of Ancient China to the “hierarchical society” of Ancient Egypt. How are these structures connected to religious beliefs?

Lesson #5 and Lesson #6 are combined lessons.

Title: Oral presentation: The Gods and Goddesses of Ancient Egypt.

Objectives:

1. Students will decipher a drawing from a primary source.
2. Students research on a chosen Ancient Egyptian God or Goddess and acquire information about him/her.
3. Students will develop and apply note taking skills and work effectively in pairs and alone.

Introduction: (20 minutes)

- **Deciphering a primary source (15 minutes):** Teacher will show a transparency picture of a ritual remembrance of the visit of Horus to his father Osiris when he was able to give him the news that his murder had been avenged. This ritual is being worshiped by his citizens. Students will be asked to decipher this drawing. The teacher will facilitate discussion by asking questions such as: What is happening, what are the people doing? (people are on their knees worshiping the mummified God), who do you think this person is? (mummified God) What is this object? (point at various objects such as the food offerings).
- **Mini-lecture (5 minutes):** Teacher will explain that Ancient Egyptians worshiped Gods and Goddesses, it was embedded in their culture. Teacher will explain that the Ancient Egyptians had many different Gods and Goddesses they worshiped for different reasons.

Body of Lesson: (35 minutes)

- **Research and oral presentation introduced (10 minutes):** Students will be told that they will be doing a research and an oral presentation for a God or Goddess with a partner. An overhead transparency consisting of a list of Gods and Goddess will be provided. The teacher will briefly touch upon some of the Gods/Goddesses. i.e. Ra is the Sun God. The overhead will be left on so that students may refer to the list when they are picking their God or Goddess.
- **Criteria for presentation discussed (10 minutes):** Ask students what they want to find out about their chosen God/Goddess. Some students may say the mythology behind their God/Goddess, why he/she was worshiped, and how did

he/she died etc. Also, ask students what will get them a good mark during the oral presentation. Students may say, loudness and clarity of voice, good information etc. In this process, students will give some thought about how they should conduct their oral presentation to receive a good mark. After discussion, the teacher will handout a sheet containing detailed instruction of what should be included in their oral presentation and how it should presented (rubric).

- **Pick partner and God/Goddess (15 minutes):** Students will be allowed to pick their partner and a God or Goddess. A sign up sheet will be circulated at this time.

Closure and Homework (20 minutes):

- **Give directions (10 minutes):** Students will receive a handout which gives a clear outline of what should be included in their oral presentation. Explain to students that they will have to do research to get information needed for their oral presentation. Students should be told to refer to this sheet when looking for information on their chosen God/Goddess. Tell students to conduct a google search and type in “Ancient Egyptian god.” Tell students that they should visit several websites to acquire information: i.e. www.touregyp.net/gods1.htm, www.touregypt.net/godsofegypt/, www.rom.on.ca/egypt/caseabout/gods.html.
- **Note taking skills (10 minutes):** A “Note Taking” handout will be given to each student. Teacher will explain how it is used. Tell students the “Restated in own words” section is what they are going to orally present to the class. Tell students that they will have time to discuss and compare notes with their partners and present their God/Goddess next class.
- Any questions regarding the presentation will be addressed at this time.

Assessment:

- Participation in class discussions.
- See if students have their names on the sign up sheet, this will inform the teacher if the students have followed directions.

Extension:

- Students will be placed in groups of four. Each group will have a text book about Gods and Goddess provided by the teacher. They may look through the books to get ideas for their presentation, or even ask teacher to borrow or photocopy certain sections.

Lesson #6

Title: Oral presentation: The Gods and Goddesses of Ancient Egypt continued...

Objectives:

1. Students will understand the impact and importance of Ancient Egyptian Gods and Goddesses.
2. Students will practice oral presentation skills.

Introduction (5 minutes):

- **Check if they have done their homework (5 minutes):** Teacher will ask the students if they had difficulty finding information about their God/Goddess and if they have brought their “Note Taking” sheets. (Students should have found information without difficulty, I have conducted the searches myself and the information is easily found). If some students did not do their homework, they will be asked to go down to the library to conduct research.

Body of Lesson (65 minutes)

- **Mini-lecture and class participation (10 minutes):** Inform students that there is so much information available about these Gods and Goddesses because they were important part of the Ancient Egyptian society. They were worshiped and every aspect of Ancient Egyptian life was connected with them. Give examples such as the God of Earth, God of Lower Egypt, Goddess of Nile, Goddess of Childbirth, and God of the Moon etc. Ask students what they think these Gods controlled or had power over. Students will be able to make good guesses (some of the answers are obvious).
- **Share with your partners (10 minutes):** Students will be asked to share some of the information they have found with their partners and compare and contrast their information. Students will be asked to decide how they will divide up the oral presentation. i.e. who will speak first and who will say what information.
- **Oral presentation (45 minutes):** Students will be asked to hand in their rubric to the teacher for assessing. Students will be reminded of the criteria’s in the rubric and presentations will begin.

Closure (5 minutes):

- The teacher will discuss some of the positives and negatives of the oral

presentations.

Assessment:

- Discussion and communication with partner.
- Oral presentation assessed according to what was outlined on the rubric.

Lesson #7

Title: Why did the Ancient Egyptians practice mummification?

Objectives:

1. Students will watch a video and understand the mummification process.
2. Students will understand why Ancient Egyptians practiced mummification.
3. Students will be introduced to the KWL chart.

Introduction: (20 minutes)

- **Introduce video (10 minutes):** Students will be introduced to the video “Secrets of the Mummy.” The teacher will explain that the video is about a group of scientists who study the mummification process by actually observing a real mummy. By examining the mummy, the scientists figure out many interesting facts about the Ancient Egyptian culture.
- **Class discussion (10 minutes):** Students will be asked the following questions: What do you know about mummies? Why do you think the Ancient Egyptians practiced mummification? What do you want to know more about? These questions are asked so that the whole class can listen to their peers and get ideas before starting the next activity.

Body of Lesson (50 minutes):

- **Individual work (10 minutes):** The teacher will handout the KWL chart to students and explain that the first column is for what they already know about mummies, the second column is for what they want to know about the mummies and the third column is for after the video (what they learned about the mummies). Students will be asked to fill out the first two columns individually before the video starts.
- **Introduction to the Video (5 minutes):** Students will be asked to keep their eyes and ears open for the following questions: Who was involved in this investigation? Why was the God Osiris mentioned in this video? What was the mummy wrapped in? What different materials were used in the mummification process?
- **Video (25 minutes):** Watch video.

Homework: The KWL chart should be completed for homework and handed in next

class.

Closure (10minutes):

- **Class discussion (10 minutes):** Questions given before the video will be discussed.

Assessment:

- Class discussion.
- KWL sheet will be collected next class for assessment.

Extension:

- Students are asked to write about what they thought was the most important evidence found in the video. Justify your answer.

Lesson #8

Title: Investigate Mummy-X!

Objectives:

- Students will link the video they watched from previous class and work as teams of scientists to investigate a mummy.
- Students will demonstrate an ability to identify and explain conclusions made from investigating the mummy.
- Students will work cooperatively in a group.

Introduction (5 minutes):

- **Teacher will read the following:** “The mysterious mummy of a person dead for over 3,000 years leaves today on an unexpected journey to the United States. Scientists and historians hope to discover more about the person who lived and learn the techniques Ancient Egyptians used for body preservation... The entire world eagerly awaits the results of this unique opportunity to perform an autopsy on a person who lived so many centuries ago.” Students will be told that they will be grouped into research teams to analyze information and put all of the clues together to learn about a real mummy.

Body of Lesson (55 minutes):

- **Individual activity (10 minutes):** First an “Inquiry Page” will be distributed to everyone to fill out. Only questions 1-4 will be filled out.
- **Cooperative group work (40 minutes):** Teacher will divide students in groups of four and tell them that they are a group of scientists working together to investigate mummy-X. Tell students to pick a head scientist to lead the discussion of their information and a secretary to record their responses on their specialists’ report. Two groups will receive the same handout. This activity is designed for students to identify and come up with their own conclusions from the clues given from the handouts. It is a good activity for critical thinking.

Closure (15 minutes):

- Class discussion (15 minutes): “Mummy-X Conclusion chart” will be made into a transparency and each group will share their findings and the teacher will record them.

Homework: Students will fill out questions 5-10 for homework and hand it in next class.

Assessment:

- Participation in cooperative groups.
- Participation in class discussion.

Extension:

- Students are asked to write down the similarities of this activity and the video they watched last class.

Resource List

Lesson #1:

- Modified lesson, taken from Andrea Shearer's unit plan (2003), Webct, SSED 314, Section: 304.

Lesson #2

- Peter Grant and Rosemary Neering, *Other Places, Other Times* (Toronto: Gage Educational Publishing Corporation, 1986, p. 82). -The map of Ancient Egypt will be made into coloured transparency.
- Arnold Toutant and Susan Doyle, *Ancient worlds: Outlooks 7* (Canada: Oxford University Press, 2000, p. 88). –A good map of Ancient Egypt with descriptions of the importance of geographical features.
- Interdisciplinary Thematic Unit: *Ancient Egypt Teacher Created Materials, p.17 Inc. TCM 574*. –I will use this map for students to colour and label the geographical features.

Lesson #3

- Lionel Casson, *Daily Life In Ancient Egypt* (New York, American Heritage Publishing Co., Inc, 1975 p. 10, 37, 68). -This book has primary source images of Ancient Egyptians drawn on papyrus paper. The images have Egyptians working in the fields, craftsmen working on art pieces etc. These images can be used to provide visual stimulation and discussion about the different social classes. I will make coloured transparency for class discussion.
- Interdisciplinary Thematic Unit: *Ancient Egypt Teacher Created Materials, Inc. TCM 574. p.160* –I will use the “Climb the Social Pyramid” handout for students to make educated guesses on how the social hierarchy may have looked like in Ancient Egypt.

Lesson #4

- Arnold Toutant and Susan Doyle, *Ancient worlds: Outlooks 7* (Canada: Oxford University Press, 2000, p. 135). –For the extension activity students will compare and contrast the “layered society” of Ancient China to the “hierarchical society” of Ancient Egypt. Students will then be asked: how the two social structures are connected to their religious beliefs.

Lesson #5

- Richard Patrick, *All colour Book of Egyptian Mythology* (Hong Kong: Mandarin Offset, 1989, p. 63). – A great picture of a ritual remembrance of the visit of Horus to his father Osiris when he was able to give him the news that his murder had been avenged. This ritual is being worshiped by his citizens. I will make this picture into a transparency to start the discussion with my students. It is a good way to introduce deciphering a picture to acquire information.
- Suggested websites for oral presentation: www.touregypt.net/god1.htm, www.touregypt.net/godsofegypt/, and www.rom.on.ca/egypt/caseabout/gods.html.
- Leonard Everett Fisher, *The Gods and Goddesses of ancient Egypt* (New York, Holiday House Publishing, 1997), Geraldine Harris, *Gods and Pharaohs from Egyptian Mythology* (New York, Peter Bedrick Books, 1991), Lionel Casson, *Daily Life In Ancient Egypt* (New York, American Heritage Publishing Co., Inc, 1975), Richard Patrick, *All colour Book of Egyptian Mythology* (Hong Kong: Mandarin Offset, 1989) - These books will be used for the extension activity for the students to look through and to get ideas for their presentation. Students may ask teacher to borrow the book or photocopy certain sections.

Lesson #7

- Bernard Villeneuve (executive producer), *The secrets of the Mummy* (Montreal, Alliance video manufactured and distributed, 1994, 60 minutes). –This is an excellent video! Scientists explore a mummy and in the process many informative facts are discovered. The burial sites, ancient climates, aspects of daily life, work and worship and sailing technology of the Nile are discovered from investigating the mummy. This is a great lead in for lesson #8 because the students will be asked to become scientists and to do the same activity as the scientists in the video.

Lesson #8

- Interdisciplinary Thematic Unit: *Ancient Egypt Teacher Created Materials, Inc. TCM 574*. p. 133–139) –This will be a fun activity for students to do. It is designed for students to identify and come up with their own conclusions from the clues given from the handouts. It is a good activity for critical thinking and cooperative learning.

Lesson #6

Oral Presentation: The Gods and Goddess of Ancient Egypt

Please follow these directions in order to get full marks on your oral presentation.

You must include the following in your oral presentation:

Introduce your God/Goddess: the name, and perhaps other names he/she is referred as.

Why was he/she important, God of _____?

Why was he/she worshiped

The legend or mythology of your God/Goddess. You may tell the story of your God/Goddess.

Description of what he/she looks like and why do they look like this.

The family members of your God/Goddess. You may share stories that include these members.

The enemies or close friends of your God/Goddess. You may share stories that include these members.

Present why you have chosen your God. What did you find most interesting about your God.

And at least three other interesting/shocking facts you found interesting about your God/Goddess you would like to share with your classmates.

Did you like your chosen God/Goddess? Why or why not?

Lesson # 6: Rubric

Assessing the oral presentation

Comments:

Total / 15

	Underdeveloped	Developed	Well developed
Content	<p>The presentation had many incorrect and vague claims, and lacked many important points listed in the oral presentation instructional handout.</p> <p>1</p>	<p>The presentation had few incorrect and few vague claims, and approximately half of the important points were raised from the oral presentation instructional handout.</p> <p>3</p>	<p>The presentation had no inaccuracies, and no vague claims, and covered many detailed points from the oral presentation instructional handout.</p> <p>5</p>
Organization	<p>The presentation followed no obvious sequence. There was no opening, body or conclusion.</p> <p>1</p>	<p>The presentation followed a moderately effective sequence, adequate opening, body and conclusion.</p> <p>3</p>	<p>The presentation had an obvious opening, body and conclusion.</p> <p>5</p>
Delivery	<p>The presentation could not be heard, you did not look up to your audience, and your voice was bland and not engaging.</p> <p>1</p>	<p>The presentation could be heard most of the time. You looked up periodically and spoke in a good voice, but not in an engaging manner.</p> <p>3</p>	<p>The presentation could be heard loud and clear. You looked up and spoke in a clear and engaging manner.</p> <p>5</p>

Performance Assessment Assignment: Ancient Egypt: Ancient Burials Uncovered

1. Read the handout provided. This handout describes an ancient burial site where two mummified Egyptians were found. In groups of four, **discuss and list** what was talked about in the handout; **1) including who was buried, 2) what materials were buried with them and 3) What did the materials symbolize. Work as a group, not by yourself!** This part of the assignment will give you and your group practice on how to find **accurate information** from a text.

2. Again, in your groups of four, imagine that you have discovered the burial chamber of Zed-Khons-uef-anekh's mother. **1) list 2 materials that were found buried with her and 2) What did the materials symbolize.** Use information found from question one to create your answer and also use your imagination (Discuss with your group what would you like to find?). **Everyone must share ideas, and all group members should listen with respect.**

3. As a group you will conduct a research poster project on **one of the Egyptians provided (or you may choose your own, please speak to me first and get permission).** You should use the computer to get information and other resources to do the research; be creative in selecting information for question # 4. Your group will present the poster to the rest of the class lasting about 10 minutes. **Each person should speak and present the poster.** Your poster and presentation should include the following information to receive a good mark: **1) Who is the chosen person (including a drawing of the person)? 2) What was the job of this person? 3) Why was he/she important? 4) List 3 interesting information about his/her life. For example, was he/she a good citizen or not? What religious belief or practices did he/she follow? Describe his/her family members/background etc. When was he/she buried, 5) What materials were buried with him/her? 6)What did the materials symbolize? 7) Why do you think these materials were buried with him/her.**

Your mark will be evaluated on the variety and accuracy of content, findings and understanding of your chosen individual, **your group participation**, and an accurate completion of questions 1 and 2.

Choose one person from the following list

1. Pharaoh Akhenaten
2. Queen Nefertiti
3. Sun God Aten
4. Princess Idut
5. King Teti
6. Queen Iput
7. Queen Khuit

Egypt's Hidden Tombs Revealed

(National Geographic, September, 2001)

Two years ago we broke into an ancient burial site below the Sheikh Sobi Neighbourhood. Who was buried there? A sealed doorway inscribed with Zed-Khons-uef-ankh's name excited us. To enter the burial site we had to remove rubble, and then dig out bag after bag of dirt and stones. It was backbreaking work, but our reward was great: a massive tomb of Zed-Khons-uef-ankh, governor of What-Smenkht was discovered. As we searched the burial chamber we found many gold pieces shaped like cobras, the cobra symbol meant protection. A gold piece shaped like a bird with spread wings symbolized the soul.

Zed-Khons-uef-ankh's wife's burial chamber was also found near by his grave site. Her burial tomb was decorated with amulets of precious stone and 84 gold beads. Her tongue was replaced with a shield-shaped piece of gold. She wore a gold ring on her left hand, gold fingertips, and gold toe covers. A gold amulet with a heart and a sun disk is a symbolic representation of Pharaoh Apries's birth name, Wah-Ib-Re. We think it was a gift to the governor from a great king. The splendour of the burial chamber reflects the family's status, they were a very wealthy and powerful family.

Zed-Khons-uef-ankh's seems to have ruled well and earned favour

from his people. We hope to learn more when we find his mother's burial chamber... she must be nearby.

Ancient Burials Uncovered Project Assessment

Names: _____, _____, _____,
_____.

Questions/Answers:

Answered question #1 and #2. /10

Everyone participated and was engaged in the discussion and stayed on task. /10

In order to assess:

- Have a leader in the group to facilitate discussion.
- Make sure that everyone goes around and takes turns speaking.
- Go around and listen to group discussions.

Group members listened to one another in a respectful manner. /10

In order to assess:

- Remind students to listen to others when they are speaking.
- Check to see students are engaged in discussion. Are they having private discussions about other topics?

Presentation of poster:

Overall creativity. /10

In order, assess:

- How well was it presented, did they go beyond expectation. For example, did they draw pictures and also add magazine pictures etc.
- Was there a variety of different resources used.

Participation of all members. /10

Content:

Answered questions # 3: (1-7). /20

Accuracy. /10

Shows depth of understanding.

/20

Total: /100