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# Ancient Egypt [6th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: **Ancient Egypt**

Grade Level: **6**

Subject/Topic Area(s): **Social Studies**

Designed By: **Jeanine Capitani**

Time Frame: **25 Days**

School District: **Private**

School: **The Winston School San Antonio**

School Address and Phone: **8565 Ewing Halsell, San Antonio, TX 78229**  
**#210-615-6544**

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit on Ancient Egypt is one of five units I teach about ancient civilizations after completing a study of what culture is and how it defines us. This unit focuses on the geography, religion, and social structures of ancient Egypt. It also emphasizes an understanding of the different time periods of Egyptian society from 4,500 BC- the 18<sup>th</sup> Dynasty. At the end of this unit on Egypt, the students will demonstrate knowledge of the culture of Egypt by writing and illustrating a story where they go back in time and describe two aspects of Egyptian culture as well as meet a person and describe their place in the social hierarchy.

**Unit: Ancient Egypt**  
**Grade: 6**

**Stage 1: Desired Results**  
**Established Goals (Standards)**

*TEKS or Scope & Sequence*

**TEKS: 113.22. Social Studies, Grade 6.**

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: (A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and (B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.

(12) Government. The student understands alternative ways of organizing governments. The student is expected to: (A) identify alternative ways of organizing governments such as rule by one, few, or many; (B) identify examples of governments with rule by one, few, or many; (C) identify historical origins of democratic forms of government;

(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to: (A) define the concepts of culture and culture region; (B) describe some traits that define cultures; (C) analyze the similarities and differences among selected world societies;

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to: (A) explain aspects that link or separate cultures and societies; (B) explain the impact of political boundaries that cut across culture regions; (C) analyze how culture traits spread; (D) explain why cultures borrow from each other; (E) evaluate how cultural borrowing affects world cultures

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; (D) identify different points of view about an issue or topic;

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (E) use standard grammar, spelling, sentence structure, and punctuation.

**Understandings**

*Students will understand that...*

- Geography shapes where humans settle and how their culture develops.
- Culture is an expression of a group's beliefs, religion, government, and way of life.
- Our culture today reflects many aspects of ancient cultures.

**Essential Questions**

- How do we decide where to live?
- How do we know about ancient civilizations?
  - What has survived to tell us about them?
  - How does this help us understand their culture?

**Knowledge***Students will know...*

- How to define culture.
- The geography of Egypt.
- The division of society into a hierarchy of social classes.
- Have an understanding of what the Egyptians believed about the afterlife.
- Information about specific pharaohs: Menes, Hatshepsut, Ramses, Tutankhamen.
- Important Vocabulary: irrigation, pharaoh, dynasty, polytheism, afterlife, hieroglyphics, Rosetta Stone, temples.

**Skills***Students will be able to...*

- Compare and contrast modern culture vs. ancient Egypt.
- Use a map to identify specific locations.
- Describe and compare the three different Kingdoms of ancient Egypt: Old, Middle, and New.
- Describe specific pharaohs and why their legacy is important: Menes, Hatshepsut, Ramses, Tutankhamen.
- Demonstrate knowledge of Egyptian culture to write a story.

**Stage 2: Assessment Evidence****Performance Task:**

In groups, students will do the Your Turn to Write! project. They will write a book mimicking Mummies in the Morning, by Mary Pope Osborne (*Magic Tree House #3*). Teacher will read the book to the students first, and then describe the project.

Students will write and illustrate their own picture book:

-As a group, students will pretend like they are Jack and Annie (from the book), and have a magic tree house which they can use to go visit ancient Egypt. They will have to describe where they are, what they see, and pick at least one part of Egyptian culture to describe, just like Jack and Annie described the inside of a tomb. They must use good details and must include pictures to describe the aspects of Egyptian culture being portrayed in the story.

-They will be graded based on the writing rubric.

**Other evidence:***(quizzes, tests, academic prompts, self-assessments, etc.**note – these are usually included where appropriate in Stage 3 as well)*

- bell ringers
- notes about each section
- Protocol 3-2-1
- Exit slips
- Vocabulary Builder flashcards and worksheets
- Quizzes on each section
- Chapter test

## Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

### Activities to do

- “The Cities of Ancient Egypt” (p.12 *Building Skills by Exploring Maps: Ancient Civilizations*)
- Pocket activities on religion and architecture (*History Pockets: Ancient Egypt*)
- “Packing for the Afterlife” activity (p. 53 *Hands-on Culture of Ancient Egypt*)
- “Religion of Egypt: Hundreds of Gods” activity (p. 37 *Hands-on Culture of Ancient Egypt*)- each student picks one and draws a picture
- Make a book out of index cards to describe the jobs of ancient Egypt: scribes, artisans, merchants, soldiers, farmers and peasants, slaves (p. 104-106 *Holt: World History Ancient Civilizations*)

### Day 1

- Write the EQ: **How do we decide where to live?** on the board and have students copy it in their journal. Give them a few minutes to write down answers and then discuss.
- Create a KWL chart in journal about ancient Egypt and discuss as a class.
- Locate Egypt on a world map and do “The Cities of Ancient Egypt” map activity in groups. (p.12 *Building Skills by Exploring Maps: Ancient Civilizations*)
- Finish for homework.

### Day 2

- As a class, read “The Gift of the Nile” and highlight together (p. 13 *PCI- World History Shorts 1*). Discuss that **we know about this civilization** (EQ) because of the buildings that they built.
- Independently, students will answer the following questions:  
(Protocol 3-2-1)
  - 3- List 3 things you learned about Egyptian religion.
  - 2- Name 2 things you learned about pharaohs.
  - 1- Explain 1 reason why pyramids were so important.
- Homework: p. 15- 16 crossword puzzle and map activity.

### Day 3

- Bell Ringer: “The Gift of the Nile” multiple choice quiz (p. 14 *PCI- World History Shorts 1*)
- Begin Section 1: Geography and Early Egypt and read p. 88-89 in *Holt: World History Ancient Civilizations*
- Discuss key vocabulary: Nile River, cataracts, delta
- Take notes in journal as we read and glue in vocabulary flash cards
- Exit Question: Why was it important to the Egyptians that the Nile’s flooding was consistent?

### Day 4

- Bell Ringer: How did farmers use the Nile to grow their crops?
- Students will fill in guided notes while viewing the power point about how civilizations developed in Egypt. Discuss Menes and the unification of the two kingdoms. (p. 90-92 *Holt*)
- Do Section 1 Vocab Builder (*Holt Differentiated Instruction CD*)
- Homework: p. 123 Section 1 Vocab Builder (*Holt Chapter Resources CD*)

### **Day 5**

- Section 1 Quiz
- In groups, make a Venn diagram and compare and contrast the Nile River in Egypt and the Tigris and Euphrates Rivers in Mesopotamia.

### **Day 6**

- Begin Section 2: The Old Kingdom (*p. 93-94 Holt*)
- Students will view power point and take notes about the Old Kingdom. In their journal they will draw their own hierarchy depicting Egyptian society by drawing a large triangle and labeling each section.
- Glue flash cards into journal.

### **Day 7**

- Students will view power point about Religion and Egyptian Life (*p. 95-97 Holt*) and take notes.
- Read "Packing for the Afterlife" (*p. 50-53 Hands-on Culture of Ancient Egypt*) and have students fill in the attached worksheet of items they would want buried in their tomb. Finish for homework.

### **Day 8**

- Students will view power point about The Pyramids (*p. 98-100 Holt*) and take notes.
- For extra information, use Magic Tree House Research Guide: Mummies and Pyramids
- Exit Slip: Do you think the Egyptians were gloomy and obsessed by death? Why or why not?
- Homework: Section 2 Vocab Builder (*Holt Differentiated Instruction CD*)

### **Day 9**

- Have students read "Religion of Egypt: Hundreds of Gods" worksheet. (*p. 37-39 Hands-on Culture of Ancient Egypt*)
- From the list of major gods on p. 38-39, have each student pick one and draw a picture representing that god. Remind the students that they need to draw like an Egyptian. It may be helpful to have examples of Egyptian paintings on the board. Display all the pictures together on a large piece of butcher paper.
- Homework: use notes to study for quiz

### **Day 10**

- Section 2 Quiz (add question: What is the Old Kingdom?)
- Using notes, students will fill in the Government and Religion worksheet.
- As a group, make a chart comparing our culture to that of ancient Egypt. Discuss hierarchy, religion, government, and architecture.

### **Day 11**

- Introduce the Religion pocket (*p. 44-58 History Pockets: Ancient Egypt*)
- Have students glue the front together and read and highlight the Religion fast facts.
- Begin the "Inside a Tomb" activity.

### **Day 12**

- Finish "Inside a Tomb"
- Read "The Mummification Process" and complete the "Where's My Mummy?" activity.
- Students can color in the pocket.

### **Day 13**

- Begin Section 3: The Middle and New Kingdoms (*p. 101- 103 Holt*)
- Students will view power point and take notes in journal.
- Glue in flash cards.

### **Day 14**

- Bell Ringer: Who was Hatshepsut and why was this person important?
- Students will be put into groups and will read p. 104-106 in *Holt*. When they finish, they will use blank index cards to describe the jobs of the ancient Egyptians. Have them put each job title in the center of 6 different index cards. Then, on a new card, they will describe each job and what makes it unique. When they are done, they will have 12 index cards- make sure each job title is on top of its description, then staple them on the left side.
- Homework: students will complete the Section 3 Quiz using their notes.

### **Day 15**

- Bell Ringer: What would it be like to use a language that can be written up or down, right to left, or left to right?
- Begin Section 4: Egyptian Achievements (*p. 108-113 Holt*)
- Students will view power point and take notes about Egyptian writing and the building of the temples.

### **Day 16**

- Students will view power point and take notes about Egyptian art and learn about Tutankhamen.
- Glue flash cards into journal.
- Review section 4.

### **Day 17**

- Students will take the Section 4 Quiz.
- Students will begin studying for their chapter test.
- They will fill in the Kingdoms of Ancient Egypt worksheet.
- Homework: complete vocabulary matching worksheet.

### **Day 18**

- Students will study for test by doing a chapter review.
- Homework: students will complete a study guide.

### **Day 19**

- Students will take the Chapter Test.
- When they finish, students can color in their pocket or read about ancient Egypt.

### **Day 20**

- Introduce the performance task: It's Your Turn to Write!
- Read Magic Tree House #3 Mummies in the Morning
- Hand out the worksheet and explain that the students will be put into groups and they will be writing and illustrating their own picture book based on Mummies in the Morning.
- If there is time, students can get into their groups and begin brainstorming.

### **Day 21-24**

- Students will work in their groups and write their story. Illustrations will be done at home.

## **Day 25**

-When they finish, they will share their story with the class and will be graded based on the rubric.

### *\*Optional Lesson:*

If there is time, you can do a second pocket about Architecture from *History Pockets: Ancient Egypt p. 59-74*. This could also be done instead of doing the religion pocket and do this after completing Section 4.

- Introduce the Architecture pocket and have students glue the cover together.
- Have students complete “Pyramid Power” and color in pictures.
- Have students complete “The Great Pyramid at Giza”.
- Have students complete “An Egyptian Home”.



Name \_\_\_\_\_

Date \_\_\_\_\_

## ***Packing for the Afterlife***

(Adapted From: *Hands-on Culture of Ancient Egypt* p. 54)

What things would you take with you to the Afterlife? Fill in the following chart. You need to list at least 3 things for each category. You will need to be able to explain to the class why you would need these items for eternity.

<b>Food</b>	<b>Clothes</b>
<b>Entertainment</b>	<b>Furniture</b>
<b>Personal Belongings</b>	<b>Household Supplies</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Government and Religion** (Section 2)

**Directions:** Use your notes to write three statements about the following question. You must use complete sentences.

**Describe the relationship between government and religion in the Old Kingdom of ancient Egypt.**

1.

2.

3.

Name \_\_\_\_\_

Date \_\_\_\_\_

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**Describe the relationship between government and religion in the Old Kingdom of ancient Egypt.**

1.

2.

3.

Name \_\_\_\_\_

Date \_\_\_\_\_

## *Kingdoms of Ancient Egypt*

**Directions:** Your job is to use your notes to write down specific information about the different Kingdoms of Egypt. Include as much information as possible.

<b>Old Kingdom</b>	<b>Middle Kingdom</b>	<b>New Kingdom</b>
<b>Dates:</b>	<b>Dates:</b>	<b>Dates:</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

## ***Your Turn to Write!***

As a class, we read the book, Mummies in the Morning, by Mary Pope Osborne. In the book, the main characters, Jack and Annie, use the magic tree house to travel back to ancient Egypt to explore a tomb and see a mummy!

Your job is to come up with your own story imagining you and the other members of your group can travel back in time to visit Egypt. Your story will need to be at least 4 pages long, and it needs to include good details and descriptions. You may use both your notes and your book. You need to use complete sentences. You also need to include a cover page with a title for your story and must include the authors.

### **Here are your goals:**

1. You will need to pick at least 2 aspects of Egyptian culture that you want to describe.
  - a. Examples: farming, temples, tombs, the afterlife, being a pharaoh, making a mummy, religion, government, daily life, etc.
2. You will need to describe the geography and the climate of the region.
3. You will need to meet someone and describe his or hers social class and occupation.
4. You will need to add pictures to illustrate what you see in your story (**must use colored pencils**).

\*You will be drawing your pictures **AT HOME** so you need to decide ahead of time what each group member will be drawing for **HOMEWORK**.

### **Here is an example of how your story could look:**

- page 1 = everyone in the group will go into the tree house and travel back to Egypt
- page 2 = describe what you see when you get to ancient Egypt and meet someone and describe them
- page 3-4 (or more) = describe the 2 aspects of culture you chose

**Day 1:** You and your group members need to decide who you will meet and which 2 aspects of culture you want to incorporate into your story. You need to jump in and begin writing your story. Decide what pictures you want everyone to draw, and fill out the homework form and remember to have your parents sign it. Examine the grading rubric so you make sure you include everything you need in your story.

**Homework: work on drawing**

**Day 2:** As a group, you will write or type out your story.

**Homework: work on drawing**

**Day 3:** As a group, you will write or type out your story.

**Homework: work on drawing- it is due tomorrow!**

**Day 4:** You will finish writing your story and meet with me to decide where you want your pictures.

**Day 5:** You will share your story with the class!

Name \_\_\_\_\_

Date \_\_\_\_\_

## ***Your Turn to Write! - Homework***

Dear parents, in class you student is working in a group to write a story book imagining that they are going back in time to visit ancient Egypt! They will be doing the writing in class, but each student will need to complete an illustration to go with the story. **I am requiring that they do their illustration in colored pencils.**

Your student will be drawing:

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---

They have 3 nights to complete their drawing. Please sign and return this sheet.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## ***Your Turn to Write! - Homework***

Dear parents, in class you student is working in a group to write a story book imagining that they are going back in time to visit ancient Egypt! They will be doing the writing in class, but each student will need to complete an illustration to go with the story. **I am requiring that they do their illustration in colored pencils.**

Your student will be drawing:

---

---

They have 3 nights to complete their drawing. Please sign and return this sheet.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**Your Turn to Write!** - Grading Rubric

Student Name: \_\_\_\_\_

Category	4	3	2	1
<b>Accuracy of Facts</b>	All facts presented in the story are accurate. Facts include 2 aspects of culture, geography, climate, the character's occupation and social status.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
<b>Illustrations</b>	Original illustrations are detailed, attractive, creative, and provide more information than is included in the text. They were done in colored pencils.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page. They were done in colored pencils.	Original illustrations relate to the text on the page. They were mostly done in colored pencils.	Illustrations are not present OR they are not original. Illustrations lack effort. They were not done in colored pencils.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence. The story included a cover page with a title and authors' names.	The story is pretty well organized. One idea or scene may seem out of place. The story included a cover page with a title and authors' names.	The story is a little hard to follow. The cover page is included with some required information.	Ideas and scenes seem to be randomly arranged. The cover page is missing or lacks required information.

**Grading Scale:**

Accuracy of Facts is worth 50% of the grade. Illustrations and Organization are both worth 25%.