Ancient Egypt Unit

Name: Lisa Nash
Grade Level: 6
Lesson Topic: The Kingdoms of Egypt
Teacher’s Initials: 
Day 02, 03, & 04 of 14
Date: November 10, 11, & 12, 2003

Instructional Goals

Students will:
• Explain how ancient Egypt was united.
• Analyze the workings of government and the importance of religion in Egypt.

Rationale

In the 6th grade, it is important for students to “explain why people institute governments, how they influence governments, and how governments interact with each other” (6-8 Benchmark A: Government).

Objectives

The students will be able to:
• Explain reasons for the creation of governments such as:
  a. Protecting lives, liberty and property;
  b. Providing services that individuals cannot provide for themselves.
(Ohio Academic Content Standards-Government 1)

Resources

• Our World pages 88-91
• Graphic Organizer
• Guided Reading
• http://www.website1.com/odyssey/week1/egygeo.html

Procedures (Three Components)

I. Readiness/Motivation for Lesson

Allotted Time: 8 mins

• Review:
• Answer Questions as a class from the Review and Asses.
• “What happened when the Nile flooded each year?” (The Nile overflowed its banks and dropped silt to make Egyptian soil richer.)
• “How did the Nile floods affect life for people in Egypt?” (The floods could make the difference between a good year and a bad year in terms of providing good crops or destroying villages.)
• Today we are going to begin looking at the different kingdoms found in Egypt.

II. Lesson Focus

Allotted Time: 35 mins
- Students will read silent and fill in a guided reading for pages 88-91 in Our World.
- After about 15 minutes of silent reading, the students and I will fill in a graphic organizer. Through discussion of the graphic organizer students should be able to determine if any of their guided reading questions are wrong and be able to adjust their answer.
- Guided Reading Questions:
  - “What evidence can you find that Egypt 5,000 years ago was not at peace?” (ruins of walls, paintings of battles)
  - “Why was the double crown an important symbol in ancient Egypt?” (The double crown symbolized the union of Upper and Lower Egypt. It was a symbol of the pharaoh’s power.)
  - “What conclusion can you draw from Menes’ choice of double crown as the symbol of his rule?” (He wanted to reassure both kingdoms that he intended to represent all the people of Egypt.)
  - “Why do you think the early pharaohs had to work to build unity within Egypt?” (The country was once two warring kingdoms.)
  - “What role did local leaders play under the pharaoh?” (Local leaders collected taxes, served as judges, and managed the use of floodwaters.)
  - “Why do you think the pharaoh had the local leaders report back to the government in Memphis?” (Possible Answer: It was an effective way to retain control.)
  - “What role did the pharaoh play in Egypt’s government and religion?” (The pharaoh gave instructions and supervised government affairs and projects. He was also considered divine and was thought to give life to Egypt and its people.)
  - “What was the relationship between the pharaoh and the Egyptian god Ra? Explain.” (The Egyptians believed that the sun god Ra gave life to Earth and that the pharaoh, the child of Ra, gave life to Egypt and its people. The pharaoh had religious responsibilities and believed he was entrusted with keeping order in the land, which Ra protected.)
  - “Why did the Egyptians preserve the bodies of the dead through mummification?” (According to their religion, their bodies would be needed in the afterlife.)
  - Compare and Contrast Upper and Lower Egypt (See attached answers for contrasting and comparing.)

III. Closure to Lesson

- Allotted Time: 2 mins

- Today we started to talk about the different kingdoms from United, to Old, to New Kingdoms. Menes who was the pharaoh to chance history when his army over took Lower Egypt and combined the two into one. Menes created a new government and developed a centralized location, a capital. We also discussed the Egyptians religious believes and why mummification took place.
- Homework: Students will be divided in half. Half of the class will read pages 92, while the other half reads pages 92-93. Tomorrow you will be split into smaller groups. In your smaller groups you will be responsible for informing your partner
what the other half of the reading was about. So take a few notes, the main ideas and key points.

**Follow-Up (Enrichment)**
- If time allows, have students exam the “Preparing a Royal Mummy.” Make sure students understand that the mummy and coffins were designed to fit together so that the wooden coffin encloses the mummy and its enclosed in turn by the stone coffin.

**IV. Assessment**
- Students will hand in their Guide Readings at the end of next days class for review.
1. What evidence can you find that Egypt 5,000 years ago was not at peace?
   
   *ruins of walls, paintings of battles*

2. Why was the double crown an important symbol in ancient Egypt?

   The double crown symbolized the union of Upper and Lower Egypt. It was a symbol of the pharaoh’s power.

3. Who is Menes and what did he do?

   He was the king of Upper Egypt, and is credit for uniting Upper and Lower Egypt into one Egypt because he over took Lower Egypt with his army.

4. What conclusion can you draw from Menes’ choice of double crown as the symbol of his rule?

   He wanted to reassure both kingdoms that he intended to represent all the people of Egypt.

5. Why do you think the early pharaohs had to work to build unity within Egypt?

   The country was once two warring kingdoms.

6. What role did local leaders play under the pharaoh?

   Local leaders collected taxes, served as judges, and managed the use of floodwaters.

7. Why do you think the pharaoh had the local leaders report back to the government in Memphis?

   Possible Answer: It was an effective way to retain control.

8. What role did the pharaoh play in Egypt’s government and religion?

   The pharaoh gave instructions and supervised government affairs and projects. He was also considered divine and was thought to give life to Egypt and its people.
9. What was the relationship between the pharaoh and the Egyptian god Ra? Explain.

The Egyptians believed that the sun god Ra gave life to Earth and that the pharaoh, the child of Ra, gave life to Egypt and its people. The pharaoh had religious responsibilities and believed he was entrusted with keeping order in the land, which Ra protected.

10. Why did the Egyptians preserve the bodies of the dead through mummification?

According to their religion, their bodies would be needed in the afterlife.

11. Define:
   o Unification – the joining of separate parts into one
   o Pharaoh – refers to the “great place” in which the rulers of Egypt lived
   o Old Kingdom – time when Egypt’s early pharaohs worked to build unity in the country (2700 B.C. to about 2200 B.C.)
   o Mummification – process in which preservation of dead bodies took place
   o Pyramids – huge stone structures that are tombs, or burial places for pharaohs