**Ancient Egyptian Museum Unit**

(10 Days)

**By: Melissa Mendenhall**

**Grade Level(s)**

Grades 3-8

**Unit Overview**

Purpose: Students will gain a deep understanding of the Ancient Egyptian Civilization by using critical Language Arts process skills while completing a worthwhile task with an authentic audience. (Students research about an aspect of Ancient Egyptian Civilization. Then they design a museum exhibit for another student through utilizing the Design Thinking process.)

**Standards**

**Common Core Standards for English Language Arts-**

RI.6.7, RI.6.10, W.6.4, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.5, SL.6.6

**Next Generation Science Standards-**

MS-ETS1-1, MS-ETS1-4 or 3-5-ETS1-1, 3-5-ETS1-3

**Utah Core Social Studies Standards for Sixth Grade-**

**Standard 1**: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

**Objective 1**

Explain why physical geography affected the development of early civilizations.

a.  Identify the major physical features of the regions where ancient civilizations flourished.

b.  Describe how these features influenced the success or decline of the civilizations.

c.  Compare maps of these ancient civilizations to current political maps and make inferences about the continuing affects of physical geography on cultural development.

**Objective 2**

Objective 2: Evaluate how religion has played a central role in human history from ancient times to today.

a.  Explore the importance of religion in the cultural expression of ancient civilizations (e.g. customs, artistic expression, creation stories, architecture of sacred spaces).

b.  Identify key tenets of the major world religions (i.e. Buddhism, Christianity, Hinduism, Islam, Judaism).

c.  Analyze how religious ideas influence current issues.

**Objective 3**

Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.

a.  Identify forms of government within these civilizations.

b.  Compare those forms to existing systems of governance in today's world.

**Objective 4**

Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

a.  Identify innovations in manmade structures over time (e.g. irrigation, roads, building materials) and their influence on meeting needs.

b.  Examine the evolution and importance of writing.

c.  Identify cultural expressions that reflect these systems (e.g. architecture, artistic expression, medicine, philosophy, drama, literature).

d.  Compare social classes, vocations, and gender roles within ancient civilizations.

**Preparation**

See materials list.  Each student will need a copy of each organizer listed under the activity.

**Materials**

**Activity 1:**

* Trade books, textbooks, library books or the Internet for research about Ancient Egyptian Civilization.
* Essential Questions to be answered for each role. (See Activity 1 for list of questions to copy for students-students only research the questions associated with the role they are researching)

**Activity 2:**  (Same as Activity 1)

**Activity 3:**

* Student clients to interview and design for
* See the following link for an explanation of each phase in the Design Thinking process (Activities 3-9): http://dschool.stanford.edu/wp-content/uploads/2011/03/BootcampBootleg2010v2SLIM.pdf

**Activity 4:**

* Chart paper to brainstorm for brainstorming
* Possible post-its

**Activity 5-6:**

* Items from Creation Station located in the following link: https://drive.google.com/folderview?id=0BwVyjhFeLv4YdHhjY3A5Z2NKUmc&usp=sharing

**Activity 7:**

* Chart paper to brainstorm for brainstorming
* Possible post-its

**Activity 8-9:** (See Activity 8 & 9 for the organizers)

* **Graphic Organizer of Essential Questions for Ancient Egypt\***
* **Reflection and Revision Organizer\*\***

**Activity I- *Phase One: Research***

 ***Suggested Time: 60 min.***

**Teachers: Set up the opportunity for students to begin researching about different aspects of Ancient Egyptian Civilization.**

**Procedures: (What students do)**

Phase One: Research

**1.**  **Become an expert on one aspect of the Ancient Egyptian Civilization.  Decide with a partner or triad what aspect you would like to focus on from the list below:**

Geography

Religion

Government

Social Classes

Scribe

Priest

Merchant

Farmer

Artist

Pyramid Builder

Nobleman

Women

Men

Writing

Pyramids

Mummies

**2.**  **Research using trade books, textbooks, library books or the Internet the questions assigned for your aspect of the Ancient Egyptian Civilization.  Answer the questions for your role from your research.\***

**\*Essential Questions to be answered for each role.  (Based on Enduring Understandings from the Utah Social Studies Core for Grade 6)**

  Geography:

a.     Where was ancient Egypt located?

b.     What are the major physical features of the region?

c.      How did these features influence the success or decline of the civilization?

d.     Compare maps of ancient Egypt to current political maps and make inferences about the continuing affects of physical geography on peoples daily lives?

e.     How did physical geography affect the development of early civilizations?

Religion:

a.     How was the importance of religion shown in ancient Egypt (examples: customs, artistic expression, creation stories, architecture of sacred spaces)?

b.     What were the key beliefs of the ancient Egyptians’ religion?

c.     How did religious ideas influence daily life?

d.    How did religion play a central role ancient Egypt?

Government:

a.  What was the government within ancient Egypt?

b.  How did the government work?

c.  How did the government affect Egyptians’ everyday life?

d.  How was government important to Egyptians’?

Social Classes:

   a.   What were the social classes within ancient Egypt?

   b.   How did the social classes work?

   c.   How did the \_\_\_\_\_\_\_\_ social class affect this Egyptian’s everyday life?

   d.   How did the \_\_\_\_\_\_\_\_ social class affect the Egyptians’ community?

 e.  What did this social class contribute to make daily life better for the                 community?

Scribe, Priest, Merchant, Farmer, Artist, Pyramid Builder, Nobleman:

  a.  What were the jobs within ancient Egypt?

   b.  How did the \_\_\_\_\_\_\_\_\_\_ job work?

  c.  How did the \_\_\_\_\_\_\_\_\_\_ job affect this Egyptian’s everyday life?

  d.  How did the \_\_\_\_\_\_\_\_ job affect the Egyptians’ community?

e.    What did this job contribute to make daily life better?

Women:

a.  What were the women’s roles within ancient Egypt?

b.  How did the women fit into society?

       c.  How did being a woman affect everyday life?

       d.  How did being a woman affect the Egyptians’ community?

Men:

a.  What were the men’s roles within ancient Egypt?

b.  How did the men fit into society?

       c.  How did being a man affect everyday life?

       d.  How did being a man affect the Egyptians’ community?

Writing:

       a.  What was the ancient Egyptians’ writing system?

       b.     How did the writing system work?

       c.     How was writing important to the community?

       d. How the did the writing system meet community and personal needs?

Pyramids:

       a.      How were they built?

       b.     Why were they important?

       c.     What did they mean to the community?

       d.     What did they mean to the individual?

Mummies:

       a.  Why were they created?

       b.  How were they created?

       c.  Were all mummies the same?  Why?

       d.  Why were mummies so important to the community?

**Activity 2- Phase One: Research Cont.**

 ***Suggested Time: 60 min.***

**Second day of research teach students how to do basic citing sources as students continue and finish up their research:**

Create a Works Cited Page

Book:

Publisher:

Author:

Year:

**Activity 3-Phase Two: Design Challenge (Empathy)**

***Suggested Time: 60 min.***

**Dialogue to set up Design Challenge (purpose, audience):**

**The Design Challenge Statement-**

We are going to create an Ancient Egyptian Museum.  Your challenge is to design an exhibit for the museum using the research you have compiled that gives your client (A student from another class) all the information needed to understand the Essential Questions about your aspect of the Ancient Egyptian Civilization in a way that will entice them to investigate and learn.  The partner or triad you researched with will be your design team.

Phase Two: Design Challenge (Empathy)

1.     Design Teams create questions to ask their student client that cover ideas about:

* Have they been to a museum
* What exhibits were they drawn to and why
* How do they like to learn
* What activities make learning fun
* How do they best learn, etc.

2.     Teams assign each member a job: Interviewer, Note Takers, Body Language Examiner, etc.

3.     Teams conduct the interview with their client. (Interviews take about 10 min.)

**Activity 4-Phase Three: Design Challenge (Define)**

***Suggested Time: 60 min.***

Phase Three: Design Challenge (Define)

1.     Teams meet together to create an Empathy Map for their client.

2.     Teams determine a Point of View (Needs) Statement for their client.

**Activity 5-Phase Four: Design Challenge (Ideate)**

***Suggested Time: 60 min.***

Phase Four: Design Challenge (Ideate)

1.     Teams brainstorm as many ideas to meet the clients need as possible.

2.     Teams cluster ideas into categories.

3.     Teams narrow down ideas to the top three.

4.     Teams decide to go with one idea for the museum exhibit or combine two or three.

5.     Teams decide what each member will be responsible to complete as part of the exhibit.

**Activity 6 & 7-Phase Five: Design Challenge (Prototype)**

***Suggested Time: 60 min. (Two 60 min. sessions)***

Phase Five: Design Challenge (Prototype)

1.     Teams work on building their prototype.

**Activity 8 & 9-Phase Six: Design Challenge (Test)**

***Suggested Time: 60 min. (Two 60 min. sessions)***

Phase Six: Design Challenge (Test)

1.     When the museum exhibits are complete hand each student a copy of the **Graphic Organizer of Essential Questions for Ancient Egypt\* (See next page).**  Have the students in the class “preview” the museum by touring each exhibit and filling out the graphic organizer.  At the bottom of each page, students write one heart (one thing you liked that worked well about the exhibit) and one wish (one thing you would like to see adjusted to make the exhibit more effective).

2.     After the museum has been previewed, students hand each team the page of essential questions for their exhibit.

3.     Each design team goes through the papers to see how well their exhibit helped students to answer the essential questions.  They review the hearts and the wishes.

4.     Revisions- As a team answer the following question on the **Reflection and Revision Organizer\*\* (Next page after Graphic Organizer of Essential Questions)** page and attach it to the packet of student pages:  What can we do to better meet our client’s needs in addressing the Design Challenge Statement?

5.     Make revisions.

**\*Graphic Organizer of Essential Questions for Ancient Egypt**

**Geography:**

Where was ancient Egypt located?

What are the major physical features of the region?

How did these features influence the success or decline of the

civilization?

Compare maps of ancient Egypt to current political maps and make inferences about the continuing effects of physical geography on peoples daily lives?

How did physical geography affect the development of early civilizations?

**Religion:**

How was the importance of religion shown in Ancient Egypt (examples: customs, artistic expression, creation stories, architecture of sacred spaces)?

What were the key beliefs of the ancient Egyptians’ religion?

How did religious ideas influence daily life?

How did religion play a central role ancient Egypt?

**Government:**

What was the government within ancient Egypt?

How did the government work?

How did the government affect Egyptians’ everyday life?

How was government important to Egyptians?

**Social Classes:** (Copy one for each social class assigned to a design team)

What were the social classes within ancient Egypt?

How did the social classes work?

How did the \_\_\_\_\_\_\_\_ social class affect this Egyptian’s everyday life?

How did the \_\_\_\_\_\_\_\_ social class affect the Egyptians’ community?

What did this social class contribute to make daily life better for the              community?

**Scribe, Priest, Merchant, Farmer, Artist, Pyramid Builder, Nobleman:** (Run off seven of this page)

How did the \_\_\_\_\_\_\_\_\_\_ job work?

How did the \_\_\_\_\_\_\_\_\_\_ job affect this Egyptian’s everyday life?

 How did the \_\_\_\_\_\_\_\_ job affect the Egyptians’ community?

 What did this job contribute to make daily life better?

**Women:**

What were the women’s roles within ancient Egypt?

How did the women fit into society?

How did being a woman affect everyday life?

How did being a woman affect the Egyptians’ community?

**Men:**

What were the men’s roles within ancient Egypt?

How did the men fit into society?

How did being a man affect everyday life?

How did being a man affect the Egyptians’ community?

**Writing:**

What was the ancient Egyptians’ writing system?

How did the writing system work?

How was writing important to the community?

How did the writing system meet community and personal needs?

**Pyramids:**

How were they built?

Why were they important?

What did they mean to the community?

What did they mean to the individual?

**Mummies:**

Why were they created?

How were they created?

Were all mummies the same?  Why?

Why were mummies so important to the community?

**\*\*Reflection and Revision Organizer**

|  |  |  |
| --- | --- | --- |
| Reflection Question: | Answer: | Evidence: |
| How well did our exhibit help students to answer the essential questions for our aspect of Ancient Egypt? |  |  |
| How engaged were the students who came to our exhibit? |  |  |
| What were some of the “hearts” for our exhibit? |  |  |
| What were some of the “wishes” for our exhibit? |  |  |
| What can we revise to better meet our client’s needs in addressing the Design Challenge Statement? |  |  |

**Activity 10-Public Museum**

***Suggested Time: 60 min.***

Open your museum up for the public!  Enjoy!

**Assessment-**

Use the **Reflection and Revision Organizer\*\*** to assess how well students met the criteria listed in the original Design Challenge:

Dialogue to set up Design Challenge (purpose, audience):

The Design Challenge Statement-

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