

Draw Your Own Cartouche: Personalized Hieroglyphics

4-33

Ancient Egypt is a fascinating topic for kids and adults alike, particularly hieroglyphs, the writing system used by the ancient Egyptians. Has your child ever wondered what her name would look like written in hieroglyphs? Bring history to life by helping her create her own cartouche like the Egyptians did thousands of years ago. The Egyptians used cartouches, or oval enclosures, to outline the names of pharaohs and queens and set them apart from other hieroglyphs.



What You Need:

- Pencil
- Paper
- Colored pencils, crayons, or markers
- Computer with Internet connection for accessing the hieroglyph reference sheet

What You Do:

1. Have your child start her cartouche by sketching out a large oval on a plain sheet of paper. Sometimes, the Egyptians made the border look like rope which some kids might like better than just a plain oval.
2. Using the hieroglyph reference sheet, encourage her to copy the appropriate hieroglyphs into the cartouche to represent her name. Have her draw the hieroglyphs in pencil first, then go over them with pen.
3. Once she has drawn all the hieroglyphs, have her color the cartouche.
4. Hang her cartouche on her bedroom door, on the refrigerator, or the family bulletin board.

You can also make cartouche Christmas ornaments! Instead of paper, consider using foam core or cardboard for a sturdier cartouche. Make a hole in the top of the cartouche and string a ribbon through, then hang. Add glitter, sequins, and other finishing touches to make the ornaments more festive.

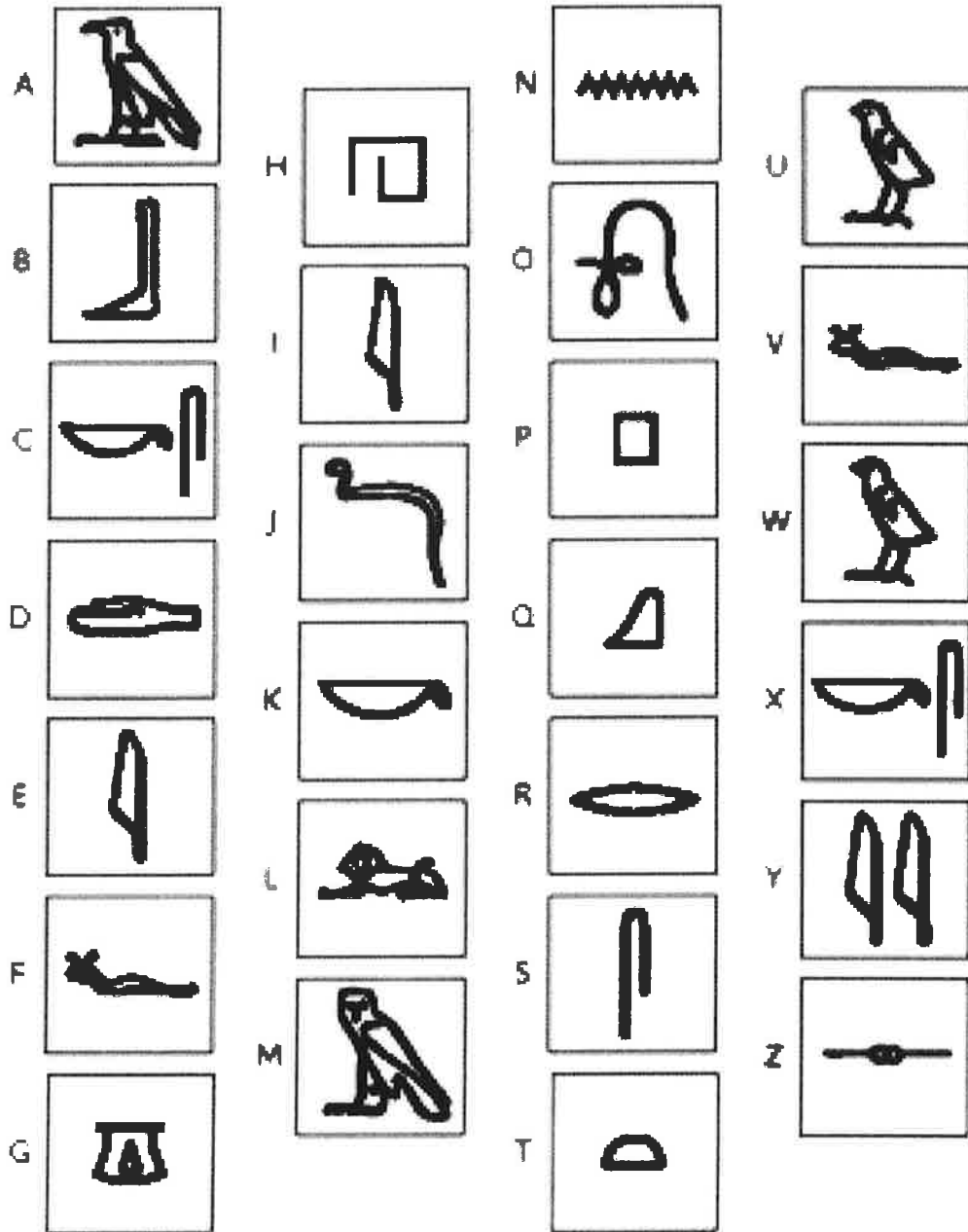
Did You Know?

No one knew how to read hieroglyphs until the Rosetta Stone was translated by Jean Francois Champollion in the early nineteenth century. A cartouche with the name "Ramses" helped him decipher the hieroglyphs!



























Name _____

SCHOLASTIC

Hieroglyphic alphabet



Hieroglyphic Translation Chart

EGYPT'S GOLDEN EMPIRE

Egypt Lesson Plan 1: Hieroglyphs and Communication

Introduction:

The focus of this lesson is on the use of hieroglyphs as a form of communication, record keeping, and as a means for preserving and passing down history. Students will learn basic information about the alphabet, common Egyptian words, and how to read hieroglyphic messages. Students will also practice using hieroglyphs to create messages of their own.

Subject Areas:

World History, Social Studies, Communication Arts, Art History, and Art students

Grade Level: 6-12

Lesson Objectives:

Students will:

1. Make comparisons between modern day text messaging techniques and the use of hieroglyphs as forms of communication.
2. Analyze how hieroglyphs were used to record history, promote international relations and create power for the pharaohs.
3. Learn how hieroglyphic messages were used to guide the dead to their next life as part of Egyptian custom and religion.
4. Become familiar with how to correctly read and translate simple hieroglyphs.
5. Use a hieroglyph name generator to write their names.
6. Practice translating hieroglyphic messages by taking a multiple choice quiz.
7. Write their own messages in hieroglyphs, accurately drawing the symbols in the correct order. They will also translate what they have written.
8. Present their hieroglyphic messages to the class.
9. Translate hieroglyphic messages written by classmates and check their work for accuracy.
10. Complete a written response activity related to how the use of hieroglyphic messages helped Egypt become a superpower.

Relevant National Standards:

McRel Compendium of K-12 Standards Addressed:

World History

Standard 3: Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.

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Language Arts

Writing

Standard 4: Gathers and uses information for research purposes.

Reading

Standard 5: Uses the general skills and strategies of the reading process.

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes.

Art

Standard 4: Understands the visual arts in relation to history and cultures.

Working with Others

Standard 4: Displays effective interpersonal communication skills.

Estimated Time:

This should take two 90-minute class periods or three to four 50-minute class periods, plus additional time for extension activities.

Materials Needed:

- Video clips necessary to complete the lesson plan are available on the Egypt's Golden Empire Web site [<http://pbs.org/empires/egypt/index.html>]. If you wish to purchase a copy of the program, visit the PBS Shop for Teachers [<http://teacher.shop.pbs.org/product/index.jsp?productId=1406375>].
- Poster board or large sheet of butcher paper for each student.
- Assorted art supplies for creating hieroglyphs.

Procedures:

1. To create student interest, use a resource such as Text Messaging Abbreviations [<http://www.techdictionary.com/chatsms.html>] or NetLingo [<http://www.netlingo.com/emailsh.cfm>] to write a series of text messages on the board or overhead. Have this prepared before class begins so it is the first thing students see when they enter the classroom. Some suggested messages are included below. Note: do not include the translation when recording on the board or overhead.
 - HRU (How are you?)
 - WRUD 2DAY (What are you doing today?)
 - B HOME L8ER (Be home later.)

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- G2G (Got to go.)
 - CALL ME 2NITE (Call me tonight.)
2. When students arrive in class, facilitate a short discussion about the messages on the board using questions such as:
 - Where might you see the types of messages that appear on the board/overhead?
 - What makes this type of communication different from the normal written word?
 3. Have students work individually and give them a minute to translate the messages from the board/overhead into complete sentences. Have students take turns sharing the translation for each phrase.
 4. Facilitate another short discussion about this form of communication by asking:
 - Why do people use this form of communication rather than writing complete words and sentences?
 - What are the advantages of using this type of communication?
 5. Show students an example of hieroglyphs. This could be done by accessing pictures such as those available in the Virtual Egypt section [http://www.pbs.org/empires/egypt/special/virtual_egypt/index.html] of the Egypt's Golden Empire Web site, particularly Madinet Habu [http://www.pbs.org/empires/egypt/special/virtual_egypt/medinet.html], Second Pylon and Minor Chamber.

Ask students questions such as:

- What are these pictures showing?
 - Where would these forms of communication typically be found?
 - What similarities are there between the use of hieroglyphs and the way we communicate today when we use text messaging on our cell phones or in e-mail?
6. Explain to students that they will be learning about Egyptian hieroglyphs and how they were used in the everyday life of the ancient Egyptians. Also, explain why hieroglyphs are historically significant in teaching us about Egypt's history, customs, and life in ancient Egypt.
 7. Have students view the video clips Episode 2: Amenhotep's diplomatic strategies [[insert pbs video link](#)] and Episode 2: Amenhotep's newspaper [[insert pbs video link](#)] to see examples of how Amenhotep used hieroglyphs to document history, promote international diplomacy, and keep himself in power. Discuss these clips using questions such as:

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- How did Amenhotep use hieroglyphs to promote international diplomacy between Egypt and neighboring countries?
 - How did Amenhotep use his hieroglyphic messages to promote his own power and popularity with the people of Egypt?
 - In what ways was Amenhotep's use of hieroglyphic messages historically significant at the time as well as today?
8. To help students understand the religious and customary significance of hieroglyphs, have them view the video clip Episode 3: Tombs and the Afterlife [insert pbs video link] to learn about the role of the tomb builders and the use of hieroglyphic text to guide the dead to their next life.
 9. Learn more about hieroglyphs by accessing the hieroglyph features on the Egypt's Golden Empire Web site [<http://www.pbs.org/empires/egypt/special/hieroglyphs/introduction.html>]. Guide students through the information presented by having them read about hieroglyphs and view the hieroglyphic alphabet. Note: providing students with a printed version of this page would be useful for later activities.
 10. Show students how Egyptians would have written their names by using the Spell Your Name feature [http://www.pbs.org/empires/egypt/special/hieroglyphs/name_spell.html]. Have students use the name generator to write their names and become more familiar with the language.
 11. Select Kamose Stela [<http://www.pbs.org/empires/egypt/special/hieroglyphs/kamose.html>] to show students actual hieroglyphic messages. Practice reading and translating them as a group by choosing Extract 1 [<http://www.pbs.org/empires/egypt/special/hieroglyphs/kamose01.html>] or Extract 2 [<http://www.pbs.org/empires/egypt/special/hieroglyphs/kamose02.html>].
 12. Discuss determinatives by selecting Egyptian Words [http://www.pbs.org/empires/egypt/special/hieroglyphs/egyptian_words.html] and viewing the twenty Egyptian words that have been translated for students. Note: providing students with a printed version of this page would be useful for later activities.
 13. Have students test their translating ability by choosing the Egyptian Quiz [<http://www.pbs.org/empires/egypt/special/hieroglyphs/quiz.html>]. In taking this multiple choice quiz, they will practice translating Egyptian phrases by choosing the best answer from the options provided.
 14. Once students have become familiar with how hieroglyphs are written, read, and translated, have them complete the following assignment:

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- Create a one to two sentence message using Egyptian hieroglyphs. Use a large poster board or a piece of butcher paper to write the message with the same symbols that would have been used by the ancient Egyptians. Encourage accuracy and precision in the way symbols are drawn. Encourage students to use words from the Egyptian Words section [http://www.pbs.org/empires/egypt/special/hieroglyphs/egyptian_words.html] of the hieroglyph feature. For other words, remind students to use the Alphabet [<http://www.pbs.org/empires/egypt/special/hieroglyphs/alphabet.html>] provided as part of the hieroglyph feature.
 - On the back of the poster, students should record what the message says.
 - When all messages are complete, post them on the walls around the classroom and have the class translate each poster. Then have each student present his/her message for the group and ask for their translations. Students should check their answers for accuracy and see which student(s) were most successful in communicating through hieroglyphs and translating them.
 - Leave posters up for others to see and study.
15. To close the lesson, have students complete the written response activity below.
- Write two to three paragraphs that address the following:
 - In today's technologically advanced world, the use of hieroglyphs to record history and send messages from place to place seems ineffective and cumbersome, yet Egyptians were considered a very advanced society at the time. Discuss the historical significance of hieroglyphs as a form of communication and how you think this form of communication helped the ancient Egyptian Empire to become a superpower.

Assessment Suggestions:

1. Students could receive participation grades for class discussion activities.
2. Students could be graded on their accuracy when completing the multiple choice quiz on the Web site's hieroglyph feature and for their accuracy in translating the hieroglyph posters created by their classmates.
3. A scoring guide could be created to assess the hieroglyphic messages created by each student. Areas for assessment could include accuracy of hieroglyphic drawings, accuracy of hieroglyphic translations, neatness/visually pleasing and whether the message is written correctly (right to left).
4. Students could receive a completion grade for their answers to the written response activity.

Extension Activities:

1. Have students research other cultures that have used pictures and symbols as a means for recording messages and history. Compare the various cultures to see what impact this form of communication had on each culture/society.

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2. Think about how we communicate today using symbols to represent words. Using resources from your everyday surroundings, create illustrations of these symbols and explain their meaning. (Hint: think of some of the common signage you see in your neighborhood.)

Related Resources:

NOVA: Hieroglyphs: Say What? [<http://www.pbs.org/wgbh/nova/pyramid/hieroglyph/>], provides a discussion of how hieroglyphs are read and translated. There is also a detailed alphabet and practice activities.

NOVA: Interview with Mark Lehner, Archaeologist, Oriental Institute of the University of Chicago, and Harvard Semitic Museum














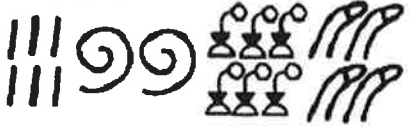
[<http://www.pbs.org/wgbh/nova/pyramid/excavation/lehner.html>]

is a discussion about his work in Egypt. There is also general information about reading and interpreting hieroglyphs.

Virtual Egypt [<http://www.virtual-egypt.com/newhtml/hieroglyphics/>]

provides a detailed description of how to read and pronounce hieroglyphs.

EGYPTIAN NUMBERS

1		(staff)
2		
3		
4		
5		
10		(heel)
20		
30		
40		
50		
100		(coil of rope)
1000		(lotus flower)
10,000		(pointing finger)
46,206		

Ancient Egypt Definition Cards



Pharoah

The term used in ancient Egypt for the king (or queen). The hieroglyph translates to “Great House” and was only used with reference to a person starting in the New Kingdom.



Nile River

Major north-flowing river in Africa that ends in a large delta and empties into the Mediterranean Sea. Crucial to development of ancient Egyptian civilization as flooding fertilized surrounding soil.

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Ancient Egypt Definition Cards

**Mummy**

A body (human or animal) that has been preserved. Ancient Egyptians used an embalming process to treat the bodies and prepare them for burial.

**Pyramid**

A shape that is wide at the base and pointy at the top, frequently with a square base and triangular sides. Were built as tombs for deceased rulers in ancient Egypt.

Mummy

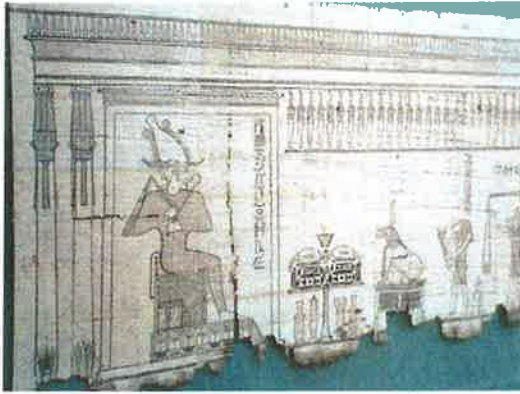
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Ancient Egypt Definition Cards



Papyrus

Paper in ancient Egypt made by the tall plant of the same name that grew in the marsh area of the Nile River.



Hieroglyphs

The writing system in ancient Egypt which involved the use of pictographic characters.

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Ancient Egypt Definition Cards



Sarcophagus

Coffin usually made out of stone such as alabaster. In ancient Egypt, used as the outer recepticle for a royal body. Typically had several smaller coffins nested inside.



Canopic Jars

Containers used during the mummification process to hold the organs of the deceased body (stomach, intestines, lungs, and liver). Usually made of limestone or pottery.

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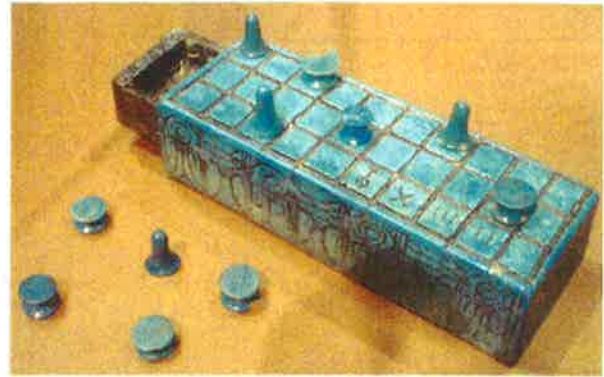


Ancient Egypt Definition Cards



Obelisk

A narrow monument that tapers from base to top and ends in a pyramid. Often placed in pairs at the entrance to temples. Believed to symbolize the sun god, Ra.



Senet

One of the oldest known board games. Name means "game of passing." A board was found in King Tut's tomb.

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EGYPT'S GOLDEN EMPIRE

Egypt Lesson Plan 3: The Queens of Ancient Egypt

Introduction:

In this lesson, students will focus on learning about some of ancient Egypt's great queens – Nefertiti, Tiy, and Nefertari. Students will learn about what made these women powerful as well as how they influenced the lives of the common people by being held in such high regard by their husbands, the pharaohs.

Subject Areas:

World History, Social Studies, Sociology, Women's Studies, Communication Arts

Grade Level: 6-12

Lesson Objectives:

Students will:

1. Analyze a common quotation and participate in a class discussion about its meaning and their opinions about the quote.
2. View video clips and read Web site content related to ancient Egyptian queens Nefertiti, Tiy, and Nefertari.
3. Work in small groups to create quiz questions and answers about the three queens.
4. Participate in a classroom competition utilizing their quiz questions and answers.
5. Participate in a class discussion about how these three queens impacted ancient Egyptian life and influenced the role of women in the culture.
6. Complete a project that illustrates what they have learned about Nefertiti, Tiy, and Nefertari and their impact on the ancient Egyptians.

Relevant National Standards:

McRel Compendium of K-12 Standards Addressed:

World History

Standard 3: Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.

Historical Understanding

Standard 2: Understands the historical perspective.

Language Arts

Writing

Standard 4: Gathers and uses information for research purposes.

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Reading

Standard 5: Uses the general skills and strategies of the reading process.

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes.

Working with Others

Standard 1: Contributes to the overall effort of a group.

Standard 4: Displays effective interpersonal communication skills.

Thinking and Reasoning

Standard 3: Effectively uses mental processes that are based on identifying similarities and differences.

Estimated Time:

This should take two 90-minute class periods or three 50-minute class periods, plus additional time for extension activities.

Materials Needed:

- Video clips necessary to complete the lesson plan are available on the Egypt's Golden Empire Web site [<http://www.pbs.org/empires/egypt/index.html>]. If you wish to purchase a copy of the program, visit the PBS Shop for Teachers [<http://teacher.shop.pbs.org/product/index.jsp?productId=1406375>].
- index cards (15 per group).

Procedures:

1. To create student interest, write the following quotation on the board or overhead:
 - "Behind every great man is a great woman."
2. Ask students to think about the meaning of this quotation silently. After 20-30 seconds, direct students to turn to someone close by and share what they believe the quote means. Continue by directing a short discussion about this topic using questions such as:
 - Do you agree with this statement? Why or why not?
 - Can you think of some historical or modern day "great" men who are backed by "great" women?
 - Give some examples of ways that "great" women support "great" men without interfering in their business, leadership, etc.

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3. Explain to students that they will be learning more about some of Egypt's "great" women and why they became powerful figures in ancient Egyptian society. Introduce these powerful Egyptian queens by viewing the video clip, Episode 2: Queen Tiy and Queen Nefertiti [insert pbs video link]. Take time to discuss what was learned about each queen from the clip.
4. After viewing the clip, have students read the information from the Egypt's Golden Empire Web site feature, Women in Power [insert pbs video link] to learn more detailed information about Tiy, Nefertiti, and Nefertari. This could be read as a class, in small groups, or individually. Stress to students that they will use the information they are reading to assist them with the next class activity. Encourage students to take notes as they are reading.
5. Once students have learned additional details about these three queens, have them work in pairs or small groups to develop 15 quiz questions and answers that they can use to test the knowledge of their classmates. Questions could be multiple choice, true/false, fill in the blank, or short answer questions. Provide each group with 15 index cards for recording their group's questions and answers. Allow students access to the Women in Power feature [http://www.pbs.org/empires/egypt/newkingdom/women_power.html] to ensure that questions and answers are accurate.
6. Once each group has completed its questions, have groups compete against one another to test their knowledge about these three influential Egyptian queens. Have teams keep track of the number of questions each side answers correctly. Play at least two rounds to allow students to demonstrate and build their knowledge about the three queens and why they were so important in ancient Egyptian history. Collect each team's questions so you can check the answers for accuracy.
7. After teams have completed play, facilitate a short class discussion using questions such as:
 - How did Nefertiti, Tiy, and Nefertari demonstrate support for their husbands, the pharaohs?
 - How did the various pharaohs show that they appreciated the support and love of their chief wives, Nefertiti, Tiy, and Nefertari?
 - In what ways were these women different than previous chief queens? How were they the same?
 - At a time when the women of the world were not typically in positions of power or seen as equal to men, why do you think the Egyptians decided to raise the status of these three women and women in general?
 - In your opinion, how much influence did Nefertiti, Tiy, and Nefertari have on the way their husbands ruled as pharaohs? Were their influences positive or negative? Explain your answer using specific examples.

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8. Based on what students have learned about Nefertiti, Tiy, and Nefertari, have them complete **one** of the activities below to illustrate what they have learned.
 - Design a piece of jewelry that could have been presented to Nefertiti, Tiy, or Nefertari by her pharaoh husband in recognition of her contributions to his reign and as a token of his affection for her. Keep in mind important gods/goddesses and images when designing the piece of jewelry. Do a color drawing or diagram of the piece or create a model of the piece using assorted craft supplies. Write a one to two paragraph description of the piece you have designed and how it is representative of the queen for whom it was designed.
 - Think about some women from modern history who have roles similar to those of Nefertiti, Tiy, and Nefertari. Create a list of these women and their contributions, then make a graphic organizer that illustrates the similarities and differences between the contributions of the ancient Egyptian queens and the women from modern history.
 - Compare and contrast Nefertiti, Tiy, and Nefertari by creating a graphic organizer such as a Venn Diagram to show the similarities and differences between the three. Write a two to three paragraph response to the following question: while these three ancient Egyptian queens shared some of the same qualities and characteristics, in your opinion, what was it that made them so popular with the pharaohs and the people alike? Give examples to support your opinions.
 - Create a series of journal entries based on the life of Nefertiti, Tiy, or Nefertari. Record three to five journal entries that describe major events that impacted on the pharaoh, the Egyptian people, or the queens personally. The journal entries should be written from one queen's point of view. The entries should be historically accurate, while including what the student believes the queen's thoughts and feelings would have been. This should be based on what they learned about her from the class activities.

Assessment Suggestions:

1. Assign students participation grades for their involvement in class discussion activities and quiz competition between the class groups.
2. Assign accuracy grades for quiz questions and answers.
3. Individually grade each student project and assign a letter or percentage grade based on quality, accuracy, and project criteria.

Extension Activities:

1. Compare one of the three queens – Nefertiti, Tiy, or Nefertari – to Hatshepsut. In what ways were these women similar, and how were they different? Create a graphic organizer, collage, or some other visual representation that compares and contrasts one of the queens with the Hatshepsut during her reign as pharaoh.
2. Learn more about the specific monuments and elaborate tombs created for Nefertiti, Tiy, and Nefertari by researching the [Egypt's Golden Empire Web site](http://www.pbs.org/empires/egypt)

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[<http://www.pbs.org/empires/egypt/index.html>]. Discuss how these women of power might be honored by their husbands in modern American society.

Related Resources:

Tour Egypt [<http://www.touregypt.net/featurestories/nefertiti.htm>] offers a detailed discussion of Queen Nefertiti and her role in religion and as the pharaoh's most trusted wife. Also discussed is her role as a mother and her family background. Several photos of various artifacts related to Nefertiti are also featured.

Tour Egypt [<http://www.touregypt.net/historicalessays/nefertari.htm>] provides information about Ramesses II best loved queen, Nefertari. It discusses her background and role as chief wife. It also offers information about her tomb and monuments which were constructed for her by Ramesses.

King Tut One.com [<http://www.kingtutone.com/queens/nefertari/>] provides basic biographical information about the Queen Nefertari.

Historical Personalities and Issues [<http://www.africawithin.com/hpi/hp5.htm>] offers a short biography of Queen Tiy.

EGYPT'S GOLDEN EMPIRE

Egypt Lesson Plan 5: Architectural Marvels

Introduction:

This lesson gives students the opportunity to study pyramids, temples, and obelisks, all architectural marvels, even today. Students will learn about the purposes these structures served in Egyptian culture as well as how they were constructed and what we have learned from studying them. Students will work in groups to design their own pyramid, temple, or obelisk and create a model of their structure as part of a class presentation.

Subject Areas:

World History, Social Studies, Career Education: Engineering/Design, Art, and Communication Arts students

Grade Level: 6-12

Lesson Objectives:

Students will:

1. Work in cooperative groups to construct a pyramid using materials provided.
2. Discuss challenges faced, strategies used, and additional items that would have been useful in constructing their pyramids.
3. View the Egypt's Golden Empire video clips and Web site content related to the construction of obelisks, temples, and pyramids.
4. Discuss the purpose, religious and political significance, and the reasons for the construction of obelisks, temples, and pyramids by the ancient Egyptians.
5. Conduct research about pyramids, temples, and obelisks to obtain a greater understanding of the role they played in the lives of the ancient Egyptians.
6. Work in groups to design a diagram and a model of a pyramid, temple, or obelisk that is consistent with those created by the ancient Egyptians.
7. Compose a written description of their structure to explain its elements and design.
8. Present their projects to classmates and answer questions related to the design of the structure.
9. Compose a written response to an opinion question about the structures designed and built by the ancient Egyptians.

Relevant National Standards:

McRel Compendium of K-12 Standards Addressed:

World History

Standard 3: Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.

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Standard 5: Understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

Historical Understanding

Standard 2: Understands the historical perspective.

Language Arts

Writing

Standard 3: Uses grammatical and mechanical conventions in written compositions.

Standard 4: Gathers and uses information for research purposes.

Reading

Standard 5: Uses the general skills and strategies of the reading process.

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes.

Art

Standard 4: Understands the visual arts in relation to history and cultures.

Working with Others

Standard 1: Contributes to the overall effort of a group.

Standard 4: Displays effective interpersonal communication skills.

Estimated Time:

This should take three 90-minute class periods or five to six 50-minute class periods, plus additional time for presentation and extension activities.

Materials Needed:

- Building material for the construction of pyramids. Students could use any of the following: sugar cubes, Legos, wooden or plastic blocks or cubes, or any material of your choice.
- Video clips necessary to complete the lesson plan are available on the Egypt's Golden Empire Web site [<http://www.pbs.org/empires/egypt/index.html>]. If you wish to purchase a copy of the program, visit the PBS Shop for Teachers [<http://teacher.shop.pbs.org/product/index.jsp?productId=1406375>].
- How To Build a pyramid [<http://www.idolphin.org/pyramid.html>] article for each student – this is optional.
- You Be the Architect guide [Download PDF here (100k)], part of this lesson plan.
- Access to library/primary source information.
- Poster board for each group.
- Assorted building, craft, and art supplies for creating diagrams and models.

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Procedures:

1. To create student interest, split students into groups of two to four. Give each group the building material of choice (see list of ideas under Materials Needed) and instruct them to build a pyramid using only the materials provided. Explain to students that they will have five to ten minutes to build their structure. Stress that the pyramid can be built only from the materials provided, and it must be able to stand on its own. As students work, visit each group to see what types of problems they are encountering and what type types of strategies they are using to construct their pyramids.
2. After each group has finished building their structure, have them work together to answer questions such as:
 - Was your group able to build a pyramid successfully from the materials provided?
 - What challenges did your group face when constructing the pyramid?
 - What strategies did your group use to build the pyramid?
 - If you could have had two additional items to use for creating your pyramid, what would they have been and how would they have helped you?
3. Once all groups have answered the questions, facilitate a short discussion about the building process by discussing each question. Finish by having groups bring their pyramids to a table or desktop in the front of the classroom.
4. Continue the lesson by explaining to students that some of the greatest architects and builders in the world were the ancient Egyptians. Stress that while they may be best known for constructing pyramids, the ancient Egyptians actually built many other great structures as well. View the video clips Episode 1: Hatshepsut's Obelisks [insert pbs video link] and Episode 3: Ramesses' Building Program [insert pbs link] to introduce students to the great obelisks commissioned by Hatshepsut and the great temples and pyramids built during the reign of Ramesses II.
5. Note: this step is optional and makes a good lead-in for Extension Activity 1, which is a math-related lesson.

Tell students that one way to better understand why people have been so awed by the construction of the pyramids, obelisks, and temples of ancient Egypt is because of the sheer size and cost of the structures. It is also the fact that erecting them was an engineering marvel. Explain that if people would attempt to construct a structure like this today, the cost would be astronomical in terms of time, resources, and money. To prove this, distribute and/or share the article

EGYPT'S GOLDEN EMPIRE

How to Build a Pyramid [<http://www.idolphin.org/pyramid.html>] and read the article aloud as a class.

Note: Before reading, remind students that this article was written in approximately 1970, so the dollar amounts they are quoting would be much higher based on the inflation rate over the past 35+ years.

6. Using the Virtual Egypt feature [http://www.pbs.org/empires/egypt/special/virtual_egypt/index.html] and the Architecture feature [<http://www.pbs.org/empires/egypt/newkingdom/architecture.html>] on the Egypt's Golden Empire Web site, show students additional examples of the obelisks, pyramids, and temples that were constructed by the ancient Egyptians. Discuss questions such as:
 - What was the primary purpose of the obelisk? pyramid? temple?
 - What was the religious and/or political significance of each these types of structures?
 - Why could these structures be considered a show of power? wealth?
7. Distribute the You be the Architect guide [[Download PDF here \(100k\)](#)] from this lesson plan to each student. Review how this will be used to help students learn more about temples, obelisks, and pyramids so that they can design one of their own. Remind them that they will need to find the answers to the research questions from Part 1 of You Be the Architect. This will help them learn about the specifics of what is contained in a temple and a pyramid, as well as the characteristics of an obelisk. Assign students to work in pairs or small groups to complete the research questions.
8. Once the questions are complete, have each pair/group of students begin work on Part 2 of the You be the Architect guide [[Download PDF here \(100k\)](#)] from this lesson plan. Here they will work together to create a design for a temple, an obelisk, or a pyramid. From this design, they will construct a model of the structure and create a written explanation of their design that can be shared with their classmates. Allow at least one class period for students to work on this part of the project.
9. When all projects are complete, set up an exhibit where students display their structures and/or present them to their classmates.
10. As a final activity, ask students to write a two to three paragraph response to the following:
 - Why are the temple, pyramids, and obelisks constructed by the ancient Egyptians considered to be architectural and engineering marvels even today? Give specific reasons to support your answer using what you learned from your research and design experience.

EGYPT'S GOLDEN EMPIRE

Assessment Suggestions:

1. Students could receive participation grades for initial pyramid building and discussion activities.
2. Completion or accuracy grades could be given for doing research questions on You Be the Architect: Part 1.
3. Scoring guides, self-evaluation, and peer evaluation forms could be used to assess the You Be the Architect: Part 2 project and presentation.
4. A percentage or letter grade could be assigned for completion of the written response activity.

Extension Activities:

1. Using statistics from the article, How to Build a Pyramid [<http://www.idolphin.org/pyramid.html>], or independent research, have students calculate how much it would cost to construct the structure they designed if it was being built today. Be sure students account for issues such as the current cost of materials, labor, necessary equipment and the purchase of land when making these calculations. Have students create a pie graph showing the percentage of the total cost that each major category represents.
2. Compare the great temple, pyramids, and obelisks of ancient Egypt with some of the world's current superstructures such as skyscrapers, dams and bridges. Discuss the similarities and differences between the ancient and modern structures. Compare the reasons why today's superstructures have been built, versus the reasons the ancient Egyptians had for erecting obelisks, pyramids, and temples.

Related Resources:

NOVA: Secrets of the Lost Empires [<http://www.pbs.org/nova/lostempires/>] offers a detailed look at how the great obelisks were erected by the ancient Egyptians.

NOVA: Mysteries of the Nile [<http://www.pbs.org/nova/egypt/>] provides photographs and narrative about the temples, pyramids and other architectural wonders of Egypt.

NOVA: Pyramids [<http://www.pbs.org/nova/pyramid/>] offers a first hand look at the Great Pyramid and the role pyramids played in ancient Egyptian culture.

- ☐ The Pyramids: Houses of Eternity [<http://www.ancientegypt.co.uk/pyramids/story/main.html>] pages on the British Museum's Ancient Egypt site [<http://www.ancientegypt.co.uk/menu.html>], offer a description and diagrams of how pyramids were built. The same site also offers a similar look at temples [<http://www.ancientegypt.co.uk/temples/home.html>]. Be sure to select the Story, Explore, and Challenge links to get the most information from these pages.

HIEROGLYPHIC NAMES

Writing your name with hieroglyphs is easy. For each letter in your name substitute the matching hieroglyph from the chart below. After translating the letters of your name, add the male or female hieroglyph to note that the name is a boy or girl.

Write your name

Royal names were encircled with a rope lasso that offered protection to the person named. A name written this way is called a cartouche. Draw the hieroglyphs for your name inside the border below to create your own cartouche. Use the dotted lines to align your drawings.

Instead of drawing hieroglyphs, you might try the Horus-Translator font from GreatScott.com. The Translator font makes translating names as easy as typing. Using the font, type the letters of your name and it will appear in hieroglyphs.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	♂	♀		

ANIMAL FACT POSTERS

4-59

Grades: 2 nd -8 th
of sessions: 4-6 (30-45 minute) sessions
Objective: To research and present facts on animals that live in Egypt
Materials: Egyptian animal list (attached), Poster paper, multi-color construction paper, markers, color crayons, and coloring pencils

Introduction (5-10 minutes)

- Tell students we are going to learn about animals that live in the country Egypt
- Ask students, what type of animals do they believe lives in Egypt and discuss why they think so?

Session 1

Activity: (30-45 minutes)

- Students will choose, research, and learn about an animal that lives in Egypt from the animal list.
- Have students collect ten interesting facts about that animal.(via computer or books)

Option: have students choose their animal from the *Egyptian* list if computers are unavailable- see attached

Session 2

Activity: 1-2 (30 minute sessions)

- Students will design their poster using the materials suggested above. Display it on a poster and in a creative manner:
 - Draw out or make their animal on the poster
 - Write their 10 facts and post it on poster
 - Design and Decorate their poster in their own creative way

Session 3

Activity: 1-2 (20-30 minute sessions)

- Have kids present their poster by talking about it to whole class.

See poster examples on next page.....

ANIMAL FACT POSTERS



Egyptian wild animals

- Crocodile
- Ibis
- **Hippopotamus**
- Gazelle
- Antelope
- Lynx
- **Wild Cat**
- Lion
- Cheetah
- Baboon
- Turtles
- Lizards
- Snakes
- Buffalo
- Jackals
- Wild Dogs
- Wildebeest
- Fish
- Honey Bees
- Otters
- Pelicans
- Cranes
- Storks
- Herons
- Kingfishers
- Quails

Egyptian Animals (Domesticated)

- Cattle
- Oxen
- Pigs
- Geese
- Sheep

Domesticated

- Goats
- Donkeys
- Pigeons
- Chickens
(introduced during
the New Kingdom)
- The Horse (luxury
animal introduced
by the Hyksos)
- Mules followed the
horse
- Camels (rare
animal, introduced
by the Persians in
the 27th Dynasty)

List of Egyptian Pets

- Cats
- Dogs
- Ducks
- Geese
- Ferrets
- Monkeys
- Falcons
- Hawks
- Doves

Royal Pets

- Cheetahs
- **Lions**
- Hounds

Sacred Egyptian Animals

- Cats
- Lions
- Dogs
- Bulls
- Cows
- Baboons
- Crocodiles
- Nile Catfish
- Eels
- Scarab Beetle
- Vulture
- Cobra
- Falcon
- Hawk
- Hippo
- Ibis
- Jackal
- The Ram

Folding a Paper Animal

Grades 1st-8th

Materials: Printable card stock, colored pencils, markers or crayons, scissors

NOTE: follow below instructions for all paper animals attached



1. Print out any of these [Folding Zoo Animals](#) on card stock.



2. Color and cut out the paper animal.



3. You will need to properly crease your paper animal to make it stand upright. First, fold the animal along the middle and unfold.

Folding a Paper Animal

Grades 1st-8th

Materials: Printable card stock, colored pencils, markers or crayons, scissors

NOTE: follow below instructions for all paper animals attached



4. To allow the animal to stand on its legs, fold both sides near the start of the legs inwards. Unfold.



5. Notice the kite-shaped dotted lines on the neck. Fold the neck outwards along the middle line so that it is fully bent back.



6. While keeping the neck folded, starting at the base of the head, fold the head back inward.



7. Unfold. Fold the paper animal again along the middle like in Step 3.

Folding a Paper Animal

Grades 1st-8th

Materials: Printable card stock, colored pencils, markers or crayons, scissors

NOTE: follow below instructions for all paper animals attached



8. While keeping the paper animal folded along the middle, fold along the dotted diagonal line closer to the head. Fold to one side.



9. Then to the other side.



10. Again, keeping the paper animal folded along the middle, fold along the dotted diagonal farther from the head. Likewise, fold to one side.



11. And then to the other side.

Folding a Paper Animal

Grades 1st-8th

Materials: Printable card stock, colored pencils, markers or crayons, scissors

NOTE: follow below instructions for all paper animals attached



12. Unfold. With the creases in place, you are now ready to position your paper animal.



13. Fold the neck outwards again so that it is fully bent back.



14. While pinching the creased triangular area in the neck, push the torso inwards along the middle. This should cause the head to pop up slightly.



15. Starting at the base of the head, fold the head back inward.

Folding a Paper Animal

4-66

Grades 1st-8th

Materials: Printable card stock, colored pencils, markers or crayons, scissors

NOTE: follow below instructions for all paper animals attached

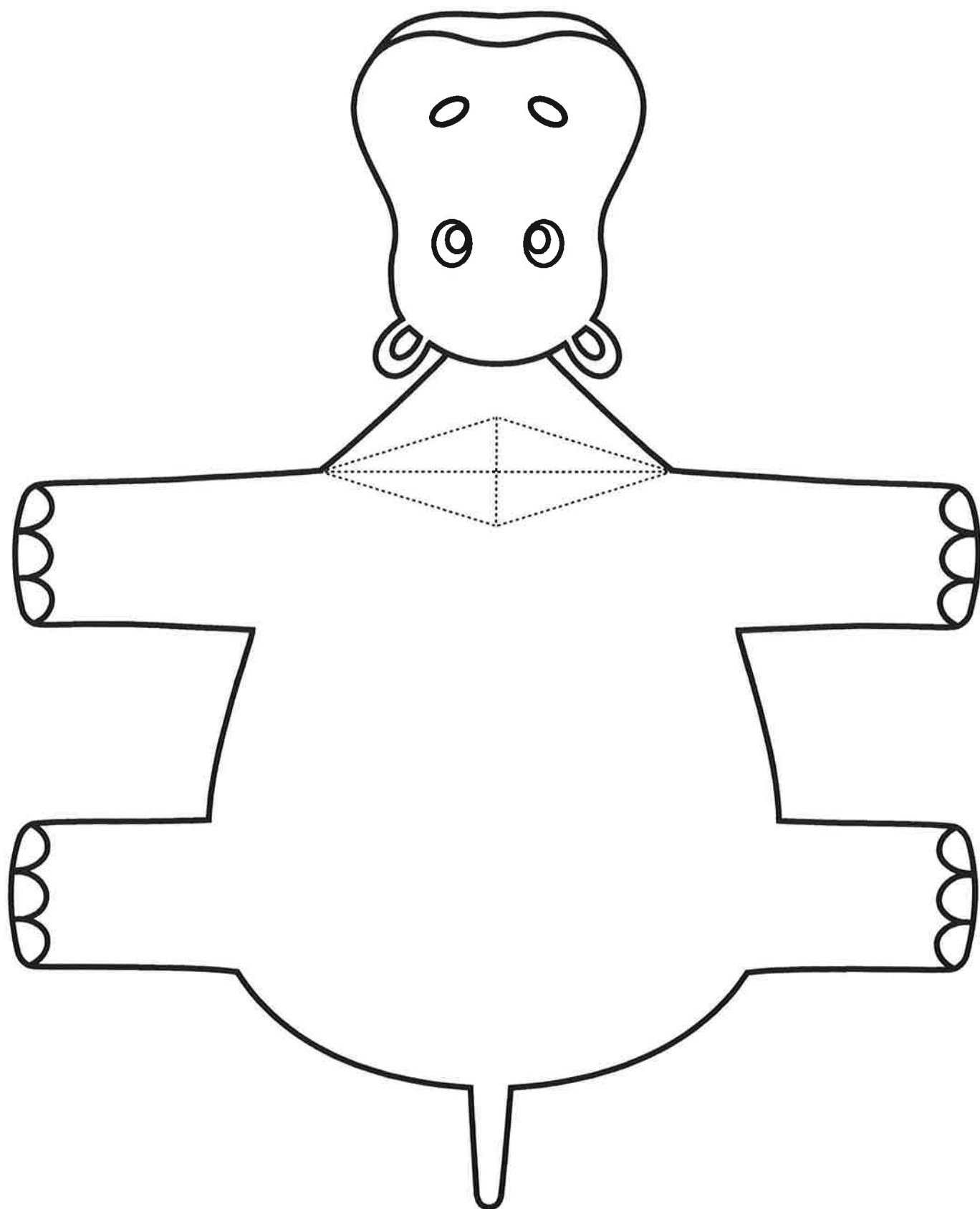


16. If your paper animal has a tail, curl it either upwards or downwards.

Place your paper animal on a flat surface to allow it to stand on its legs.

HIPPOPOTAMUS

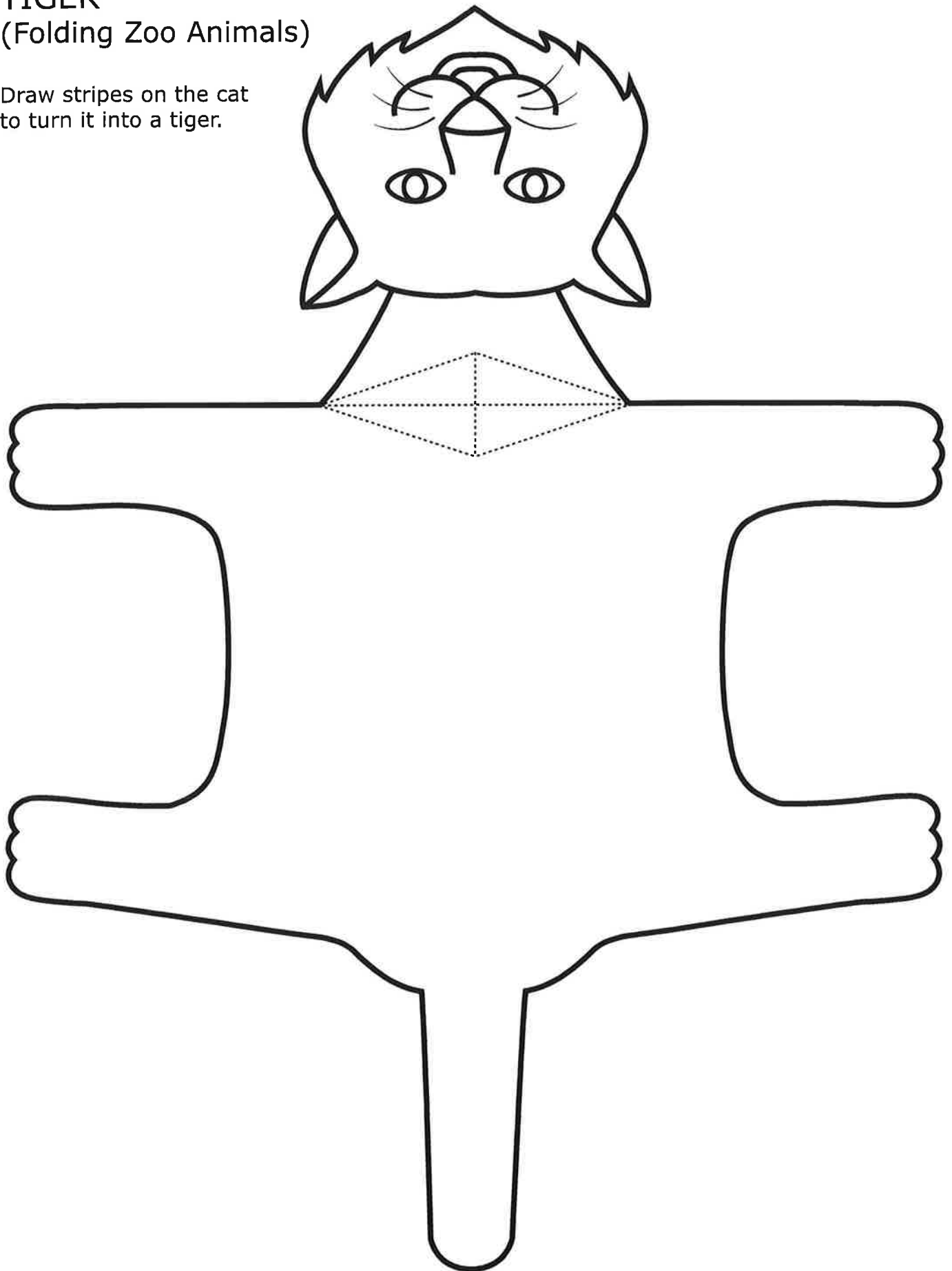
(Folding Zoo Animals)



TIGER

(Folding Zoo Animals)

Draw stripes on the cat
to turn it into a tiger.



Ancient Egyptians believed that anything placed within a sarcophagus would accompany the spirits of the dead into the afterlife. Kids can learn more about this ancient tradition by using a shoebox to make a sarcophagus of their own. After they've finished making and decorating a sarcophagus fit for a Pharaoh, they'll find and make special treasures for the mummy to take with him to the afterlife. This activity encourages creativity and teaches kids about history at the same time!



What You Need:

- Shoe box
- Paper bags
- Scissors
- Colored construction paper
- Paste or rubber cement
- Markers or crayons

What You Do:

1. Begin by helping your child cut the paper bags into flat sheets. Let him have fun crumpling them up into balls and then smoothing them out again. The wrinkled textures are perfect for making the sides of the tomb look weathered and ancient.
2. Help him cover each side of the shoebox with the crumpled-up paper. Be sure to cover the lid as well, so that the sarcophagus can be opened and closed.
3. Next, ask your child to cut out shapes and designs that remind him of Egypt. You can help him look online for inspiration as to what sorts of symbols were frequently used. Then, have him glue these pictures around the outside of the tomb.
4. Remind him that the Egyptians were known for their hieroglyphics. He can either look up some real hieroglyphics online, or get creative and make up some of his own symbols and word codes. Ask him what word each symbol represents, and what it means to his mummy.
5. Finally, ask him what sorts of things he wants inside the tomb, and have him draw and cut them out. If he needs some ideas, let him know that food, animals, pottery, and jewelry were often common objects placed in the tombs. Once he's rounded up a few objects, have him place them inside the sarcophagus.

With the tomb complete, all that's lacking is a mummy! If your child wants a mummy, he can wrap a doll in some toilet paper and place it inside the sarcophagus. Now, help him find a great place to display his new creation!

Design a Sarcophagus

4-70

After ancient Egyptian pharaohs died, they were mummified by being treated with an embalming fluid, stuffed with sawdust and spices and then wrapped in linen bandages. After this process, the mummy was placed in a decorated sarcophagus.

This project, which is great to accompany a field trip to a museum, will allow your child the opportunity to make her very own life-sized ancient mummy sarcophagus from paper.

What You Need:

- 2 pieces of butcher paper
- Crayons
- Oil pastels
- Paintbrushes
- Water
- India Ink
- Paper towels
- Pencil
- Scissors

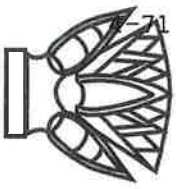


What You Do:

1. Tape two pieces of butcher paper together lengthwise.
2. Have your child lay on the paper with their arms folded on their chest and trace around their body to make the shape of a mummy.
3. Have your child use crayons and oil pastels to decorate bold Egyptian symbols all over the paper mummy shape.
4. She can now crumple the mummy up into a tight ball.
5. Have her straighten out the mummy and press it flat.
6. Mix water into the India ink to water it down. The mixture is about 50/50. If the ink is too thick, it will turn everything black. If this happens, quickly wipe off the ink as much as possible with a rag and add more water to your ink mixture.
7. Dip a wide paintbrush into ink and brush it on top of the mummy and allow it to dry.
8. Hang your mummy's new home up on the wall and enjoy the beautiful art style of ancient Egypt!

Tips: Look up images of Egyptian symbols on the internet to use as a reference or for inspiration. One website to visit is: <http://www.egyptartsite.com/symlst.html>

Fun Fact: Pharaohs were put to rest in the pyramids, and had the most elaborate and decorated of all tombs!

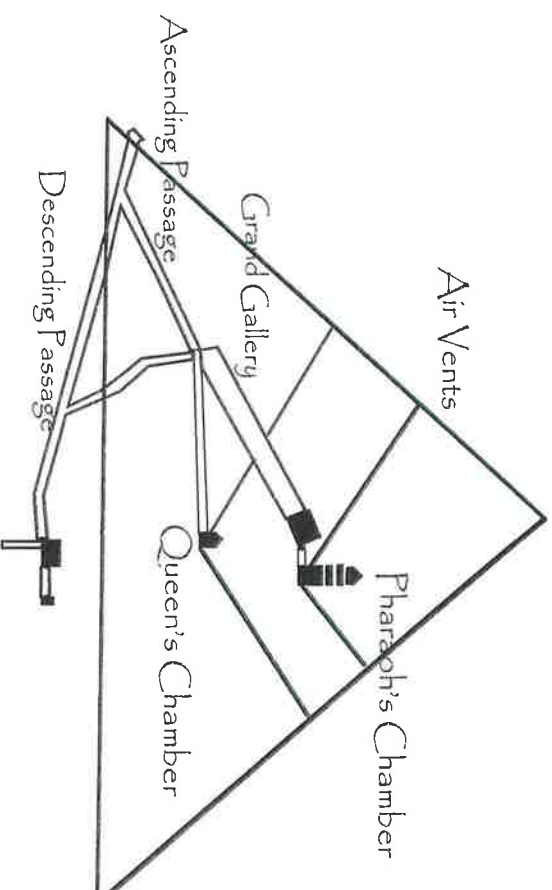


Ancient Egyptian Life

Wonders of Egypt: The Great Pyramids



Egyptologists, scientists who study ancient Egypt, have dated the Great Pyramids of Giza to being created at least 5,000 years ago. The pyramids are the final resting place of many pharaohs who ruled over ancient Egypt. Archaeologists still debate today about how the pyramids were built. The main theory is that large ramps were built up alongside the pyramids as new stones were pulled up by teams of men and put into place.



Stone carvers, painters and craftsmen dug the tunnel passages and decorated walls with depictions of the pharaoh's journey into the afterlife. Even the base triangle shape is meant to help with their ascension to the afterlife. Along with items of gold and jewels buried along with them, there were even mummified animals like cats and bulls.

What do you think?

What kind of building would you make?
What would it be made from?
What kinds of rooms would be inside?
What would it be used for?

Mummification for Kids

4-72

Kick off the spookiest time of the year with an art project inspired by the ancient Egyptian process of mummification. Easy enough to do between homework assignments or even on the road, masking tape mummification is the perfect Halloween activity. Just don't be surprised if unusual items in your house suddenly get mummified!

What You Need:

- Notebook
- Pencil
- Crayons
- Scissors
- Pencil case
- Masking tape
- Table



What You Do:

1. Have your child rip strips of masking tape, placing one end of each strip along the table edge. Make sure he rips of strips of varying lengths. Some should be as wide as his notebook, and other should be no more than an inch or two long.
2. Let him place one long masking tape strip horizontally on his notebook. If the strip is a bit too long for the notebook, just have him rip or cut the excess part off.
3. Have him continue until the entire notebook is covered with horizontal strips. Help him slightly overlap each strip against the last one.
4. Help him lay two or three strips at diagonal angles across the horizontal strips. These strips do not need to be as wide as the entire notebook.
5. Let him extend at least one long strip off of the notebook to look like a piece of wrapping that has come undone.
6. Help him fold the sticky part of this undone wrapping shut so it won't stick to anything.
7. Have your child use his yellow, gray and brown crayons to lightly shade and color in small sections of the masking tape. Don't let him overdue it! Tell him that these bits of color will make the tape, or "mummy wrappings", look weathered and old.
8. Now have your child repeat this same process with his pencil case, pencils and scissors.

What else can your child mummify? As long as he has a roll of masking tape, he can be the grand pharaoh of mummification!

Make a Pharaoh's Headdress

Your child will rule his kingdom in style with this regal Pharaoh's head cloth, called a "nemes." Besides adding to his make-believe kit, this project is sure to spark curiosity about ancient Egypt. After you're done, head out to the library or take an online tour to explore the worlds of the pharaohs and the Great Pyramids.

What You Need:

- Measuring tape
- Yellow poster board
- Scissors
- Striped fabric, approximately 24 x 30 inches (You can also find pillow shams in this size.)
- Stapler
- Gold glitter paint
- Glue



What You Do:

1. Use the measuring tape to measure the circumference of your child's head.
2. Cut a 1 ½ inch strip of poster board that is 2 inches longer than the circumference her head. (You will need extra space to accommodate the fabric.)
3. Cut out the shape of a cobra snake from the poster board. Bend the "face" forward if you like.
4. Paint the head band and the snake with the glitter paint. Set aside to dry.
5. When the paint is dry, assemble the head band. Position the snake in the center front, and glue or staple into position.
6. Have your child put the fabric on his head and position the head band so it is comfortable. Staple the ends of the band together.
7. Voila! Your child is now ready to be Pharaoh for a day!

Did You Know?

The spitting cobra on the royal head band was called the Uraeus, and it was the symbol for the Lower Egyptian goddess, Wadjet. Wadjet was thought to be the protector of Lower Egypt. Only the pharaoh could wear the cobra in his or her crown.

Egyptian Necklace

4-74

Create your very own ancient Egyptian necklace using pasta noodles. Painted with bright colors, the pasta will look like jewels. The finished necklace will be regal enough to use for re-enactment plays or wear as a fashionable piece of art!

What You Need:

- Cardboard
- Pencil
- Scissors
- Tempera paint
- Paintbrush
- Pasta noodles of different shapes (including tube-shaped noodles)
- Glue
- String
- Stapler or tape



What You Do:

1. Encourage your child to use the pencil to draw the shape for the centerpiece, which will form the base of his necklace, on the piece of cardboard.
2. Instruct him to cut the centerpiece shape out.
3. Have him paint the centerpiece any color he wishes.
4. While the centerpiece dries, have him paint all of the noodles he wants to use on the surface of the centerpiece a variety of different colors. Set them aside to dry.
5. Staple or tape string behind the centerpiece, coming up on the sides to form a necklace. Help your child determine how long the necklace needs to be.
6. Have him figure out how many tube-shaped noodles he'll need to string onto the necklace to cover the string.
7. He can now paint those noodles with yellow or gold-colored paint. Set them aside to dry.
8. Have him create a design with the rest of the painted noodles on the centerpiece of the necklace. Once he's happy with the positioning of the painted noodles, he can glue them in place.
9. Thread the yellow or gold-colored tube noodles onto the strings to finish the necklace.
10. Help him tie the ends of the necklace in a double knot and it's ready to be worn!

Helpful Tip: A typical Egyptian color palette is gold, red, black, yellow and turquoise.