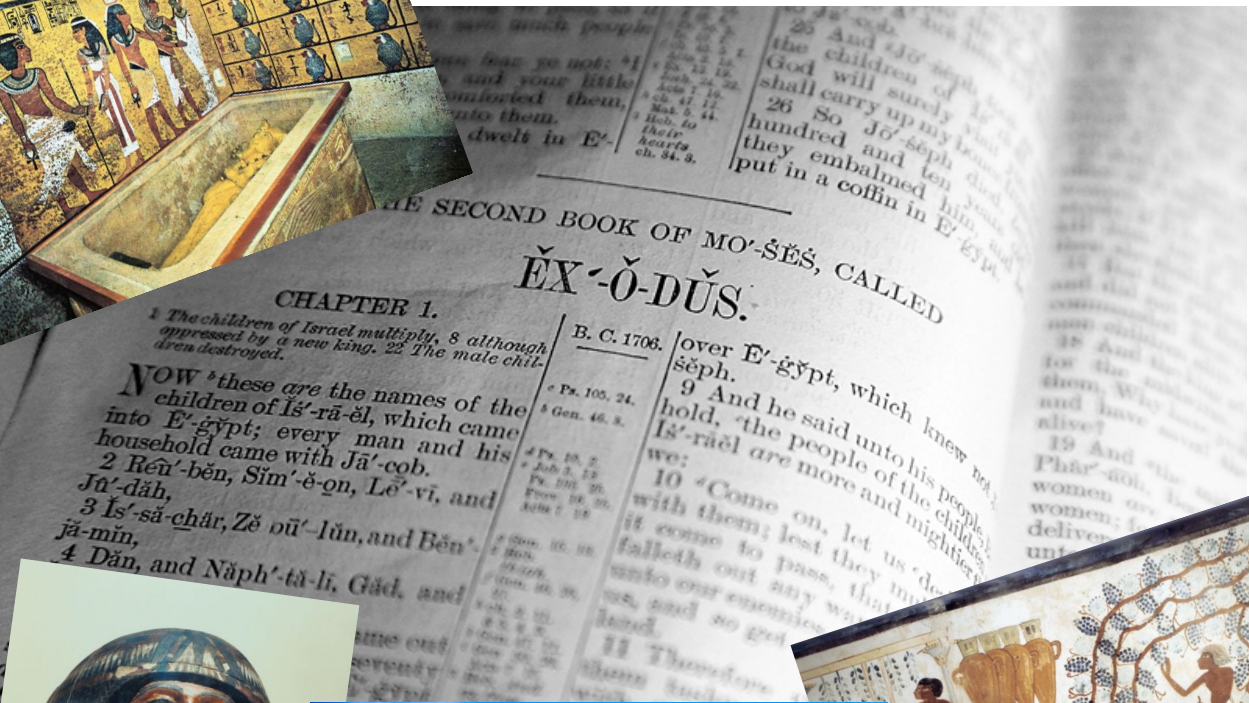


Biblical and Modern Egypt



A So-Smart Integrated Unit
Grades 1-8
by Pauline Evans



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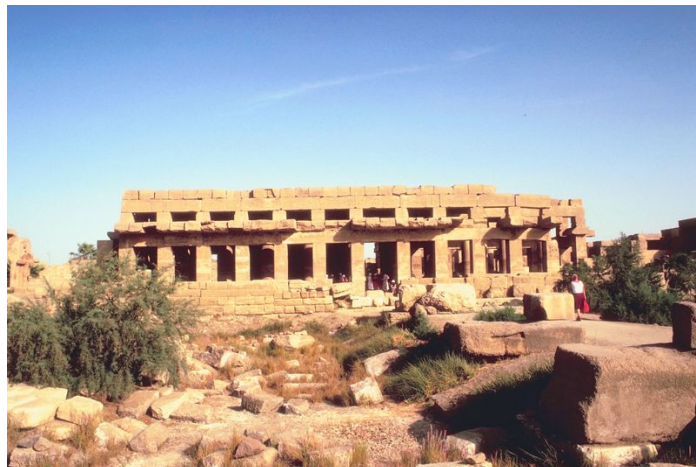
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Introduction

The study of Biblical and Modern Egypt can be an exciting educational adventure for both teachers and students. Whether you remember pictures of pyramids, stories of the pharaohs or stories of Moses, Egypt has its place in the history of our world. Journey with me through this collection of materials and discover the splendid experience of exploring our world. Experience Egypt's culture; investigate its government, religion and economics. The unit focuses primarily on grades k - 8 and provides cool ideas, instructional materials and activities both teachers and students will enjoy. Engage your students in this project-based experience that is infused with technology and invokes creativity.

This unit was developed to support the Social Studies Management and Resource Tool (SO SMART) which correlates topics from grades 1 - 4 with topics from grades 5 - 8 thereby allowing teachers to teach the same topic across grade levels. The materials included in this unit can be useful to both multi-grade classrooms and single grades using a thematic approach. Materials can be adapted to fit your needs. Thank you for joining me on this fantastic journey! Enjoy!



Egypt has its place in the history of our world!



Unit 1: Egypt and the Nile River

Grade Level: Third and up

Subject: Social Studies

National Standards

Standard 1: The world in spatial terms

Standard 2: Places and regions

Standard 12: Human systems

NAD Standard 3: Geography



Objectives:

1. Explore the geography of Ancient Egypt
2. Describe how the Nile River affected the lives of early Egyptians
3. Use a graphics program to create a banner on the Nile River
4. Create a travel brochure /poster for Egypt

Activities: Students will do, practice and try the following:

Lesson 1: The students will complete/ draw a map of Egypt. They will label the map, including physical features such as river, cities, etc. They will share and discuss their work with their group/ class.

Lesson 2: Students will read the appropriate chapter in their text book, and then use a data base of Nile River facts to answer questions on an accompanying worksheet. By sorting and querying the information, the students will be able to identify cause and effect: How did the Nile River affect the lives of Egyptians?

Lesson 3: Students will explore the themes of geography. They will then write a description of Egypt in light of the five themes of geography. They can also match various pictures / or descriptions of Egypt with the theme of geography they relate to.



Lesson 4: Students will create a banner for a Nile River Cruise of Egypt. They will use a graphics program to create their banner. Then, they will use Microsoft Word to compose a profile (text) about the Nile River.

Lesson 5: Create a farmers' page for a newspaper that might have been published in ancient Egypt. Include appropriate advertisements, agricultural news, weather forecasts and even some gossip.

Lesson 6: Students will imagine they are on a tour of the Nile River. They will write a journal entry about the kinds of animals they notice as they travel. An option is to write a story entitled "My Life along the Nile River."





Unit 2: A Tour of Egypt

Subject: Social Studies

Grades: 3 - 8

National Standards

Standard 2: Places and regions

Standard 12: Human systems

NAD Standard

Standard 2: Civics and Government

Standard 5: Individuals, Society, and Culture



Objectives: Students will be able to:

1. Explore the history of kingship in ancient Egypt
2. Describe the religious beliefs of ancient Egyptians
3. Investigate the everyday life of ancient Egyptians
4. Write a report on one aspect of Ancient Egypt such as religion, food, resources
5. Create a travel brochure /poster on Egypt

Activities: Students will do, practice and try the following:

Lesson 1: Students will read and discuss the assigned pages in the text and/ or online resources. They will then create a time line of the major time period in Ancient Egypt and important facts of each time period.

Lesson 2: Students will research how Egypt's rulers governed their empire and will write a report. They will compare the role of the pharaoh with the role of the President of the United States. Students will create a story entitled, "A Day in an Egyptian Life." They each will choose to be either an Egyptian ruler or a subject living in Ancient Egypt.

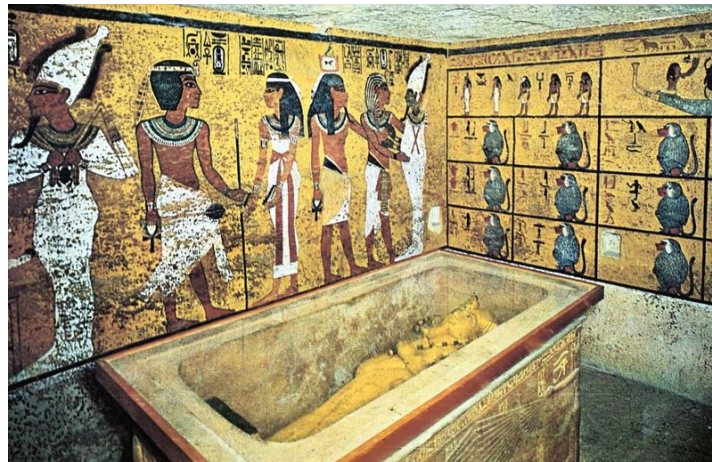
Lesson 3: The students will complete a table or chart with information about cultural, climatic, and physical features of Egypt. They will read and answer questions on Egyptian writing.

Lesson 4: The small groups complete the travel posters/ brochures. Each group presents its poster/ brochure to the class. These posters/ brochures will be compiled and displayed as the "Complete Egypt Travel Guide." The class will also create a newsletter with students' posters/brochures. These will be distributed to parents and other classes. The newsletter can also be displayed on the school's website.



Lesson 5: The students will work in small groups of four to create a travel brochure/poster on Egypt. They will perform research on the internet and use a desktop publishing program to begin designing a poster based on the information they have learned.

Lesson 6: The small groups complete the travel posters/ brochure. Each group presents the poster/ brochure to the class. These posters/ brochures will be compiled and displayed as the "Complete Egypt Travel Guide." The class will also create a newsletter with students' posters/brochures. These will be distributed to parents and other classes. One can also be displayed on the school's website.





Unit 3: Egypt and the Bible

Subject: Bible/ Language Arts, History

Grades: 3 - 8

NAD Standard

Objective: Students will

Understand that God takes care of His own

Write plays\and reenact them

Analyze and illustrate similarities and differences in characters and events

Create poems and songs on specific events

Write personal narratives



Activities: Students will do, practice and try the following:

Lesson 1: Place students in groups and give them time to plan and write the script for a dramatization/ role play of scenes in the Joseph story. Allow students to act out their plays. They can also write a poem or song to express how God's love is manifested in Joseph's life.

Lesson 2: Compare the rewards of Moses and Pharaoh. Draw two pictures to illustrate the rewards of Moses and those of Pharaoh.

Lesson 3: Use the Bible and online resources/ text to research Israelite and Egyptian religion. Write a report comparing Israelite and Egyptian religion.

Lesson 4: Create a poem or song about the Exodus.

Lesson 5: You are Mary/ Joseph and the angel of God appears to you and tells you to take Baby Jesus to Egypt for refuge. Write a story about your journey to and stay in Egypt. How did you feel when it was time to return home?





Unit 1: Sample Lesson Plan

Lesson A: Geography of Ancient Egypt

Subject: Social Studies

Name of School:

National Standard 1: the world in spatial terms



Objectives: Students will be able to explore the geography of Ancient and Modern Egypt

- Identify Egypt on a world map
- Compare the maps of ancient and modern Egypt
- Create a fact sheet on the geography of Egypt
- Draw a map of Egypt

Motivation: students complete a KWL chart on Egypt

Materials/ Resources: handout on Egypt Geography, class text, maps of ancient Egypt and modern Egypt, drawing paper, crayons, markers.

Online Resources

<http://www.ancientegypt.co.uk/geography/home.html>

<http://www2.sptimes.com/Egypt/EgyptCredit.4.1.html>

<http://www.civilization.ca/cmc/exhibitions/civil/egypt/egcgeo1e.shtml>

Mini Lesson:

Provide background information on Egypt Geography. The teacher can also review the following website with students: <http://www.ancientegypt.co.uk/geography/home.html>. Next, have students observe a map of Ancient Egypt, identify important places and discuss what the map tells us about Egypt. Next, have students look at a modern map of Egypt and tell how modern Egypt and ancient Egypt are alike.





Guided Practice:

Have students identify Egypt on the world map. Volunteers can come to the board to identify Egypt. Place students in groups and have them visit these two websites for more geographical information: <http://www2.sptimes.com/Egypt/EgyptCredit.4.1.html>,

<http://www.civilization.ca/cmc/exhibitions/civil/egypt/egcgeo1e.shtml>. Each group will share two important things they learn.

Independent Practice:

Have students read the handout on *Egypt Geography* and complete the fact sheet. Students will draw and label a map of Egypt.

Follow-up/Homework:

Write a paragraph summarizing what they learn about the geography of Egypt.

Share/Evaluation:

- Completion of fact sheet,
- Drawing of map of Egypt,
- Summary.





Egypt - Fact Sheet

Hand Out: Egypt - Geography

Egypt is a country in northeastern Africa. Egypt is approximately 997,740 sq. km. Its capital is Cairo. Egypt is protected from outside influences by the river to the north and an impenetrable desert to the south, east and west. The deserts included Libyan, Nubian, and Eastern. They were barriers of protection, shielding the people against invasion by surrounding civilizations.

Today the official language of Egypt is Arabic. However, the official ancient language was a combination of Semitic and Hamitic.

Egypt is mostly desert, dry and hot. There is almost no rainfall on a regular basis. The longest river in the world, the Nile, cuts through Egypt. Without the Nile, there would likely be no Egypt. The River Nile flows through the country into the Mediterranean Sea. The Nile enters Egypt from the Sudan and flows north for about 1545 km (about 960 m) to the sea.

The people depend on the annual summer floods of the Nile River. The floods begin in June and end in October. The Ancient Egyptians lived along the banks of the river Nile in Egypt. There were three seasons in Egypt. The first season was Akhet. This was the time of the flooding of the Nile. The second season was known as Peret. It started on November 16 and was the time during which the crops began to emerge. The final season was called Schemu and began on March 17 at harvest time.

Farmers first settled in Egypt along the River Nile around 5000 B.C. The Egyptians grew their crops along the banks of the River Nile on the rich black soil, or kemet, which was left behind after the yearly floods. The fertile soil was ideal to grow healthy crops.



Egyptians farmers grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. They also grew flax, which was made into linen.

The most important crop was grain. The ancient Egyptians used grain to make bread, porridge and beer. Grain was the first crop they grew after inundation (flooding season). Once the grain was harvested, they grew vegetables such as onions, leeks, cabbages, beans, cucumbers and lettuce. Farmers planted fruit trees and vines along paths, to give shade as well as fruit.

The highest lands are in the south, and the land slopes gently toward the Mediterranean Sea. There are some mountains located on the southern Sinai Peninsula. Some of these reach over 2600 meters (8530 feet high). The land at the Mediterranean is at sea level.





Egypt: Geography Fact Sheet

Name: _____

Date: _____

Read the article on Geography of Egypt. Complete the following:

Location: _____

Size: _____

Capital: _____

Official language (today): _____

Official language (ancient): _____

Major River: _____

Deserts: _____

Topography: _____

Climate: _____





Egypt: Geography Sample Fact Sheet

Name: Sample

Date: _____

Location: the northeast corner of the continent of Africa

Size: approximately 997,740 sq. km

Capital: Cairo



Official language (today): Arabic

Official language (ancient): combination Semitic and Hamitic

Major River: The Nile divides Egypt in half

Deserts: Libyan, Nubian, and Eastern. They were barriers of protection, shielding the people against invasion by surrounding civilizations

Topography: The highest lands are in the south, and the land slopes gently toward the Mediterranean Sea. There are some mountains located on the southern Sinai Peninsula. Some of these reach over 2600 meters (8530 feet high). The land at the Mediterranean is at sea level.

Climate: very dry and hot; there is almost no rainfall on a regular basis. The people depend on the annual summer floods of the Nile River for water. The floods begin in June and end in October. Without the Nile, there would likely be no Egypt.

Source: *Splendors of Ancient Egypt Educational Guide*





Egypt Geography Quiz

Write the answers to the following questions:

1. Where is Egypt located? _____

2. What is the topography like? _____

3. What is the climate like? _____

4. What were the seasons in Ancient Egypt? _____

5. What were the natural resources in Ancient Egypt? _____

6. Why was the Nile River so important to Egyptian society? _____





Egypt Geography Quiz

Name: Sample

Date: _____

Write the answers to the following questions:

1. Where is Egypt located? In the continent of Africa
2. What is the topography like? There's the river to the north and an impenetrable desert to the south, east and west. The highest lands are in the south, and the land slopes gently toward the Mediterranean Sea.
3. What is the climate like? Egypt is dry and hot. There is almost no rainfall on a regular basis.
4. What were the seasons in Ancient Egypt? Ancient Egypt had three seasons: Akhet, the time of flooding of the Nile; Peret, the time during which crops begin to emerge; Schemu, harvest time.
5. What were the natural resources in Ancient Egypt? The river Nile was a very important resource. The rich fertile soil allowed the growing of vegetables such as onions, leeks, cabbages, beans, cucumbers and lettuce. Farmers also planted fruit trees and vines along paths, to give shade as well as fruit.
6. Why was the Nile River so important to Egyptian society? Without the Nile, there would likely be no Egypt. The people depend on the annual summer floods of the Nile River. The Ancient Egyptians lived along the banks of the river Nile in Egypt.





Unit 1: Sample Lesson

Lesson B: The All Important Nile River

Subject: Social Studies

National Standard:

Standard 1: The world in spatial terms

Standard 2: Places and regions

Standard 12: Human systems



NAD Standard:

Standard 3: Geography

Objectives: Students will be able to describe how the Nile River affected the lives of early Egyptians.

- Trace the course of the Nile River.
- Examine how the Nile supported human life in ancient times.
- Compare the effects of the Nile River on farming in Ancient and Modern Egypt.

Motivation: students preview and analyze images with the following question in mind: What were the benefits of living along the Nile?

Materials/ Resources: Class text, images relating to the Nile, information on farming in Ancient and Modern Egypt.

Online Resources:

Egypt: Gift of the Nile (Seattle Art Museum)

<http://www.seattleartmuseum.org/Exhibit/Archive/egypt/discover/>

<http://www.ancientegypt.co.uk/geography/home.html>

<http://www2.sptimes.com/Egypt/EgyptCredit.4.1.html>

<http://www.civilization.ca/cmce/exhibitions/civil/egypt/egcgeo1e.shtml>

Mini Lesson: Tell students they will be doing a group jigsaw on the Nile River: Place students in groups. Each group will research one section of the Nile River. They will identify the main ideas in each section and share with the class.



- Sections:
1. The Course of the Nile
 2. The Gifts of the Nile
 3. The Growth of Communities and Trade along the Nile
 4. The Role of the Nile in Egypt today

Guided Practice: Students will use the assigned websites, or read the appropriate chapter in their textbook, and or information sheet, then use a data base of The Nile River facts to answer questions on the accompanying worksheet. By sorting and querying the information, the students will be able to identify cause and effect.

Independent Practice: Students will write a report to answer the question: how did the Nile River affect the lives of Egyptians?

Follow-up/Homework:

Write a story entitled "My Life along the Nile River."

Share/Evaluation:

- Completed report
- Completed worksheet
- Story





My Life along the Nile River

Name _____

Date _____

You have researched the Nile River and its impact on the lives of Egyptians. Use information from your research to create a story entitled, "My Life along the Nile River." Be sure to make your story believable.









Gifts of the Nile

Name: _____

Date: _____

How did the Nile River affect Egyptian life in each of the following aspects?

Aspects	Effects
Farming	
Fishing	
Transportation	
Trade	
Civilization	
Food	






Gifts of the Nile

Name: Sample

Date: _____

How did the Nile River affect Egyptian life in each of the following aspects?

Aspects	Effects
Farming	The Nile river provided the ancient Egyptians with fertile land which helped them to grow their crops and raise their animals.
Water	Egyptians depended on the Nile for water. They drank the river water, used it to cook and bathe.
Transportation	All of Egypt depended on the Nile for transportation. They travelled in boats on the river.
Trade	The Nile helped the ancient Egyptians with trade. The Nile was the quickest and easiest way to travel from place to place.
Civilization	Egyptians lived along the Nile River. It was by the banks of the river that one of the oldest civilizations in the world began.
Food	The Egyptians depended on the Nile for food. They grew their crops along the banks of the river. They used spears and nets to catch fish in the river.
	



ACROSTIC POEM

Name _____ Date _____

Create an acrostic poem. Start each line of the poem using a letter in the word Egypt.

E _____

G _____

Y _____

P _____

T _____





ACROSTIC POEM

Name: Sample Date _____

Create an acrostic poem. Start each line of the poem using a letter in the word **Egypt**.

Egyptian life revolves around the Nile

Growing crops in the fertile soil it left behind

Yearly flooding was really a good sign

Prosperity depended on the river's continuity

Truly, the Nile was a gift to ancient Egypt





The Nile River Did Not Flood

Name _____

Date _____

You have researched the Nile River and its impact on the lives of Egyptians. Use information from your research to create a story entitled, "The Nile River did not Flood."









Unit 1: Sample Lesson

Lesson C: Egypt and the Themes of Geography

Subject: Social Studies

National Standard: The world in spatial terms

NAD Standard:

Identify the features of a region.



Objectives: Students will be able to:

- identify and discuss the five themes of geography;
- use the five themes to describe Egypt's geography
- Create a journal entry on Egypt, incorporating the five themes of geography, including a description, sketch, and mental map.

Geographic Skills: Researching, analyzing, organizing

Materials:

Class text, pictures of different landscapes, handout sheet

<http://www.nationalgeographic.com/lewisclark/exped.html>

<http://www.nationalgeographic.com/resources/ngo/education/themes.html>

<http://www.ancientegypt.co.uk/geography/home.html>

Motivation: Show students pictures of various landscapes (online pictures can be used - <http://www.nationalgeographic.com/lewisclark/exped.html>). Ask students to describe what they saw in the pictures. Explain to students that they will be investigating Egypt through the five themes of geography.

Mini Lesson:

Explain to students that the study of geography helps us to understand earth's land, and what its uses are. Introduce the five themes of geography: location, place, movement, human/environment interaction, and, regions. Explain that these themes help us understand more about our land and our relationships with it.

Guided Practice: Students will share what they think is meant by each of the themes. After they have shared their thoughts, have them use the online resources to explore



the five themes of geography. Offer the following guided questions to clarify the themes in relation to Egypt.

Location: Where might this place be located? (Egypt)

Places: What is special about this place? (Egypt)

Human-environment interaction: How have people affected this environment? How has this environment affected people?

Movement: How have people, goods, and ideas travelled into and out of this place?

Regions: What makes it different from other places? How is this place like others near or around it?

Independent Practice:

Write a description of Egypt in light of the five themes of geography. They can use the Ancient Egypt website for information.

Evaluation/ share:

Writing activity

Quiz

Homework:

Choose one theme of geography and research about Egypt in light of that theme. Present your report to the class.

Faith and Learning: Explore Heaven in light of the five themes of geography.





Egypt: Themes of Geography

Name _____

Date _____

Label each picture with the theme of geography that it portrays:













Egypt: Themes of Geography

Name: Key

Date _____

Label each picture with the theme of geography that it portrays:



Regions



Place



Human/environment interaction



Location



Movement



Unit 1: Sample Lesson

Lesson D: Egypt: Resources and Climate

Subject: Social Studies

National Standard: The world in spatial term

NAD: Identify the features of a region.



- Explore physical features of Egypt
- Review the resources found in Egypt
- Describe how the climate of Egypt influences work and lifestyles

Motivation: How can weather and climate affect your daily activity?

Materials/ Resources: Class text, computer with internet access

Online Resources:

<http://www.ancientegypt.co.uk/geography/home.html>

<http://www.civilization.ca/cmce/exhibitions/civil/egypt/egcgeo1e.shtml>

http://www.indexmundi.com/egypt/natural_resources.html

<http://www.mapsofworld.com/egypt/natural-resources/>

http://historylink101.net/egypt_1/a-natural_resources.htm

Mini Lesson: Introduce topic. Use the above websites for relevant information.

Explore natural and man-made resources

Discuss how climate affects the resources of a place

Investigate renewable and non-renewable resources and how people use them

Guided Practice: Students will work in groups. They will explore the above websites or read the assigned section in the text. They will identify and list some of Egypt's natural resources. Each group will create a PowerPoint presentation on the climate and resources of Egypt.



Egypt's Natural resources: petroleum, natural gas, iron ore, phosphates, manganese, limestone, gypsum, talc, asbestos, lead, zinc, papyrus plants, water from the Nile, bees, gazelle

Renewable resources—include crop residues, animal wastes, and wood

Independent Practice: Students will write to explain how the climate and natural resources of Egypt influence Egyptian lifestyle. They will complete a chart/ table with information on climatic and physical features of Egypt.

Share/Evaluation:

- PowerPoint presentation
- Independent writing
- Class participation

Homework

They will also create a T Chart to compare and contrast renewable and non-renewable resources of Egypt.





Comparing Resources

Name _____

Date _____

Use information gained from your research to complete the T Chart below by contrasting Egypt's resources.

<i>Renewable Resources</i>	<i>Non-renewable Resources</i>





Match It

Name: _____

Date _____

Match the words with the pictures depicting Egypt's natural features:

River Nile, desert, delta, rock,
valley, mountain, plain









Match It

Name: Key

Date _____

Match the words with the pictures depicting Egypt's natural features:

River Nile, desert, delta, rock,
valley, mountain, plain



Delta



River Nile



Desert



Unit 2: Sample Lesson

Lesson A: The Role of Egypt's Ruler

Subject: Social Studies

National Standards:

Standard 2: Places and regions

Standard 12: Human systems

NAD Standard

Standard 2: Civics and Government

Standard 5: Individuals, Society, and Culture



Objectives: Students will be able to explore how Egypt's rulers govern their empire.

- Explain the role of an Egyptian ruler or pharaoh.
- Research Egypt's accomplishment during each of the three kingdom periods.
- Compare Egypt's ruler with the president of the United States.

Motivation: What would it be like to have total power over the lives of people?

Materials/ Resources: Class text, information on Egypt's rulers,

Online Resources:

<http://tqd.advanced.org/3011/egypt5g.htm> (timeline period)

[Kings and Queens](#)

<http://www.discoveringegypt.com/k-q-menu.htm>

Ancient Egypt

<http://tqd.advanced.org/3011/egyptg.htm>

<http://www.civilization.ca/cmce/exhibitions/civil/egypt/egcgeo1e.shtml>



Mini Lesson: Provide students with background information on Egypt's rulers. Tell students they will be exploring the role of Egypt's rulers, the major time periods in Ancient Egypt, and the accomplishments of each of the Egyptian kingdoms.

Guided Practice: Place students in groups. Assign students the appropriate pages in the text to be read. The groups can also explore the online resources listed above. Each group will research to answer the given questions. They will share findings with the class.

- What was the role of the Egyptian ruler/ pharaoh?
- Name the three major time periods in Ancient Egypt:
- What were some of the accomplishments of each period?

Independent Practice: Students will create a time line of the major time periods in Ancient Egypt and important facts of each time period.

Share/Evaluation:

Completed timeline,
Completed report

Follow-up/Homework: Compare the role of the pharaoh with the role of the President of the United States.



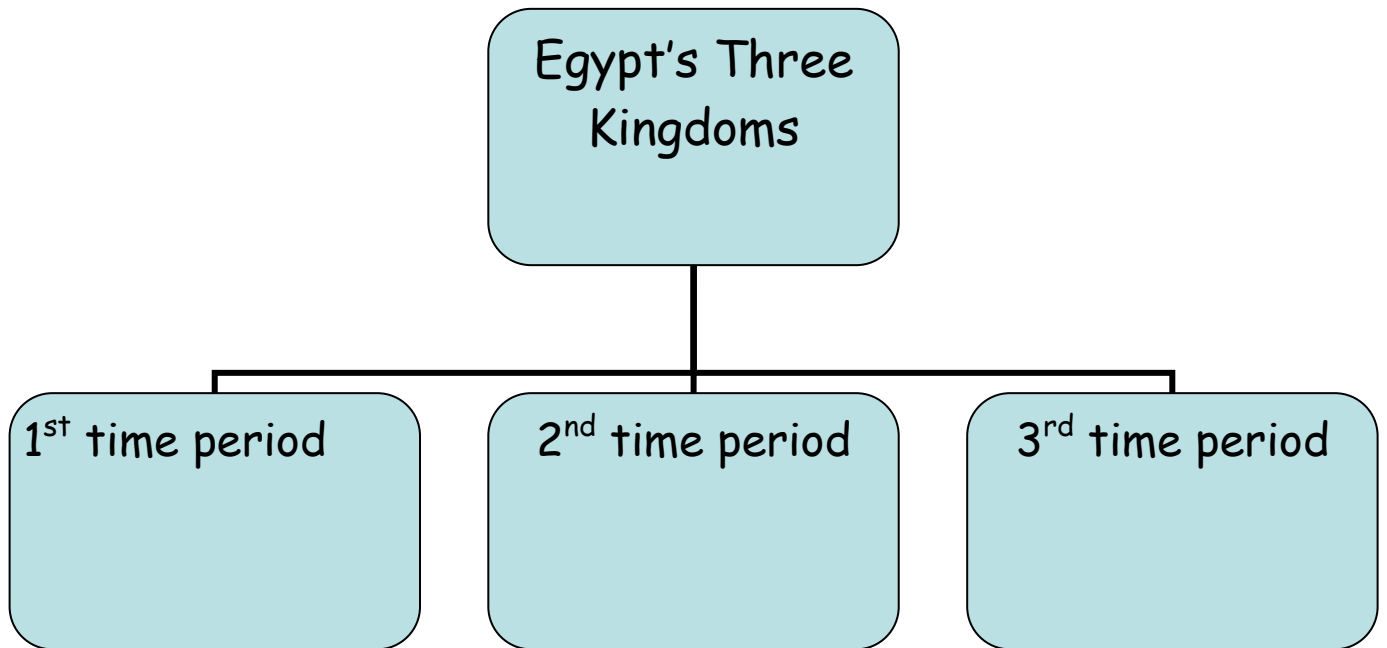


In The Process of Time

Name _____

Date _____

Use the information you have collected on the three kingdoms in Ancient Egypt to create a time line. Name each period and include special events that happened in each time period. You can use your text or <http://www.discoveringegypt.com/k-q-menu.htm> for help.



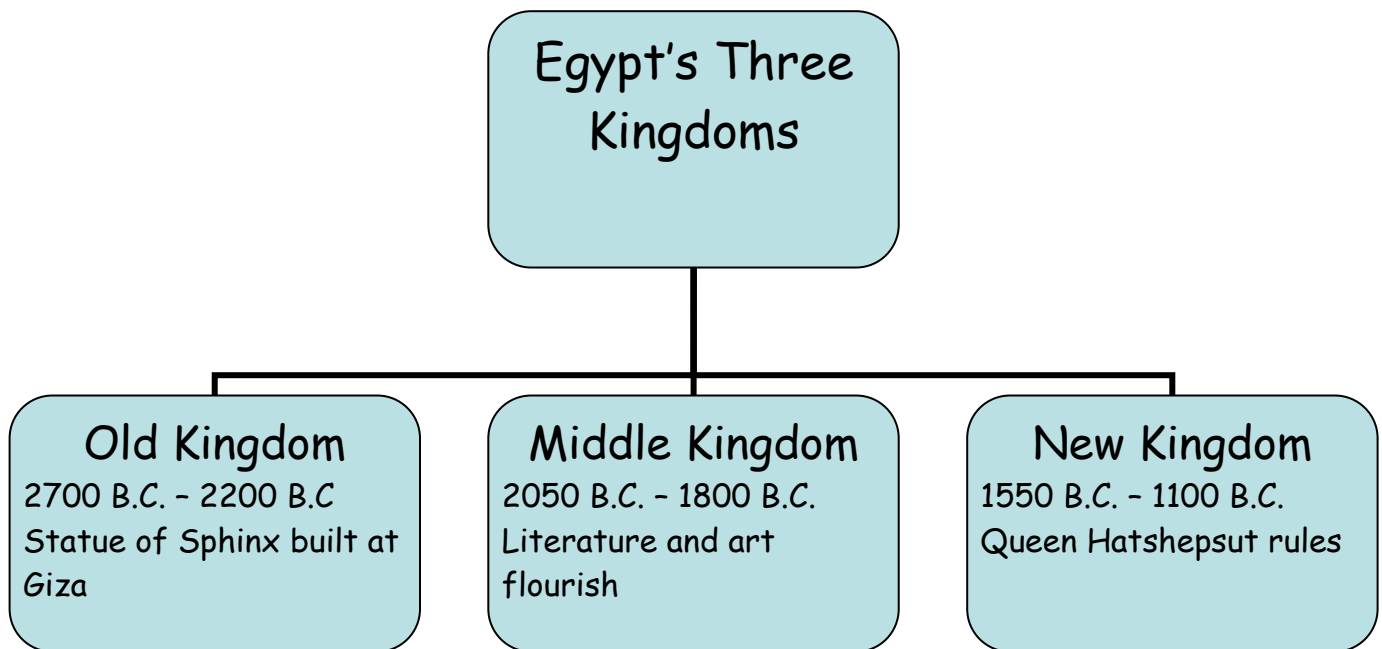


In The Process of Time

Name _____

Date _____

Use the information you have collected on the three kingdoms in Ancient Egypt to create a time line. Name each period and include special events that happened in each time period. You can use your text or <http://www.discoveringegypt.com/k-q-menu.htm> for help.





The Three Kingdoms

Name _____

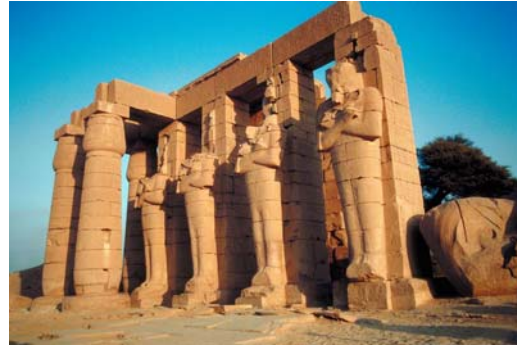
Date _____

Choose the events that relate to each of the time periods: Write the letter of the time period beside the event. You can use your text or <http://www.discoveringegypt.com/k-q-menu.htm> for help.

A. Old Kingdom

B. Middle Kingdom

C. New Kingdom



- _____ 1. Queen Hatshepsut rules
- _____ 2. Builders begin Great Pyramid
- _____ 3. Egypt expands into Lower Nubia
- _____ 4. Literature and art flourish
- _____ 5. Statute of Sphinx is built at Giza
- _____ 6. Ramses II expands Egyptian territory
- _____ 7. 2050 B.C. - 1800 B.C.
- _____ 8. 1550 B.C. - 1100 B.C.
- _____ 9. 2700 B.C. - 2200 B.C.
- _____ 10. King Tutankhamen becomes ruler when he was still a child



The Three Kingdoms

Name: Key

Date _____

Choose the events that relate to each of the time period: Write the letter of the time period beside the event. You can use your text or <http://www.discoveringegypt.com/k-q-menu.htm> for help.

A. Old Kingdom

B. Middle Kingdom

C. New Kingdom



C 1. Queen Hatshepsut rules

A 2. Builders begin Great Pyramid

B 3. Egypt expands into Lower Nubia

B 4. Literature and art flourish

A 5. Statute of Sphinx is built at Giza

C 6. Ramses II expands Egyptian territory

B 7. 2050 B.C. - 1800 B.C.

C 8. 1550 B.C. - 1100 B.C.

A 9. 2700 B.C. - 2200 B.C.

C 10. King Tutankhamen becomes ruler when he was still a child



Unit 2: Sample Lesson Plan

National Standards:

- Standard 2: Places and regions
- Standard 12: Human systems



NAD Standard

- Standard 2: Civics and Government
- Standard 5: Individuals, Society, and Culture

Objectives: Students will be able to explore how Egypt rulers govern their empire.

- Learn about the history of kingship in Ancient Egypt
- Create a story about life in Egypt
- Debate the pros and cons of a system of government where rulers have absolute power over the people.

Motivation: Read aloud: Egyptian story - Soha's Story

<http://www.seattleartmuseum.org/Exhibit/Archive/Egypt/discover/>

Materials/ Resources: Class text, information on Egypt's rulers,

Online Resources:

[Kings and Queens](#)

<http://www.discoveringegypt.com/k-q-menu.htm>

<http://www.historyforkids.org/learn/egypt/government/index.htm>

<http://tqd.advanced.org/3011/egyptg.htm>

<http://www.civilization.ca/cmc/exhibitions/civil/egypt/egcgeo1e.shtml>

Mini Lesson: Tell students they will be exploring Egypt's rulers. Discuss how Egypt's rulers governed their empire. Introduce the names of the following rulers and give students a snap shot of each. Tell students they will be researching to find out more about them.





Pharaohs

- Ahmose
- Hatshepsut
- Tuthmosis III
- Tutankhamen
- Remesses II



Guided Practice: Assign students the appropriate pages in the text to be read, and, or online resources. Place students in groups. Each group will choose one of Egypt's kings or queens. They will research that ruler and write a report on the ruler of choice. Tell students to be sure to include the major contribution this person made to the development of Ancient Egypt. They will share their report with the class.

Independent Practice: Students will create a story, "A Day in an Egyptian Life." Students will choose to be either an Egyptian ruler or a subject living in Ancient Egypt.

Follow-up/Homework: What do you think about a system of government where rulers have absolute power over the people? Students will prepare the text for an in-class debate on the issue.

Share/Evaluation:
Completed report
Completed story





In the Eyes of an Egyptian

Name _____

Date _____

You lived in Ancient Egypt. Write an account of a day in an Egyptian life. You can choose to be either a pharaoh or one of his subjects. Write your story. Be sure to make your story interesting and entertaining.








Debate It

Name _____

Date _____

Brainstorm, then list ideas for debate on the pros and cons of a government's having total control over its citizenry.

<u>Pros</u>	<u>Cons</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.






Debate It

Name: Sample

Date _____

Brainstorm, then list ideas for debate on the pros and cons of a government's having total control over its citizenry.

<u>Pros</u>	<u>Cons</u>
1. All people benefit if the monarch is good and prosperous	1. People have no say in issues concerning their welfare
2. Total well being is provided for	2. Gives rise to abuse of power
3. Continuation of leadership	3. Possibility of dictatorship
4.	4.
5.	5.





Egyptian Word Search

Name: _____

Date: _____

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

AFTERLIFE
 DELTA
 EGYPT
 HIEROGLYPHS
 MIDDLE
 NILE
 OLD
 PALACE
 RELIGION
 RULER
 SILT

CIVILIZATION
 DYNASTY
 EGYPTIAN
 KINGDOM
 MUMMY
 PHARAOH
 NEW
 PYRAMID
 RIVER
 SCRIBE
 TOMB



Created by <http://puzzlemaker.discoveryeducation.com>



Egyptian Word Search: Solution

Name: Key

Date: _____

```

+ N + R + E + + + + H + C N +
+ + O + I + L + + I + T I A +
+ + D I + V + D E + + P V I +
+ + E + G + E R D + + Y I T P
R U L E R I O R + I + G L P P
+ + T + Y G L + + + M E I Y A
+ + A M L + + E + + + Y Z G L
+ + M Y E F I L R E T F A E A
+ U P H A R A O H S N K T D C
M H + Y + + + + A I I + I L E
S E B I R C S N L N B W O O +
T L I S + A Y E G + E M N + +
+ + + + + D M D + N + + O + +
+ + + + + + O I + + + + + T +
+ + + + + M + + D + + + + + +

```

(Over,Down,Direction)

AFTERLIFE(13,8,W)

PALACE(15,4,S)

RELIGION(9,8,NW)

RULER(1,5,E)

SILT(4,12,W)

DELTA(3,3,S)

EGYPT(12,6,N)

HIEROGLYPHS(11,1,SW)

MIDDLE(11,6,NW)

NEW(10,13,NE)

OLD(14,11,N)

PHARAOH(3,9,E)

PYRAMID(3,9,SE)

RIVER(4,1,SE)

SCRIBE(7,11,W)

CIVILIZATION(13,1,S)

DYNASTY(6,13,NE)

EGYPTIAN(14,8,N)

KINGDOM(12,9,SW)

MUMMY(1,10,NE)

NILE(11,9,SW)



Created by <http://puzzlemaker.discoveryeducation.com>

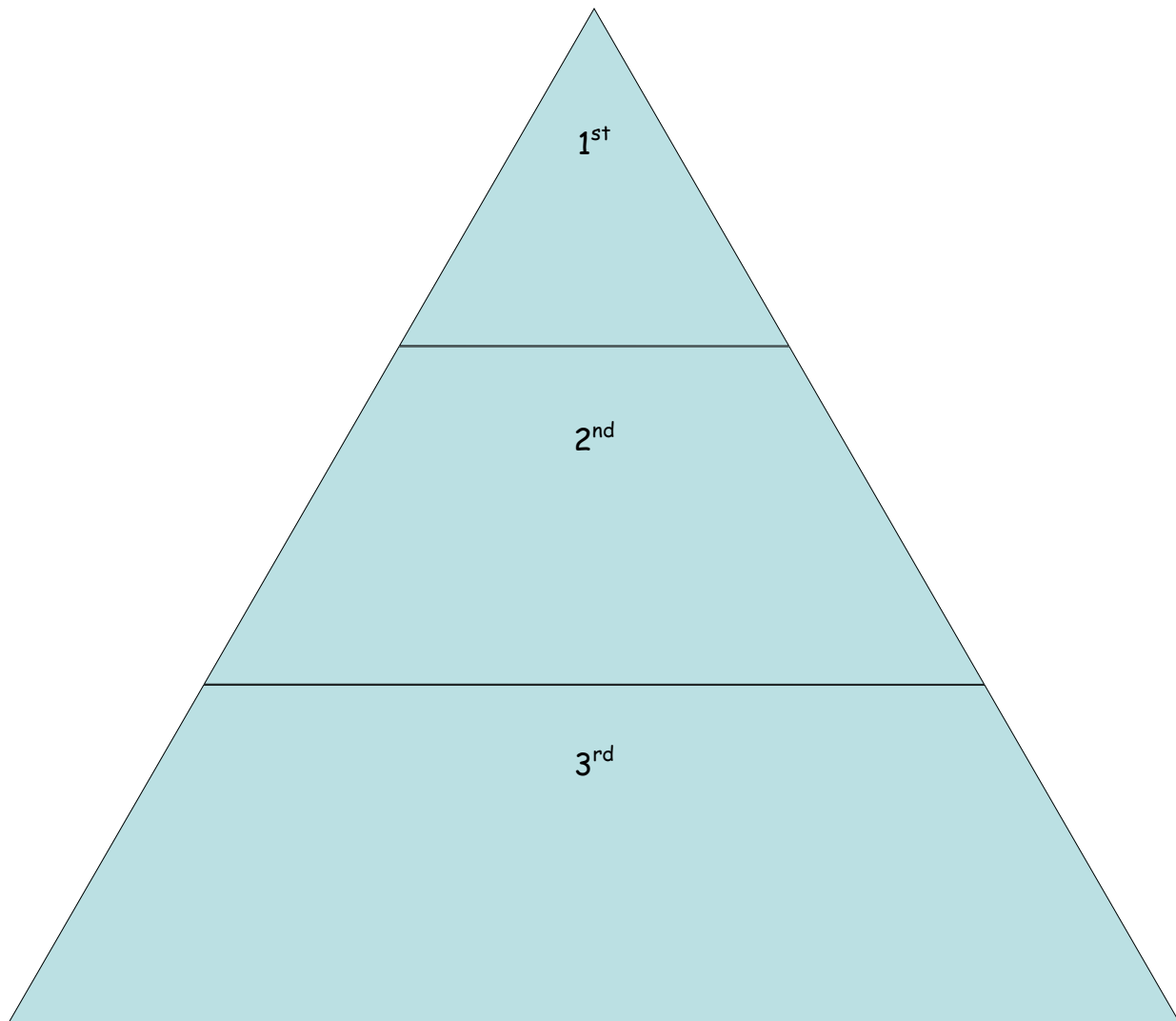


Class Pyramid

Name: _____

Date: _____

Complete the pyramid below by ordering three classes of Egyptians according to power and position.



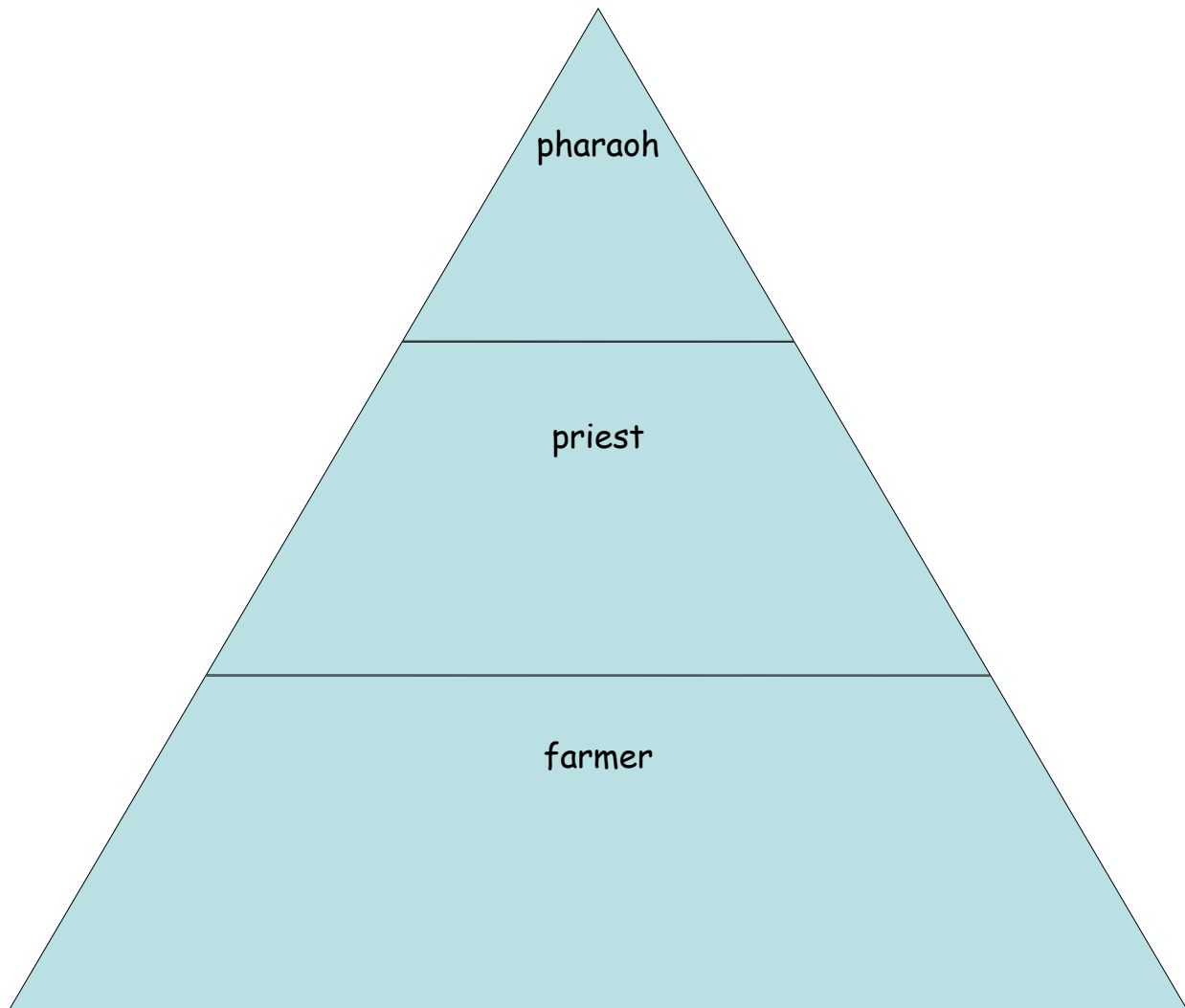


Class Pyramid

Name: Sample

Date: _____

Complete the pyramid below by ordering three classes of Egyptians according to power and position.





Destination Egypt

Name _____

Date _____

You work for a travel agent that plans tours to different parts of the world, including Egypt. You are asked to design an advertisement for destination Egypt. You must include a five-day schedule in your ad. Be creative!

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____





Destination Egypt

Name: Sample

Date _____

You work for a travel agent that plans tours to different parts of the world, including Egypt. You are asked to design an advertisement for destination Egypt. You must include a five day schedule in your ad. Be creative!

Come to destination Egypt! Where beauty and history intertwine to create an amazing experience. One you cannot afford to miss!



Day 1: Visit the capital city Cairo

Day 2: Tour the great pyramids

Day 3: Meet the locals and experience the market place

Day 4: Experience a boat ride on the Nile

Day 5: Visit Egyptian Temples and Museums



A once in a life-time experience!

Book Your Trip Now!



Egypt: Then and Now

Name: _____

Date _____

If you were living in Egypt today, how would your life be different from that of an ancient Egyptian? Use the table below to organize facts and ideas. Then develop a research paper comparing Egypt then and now. (A minimum of 3 -5 pages depending on the grade level)

Areas	Ancient Egypt	Modern Egypt
Dress		
Food		
Housing		
Transportation		
Government		
Commerce		
Farming		





Egyptian Writing

Recording and communicating information about religion and government was very important to ancient Egyptians. Therefore, Egyptians invented written scripts that could be used to document this information.

An important key to understanding the secret of ancient Egyptian writing is the Rosetta stone. The Rosetta stone is a stone with writing on it. The writing is written in two languages, Egyptian and Greek. Three scripts were used because there were three scripts being used in Egypt when it was written; hieroglyphic, demotic and Greek. The Rosetta stone was written in all three scripts so that rulers of Egypt, government officials, and priests could read what it said.

Hieroglyphic was the script used for important or religious documents. Demotic was the common script of Egypt, and Greek was the language of the rulers of Egypt at the time.

A group of priests in Egypt carved the Rosetta Stone to honor the Egyptian Pharaoh. The writing includes a list of all the good things that the pharaoh had done for the priests and the people of Egypt. The Rosetta stone was carved in 196 BC.

French soldiers were rebuilding a fort in Egypt when they found the Rosetta stone in 1799. It was found in a small village in the Delta called Rosetta (Rashid). Hence the name Rosetta stone.

In 1822, Jean Francois Champollion, after studying the Rosetta stone and other examples of ancient Egyptian writing for many years, was able to decipher the hieroglyphs. This was a big breakthrough, because for several hundred years many people had worked on deciphering hieroglyphs. However, the structure of the script was very difficult to work out.



The Rosetta Stone: Quiz

Name _____

Date _____

2. What is the Rosetta stone?

3. What is written on the Rosetta stone?

4. When was the Rosetta stone written?

5. Who wrote the Rosetta stone?

6. How was the Rosetta stone discovered, and by whom?

7. Where was the Rosetta stone found?

8. Who deciphered the Rosetta stone?

9. Why was the Rosetta stone written in three different scripts?

10. Why was the stone called the Rosetta stone?





The Rosetta stone: Quiz

Name: Key

Date _____

1. What is the Rosetta stone? This is a stone with writing on it in Egyptian and Greek.
2. What is written on the Rosetta stone? It lists all the good things the pharaoh had done for the priests and the people.
3. When was the Rosetta stone written? It was written in 1799.
4. Who wrote the Rosetta stone? The Rosetta stone was written by a group of priests in Egypt.
5. How was the Rosetta stone discovered and by whom? It was found by French soldiers who were rebuilding a fort in Egypt.
6. Where was the Rosetta stone found? It was found in a village/ town called Rosetta
7. Who deciphered the Rosetta stone? The writing was deciphered by Jean-Francois Champollion.
8. Why was the Rosetta stone written in three different scripts? The stone was written in all three scripts so that the priests, rulers of Egypt and government officials could read what it said.
9. Name the three scripts in which the Rosetta stone was written? The Rosetta stone was written in hieroglyphics, demotics, and Greek.
10. Why was the stone called the Rosetta stone? It was called the Rosetta stone because it was found in a town called Rosetta.



The Great Pyramid

Egypt is known for the many amazing things created there. One of its grand creations was the pyramid. The pyramid is a unique type of building with each of its four sides shaped like a triangle. The sloping sides of the pyramid come to a point at the top.

Pyramids were tombs built to protect the bodies of ancient Egyptian rulers. Egyptians believed that after they died, their spirits went on living in the land of the dead. In order to live forever, the spirit needed a body to rest in.

Ancient Egyptians created a way to preserve a dead body by the process of mummification. The mummy of the dead ruler was placed in a wooden coffin/box shaped like a human body, then placed in a secret room within the pyramid.

Pharaohs were the rulers in ancient Egypt. Ancient Egyptians worshiped the pharaoh as a god on earth. Pyramids were built for many pharaohs. The largest pyramid was built for the pharaoh Khufu. He wanted to build the largest pyramid to show he was the strongest ruler. His pyramid became known as the *Great Pyramid of Giza*.

The *Great Pyramid* was built over a period of 20 years. It is believed that over 20,000 men helped to build the *Great Pyramid*. Most of the workers who built it were farmers by occupation. They worked on the pyramid during the months when the Nile River flooded. Other workers were skilled workers. The skilled workers worked on the pyramid all year. Some were architects, surveyors, masons. They used tools such as plumb line, polishing stone, copper chisel, wood mallet. Workers used simple machines as tools since more complex machines were not yet invented.

A capstone was placed at the top of the pyramid. The pyramid consists of several rooms inside. These rooms were burial places for the pharaoh and his family. The inside of the pyramid was decorated and filled with many treasures. Things like dishes, jewelry, furniture, food, and clothes were stored in the pyramid for the pharaoh's next life.

The *Great Pyramid* has been altered by time, people, robbers, and natural forces such as wind and sand. It has been emptied of all its treasures. However, many people still find it an intriguing place to visit.



The Great Pyramid Quiz

Name: _____

Date: _____

Read each question. Circle the letter of the appropriate answer.

1. Which of these kings was the Great Pyramid in Egypt built for?
 - A. King Tut
 - B. Pharaoh Khufu
 - C. Queen Hatshepsut
 - D. Nekhebu

2. Which of these statements is false about the Great Pyramid?
 - A. It was built in 12 months
 - B. It is the largest pyramid ever built
 - C. Over 20, 000 people helped to build it
 - D. It is a tomb

3. By what process did ancient Egyptians preserve dead bodies?
 - A. hieroglyphs
 - B. civilization
 - C. mummification
 - D. capstone

4. All of the following were invented by ancient Egyptians except:
 - A. papyrus
 - B. quarries
 - C. hieroglyphics
 - D. pyramids

5. When did the farmers work on the pyramid?
 - A. When the Nile river flooded
 - B. All year long
 - C. During the time they worked in their field
 - D. Never





The Great Pyramid Quiz

Name: Key

Date: _____

Read each question. Circle the letter of the appropriate answer.

1. Which of these kings was the Great Pyramid in Egypt built for?

- A. King Tut
- B. Pharaoh Khufu
- C. Queen Hatshepsut
- D. Nekhebu

Ans: B - Pharaoh Khufu

2. Which of these statements is false about the Great Pyramid?

- A. It was built in 12 months
- B. It is the largest pyramid ever built
- C. over 20, 000 people helped to build it
- D. It is a tomb

Ans: A - It was built in 12 months

3. By what process did ancient Egyptians preserve dead bodies?

- A. hieroglyphs
- B. civilization
- C. mummification
- D. capstone

Ans: C - mummification

4. All of the following were invented by ancient Egyptians except:

- A. papyrus
- B. quarries
- C. hieroglyphics
- D. pyramids

Ans: B - quarries

5. When did the farmers work on the pyramid?

- A. When the Nile River flooded
- B. All year long
- C. During the time they worked in their field
- D. Never

Ans: A - when the Nile River flooded





Unit 3: Sample Lesson

Lesson F: Joseph's Story

Subject: Bible

NAD Standards:

- Use biblical perspective to analyze history and current events
- Develop an appreciation for diversity of individuals

Objectives: Students will

- Identify the key word/ phrase in Bible text
- Memorize Bible Verse
- Identify the effects of sin in Joseph's family
- Identify the ways in which God's love is manifested in Joseph's life
- Plan a role play on a scene in the Joseph story

Materials: Bible, PowerPoint- Joseph's story, worksheet

Motivation: How important is family to you?

Mini Lesson

Introduce the Bible story. Share with students the PowerPoint on Joseph. Hold brief discussion on the message within the story.

Guided Practice: Have students find and read related Bible texts. Think-pair-share the keyword/ phrase in the Bible texts. Place students in groups and give them time to plan and write the script for a dramatization/ role play of scenes in the Joseph story. Allow students to act out their play.

Independent Practice: Students will write about the effects of sin in Joseph's family.

Evaluation of learning

- Student's writing
- Group role-play
- Group + class participation

Homework

Write a poem or song to express how God's love is manifested in Joseph's life.

Memorize Bible Texts



Unit 3: Sample Lesson

Lesson G: Moses and Pharaoh

Subject: Bible

NAD Standards:

Use biblical perspective to analyze history and current events

Understand the function of governments and their impact on individuals and society

Objectives: Students will

Identify the key word/ phrase in Bible text

Memorize Bible verse

Write a response to the Bible story/ reading

Compare characteristics of Moses and the pharaoh

Write a report of the impact of Pharaoh's governing on the Israelites

Materials: Bible, The story of Moses and Pharaoh

Motivation: Either/ or Exercise: You are asked to choose between life in a palace and life in the wilderness. Which would you choose and why?

Mini Lesson

Introduce the Bible story. Share with students the reading on Moses and the Pharaoh.

Hold discussion on Pharaoh's dealings with the Israelites.

Guided Practice: Find and read assigned Bible texts. Think-pair-share the keyword/ phrase in the Bible texts. Use a Venn diagram to compare characteristics or rewards of Moses and Pharaoh.

Independent Practice: Students will write a report on the impact of the Pharaoh's governing on the Israelites.

Share/Evaluation

Students' reports

Completed Venn diagram

Group + class participation

Homework: Use completed Venn diagram to write an essay. Memorize Bible texts.



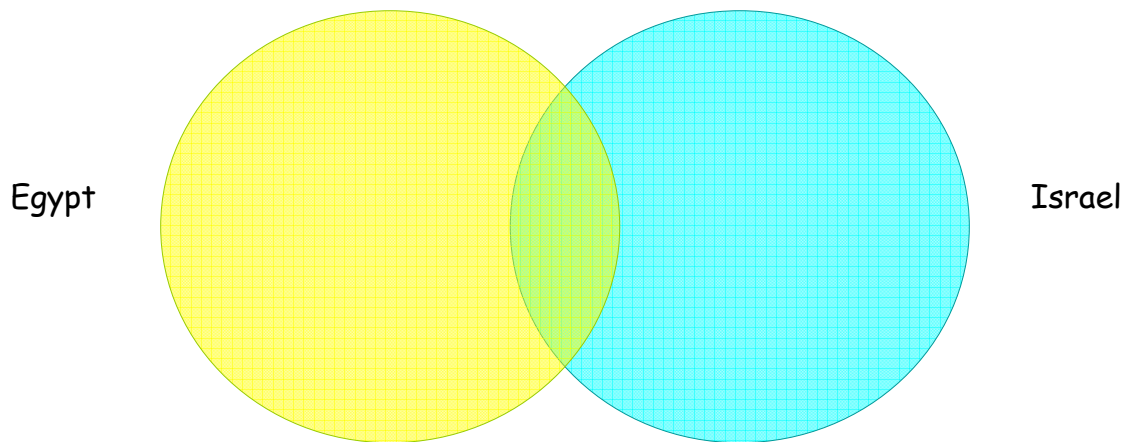


Comparing: Ancient Egyptians' and Israelites' Religions

Name: _____

Date: _____

Use online resources and the Bible to make comparisons between the religions of the Ancient Egyptian and the Israelites. Use the Venn diagram for your comparison.





Place of Refuge

In many instances in the Bible, Egypt became a place of refuge for God's people.

A place of refuge can be defined as:

1. A place providing protection or shelter from danger or hardship.
2. A source of help, relief, or comfort in times of trouble.



Instruction

Use the Bible, SDA Bible commentary, online resources, and other appropriate resources to find instances when Egypt was a place of refuge for God's people.

Example:

Abraham's Journey to Egypt

Online Resource:

You can visit the website below to help with your research:

<http://www.hyperhistory.net/apwh/essays/cot/t1w12egyptad.htm>

- Type Egypt through the Bible in the search engine provided.



Research Project: Exotic Egyptian Animals

NB: This lesson can also be done as a Web quest lesson.

Objectives: Students will be able to:

Explore Egyptian animals

Research and create a report on an Egyptian animal of choice



Egypt's Exotic Wildlife

Introduction

Wow! This is a chance-in-a-lifetime adventure. You are invited to take a tour of Egypt and experience the amazing wildlife found there. You will also get an opportunity to be a guest on the Welcome to Egypt TV Show where you will share your exotic experience.

Task

As you take this tour, you must be very observant. You are expected to be an expert on a specific Egyptian animal by the end of the tour. You must create a report on an animal of your choice. Bear in mind that there is a chance you will be sharing your new knowledge on the Welcome to Egypt TV Show.

Process

1. Work in groups of three.
2. Each group member should be assigned a role
 - Researcher- responsible for accessing and reading information
 - Recorder- responsible for recording important facts
 - Photographer- responsible for collecting and organizing pictures or drawings to go with final report.
3. Choose one animal to research
4. Use online resources to learn fascinating facts about your animal of choice.
5. Create a PowerPoint presentation or written report on you animal
6. Be prepared to talk about, and answer questions about, your animal of choice on Welcome to Egypt TV.



Your research must include information/ facts on the following:

- Name of animal
- habitat
- description of animal
- food
- unique characteristics/ behaviors
- relation to Egyptian gods

Use the online links below to help with your research

<http://touregypt.net/kids/History.htm>

<http://www.historyforkids.org/learn/egypt/environment/animals.htm>

<http://www.woodlands-junior.kent.sch.uk/Homework/egypt/animals.htm>

<http://www.touregypt.net/featurestories/animalgods.htm>

<http://www.all-about-egypt.com/ancient-animals-from-egypt.html>

<http://www.ancient-egypt-online.com/ancient-egyptian-animals.html>

Evaluation

You will be evaluated based on your written report and oral presentation.

Click on the link below to view the rubric.

[Rubric](#)

Conclusion

Well done! You are now an official guide for the Welcome to Egypt Animal Tour.





Research Project: A Tour of Egypt

NB: This lesson can also be done as a Web quest lesson.

Objectives: Students will be able to:

Work in groups to create an Egyptian Exhibit

Use online resources to gather facts and information

Create a multimedia presentation on one aspect of Ancient Egypt



Introduction

The senior class is planning a trip to Egypt as an educational and fun experience. The plan is to create an Egyptian Exhibit soon after the class returns from Egypt. As a senior student, you have the exciting charge of helping to make this exhibit an extraordinary success

Task

It all starts here!

You will work with a partner to create one aspect of the exhibit. You will be given your own space to display the finished product. Be as creative as possible.

Process

You will work with a partner to create an inspiring and interesting project for the exhibit. You will be assigned one aspect to research. Your final product must include a multimedia presentation. Be creative!

Aspects:

- The rulers of Egypt: Egyptian kingship, pharaohs, the three kingdoms
- The great pyramids: the pharaohs' tombs, the building process, teamwork,
- Egyptian religion: afterlife, important gods, preparing the dead
- The culture of the Ancient Egyptians: the lives of the Egyptians, social classes, slavery, peasants, women of Egypt

- The geography of the Nile: The course of the Nile River, the gifts of the Nile, Black land and Red land, the growth of communities, and trade along the Nile



You will find the online links below to be very useful. Use as many as you like to gather your research information. It is a good idea to preview each site, then, decide which will be most useful to you.

- <http://www.toureygypt.net/kids/History.htm>
- <http://www.Si.umich.edu/CHICO/mummy/>
- <http://www.historyforkids.org/learn/egypt.htm>
- <http://www.mnsu.edu/emuseum/prehistory/egypt/timeline.html>
- <http://www.guardians.net/egypt/sphinx/>
- <http://www.kingtutone.com/>
- <http://en.wikipedia.org/wiki/Tutankhuman>

Evaluation

The grand finale

You will be evaluated based on your oral and written presentation and on your final product for the exhibit.

Click on the link below to view the criteria for evaluation:

[Rubric](#)





Other Ideas and Activities

- A. Many people visit Egypt's pyramids today. They are very renowned and fascinating. Write a poem about the pyramids of Egypt. Illustrate it.

- B. Ancient Egyptian headgear was a sight to behold. Create an Egyptian headpiece. You will need black yarn, cloth and glue. Cut lengths of black yarn about 12 inches long. Braid three lengths together. Continue making individual braids. Attach the braids to a piece of cloth by gluing them.

- C. Burial Mask: Make a piece of poster board into a cylinder. Cut out semicircles on the bottom of each side so that it will fit over the shoulders. Cut strips down the top of the cylinder and fold the strips over each other to give a rounded top. Staple or hot glue everything in place. Spray paint the mask gold. Use permanent markers; color on the features.

- D. Pretend you're a tour guide in Egypt. Ask some of your classmates to play the part of visitors just arriving in Egypt. Give them the grand tour.

- E. Write a script for a play wherein the pharaoh has to make an important decision about an issue concerning two of his subjects. Ask your group mates to play the parts.





Rubric 1

Points	1	2	3
Final Report	-some errors corrected -neat printing	all errors corrected -neat printing	all errors corrected -neat printing
Oral Presentation	good use of voice -not fluent -no eye contact with audience -presentation was some-what organized	-good use of voice -good fluency -little or no eye contact with audience -presentation was well organized	-good use of voice -good expression and fluency -good eye contact with audience -presentation was well organized and rehearsed
Teamwork	- works well in group -contributes to group effort -participates in peer editing -does assigned tasks -takes turns	-helps to organize and facilitate group -encourages others -carefully edits peer/s -stays on task	-provides leadership -asks for and gives suggestions and help -maintains a positive attitude
Content	-Report has some focus and may include some irrelevant details. -Shows some understanding of the topic.	-Report has purpose and includes some relevant details. -Shows a good understanding of the topic.	-Report is purposeful and focused. -Relevant details. -Shows a full understanding of the topic.
Visual	-Include visuals. -Pictures and drawings are disorganized and irrelevant to text.	-Good visuals. -Pictures/ drawings are organized and somewhat relevant.	-Great visuals. -Pictures/ drawings are well organized and relevant to text.



Rubric 2

Evaluation

The following three-point rubric can be used to evaluate students' presentations and or reports.

- **Three points:** Students were highly engaged in class discussions; created a comprehensive presentation, including several relevant facts and appropriate illustrations or pictures; and wrote a detailed, thoughtful report.
- **Two points:** Students participated in class discussions; created a somewhat compressed presentation, including some facts and illustrations or pictures; and wrote a complete report with a few details.
- **One point:** Students participated minimally in class discussions; created a simplistic presentation with few or no facts or illustrations or pictures; and wrote an incomplete report.





Resources

Books

Akamine Wassynger, Ruth, *Ancient Egypt*, Scholastic, 2000

Climo, Shirley, illustrated by Ruth Heller, *The Egyptian Cinderella*, Harper Collins, 1989

Hart, George, *Eyewitness: Ancient Egypt*, DK Publishing, 2000

Marston, Elsa, *The Ancient Egyptians (Cultures of the Past)*, Benchmark Books, 1996

McGraw, Eloise Jarvis, *Mara, Daughter of the Nile*, Penguin Putnam Books for Young Readers, 1985

Morley, Jacqueline, *How Would You Survive As an Ancient Egyptian?* (Franklin Watts, 1995)

Morris, Neil, *Art and Civilization: Ancient Egypt*, (NTC/Contemporary Publishing Co., 2000)

Perritano, John, *Egypt: In the Past and Present*, National Geographic, 2006

Pearson Education, *World Studies: The Ancient World*, Pearson Prentice Hall, 2005

Prentice Hall, *World Explorer: The Ancient World*, Prentice Hall Inc., 1998

Supples, Kevin, *Civilizations Past to Present: Egypt*, National Geographic, 2002

Thompson, Gare, *The Great Pyramid*, National Geographic, 2002

Online Resources

<http://touregypt.net/kids/modernegypt.htm>

<http://touregypt.net/kids/storybook.htm>

<http://egypt.mrdonn.org/index.html>

<http://www.ancientegypt.co.uk/geography/home.html>



www.thebanmappingproject.co.uk

www.bbc.co.uk/history/ancient/egyptians - Mummy Maker

http://www.bbc.co.uk/history/ancient/egyptians/animal_gallery.shtml

<http://www.eyelid.co.uk/>

<http://tqd.advanced.org/3011/egypt5g.htm> (timeline period)

Kings and Queens

<http://www.discoveringegypt.com/k-q-menu.htm>

www.pbs.org/empires/egypt

<http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/hairs>

<http://library.thinkquest.org/j002046F/dress.htm>

<http://www.ancientegypt.co.uk/pyramids/home.html>

Life in Ancient Egypt (Carnegie Museum)

<http://www.carnegiemuseums.org/cmnh/exhibits/egypt/index.htm>

Ancient Egypt

<http://www.ancientegypt.co.uk/menu.html>

Life in Ancient Egypt (Kent School District)

http://www.kent.wednet.edu/curriculum/soc_studies/Egypt/life.html

Daily Life in Ancient Egypt (Minnesota State University)

<http://emuseum.mnsu.edu/prehistory/egypt/dailylife/dailylife.html>

Ancient Egypt (History for Kids)

<http://www.historyforkids.org/learn/egypt/index.htm>

Egypt: Gift of the Nile (Seattle Art Museum)

<http://www.seattleartmuseum.org/Exhibit/Archive/egypt/discover/>

Ancient Egypt: The Eternal Voice (Artifacts)

<http://mcclungmuseum.utk.edu/permex/egypt/egypt.htm>