

The Jewel of the Nile

Candice Lowe
candiof@optonline.net

P.S. 88 Queens
60-85 Catalpa Avenue
Ridgewood, NY 11385
(718) 821-8121

For more information, contact:

Teacher's Network
IMPACT II Program
Attn: Peter A. Paul
285 West Broadway
New York, NY 10013

(212) 966-5582 Fax: (212) 941-1787
E-mail: ppaul@teachersnetwork.org

WEB SITE: www.teachersnetwork.org



Table of Contents

Program Outline and Overview.....	1
Major Goals	
Grade Level	
Implementing the Program	
Timeline	
Lesson Plans.....	2
Resources.....	11
Bibliography.....	12

Program Outline and Overview

Grade Level: This program follows the 3rd grade curriculum for New York City.

Major Goals: This program focuses on the ancient Egyptian process of mummification. The students will learn how to mummify an apple in order to find out what type of salt works the best. The main activities used for the mummification of an apple are: gathering information on the Internet, creating an iMovie, utilizing note-taking strategies, writing a report of information, and using narrative procedure and poetry in standard-setting form.

Implementing the Program/Timeline: My classroom is set up with four iMac computers, one printer, and Internet access. Within a classroom of 35 students, the children are placed on four leveled teams in September. Each team has a team leader who has proficient computer skills. These students are trained by the teacher before and after school in order to become proficient on the computer by March. All of the research that the children gather is placed on the desktop in a folder labeled "Egypt Research." Children are trained on how to use a digital camera. They then import the pictures taken of the mummification process of the apple onto an iMovie. This program takes about 3 months to implement.

Lesson Plans

The lesson plans are provided in sequential order. Any lesson can be taught alone or eliminated. Each lesson can be paced differently, depending on your teaching style and your students' abilities.

Lesson 1: The Mummification of "Pyrus Malus" (an apple)

Aim: We will sequence the events of how to mummify an apple in order to create an iMovie and write a narrative procedure.

Motivation: The teacher has the paraprofessional dress up as a mummy and come out of a sarcophagus. The "mummy" explains to the students how he/she was mummified.

Materials:

- ❑ 2 fresh apples (for each group of children)
- ❑ Large box of table salt
- ❑ Large box of Epsom salts
- ❑ Large box of baking soda
- ❑ Knife
- ❑ Eight 12-oz disposable plastic cups
- ❑ Measuring cups
- ❑ Permanent marking pen
- ❑ Roll of masking tape
- ❑ Food scale
- ❑ Piece of graph paper and pencil
- ❑ Digital camera
- ❑ iMovie software

Procedure:

**Remember to take a digital picture of each step.*

- 1) After the motivation, the teacher explains to the children that they will be mummifying a pyrus malus (apple).
- 2) Through discussion or the use of a Venn diagram, students compare the mummification process the ancient Egyptians used to our modern-day science experiment of mummifying an apple.
- 3) The children are seated in teams of four. The teacher gives each student a slice of apple to taste.
- 4) The teacher asks the children to describe the characteristics of the apple.
Expected responses: *juicy, moist, sweet, wet.*
- 5) The teacher explains that the process of mummifying something is to take the moisture out of it.
- 6) Each group of children receives two apples that have been sliced into quarters so that there are eight slices similar in size.
- 7) Place a piece of tape on each cup that has been labeled with the words "starting weight."

- 8) Select one slice, weigh it, and record the weight on the outside of cup #1.
- 9) Follow the same procedure with the other seven apple slices until each cup has been labeled with the appropriate starting weight.
- 10) Add $\frac{1}{2}$ cup of baking soda to cup #1, making sure to completely cover the apple. Label the cup "baking soda" on the label that is outside the cup.
- 11) Fill cup #2 with $\frac{1}{2}$ cup of Epsom salt.
- 12) Fill cup #3 with $\frac{1}{2}$ cup of table salt. Make sure you label each cup with the appropriate salt.
- 13) Repeat the same steps for cups 4-6 using: $\frac{1}{2}$ cup of Epsom salt and $\frac{1}{2}$ cup of table salt, $\frac{1}{2}$ cup of table salt and $\frac{1}{2}$ cup of baking soda, $\frac{1}{2}$ cup of baking soda and $\frac{1}{2}$ cup of Epsom salt. Make sure you label each cup.
- 14) In cup #7, make a mixture of $\frac{1}{3}$ cups baking soda, $\frac{1}{3}$ cups Epsom salt, and $\frac{1}{3}$ cups of table salt.
- 15) Leave cup #8 alone as a control.
- 16) Place cups on a shelf out of direct sunlight and let them sit for seven days.
- 17) After a week has passed, take out each apple slice, brush off as much salt as possible, and reweigh. *Don't rinse off the apples because that will rehydrate them.
- 18) Compare the starting and ending weights of each slice and calculate the percentage of weight which moisture was lost. To find out how much moisture was lost, divide the difference in weight by the starting weight.

Critical Thinking Questions Used During Classroom Discussion:

- 1) What salt mummified the apple the best?
- 2) Why did we leave an apple in a cup without any salt?
- 3) Where did the moisture go? How do you know this?

Conclusion: The children create a bar graph showing their results. Then the children will create an iMovie using the pictures taking during the activity. For support when creating an iMovie, go to <http://www.info.apple.com/usen/imovie/>.

Follow Up: The children write a narrative procedure describing the steps of how to mummify an apple.

Lesson 2: "Ancient Egyptian Map Project"

Name: _____ Date: _____

Ancient Egypt Map Project

Assignment: After learning facts and details about the geography of ancient Egypt, you will create a map of Egypt. You must follow the rubric below.

1 POINT	2 POINTS	3 POINTS
Doesn't include any of the 12 geographic locations.	Includes some of the 12 geographic locations.	Include all of the 12 geographic locations.
Doesn't include a map key.	Map key doesn't include one or more of the following: a river, deserts, delta, bodies of water, and the capital.	Map key includes all of the following: a river, deserts, delta, bodies of water, and the capital.
Project is not well planned.	Project is creatively planned.	Project is extremely creative and well planned.

GEOGRAPHIC LOCATIONS YOU MUST INCLUDE ON YOUR MAP PROJECT:

- 1) Nile River 2) Nile Delta 3) Nubian Desert 4) Red Sea
5) Lower Egypt 6) Upper Egypt 7) Mediterranean Sea 8) Arabian Desert
9) Valley of the Kings 10) Giza 11) Rosetta 12) Cairo

Project Due Date: _____

Lesson 5: “Creating a Sarcophagus”

Aim: After reading *Tut’s Mummy...Lost and Found* by Judy Donnelly, we will use facts and details in order to describe what it would be like being a pharaoh during ancient times.

Motivation: Teacher will read *Tut’s Mummy...Lost and Found* by Judy Donnelly in order to understand the daily life of a pharaoh during ancient times.

Materials:

- *Tut’s Mummy ...Lost and Found* by Judy Donnelly
- Pencil
- Paint brushes
- Four cardboard coffins (bought at a party supply store)
- Tempra paint
- Magic markers
- Lined paper

Procedure:

- 1) After reading *Tut’s Mummy ... Lost and Found*, students sequence the events of the story.
- 2) The teacher divides students into four teams. Each team creates one sarcophagus.
- 3) The teacher guides the teams as they paint each sarcophagus.
- 4) Let each sarcophagus dry.
- 5) Students use their pencils to draw hieroglyphs on their sarcophagus.
- 6) Students trace over their drawings with magic markers.

Follow Up: The students write a narrative account of what it would be like to be a pharaoh during ancient times.

Writing prompt: You are a pharaoh in ancient Egypt and you don’t want robbers in your tomb. Write a narrative describing how you would protect your tomb from being robbed.

Lesson 6: “Poetry: Gods and Goddess”

Aim: We will use facts and details to make inferences about creating a god or goddess in order to write a free-verse poem.

Materials:

- Drawing paper
- Lined paper
- Crayons
- Computer with Internet access

Procedure:

- 1) Have the students research the gods and goddess of ancient Egypt using both the Internet and informational books from the library.
- 2) Discuss the different gods and goddess that the children researched.
- 3) Have the children design their own Egyptian god or goddess. Children should draw their god or goddess and then write a description of his/her duties.
- 4) Using the god or goddess the children invented, have them write a free-verse poem about their god/goddess.

Lesson 7: “ Making Papyrus Paper Scrolls”

Aim: We will use facts and details in order to describe the development of hieroglyphics.

Materials:

- Hot water
- Crayons
- Tea bags
- Hieroglyphic alphabet
- Microwavable bowl
- Crayons
- Spoon
- White drawing paper

Procedure:

- 1) Have the children research the history of the hieroglyphic alphabet using the Internet and library books.
- 2) Discuss the information that the children collected about hieroglyphs.
- 3) The teacher heats water in the microwavable bowl and then adds the tea bags.
- 4) Let the tea brew until water is a dark brown and the water is cool.
- 5) Children tear all of the edges of the white drawing paper.
- 6) Children put their papers into the tea water and let them soak for about an hour, or until the paper is a light to medium brown.
- 7) Take out the paper and let dry.
- 8) When the paper is dry, the teacher explains how papyrus paper was made and what the ancient Egyptians used the paper for.
- 9) The children use the hieroglyphic alphabet in order to write a letter to a friend explaining how papyrus paper was made.

Background Information

Mummification:

The ancient Egyptians believed in an afterlife of beauty, peace, and contentment. They also believed their souls would need to use their bodies again. Because of this, the Egyptians invented a process to preserve (“embalm”) their bodies called “mummification.”

Wealthy people could afford better mummifying than the poor. The mummification process lasted up to seventy days. After the body was washed and covered with scented oils, the liver and kidneys were removed and placed into canopic jars, which would be put into the mummy’s coffin later. The brains were removed carefully, but the heart was left in the body because the Egyptians believed it was the mind was located there and would be needed immediately in the next life. Then the body was wrapped in linen and then a sticky tar mixture was poured over the cloth to form a protective outer covering for the body. When the mixture hardened, the mummy was placed in a wooden coffin that was carved and painted to resemble a person. The mummy was placed in its tomb along with all of the deceased person’s belongings.

God and Goddess

The people of ancient Egypt worshiped many gods and goddess. Each of these gods or goddess had special jobs.

Amun-Re: The chief of the new kingdom (from about 1539-1070 B.C.). He was pictured as a human wearing a crown of two feathers. The famous temple of Karnak was dedicated to him.

Hathor: The goddess of the sky, love, music, and dancing. She also protected women. She was often pictured as a human with a circle representing the sun between two cow's horns on her head.

Osiris: Represented rebirth after death. He ruled the afterlife, judging all Egyptians after they died. He was shown as a mummy wearing a feathered crown and holding a crook and fail (a farming tool) in his arms.

Isis: The wife of Osiris and the mother of Horus. Isis was a powerful magician. She was often pictured with the hieroglyphic symbol for the "throne" on her head.

Thoth: A moon god who was the keeper of time and the inventor of writing. He was drawn with the head of an ibis (a bird). He held writing materials and wore full and crescent moons on his head.

Anubis: The god who performed the ceremonies of mummification and protected the cemeteries. He was shown with the head of a jackal (a wild dog).

Papyrus Paper:

Egyptians wrote hieroglyphics on thin scrolls of papyrus paper. These scrolls were made by cutting thin strips off the center of papyrus reeds, which grew along the Nile River bank. The strips were laid across each other and beaten with a mallet until the natural juices, acting like glue, bound them together. When the papyrus paper sheets dried, they were pasted together to form a long roll. To write on papyrus paper, a scribe would dip a reed pen in water and rub it over pieces of charcoal in order to make ink.

Resources:

Internet: Ancient Egypt

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

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

These sites give information on the history and the daily life of an ancient Egyptian.

<http://www.iwebquest.com/egypt/ancientegypt.htm>

This site offers an excellent web-quest for children to do.

<http://www.si.umich.edu/CHICO/mummy/>

This site gives information on the process of mummification.

Bibliography

Tut's Mummy: Lost...and Found by Judy Donnelly and James Watling

Ancient Civilization: Egypt by Jane Pofahl

Ancient Egypt: Independent Learning Unit by Lorraine Conway

Postcards From: Egypt by Helen Arnold

Ancient Egypt: Come and Discover My World by Amanda Martin

<http://www.askeric.org/Virtual/Lessons/>