

COMMON CORE
Lessons & Activities

ANCIENT EGYPT

Reading for Information
Higher-Order Thinking
Writing Prompts
Primary Source Analysis
Vocabulary
Graphic Organizers
Map Activities
& More!

REPRODUCIBLE

One teacher is allowed to make copies for use in her/his classroom!



About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21st century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: www.gallopade.com/client/go
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

Common Core Lessons & Activities: Ancient Egypt

By Carole Marsh

Published by Gallopade International, Inc.

©Carole Marsh/Gallopade

Printed in the U.S.A. (Peachtree City, Georgia)

TABLE OF CONTENTS

Egyptology: Reading Informational Text.....	2
A Tale of Two Lands: Reading Informational Text G	3
Three Kingdoms: Ordering Events G	4
Egyptian Geography: Map Activity.....	6
The Gift of the Nile: Main Idea.....	8
Egyptian Life: Primary Source Analysis.....	9
Egyptian Tombs: Compare & Contrast GO	10
Building the Pyramids: Comparison of Primary Sources.....	11
Best of Ancient Egypt!: Graphic Organizer G	12
Who in Egypt Am I?: Classifying Information G	14
Preparing for the Afterlife: Reading Informational Text.....	16
Hieroglyphics: Reading Informational Text.....	18
Gods of Ancient Egypt: Research & Writing.....	19
Ra the Sun God: Inference G	20
Comparing Art: Comparison of Primary Sources.....	21
Egyptian vs. Modern-Day Architecture: Comparison of Sources.....	22
Icons of Ancient Egypt: Vocabulary G	23
Common Core Correlations.....	24

G: Includes Graphic Organizer

GO: Graphic Organizer is also available 8½" x 11" online
download at www.gallopade.com/client/go

(numbers above correspond to the graphic organizer numbers online)

Three Kingdoms

Read the text and answer the questions.

The history of ancient Egypt covers an enormous amount of time. Ancient Egyptian history is divided into three periods based upon how pharaohs during each period ruled.

The Old Kingdom (2686—2181 B.C.E.)

During the Old Kingdom, the pharaohs had absolute power. They claimed to be gods on Earth with the power to rule over all people. In the Old Kingdom, the Pharaoh built a strong government system including officials called viziers. Viziers helped collect taxes, improve farming practices, and create a justice system. In the Old Kingdom, pharaohs were buried in great pyramids. During this period, the Great Pyramids of Giza were built, as well as the Sphinx.

The Middle Kingdom (2055—1650 BCE)

Pharaohs during the Middle Kingdom were less controlling than in the Old Kingdom and were expected to be good kings and wise rulers. As such, the Middle Kingdom was a period of great cultural advancement and wealth. Arts such as literature, painting, and sculpture flourished. Trade also flourished, bringing new goods and wealth to the region. Egyptian pharaohs built strong armies to defend Egypt.

Pharaohs of the Middle Kingdom realized that the great pyramids of the Old Kingdom were too large and too easy for bandits to rob. Instead of spending time and money on building pyramids, the pharaohs of the Middle Kingdom were buried in hidden tombs all over Egypt. There are probably still tombs that have not been discovered yet.

The New Kingdom (1550–1069 BCE)

The New Kingdom was a period of expansion. Pharaohs during this period were all-powerful and used their military strength to gain new land. They waged war to increase the power of ancient Egypt, but they also formed friendships with nearby lands, especially Assyria, Canaan, and the Mitanni Empire. Pharaohs in the New Kingdom built many statues and temples to show their power. During this period, all pharaohs were buried in one area, called the Valley of the Kings.

1. Which dictionary entry for kingdom best matches the use of the word in the text?

- a) *the spiritual authority of God*
- b) *a region, area, or period of time, regarded as being under the control of a particular person or thing*
- c) *the highest category in the classification of living organisms*

2. Which word below is the best **antonym** for flourished as it is used in the text?

- A. advanced B. occurred C. declined D. began

3. For each time period, describe where pharaohs were buried, and make inferences to explain why.

PERIOD	PHAROAH BURIAL – WHERE & WHY
Old Kingdom	
Middle Kingdom	
New Kingdom	

4. List two significant accomplishments of each “kingdom.”

PERIOD	SIGNIFICANT ACCOMPLISHMENTS
Old Kingdom	
Middle Kingdom	
New Kingdom	

5. Answer each question and cite evidence to support your answers.

- A. In which period were people **most** focused on meeting basic needs?
- B. In which period were people given the **most** freedom?
- C. In which period were pharaohs **least** worshiped like gods?

6. Make inferences from the text to determine which nickname best represents each kingdom—Old, Middle, or New.

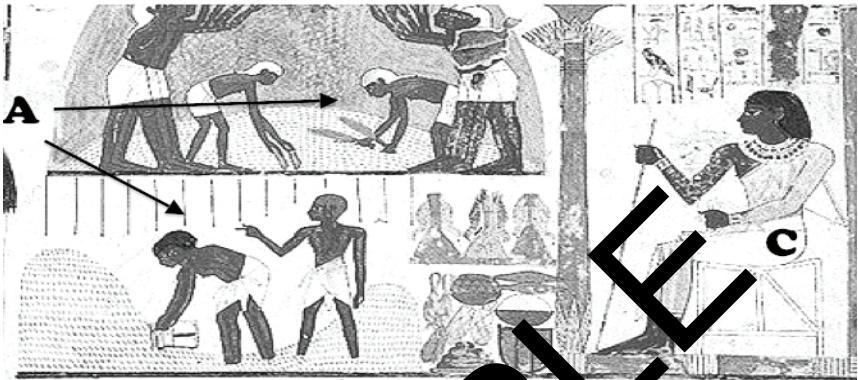
- A. _____ “The Golden Age”
- B. _____ “The Age of Conquest”
- C. _____ “The Pyramid Age”

PRIMARY SOURCE ANALYSIS

Egyptian Life

These two Egyptian wall paintings are dated approximately 600 C.E.

Look at the paintings and answer the questions.



Courtesy of Wikimedia Commons

1. Match each description below to the person or group of people it best describes— A, B, or C.

_____ people planting	_____ animal skin clothing
_____ people herding	_____ luxury
_____ people hunting	_____ pharaoh
_____ people plowing	_____ wealth
_____ people harvesting	_____ authority
2. A. What can you infer about the relationship between the various people in the first painting?
B. What can you infer about the relationship between the various people in the second painting?

CLASSIFYING INFORMATION

Who in Egypt Am I?

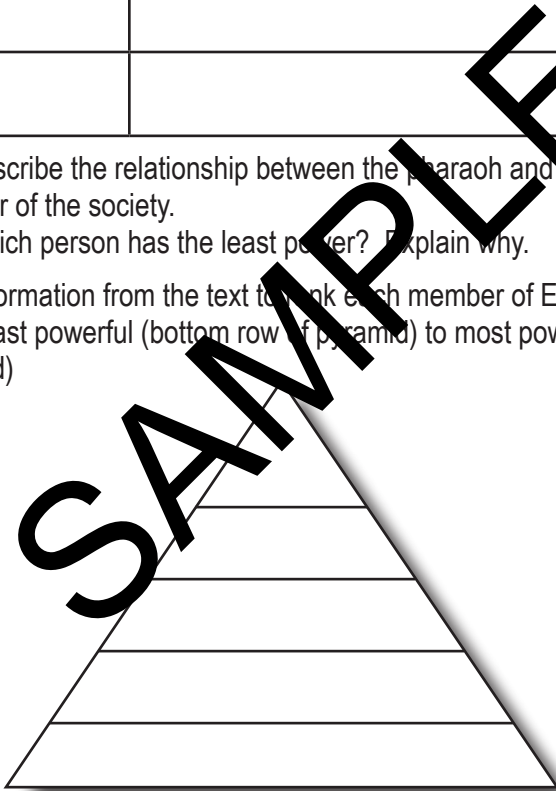
Read the text and answer the questions.

- A) "I have farmed the earth since I was a young boy. My father was a farmer and his father before that. I plow and seed the land with important crops like wheat, barley, and flax. Later in the season, we plant fruits and vegetables. In the harvesting season, I cut the grains with a scythe and my wife collects the grain. We keep some of the grain and pay the rest as taxes to the pharaoh."
- B) "I am called the "Lord of Two Lands" because I am the Pharaoh, the ruler of all Egypt, both Upper and Lower. I am both the government and the spiritual leader of the kingdom. However, my father taught me that being Pharaoh requires responsibility. I collect taxes and strengthen Egypt by building a strong government. When we are at war, I lead the troops in battle. I go into battle willingly, knowing that my wealth and power will continue in the afterlife."
- C) "I have the best education of any skilled laborer. My father was a scribe before me. He taught me to read and write in hieroglyphics. I am responsible for recording the harvest and keeping a record of births and deaths in the kingdom. I collect taxes from the people and copy down laws and decrees from the pharaoh. My work is difficult, but I do not live a difficult life. I am paid well, and I rarely do any physical work. I hope to become the pharaoh's royal scribe, the highest position I could gain."
- D) "I was born into a noble family and trained as a priest—as they say, the pharaoh's like son. The gods of Egypt have their own needs, and it is my responsibility to perform rituals and offer gifts that please the gods. One day, I hope that the pharaoh will appoint me as High Priest. As the High Priest and personal advisor to the pharaoh, I would be a very influential person."
- E) "Like most Egyptians, I work very hard for very little. My family is poor because we are peasants. My first job was carrying vegetables from the boats to the markets. Later, the pharaoh ordered the peasants to make mud bricks for a new temple in Upper Egypt. The work was backbreaking and many people I knew died from exhaustion and heat. I live in a mud house with a dirt floor."

1. Use the descriptions in the text to identify the member of Egyptian society and his or her role in the society.

Who am I?	What is my role?
A)	
B)	
C)	
D)	
E)	

2. A. Describe the relationship between the pharaoh and every other member of the society.
B. Which person has the least power? Explain why.
3. Use information from the text to rank each member of Egyptian society from least powerful (bottom row of pyramid) to most powerful (top row of pyramid)



Writing Prompt

Write a short essay to compare and contrast the ability of an ancient Egyptian to improve his or her life with the ability you have to improve your life. Use the text to cite examples of limitations and opportunities from ancient Egypt, and compare them to examples you know of, or can infer, that are typical in the United States today.

Common Core Lessons & Activities Books

Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Inventors & Inventions
- Map Skills
- Westward Expansion
- Communities

Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method

COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/Social Studies and Science?

Are you expected to continue to meet existing science and social studies standards, AND integrate new, more rigorous expectations for reading, writing, analysis, inference, and more into your daily instruction?

This series of 48+ little books is a **HUGE** help!

Common
Core at an
Uncommon
Value!

Supplement the resources you already have by choosing the books in this series that meet the science and social studies topics you teach. Each book will provide you with ready-to-use reproducible pages that are the exact kinds of Common Core lessons and activities you need to meet the new added requirements of Common Core!

**"You'll want these for
every topic you teach!"**

-Amy Johnson, Common Core Specialist

**You don't have to
start from scratch.**

**This brand new series
meets Common Core**

**State Standards for ELA + Common Core State Standards for
Literacy and Writing in History/Social Studies and Science!**