LESSON 4 - INTRODUCTION TO ANCIENT EGYPT

**Objectives and Activities**
- Students are introduced to the concept of ancient Egypt.
- Lessons on the timeline of ancient Egypt begin.

**Student Engagement:**
- Students are engaged in creating a timeline of ancient Egyptian events.

**Discussion Points:**
- What were the major events in the timeline that were introduced?
- How did ancient Egypt influence modern-day societies?

**Homework:**
- Complete the timeline of ancient Egypt events.

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**People of the Nile**

The Ancient Egyptians had a way of their own, isolated from their neighbours because of the Mediterranean Sea to the north and the desert (or “red land”) to the south, east and west. Since the vast desert was so difficult to travel, the Egyptians had somewhat of an “island effect”, in which there were very few natural influences upon them. This is the main reason why ancient Egypt is the longest-lasting civilisation in the history of the world.

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**TABLE OF ANCIENT EGYPT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3100 BC</td>
<td>Early Dynastic Period (Dynasty I)</td>
</tr>
<tr>
<td>2686 BC</td>
<td>Old Kingdom (Dynasty III-IV)</td>
</tr>
<tr>
<td>2181 BC</td>
<td>First Intermediate Period (Dynasty VII-X)</td>
</tr>
<tr>
<td>2040 BC</td>
<td>Middle Kingdom (Dynasty XII-XIII)</td>
</tr>
<tr>
<td>1786 BC</td>
<td>Second Intermediate Period (Dynasty XVII-XVIII)</td>
</tr>
<tr>
<td>1550 BC</td>
<td>New Kingdom (Dynasty XVIII-XX)</td>
</tr>
<tr>
<td>1080 BC</td>
<td>Third Intermediate Period (Dynasty XXI-XXII)</td>
</tr>
<tr>
<td>31 BCE</td>
<td>Greek Period (Pharaonic)</td>
</tr>
<tr>
<td>380 BC</td>
<td>Roman Period (Pharaonic)</td>
</tr>
</tbody>
</table>

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**CONSTRUCT A PYRAMID**

For your type of pyramid, select one type for you to construct.

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**PART IV - ANCIENT EGYPTIAN MURAL**

**Student Objectives and Activities**
- Students design and create Ancient Egyptian murals.
- Students present and give presentations.

**Student Research:**
- Students research different aspects of ancient Egypt's culture and history.

**Group Projects:**
- Each group will create a mural that represents a different aspect of ancient Egypt.

**Presentation:**
- Each group will present their murals to the class, explaining the significance of the images and symbols used.

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**Timeline of Ancient Egypt**

- Early Dynastic Period (2686-2181 BC)
- Old Kingdom (2181-2040 BC)
- First Intermediate Period (2040-1786 BC)
- Middle Kingdom (1786-1550 BC)
- Second Intermediate Period (1550-1080 BC)
- New Kingdom (1080-31 BC)
- Greek Period (31 BC-AD 300)
- Roman Period (AD 300-642)

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UNIT OVERVIEW

ANCIENT GREECE

Where were the first chickens found? (Answer: In Greece, of course.) In this fascinating study, students will learn the answer to this important question and many, many more. Different aspects of Ancient Greek culture will be introduced, guiding students toward understanding how Ancient Greece helped to shape our modern world. “Part II - Core Teaching Lessons” is presented in a very structured format and communicates much of the information base contained in the unit. “Part III - Optional Lessons” consists of related activities which add variety and flexibility to the unit. “Part IV - Famous Greeks” is a major project in which the students are able to extend their learning about Ancient Greece. In this section, the teacher acts as a facilitator, allowing students to feel a sense of ownership and responsibility. “Part V - The Olympics” is a culminating activity featuring the unit with a bang. Students are sure to have as much fun learning about this exciting civilization as you will have teaching it.

PART I - CORE TEACHING LESSONS

In this section, students are introduced to Ancient Greece - primarily during the Golden Age of Athens. Teacher instruction followed by student assignments provides a very structured setting.

1) Introduction to Ancient Greece
2) Ancient Greece - When?
3) Academics and Learning
4) The Arts and Entertainment
5) Family Life
6) Sports
7) Mythology

PART II - STUDENT HANDBOOK - Informational Pages and Student Worksheets

Reproducible pages designed to follow the core lessons.

PART III - OPTIONAL LESSONS

Each lesson is a unique project which can take considerable time for the student to complete. Students research Greeks who made significant contributions to our world and grading scales are included to determine the process.

PART IV - FAMOUS GREEKS (MAJOR PROJECT)

This lesson is a unique project which can take considerable time for the student to complete. Students research Greeks who made significant contributions to our world and grading scales are included to determine the process.

PART V - THE OLYMPICS (CULMINATION ACTIVITY)

Students help to create their own Olympic Games, a Greece.

WORKSHEET: HOW GREECE WAS GOVERNED

If time permits, teachers may wish to hand out Optional Activity #13, Wordsearch "Ancient Greece" of Asia Minor (modern-day Turkey).

-  If time permits, teachers may wish to hand out Optional Activity #13, Wordsearch "Ancient Greece" of Asia Minor (modern-day Turkey).
-  Now, locate Greece on a map or use the attached map to identify the locations associated with Ancient Greece. Ancient Greece included the mainland (or peninsula), several islands and several areas in Asia Minor (modern-day Turkey).
-  Discuss the moral of the story: "Beware of Greeks bearing gifts" meaning "people aren't always what they seem and sometimes have ulterior motives - be careful and not too trusting."
-  Ask the students to consider how the story might have changed from generation to generation, often by storytellers known as "bards." This legend was first told in Homer's epic poem, The Iliad, which he wrote sometime between 750 and 600 B.C. The poems became legend as they were passed down significantly through the years with each retelling, so that it probably bears only a slight resemblance to the actual incident.
-  The story of the Trojan Horse is presented in a very structured format and communicates much of the information base contained in the unit. "Part II - Core Teaching Lessons" is a major project in which the students are able to extend their learning about Ancient Greece. In this section, the teacher acts as a facilitator, allowing students to feel a sense of ownership and responsibility. "Part V - The Olympics" is a culminating activity featuring the unit with a bang. Students are sure to have as much fun learning about this exciting civilization as you will have teaching it.

PART I - CORE TEACHING LESSONS

LESSON #1 - INTRODUCTION TO ANCIENT GREECE

Student Objectives and Activities:
- Students read the Trojan Horse and discuss its importance in Ancient Greece. Students locate Ancient Greece and other places associated with it.
- Suggested Teaching Strategies:
  - Begin this unit by asking students if they know in which ancient country this story took place? (in Greece, of course.)
  - Ask the students to consider how the story might have changed from generation to generation, often by storytellers known as “bards.” This legend was first told in Homer’s epic poem, The Iliad, which he wrote sometime between 750 and 600 B.C. The poems became legend as they were passed down significantly through the years with each retelling, so that it probably bears only a slight resemblance to the actual incident.
  - Discuss the moral of the story: “Beware of Greeks bearing gifts” meaning “people aren’t always what they seem and sometimes have ulterior motives - be careful and not too trusting.”
  - Ask the students to consider how the story might have changed from generation to generation, often by storytellers known as “bards.” This legend was first told in Homer’s epic poem, The Iliad, which he wrote sometime between 750 and 600 B.C. The poems became legend as they were passed down significantly through the years with each retelling, so that it probably bears only a slight resemblance to the actual incident.
  - Discuss the moral of the story: “Beware of Greeks bearing gifts” meaning “people aren’t always what they seem and sometimes have ulterior motives - be trusting.”
  - Now, locate Greece on a map or use the attached map to identify the locations associated with Ancient Greece. Ancient Greece included the mainland (or peninsula), several islands and several areas in Asia Minor (modern-day Turkey)."
FAMOUS PEOPLE FROM ANCIENT ROMAN ERA

Julius Caesar - Caesar was a ruler, politician, conqueror, and orator. He considered himself the king and "dictator for life" over the Romans. Many Romans adored and respected him, especially the poor because he had given them land. He introduced the modern-day calendar and named the month of July after himself. He was also very powerful and influential in reforming Ancient Roman laws. Ultimately, he was betrayed and killed by those closest to him.

Mark Antony - Mark Antony was a great supporter of Julius Caesar and wished to rule as a dictator also. He broke Roman law to marry Cleopatra, the Queen of Egypt. He struggled for power against Octavian (Cleopatra's adopted son) after the death of Caesar. Octavian won.

Cleopatra - Cleopatra was the Queen of Egypt. She was a very beautiful and intelligent woman. Julius Caesar fell deeply in love with her after his divorce and married Cleopatra. They committed suicide together after Octavian's victory.

TIME LINE OF ANCIENT ROMAN ERA

490 BC - Monarchy ends. Rome becomes a Republic.
264-146 BC - Rome fights against Carthage over the control of Carthage.
120 BC - Hannibal launched.
82 BC - Roman emperor C.C. Octavianus, who later became Augustus, founded.
63 BC - Julius Caesar assassinated.
31 BC - Mark Antony and Cleopatra marry.
30 BC - Egypt falls to Roman rule.

BIBLIOGRAPHY

Ancient Roman Language Activity

A. Adding to the activities in the "Class Desk". There are some suggestions:
   - Evolve a class dictionary - Have a professional etymologist, parent(s), or student(s) tell the students about the language of the Ancient Romans. The class creates a dictionary of words of the time using current English words and their etymology.
   - Write a play about Ancient Rome - Use historical information and the Roman language to rewrite a classical play.

Ancient Roman Music

The Ancient Romans always had music at their hands. Now, there is a chance to learn the instrument of music used in ancient times. Use the instrument or learn the music from our client(s).

Ancient Roman Sports

The Ancient Romans played sports just like we do today. Ancient Rome had a huge variety of sports that were enjoyed by both the upper and lower classes. The most popular sports included: gladiator, chariot racing, and foot racing.

Ancient Roman Art

The Ancient Romans were known for their art. They created beautiful statues, mosaics, and other works of art. Many of these pieces can be seen in museums today.
HOW MUCH DO YOU KNOW ABOUT THE ANCIENT AMERICANS?

Name:

**Directions:** Answer the following multiple-choice questions about the Maya, Aztecs, and Incas by circling the number you feel is the correct one. After you finish, add up your score and rate yourself on the scale at the bottom of the page.

1. What does “locas” mean in the Quechua language?
   - a) linked
   - b) sexy
   - c) happy
   - d) fortune

2. Where were the Ancient American temples commonly built?
   - a) on mountainsides
   - b) on hills
   - c) on pyramids
   - d) in valleys

3. What was the most valuable natural resource of the Ancient Americans?
   - a) iron
   - b) gold
   - c) diamonds
   - d) llama wool

4. What did the Ancient Americans wear in their tombs and caves?
   - a) plugs
   - b) sticks
   - c) cotton
   - d) flowers

5. How were Ancient American children raised?
   - a) with no rules or punishments
   - b) very harshly with strict discipline
   - c) by their grandparents
   - d) with a lot of extra love and affection

6. How did the Ancient Americans calculate their calendars?
   - a) by using a calendar
   - b) by the number of days in a year
   - c) by the amount of rain in a year
   - d) by the position of the sun

**Time Line of Mayas, Aztecs, and Incas**

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztec Empire reaches height of power</td>
<td>1527</td>
</tr>
<tr>
<td>Epidemic kills 250,000 Incas</td>
<td>900</td>
</tr>
<tr>
<td>Maya Empire declines</td>
<td>1200</td>
</tr>
<tr>
<td>Inca civilization begins</td>
<td>1000</td>
</tr>
<tr>
<td>Pizarro invades Peru</td>
<td>1532</td>
</tr>
<tr>
<td>Spain attacks Inca buildings on the coast</td>
<td>1200</td>
</tr>
<tr>
<td>Inca civilization becomes Inca Empire</td>
<td>1000</td>
</tr>
<tr>
<td>Spaniards leave Inca Empire in search of gold</td>
<td>1542</td>
</tr>
<tr>
<td>Spanish conquerors</td>
<td>1542</td>
</tr>
<tr>
<td>Spain conquers Mayan Empire</td>
<td>1513</td>
</tr>
<tr>
<td>Aztec finally settle on two islands</td>
<td>1345</td>
</tr>
<tr>
<td>Maya Empire begins to flourish</td>
<td>1450</td>
</tr>
<tr>
<td>Inca Empire begins to expand</td>
<td>1200</td>
</tr>
<tr>
<td>Pizarro invades Peru and destroys the Inca Empire</td>
<td>1521</td>
</tr>
</tbody>
</table>

**Rain Player Worksheet**

**Objective:** Each student will create a Mayan Codex summarizing three different aspects of Ancient American life.

**ACANTHUS OUTLINE**

1. Acolhuas
2. Adobe
3. Amanta
4. Ayllu
5. Catun
6. Chasquis
7. Chichua
8. Conquistador
9. Coys
10. Cobiti
11. Cineo
12. Fiesta
13. Huaca
14. Inti
15. Llama
16. Loco

** Ancient American Codex Outline **

Objectives:
- Each student will create an Ancient American Codex summarizing three different aspects of Ancient American life.
- To complete the Codex, students will choose two or three topics related to Ancient American life (Maya, Aztec, and Inca civilizations).
- Students will use a grid of 5x5 to create their Codex, with each square containing four words or symbols representing ideas and words related to Ancient American life.
- The Codex will be presented in a creative and engaging manner, possibly using comic strip style or a game format.

**Ancient America Crossword Puzzle**

**Name:**

**Across:**
1. Maya phrase for “I am”
2. The Aztecs were the... (clue: the most powerful of the three ancient civilizations)
3. Incas and Quechua were... (clue: the most powerful of the three ancient civilizations)
4. Where was the capital of the Maya civilization located?
5. What was the main crop of the Inca civilization?
6. What was the main crop of the Maya civilization?
7. What was the capital of the Inca civilization?
8. What was the capital of the Maya civilization?
9. What was the capital of the Maya civilization?

**Down:**
1. Also spelled “I am”
2. The capital of the Maya civilization
3. The capital of the Inca civilization
4. The capital of the Inca civilization
5. The capital of the Maya civilization
6. The capital of the Inca civilization
7. The capital of the Maya civilization
8. The capital of the Inca civilization
9. The capital of the Maya civilization