**Grade Level:** 6th

**Class Period:** 45 min.

**Ohio Academic Content Standards:**

Theme: Religions and People of the Eastern Hemisphere; Topic: Early Civilizations;

Content Statement 2: *Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.*

**Objectives:**

 Students will:

* Learn about the pyramids of Ancient Egypt
* Learn about why and what makes them important.

**Materials:**

* Computer with internet access (1 per every student in class)
* Printed copies of the Webquest used at <http://teacher2.smithtown.k12.ny.us/sixthgradeenrichment/egyptian_pyramids_webquest.htm>
* Student journal
* Pencil

**Resources:**

* <http://teacher2.smithtown.k12.ny.us/sixthgradeenrichment/egyptian_pyramids_webquest.htm>

This site is a webquest for learning about the pyramids of Ancient Egypt.

* <https://www.google.com/search?q=pyramids&hl=en&safe=active&prmd=imvns&source=lnms&tbm=isch&sa=X&ei=9zoXUNbZDKeR6wGpxIDQDw&ved=0CEUQ_AUoAQ&biw=1525&bih=688#hl=en&safe=active&tbm=isch&sa=1&q=egyptian+pyramids&oq=egyptian+pyramids&gs_l=img.3..0l10.7897.12908.0.13210.17.13.4.0.0.2.111.1049.10j3.13.0...0.0...1c.w9s5zy5q6Jc&pbx=1&bav=on.2,or.r_gc.r_pw.r_qf.,cf.osb&fp=46c0468fc296df45&biw=1525&bih=688>

This site is just a Google search on Egyptian pyramids. Provides great visuals for students.

* <http://egypt.mrdonn.org/afterlife.html>

This site talks about the Egyptian afterlife and its importance.

**Outline:**

**Introduction: (5-10 min.)**

1. Ask students to name some famous landmarks in Egypt.
2. Pull up some pictures of pyramids found at <https://www.google.com/search?q=pyramids&hl=en&safe=active&prmd=imvns&source=lnms&tbm=isch&sa=X&ei=9zoXUNbZDKeR6wGpxIDQDw&ved=0CEUQ_AUoAQ&biw=1525&bih=688#hl=en&safe=active&tbm=isch&sa=1&q=egyptian+pyramids&oq=egyptian+pyramids&gs_l=img.3..0l10.7897.12908.0.13210.17.13.4.0.0.2.111.1049.10j3.13.0...0.0...1c.w9s5zy5q6Jc&pbx=1&bav=on.2,or.r_gc.r_pw.r_qf.,cf.osb&fp=46c0468fc296df45&biw=1525&bih=688>
3. Talk about the question: *What is the purpose of the pyramids?*

**Body of Lesson: (25-30 min.)**

1. Visit <http://egypt.mrdonn.org/pyramids.html> as a class. Talk about the fact that pyrimids were not built because they looked cool, it was to protect the pharaohs; bodies and possessions in the afterlife.

*The ancient Egyptian pyramids served a multitude of purposes. Primarily, pyramids were used as the burial tomb of the family, consisting of the pharaoh, his queens/her kings and children. Because the Ancient Egyptians believed in an afterlife, these tombs were very intricate and filled with numerous items deemed necessary for survival in the afterlife. Egyptians are also well-known for their mummification processes, something that was done to ensure that in the afterlife, a person’s spirit had a place to dwell.*

1. Talk about the afterlife by visiting <http://egypt.mrdonn.org/afterlife.html>
2. Divide students up into pairs.
3. Pass out hard copies of the webquest found at <http://teacher2.smithtown.k12.ny.us/sixthgradeenrichment/egyptian_pyramids_webquest.htm>n that they are going to complete in the computer lab.
4. Take students to the computer lab and monitor them working quietly on the webquest.
5. Once finished, take students back to the classroom and have them turn in their webquests with both partners’ names on it.

**Closure: (5 min.)**

1. Recap what you learned today about pyramids.
2. Pass out homework assignment:

Complete a journal response “Today we learned about what pharaohs placed in their tombs to help them survive in the afterlife. Pretend as though you were an Egyptian and create a visual of what your tomb would look like. What would you need in your tomb to help you to survive in the afterlife? Why?”

**Assessments**:

* Class discussion and student responses.
* Observe students’ participation in group work and discussions about the reason behind the creation of pyramids.
* Evaluate student completion of the webquest. (plus=good, check=okay, minus=incomplete or poor)
* Evaluate the journal response and assess using the journal response rubric.

**Journal Response Rubric**

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| --- | --- | --- |
| **Name/Number Date** | 1Has a name, number or date on journal response. | 0Does not have a name, number or date on journal response. |
| **Spelling****Punctuation****Grammar****Capitalization** | 2Response contains only 1-2 errors. | 1Response has multiple errors. |
| **Answer to the Prompt** | 5Response answers the prompt completely by giving a detailed explanation. | 4 3Response answers the prompt with some detail and explanation. | 2 1Response is answered but contains little detail and explanation. | 0Response may or may not be answered and has no detail or explanation. |
| **Length** | 2Response is required length. | 1Response is only one sentence long. |