**Nile River Civilization Unit**

**Day 5: Movement**

**Description:** For this lesson, students will be working with Ancient Egyptian Hieroglyphics and learning about the Rosetta stone. Students will examine hieroglyphics and form an understanding of what they were used for during ancient Egypt. Students will also learn about the Rosetta Stone and the importance this has on translating hieroglyphics. At the beginning of the lesson, students will work in their groups and read through the book *Hieroglyphics* by Joyce Milton. There is information about hieroglyphics as well as the Rosetta Stone in the book plus the different pictures used to write hieroglyphics. After reading about the hieroglyphics, students will practice writing different words using hieroglyphics. The final project for the students will be creating their own cartouche with their name on it. This lesson focuses on the theme of movement.

**Standards:**

Social Studies Standards

* Regions and People of the Eastern Hemisphere: Geography: Early Civilizations- 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.
* Regions and People of the Eastern Hemisphere: Geography: Spatial Thinking and Skills: 3.Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
* Regions and People of the Eastern Hemisphere: Geography: Spatial Thinking and Skills: 4. Latitude and longitude can be used to identify absolute location.
* Regions and People of the Eastern Hemisphere: Geography: Places and Regions-5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).
* Regions and People of the Eastern Hemisphere: Geography: Human Systems-6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

Language Arts Standards

* Reading: Informational Text-Key Ideas and Details: 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Reading: Informational Text-Key Ideas and Details: 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**Objectives:**

The student will be able to:

* Write different words using hieroglyphics
* Explain what hieroglyphics are and the importance of the Rosetta Stone and other important parts about hieroglyphics

**Resources:**

* *Hieroglyphics* by Joyce Milton
* Clay
* Baking sheet
* Plastic knives
* Rolling pins
* Gold spray paint
* Social Studies journal

**Procedure:**

* At the beginning of class, have your name written on the board in hieroglyphics. As student inquire about the weird pictures on the board, have students share their ideas about what they think the pictures are or what they mean.
* Explain to students that we will we talking about the writing of the Ancient Egyptians, hieroglyphics. At the end of class, students will be able to read the text that is written on the board.
* Pass out the students *Hieroglyphics* by Joyce Milton. Explain to students that they will need to read through the book it their groups, learning about hieroglyphics. Once groups finish, they can start practicing writing different words or messages with the members of their group (until all groups finish reading).
* Once all groups are finished, explain to students their project for class. Students will be creating their very own cartouche, using hieroglyphics to write their name on the clay. Students will work on this for the remainder of class. Show students examples of cartouches.
* Give students time to work on their projects. When they are finished, collect them and place them on a cookie sheet. After class, these will be baked, then spray painted gold and given back to the students.
* After students are finished they will write in their social studies journal: **In your social studies journal, write two paragraphs, explaining about hieroglyphics and some of the important aspects that you read about in *Hieroglyphics*.**
* Students will then fill in their ‘5 Themes of Geography” notes page, filling in where the examples in today’s lesson would fall under.

**Assessment:** Students will be assessed on their journal entry, receiving 10 points for including the important information they read about in the story. They will also get 10 points for completing their cartouche in class, using the right symbols to spell out their names.