Lesson Plan 1: Ancient Egyptians and Death

General Description of Lesson Plan: Students will analyze ancient Egyptian mortuary practices, how this reflects in our understanding of ancient Egyptian culture, and how, in general, cultures are judged by their archeological remains.

Created By: Lisa Perez, Department of Libraries, Chicago Public Schools, Chicago, IL

Subject Area(s): Social Studies

For Grade Level(s): 9-10

Time Needed: one class period

Outcomes/Objectives:
1. Students will gain a greater understanding of ancient Egyptian mortuary practices.
2. They will analyze how mortuary remains inform our understanding of ancient Egyptian society.
3. They will analyze how archeological remains can impact the holistic understanding of a society.

Materials: pens, paper


Suggested Procedure(s):
1. Begin with an exercise in which students are asked to think to a time 4,000 years in the future. Briefly have them describe what they think life will be like at that time. Then, have them consider what future archeologists might think about our current society based on our remaining artifacts. What types of objects would survive? What would they say about us? About our lives, and what we valued?
Teaching the Middle East: A Resource for High School Educators
Lesson Plan 1: Ancient Egyptians and Death

2. Next, have them read the BBC article “Preoccupation with Death”. Also, have them look at items from the Oriental Institute Image Resource Bank related to this module. Discuss what types of artifacts predominate in the remains of ancient Egyptian society. Why did these types of items survive? What types of items did not survive which might have better informed us about them? How does this color our perceptions of ancient Egyptians? What is our main source of learning how common Egyptians lived and how accurate is this information?

3. Have students work in small groups to write two summary statements, with supporting details, to complete the following sentences. Conclude by discussing main ideas as a class.

| a. Archeological remains help us to understand ancient Egyptian culture by . . . |
| b. Archeological remains do not provide us with much understanding of ancient Egyptian culture in the areas of . . . |

Evaluation/Assessment Strategies:
Use the included rubric.

Use these guiding questions to spur discussion in your classroom:

1. What do we know about ancient Egyptian burial practices?

2. Does this provide us with a comprehensive picture of their society or even their society’s burial practices?

3. Were ancient Egyptians fixated on death? If not, why is that a prominent point of view in modern society?
Evaluation Rubric:

Ancient Egyptians and Death: Ancient Egyptian Mortuary Evidence Rubric

Teacher Name: ____________________________
Student Name: ____________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Focus on assigned topic</td>
<td>The writing is related to the assigned topic and includes full supporting details for each statement.</td>
<td>Most of the writing is related to the assigned topic. The supporting details generally support the statements.</td>
<td>Some of the writing is related to the assigned topic, but the statements lack most supporting details.</td>
<td>No attempt has been made to relate the writing to the assigned topic.</td>
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<tr>
<td>Cooperative group work</td>
<td>Students work cooperatively within their group with all members making contributions to the group statements.</td>
<td>Students work cooperatively within their group with most members making contributions to the group statements.</td>
<td>Students work somewhat cooperatively within their group, but most members do not make contributions to the group statements.</td>
<td>Students do not work cooperatively within their group.</td>
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<tr>
<td>Group discussion</td>
<td>Group members contribute to the full class summary discussion by making significant points with supporting evidence.</td>
<td>Group members contribute to the full class summary discussion by making some points and providing some supporting evidence.</td>
<td>Group members contribute to the full class summary discussion by making somewhat weaker points with a lack of supporting evidence.</td>
<td>Group members do not contribute to the full class summary discussion.</td>
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