Generalitat de Catalunya
Departament d'Educació

THE ANCIENT EGYPT

INSTITUT GERBERT D'AURILLAC
MONTSE REGUANT, CHRISTIAN ROIG I ALBERT PLANAS

Generació Plurilingüe (GEP)
Year 2
2018-2019

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Identification of the GEP project

Title	THE ANCIENT EGYPT
Authorship	MONTSE REGUANT, CHRISTIAN ROIG, ALBERT PLANAS
School	INSTITUT GERBERT D'AURILLAC DE SANT FRUITÓS DE BAGES
Students' CEFR Level (A1, A2...)	
Grade	1ST ESO
Content area(s)	SOCIAL SCIENCE, MATHS AND NATURAL SCIENCE
Number of sessions (4, 6 or 9)	9
Teacher(s) involved	MONTSE REGUANT, CHRISTIAN ROIG, ALBERT PLANAS
Key words	ANCIENT EGYPT

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1. OUR PROJECT
Introduction: We use some activating strategies to motivate and raise our students interest.
Driving question: HOW CAN YOU GET ME THE BEST AFTERLIFE EVER?
Final product: BUILDING A MUSEUM OF ANCIENT EGYPT FOR PRIMARY STUDENTS

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. Describe the Egyptian social classes (rights, duties, how many, clothing, food,…)	1.1. They can interpret the Egyptian social structure. They can compare and contrast what they have in common and how they differ. 1.2. They can draw a visual diagram/visual representation that shows the structure of ancient Egypt society.
2. Compare how the death is treated in Egyptian culture and ours.	2.1: They can explain the significance of tombs and the process of tombs building.

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3. Justify each step of the mummification process and relate it with the concept of decomposition	3.1. They can argue the need of each step during the dictogloss activity.
4. Integrate history of mathematics (Ancient Egyptian Math) in partial fractions.	4.1 They can interpret an Egyptian problem using variables, symbols and the right model, for example, they can build a graph chart.
5. Understand how to compute areas of geometric shapes and the volumes of cylinders and pyramids.	5.1 They can select and use the technology to visualize the mathematical process to solve the geometry formulas.

3. CURRICULUM CONNECTIONS
SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	**Key Contents**	**Specific Competences**	**Key Contents**
ÀMBIT DE CIÈNCIES SOCIALS		**ÀMBIT DE LLENGUA ESTRANGERA**	

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1. Apply historical research procedures based on the formulation of questions and the analysis of resources, to interpret the past. 2. Explain some features of several cultural manifestations and relate them to its time.	1.1. Social sciences texts: description, explanation, justification, interpretation and argumentation. Own terminology. 2.1. Chronology and historical time. 2.2. Analysis of images and esthetic references. 2.3. Cultural and religious diversity as a source of richness.	1. Apply comprehension strategies to obtain information and interpret the content of **written texts**. 2.1. Obtain information and **interpret oral and written text**. 2.2. **Plan and produce oral and written texts** of different types adapted to the situation communicative.	1.1 Selection criteria and valuation of the information 1.2. Strategies for the planning of the written expression. 2.1. Strategies of oral and written comprehension and interaction. 2.2. Strategies of oral and written production.
ÀMBIT MATEMÀTIC			
3. Seleccionar i usar tecnologies diverses per gestionar i mostrar informació, visualitzar, estructurar idees i processos matemàtics. 4. Traduir un problema a llenguatge matemàtic o a una representació matemàtica utilitzant variables, símbols, diagrames i models adients.	3.2 Sentit espacial i representació tridimensional. 3.3 Magnituds i mesura. 4.1 Sentit del nombre i de les operacions. 4.2 Llenguatge algebraic. 4.3. Sentit de l'estadística.		

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ÀMBIT DE CONEIXEMENT DEL MEDI			
5. Identificar i caracteritzar els sistemes biològics i geològics des de la perspectiva dels models, per comunicar i predir el comportament dels fenòmens naturals 6. Identificar i resoldre problemes científics susceptibles de ser investigats en l'àmbit escolar, que impliquin el disseny, la realització i la comunicació d'investigacions experimentals	5.1 Identificació i caracterització dels trets comuns de tots els éssers vius com a individu: la nutrició coma intercanvi de matèria i energia amb el medi, la relació com a capacitat de respondre als estímuls del medi, la reproducció com a transferència d'informació i l'estructura cel·lular dels organismes, a partir de trobar evidències en éssers vius de l'entorn proper. 6.1 Model de cèl·lula, ésser viu, evolució, ecosistema. Funció de nutrició.		

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4. 21st CENTURY COMPETENCES			
Collaboration	X	Information, media and technology	X
Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X
Others: Love			

5. KEY COMPETENCES			
Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence	X	Social and civic competence	X
Interaction with the physical world competence	X	Learning to learn competence	X
Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X

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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
• Egyptian social classes (history) • Geometry area formula (maths) • Life requirements and the cycle of matter(biology)	• Analysing and comparing the roles and duties of Egyptian social classes (history) • Solving and justifying the area of geometry shapes (maths) • Describing the process of decomposition, interpreting it during the mummification process and suggesting the importance of the decomposers.

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7. REFERENCES

8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS (optional)

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10. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	Kahoot	20		Individual	Kahoot	Initial assessment
	Google Drive Presentation: activating learning	15		Teacher-group class	Presentation	
	Memory game: flashcards to consolidate new vocabulary	25		In pairs		
2	Running dictation about Life in Ancient Egypt	25		5 groups of 4 students		
	Classify activity (language support activity)	10		In pairs		
	Mind Map about Social Structure of Ancient Egypt	25		In pairs		It is a formative assessment activity to check understanding about the running dictation

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3	Checklist to assess the Mind Map	20		In pairs		Peer assessment
	Build and draw the social pyramid and describe the role of each of the classes (language support activity for the description)	40		In pairs (each couple is responsible for describing only one social group)	Padlet: language support activity	
4	Dictogloss about Mummification process	25		In pairs		
	Writing a text with language support	35		In pairs		It is a formative assessment activity to check understanding about the mummification process.
5	Read and comment the text about decomposers and detritivores	35		Teacher-group class		
	kahoot	15		Individual	kahoot	Individual assessment
	Rubric	10		Individual		Individual assessment

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6	Flashcards game to review contents and practise speaking	50		4 groups of 5		
	Flashcards assessment sheet.	10		Individual		Peer and self-assessement
7	Egyptian Geometry Formula	15		In pairs	Presentation and worksheet	
	Find the formula	15		In pairs	Worksheet	Self Assessment: Rubric Geometry rubric
	Language support activity					
	Egypt numbers	25		Individually	Worksheet Language content support	Teacher Assessment (Teacher will use the strategy **hand signal**, according to Jordan School)
8	How to build a pyramid Video	5		5 groups of 4	Video: Visual support activity	

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	Reviewing Steps to build a pyramid	5		5 groups of 4		Teacher assessment
	Students build a Pyramid	50		5 groups of 4 (Teacher-group class)		
9	Complete the museum and prepare the oral presentation: language support and rubric Use the information in the padlet.			5 groups of 4	https://padlet.com/mbeguant/pjt2z8oy4bem	
	Presentation at primary school: language interaction activity					

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11. SESSION PLANNING

SESSION 1: PRESENT THE PBL AND FIRST CONTACT WITH ANCIENT EGYPT

Objectives of the session: Motivate and engage students. Activate learning.

Content-obligatory language for the session: memory game

	Activities:					
1.1	Kahoot: initial assessment about students' background knowledge of Ancient Egypt.	20	x	x	x	x
1.2	Google drive Presentation: activating learning.	15	x	x	x	
1.3	Memory game: flashcard to consolidate new vocabulary.	25	x	x		

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	SESSION 2: ANCIENT EGYPT SOCIAL STRUCTURE Objectives of the session: They can interpret the Egyptian social structure. They can compare and contrast what they have in common and how they differ.					
	Content-obligatory language for the session: classify activity.					
	Activities					
1.1	Running dictation about Life in Ancient Egypt	25	x	X		
1.2	Classify activity (language support activity)	10	X	x		
1.3	Mind Map about Social Structure of Ancient Egypt	25	x	x		x

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	SESSION 3: ANCIENT EGYPT SOCIAL STRUCTURE Objectives of the session: They can draw a visual diagram/visual representation that shows the structure of ancient Egypt society for the exhibition.					
	Content-obligatory language for the session: padlet.					
	Activities					
1.1	Checklist to assess the Mind Map	10	X	x		x
1.2	Draw the social pyramid and write a short paragraph explaining and describing the role of each of the classes (according to a previous language support activity for the description: padlet).	50	x	X	x	

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	SESSION 4: THE MUMMIFICATION PROCESS Objectives of the session: Justify each step of the mummification process and relate it with the concept of decomposition					
	Content-obligatory language for the session: CONTENT-OBLIGATORY LANGUAGE					
	Activities					
1.1	Dictogloss about Mummification process	25	X	X		
1.2	Writing a text with language support	35	x	X		x

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	SESSION 5: THE DECOMPOSERS AND DETRITIVORES Objectives of the session: Justify each step of the mummification process and relate it with the concept of decomposition					
	Content-obligatory language for the session: CONTENT-OBLIGATORY LANGUAGE					
	Activities					
1.1	Read and comment the text about decomposers and detritivores	35	X	X		
1.2	kahoot	15	X		*X*	x
1.3	Rubric	10				X

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	SESSION 6: THE ROLE OF DECOMPOSERS IN THE MUMMIFICATION PROCESS Objectives of the session: Justify each step of the mummification process and relate it with the concept of decomposition					
	Content-obligatory language for the session: CONTENT-OBLIGATORY LANGUAGE					
	Activities					
1.1	Flashcards game to review contents and practise speaking	50	X	X		
1.2	Flashcards assessment sheet	10				x

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	SESSION 7: EGYPTIAN GEOMETRY FORMULA Objectives of the session: Understand how to compute areas of geometric shapes and the volumes.					
	Content obligatory language : https://drive.google.com/open?id=15DcbpRRj2RcRl01ozOd7sYfSC3zIAnQO					
1.1	Geometry formula: After the teacher gives them support with a worksheet, students have to learn the formulas in order to be assess for their partners.	15	x			
1.2	Find the formula: Students will have to draw the shape and write the formula of each shape that their partner ask. For this activity, they have a worksheet that will help them with the activity.	15	x	x		x
1.3	Egypt numbers: Teacher will give a worksheet with a egypt table numbers. Then, They have to compare and solve the humbers asked by the exercise.	20	x	x		x

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	SESSION 8: BUILD A PYRAMID Objectives of the session: Integrate history of mathematics (Ancient Egyptian Math).					
	Content-obligatory language for the session: https://drive.google.com/open?id=15DcbpRRj2RcRl01ozOd7sYfSC3zIAnQO					
	Activities					
1.1	How to build a pyramid: students will watch a short video explaining the process to build a pyramid. After that, the teacher will support a sheet which explains the steps to be able to build the pyramid.	10	x			
1.2	Be an ancient builder: with groups of four, students will build pyramid with the material and steps they have already learnt in the class.	50	x	x		x

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	SESSION 9: PUBLIC EXHIBITION Objectives of the session: Students will present what they have learned and display their related projects to invited guests (primary school students).					
	Content-obligatory language for the session: padlet.					
	Activities					
1.1	Complete the museum and prepare the oral presentation: language support and rubric Use the information in the padlet: https://padlet.com/mbeguant/pjt2z8oy4bem	60		x	x	

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TEACHING MATERIALS

MEMORY GAME

ARMY	
COFFIN	

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BURIAL	
CANOPIC JARS	

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AFTERLIFE	
CRAFTSMEN	
WEAVERS	

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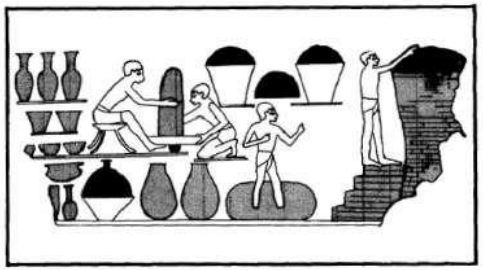
PEASANTS	
STONE QUARRIES	
POTTERY MAKERS	
HARVEST	

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Activity: Running dictation

SOCIAL PYRAMID IN ANCIENT EGYPT

Pharaohs were believed to be gods on earth. They were religious leaders. They ruled the army and made laws. They had absolute power over their subjects and owned everything: every house, land, stone, animal, child, women and men...
The **Vizier** was the highest rank in government, next only to Pharaoh. They were nobles.
The **priests** were responsible for the process of getting bodies ready to move on to the afterlife. They conducted the burial ceremonies and the procession to the tomb. They were also responsible for pleasing the gods with rituals.

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Scribes could read and write. They wrote things down because in Ancient Egypt everything had to be registered (taxes, harvest, soldiers and so on).
Soldiers were responsible for the defence of the country. During long periods of peace, they supervised peasants who were building pyramids and palaces.
Farmers worked the land of the Pharaoh and nobles. They were given housing, food and clothes in return. They also worked in the stone quarries and built pyramids. They paid taxes in form of grain.
Craftsmen were skilled workers such as – pottery makers,

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leatherworkers, sculptors, painters, weavers, jewellery makers, shoe makers, tailors. Groups of craftsmen often worked together in workshops.
Merchants bought goods from artisans and sold them in exchange of food or cereal.
Slaves were usually prisoners captured in war. But there were not that many slaves in ancient Egypt. They had to work for nobles.

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CLASSIFY ACTIVITY

Once you have done the running dictation, classify people from Ancient Egypt according to the upper, the middle and the lower class they belong to. Discuss the solution with your partner, using the expressions below:

UPPER CLASS	MIDDLE CLASS	LOWER CLASS

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PHARAOHS	VIZIER	SOLDIERS
FARMERS	CRAFTSMEN	SLAVES
NOBLES	PRIESTS	SCRIBES
MERCHANTS		

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GIVING OPINION:

1. I (really) think that …**priests belong to…because**
2. I believe (that) …
3. I'm sure that …
4. In my opinion/ My opinion is …
5. I feel that …
6. I agree with ….
7. I guess/imagine …
8. I have no doubt that / I'm certain that …
9. I strongly believe that …
10. I've never really thought about this before, but …
11. My personal opinion is that / Personally, my opinion is that …

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The _____ was **at the top** of the pyramid, whereas _____ and _____ were **at the bottom**. **The** groups of people **closest to the top** were _____, the richest and most powerful, whereas **the furthest** ones were _____, the poorest.

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MIND MAP

PHARAOH	VIZIER	NOBLES
CRAFTSMEN	SLAVES	SOLDIERS
PRIESTS	SCRIBES	FARMERS
MERCHANTS	God on earth	Make the law and keep order

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Rule the army	Own all the land	High priest
Manage the taxation system	Oversaw the political administration	Control the supply of food
Served the god's need	rituals and ceremonies	Process of mummification
Could read and and write	Kept the records of the harvest, number of soldiers, number of workers on	Traders who sold goods to people

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	constructions sites	
Protect Egypt from outside attacks	Traders who bought good from craftsmen	Carpenters, jewelers, painters, potters, stone carvers, sculptors,...
Built royal buildings	prisoners-of-war	Grow the food
Work for nobles	Not many of them in Ancient Egypt	

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Activity: Checklist mind map (peer-assessment)

FEEDBACK FORM

Participants' names:

Task: Assess **Mind map about social structure of Ancient Egypt**		Well done	Needs improvement
PRESENTATION	Does the mind map look attractive?		
	The mind map is clear and easy to read?		
	Would the mind map help me to learn the information?		
	Is the information well organised in a logical manner?		

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ORGANISATION	Main categories are easily identified?		
	All the relevant concepts are linked logically?		
	Colors and symbols are used for emphasis and increase comprehension?		
CONTENT	Does the mind map cover the key idea?		
	Does the mind map help to explain the topic?		
	Have all the important points been included?		

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CONTENT OBLIGATORY LANGUAGE SESSIONS 4, 5, 6.

SESSION 4: THE MUMMIFICATION PROCESS

Coffin Sarcophagus Resin Linen Natron Salt Intestines, Lungs, Liver And Stomach Straw To Wrap To Mourn	First Of All Afterwards, Then Finally In Order To So	Do You Agree With Me? I Agree With You I Don't Agree With You I Think So I Don't Think So

SESSION 5: DECOMPOSERS

Food Chain Producers, Consumers Herbivores, Carnivores, Omnivores Decomposers, Detritivores Energy Matter Flesh Link Soil Own / Themselves To Grow

SESSION 6: FLASHCARDS

Pharaoh God / Goddess Priest Architech Building Jar Liver, Stomach, Intestines, Lungs	Is This Card A...? Is Any Of These Cards A ...? Yes, It Is. No, It Isn't. Not All Of Them

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DICTOGLOSS MUMMIFICATION PROCESS

1. THE BODY IS TRANSPORTED TO THE PLACE OF PURIFICATION, THE IBU (THE TENT OF PURIFICATION), ON THE WEST SIDE OF THE NILE
2. AFTER WASHING WITH NATRON SALT AND WATER, THE BODY IS MOVED INTO THE WABET, A MUD BRICK BUILDING.
3. THEN, A HOOK IS PUSHED THROUGH THE NOSE. THE HOOK IS JIGGLED ABOUT TO BREAK UP THE BRAIN.
4. THE PIECES OF THE BRAIN ARE REMOVED THROUGH THE NOSE AND THROWN AWAY.
5. THE SKULL IS FILLED WITH SAWDUST AND RESIN.
6. THE PRIEST MAKES A CUT ON THE LEFT SIDE OF THE BODY AND DRAG THE MAIN ORGANS ONTO THE TABLE AND THEY ARE TREATED WITH NATRON SALT. THE HEART IS LEFT IN THE BODY.
7. EACH ORGAN IS PLACED IN THEIR CANOPIC JAR, READY FOR THE TOMB.
8. THE LIVER SHOULD GO INSIDE THE CANOPIC JAR OF IMSETY HUMAN
9. THE INTESTINES ARE PUT INSIDE THE QEBHSENUEF FALCON JAR.
10. THE LIVER INSIDE THE DUAMUTEF JACKAL JAR.
11. AN FINALLY, THE LUNGS GO INSIDE THE HAPY BABOON CANOPIC JAR.
12. AFTERWARDS, THE BODY IS CLEANED WITH PALM WINE AND SPICES.
13. NEXT, THE BODY IS PACKED WITH STRAW OR DRIED GRASSA TO HELP IT DRY OUT AND KEEP ITS SHAPE.
14. THE NEXT STEP CONSISTS IN PLACING THE BODY ON A SLOPING TABLE AND THEY COVER IT WITH NATRON SALT AND ALLOW IT TOR DRY FOR 40 DAYS.
15. AFTERWARDS, THEY SEAL THE CUT WITH WAX OR RESIN AND THEY COVER IT WITH THE TWO FINGER AMULET FOR PROTECTION (IT IS THOUGHT TO PREVENT EVIL FORCES FROM ENTERING THE BODY).
16. ONCE THE BODY HAS BEEN COVERED WITH RESIN, IT SHOULD BE WRAPPED FROM HEAD TO TOE WITH UP TO 375 M2 OF LINEN FABRIC.
17. THEN , THEY PLACE THE MUMMY MASK OVER THE PHARAO'S FACE.
18. A CLOTH IS WRAPPED AROUND THE BODY AND A PICTURE OF THE GOD OSIRIS IS PAINTED ON ITS SURFACE.
19. FINALLY, THE MUMMY IS PLACED IN A SPECIAL COFFIN CALLED A SARCOPHAGUS AND TAKEN TO ITS FINAL RESTING PLACE IN THE PYRAMID...
20. THE FUNERAL IS HELD FOR THE DECEASED AND HIS FAMILY MOURNS HIS DEATH.

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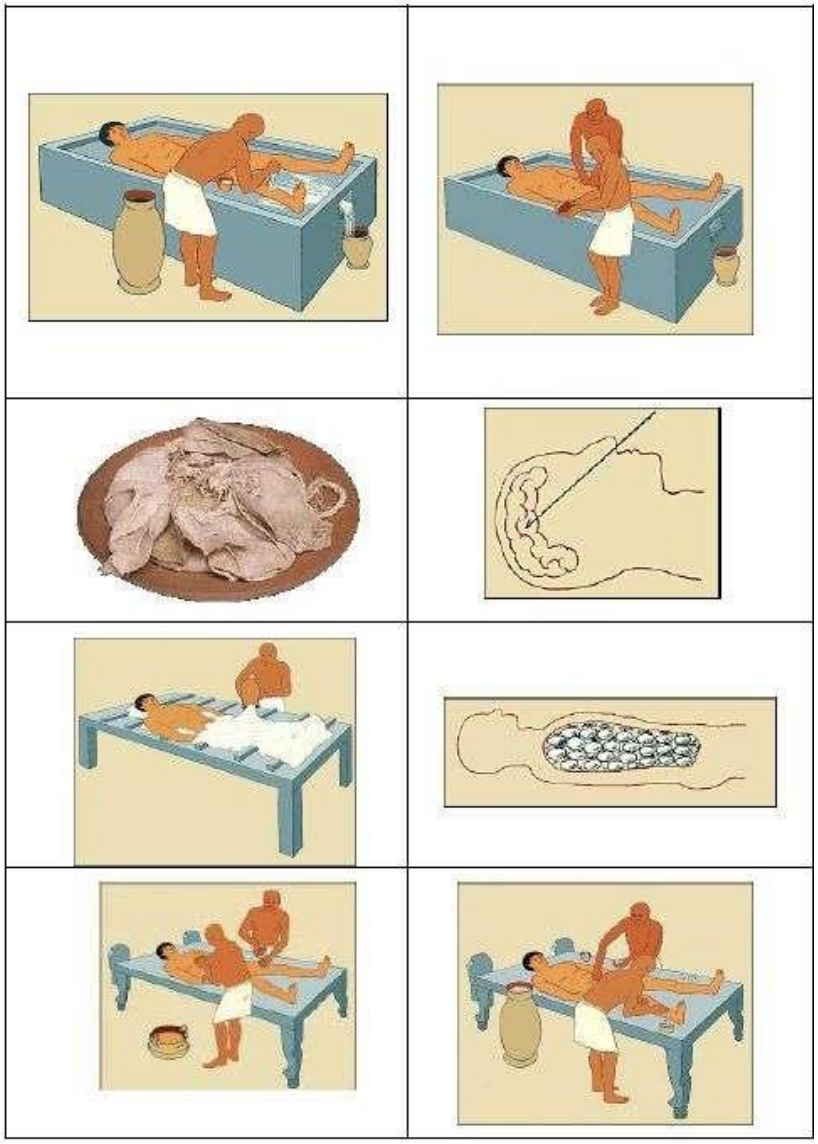

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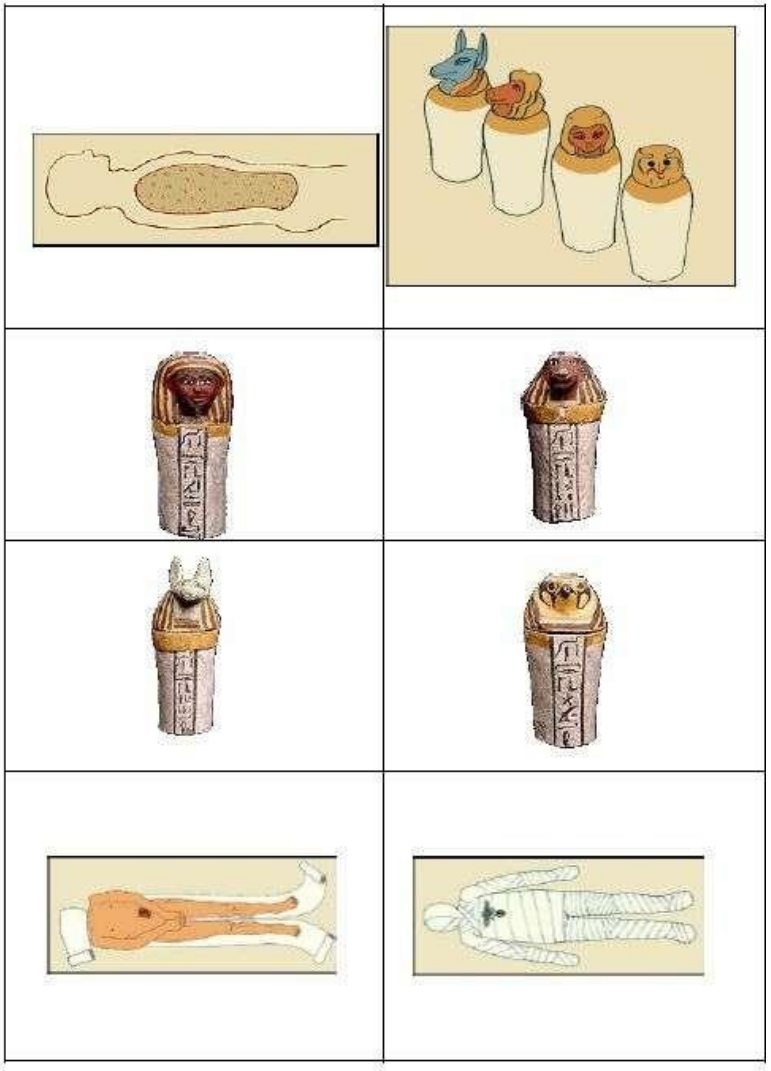

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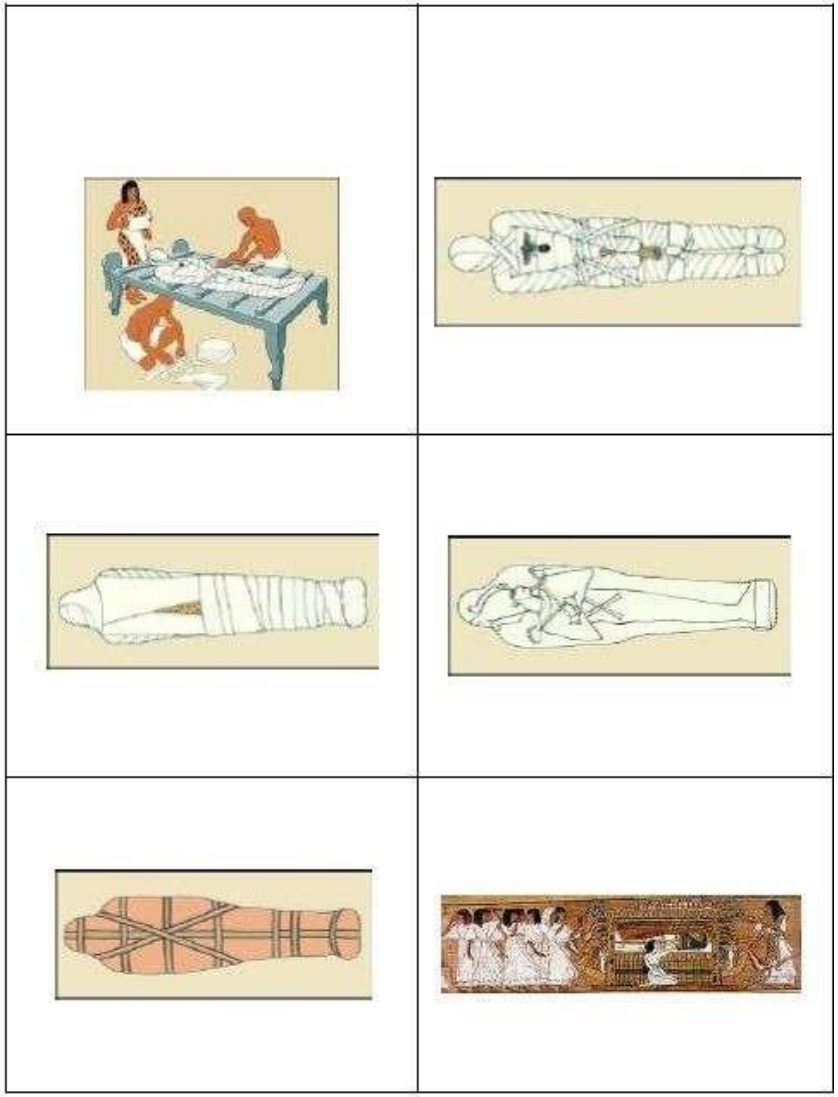

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The mummification process.

Now you can write a short text about the mummification process.

Be careful!

- You don't have to detail each step of the process.
- There must be an introduction, a body and final conclusions.

- You can use specific vocabulary like:

- NATRON SALT
- RESIN
- CANOPIC JAR
- INTESTINES, LIVER, LUNGS AND STOMACH
- STRAW
- TO SEAL
- AMULET
- TO WRAP
- LINEN
- COFFIN, SARCOPHAGUS
- TO MOURN

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THE DECOMPOSERS ARE COMING...

... MUMMIES STAY AWAY!

Today, we are going to learn something about the members of the last of the steps of a food chain: the DECOMPOSERS and the DETRITIVORES.

Surely you know that we can find in the food chain two kinds of organisms: the producters and the consumers.

The PRODUCERS:

Plants are called producers. This is because they produce their own food!

They do this by using light energy from the Sun, carbon dioxide from the air and water from the soil to produce food (in form of glucouse, sugar).

The process is called **PHOTOSYNTHESIS**.

The CONSUMERS:

Animals are called consumers. This is because they can't make thier own food, so they need to consume (eat) plants and/or other animals.

There are three groups of consumers:

- HERBIVORES: animals that eat only plants.
- CARNIVORES. Animals that eat only other animals.
- OMNIVORES. Animals that eat both animals and plants. We, the humans, are omnivores.

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BUT....

...WE MUSTN'T TO FORGET THE DETRITIVORES AND DECOMPOSERS.

DETRITIVORES like the earhworms and many other bugs, are heterotrops that obtain nutrients by consuming detritus (decomposing plant and animal parts). By doing so, all these detritivores contribute to decomposition and help the decomposers (who are unable to ingest big amounts of matter) to absorve little molecules of organic matter.

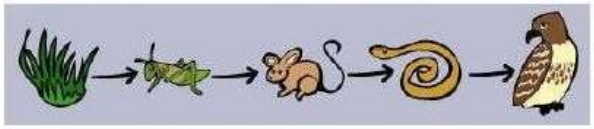
BACTERIA and FUNGI are **DECOMPOSERS**. They eat decaying matter (dead plants and animals) and in the process they break them down and decompose them. When that happens, they release nutrients and mineral salts back into the soil, which then will be used by plants. This is the way, decomponers close de cicle of the matter.

So, fungi and bacteria play an important role in nature. They break down unuses dead material and turn them into nutrients in the soil, which plants use to grow. They are a key part of the food chain.

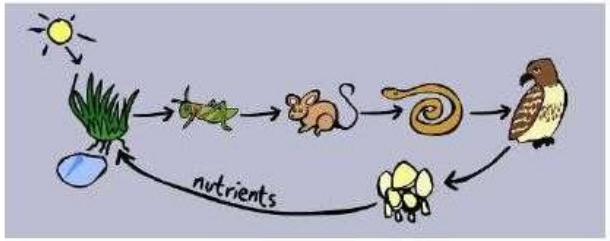
THE FOOD CHAIN

Here we can see an example of a food chain

It starts with the grass, which is eaten by the grasshopper. The grasshopper is eaten by the mice. The mice are eaten by snakes, and then finally the snakes are eaten by hawks. At each link in the chain, energy is being transferred from one animal to another.



There is actually even more to this chain. After a hawk dies, detritivores like earthworms transform its body into small pieces that can be eaten by decomposers. Fungi (like mushrooms) and other **decomposers** break down the dead hawk, and turn the remains of the hawk into nutrients, which are released into the soil. The **nutrients** (plus sun and water) then cause the grass to grow. **It's a full circle of life and energy!!**



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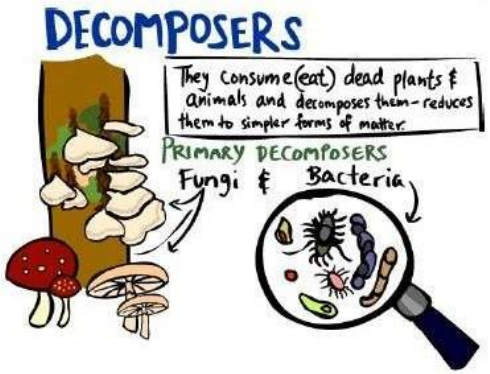
So food chains make a full circle, and energy is passed from plant to anima to animal to decomposer and back to plant! There can be many links in food chains but not too many. If there too many links, then the animal at the end would not get enough energy.



But...What is it related to the ancient egypt and the mummies???

You already know all the steps of the mummification process. Ancient Egypts wanted to preserve the dead body for the eternity so they do all this process in order the decomposers not to eat and decompose the flesh and organs of the dead Pharaoh.

Now, answer the questions of the **kahoot** about the mummification process and the purpose of their steps in order to avoid decomposers act.

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THE DECOMPOSERS AND THE MUMMIFICATION PROCESS. Name: .....

WHAT HAVE I LEARNT? SELF ASSESSMENT.

Statements			
I can remember the main ideas of the mummification process.	Totally agree.	Partially agree.	Totally desagree.
I can summarise the mummification process in a general way.	Totally agree.	Partially agree.	Totally desagree.
I can explain each detail of the mummification process using the specific vocabulary	Totally agree.	Partially agree.	Totally desagree.
I can identify the producers and the consumers in a food chain.	Totally agree.	Partially agree.	Totally disagree.
I can interpret the function of the detritivores and decomposers in the food chain.	Totally agree.	Partially agree.	Totally disagree.
I can differentiate the detritivores from the decomposers in terms of their kind of nutrition.	Totally agree.	Partially agree.	Totally disagree.
I can imagine how would be the world if there were'nt decomposers and detritivores.	Totally agree.	Partially agree.	Totally disagree.
I can justify the relation between the decomposers and the mummification process.	Totally agree.	Partially agree.	Totally disagree.

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1 CHARACTER

PHARAOH

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1 CHARACTER

VIZIER

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1 CHARACTER

PRIEST

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1 CHARACTER

ARCHITECT

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2 BUILDING

PYRAMID

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2 BUILDING

OBELISK

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2 BUILDING

SPHINX

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2 BUILDING

HYPODEUM TOMB

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3 GOD

ANUBIS

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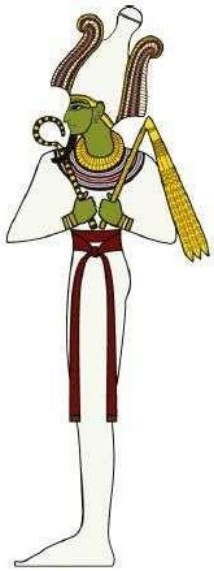
3 GOD

OSIRIS



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3 GODDESS

ISIS

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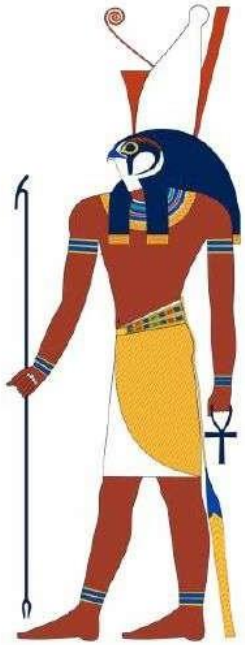
3 GOD

HORUS



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4 ANIMALS

BEETLE

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4 ANIMALS

CAT

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4 ANIMALS

CROCODILES

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4 ANIMALS

SNAKE

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5 MUMMIFICATION

SARCOPHAGUS

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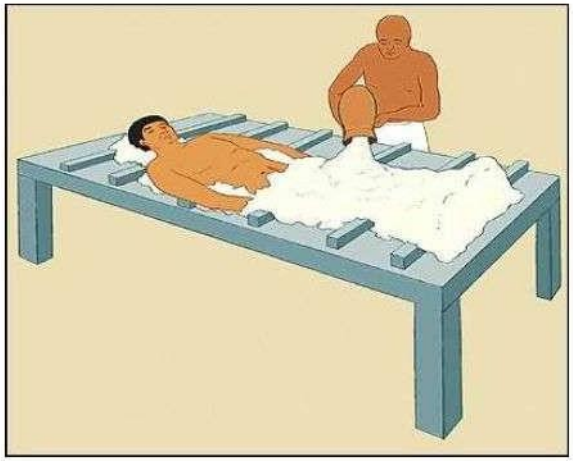
5 MUMMIFICATION

NATRON COVER



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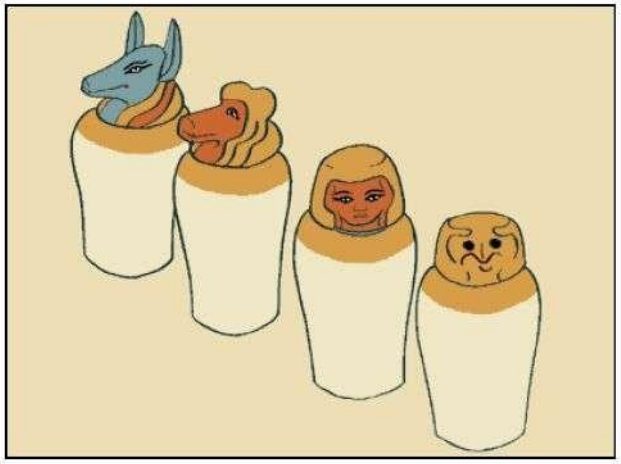
5 MUMMIFICATION

CANOPIC JARS



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5 MUMMIFICATION

LINEN BANDAGES

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6 CANOPIC JAR

IMSETY (HUMAN)

LIVER

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6 CANOPIC JAR

QUEBEHSENUEF (FALCON)

INTESTINES

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6 CANOPIC JAR

DUAMUTEF (JACKAL)

STOMACH

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6 CANOPIC JAR

HAPY (BABOON)

LUNGS

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GAME Nº .....

WRITER: .....

FINAL RANK	
CHAMPION	
SECOND POSITION	
THIRD POSITION	
"MONKEY" POSITION	

ROUND	Name of the questioner	Question	Grammar accuracy?	Has it been a useful question?	Name of the asked	Answer	Grammar accuracy of the answer?
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

GROUP ASSESSMENT	Had he/she got a good attittude? (Participative, follow the rules...)	Did he/she spoke in English?	Did he/she use a good strategy? (appropriate questions...)	Did she/he used any of the given questions and answers in the vocabulary sheet?	OVERALL
PLAYER 1					
PLAYER 2.....					
PLAYER 3.....					
PLAYER 4.....					

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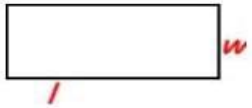
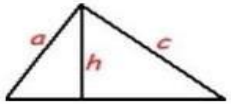
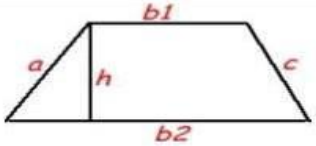
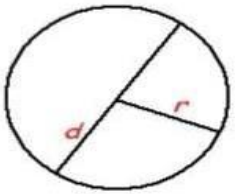
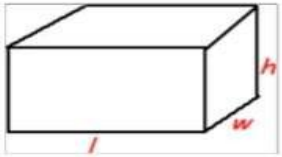
EGYPTIAN GEOMETRY FORMULAS

Shapes	Formulas
	**Rectangle** **Area** = Length X Width A = *lw* **Perimeter** = 2 X Lengths + 2 X Widths P = *2l + 2w*
	Parallelogram **Area** = Base X Height A = *bh* **Perimeter** = add the length of all sides P = *2a + 2b*
	**Triangle** **Area** = 1/2 of the base X the height A = ½ *bh* **Perimeter** = *a + b + c* (add the length of the three sides)
	**Trapezoid** **Area** = 1/2 of the base X the height A = (———)*h* **Perimeter** = add lengths of all sides P = *a + b1 + b2 + c*
	**Circle** **Radius** = the distance from the center to a point on the circle (r). **Diameter** = the distance between two points on the circle through the center (d = 2r). **Circumference** = the distance around the circle ($C = \pi d = 2\pi r$). (Assume $\pi \approx 3.14$) **Area** = πr^2
	**Rectangular Solid** **Volume** = Length X Width X Height V = *lwh* **Surface** = *2lw + 2lh + 2wh*

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Draw the shape and write the formula for each concept

SHAPE	FORMULA
RECTANGLE	
TRIANGLE	
PYRAMID	
SPHERE	

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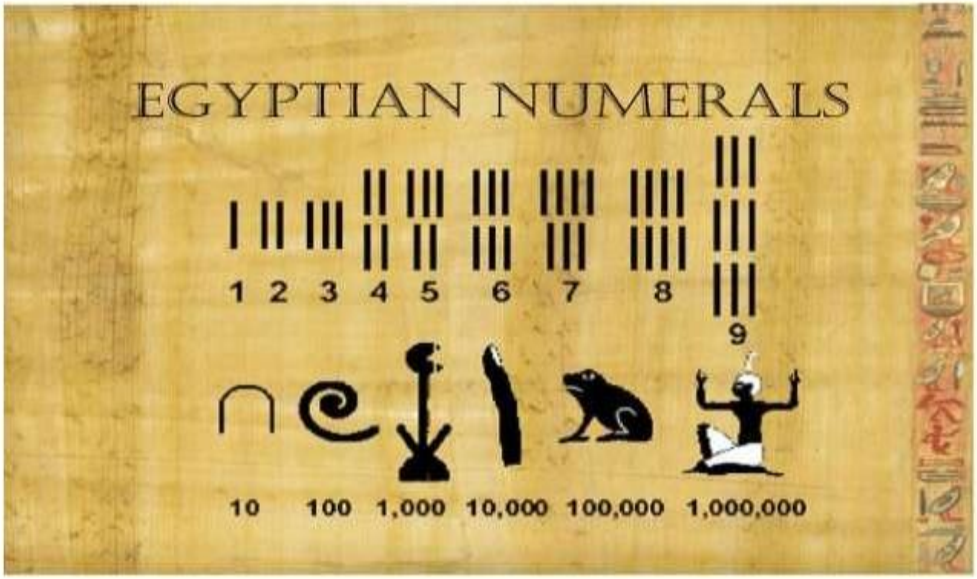
EGYPT NUMBERS

This is the hieroglyphs numbers in egypt. Take a look, and try to solve the following numbers.



23=	**7=**	**126=**
134=	**67=**	**10345=**
154900=	**24600=**	**3000000=**

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LANGUAGE SUPPORT FOR THE ACTIVITY

To find the formula and the geometry figure, this questions will help you :

1. You should ask if it is a 2D o 3D figure.

1. How many sides does the figure have? (If it is a 2D figure)

2. How many faces does the figure have? (If it is a 3D figure)

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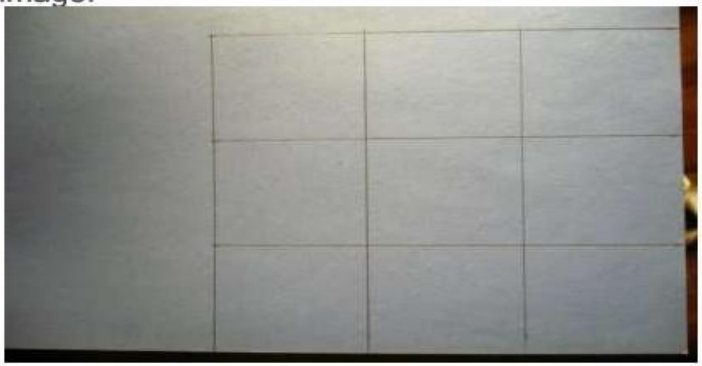
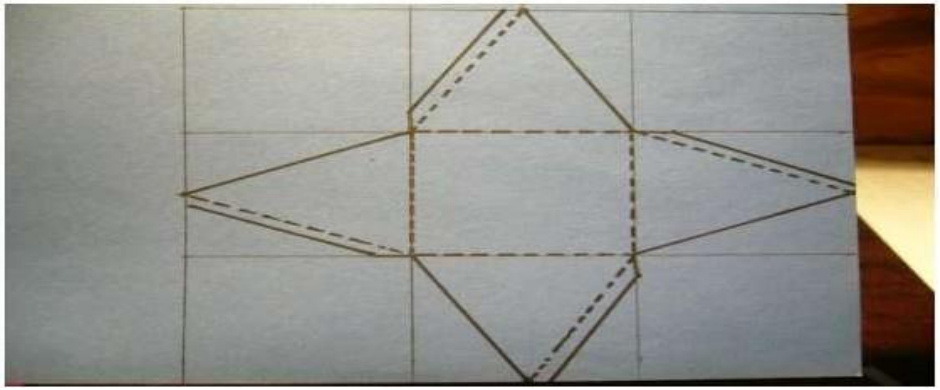
STEPS:

1. The first step to **make a pyramid** is to draw a nine-squared grid on the cardboard, measuring 8 cm x 8 cm (3.5in x 3.5in). See the image.



2. Draw the shape of the **pyramid on the cardboard**. Remember you have to guide yourself by the squares. Make sure you also mark the seams that should be away from the original line. Take a close look at the picture below.



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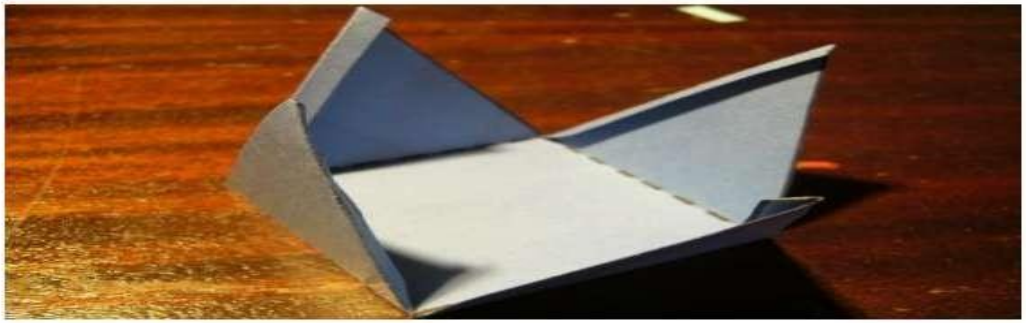
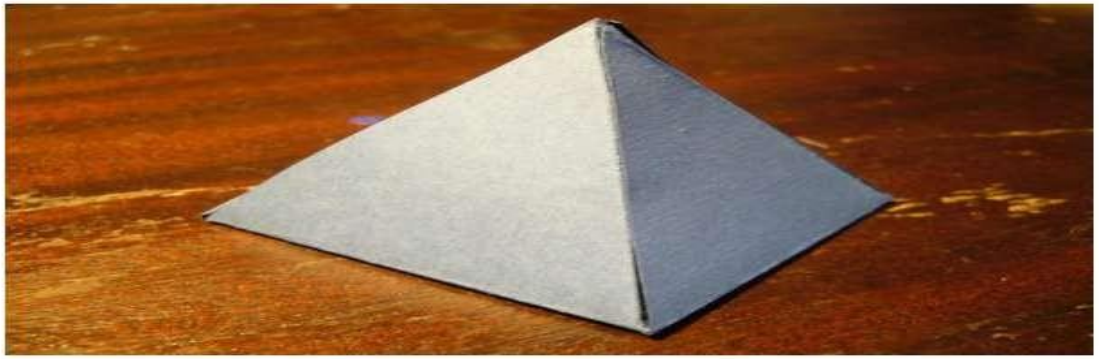
3. Cut the **cardboard pyramid** and fold all the discontinued lines to create the seams. Take a look at the picture below to see how your pyramid should look like.



4. Stick the parts of the pyramid together with each flap, and press so they stick on all sides. You have finished your **cardboard pyramid**.



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Thermometer Geometry Formula Student Rubric

Categories	Novice	Apprentice	Practitioner	Expert
Understanding	I did not understand the problem.	I understood parts of the problem. I got started, but I couldn't finish.	I got it. I understood the problem and have an appro-priate solution. All parts of the problem are addressed.	I got it!! I did it in new ways and showed you how it worked. I can tell you what math concepts are used.
Strategies, Reasoning, Procedures	I couldn't get started. I don't know how to begin.	I am stuck. I have part of the solution, but now I don't know what to do. I'm not sure my answer is right. I could use some help.	I have a correct solution. I used a plan to solve the problem.	My solution is effective and inventive. I used big math ideas to solve the problem. I addressed the important details. I showed you some other ways I can solve this problem. I checked to make sure my answer was right.
Communication	I did not explain how I solved the problem. I didn't use pictures, tables or graphs to show you how I solved the problem.	I explained some of what I did. I tried to use pictures, tables, graphs and numbers to explain how I did the problem.	I clearly explained how I solved the problem. I used math language and pictures, tables, graphs and numbers to explain how I did the problem.	I clearly detailed how I solved the problem. I includ-ed all the steps so you don't have to guess what I did. I used words, numbers, pic-tures, graphs and/or models.

CHRISTIAN ROIG
Institut Gerbert d'Aurillac

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