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I hope you enjoy these plans and find them useful in your homeschool!

Sincerely,
Diana Cunningham
www.tanglewoodeducation.com





Day 1

Prepare your history notebook.

1. Get a 3-ring notebook for history only
2. Make 4 tabs for page dividers: Egypt, Greece, Rome, misc
3. Behind the Egypt tab put:
 - 25 sheets of notebook paper
 - label the first sheet: Daily Reading Notes
 - 10 copies of the Leader Chart (see Resources at end)
 - Requirement Page for writing project #1 (see Resources at end)
 - Outline maps of (available at www.worldatlas.com)
 - the world
 - the Middle-East
 - Egypt
5. Locate a world atlas for reference and put with other school books.
6. Gather colored pencils and put with school supplies

Day 2

Mapwork:

On world map:

1. Locate, label, and color the **United States of America** (red)
2. Locate, label, and color the **British Isles** (green)
3. Locate, label and color **Egypt** (orange)
4. Color the **middle-eastern countries** (yellow)
 - *Israel, Lebanon, Syria, Saudi Arabia, Yemen, Oman, United Arab Emirates, Iraq, Iran, Kuwait, Jordan
5. Locate, label, and color the **Mediterranean Sea** (blue)
6. Locate, label, and color the **Tigris River** and the **Euphrates River** (blue)
7. Locate, label, and color the **Nile River** (blue) *also label the delta area
8. Locate, label, and color the **Red Sea** (blue)
9. Locate, label, and color the **Caspian Sea** (blue)
10. Locate, label, and color the **Arabian Sea** (blue)
11. Locate and label **Cape of Good Hope**
12. Trace the **equator** (purple)

When done, put your map in the front of your history 3-ring binder.



__Day 3

Mapwork: Middle-East

On middle-east map:

1. Locate, label, and **outline Egypt** in orange
2. Locate, and label the **middle-eastern countries**
*Israel, Lebanon, Syria, Saudi Arabia, Yemen, Oman, United Arab Emirates, Iraq, Iran, Kuwait, Jordan
3. Locate and label the **capital cities** of the above middle-eastern countries.
4. Draw in and label the **Zagros Mountain** range

On notebook paper:

1. **List Egypt** and the other **M-E countries** (look above) on paper
2. Next to the country's name, write the **name of its capital city**.
3. On day 8, you will be expected to write (correctly spelled) the names of all the M-E countries from memory.
4. On day 13, you will be expected to write the names of all the countries and their capitals from memory.

When done, put your map in the front of your history 3-ring binder and your list right behind it.

__Day 4

Read: The Pharaohs of Ancient Egypt pp. 3-6

*The Discovery of the Rosetta Stone

| Daily Reading Notes | |
|---------------------|---------------------------------------------------------|
| | |
| | pp. 72-80: Mary unearthed the key to the secret garden. |
| | |
| | |
| | |

Write: On your **Daily Reading Notes** sheet of paper, write the page numbers you read today and then write (1) sentence explaining what the passage was about.

Make: a **Leader Page** for Napoleon, which you will fill in over the next several days.

*Remember:

On day 8, you will be expected to write (correctly spelled) the names of all the M-E countries from memory.

On day 13, you will be expected to write the names of all the countries and their capitals from memory.

When done, put these items in the Egypt section of your history 3-ring binder.



__Day 5

Read: The Pharaohs of Ancient Egypt pp. 6-10
*How Egypt's history was lost

Write: Record your **Daily Reading Notes** entry

Continue: looking for information about Napoleon and filling in the **Leader Page**

*Remember:

On day 8, you will be expected to write (correctly spelled) the names of all the M-E countries from memory.

On day 13, you will be expected to write the names of all the countries and their capitals from memory.

__Day 6

Read: The Pharaohs of Ancient Egypt pp. 10-14
*Exploration of the Nile Valley

Write: Record your **Daily Reading Notes** entry

Mapwork:

On Egypt map:

1. Locate and label the following **water bodies**: Mediterranean Sea, Nile River, Red Sea, Suez Canal, Lake Nasser
2. Locate and label the following **cities**: Alexandria, Cairo, Luxor, Aswan
3. Put a star next to the **capital city**
4. Label the countries that **border Egypt**

*Remember:

On day 8, you will be expected to write (correctly spelled) the names of all the M-E countries from memory.

On day 13, you will be expected to write the names of all the countries and their capitals from memory.



__Day 7

Read: The Pharaohs of Ancient Egypt pp. 14-19

*Finally, the Rosetta Stone is deciphered

Write: Record your **Daily Reading Notes** entry

*Remember:

On day 8, you will be expected to write (correctly spelled) the names of all the M-E countries from memory.

On day 13, you will be expected to write the names of all the countries and their capitals from memory.

__Day 8

Test: On notebook paper, list all of the Middle-Eastern countries from memory. They must be spelled correctly.

Research:

Using an encyclopedia, atlas, or the internet, answer the following questions:

1. Are the middle-eastern countries mostly in the **northern or southern hemisphere**?
2. What **natural resources** are found in the area?
3. Which natural resource in the area has the **most impact** on worldwide economy?
4. What is(are) the **major religion(s)**?
5. What is the **climate** like?
6. What are the main **land features** & characteristics?
7. Define **cape, desert, gulf**
8. List some **flora and fauna** found in the middle-east.
9. Give a position in the following countries using **latitude and longitude**: Syria, Iraq, Israel, Egypt
10. What is unique about the direction in which the **Nile River flows**?

__Day 9

Read: The Pharaohs of Ancient Egypt pp. 19-24

*The Earliest Settlers of the Nile Valley

*Parent note: read & discuss this chapter w/ your child. (evolution)

Write: Record your **Daily Reading Notes** entry



__Day 10

Read: The Pharaohs of Ancient Egypt pp. 24-26
*The Nile & Irrigation

Write: Record your **Daily Reading Notes** entry

Do: Look at the map on p. 36 and answer the following questions:

1. What geographical feature are most of the cities near?
2. List three reasons why people often choose to settle near rivers.

Mapwork: On your Egypt map, label: Rosetta, Alexandria, Memphis, and draw a line (purple) separating Lower Egypt and Upper Egypt

__Day 11

Read: The Pharaohs of Ancient Egypt pp. 26-30
*Progress & the Unification of Egypt

Write: Record your **Daily Reading Notes** entry

Make: a **Leader Page** for Menes, which you will fill in over the next several days.

__Day 12

Read: The Pharaohs of Ancient Egypt pp. 30-34
*The Egyptians' belief about the Next World

Write: Record your **Daily Reading Notes** entry

Write: Make a list of everything having to do with a religious belief.

This list should include the beliefs themselves and any customs that reflect the beliefs.

At the end of the list, write a 3-5 sentence paragraph explaining why the Egyptians took so much trouble to preserve and protect their bodies.



__Day 13

Read: The Pharaohs of Ancient Egypt pp. 34-39

*The Pharaoh considered to be a god

Write: Record your **Daily Reading Notes** entry

Write: In 3-5 sentences, explain why it was important for the Pharaoh to be considered a god.

Test: Write the names of all the Middle-Eastern countries and their capitals from memory.

__Day 14

Read: Look online or in an encyclopedia and read about the mythical story of Osiris and Set.

Using this story as a model, what can you deduce about how Egyptians prefer their stories to end?

Mapwork:

Using an encyclopedia, atlas or the internet, answer the following questions:

1. What is the current **population** of the United States?
 2. What is the current **population** of Egypt?
 3. How do the two populations compare?
 4. What is(are) the **major religion(s)** in Egypt?
 5. How many **square miles** are in Egypt?
 6. Name a U.S. state that is of a similar size
- What are Egypt's **primary exports**?



Day 15

Read: The Pharaohs of Ancient Egypt pp. 40-45

*Pharaoh Cheops & the Great Pyramid

Write: Record your **Daily Reading Notes** entry

Using an encyclopedia, atlas or the internet, answer the following questions on a sheet of paper. Insert it in your notebook behind your Daily Reading Notes.

1. Who was Herodotus?
2. List the Seven Ancient Wonders of the World

Make: a **Leader Page** for Cheops, which you will fill in over the next several days.

Day 16

Read: The Pharaohs of Ancient Egypt pp. 45-48

*In the Days of Cheops

Write: Record your **Daily Reading Notes** entry

Continue: filling in **Leader Page** for Cheops

Day 17

Read: The Pharaohs of Ancient Egypt pp. 48-53

*In the Days of Cheops -pt. 2

Write: Record your **Daily Reading Notes** entry

Continue: filling in **Leader Page** for Cheops

Day 18

Read: The Pharaohs of Ancient Egypt pp. 53-59

*Stone & the construction of the Pyramid

Write: Record your **Daily Reading Notes** entry

Continue: filling in **Leader Page** for Cheops



__Day 19

Read: The Pharaohs of Ancient Egypt pp. 59-63
*Archaeology and the tombs

Write: Record your **Daily Reading Notes** entry

Mapwork: On Egypt map, label Giza, Valley of the Kings (p. 36)

__Day 20

Read: The Pharaohs of Ancient Egypt pp. 64-67
*The crocodiles and the hidden papyrus scrolls

Write: Record your **Daily Reading Notes** entry

__Day 21

Read: The Pharaohs of Ancient Egypt pp. 67-71
*How the Pharaohs lost power to the priests

Write:

Pretend you are one of the thieves who came upon the stuffed crocodiles. List three thoughts you may have had when you found them. Next, pretend you are an archaeologist who has come upon some of the “waste” paper. List three thoughts you may have had.

Write:

In paragraph form, write why priests were so powerful in Egypt. Refer back to your list of religious beliefs and customs if you need to.

—put these writing projects behind your Daily Reading Notes—

Make: a **Leader Page** for the unnamed Pharaohs which followed Cheops (just lump them all together on the same page) which you will fill in over the next several days.



__Day 22

Read: The Pharaohs of Ancient Egypt pp. 71-76

*Egypt's Dark Ages & the invasion of the Hyksos

Write: Record your **Daily Reading Notes** entry

Mapwork: On Egypt map, label Thebes (the ancient capital) -p.36

Make: a **Leader Page** for Pharaoh Amemnhet (12th dynasty) and his successors (lump together) which you will fill in over the next several days.

__Day 23

Read: The Pharaohs of Ancient Egypt pp. 76-79

*The Beginning of the Eighteenth Dynasty

Write: Record your **Daily Reading Notes** entry

Make: a **Leader Page** for Pharaoh Ahmose

__Day 24

Read: The Pharaohs of Ancient Egypt pp. 80-84

*Hatshepsut's rise to Pharaoh

Make: a **Leader Page** for Hatshepsut which you will fill in over the next several days.

Write: Record your **Daily Reading Notes** entry



__Day 25

Read: The Pharaohs of Ancient Egypt pp. 84-87
*Hatshepsut keeps the throne

Write: Record your **Daily Reading Notes** entry

__Day 26

Read: The Pharaohs of Ancient Egypt pp. 87-92
*Work begins on Deir el Bahri

Write: Record your **Daily Reading Notes** entry

__Day 27

Read: The Pharaohs of Ancient Egypt pp. 92-96
*What happened at Karnak

Write: Pretending that you are Thutmose, write about what happened at Karnak and how you felt about it. Your story should be at least 10 sentences long.

—put this writing project behind your Daily Reading Notes—

__Day 28

Read: The Pharaohs of Ancient Egypt pp. 97-105
*Thutmose III takes over

Write: Record your **Daily Reading Notes** entry

Make: a **Leader Page** for Thutmose III which you will fill in over the next several days.



__Day 29

Read: The Pharaohs of Ancient Egypt pp. 105-108
*Thutmose III expands the empire

Write: Record your **Daily Reading Notes** entry

__Day 30

Read: The Pharaohs of Ancient Egypt pp. 108-111
*Thutmose III as Pharaoh

Write: Record your **Daily Reading Notes** entry

__Day 31

Read: The Pharaohs of Ancient Egypt pp. 111–118
*The shaft by Deir el Bahri

Write: Record your **Daily Reading Notes** entry

__Day 32

Read: The Pharaohs of Ancient Egypt pp. 119-122
*The discovery of ancient tablets that told a story

Write: Record your **Daily Reading Notes** entry

Make: a **Leader Page** for Amenhotep IV/Akhnaton which you will fill in over the next several days.



Day 33

Read: The Pharaohs of Ancient Egypt pp. 122-127
*Amenhotep IV & Nefertiti

Write: Record your **Daily Reading Notes** entry

Day 34

Read: The Pharaohs of Ancient Egypt pp. 127-130
*Amenhotep IV starts ruling

Write: Record your **Daily Reading Notes** entry

Day 35

Read: The Pharaohs of Ancient Egypt pp. 130-137
*Life in Akhetaton

Write: Record your **Daily Reading Notes** entry

Mapwork: On Egypt map, label Akhetaton –p.36

Write: If you were to design your ideal city, what would be the most important elements? List your top 15.

—Insert behind your Daily Reading Notes—

Day 36

Read: The Pharaohs of Ancient Egypt pp. 137-141
*Trouble in the land

Write: Record your **Daily Reading Notes** entry

Look: Read over the Requirement Page for the character sketch you will be doing on either Hatshepsut or Ramses II.

Write: What was the main difference between Amenhotep's religion and the old beliefs? (1 or 2 sentences)



Day 37

Read: The Pharaohs of Ancient Egypt pp. 141-144
*The end of Akhenaton's rule

Write: Record your **Daily Reading Notes** entry

Day 38

Read: The Pharaohs of Ancient Egypt pp. 144-152
*Tutankhamon

Write: Record your **Daily Reading Notes** entry

Day 39

Read: The Pharaohs of Ancient Egypt pp. 153-160
*Ramses II & the Battle of Kadesh

Write: Record your **Daily Reading Notes** entry

Make: a **Leader Page** for Ramses II which you will fill in over the next several days.

Look: Read over the Requirement Page for the character sketch you will be doing on either Hatshepsut or Ramses II.

Day 40

Read: The Pharaohs of Ancient Egypt pp. 160-164
*The reign of Ramses II

Write: Record your **Daily Reading Notes** entry



__Day 41

Read: The Pharaohs of Ancient Egypt pp. 164-172
*Egypt's decline

Write: Record your **Daily Reading Notes** entry

__Day 42

Egypt writing project:

- Read over entire Requirement Page for Character Sketch of an Important Egyptian
- Do Steps 1, 2, and 3

__Day 43

Egypt writing project:

- Start Step 4, getting at least 10 questions done
(You do not have to do the questions in order.)

__Day 44

Egypt writing project:

- Continue Step 4, getting at least 4 more questions done

__Day 45

Egypt writing project:

- Continue Step 4, getting at least 3 more questions done

__Day 46

Egypt writing project:

- Continue Step 4, getting at least 3 more questions done



__Day 47

Egypt writing project:

-Continue Step 4, getting at least 3 more questions done

__Day 48

Egypt writing project:

-Do Step 5

__Day 49

Egypt writing project:

-Do Step 6

__Day 50

Egypt writing project:

-Do Step 7

__Day 51

Egypt writing project:

-Do Step 8

__Day 52

Egypt writing project:

-Do Step 9



__Day 53

Egypt writing project:
-Do Step 10

__Day 54

Egypt writing project:
-Do Step 11

__Day 55

Egypt writing project:
-Start Step 12 (You have three days to complete the typing.)

__Day 56

Egypt writing project:
-Continue Step 12

__Day 57

Egypt writing project:
-Finish Step 12



__Day 58

Egypt writing project:
-Do Step 13

__Day 59

Egypt writing project:
-Do Step 14

__Day 60

Egypt writing project:
-Do Step 15

—END OF EGYPTIAN STUDIES—



RESOURCES





Character Sketch of a Famous Egyptian

Requirements for finished paper:

1. Title page
2. Paper between 1 and 2 pages long
3. Typed, 12 pt, double-spaced, Times New Romans
4. Contents include all information asked for in Step 3
5. Separate page of endnotes w/ sources listed
6. Rough Draft included

Step 1: Choose either Hatshepsut or Akhnaton (Amenhotep): _____

Step 2: -

-Get (17) sheets of lined notebook paper.

-Title the first sheet: SOURCES

-On the second sheet, list numbers 1 through 5 and write the corresponding necessary info (see Step 4 for the information you're looking for)

 I.e.: #1- approximate dates of birth and death

 #2- Parents and immediate ancestors

 -and so on-

-On the third sheet, list numbers 6 through 9, writing the necessary info you are looking for (see below)

-On the next sheet, write #10-Interesting Physical Characteristics (from Step 4 list) at the top of the page

-On the next sheet, write #11-Personality and Intelligence at the top of the page

-On the rest of the following sheets, write the next # and title question (see below), one per page

| Questions #1-5 | |
|----------------|----------------------|
| | |
| #1 | birth: |
| | death: |
| #2 | parents: |
| #3 | immediate ancestors: |



Step 3:

On your source sheet, write down your bibliography information for the first source you will be using. See example:

| | |
|----|------------------------------------------|
| | SOURCES |
| | |
| A. | <u>The Pharaohs of Ancient Egypt</u> |
| | by Elizabeth Payne, (Random House, 1992) |
| | |
| B. | |

- *Use letters to indicate source. See how 'Pharaohs' is letter A rather than number 1?
- *Underline the title of the book, which goes on the top line by itself.
- *Under the title, write the name of the author and then put the publisher info in parenthesis
- *Skip a line before writing the next source, in order to keep everything neat.

Step 4:

Using Pharaohs of Ancient Egypt, and then other sources as needed, find the following information. Write your information on the sheets you made in Step 2. You do not have to write complete sentences. Look below for examples.

| | |
|----|------------------------------|
| | Questions #1-5 |
| | |
| #1 | birth: 1851 |
| | death: 1940 |
| #2 | parents: Ben and Nancy Smith |
| #3 | immediate ancestors: |

| | |
|--|---------------------------------------------|
| | #12: Religious Beliefs |
| | |
| | -believed that there was only one god, Aton |
| | -Aton compared to sun |
| | |
| | |



1. Approximate dates of birth and death:
2. Parents and immediate ancestors:
3. Siblings:
4. Spouse:
5. Children:
6. Predecessor:
7. How did he/she come to power:
8. How did he/she die
9. Successor:
10. Interesting physical characteristics:
11. Personality & intelligence
12. Religious beliefs:
13. Building projects:
14. Treatment of others:
15. Treatment of government business:
16. Treatment and supervision of military:
17. View of empire-building (expansion of power into other areas)
18. View of wealth
19. Favorite projects and interests
20. View of the common people
21. How the common people viewed him/her
22. Accomplishments during reign (Legacy)
23. Nicknames (why?)



Step 5: Write a title for your character sketch

1. Use his/her name and primary characteristic in a title
(I.e. Socrates the Teacher or Kublai Khan the Warrior)
2. Label a sheet of notebook paper: Rough Draft #1
3. Write your paper's title near the top

Step 6: Write the introductory paragraph

1. Your first paragraph should introduce your character's name and a few facts about him/her including his/her "claim to fame."
2. This paragraph should be about three sentences long.
example:
Ramses II, son of _____, is most remembered for _____. Born
in _____, he grew up in luxury. When he was _____ his father died and he became the
_____ pharaoh.

Step 7: Start writing the body of your paper

1. Look over the notes you took in Step 4.
2. Write a paragraph explaining how he/she came to power and how his/her personality was involved.

*When you use information from your note page(s) in your paragraph, cross it out on your note page.

Step 8: Continue writing the Rough Draft's body

1. Write a paragraph about what he/she thought was important and how this showed itself during his/her reign.

Step 9: Continue writing the Rough Draft's body

1. Write a paragraph describing his/her legacy.



Step 10:

1. Look over your note pages and see what information you have not used. Try to add it into your paragraphs.

You probably will not have room to write it where it belongs in the paragraph, so make a notation and then write the sentence at the end of the paper like the example below.

Use a carrot (^) where you want to place the new information or sentence and then put a letter above it. On another paper, write that letter and then write the information or sentence you are going to insert later.

| | |
|----------------|----------------------------------------------------------|
| Rough Draft #1 | Coster the Printer |
| | Ⓐ |
| | One day an old man named Coster went for a walk in the |
| | woods. When he was tired he sat down to rest upon a log. |

| | |
|--|--------------------------------|
| | |
| | |
| | |
| | Ⓐ about five hundred years ago |

Step 11:

1. Read through your paper, circling any fragmented sentences, run-on sentences, and grammar mistakes.
2. Put stars next to areas that don't make sense or that don't flow well.

Step 12:

1. Type your paper, inserting all of the new information and fixing the mistakes you found.

Step 13:

1. Make a title page: This page has the title of your paper, and the author (you) on it.



Step 14:

1. Make your endnotes page: Using your Source notes, list all of the resources you used to find information about your character. Type the sources neatly onto a page with 'Endnotes' as the page's title.

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Endnotes</p> <p>A. <u>The Pharaohs of Ancient Egypt</u> by Elizabeth Payne (Random House, 1992)</p> <p>B. <u>The Egyptians</u> by Arnold Swartz (Houghton Mifflin, 2003)</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Step 15

1. Spell-check all of your pages.
2. Print them out and put them in this order:
 - Title page
 - Character Sketch paper
 - Endnotes
 - attach your Rough Draft at the end
3. After your parent reviews your paper,
 - 3-Hole punch it and insert behind the Egypt tab in your notebook.



Leader Chart

Leader: _____

Country: _____

Reigned from _____ **to** _____

Leader's Rating:



*Under the 'yes' and 'no' columns, write the page # from your book that supports your answer.

*After study of leader is finished, rate your leader from 1 to 5 stars (1=very bad, 5=very good) by coloring in the stars.

| | yes | no | n/a |
|------------------------------------------------------|------------|-----------|------------|
| Came to power through force | | | |
| Came to power through inheritance | | | |
| Sincerely religious | | | |
| Used religion to keep power | | | |
| Befriended religious leaders | | | |
| Antagonized religious leaders | | | |
| Considered to be wise | | | |
| Considered to be a good person | | | |
| Considered to be wicked and/or cruel | | | |
| Considered to be a good military leader | | | |
| Considered to be a good domestic leader | | | |
| Was an educated person | | | |
| Tried to improve his land through agriculture | | | |
| Tried to improve his people's minds | | | |
| Tried to improve commerce | | | |
| Tried to expand his empire | | | |
| Governed his country well | | | |
| During his rule, his country was attacked | | | |
| Made new laws | | | |
| People were content under his rule | | | |
| People were unhappy under his rule | | | |
| People revolted under his rule | | | |
| His reign ended because he died | | | |
| His reign ended because he was defeated | | | |
| Particular strength or interest: | | | |
| Particular weakness: | | | |
| Remembered especially for: | | | |