Ancient Egyptian Civilization – Papyrus and Hieroglyphics

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**Purpose**
In this chapter, students will learn the history and process of papermaking during the ancient Egyptian civilization. They will also learn about the development of hieroglyphics.

At the end of this lesson the students will be able to:
- Through hands-on activities, understand the process of making paper
- Explain hieroglyphics relationship to the evolution of writing and language

**Description of Lesson**
Working individually or in small groups, students will create homemade papyrus and decorate the papyrus with hieroglyphics. They will correctly use the vocabulary word for the lesson to explain the process and resulting art. Once the papyrus is created, students will orally explain the meaning of their artwork. The artwork will be digitally scanned and the oral presentation will be recorded to MP3 to accompany the artwork in the unit’s showcase on the web.

**Grade Level Content Expectations**

*(Based on California’s standards)*
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- Trace the evolution of language and its written forms.

*(Based on National Council for the Social Studies)*
*NSS-WH.5-12.2 ERA 2: EARLY CIVILIZATIONS AND THE EMERGENCE OF PASTORAL PEOPLES, 4000-1000 BCE*

The student in grades 5-12 should understand
- the characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.
- how agrarian societies spread and new states emerged in the third and second millennia BCE.
- the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.
- major trends in Eurasia and Africa from 4000 to 1000 BCE.

**NETS Performance Indicators**
1. **Basic operations and concepts**  
   - Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

2. **Social, ethical, and human issues**  
   - Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

3. **Technology productivity tools**  
   - Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
   - Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

4. **Technology communications tools**  
   - Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.

5. **Technology research tools**  
   - Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.
   - Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

**Preparation**

- Develop a Powerpoint presentation that reviews the key terms of *papyrus* and *hieroglyphs*. You may use the attached Powerpoint as a starter presentation. Review the pronunciations and definitions for the lesson. Discuss the relationship of hieroglyphics and the evolution of the written communication form.

**Procedure**

- Review the papermaking process and hieroglyphs by sharing the Powerpoint presentation.
- Discuss the papyrus making process. You may use one of the websites below as a reference.

  [http://www.lib.umich.edu/pap/exhibits/papyrus_making/index.html#](http://www.lib.umich.edu/pap/exhibits/papyrus_making/index.html#) has a slide show that shows the process from beginning to end.

- Discuss what hieroglyphs are, the types of hieroglyphs and examples of
- Divide the class into small groups. These groups will work together to create their papyrus.
- Students will create their papyrus and decorate it with hieroglyphics. They may use the hieroglyphic websites for reference and examples.
- After creating their artwork, students will orally present their artwork describing what and why they created their hieroglyphic artwork.
- Recap the lesson by discussing how these early written forms of communication evolved.

### Technology Tools and Resources

**Websites:**

  - Papyrus Making 101: rediscovering the craft of making ancient paper
  - Document the has the recipe for making your own homemade paper out of recycled paper.
- [http://www.paperonline.org/history/history_frame.html](http://www.paperonline.org/history/history_frame.html)
  - History of paper including timeline, paper cycle, and glossary.
- [http://www.historyforkids.org/learn/literature/paper.htm](http://www.historyforkids.org/learn/literature/paper.htm)
  - A short history of paper. It includes a video of a Japanese woman making paper.
- [http://paperproject.org/index.html](http://paperproject.org/index.html)
  - “This project chronicles handmade and mould made paper images produced by a [scanning-laser confocal microscope](http://paperproject.org/index.html).” Also includes the history of paper making and a “cookbook” for making paper.
  - Explains hieroglyphics for writing and mathematics. It includes other hieroglyphic links.
- [http://www.kidzone.ws/cultures/egypt/hieroglyph.htm](http://www.kidzone.ws/cultures/egypt/hieroglyph.htm)
  - Examples and sounds of hieroglyphics includes downloadable pictures of glyphs.
  - Hieroglyphic dictionary that includes descriptions and signs and translator.

**Hardware:**

- Computer w/ Internet connectivity and a DVD player
  - The teacher will use the computer to develop and show the PowerPoint.
  - Students may use the computer to visit the websites above, for reference.
- Scanner/Copier/Printer
  - The teacher may use it to create copies of any information he/she may want the student to have to supplement the reading from the book.
Students may use the hardware to scan their completed artwork and to print reference information from the web.

**Software:**
- MS Powerpoint
  - Teachers will use the software to create the presentation for this lesson.
- Audio software for recording (e.g. Sound Forge, Audacity)
  - Students will use the software to record their presentations.

**Other:**
- Microphone
  - The microphone will be used to record the students during the group presentations.
- Material to create artwork (e.g. paper, markers, painting supplies)
  - The students will use various materials to create papyrus with hieroglyphics

**Technology Competencies**

Technology skills needed include:
1. Basic knowledge of Powerpoint/ audio software
2. Operational knowledge of computer/scanner/microphone
3. Basic knowledge of how to connect to and search on the Internet

**Assessment**

Student achievement will be based on
- Creation of papyrus
- Creation of hieroglyphic artwork
- Delivery of oral presentation

Assessments will include content, relevance and coherence of visual and verbal communication.