



The Golden King and the Great Pharaohs

If King Tut Could Talk



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A Resource Packet for Educators

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WORLD AFFAIRS COUNCIL

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The Golden King and the Great Pharaohs

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USING THIS RESOURCE GUIDE

Please note: many descriptions were excerpted directly from the websites.



Recommended Resources



The Day After



Breaking Stereotypes



Audio



Charts & Graphs



Maps



Educational Games



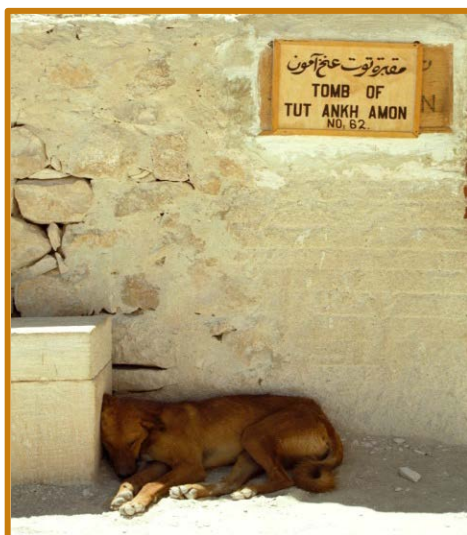
Video / PowerPoint / Photos



Science, Technology, Engineering, & Math



Lesson Plans / Educational Resources



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***If King Tut could talk, he would tell this dog to move!**

Special thanks to Michael Scott for the exclusive use of his personal photos in this packet. We are also grateful to Mary Ann Johnson for her contribution to this packet (see pp. 15-16).

Pacific Science Center “The Golden King” Exhibit



Pacific Science Center: Tutankhamun—The Golden King and the Great Pharaohs

<http://www.pacificsciencecenter.org/King-Tut/king-tut-the-exhibition>

Tutankhamun: The Golden King and The Great Pharaohs features more than 100 objects from King Tut's tomb and ancient sites representing some of the most important rulers throughout 2,000 years of ancient Egyptian history. With more than twice the number of artifacts than the original Tut exhibit that toured in the 1970s, many of these objects have never toured in the United States before this exhibit.

The Pacific Science Center is hosting the exhibit *Tutankhamun: The Golden King and The Great Pharaohs* from May 24, 2012-January 6, 2013.

Find more information on the **King Tut exhibition website**:

<http://www.kingtut.org/>

Check out the **National Geographic Exhibition Guide for Educators** (for grades 3-12) for additional resources and activities:

http://www.kingtut.org/images/stories/seattle_tut_educator_guide.pdf

Preview the exhibit on The King Tut Exhibit's official Youtube page:

<http://www.youtube.com/user/TheKingTutExhibit>



History Channel: Coroner's Report—King Tut (2:18)

<http://www.history.com/topics/ancient-egypt/videos#king-tut>

According to one theory, an accident caused the untimely death of teenage pharaoh King Tut. How might a broken leg have sent him to his tomb?



PBS: Egypt's Greatest Leaders

<http://www.pbs.org/empires/egypt/educators/lesson4.html>

In this lesson, students will learn about seven of Egypt's most famous pharaohs. They will discuss leadership styles and draw conclusions about the success of each of these pharaohs. After learning about the personality and life of each pharaoh, students will break into groups to create in-depth projects about one of the seven pharaohs they have learned about and will teach others in the class about this leader.



Youtube: DNA Profiling Unlocks Secrets of King Tut's Life and Death (14:48)

http://youtu.be/78akq_yg-5Q

In this interview recorded during the 21st International Symposium on Human Identity, Dr. Pusch shares the excitement of unlocking secrets from DNA more than 3,000 years old.



KPCC 89.3: Uncovering the Mysteries Behind King Tut's Tomb (16:38)

<http://www.scpr.org/programs/patt-morrison/2012/03/12/25548/the-man-in-the-golden-mask/>

He's both the ultimate ancient world celebrity and a modern cultural icon. But who was the man known as the “boy king?”



Discovery Channel: King Tut Unwrapped

<http://dsc.discovery.com/videos/king-tut-unwrapped/>

Site links to a series of videos concerning King Tut's life, death, and excavation. Videos range from 1:25 to 2:31 minutes long.



National Geographic Channel: King Tut's Final Secrets (45:56)

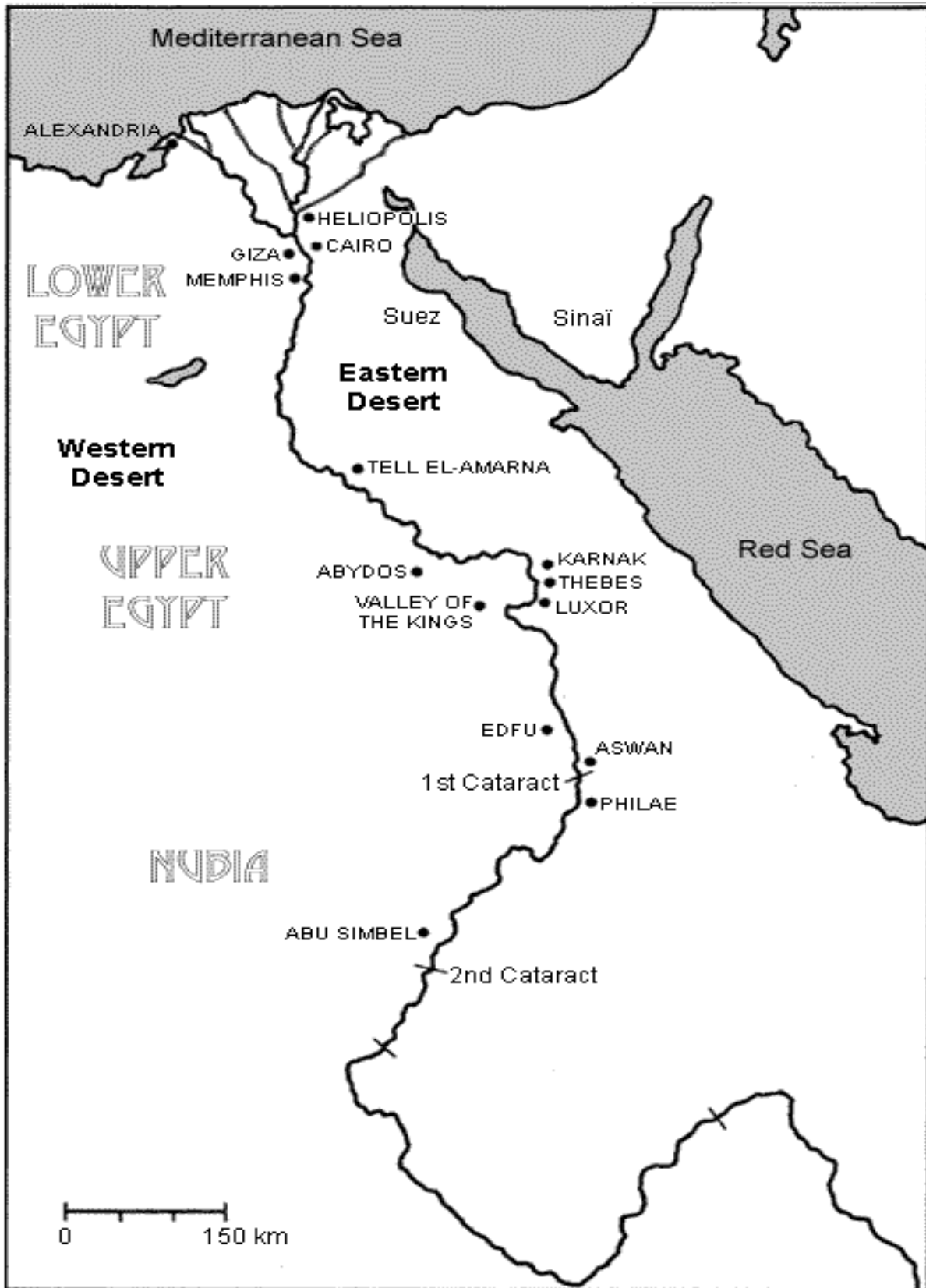
<http://video.nationalgeographic.com/video/national-geographic-channel/all-videos/av-7093-7308/ngc-king-tuts-final-secrets/>

A team of international scientists launch a high-tech forensic investigation to solve the mystery of King Tutankhamun's death.



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History and Background of Ancient Egypt



A Map of Ancient Egypt

<http://www.civilization.ca/cmce/exhibitions/civil/egypt/images/geogmape.gif>

Note: A map of modern Egypt is included on page 24.

History and Background of Ancient Egypt

SUITABLE FOR GRADES K-5

Communities of World History: Why Do Things That Happened So Long Ago Still Matter?

http://www.my-ecoach.com/modules/custombuilder/popup_printable.php?id=10015

Take a journey through time. Explore ancient times with third grade as we learn how the cultures of the past impact our world today. On each page you will find questions for you to explore the web to learn more about our past.



Mr. Donn's Ancient Egypt for Kids: Games and Stories

<http://egypt.mrdonn.org/games.html>



Site links to several games and resources including free PowerPoint presentations.

Ancient Egypt: The Magic Lesson

<http://www.hyperstaffs.info/work/history/nixon/versions/flashindex.html>



Interactive game with facts and mini-games to educate students about ancient Egypt.

BOOK: History News: The Egyptian News by Scott Steedman (1997)

<http://www.amazon.com/History-News-Egyptian-Newspaper-Civilization/dp/1564028739>

An introduction to ancient Egypt is presented in a whimsical newspaper format and celebrates such events as the building of the first pyramid, the secret art of embalming mummies, and the dangerous sport of hippo hunting. Grade 5, Lexile level 1000L, 30 pages.

SUITABLE FOR GRADES 6-12



Ancient Times Review

<http://www.kn.att.com/wired/fil/pages/webancientci.html#task>

This is a webquest about ancient Egypt. Students will be working in groups of six. Each group will be creating their own newspaper reporting on the events of the day in ancient Egyptian times.

SUITABLE FOR ALL GRADES

Nova: Explore Ancient Egypt

<http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html>

In this multi-layered, highly visual interactive, view 360° panoramas, "walk-around" photos, and other breathtaking imagery shot throughout the Giza Plateau and ancient Thebes (modern-day Luxor)... You'll see Old and New Kingdom tombs and temples, pyramids and statues, and a 140-foot-long wooden boat that is 4,600 years old.

Use this website to go on a virtual tour of Egyptian sites in your class. Test the site first, as images can be slow to load.

History for Kids: Ancient Egypt

<http://www.historyforkids.org/learn/egypt/history/history.htm>

Egypt is one of the most fertile areas of Africa, and one of the most fertile of the countries around the Mediterranean Sea. Because Egypt is so fertile, people came to live in Egypt earlier than in most places, probably around 40,000 years ago.

PBS: New Kingdom

<http://www.pbs.org/empires/egypt/newkingdom/index.html>

Over 3,500 years ago, Rome was no more than a soggy marsh and the Acropolis was just an empty rock, but Egypt was on the brink of its greatest age—the New Kingdom.

TeAchnology: Teacher Guide to Ancient Egypt

<http://www.teach-nology.com/themes/social/egypt/>

When learning all about ancient Egypt, it is important to realize that this civilization is considered one of the most important for the entire history of mankind on planet Earth. The Egyptian empire once spanned most of the Middle East and as far west as the edge of Europe and many parts of what is now Asia.

Museology

SUITABLE FOR GRADES 6-12 AND UP



NYT Learning Network: You Don't Know What You've Got Until It's Found (11/2005)

<http://learning.blogs.nytimes.com/2005/11/02/you-dont-know-what-youve-got-until-its-found/>

Students consider what can be learned through the study of artifacts, focusing on those of ancient Egypt. They then research famous ancient Egyptian sites to prepare for the development of proposals for exhibits in a fictional children's wing at the Egyptian Museum. (See p. 6 of this packet for more information.)



NYT Learning Network: Electric Exhibitions (07/2001)

<http://learning.blogs.nytimes.com/2001/07/20/electric-exhibitions/>

In this lesson, students will learn about how modern technology can be used to enhance existing museum exhibits.

Modify this lesson after visiting the King Tut Exhibit or exploring the exhibit online (see p. 2 for resources).



History, Artifacts, and Museums (2009)

<http://www.teachingushistory.org/lessons/HistoryArtifactsMuseums.htm>

Depending on the artifacts used to teach this lesson, the content standards will vary, but it can be applied to any time period. Students will interpret calendars, time lines, maps, and other artifacts. These lessons are designed for 11th grade history students and require two 90 minute classes to complete.



M.A.T.R.I.X.: Museum Methods (2003)

http://www.indiana.edu/~arch/saa/matrix/mm/mm_o6.htm

Site links to eight lessons with accompanying classroom exercises, assignments, handouts and additional sources about Museum Methods. A unit syllabus is also included.



UCL: Museum Studies and Object Based Learning

<http://www.ucl.ac.uk/museums/learning/object-based-learning>

Museums are not static institutions. There is a constant need to rethink and redefine what a museum is or can be. UCL Museums and collections offers a wide range of high quality museum collections, digital resources, and innovative ideas for teaching. (Geared toward university students and professors).

SUITABLE FOR ALL GRADES



British Museum: Ancient Egypt

<http://www.ancientegypt.co.uk/menu.html>



Explore the British Museum's collection of ancient relics online. Many exciting resources are available on the main site as well.



A History of the World in 100 Objects (10/2011)

http://www.britishmuseum.org/explore/a_history_of_the_world.aspx

NYT Learning Network Lesson plan:



<http://learning.blogs.nytimes.com/2011/10/31/whether-humble-or-glorious-telling-stories-of-human-history-through-objects/>

Discover the 100 objects featured in the Radio 4 series; listen to the programs online and download the podcast; see what other museums have contributed, and find out more about the project. Objects 1, 20, 22, and 33 are directly related to ancient Egypt.

Use these Egyptian objects as inspiration for creative, descriptive, or expository writing exercises.



The Supreme Council of Antiquities

<http://www.sca-egypt.org/eng/main.htm>

The principal mission of the Ministry of State for Antiquities, previously known as the Supreme Council of Antiquities, is to protect and promote the cultural heritage of Egypt, both independently and in cooperation with national and international organizations.

Excerpted from:

You Don't Know What You've Got Until It's Found

Suggested Time Allowance: 1 hour

Objectives: Students will...

1. **Hypothesize** the uses and significance of various ancient Egyptian artifacts.
2. **Learn** about the Egyptian Museum's efforts to inventory rediscovered items.
3. **Research** famous ancient Egyptian sites.
4. **Create** proposals for a fictional children's exhibit.

Activities / Procedures:

1. **WARM-UP/DO-NOW:** Prior to class, create a handout that includes pictures of four different types of ancient Egyptian artifacts, as detailed in the Materials section of this lesson. As students enter the classroom, distribute the handouts and direct them to respond to the following prompt in their journals (written on the board prior to class): "Carefully look at the images of the ancient Egyptian artifacts provided on the handout. In your journal, jot down your thoughts on how each item was originally used and the clues that helped you arrive at this conclusion." After a few minutes, ask students to share their ideas about each artifact. Then, share the real description of the artifact. As a class, discuss the following questions: What can ancient items such as these tell us about the people who made and used them? Why do museums display these old objects? Why is it important to preserve antiquities from long ago?
2. As a class, read and discuss the article "Those Forgotten Mummies in the Cellar Must Be Cursed."
3. Explain to students that today they will be imagining that the curators of the Egyptian Museum in Cairo have decided to open a new children's wing of the museum. The curators have turned to the students in your class for help in developing a series of exhibits for this new wing, each exhibit focusing on a famous ancient Egyptian site and the antiquities found there. The students will be divided into pairs or small groups and asked to investigate the different sites. They will then write proposals for creative displays about their assigned sites. Each group will be able to use an entire room in the new wing to best depict their ancient Egyptian site.
4. After their research is complete, each grouping should brainstorm the designs for their museum exhibit, considering creative ways to relay the information in their exhibit to children. For example, a group might include a walk-through "tomb" for children to experience, a multimedia area in which children can use different technologies to recreate an experience at that site, or an art area in which children can try their hand at writing their name in hieroglyphics as modeled at their site. Students should make sure that all of their ideas directly relate to their research and cover all of the pertinent findings of their research.
5. **WRAP-UP/HOMEWORK:** Each grouping writes a proposal for the Egyptian Museum asking to have their ancient Egyptian site included in the fictional new children's wing. The proposal should include an introduction to the site, why the site should be included in the new wing, and one-paragraph descriptions for each of their ideas for the exhibit. Proposals should include illustrations, pictures and maps as needed. Students should share their proposals in a future class. If possible, students might create some of their exhibits for other students to experience.

Educational use authorization pending from: <http://learning.blogs.nytimes.com/2005/11/02/you-dont-know-what-youve-got-until-its-found/>

Archaeology

SUITABLE FOR GRADES K-8



Archaeological Institute of America: Simulated Digs

<http://www.archaeological.org/education/lessons/simulateddigs>



Tips and essential information to help teachers design a dig, encourage critical thinking, and develop students' skills across the curriculum.



Beyond Artifacts: Teaching Archaeology in the Classroom (2011)

<http://www.flpublicarchaeology.org/resources/BeyondArtifacts2011.pdf>



Explore this excellent bilingual (Spanish-English) pdf guide for lesson plans regarding soil quality, gridding, artifact preservation and many more topics using simple tools in the classroom.

SUITABLE FOR GRADES 6-12



NYT Learning Network: Dig Those Descriptions (06/2005)

<http://learning.blogs.nytimes.com/2005/06/17/dig-those-descriptions/>



In this lesson, students will practice writing descriptions by researching various artifacts from ancient Egypt and writing captions for them.

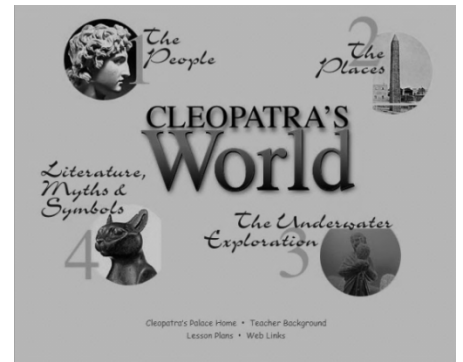


NYT Learning Network: Remains of the Day (12/2001)

<http://learning.blogs.nytimes.com/2001/12/26/remains-of-the-day/>



In this lesson, students learn about how archaeologists discovered and pieced together artifacts that indicate a Celtic presence in ancient Turkey. Students then research ancient civilizations and create archaeological digs containing items representative of these cultures.



Discovery Education: Cleopatra's World



NYT Learning Connection: A Matter of Life and Death (10/2000)

<http://learning.blogs.nytimes.com/2000/10/31/a-matter-of-life-and-death/>



Students research burial tombs of ancient Egypt. Acting as pharaohs of Egypt, students create burial plans to illustrate what items they would include in their own tombs and why. Then, other students act as archaeologists by analyzing these plans.

SUITABLE FOR ALL GRADES



Smithsonian Education: Decoding the Past

http://www.smithsonianeducation.org/educators/lesson_plans/decoding_the_past/index.html



Whether you're ten or one hundred years old, you have a sense of the past—the human perception of the passage of time, as recent as an hour ago or as far back as a decade ago. We are all explorers of this past, seeking the meaning of today from what happened yesterday.



Discovery Education: Cleopatra's World (*image above right*)

<http://school.discoveryeducation.com/schooladventures/cleogame/>



The Royal Quarter of Alexandria, where Cleopatra and Mark Antony played out their dramatic life stories, is emerging from the depths of the ocean where it was submerged after a tidal wave and earthquakes more than 1,600 years ago. **Image Above Right:** Beginning menu of "Cleopatra's World" game, available through the site.



Theban Mapping Project

<http://thebanmappingproject.com>

Discover each tomb in the Valley in this interactive atlas. Investigate a database of information about each tomb, view a compilation of more than 2000 images, interact with models of each tomb, and measure, pan, and zoom over 250 detailed maps, elevations, and sections. Experience sixty-five narrated tours by Dr. Weeks, and explore a 3D recreation of tomb KV 14.

Flora and Fauna

SUITABLE FOR GRADES 6-12



NYT Learning Network: Croc Talk (10/2004)

<http://learning.blogs.nytimes.com/2004/10/26/croc-talk/>



In this lesson, students learn about the members of the crocodylian family. Students will read an article, create poster presentations, and write poetic odes to these creatures.



Youtube: King Tut's Treasures: Animal Iconography (3:53)

<http://www.youtube.com/watch?v=sDGp6BZz2pQ&feature=relmfu>

Dr. Janice Kamrin explains the importance of animal iconography in ancient Egypt, and in particular, the artifacts that were discovered in the Tomb of King Tut (KV62).

SUITABLE FOR ALL GRADES

St. Louis Art Museum: Art of Ancient Egypt—Hippopotamus

<http://www.slam.org/egypt/works/03.html>

We think of hippos as cute and playful, but our impression comes from what we see at the zoo. In ancient Egypt, herds of hippos were a threat to farmers' crops. Hippos became associated with chaos and evil, and the first pharaohs hunted them in the marshes.

The Oriental Institute of the University of Chicago: Ancient Egypt—Animals

<http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/animals.html>

Animals often held symbolic value for the Egyptians. For example, the ibis, a bird with a curved beak, was considered sacred because its arrival each year coincided with the flooding of the Nile River.

Find more lesson plan ideas suitable for all ages from **The Oriental Institute:**
<http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/lessonegypt.html>



Ancient Egyptian Bestiary: Crocodiles

<http://www.reshafim.org.il/ad/egypt/bestiary/crocodile.htm>

The Nile crocodile, *Crocodylus niloticus*, was the biggest and most dangerous predator living in ancient Egypt. It has since become extinct in the lower reaches of the river.



Discovery News: Animal Mummies Discovered At Ancient Egyptian Site (02/14/2012)

<http://news.discovery.com/history/ancient-egypt-animal-mummy-abydos-burial-site-120214.html>

A wealth of new discoveries, from animal mummies linked to the jackal god and human remains to an enigmatic statue, are revealing the secrets of an ancient holy place in Egypt once known as the "Terrace of the Great God."

BBC: Sacred Animals of Ancient Egypt Gallery

http://www.bbc.co.uk/history/ancient/egyptians/animal_gallery.shtml

Animals of all kinds were important to the ancient Egyptians, and featured in the daily secular and religious lives of farmers, craftsmen, priests, and rulers.

Pitt Rivers Museum: Animals and Belief

<http://www.prm.ox.ac.uk/AnimalMummification.html>

Animals were used in ancient Egyptian religious art to illustrate characteristics of the gods. However, the Egyptians did not worship animals and the depictions were not literal.



What religious purpose did animals serve in ancient Egypt?
Why did Egyptians associate cats with gods?
How did Egyptians depict animals in religious artwork?

Find out above at the Pitt Rivers Museum: <http://www.prm.ox.ac.uk/AnimalMummification.html>

Geography

SUITABLE FOR GRADES 6-12



Mapping the Physiographic Features of Ancient Egypt and the Near East

<http://www.mitchellteachers.org/WorldHistory/AncientEgyptNearEastUnit/MappingPhysioFeaturesActivity.html>



You are going to explore the physical geography of ancient Egypt and the Near East in this lesson.



Essential Question: Why do people live and move where they do?



PBS: Egypt's Golden Empire—Touring Ancient Egypt

<http://www.pbs.org/empires/egypt/educators/lesson7.html>



This lesson focuses on the importance of geographic features and the abundance of natural resources that helped ancient Egypt become the world's first superpower. Students will learn about the geography and resources available to the ancient Egyptians and create a multimedia tour that demonstrates this learning to others.



NYT Learning Network: Horn of Plenty (07/2004)

<http://learning.blogs.nytimes.com/2004/07/27/horn-of-plenty/>



Students create timelines that compare early agricultural practices in the Near East and Africa and prepare handouts on the archaeological discovery process or specific African tribes. For homework, they write essays that evaluate the advantages and disadvantages of ancient agricultural (nomadic) practices and make predictions about the continued prosperity of foraging tribes.



NYT Learning Network: Oasis in the Desert (09/2002)

<http://learning.blogs.nytimes.com/2002/09/04/oasis-in-the-desert/>



In this lesson, students explore the challenges of building a thriving human civilization in a desert environment. They then design new technologies to assist people living in the desert.



History Channel: The Aswan High Dam (2:08)

<http://www.history.com/topics/ancient-egypt/videos#the-aswan-high-dam>



The Aswan High Dam was built in the 1960's to provide energy to Egypt.



History Channel: Reading the Nile (1:21)

<http://www.history.com/topics/ancient-egypt/videos#reading-the-nile>



Ancient Egyptians used a Nilometer to measure the rise and fall of the Nile during the flood season. This allowed them to predict which crops would be most successful in the coming season.



TES: Impact of Climate Change on Egypt (11/22/2011)

<http://www.tes.co.uk/teaching-resource/Impact-of-Climate-Change-on-Egypt-6141408/>



How will climate change and water scarcity affect people in the developing world? The lesson objective is to describe and explain the impact of climate change in Egypt, a less economically developed country (LEDC). This lesson includes a ppt. and a video.



The British Museum: Class Discussion—Geography, Climate and Land Use

<http://www.ancientegypt.co.uk/staff/resources/discussions/do2/home.html>



The objective of this discussion is to acquaint pupils with ideas about how geography can affect settlement and to introduce pupils to basic features of the landscape of ancient Egypt.

Common Core Connection

THE DAY AFTER

Maps and the Common Core

Common Core Connection: Reading

The Common Core emphasizes nonfiction and asks that students "integrate and evaluate content presented in diverse formats and media, including visually" (ELA.7).

- Analyze maps in groups to answer questions about the Egyptian empire and its success.

Common Core Connection: Writing

Students need to "draw evidence from literary or informational texts to support analysis, reflection and research" (CCR.9)

- Use maps as evidence to support explanatory essays about Egypt's empire and why it developed where it did on the map.

Trade

SUITABLE FOR GRADES 6-12



Archaeological Institute of America: Cargoes from Three Continents

<http://www.archaeological.org/education/lessons/cargoes>



Site links to several trade-related lesson plans from AIA. **Suggested for Middle School:** Trade in the Ancient Mediterranean, The Interconnectedness of Ancient Peoples Map Study. **Suggested for High School:** The Ancient Mediterranean: Trade, Contact and Culture Diffusion; Some Ways to Integrate Trade, the “Missing Link”, Into Ancient History.



Detroit Institute of Arts: Egyptian Market Day

<http://www.dia.org/education/egypt-teachers/socstud/vian/prep.htm>

Lesson plan describes a grade-level or multi-class event in which children trade for Egyptian items that they create to simulate an open-air market.



Ancient Egyptian Foreign Trade Lesson

<http://aeigraphics.com/graphics/images/files/Ancient%20Egyptian%20Trade%20Routes%20Lesson%20Plan%20.pdf>

Standards-aligned (NY) lesson plan for sixth grade that allows students to examine ancient trade routes, as well as the goods and people that effected ancient trade interactions.



©Michael Scott



Uluburun

www.webster-smalley.co.uk/static/archaeology/Uluburun.ppt



What do the objects from the Uluburun shipwreck tell us about the origin of the ship and the identity of the crew? Site links to a PowerPoint presentation that examines the significance of the find of the world's oldest sunken ship at Uluburun.

Ancient Civilizations: Trade in the Mediterranean

<http://library.thinkquest.org/Coo4203/economic/economico2.htm>

Trade flourishes under peaceful conditions. Because trade generates income, especially for exporters of goods, rulers of most nations welcomed trade.

Eternal Egypt: Trading Practices in Egypt

http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.story&story_id=28&language_id=1&ee_messages=0001.flashrequired.text

The ancient Egyptians traded many goods with their Asian and African neighbors. The Ptolemies achieved dominance over the Aegean Sea, making Alexandria one of the foremost commercial centers of the ancient world.

Digital Egypt: Sources for Trade between Ancient Egypt and Other Lands

<http://www.digitalegypt.ucl.ac.uk/foreignrelations/trade.html>

There is an almost blinding focus on kingship in much ancient Egyptian writing, especially in hieroglyphic inscriptions and formal art, because these serve the function of securing order (the order of kingship) for eternity. This complicates assessment of trade between ancient Egypt and other lands; for example, a depiction of the presentation of imports does not reveal the means by which they were secured because the means would have no effect on the function of eternal presentation.

Society: Peasants, Priests, and Pharaohs

SUITABLE FOR GRADES 6-12

Elementary Schools in Ancient Egypt

<http://library.thinkquest.org/Joo26o6/AncientEgypt.html>

Before a child started his first year of school, his father decided what his son's occupation would be in the future. Egyptians were very practical, so kids at schools were taught only the subjects that would be useful in their career.



University of Chicago: Ancient Egyptian Society and Family Life

<http://fathom.lib.uchicago.edu/2/21701778/>

The nuclear family was the core of Egyptian society and many of the gods were even arranged into such groupings. There was tremendous pride in one's family, and lineage was traced through both the mother's and father's lines.

Discussion: Compare the notion of marriage among the ancient Egyptians with marriage practice in other cultures. How similar is this ancient concept and construct to contemporary Western notions of marriage?

Women in Ancient Egypt

<http://www.womenintheancientworld.com/women%20in%20ancient%20egypt.htm>

Egypt treated its women better than any of the other major civilizations of the ancient world. The Egyptians believed that joy and happiness were legitimate goals of life and regarded home and family as the major source of delight.

The Status of Women in Egyptian Society

<http://www.library.cornell.edu/colldev/mideast/womneg.htm>

An exception to most other ancient societies, Egyptian women achieved parity with Egyptian men. They enjoyed the same legal and economic rights, at least in theory, and this concept can be found in Egyptian art and contemporary manuscripts.



Aldokkan: Comparison between Egyptian and Kibbutz Farmers

<http://www.aldokkan.com/society/farmer.htm>

This site compares the ancient Egyptian farming class to modern Kibbutz workers in Israel.

PBS: A Day in the Life

<http://www.pbs.org/empires/egypt/special/lifeas/index.html>

Experience a day in the life of ancient Egyptians through the voices of some very different people. From a pharaoh to a farmer, housewife to a nobleman, find out how they lived and what their lives were like.

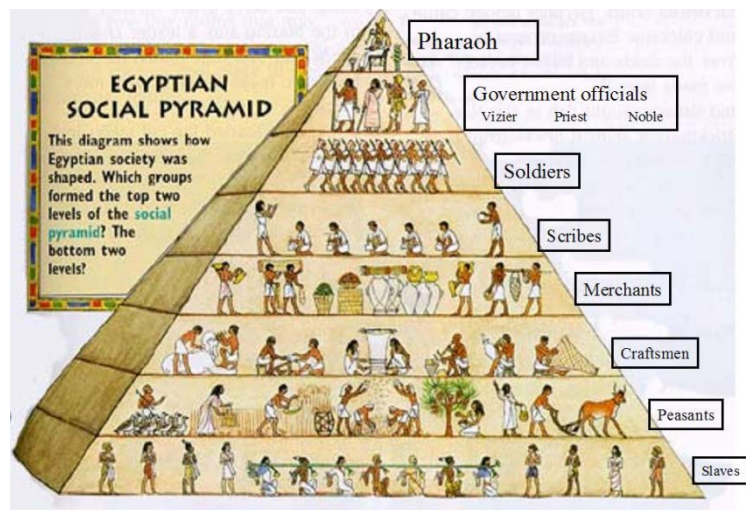


Photo credit: <http://ss6shms.pbworks.com/f/1273845740/social%20pyramid.jpg>



PBS: A Day in the Life of an Egyptian

<http://www.pbs.org/empires/egypt/educators/index.html>

These lesson plans and the accompanying video clips are designed to showcase some of the most intriguing and historically significant people, places, and events from the film and Egyptian history.



A Day in the Life of an Ancient Egyptian

<http://peer.tamu.edu/LessonPlan.asp?id=69&file=lesson>

Students will explore the daily activities of ancient Egyptians that are specific to a social class, and compare daily activities with Egyptians of other social classes. (See p. 12 for more information)



Excerpted from:

A Day in the Life of an Egyptian

Suggested Time Allowance: 3 hours (3 class periods)

Target Grade: 6

Objectives

- Learn about social structure in ancient Egypt.
- Learn how social structure affected the way ancient Egyptians lived.
- Learn the role that each person played as a member of ancient Egyptian society.

Lesson Overview

This lesson plan should take about 3 class periods. The teacher should first go through the "Social Studies 2" PowerPoint* with the class. This includes 13 slides that review the lives of ancient and modern Egyptians living in Luxor, Egypt. Students will then begin the activity with the worksheet and the accompanying handout. The handout explains what life might have been like in ancient Egypt for specific classes of people. Students will explore the daily activities of ancient Egyptians that are specific to a social class, and compare daily activities with Egyptians of other social classes.

Handouts*

- Handout 1: Ancient Egyptian Social Structure
- Handout 2: Working Class
- Handout 3: Skilled Workers
- Handout 4: Nobility Class
- Handout 5: Egyptian Royal Class
- A Typical Day in Ancient Egypt

Activity Summary:

Students will be put into groups and assigned the Egyptian social status of worker, skilled worker, nobleman, or royalty. Students will trace a body outline of one of their group members on a long sheet of butcher paper and draw that member of their designated social class according to what he or she should look like. Finally students will make a list of daily activities that are general for all ancient Egyptians and specific to that particular person.

Materials:

- long butcher paper
- markers

Educational use authorization pending from: <http://peer.tamu.edu/LessonPlan.asp?id=69&file=lesson>

*Handouts and ppt. available on the website after download.

Click "Download this Whole Social Studies Set" to access a rubric, Teacher Guide, narratives in English and Spanish, and scientific appendices.

Writing and the Arts

SUITABLE FOR GRADES 6-12

Learning Ancient Egyptian

<http://www.rostau.org.uk/aegyptian-l/learning/learning.html>

Welcome to the AEL web site! The AEL discussion list came into existence on February 6th 1997 and provides a dedicated forum for the discussion of the ancient Egyptian language(s) and texts.

Learn All About Reading Hieroglyphics

<http://www.virtual-egypt.com/newhtml/hieroglyphics/>

So you want to write like an Egyptian, huh? Well it took several years for aspiring scribes to learn how to do it, so for the sake of time we'll just cover the basics.

This site provides a comparison of English and Egyptian phonetics. This might be challenging for English Language Learners.



NYT Learning Network: Write like an Egyptian (04/2002)

<http://learning.blogs.nytimes.com/2002/04/16/write-like-an-egyptian/>

In this lesson, students learn about the discovery and import of the Scorpion Tableau. They then research other examples of ancient writing systems and synthesize their knowledge of them by designing new writing systems based on these early models.



NYT Learning Network: Traders of the Lost Art (09/1999)

<http://learning.blogs.nytimes.com/1999/09/17/traders-of-the-lost-art/>

In this lesson, students work in small groups to investigate a variety of art and architecture forms common during the Old Kingdom epoch in ancient Egypt to evaluate how these forms of art reflect this culture's beliefs and values. Groups research their assigned art forms, create an accurate model of the form, and create a visual display of examples of this type of art or architecture from ancient Egypt.



BBC: Rosetta Stone

http://www.bbc.co.uk/schools/primaryhistory/worldhistory/rosetta_stone/teachers_resources.shtml

Visit this site developed by the BBC for lesson plans, handouts, video, photos, and other media related to the Rosetta Stone and analyzing artifacts. Can be linked with Ramses II lesson below.



BBC: Statue of Ramses II

http://www.bbc.co.uk/schools/primaryhistory/worldhistory/ramesses/teachers_resources.shtml

Visit this site developed by the BBC for lesson plans, handouts, video, photos, and other media related to the statue of Ramses II and analyzing artifacts. Can be linked with Rosetta Stone lesson above.

University of Michigan: Music in Ancient Egypt

<http://www.umich.edu/~kelseydb/Exhibits/MIRE/Introduction/AncientEgypt/AncientEgypt.html>

Although music existed in prehistoric Egypt, the evidence for it becomes secure only in the historical (or "dynastic" or "pharaonic") period—after 3100 BCE.

Panhistoria: Music and Dance

<http://panhistoria.com/www/AncientEgyptianVirtualTemple/music.html>

The first great culture to infuse its entire society with the magic of music and dance was that of ancient Egypt. The ancient Egyptians enjoyed life to its fullest and no celebration in ancient Egypt would have been complete without music and dancing.

Origins of Oriental Dance: Ancient Egypt

<http://www.bdancer.com/history/BDhist2b.html>

People from every social class were exposed to music and dancing. The laborers worked in rhythmic motion to the sounds of songs and percussion, and street dancers entertained passersby.

Mummies

SUITABLE FOR GRADES 4-12*



National Geographic: Ancient Egyptian Crocodile Mummies Revealed (04/30/2010)

<http://news.nationalgeographic.com/news/2010/04/photogalleries/100429-crocodile-mummies-egypt-science-pictures/>

There's a real crocodile behind that mask, according to new computed tomography (CT) scans of a 2,000-year-old Egyptian mummy. The 8-foot-long (2.4-meter-long) artifact—wrapped in once colorful linen and outfitted with a stylized mask—is one of two crocodile mummy bundles scanned this month at the Stanford School of Medicine in California.



BBC: Mummy Maker

http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml



Enter the embalmer's workshop, where you are to prepare the body of Ramose, officer to the king, for burial. The chief embalmer, Kha, will be watching your work closely. Complete your task perfectly, or he will be denied paradise. *May be frightening for younger students.



Salariya: You Wouldn't Want To Be an Egyptian Mummy!

http://www.salariya.com/web_books/mummy/index.html

You are about to have your eyes and internal organs removed and your brain pulled out! Then your body will be stuffed with sawdust and rags, wrapped in bandages, put in a coffin and buried! Follow the step-by-step process that will turn your body into an Egyptian mummy! *May be frightening for younger students.



Make an Egyptian Mummy

<http://oi.uchicago.edu/OI/MUS/ED/mummy.html>



Greetings! I am Anubis, the god of embalming. The Ancient Egyptians believed the body of the deceased needed to be preserved so that the soul would recognize it after death. *May be frightening for younger students.

SUITABLE FOR GRADES 6-12



National Geographic: Where Can You Find a Good Mummy?

<http://www.nationalgeographic.com/xpeditions/lessons/17/g912/goodmummy.html>



This lesson will introduce students to the places where mummies have been found and the reasons why some cultures mummified their dead. They will conclude by writing questions they might ask if they were archaeologists looking for additional mummies.



Mummies: Secrets of the Pharaohs

<http://www.mummiesfilm.com/index.htm>



Mummies: Secrets of the Pharaohs follows researchers and explorers as they piece together the archaeological and genetic clues of Egyptian mummies. Click the "resources" link for lesson plans.



PBS: How Mummies Are Made

<http://www.pbs.org/wnet/pharaohs/mummy.html>



This interactive site shows how mummies are made. When a Pharaoh died, his body was taken to a mortuary building and washed with palm wine and water from the Nile. An incision was made on the left side of his abdomen, and his lungs and other organs removed.



BBC: Mummy of Hornedjitef

http://www.bbc.co.uk/schools/primaryhistory/worldhistory/mummy/teachers_resources.shtml



Visit this site developed by BBC for lesson plans, handouts, video, photos, and other media related to the Mummy of Hornedjitef.

Mummies

How Much Do You Really Know About King Tut?

- T F 1. King Tutankhamun was buried beneath a pyramid that was opened in 1922.
- T F 2. King Tutankhamun's tomb contained 55 objects, many made of gold.
- T F 3. King Tutankhamun ruled from age 21 to 39.
- T F 4. Some of Tutankhamun's necklaces were so heavy they had to be balanced with a decorated metal weight that hung down his back.
- T F 5. Some of the most important objects in King Tut's tomb were scrolls showing hieroglyphics.
- T F 6. Game boards and boomerangs were found in King Tut's tomb.
- T F 7. King Tut's mummy was found in a better state of preservation than that of most other mummies.
- T F 8. Many people objected to the removal of the mummy from the tomb.
- T F 9. King Tutankhamun's tomb was sealed so tightly that moisture could not get inside.
- T F 10. King Tut's wife and her belongings were also found buried in the tomb.
- T F 11. Robbers stole over 100 gallons of precious oils from the tomb of King Tut.
- T F 12. The boat in King Tut's tomb had to be a working replica of navigable craft for him to be able to use it in his journey through the underworld.
- T F 13. According to the Egyptian religion, only pharaohs and their families were allowed to be embalmed.
- T F 14. The mummification process took seven days.
- T F 15. It was considered sacrilegious to portray the pharaoh as a dog.
- T F 16. No one was ever allowed to build anything over the sacred burial place of a pharaoh.
- T F 17. After Carter's men dug down to the steps leading to Tutankhamun's tomb, Carter ordered the passageway covered, and waited over three weeks to explore further.
- T F 18. Carter's discovery is even more surprising when one realizes he was looking for the burial place of another pharaoh when he accidentally came upon the tomb of King Tut.
- T F 19. Besides much gold, the tomb held at least half a ton of silver objects of expert craftsmanship.
- T F 20. The mummy was found wrapped in three layers of pure linen.

Excerpted from: *Tutankhamun: Time Capsule, 2nd Ed.* (pp. 1-2)
By Mary Ann Johnson, Carol Oberling, & Betsy Rogers
Order entire 100-page resource book at amazon.com
Answers on p. 16 of this packet

Mummies

Mummifying an Apple

The process of mummifying is partly a drying process, employing chemicals and spices to aid in preserving a plant or animal. Time is needed to do the drying and treating. You can observe the stages of this process by using chemicals and spices to dry an apple. While different spices and more time were employed in the mummification of King Tut, the process of mummification is basically what you will be doing when you prepare a pomander, using a small apple. A small lemon, lime, or orange may also be used, although the process may take four weeks instead of one.

Materials:

- Small apple
- 2-3 boxes of whole cloves
- ½-1 teaspoon cinnamon
- ½-1 teaspoon orrisroot if citrus is used (orrisroot may be obtained from the drugstore)
- 1 brown bag or plastic bag

Procedure:

1. Wash and dry the apple.
2. Push cloves into the apple, using a cuticle stick to start holes if the skin is tight. Be careful to cover the apple evenly, without crowding the cloves, since the fruit will eventually shrink.
3. Set the apple in a bag and add the cinnamon. Shake thoroughly. If citrus fruit is used, shake with equal amounts of cinnamon and orrisroot.
4. Wrap the apple loosely in a square of cloth, or place it on a dish or foil-covered box top, so that it won't roll.
5. Store in a dry place for at least a week. If a citrus is used, you may need up to a month for the drying to be completed.
6. When the fruit is dry, you may wrap it in a square of decorative netting and tie it with ribbon or yarn. You can then hang the pomander in a closet, or place it in a drawer or chest to freshen the air.

Excerpted from: *Tutankhamun: Time Capsule, 2nd Ed.* (pp. 66-7)
By Mary Ann Johnson, Carol Oberling, & Betsy Rogers
Order entire 100-page resource book at amazon.com

Answers to True/False Questions (p. 15):

1. F 2. F 3. F 4. T 5. F
6. T 7. F 8. T 9. F 10. F
11. T 12. F 13. F 14. F
15. F 16. F 17. T 18. F
19. F 20. F



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Mythology

SUITABLE FOR GRADES 3-5



National Geographic: Ancient Egypt—Stories and Myths

<http://www.nationalgeographic.com/xpeditions/lessons/o6/g35/>



Students will examine stories and myths about ancient Egypt through time. First they will learn about the famous modern Egyptian myth about the "curse of the mummy." Then they will investigate ancient Egyptian culture and belief systems, including the influences of geography on the beliefs and customs of the time. They will then explore myths and stories from ancient Egypt. Finally, they will read about and discuss the influences of ancient Egypt and geography on modern Egyptian culture.

SUITABLE FOR GRADES 6-12



NYT Learning Connection: Hit or Myth

<http://learning.blogs.nytimes.com/2001/06/08/hit-or-myth/>



In this lesson, students compare and contrast the myths of different ancient cultures and create children's books that are each based on a myth.



History Channel: 2012—Egypt (3:15)

<http://www.history.com/topics/ancient-egypt/videos#2012-egypt>

What did ancient Egyptians believe about the fate of the world and 2012? Watch this video to find out.

Discovery News: Crocodile God Temple Featured Croc Nursery (05/09/2011)

<http://news.discovery.com/history/ancient-egypt-crocodile-god-110509.html>

Founded during the reigns of Amenemhat III (about 1859-1813 B.C.) and Amenemhat IV (about 1814-1805 B.C.), Madinet Madi contains the ruins of the only Middle Kingdom temple in Egypt.

The Greco Roman Temple at Kom Ombo

<http://www.discoveringegypt.com/komombo1.htm>

The temple at Kom Ombo is about 30 miles (48 km) north of Aswan and was built during the Graeco-Roman period (332 BC AD 395). The temple is unique because it is in fact a double temple, dedicated to Sobek the crocodile god, and Horus the falcon-headed god. **Pictured Right:** the Temple of Kom Ombo



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Tour Egypt: The Nile Inundation

<http://www.touregypt.net/featurestories/nile.htm>

Until the Aswan High Dam was built, Egypt received a yearly inundation—an annual flood—of the Nile. The first signs of the inundation were seen at Aswan by the end of June, reaching its swelling to its fullest at Cairo by September.

Classics Technology Center: Ancient Egyptian Gods

<http://ablemedia.com/ctcweb/consortium/ancientegyptiangods.html>

This site includes articles on 28 Egyptian gods. Each article includes a list of the symbols associated with a god or goddess, descriptions of how the ancient Egyptians depicted gods or goddesses in their art, and an explanation of the mythology and patronage of each god or goddess.

BOOK: Egyptian Myth and Legend by Donald Mackenzie (1907)

<http://www.sacred-texts.com/egy/eml/index.htm>

This highly readable book covers Egyptian religion, history, and culture through its entire civilization. There was not one monolithic Egyptian belief system; it went through profound changes over time; this book describes this evolution in great detail. Mackenzie includes many extracts from religious texts, folk tales, and historical documents. Note: The text is available online for free in its entirety (379 pp.).

Medicine, Engineering, and The Pyramids

SUITABLE FOR GRADES 3-5



Teach Engineering: Pyramid Building—How to Use a Wedge (4/30/2011)

http://www.teachengineering.org/view_lesson.php?url=http://www.teachengineering.org/collection/cub/_lessons/cub_simple/cub_simple_lesson02.xml



Students learn how simple machines, including wedges, were used in building both ancient pyramids and present-day skyscrapers. In a hands-on activity, students test a variety of wedges on different materials (wax, soap, clay, foam). Students gain an understanding of how simple machines are used in engineering applications to make our lives and work easier.

SUITABLE FOR GRADES 6-9



Pacific Science Center: Simple Machines—Levers and Pulleys

<http://www.pacificsciencecenter.org/images/stories/pdf/activity-levers-and-pulleys.pdf>

What is a machine? It is an object that helps us make our work easier—either by helping us do it faster or by increasing the amount of work we can do. All machines need some kind of energy source to make them work, and we can only get out of them as much as we put in to them. Some machines use human energy—“people power” to work.



Pacific Science Center: Structures

<http://www.pacificsciencecenter.org/images/stories/pdf/activity-structures.pdf>

People have made houses and bridges for thousands of years, and even though the materials that make our suspension bridges and sky scrapers have changed since then, the builders of today's suspension bridges and skyscrapers use the same structural principles used by builders thousands of years ago.

SUITABLE FOR GRADES 6-12



Time in Ancient Egypt

<http://www.ancientegypt.co.uk/time/home.html>

The civilization of ancient Egypt lasted for over three thousand years. During this time there were many changes in terms of what the ancient Egyptians believed in, and how they lived their lives. However, many aspects of the basic culture, religion, and artistic style of ancient Egypt remained the same. Explore how ancient Egyptians measured time.



PBS: Egypt's Golden Empire—The Science and Technology of Ancient Egypt

<http://www.pbs.org/empires/egypt/pdf/lesson8.pdf>



In this lesson, students will learn about many of the key scientific and technological contributions made by the ancient Egyptians. Individuals and/or pairs will research topics related to these contributions and create three to five minute presentations about what they have learned along. They will also prepare three trivia questions that will be used as part of a class game related to the content presented by each group.



History Channel: The Great Pyramid—Deconstructed (1:31)

<http://www.history.com/topics/ancient-egypt/videos#the-great-pyramids-deconstructed>



Did you know that the Great Pyramid of Giza weighs 6.5 million tons? Get the facts on what makes this ancient wonder a true architectural marvel.



National Museums Scotland: Egyptian Tomb Adventure

http://www.nms.ac.uk/education/kids/egyptian_tomb_adventure.aspx



In this game, students travel through a pyramid to discover the burial chamber within.

Medicine, Engineering, and The Pyramids



History Channel: The Great Sphinx (1:30)

<http://www.history.com/topics/ancient-egypt/videos#the-great-sphinx-is-the-worlds-oldest-stature>

The Great Sphinx is an engineering marvel even by today's standards. This site also includes 15 other short videos about ancient and modern Egypt.

SUITABLE FOR GRADES 9-12



National Geographic: Tut Technology

<http://www.nationalgeographic.com/xpeditions/lessons/17/g912/kingtut.html>

Students will explore what historical and recent research has revealed about King Tut in an effort to solve the mystery of how he died. They will discuss how ancient Egyptians used and advanced the technology present at the time to preserve information about their culture that has lasted for generations.



Discovery School: Rational Number Concepts

<http://school.discoveryeducation.com/lessonplans/pdf/rationalNumConcepts/rationalNumConcepts.pdf>

Discover how the Egyptians developed math, the fine relationship of music and math, the long history of pi, how rational numbers affect picture taking, and the Fibonacci sequence found in nature. (See p. 20)



NYT Learning Network: Built to Last (12/2003)

<http://learning.blogs.nytimes.com/2003/12/31/built-to-last/>

In this lesson, students will consider why ancient buildings from around the world have survived for long periods of time, examine the effects of a devastating earthquake in an ancient city, and create timelines illustrating how important structures have been maintained over time.



Technology Lesson Plan: Let's Learn About Egyptian Math

<http://education.csm.edu/students/lsmith/Lesson%20Plans/tech%20plan.htm>

Objectives:

1. Students will be able to navigate the World Wide Web in order to do research on Egyptian number symbols.
2. Students will be able to create an equation representing a parabola in Egyptian number symbols.
3. Students will work in groups of 2-3 and put each part of their equation, breaking it down into a, b, and c onto a piece of paper for each part.
4. Students will demonstrate their creativity by making their three sheets of paper as creative as possible.
5. The class will then put all of their pieces of paper together in a paper quilt that will be hung in the front of the classroom.
6. Students will then have to figure out each of the equations and solve them.
7. Students will turn in work when finished.



History Channel: Egypt—Engineering an Empire

http://www.history.com/images/media/pdf/engineering_empire_egypt_study_guide.pdf

This site includes 10 discussion questions and expansion activities. Example Discussion Question: By building such grand monuments, what messages do you think the Egyptians wanted to send to their enemies, to their gods, and to the generations that followed them?



History Channel: Ancient Egyptian Aspirin (1:07)

<http://www.history.com/videos/where-did-it-come-from-ancient-egypt---modern-medicine#where-did-it-come-from-ancient-egypt---modern-medicine>

Ancient Egyptians developed a form of aspirin 5,000 years before modern medicine.

Ancient Egyptian Medicine

<http://www.crystalinks.com/egyptmedicine.html>

The medicine of the ancient Egyptians is some of the oldest documented. Egyptian medical thought influenced later traditions, including the Greeks'.

Excerpted from:

Rational Number Concepts

Suggested Time Allowance: 3 hours (3 class periods)

Target Grades: 10-12

Lesson Objectives:

- Understand ancient Egyptian achievements in mathematics.
- Understand how Egyptians used hieroglyphics to write numerals.
- Multiply and divide numbers using the Egyptian doubling and addition method.
- Write fractions as Egyptian fractions.

Lesson Overview:

1. Students research Egyptian hieroglyphics using print and Web resources. Have each student use an online hieroglyphics translator to create a poster written in hieroglyphics with an English translation on the other side. Have the students in each group translate each other's posters.
2. Students research the pyramids using print and Web resources. When students have completed their research, ask them to summarize their findings in a one-page report.
3. Students choose a partner. Ask students to share their reports with their partners and answer any questions. Then have students summarize their partner's report for the class, including at least three interesting facts.
4. Students write Egyptian hieroglyphic symbols for 1, 10, 100, 1000, 10000, and 100000. Ask students how the Egyptians would write a number such as 356. (Use three-100 symbols, five-10 symbols, and six-1 symbols). Ask students why a symbol for zero was not necessary. (Each symbol represents powers of 10. A number like 10⁴ would be written with one-100 symbol, no 10 symbol and four-1 symbols).
5. Teacher shows examples of multiplying two whole numbers using the doubling and addition method. Allow students time to practice.
6. Teacher shows examples of dividing two whole numbers with no remainder using the doubling and addition method. Allow students time to practice.
7. Teacher shows examples of rewriting fractions as unit fractions. Allow practice time.
8. Teacher shows examples of multiplying a whole number and a mixed number using the doubling and addition method. Allow time to practice.

Educational use authorization pending from:

<http://school.discoveryeducation.com/lessonplans/pdf/rationalNumConcepts/rationalNumConcepts.pdf>

Imperialism and the Repatriation of Artifacts

SUITABLE FOR GRADES 6-12

U.S. Department of State: Who's Right? Repatriation of Cultural Property (11/02/2010)

<http://iipdigital.usembassy.gov/st/english/publication/2010/10/20101022140412aidano.7519953.html#axzz25dsJO3Jm>

Two experts debate whether art and artifacts should be repatriated. FOR: Governments typically argue for the repatriation of artifacts and works of art to protect their culture and prevent exploitation by foreign museums and collectors. Malcolm Bell explains the legal and moral justification of these claims. AGAINST: Providing museum visitors with a diverse range of art from around the world promotes inquiry, tolerance and broad knowledge. Artistic creations transcend national boundaries as well as the cultures and peoples that created them, argues James Cuno.

Repatriation and the British Museum

<http://digitalhistory.concordia.ca/gtaylor/bm/index.html>

This webpage addresses repatriation, which is the returning of art and artifacts to their countries of origin... Our goal is to provide you the user with comprehensive analysis of various repatriation cases, allowing you to draw your own inferences and come to your own conclusions.

An Examination of Archaeological Ethics and the Repatriation Movement, Respecting Cultural Property (Part Two) (Fall 2004)

<http://environs.law.ucdavis.edu/issues/28/1/cohan.pdf>

This article looks at the looting of archaeological sites and the sale of looted artifacts on the black market. The article examines how looting destroys cultural sites and the heritage of cultural groups and considers the related problem of lack of provenance of looted artifacts. (116 pages)

The NY Times: Repatriating Tut (Editorial) (11/28/2012)

http://www.nytimes.com/2010/11/29/opinion/29mon4.html?ref=tutankhamen&_r=1

When King Tutankhamen's tomb was discovered in 1922, the world instantly craved a first-hand sighting of the golden sarcophagus, exquisite funerary jewels and divine chariots accompanying the Boy King through the Big Sleep. Nearly 90 years later the enthusiasm — and the entrepreneurial desire to exploit it — continues.



National Endowment of the Humanities: Repatriation of Cultural Objects Webquest (2008)

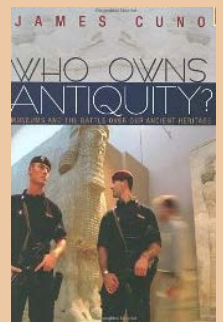
http://www.lakelandschools.us/lh/bgriffin/Library/meso_buttons/lssn_plan.pdf

Using a Webquest, students will learn about the issue, complete a worksheet, and write a position statement on where they determine the Maya Codex belongs.

BOOK: James Cuno: Who Owns Antiquity? (04/21/2008)

<http://www.amazon.com/Who-Owns-Antiquity-Museums-Heritage/dp/0691137129>

Whether antiquities should be returned to the countries where they were found is one of the most urgent and controversial issues in the art world today. Cuno argues that nationalistic retention and reclamation policies impede common access to this common heritage and encourage a dubious and dangerous politicization of antiquities—and of culture itself. Cuno calls for measures to broaden rather than restrict international access to antiquities. (Image right). Idea: Photocopy the introduction (available to preview online) for students to read and discuss.



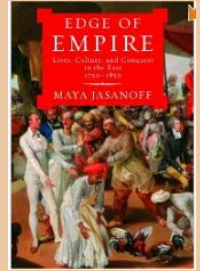
Imperialism and the Repatriation of Artifacts

BOOK: Maya Jasanoff: *Edge of Empire: Lives, Culture, and Conquest in the East, 1750-1850*

<http://www.amazon.com/Edge-Empire-Culture-Conquest-1750-1850/dp/1400041678>

In this imaginative book, Maya Jasanoff uncovers the lives of people and collectors in India and Egypt, who lived on the frontiers of the British Empire during a pivotal century of its formation. (Image right). Preview the book here:

<http://books.google.com/books?id=PVe0iJ1WMCgC&printsec=frontcover#v=onepage&q&f=false>



Supreme Council of Antiquities: Recovering Stolen Treasures

http://www.sca-egypt.org/eng/RST_MP.htm

In 2002, when he took the position of Secretary General of the Supreme Council of Antiquities, Dr. Zahi Hawass established a new department dedicated to recovering stolen antiquities.



UCL: Critical Thinking and Debates about Museum Collections

http://www.ucl.ac.uk/museums/learning/documents/Critical_thinking_about_museums_lesson_plan_pdf

In this lesson, students are placed in hypothetical situations requiring an informed ethical choice concerning where objects in museums come from and how they should be treated.

Resource sheets:

http://www.ucl.ac.uk/museums/learning/documents/Critical_thinking_about_museums_resources.pdf

National Geographic: Egypt Treasures Looted, but Public Strikes Back (1/31/2011)

<http://news.nationalgeographic.com/news/2011/01/110131-egypt-egyptian-museum-zahi-hawass-mubarak-science-world-cairo-tombs/>

To save sites, citizens and researchers form human chains.

BBC: Primary Sources of the Old Kingdom (Updated 02/17/2011)

http://www.bbc.co.uk/history/ancient/egyptians/primary_sources_01.shtml

The Egyptian Old Kingdom ended over 4,000 years ago, but amazingly we still have access to a number of primary sources dating from the era.



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Imperialism and the Repatriation of Artifacts

Common Core Connection

THE DAY AFTER

Constructing Arguments and Debates: Should Artifacts Be Repatriated?

Essential Questions: Should antiquities be viewed as the property of the states where they are found or as global heritage? Given the history of national and imperialist conflicts, are countries right to demand the return of artifacts? What is the international norm with regards to laws related to antiquities and where is the conversation heading? What are the priorities informing this debate?

Explain that some museum collections around the world are a legacy of imperialism (e.g., The British Museum’s Rosetta Stone of Egypt). Divide students into two groups—one “pro” group and one “con” group. Have the “pro” group read the article by Malcolm Bell and the “con” group read the article by James Cuno.

PRO: Yes, artifacts should be repatriated.	CON: No, artifacts should NOT be repatriated.
<p>By Malcolm Bell III, professor emeritus at the University of Virginia:</p> <p>“The <i>Oxford English Dictionary</i>” defines “repatriate as “to restore (an artifact or other object) to its country or place of origin,” and recognizes repatriation as a process of restoration, of making whole again. Many artifacts and works of art have special cultural value for a particular community or nation. When these works are removed from their original cultural setting, they lose their context and the culture loses a part of its history...”</p>	<p>By James Cuno, president and Director of the Art Institute of Chicago and author of <i>Who Owns Antiquity?</i></p> <p>“Art museums in the United States are dedicated to the professional stewardship of the works of art in their care. Curators and directors of museums with art representing the world’s many cultures believe that by introducing visitors to a diverse range of art we can help to dissipate ignorance about the world, while promoting inquiry and tolerance of cultural differences...When art and culture are strictly attached to a nation, we lose the cross-culture ties that bind many different peoples together...”</p>
<p>For the full articles: http://iipdigital.usembassy.gov/st/english/publication/2010/10/20101022140412aidano.7519953.html#axzz29a1NgwsQ</p>	

Have students create and answer the essential questions surrounding the topic of repatriating antiquities. Next, have students debate or write persuasive essays in class. Students will...

- 1) Clearly **describe** the issue and the main points.
- 2) **Determine** if substantive evidence was used.
- 3) Use evidence to **explain** why they agree or disagree.
- 4) **Evaluate** a speaker’s (or writer’s) point of view and reasoning using evidence.

Reflection: As a whole class, discuss whether anyone’s opinions changed or whether they consider the issue to be “black and white.” Reflect on the debate and real-world examples in journals or as a class.

Variation: If your students need more structure or thrive in role-play or group situations, try using the cards and lesson plan on UCL Museums website that provide students with opinions that they can discuss in groups. They then can decide where they fall on the Agree-Disagree spectrum as a group.

Lesson Plan: http://www.ucl.ac.uk/museums/learning/documents/Critical_thinking_about_museums_lesson_plan_.pdf
 Resources: http://www.ucl.ac.uk/museums/learning/documents/Critical_thinking_about_museums_resources.pdf

History and Background of Modern Egypt



Modern Egypt and its Neighbors

http://english.freemap.jp/africa_e/egypt.html

History and Background of Modern Egypt

Country Profile

The regularity and richness of the annual Nile River flood, coupled with semi-isolation provided by deserts to the east and west, allowed for the development of one of the world's great civilizations. A unified kingdom arose circa 3200 B.C., and a series of dynasties ruled in Egypt for the next three millennia. The last native dynasty fell to the Persians in 341 B.C., who in turn were replaced by the Greeks, Romans, and Byzantines. It was the Arabs who introduced Islam and the Arabic language in the 7th century and who ruled for the next six centuries. A local military caste, the Mamluks took control about 1250 and continued to govern after the conquest of Egypt by the Ottoman Turks in 1517. Following the completion of the Suez Canal in 1869, Egypt became an important world transportation hub, but also fell heavily into debt. Ostensibly to protect its investments, Britain seized control of Egypt's government in 1882, but nominal allegiance to the Ottoman Empire continued until 1914. Partially independent from the UK in 1922, Egypt acquired full sovereignty with the overthrow of the British-backed monarchy in 1952. The completion of the Aswan High Dam in 1971 and the resultant Lake Nasser have altered the time-honored place of the Nile River in the agriculture and ecology of Egypt.

A rapidly growing population (the largest in the Arab world), limited arable land, and dependence on the Nile all continue to overtax resources and stress society. The government has struggled to meet the demands of Egypt's growing population through economic reform and massive investment in communications and physical infrastructure. Egyptian youth and opposition groups, inspired by events in Tunisia leading to overthrow of the government there, organized a "Day of Rage" campaign on 25 January 2011 (Police Day) to include non-violent demonstrations, marches, and labor strikes in Cairo and other cities throughout Egypt. Protester grievances focused on police brutality, state emergency laws, lack of free speech and elections, high unemployment, rising food prices, inflation, and low minimum wages. Within several days of the onset of protests, President Mubarak addressed the nation pledging the formation of a new government, and in a second address he offered additional concessions, which failed to assuage protesters and resulted in an escalation of the number and intensity of demonstrations and clashes with police. On 11 February, recently appointed Vice President Suliman announced Mubarak's resignation and the assumption of national leadership by the Supreme Council of Armed Forces (SCAF). The SCAF dissolved the Egyptian parliament, suspended the nation's constitution, and formed a committee to recommend constitutional changes to facilitate a political transition through democratic elections. In early March, Essam Sharaf replaced Ahmed Shafik as Prime Minister and by mid-month a constitutional referendum was approved. In early July, the SCAF announced that elections for parliament would take place in September, but the date was later changed to November, and was to be followed by a redrafting of the constitution and a presidential election. In July 2011, opposition discontent over the slow pace of SCAF progress in transitioning the government led to a resumption of protests in Cairo and over a dozen other cities; less frequent, smaller demonstrations and protests continued through October. Following the arrest of Mubarak and other high-ranking officials in mid-April, a trial in which Mubarak is accused of corruption and complicity in the deaths of nearly 900 protesters began in early August, was temporarily suspended in September, and is scheduled to resume in late December. Presidential elections held in May and June witnessed the victory of Muslim Brotherhood candidate Mohammed Mursi over former Prime Minister Ahmed Shafiq

<https://www.cia.gov/library/publications/the-world-factbook/geos/eg.html>

BBC: Egypt Profile

<http://www.bbc.co.uk/news/world-africa-13313370>

Library of Congress: A Country Study—Egypt

<http://lcweb2.loc.gov/frd/cs/egtoc.html>

Egypt's Official National Website

<http://www.egypt.gov.eg/english/>

U.S. Department of State's Background Notes on Egypt

<http://www.state.gov/p/nea/ci/eg/>



<https://www.cia.gov/library/publications/the-world-factbook/geos/eg.html>

History and Background of Modern Egypt

Basic Facts

Geography

Area: 1,001,450 sq. km. (386,000 sq. mi.); approximately equal to Texas and New Mexico combined.

Cities: Capital – Cairo (pop. estimated at 16 million). Other cities – Alexandria (6 million), Aswan, Asyut, Port Said, Suez, Ismailia.

Terrain: Desert plateau, except Nile valley and delta.

Climate: Dry, hot summers; moderate winters.

People

Nationality: Noun and adjective – Egyptian(s).

Population (July 2011 est.): 82,079,636.

Annual population growth rate (2011 est.): 1.96%.

Ethnic groups (2006 census): Egyptian 99.6%, other 0.4%.

Religions: Muslim (mostly Sunni) 90%, Coptic Christian 9%, other Christian 1%.

Languages: Arabic (official), English, French.

Education: Years compulsory – ages 6-15. Literacy – total adult 71.4%.

Health: Infant mortality rate (2011 est.) – 25.2 deaths/1,000 live births.

Life expectancy (2011 est.) – 72.66 years.

Government

Type: Republic.

Independence: 1922. Constitution: Egypt is operating under a constitutional decree from March 2011. A new constitution is set to be drafted in 2012.

Branches: Executive – President (The Chairman of the Supreme Council of the Armed Forces has held presidential authority since February 2011 and is slated to hand over that function to a new president once presidential elections are held, likely by June 30, 2012), Prime Minister, Cabinet. Legislative – People's Assembly (498 elected members and up to 10 presidentially appointed), and Shura (consultative) Council (180 elected members, and 90 presidentially appointed). The two houses of Egypt's parliament – the People's Assembly and the Shura Council – were dissolved in February 2011, but will be seated again in 2012 after elections are completed for each house.

Administrative subdivisions: 27 governorates.

Suffrage: Universal at 18.

Economy

GDP (OER) (FY 2010 est.): \$218.5 billion.

GDP (PPP) (FY 2010 est.): \$497.8 billion.

Annual growth rate (Projected FY 2011 est.): 1.2%.

Per capita GDP (PPP, FY 2010 est.): \$6,200.

Natural resources: Petroleum and natural gas, iron ore, phosphates, manganese, limestone, gypsum, talc, asbestos, lead, zinc.

Agriculture: Products – cotton, rice, onions, beans, citrus fruits, wheat, corn, barley, sugar.

Industry: Types – food processing, textiles, tourism, chemicals, petrochemicals, construction, light manufacturing, iron and steel products, aluminum, cement, military equipment.

Trade (FY 2010): Exports – \$25.34 billion: petroleum, clothing and textiles, cotton, fruits and vegetables, manufactured goods.

Major markets – EU, U.S., Middle East.

Imports – \$51.54 billion: machinery and transport equipment, petroleum products, livestock, food and beverages, paper and wood products, chemicals.

Unemployment: 8.9 %; < 25 yrs: 49.3%

U.S. Department of State Background Notes (3/19/2012): <http://www.state.gov/r/pa/ei/bgn/5309.htm>

Religion

SUITABLE FOR GRADES 3-5



Islamic Unit Studies: Egypt—A Land of Firsts

<https://islamicunitstudies.wordpress.com/2010/12/25/egypt-a-land-of-firsts/>

This five-part lesson about Egypt is designed to help young students explore the similarities between themselves and the other humans who inhabit our planet.

SUITABLE FOR GRADES 4-8



Access Islam

<http://www.thirteen.org/edonline/accessislam/index.html>



Access Islam is a pioneering new tool designed to support the study of Islam in grades 4-8. The video segments can be used alone or in conjunction with any of ten lesson plans which are aligned to national standards and vetted by an advisory committee of experts in education and Islamic cultures.

SUITABLE FOR GRADES 9-12



Dartmouth: Islamic Art

Math Segment: <http://www.dartmouth.edu/~matc/math5.pattern/lesson5math.html>



Art Segment: <http://www.dartmouth.edu/~matc/math5.pattern/lesson5art.html>

Two coordinated units which demonstrate basic Islamic principles through (art in) math and (math in) art. Most appropriate for students with knowledge of basic algebra and geometry.

Did you know...? Geometric systems and Islamic religious values, though expressed in different forms, say similar things about universal values. In Islamic art, infinitely repeating patterns represent the fixed laws of God.



Use of Symbols in Egyptian Religion: Ancient, Coptic Christianity, and Islam

Lesson Plan: <http://cmes.arizona.edu/sites/cmes.arizona.edu/files/1.%20lesson%20oplan.pdf>

The student will be able to understand the cosmological perspective of Ancient, Coptic Christians, and medieval Muslims in Egypt. The student will be able to analyze artwork, sculpture and architecture to determine different cultural world views and values. The student will be able to understand the impact of cultural and religious diffusion using Egypt as the case study. <http://cmes.arizona.edu/node/638#E>



PBS Frontline: Muslims

<http://www.pbs.org/wgbh/pages/frontline/shows/muslims/>



Frontline examines Islam's worldwide resurgence through the stories of diverse Muslims struggling to define the role of Islam in their lives and societies. Included...are several lesson plans, background information, and classroom activities that can be used to enhance the viewing experience of Muslims.



20,000 Dialogues

<http://www.20000dialogues.org/index.aspx>



20,000 Dialogues is a nationwide initiative that uses discussions about films to promote pluralism, dialogue, and civic engagement. It seeks to build greater understanding of Muslims through films and conversation. The site links to videos, curriculum, discussion guides, and other resources.



PBS: Who Wears a Veil?

<http://www.pbs.org/wgbh/globalconnections/mideast/educators/women/lesson1.html>

Students will define stereotypes and learn how common misperceptions foster stereotypes about Muslim women. Students will identify famous women and learn about the significance of the veil in different culture.

Articles and Lesson Plans



World Affairs Council: Tahrir Square: One Year Later (01/25/2012)

http://www.world-affairs.org/?attachment_id=1181

More resources can be found in the 43-page Global Classroom packet available for free on the World Affairs Council website.

SUITABLE FOR GRADES 6-12



TeachMideast

<http://www.teachmideast.org/>

The demand for high-quality resources and workshops to empower U.S. educators to teach about the Middle East continues to grow.

NYT Learning Network: Ways to Teach About Unrest in Egypt (1/31/2011)

<http://learning.blogs.nytimes.com/2011/01/31/ways-to-teach-the-unrest-in-egypt/>

This post began on the seventh day of the uprisings in Egypt and has resources and ideas for teaching about the revolutions. (See p. 29)

SUITABLE FOR GRADES 9-12



Discovery Education: Population Diversity and Human Rights



<http://www.discoveryeducation.com/teachers/free-lesson-plans/population-diversity-and-human-rights.cfm>

In this lesson, students will research mechanisms for domestic change: internally, from popular people's movements, and externally, via economic sanctions.



Arizona University Center for Middle Eastern Studies: Post-War Reconstruction

http://cmes.arizona.edu/sites/cmes.arizona.edu/files/1.%20Assignment%20Description%20%28for%20teachers%29_3.pdf

Working in small groups, students collaborate to research and develop a plan to develop a post-conflict democracy in a Middle Eastern nation. This lesson plan was developed for Afghanistan, but could easily be adapted to relate to any Middle Eastern nation that has or is experiencing a pro-Democracy uprising.



PBS: Democracy in the Middle East

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/mideast_democracy.html

Students analyze the political geography of the Middle East and North Africa and make predictions about the future stability of the region. Can be modified to supplement and reflect more current events.

PBS: Shayfeen.com: Illusions of Democracy

<http://www.pbs.org/teachers/connect/resources/7273/preview/>

Meet three Egyptian women working for fair elections. Lesson plans and video modules encourage students to learn about international struggles and take an active role in addressing local concerns.

http://www.pbs.org/independentlens/classroom/women/resources/educator_guide.pdf (pp. 26-34)

2012 Election Connection/Comparison:

Compare the 2012 Presidential Election with that of the Egyptian Elections of 2011.

NYT Learning Network: Explaining the Egypt Elections

<http://learning.blogs.nytimes.com/2011/11/29/from-spring-to-winter-explaining-the-egypt-elections/>

SUITABLE FOR ALL GRADES



Primary Source Egypt: Egypt

<http://resources.primarysource.org/content.php?pid=186074&sid=1562306>



This guide offers book, film, curriculum, and website resources for teaching and learning about Egypt. Most books and films listed in this guide are available from the Primary Source Library.

The Arab Spring and New Democracy

Common Core Connection

THE DAY AFTER

Ten Ideas Excerpted from "Ways to Teach About the Unrest in Egypt"

- 1. Witness History with a Found Poem**
Have students read an article and underline words and phrases they think are most meaningful or telling. Then ask students to reorder these words and phrases in some new way so that they express a theme.
- 2. Do a SWOT Analysis of the Future of the Arab World**
Students will look at strengths, weaknesses, opportunities, and threats (SWOT) of a situation and present their findings.
- 3. Compare Revolutions**
Compare this uprising to that of other countries and nations.
- 4. Introduce the Events through a Gallery Walk**
Have students circulate around the room with a pen and paper as they read and view what you have posted about Egypt at different stations.
- 5. Identify Just the Basic "5 W's and an H" of the News**
If you have little time to delve into this topic, you might help students answer the simple questions the NYT features about a news story.
- 6. Investigate the Roots of Dissent**
Have students read about the reasons that Egyptians have taken to the streets, and have them create a chart that identifies protesters' concerns.
- 7. Examine Different Perspectives**
Split the class into small groups and assign each group a different viewpoint about what is the central issue of the Egyptian protests.
- 8. Consider the Role of the Media**
Read about the role that the satellite channel Al Jazeera played in escalating the dissent.
- 9. Uncover Egyptian History**
Begin investigating some of the historical roots of Egyptian and Middle East diplomacy.
- 10. Interview Community Members Who Have Lived Through Similar Upheavals**
If you have students or other members of your school community who have lived through a political upheaval comparable to this one, invite them to class to be interviewed by your students.

Educational use authorization pending from:

<http://learning.blogs.nytimes.com/2011/01/31/ways-to-teach-the-unrest-in-egypt/>

The Arab Spring and New Democracy



http://www.cbsnews.com/8301-215_162-57318104/obamas-mideast-mess/

SUITABLE FOR GRADES 6-12



New York Times: Mapping Discord – Creating a Primer on the Arab World (01/18/2011)

<http://learning.blogs.nytimes.com/2011/01/18/mapping-discord-creating-a-primer-on-the-arab-world/>

Why is there much turmoil in the Arab world right now? What are the key issues facing the nations in that part of the globe? In this lesson, students create an annotated map of the Middle East and North Africa that includes information about five countries in the Arab world and then synthesize what they discover.

Canadian International Council: Are Social Media Driving the Arab Spring (6/20/2011)

<http://www.opencanada.org/features/the-think-tank/the-arab-spring/>

A first major report on the use of social media in by Arab Spring protesters has been released by the Dubai School of Government. It is now clearer than ever that social network usage trends and impacts are growing across the MENA [Middle East and North Africa].

The Guardian: The 'Arab Spring' and the West: Seven Lessons from History (12/19/2011)

<http://www.guardian.co.uk/commentisfree/2011/dec/19/arab-spring-seven-lessons-from-history>

If the Arab revolutions are going to take control of their future, then, they'll need to have to keep an eye on their recent past. So here are seven lessons from the history of western Middle East meddling, courtesy of the archive of Pathé News, colonial-era voice of Perfidious Albion itself.



ICAN: What the Women Say: The Arab Spring & Implications for Women (12/2011)

<http://www.icanpeacework.org/wp-content/uploads/2011/12/ICAN17.pdf>

As the Arab world rumbles and shakes, women in the region are experiencing the good, the bad, and the ugly that comes with instability, transition, and crisis. From Tunisia and Egypt to Syria, Libya, and Bahrain, women have been present and vocal in the street protest movements, standing shoulder to shoulder with the men, resisting the batons and tear gas, and being killed.

The Arab Spring and New Democracy



Discover: Scientists of the Arab Spring (1/3/2012)

<http://discovermagazine.com/2012/jan-feb/11>

When Ahmed Zewail first heard of the popular revolt against Egyptian President Hosni Mubarak on January 25, 2011, he immediately left for Cairo. "It was a very emotional time. I have family in Egypt, and I owe the country my early education," says Zewail, who is a professor of chemistry at Caltech. "I knew I had to take action."



The Guardian – Arab Spring: An Interactive Timeline of Middle East Protests (1/5/2012)

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>

This interactive timeline traces key events of the revolutions across the Middle East and Africa.



AllAfrica: Egypt—Identity Politics and the Second republic in Egypt (OPED, 07/19/2012)

<http://allafrica.com/stories/201207201094.html>

Whereas the new regime of President Morsy says it is inclusive, it is troubling that the draft Egyptian constitution says in its first article that Egypt is 'Islamic' and 'Arab' and is 'related' to Africa.

Foreign Policy: Don't Give Up on the Arab Spring (09/12/2012)

http://www.foreignpolicy.com/articles/2012/09/12/dont_give_up_on_the_arab_spring

Why America did the right thing in Libya—and freedom will eventually win.

NY Times: Egypt News—Revolution and Aftermath (09/26/2012)

<http://topics.nytimes.com/top/news/international/countriesandterritories/egypt/index.html>

This site, updated regularly, summarizes recent and past developments in Egypt.



The Choices Program: Egypt's Uprising

http://www.choices.edu/resources/twtn_egypt.php



Using news media, students analyze the Arab Spring movement in Egypt.

Washington Post: Middle East and North Africa in Turmoil

<http://www.washingtonpost.com/wp-srv/special/world/middle-east-protests/>

Anti-government protests are spreading rapidly through the Middle East and North Africa. Use this chart to keep up with all of the demonstrations, day by day. Click a country on the map or the tabs below to read more.



Pulitzer Center: Lesson Plan—Writing About the "Arab Spring"

<http://pulitzercenter.org/education/lesson-plan/lesson-plan-writing-about-arab-spring>

During the winter of 2010 and the spring of 2011, the world watched as pro-democracy protesters across North Africa and the Middle East rose up against the dictatorial regimes that had ruled their home countries for years. The long-term political, social, and economic ramifications of these revolutions remain to be seen, but there is much to study in the factors that led to these large-scale people's movements, and the intended and unintended consequences as countries across the region seek democratic reforms.

How can you use these articles?

- Give students different articles to read and do a jigsaw activity in which they create their own timeline of events of the Arab Spring.
- Make connections and find differences among Egypt's uprising and other revolutions.
- Discuss how social media and technology affect civic involvement and revolutions.
- Compare and contrast life in Egypt today with that of life in ancient Egypt.

The Arab Spring and New Democracy

Common Core Connection

THE DAY AFTER

Collecting and Analyzing Editorial Cartoons



Educational use authorization pending from: <http://timesfreepress.com/news/2011/feb/01/egypt?opinioncartoons>

Target Grades: 6-12

Procedure: Project the above cartoon on the board or distribute copies. Divide students into small groups and ask them to discuss the cartoon using the following questions. They should be ready to share with the whole class.

- 1) Describe what is going on in this picture.
- 2) Are any of the images being used as symbols to stand for larger concepts or ideas? What?
- 3) Is the cartoonist using any artistic techniques (e.g., irony or exaggeration) to express her/his opinion?
- 4) What message is the artist trying to convey?
- 5) How are political cartoons different from other cartoons? From news articles?
- 6) Why is it important to evaluate political cartoons?

After students have finished discussing these questions in small groups, ask students to share their thoughts with the class. Expand the activity by asking each student to find and bring to class a political cartoon focusing on the Arab Spring, Egypt, or another topic of interest for classwork or homework. Students could respond to the questions in paragraph form to practice analytical writing.

Activity: This timeline ends with Qaddafi's death. Have students work together in small groups or as a class to research and update the timeline to reflect more current events. Encourage the use of photos, drawings, or cartoons, and allow the timeline to "grow" on the wall as history unfolds.

17th December 2010: TUNISIA: Mohammed Bouazizi, a Tunisian vegetable peddler sets himself ablaze in the town of Sidi Bouzid after his cart is confiscated by a policewoman who slapped him and spat in his face. The incident causes long-simmering frustrations over injustice, poverty, and the greed of the political elite to spill over into protests, which are brutally subdued. Bouazizi dies, but in his act of self-immolation, the Arab Spring is born.

14th January, 2011: TUNISIA. After nearly a month of protests, and with public anger mounting over the increasingly violent response of the security forces, Zine El Abidine Ben Ali flees the country he had ruled for 24 years after senior generals tell him his position is untenable. His hated wife, Leila Trabelsi, escapes too – allegedly taking much of the central bank's gold reserves with her.

11th February, 2011: EGYPT: Hosni Mubarak becomes the second leader forced from office after 30 years in power. Protests in the wake of Tunisia's revolt have spread through much of the Arab world, but none gain traction as quickly as in Egypt. Hundreds of protesters die at the hands of the security forces until the army steps in and urges Mubarak to go, prompting wild celebrations in Cairo's Tahrir Square.

15th February, 2011: LIBYA: Protests that erupt in the east after the arrest of human rights lawyers quickly turn violent after the Qaddafi regime responds with massive force. Within three days, opposition supporters are in control of the second city of Benghazi and the government sees massive defections.

14th March, 2011: BAHRAIN: Saudi Arabia and Gulf states send troops into Bahrain to prop up the Sunni Al Khalifa monarchy after an uprising by the kingdom's subjugated Shia majority. Dozens of protesters are killed but the West, which has vital, Iran-related security interests on the island, is subdued in its criticism and the revolt is quelled.

17th March 2011: LIBYA: The UN Security Council passes a resolution imposing a no-fly zone over Libya as Qaddafi's forces close in on Benghazi and the regime appears to threaten mass reprisals. Two days later, Nato warplanes and ships begin to bombard army positions.

18th March 2011: SYRIA: Government forces kill five protesters in the southern city of Deraa, marking the beginning of an uprising against President Bashar al-Assad. By October, 3,000 people lie dead and fears of a civil war mount but Assad clings on amid divisions in the international community.

3rd June 2011: YEMEN: President Ali Abdullah Saleh is wounded in a bombing on his palace in the capital Sana'a. The attack comes after widespread protests, the killing of hundreds of demonstrators and violent battles between army loyalists and defectors. Saleh is evacuated for treatment in Saudi Arabia but confounds expectations by returning to Yemen, where he repeats promises to resign that few believe.

3rd August 2011: EGYPT: The country's army rulers bow to mounting public pressure by putting Hosni Mubarak on trial. The former dictator is wheeled into court on a stretcher, accompanied by his two hated sons. Arabs across the Middle East watch the spectacle in wonder and pride.

21st August 2011: LIBYA: Libyan rebels take the capital city Tripoli with surprising ease after months of near stalemate and with international criticism of Nato's bombing campaign mounting. But the Qaddafi family flees and the dictator's birthplace of Sirte stubbornly holds out against the rebels.

20th October 2011: LIBYA: Colonel Qaddafi killed in Sirte.

<http://www.telegraph.co.uk/news/worldnews/africaandindianocean/libya/8839143/Arab-Spring-timeline-of-the-African-and-Middle-East-rebellions.html>

The Arab Spring and Social Media

SUITABLE FOR GRADES 6-12

The Economist: Which Tongues Work Best for Microblogs? (03/31/2012)

<http://www.economist.com/node/21551466>

This 78-character tweet in English would be only 24 characters long in Chinese. That makes Chinese ideal for micro-blogs, which typically restrict messages to 140 symbols.

Foreign Policy: Political Science and the New Arab Public Sphere (06/12/2012)

http://lynch.foreignpolicy.com/posts/2012/06/12/political_science_and_the_new_arab_public_sphere

The uprising which surged through the Arab world in 2011 did not come from nowhere. They represented in part the manifestation of a long, structural transformation in the region's public sphere.

Foreign Policy: Inside the Public Relations Disaster at the Cairo Embassy (09/12/2012)

http://thecable.foreignpolicy.com/posts/2012/09/12/inside_the_public_relations_disaster_at_the_cairo_embassy

One staffer at the U.S. Embassy in Cairo was responsible for the statement and tweets Tuesday that have become grist for the presidential campaign.

Associated Press: U. S. Embassy in Cairo gets in Twitter Spat with Muslim Brotherhood (09/13/2012)

http://www.cbsnews.com/8301-202_162-57512519/u.s-embassy-in-cairo-gets-in-twitter-spat-with-muslim-brotherhood/

The snark is flying between the U.S. Embassy in Cairo and the Muslim Brotherhood in a Twitter spat that erupted in the wake of an assault on the mission by protesters in the Egyptian capital.

Foreign Policy: Keep On Tweetin' (09/17/2012)

http://www.foreignpolicy.com/articles/2012/09/17/keep_on_tweetin

The embassy debacle shouldn't end 21st-century #diplomacy.



NYT Learning Network: The Basics: Understanding the Upheaval in the Middle East (2/11/2011)

<http://learning.blogs.nytimes.com/2011/02/22/the-basics-understanding-the-upheaval-in-the-middle-east/>

In this lesson, students learn about the upheaval that has spread across the Arab world.



Interactive Maps and Background Information: <http://www.economist.com/node/18958237>

Local Resources

Arab American Community Coalition of Washington State

<http://www.theaacc.org/index.php>

Shortly after the tragic events of September 11th, 2001, a number of dedicated community members founded the Arab American Community Coalition (AACC).

Arab Center of Washington

<http://arabcenterwa.org/>

Founded in 1992, the Arab Center of Washington (ACW) is a non-profit organization working in Washington State to foster deeper understanding of and appreciation for the richness and vibrancy of Arab culture and its contributions, through educational programs and community outreach events.

Idriss Mosque

<http://www.simq.org/>

Idriss Mosque is a non-profit religious organization established in 1981. Idriss Mosque is the flagship Mosque for Seattle in Washington State. It was the first mosque west of the Mississippi River designed in an Arabesque architecture style

Islamic Educational Center of Seattle

<http://iecseattle.org/template.php?page=main.php>

The Islamic Educational Center of Seattle (IECS), is a non-profit organization dedicated to provide educational, cultural and religious services in the greater Puget Sound area. IECS is not affiliated with any political organization, political party, or any government.

Islamic School of Seattle

<http://www.islamicchoolofseattle.com/>

We emphasize the mercy, compassion and limitless love of Allah (SWT). Students are encouraged to always wonder at Allah's creation; looking through Muslim eyes at history, math, science and all of human knowledge and to think, as Allah (SWT) has commanded, inquisitively and creatively.



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Integrating STEM Topics into Your Teaching



Global Classroom supports the Washington STEM Initiative which seeks to improve student achievement and opportunity in areas critical to our state's economic prosperity: Science, Technology, Engineering, and Mathematics (STEM). The Initiative aims to catalyze innovation in the state's K-12 education system, increase teacher effectiveness and student learning, and dramatically raise the number of Washington students graduating ready for college and work and succeeding in STEM degree programs. These efforts are intended to benefit every student in the state, with a particular emphasis on accelerating the achievement of low-income and minority students.

Below are resources that might help you integrate STEM into your into your humanities or social studies classroom. We encourage you to pass these suggestions on to your colleagues in other subject areas. All of the resources below incorporate STEM into their lesson plans.

NYT Learning Network: Dig Those Descriptions

<http://learning.blogs.nytimes.com/2005/06/17/dig-those-descriptions/>

In this lesson, students will practice writing descriptions by researching various artifacts from ancient Egypt and writing captions for them.



NYT Learning Network: Remains of the Day

<http://learning.blogs.nytimes.com/2001/12/26/remains-of-the-day/>

In this lesson, students learn about how archaeologists discovered and pieced together artifacts that indicate a Celtic presence in ancient Turkey. Students then research ancient civilizations and create archaeological digs containing items representative of these cultures.



NYT Learning Connection: A Matter of Life and Death

<http://learning.blogs.nytimes.com/2000/10/31/a-matter-of-life-and-death/>



Students research burial tombs of ancient Egypt. Acting as pharaohs of Egypt, students create burial plans to illustrate what items they would include in their own tombs and why. Then, other students act as archaeologists by analyzing these plans.



Beyond Artifacts: Teaching Archology in the Classroom

<http://www.flpublicarchaeology.org/resources/BeyondArtifacts2011.pdf>



Explore this excellent bilingual (Spanish-English) guide for lesson plans regarding soil quality, gridding, artifact preservation and many more topics using simple tools in the classroom.



Discovery Education: Cleopatra's Palace

<http://school.discoveryeducation.com/schooladventures/leogame/>

The Royal Quarter of Alexandria, where Cleopatra and Mark Antony played out their dramatic life stories, is emerging from the depths of the ocean where it was submerged after a tidal wave and earthquakes more than 1,600 years ago. Thanks to modern technology and a courageous underwater expedition held by explorer Franck Goddio, magnificent artifacts are being recovered from the bottom of Alexandria's East Harbor, treating us to an unprecedented view of a fascinating ancient civilization.

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Theban Mapping Project

<http://www.thebanmappingproject.com/>

Discover each tomb in the Valley in this interactive Atlas. Investigate a database of information about each tomb, view a compilation of more than 2000 images, interact with models of each tomb, and measure, pan, and zoom over 250 detailed maps, elevations, and sections. Experience sixty-five narrated tours by Dr. Weeks and explore a 3D recreation of tomb KV 14.



Smithsonian Education: Decoding the Past

http://www.smithsonianeducation.org/educators/lesson_plans/decoding_the_past/index.html

Whether you're ten or one hundred years old, you have a sense of the past — the human perception of the passage of time, as recent as an hour ago or as far back as a decade ago. We are all explorers of this past, seeking the meaning of today from what happened yesterday.



Archeological Institute of America: Simulated Digs

<http://www.archaeological.org/education/lessons/simulateddigs>

Tips and essential information to help teachers design a dig, encourage critical thinking, and develop students' skills across the curriculum.



NYT Learning Network: Croc Talk

<http://learning.blogs.nytimes.com/2004/10/26/croc-talk/>

In this lesson, students learn about the members of the crocodilian family. They create poster presentations, as well as write poetic odes to these creatures.



Ancient Egyptian Bestiary: Crocodiles

<http://www.reshafim.org.il/ad/egypt/bestiary/crocodile.htm>

The Nile crocodile, *Crocodylus niloticus*, was the biggest and most dangerous predator living in ancient Egypt. It has since become extinct in the lower reaches of the river.

Wild Egypt: Animals of the Nile

<http://www.touregypt.net/wildegypt/nile1.htm>

The Nile River is possibly the most famous river in history. It was by its banks that one of the oldest civilizations in the world began. Not surprisingly, the Nile teems with life.

Discovery News: Animal Mummies Discovered At Ancient Egyptian Site (02/14/2012)

<http://news.discovery.com/history/ancient-egypt-animal-mummy-abydos-burial-site-120214.html>

A wealth of new discoveries, from animal mummies linked to the jackal god and human remains to an enigmatic statue, are revealing the secrets of an ancient holy place in Egypt once known as the "Terrace of the Great God."



Mapping the Physiographic Features of Ancient Egypt and the Near East

<http://www.mitchellteachers.org/WorldHistory/AncientEgyptNearEastUnit/MappingPhysioFeaturesActivity.html>



You are going to explore the physical geography of ancient Egypt and the Near East in this lesson. Vocabulary Term: Physiographic - Physio means "physical," graphic means "written down or recorded," and feature means "a particular characteristic of the land - a lake, a mountain, a river, as desert - that is recorded on a map.

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PBS: Egypt's Golden Empire—Touring Ancient Egypt

<http://www.pbs.org/empires/egypt/educators/lesson7.html>

This lesson focuses on the importance of geographic features and the abundance of natural resources that helped ancient Egypt become the world's first superpower. Students will learn about the geography and resources available to the ancient Egyptians and create a multimedia tour that demonstrates this learning to others.



NYT Learning Network: Horn of Plenty

<http://learning.blogs.nytimes.com/2004/07/27/horn-of-plenty/>

Students create timelines that compare early agricultural practices in the Near East and Africa and prepare handouts on the archaeological discovery process or specific African tribes.



NYT Learning Network: Oasis in the Desert

<http://learning.blogs.nytimes.com/2002/09/04/oasis-in-the-desert/>

In this lesson, students explore the challenges of building a thriving human civilization in a desert environment. They then design new technologies to assist people living in the desert.



TES: Impact of Climate Change on Egypt (11/22/2011)

<http://www.tes.co.uk/teaching-resource/Impact-of-Climate-Change-on-Egypt-6141408/>

This lesson looks at the impact of climate change on an LEDC country, in this case, Egypt. The weblink is the excellent Science Museum collection of short animations on a myriad of issues related to climate change.



History Channel: The Aswan High Dam (2:08)

<http://www.history.com/topics/ancient-egypt/videos#the-aswan-high-dam>

The Aswan High Dam was built in the 1960's to provide energy to Egypt.



History Channel: Reading the Nile (1:21)

<http://www.history.com/topics/ancient-egypt/videos#reading-the-nile>

Ancient Egyptians used a Nilometer to treat the rise and fall of the Nile during the flood season. This allowed them to predict which crops would be most successful in the coming season.



The British Museum: Class Discussion—Geography, Climate and Land Use

<http://www.ancientegypt.co.uk/staff/resources/discussions/do2/home.html>

The objective of this discussion is to acquaint pupils with ideas about how geography can affect settlement and to introduce pupils to basic features of the landscape of ancient Egypt.



Archeological Institute of America: Cargoes from Three Continents

<http://www.archaeological.org/education/lessons/cargoes>

Site links to several trade-related lesson plans from AIA. **Suggested for Middle School:** Trade in the Ancient Mediterranean, The Interconnectedness of Ancient Peoples Map Study. **Suggested for High School:** The Ancient Mediterranean: Trade, Contact and Culture Diffusion; Some Ways to Integrate Trade, the "Missing Link", Into Ancient History.



Uluburun

www.webster-smalley.co.uk/static/archaeology/Uluburun.ppt

Site links to a PowerPoint presentation that examines the significance of the find of the world's oldest sunken ship at Uluburun.

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National Geographic: Where Can You Find a Good Mummy?

<http://www.nationalgeographic.com/xpeditions/lessons/17/g912/goodmummy.html>

This lesson will introduce students to the places where mummies have been found and the reasons why some cultures mummified their dead. They will conclude by writing questions they might ask if they were archaeologists looking for additional mummies.



BBC: Mummy Maker

http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml

Enter the embalmer's workshop, where you are to prepare the body of Ramose, officer to the king, for burial. The chief embalmer, Kha, will be watching your work closely. Complete your task perfectly, or he will be denied paradise.

Salariya: You Wouldn't Want To Be an Egyptian Mummy!

http://www.salariya.com/web_books/mummy/index.html

You are about to have your eyes and internal organs removed and your brain pulled out! Then your body will be stuffed with sawdust and rags, wrapped in bandages, put in a coffin and buried! Follow the step-by-step process that will turn your body into an Egyptian mummy!

© Michael Scott



Make an Egyptian Mummy

<http://oi.uchicago.edu/OI/MUS/ED/mummy.html>

Greetings! I am Anubis, the god of embalming. The Ancient Egyptians believed the body of the deceased needed to be preserved so that the soul would recognize it after death.



Mummies: Secrets of the Pharaohs

<http://www.mummiesfilm.com/index.htm>



Mummies: Secrets of the Pharaohs follows researchers and explorers as they piece together the archeological and genetic clues of Egyptian mummies. Click the "education" link for lesson plans.

PBS: How Mummies Are Made

<http://www.pbs.org/wnet/pharaohs/mummy.html>

When a Pharaoh died, his body was taken to a mortuary building and washed with palm wine and water from the Nile. An incision was made on the left side of his abdomen, and his lungs and other organs removed.



BBC: Mummy of Hornedjitef

http://www.bbc.co.uk/schools/primaryhistory/worldhistory/mummy/teachers_resources.shtml

Visit this site developed by BBC for lesson plans, handouts, video, photos and other media related to the Mummy of Hornedjitef.

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National Geographic: Ancient Egypt Crocodile Mummies Revealed (04/30/2010)

<http://news.nationalgeographic.com/news/2010/04/photogalleries/100429-crocodile-mummies-egypt-science-pictures/>

There's a real crocodile behind that mask, according to new computed tomography (CT) scans of a 2,000-year-old Egyptian mummy (pictured). The 8-foot-long (2.4-meter-long) artifact—wrapped in once colorful linen and outfitted with a stylized mask—is one of two crocodile mummy bundles scanned this month at the Stanford School of Medicine in California.



National Geographic: Tut Technology

<http://www.nationalgeographic.com/xpeditions/lessons/17/g912/kingtut.html>

Students will explore what historical and recent research has revealed about [King Tut](#) in an effort to solve the mystery of how he died. Additionally, they will discuss how ancient Egyptians used and advanced the technology present at the time to preserve information about their culture that has lasted for generations.



Time in Ancient Egypt

<http://www.ancientegypt.co.uk/time/home.html>

The civilization of ancient Egypt lasted for over three thousand years. During this time there were many changes in terms of what the ancient Egyptians believed in, and how they lived their lives. However, many aspects of the basic culture, religion, and artistic style of ancient Egypt remained the same. Explore how Ancient Egyptians measured time.



Teach Engineering: Pyramid Building – How to Use a Wedge (4/30/2011)

http://www.teachengineering.org/view_lesson.php?url=http://www.teachengineering.org/collection/cub/_lessons/cub_simple/cub_simple_lesson02.xml

Students learn how simple machines, including wedges, were used in building both ancient pyramids and present-day skyscrapers. In a hands-on activity, students test a variety of wedges on different materials (wax, soap, clay, foam). Students gain an understanding of how simple machines are used in engineering applications to make our lives and work easier.



Pacific Science Center: Simple Machines—Levers and Pulleys

<http://www.pacificsciencecenter.org/images/stories/pdf/activity-levers-and-pulleys.pdf>

What is a machine? It is an object that helps us make our work easier—either by helping us do it faster or by increasing the amount of work we can do. All machines need some kind of energy source to make them work, and we can only get out of them as much as we put in to them. Some machines use human energy--"people power" to work.



PBS: Egypt's Golden Empire – The Science and Technology of Ancient Egypt

<http://www.pbs.org/empires/egypt/pdf/lesson8.pdf>

In this lesson, students will learn about many of the key scientific and technological contributions made by the ancient Egyptians. Individuals and/or pairs will research topics related to these contributions and create three to five minute presentations about what they have learned along. They will also prepare three trivial questions that will be used as part of a class game related to the content presented by each group.

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Discovery School: Rational Number Concepts

<http://school.discoveryeducation.com/lessonplans/pdf/rationalNumConcepts/rationalNumConcepts.pdf>

Discover how the Egyptians developed math, the fine relationship of music and math, the long history of pi, how rational numbers affect picture taking, and the Fibonacci sequence found in nature.



NYT Learning Network: Built to Last

<http://learning.blogs.nytimes.com/2003/12/31/built-to-last/>

In this lesson, students will consider why ancient buildings from around the world have survived for long periods of time, examine the effects of a devastating earthquake in an ancient city, and create timelines illustrating how important structures have been maintained over time.



Technology Lesson Plan: Let's Learn About Egyptian Math

<http://education.csm.edu/students/lsmith/Lesson%20Plans/tech%20plan.htm>

Students conduct research to create mathematical equations using hieroglyphic symbols for others to solve.



History Channel: Egypt—Engineering an Empire

http://www.history.com/images/media/pdf/engineering_empire_egypt_study_guide.pdf

Long before the glory of Rome and the marvels of today's modern day skyscrapers, one of the world's most amazing civilizations flourished in Egypt. Like most great civilizations, ancient Egypt's grandeur can be attributed to a mix of natural bounty and human ingenuity.



History Channel: Ancient Egyptian Aspirin (1:07)

<http://www.history.com/videos/where-did-it-come-from-ancient-egypt---modern-medicine#where-did-it-come-from-ancient-egypt---modern-medicine>

Ancient Egyptians developed a form of aspirin 5,000 years before modern medicine.

Ancient Egyptian Medicine

<http://www.crystalinks.com/egyptmedicine.html>

The medicine of the ancient Egyptians is some of the oldest documented. Egyptian medical thought influenced later traditions, including the Greeks.



History Channel: The Great Pyramid—Deconstructed (1:31)

<http://www.history.com/topics/ancient-egypt/videos#the-great-pyramids-deconstructed>

Did you know that the Great Pyramid of Giza weighs 6.5 million tons? Get the facts on what makes this ancient wonder a true architectural marvel.



National Museums Scotland: Egyptian Tomb Adventure

http://www.nms.ac.uk/education/kids/egyptian_tomb_adventure.aspx

In this game, students travel through a pyramid to discover the burial chamber within.



History Channel: The Workers of Deir-el-Medina (1:32)

<http://www.history.com/topics/ancient-egypt/videos#the-workers-of-deir-el-medina>

The craftsmen of this ancient village were best known for the decorated tombs they built for kings. They were highly in such high demand, many nobles hired them for their own tombs.



History Channel: The Great Sphinx (1:30)

<http://www.history.com/topics/ancient-egypt/videos#the-great-sphinx-is-the-worlds-oldest-statue>

The Great Sphinx is an engineering marvel even by today's standards.

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Dartmouth: Islamic Art



Math Segment: <http://www.dartmouth.edu/~matc/math5.pattern/lesson5math.html>

Art Segment: <http://www.dartmouth.edu/~matc/math5.pattern/lesson5art.html>

Two coordinated units which demonstrate basic Islamic principles through (art in) math and (math in) art. Most appropriate for students with knowledge of basic algebra and geometry.

Discovery Education: Population Diversity and Human Rights



<http://www.discoveryeducation.com/teachers/free-lesson-plans/population-diversity-and-human-rights.cfm>

In this lesson, students will research mechanisms for domestic change: internally, from popular people's movements, and externally, via economic sanctions.

Discover: Scientists of the Arab Spring (1/3/2012)

<http://discovermagazine.com/2012/jan-feb/11>

When Ahmed Zewail first heard of the popular revolt against Egyptian President Hosni Mubarak on January 25, 2011, he immediately left for Cairo. "It was a very emotional time. I have family in Egypt, and I owe the country my early education," says Zewail, who is a professor of chemistry at Caltech. "I knew I had to take action."



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Common Core Connection: Global Competency

Common Core Connection: Global Competency Resources

The Common Core emphasizes nonfiction and asks that students “integrate and evaluate content presented in diverse formats and media, including visually” (ELA.7). Here are some resources to support Social Studies teachers in implementing the Common Core Standards into a globally-minded curriculum:

- **Asia Society: Common Core: Getting There Globally**
<http://asiasociety.org/education/resources-schools/professional-learning/common-core-getting-there-globally>
With the Common Core assessments coming online in 2014-2015, educators have had to grapple with tough questions on a tight timeline: What does a lesson that is aligned to the Common Core look like in practice? Must the standards’ emphasis on skills come at the expense of important content knowledge? And what is a complex informational text?
- **Primary Source: Reading Nonfiction: A Global Approach to the Common Core**
<http://resources.primarysource.org/nonfiction>
This guide offers book, website, and curricular resources for teaching with nonfiction.
- **NY Times: Engaging Nonfiction: The Times, the Common Core and a Question for You (June 26, 2012)**
<http://learning.blogs.nytimes.com/2012/06/26/engaging-nonfiction-the-times-the-common-core-and-a-question-for-you/#more-112216>
Weaving the NYT into your classroom routine regularly...can introduce students to a huge range of sophisticated examples of the kind of writing and multimedia they’ll need to meet the standards.
- **EdWeek: Common Core—Preparing Globally Competent Citizens (01/27/2012)**
http://blogs.edweek.org/edweek/global_learning/2012/01/the_common_core_state_standards.html
The adoption of the Common Core State Standards (CCSS) for English language arts and mathematics in 45 states and the District of Columbia offers educators an unprecedented opportunity to marry the skill development and acquisition of core content needed to develop **globally competent** citizens with the rigorous skills and core content needed to prepare all students for college and careers.

*See page 44 for the EdSteps’ Global Competency Matrix, which details ways in which students: 1) investigate the world, 2) recognize perspectives, 3) communicate ideas, and 4) take action.

Global Competence Matrix

GLOBAL COMPETENCE MATRIX

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. Select and use appropriate technology and media to communicate with diverse audiences. Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	<p>Students:</p> <ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

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