

THE  
**MAGNIFICENT**  
BOOK OF TREASURES  
**ANCIENT  
EGYPT**

**By Philip Steele**

Illustrated by Eugenia Nobati

978-1681885582

EarthAware Kids, 2021

Ages 8 & up | Grades 3 & up



**Teacher's Guide**

By Susan B. Katz, NBCT

# OVERVIEW

This teacher's guide addresses the Common Core State Standards outlined, for reference, at the beginning of each lesson. Some lessons and activities are whole class, others are designed for small group instruction, and a few are individual or team tasks. They do not have to be taught sequentially. The page number(s) are listed from *The Magnificent Book of Treasures: Ancient Egypt*, for each activity, and coincide with the lesson.



## LESSON 1:

### K/W/H/L Anchor Chart-Activating Prior Knowledge, Formulating Scientific Questions, Researching, and Gathering Information (before reading the book)

<b>GOAL</b>	Create a whole-class generated anchor chart of what students know, wonder, how they will find out, and what they've learned about Ancient Egypt.
<b>OBJECTIVES</b>	Students will activate prior/background knowledge on the subject of Ancient Egypt, list their questions about the topic, define how they will learn about their wonderings, and circle back to what they eventually learn after engaging with the text.
<b>TIME-ALLOWED</b>	Allotted 25-30 minutes
<b>PREP / MATERIALS</b>	Four column Anchor Chart labeled Know/Wonder/How/Learned (optional: subheadings "What We Already Know," "What We're Wondering," "How Will We Find Out?," "What Did We Learn?")
<b>Common Core State Standard CCSS.ELA-LITERACY. W.6.2w</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>Common Core State Standard CCSS.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>ELA-Literacy CCSS.ELA-Speaking &amp; Listening</b>	Engage effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

**Step 1: KNOW:** Before reading the book, engage students in active thinking to determine: "What do we already know?" Students can turn and talk (think-pair-share) and then identify and make connections to their prior knowledge about Ancient Egypt. If misconceptions and/or disagreements arise, allow for those musings to formulate questions for further investigation. Record on the anchor chart. Option: share the pen and let students write either directly on the chart or on sticky notes that they post on the chart.

**Step 2: WONDER:** What do we want or need to find out? Students drive the learning by stating what they want to know about climate change. What do they wonder? Do a "Think Aloud" that shows students how to revise their wondering into questions to be investigated. Developing essential questions may mean eliminating less relevant wonderings from the brainstormed list if those cannot be answered in this particular unit of study and/or do not pertain to Ancient Egypt. Again, record/scribe or have students write these on the anchor chart.

**Step 3: HOW:** How are we going to find out? Students list resources and plan how they will gather the information they need to answer these essential questions. Record the "how" in the correct column.

**Step 4: LEARNED:** After completing the lessons outlined and reading the book, fill in the What have we Learned? column. Students will summarize their new knowledge on the topic of Ancient Egypt. You can adapt these statements as answers to their previously formulated questions. This often leads to asking more essential questions which require further investigation and/or a class consensus of opinion.

An example of the K/W/H/L chart is below:

### ANCIENT EGYPT

<b>KNOW</b> <i>What do I know?</i>	<b>WONDER</b> <i>What do I want to know?</i>	<b>HOW</b> <i>How do I find out?</i>	<b>LEARN</b> <i>What have I learned?</i>
We know that mummies were wrapped up, not buried like people are now.	Did everyone get mummified or just rich/royal people?	Read the book, research online.	(Later on): We learned that...

## LESSON 2:

### Cognitive Content Dictionary (CCD) with Tiered/Academic Vocabulary

<b>GOAL</b>	Introduce students to new vocabulary in an encouraging way in order to increase comprehension and retention of content-based information in the social studies text.
<b>OBJECTIVES</b>	Students will predict the meaning of academic vocabulary, identify if they have heard or know words, define the new words, and use them in a sentence.
<b>TIME-ALLOWED</b>	10 minutes daily (1-2 words per day)
<b>PREP / MATERIALS</b>	Markers, large butcher/roll paper, individual CCDs for students or groups (optional)
<b>CCSS.ELA-RH.6-8.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Step 1:** Make a large t-graph on butcher/roll paper with several rows for words. Create four columns (five if you are adding a picture clue column). Label the columns: WORD, PREDICTION, FINAL MEANING, ORAL SENTENCE, and (optional) PICTURE/CLUE. Write the first new vocab word in the first row under the WORD column. Right under that word (in the same row) make an “H,” an “NH” and a “K”. It is helpful to color-code this chart by column.

**Step 2:** Introduce the new word. For example, ask students if they have never heard of this word before (count and record the # of students next to NH.) Then, ask students to raise their hand if they have heard this word, but don't know what it means or sort-of know what it means, but wouldn't be able to explain it (record that number next to the H); Finally, ask students to raise their hand if they know what the word means and can use it in a sentence. (Record that next to K).

**Step 3:** Ask student to think-pair-share/turn-and-talk about what they predict the word means. Record answers.

**Step 4:** Read a page from the text. Ask students if they can come up with a final meaning. (ex: p. 24 emmer)

**Step 5:** Optional: add a visual/picture clue to remind students what the word means. Add a sentence using the word (preferably one a student comes up with). Record synonyms/antonyms. Add a new word, or two, daily.



**Example from page 24 of the book:**

WORD	PREDICTION	FINAL MEANING	PICTURE CLUE	SENTENCE
Emmer NH = H = K =	Emerging, coming out of something	A type of wheat/ grain used to bake bread and brew beer in Ancient Egypt		Bakers in Ancient Egypt used emmer in the bread they kneaded and baked.

Name \_\_\_\_\_ Date \_\_\_\_\_

## COGNITIVE CONTENT DICTIONARY

NEW WORD	PREDICTION	FINAL MEANING	PICTURE	SENTENCE	SYNONYM
<ul style="list-style-type: none"> <li>• Have you heard of this word?</li> <li>• What is the part of speech?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think this word means?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you know the word?</li> <li>• Where did you find the word?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture of the word.</li> <li>• Why did you choose to draw that?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you use this word in a sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a synonym for the word.</li> </ul>

**LESSON 3:**

**Pictorial Input Chart (p. 12/13 or 20/21)**

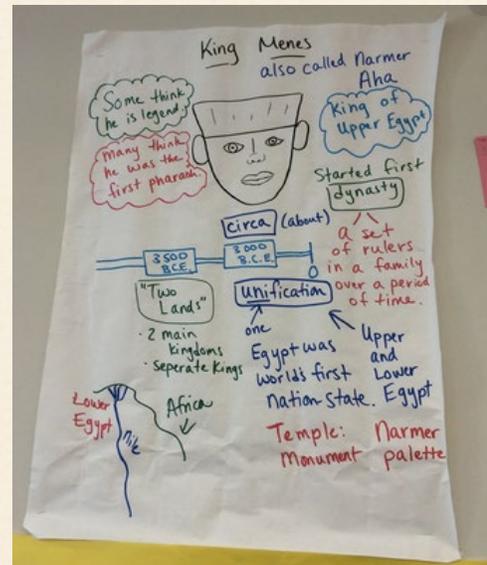
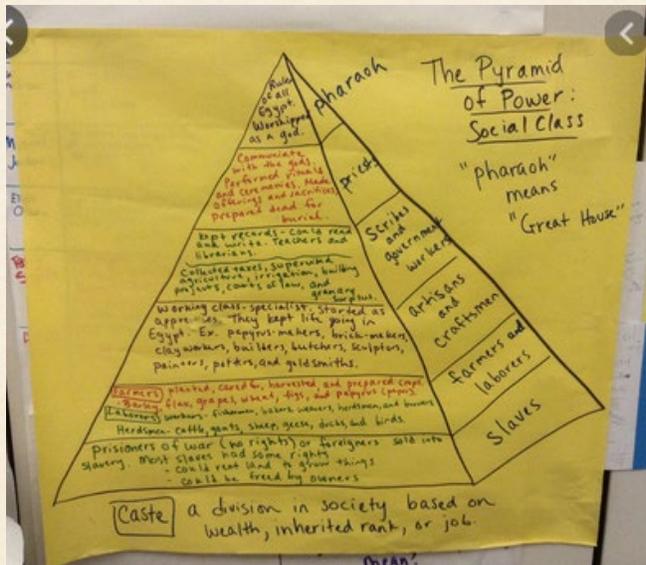
<b>GOAL</b>	Create a visual graphic of either Pharaoh's Golden Mask (p. 20), or Hunting in the Marshes mural (p. 12/13)
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1) Make vocabulary and concepts comprehensible and accessible to students;</li> <li>2) Draw in front of the students for brain imprinting;</li> <li>3) Organize information so it is a visual resource for students.</li> </ol>
<b>TIME-ALLOWED</b>	30 minutes
<b>PREP / MATERIALS</b>	Chart paper, pencil, markers, sticky notes (optional)
<b>CCSS RH. 6-8.7</b>	Integrate Visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Step 1:** Before students arrive, lightly sketch the visual (Pharaoh's mask or the mural) in pencil, labeling the key vocabulary words and their definitions. Option: prep sticky notes with vocab words and definitions for students to come place on anchor chart. (Hint: You can use a DocuCam/Elmo/Smartboard to project the image from the book onto chart paper and trace it—when the students are not present.)

**Step 2:** Using page 12 or 20 in Mind Mappers, walk students through the key vocabulary and definitions of either the mural or the mask. Students may be able to delve more deeply into specific traits (see examples below).

**Step 3:** Have students draw their own masks or murals in order to check for understanding.

**Step 4:** Place as anchor chart in the room.



## LESSON 4:

### Cooperative Strip Paragraph (p. 16/17)

<b>GOAL</b>	Create class paragraph about Blue Hippo, reinforcing paragraph structure and content knowledge.
<b>OBJECTIVES</b>	Students will work in groups to summarize attributes of Blue Hippo and write a sentence that gets compiled into a paragraph.
<b>TIME-ALLOWED</b>	45 minutes, 20 minute read aloud, 15 minute small group sentence writing, 10 minute paragraph creation whole class as close
<b>PREP / MATERIALS</b>	Book, sentence strips, pocket chart, markers (option: technology)
<b>CCSS WHST 6-8.9</b>	Draw evidence from informational texts to support analysis, reflection, and research.
<b>CCSS WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events: (a): introduce a topic clearly, organize ideas and (b): develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**Step 1:** Read page 16 and 17 to the whole class.

**Step 2:** Divide students into collaborative groups to come up with one sentence together about a specific area of the topic. Group one might write about where/when it was found, another about lotus flowers, a third about the significance of hippos in Ancient Egypt. You can list and assign topics.

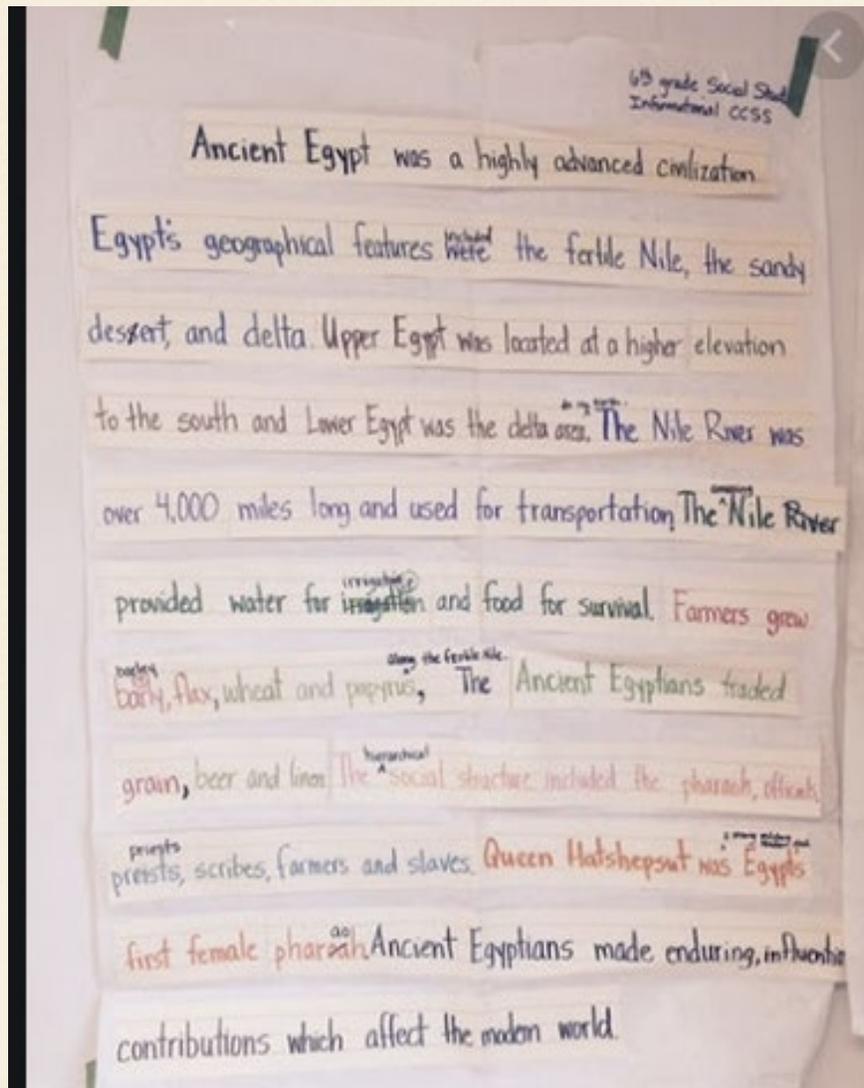
**Step 3:** Students put their heads together to summarize the information and discuss wording until they come up with one sentence together. Each group should write with a different colored marker so their sentence is easily recognizable on a sentence strip.

**Step 4:** Once sentences are written, a student from each group places them in the pocket chart. (Recommendation: ask them to use pencil first before they use marker to check their work) Don't worry about the initial order of the sentences.

**Step 5:** Once all the sentences are in the pocket chart, call the class together in front of the pocket chart to read the sentences aloud. You will write a topic sentence in black on a sentence strip. For this example, "The Blue Hippo is a piece of pottery that was placed in an Egyptian tomb."

*\*Note: You can also integrate technology and do this in a Google doc or on a Jamboard.*

### (Sample Cooperative Strip Paragraph)



## LESSON 5:

### Four Corners & Gallery Walk (p. 22/23)

<b>GOAL</b>	Discuss animal mummies and give rationale for choice.
<b>OBJECTIVES</b>	Students will self-select into groups, draw their mummy animal, and explain their reasoning as to why they chose that animal.
<b>TIME-ALLOWED</b>	45 minutes, 5 minute read aloud, 20 minute small group discussion and drawing, 20 minute gallery walk
<b>PREP / MATERIALS</b>	Book, markers, 4 pieces of chart paper, tape, or sticky chart paper
<b>CCSS RH. 6-8.7</b>	Integrate Visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>CCSS SL.6.1</b>	Engage effectively in a range of collaborative discussions (I:I, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on each other's ideas and expressing their own clearly.

**Step 1:** Read page 22/23 with the whole class (or have students read sections via Docucam/Elmo/Smartboard).

**Step 2:** Ask kids to identify the animal they would want to have mummified with them in their tomb. Encourage them to use cats, baboons, crocodiles, birds, or fish. Write each animal in large letters at the top of a piece of chart paper. Place each one in a corner for a total of four.

**Step 3:** Ask students to pick a corner and walk there. Their tasks are: a) to discuss why they chose this animal; b) to draw the mummified animal; c) label/record their reasons.

**Step 4:** Do a gallery walk where groups move around and take in each animal mummy poster.

## LESSON 6:

### Venn Diagram (p. 28/29)

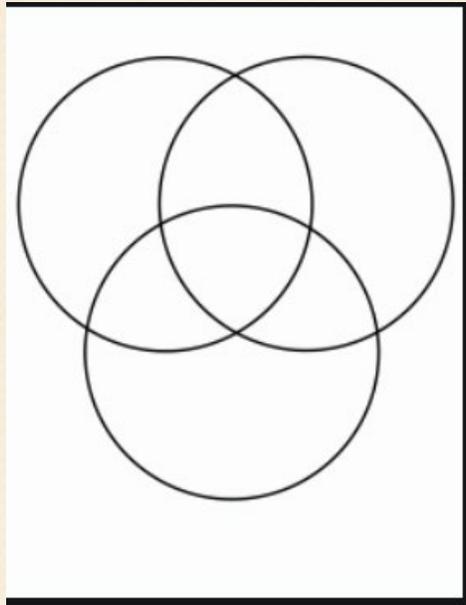
<b>GOAL</b>	To compare and contrast customs from Ancient Egypt with modern times and other cultures.
<b>OBJECTIVES</b>	Students will learn what Ancient Egyptians brought to tombs, and what they believed about life after death and compare that to current times and other cultural beliefs.
<b>TIME-ALLOWED</b>	45 minutes, 10 minute read aloud, 10 minute small group discussion, 25 minute creation of Venn Diagram
<b>PREP / MATERIALS</b>	Book, markers, chart paper with Venn Diagram on it, optional sticky notes
<b>CCSS RH. 6-8.7</b>	Integrate Visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>Overarching Standard</b>	Compare and contrast cultural experiences

**Step 1:** Read p. 28/29 to the class or have students read sections while projecting the book on Docucam/Smartboard.

**Step 2:** Create 3-part Venn Diagram with Ancient Egypt labeled above one section, modern times above another, and different/global cultural traditions in a third. *\*Diversity, Equity, and Inclusion element*

**Step 3:** Either have students fill out sticky notes with information in small groups or facilitate whole-class discussion.

**Step 4:** Elicit information such as: Ancient Egypt (brought meat, loaves of bread, duck; got dressed up to bring items to Tomb). Modern Times (people put flowers at gravesites). Global cultures (in Mexico, people make offerings at altars; Jewish people put stones on top of tombstones)



## LESSON 7:

### Process Grid of Gods & Goddesses (p. 32/33)

<b>GOAL</b>	Understanding characteristics and symbols of Egyptian gods and goddesses
<b>OBJECTIVES</b>	Students will learn about a specific god or goddess and complete one row of the Process Grid as a class.
<b>TIME-ALLOWED</b>	45 minutes, 5 minute read aloud, 20 minute small group discussion, 20 minute complete information on Process Grid
<b>PREP / MATERIALS</b>	Book, markers, roll or chart paper
<b>CCSS RH.6.8-2</b>	Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>CCSS RH. 6-8.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Step 1:** Create a long chart (roll paper is best) with various gods listed down the left column. Start out with Bes, filling out information across the row. (Other gods: Ra-Horakhty, Osiris, Ra, Aten, Hathor, etc.)

**Step 2:** Read page 32/33 or have students share reading of each bullet via DocuCam.

**Step 3:** Ask table groups to put their heads together about each of the sections in the row, share their answers, and then either scribe for them or have them write the info on sticky notes

**Step 4:** Have students pick a god/goddess that they want to research; this will lead to expert groups (next activity).

<b>GOD/GODDESS</b>	<b>FEATURES</b>	<b>BELIEFS ABOUT</b>	<b>SEEN ON</b>	<b>OTHER INTERESTING FACTS</b>
Bes	Big belly, tongue sticking out, green	Protected Women, Kept Homes Safe, Deterred Snakes, "God of War"	Jewelry, jars, wall paintings, spoons, mirrors	Often shown playing musical instrument, dancing, or holding knives; may have originated in Africa & spread to Persia as well

## LESSON 8:

### Process Grid of Gods & Goddesses (p. 32/33)

<b>GOAL</b>	Have students research and learn about a specific Egyptian god or goddess in small groups. Complete Process Grid with info.
<b>OBJECTIVES</b>	Students will self-select into groups, research their group's god/goddess, and jigsaw with other groups to teach the information about their god/goddess. (Option: groups can present to the whole class instead in order to allow for differentiated products)
<b>TIME-ALLOWED</b>	90 minutes over two 45 min. class periods
<b>PREP / MATERIALS</b>	Book, Expert Group sheets or books/internet access to research each god, materials for presentations if you go that route
<b>CCSS RH. 6-8.7</b>	Integrate Visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>CCSS SL.6.2</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Step 1:** After completing Process Grid about gods for Bes, ask students to choose another Egyptian god about which they will become an expert. (Other gods/goddesses: Ra-Horakhty, Osiris, Ra, Aten, Hathor, etc.)

**Step 2:** Allow groups one class period to read more about their god, focused on the various categories on the process grid. Sheet below is an example of what they might fill out.

GOD/GODDESS	FEATURES	BELIEFS ABOUT	SEEN ON	OTHER INTERESTING FACTS

**Step 3:** Either allow for differentiated instruction with varied products, based on their primary learning modality or simply ask each group to complete the above structured piece. Examples of differentiated products: making a model of the god/goddess (visual/kinesthetic); drawing a poster of the god/goddess and labeling it (visual); giving an oral report of the god/goddess.

**Step 4:** Either a) have students jigsaw, mixing the students into heterogeneous groups to teach others about the god/goddess they studied or b) have groups present to the entire class during the second class period.

## LESSON 9:

Draw, Write, Design (30/31, 34/35, 44/45, 46/47, 56/57, 62/63)

<b>GOAL</b>	Allow students to explore one area of Egyptian art further.
<b>OBJECTIVES</b>	Students will self-select into groups either to draw a mural, write a hieroglyphic message, design a game, or make a clay soul house.
<b>TIME-ALLOWED</b>	90-135 min (two-three 45 minute sessions), 20 minute read aloud, 40-75 minute small group work (drawing, designing, etc.); 20 minute gallery walk or presentation
<b>PREP / MATERIALS</b>	Book, clay, materials like golf tees, wood, etc. for games, brown paper bags for hieroglyphic writing
<b>CCSS RH. 6-8.7</b>	Integrate Visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>CCSS SL.6.5</b>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information).

**Step 1:** Briefly introduce the content on pages: 30/31, 34/35, 44/45, 46/47, 56/57, and 62/63

**Step 2:** Have students decide if they want to draw a mural, write a hieroglyphic message, design a game, or make a clay soul house. Another option might be drawing a design for a piece of jewelry.

**Step 3:** Give the groups work time to create their product. They should also come up with either a written or oral presentation about their piece.

**Step 4:** Either do a gallery walk (you can invite families in) or have students present their final products to the class.

## LESSON 10:

### Queens, Kings, Pharaohs, Priests, and Priestesses

<b>GOAL</b>	Understand the role of each person in Egyptian society
<b>OBJECTIVES</b>	Students will research a particular role in Egyptian society and write a “The Important Thing” big book about that person.
<b>TIME-ALLOWED</b>	90-135 minutes, (two-three 45 minute sessions), including share out
<b>PREP / MATERIALS</b>	Book, markers, laptops/iPads/Chromebooks for research, Important Thing Model Book (or paragraph to keep it simpler)
<b>CCSS RH. 6-8.7</b>	Integrate Visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>CCSS RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Step 1:** Make a class-generated list of roles in Ancient Egyptian society. Let kids share ideas but here is a list in case you need it (queens, kings, pharaohs, priests and priestesses, craftsmen, artisans, traders, physicians, storekeepers, merchants, farmers, and slaves).

**Step 2:** Model “The Important Thing” book with them about one of those:

Name #: \_\_\_\_\_ Date: \_\_\_\_\_

“The Important Thing” Sentence Frames

*Directions: Use these sentence frames to create you “Important Thing” story, based on the book. Be sure to include details about each entry to really sell the point of your “thing” being important. Once you have your ideas, and it has been edited, re-write your ideas on nice paper.*

The Important Thing About \_\_\_\_\_  
By: \_\_\_\_\_

The important thing about \_\_\_\_\_ is \_\_\_\_\_.

It is true that \_\_\_\_\_ and \_\_\_\_\_  
and \_\_\_\_\_.

It \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

The \_\_\_\_\_ also \_\_\_\_\_.

It \_\_\_\_\_ and \_\_\_\_\_.

But the important thing about \_\_\_\_\_ is \_\_\_\_\_.

**Step 3:** Send them off to work in their groups with big craft paper, chart paper, or let them use technology (such as iMovie, PowerPoint, or Google Slides) to create visuals for the book.

**Step 4:** Students create their Important Thing books and share them with another class and/or families.

**Sample text:**

## **The Important Thing About Artisans in Ancient Egypt** **By \_\_\_\_\_**

The important thing about artisans is that they learned their art from a master in order to ensure continuity of the craft over time. It is true that they created objects for the living and the dead and that they lived in artists' villages or workshops. It is also true that women were weavers, perfume makers, bakers, and did needlework. The male artisans were draftsmen, sculptors, carpenters, painters, scribes, stone masons, and plasterers. It is true that artisans were superior, or above in social class, to common laborers and that they were paid by the ruling pharaoh. But, the important thing about artisans is that they learned their art from a master in order to ensure continuity of the craft over time.



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