

Yale 2013 PIER Summer Institutes

Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: The Gods, Religion, Hieroglyphs, and the Importance of Maat.

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Subject Area: World History

Grade Level(s): 9th Grade

Time Frame to Allow for Unit: 1 – 2 Days depending on time.

Introduction: Brief Description of the Unit.

This lesson is meant to make connections between the themes of Religion and Maat (order in the world) through depictions in the art, language, and literature of the Ancient Egyptians. The lesson will focus on the use of Hieroglyphs and basic Egyptian religious ideas to express the role of the Gods in Egyptian life/ death, and the role of “Maat” in the world of the Egyptians.

Geographic Connections: Related to Summer Institute Themes

Students will be able to identify the different Geographic Regions of Egypt and will understand the importance of the Nile. These concepts will be introduced in the lesson on Geography of Egypt which will be done prior to the current lesson (at the beginning of the Unit on Ancient Egypt.)

Vocabulary: Terms, Concepts and Actors

Maat – The cosmic order

Henotheism- The idea that any god of the Egyptian pantheon can be promoted to chief among the gods, or be seen as the creator god

Hieroglyphs- The words which came forth from the gods (Language)

Cosmos- The structure of the world/ the universe.

Lamentation- A sorrowful look back on past events. / A song of sorrow/mourning

Sage- A wise man/ prophet/ teacher.

Stage 1 – Desired Results

Common Core Content Standard(s): <http://www.corestandards.org/ELA-Literacy/RH/introduction>

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Understanding (s)/Goals:

Students will understand that:

The Egyptians’ world view was inextricably linked to the gods and the cosmos through a doctrine known as “Maat”

We can discover what the Egyptians believed by analyzing the religious images and literature which they left behind .

Primary sources are a major key to understanding Ancient Egyptians’ understanding of their world.

Essential Question(s) Related to Theme(s):

How did the ancient Egyptians conceptualize the principle of Maat in their day to day lives, and do we as modern Americans have a concept or concepts which are similar to the principle of Maat?

Student Objectives (Outcomes):

Students will be able to:

- 1) Analyze primary and secondary sources in order to draw conclusions about the influences of religion on Ancient Egyptians’ lives and make parallels to their own modern day lives. Sources will include; images, documents, and hieroglyphs.

Stage 2 – Assessment Evidence

Performance Task(s):

- Power Point and questioning / reflection session.
- Reading from Simpson and questioning session.

Other Evidence:

Responses contained within Exit Slips and Response contained within the learning extension assigned for homework .

Stage 3 – Learning Plan

Learning Activities:

- 1) Students will be presented with a PowerPoint during which they may pair up and formulate questions with their partner in regard to the PowerPoint presentation as the lesson progresses. Students will also be asked essential questions #'s 1 and 2 and 4 prior to and during the presentation.
- 2) Students will be presented with a reading which will demonstrate the possibilities when the Principle of Maat is ignored in Egypt. Students will answer essential question #'s 3, 5, 6, and 7.

Questions for the Discussion Activity:

- A) What do we collectively think of when we talk about Egyptian Religion or Egyptian gods and are our perceptions correct?
- B) What are Hieroglyphs and how do they connect to the idea of Gods?
- C) What are some things in your own lives/ in American Culture that are absolutely essential?
- D) What might happen to us as a society if we were to lose these essential things? (Parallel to MAAT= ORDER/Chaos).
- E) What helps to preserve the essentials in our society?
- F) What were some essentials of Egyptian Society and how did the Egyptians go about preserving these essentials?
- G) What are some of the unfortunate events and imagery that are used or depicted in the Sage's Lamentation?
- H) How might such imagery be useful to us as students of history?
- I) Students will then be asked to formulate questions of their own for further discussion.

Closure of the Lesson in Class:

- 3) Exit Slip: Students will provide 2-5 bullet points of information which they learned during the course of the lesson.

Learning Activities (cont.):

As a learning extension, students will be asked to write a 2-3 paragraph reflection on how their view of the gods and religion has changed as a result of the lesson. This should include their presupposition prior to the lesson and learning activities. Students should incorporate information listed on their exit slips but go into deeper detail. The purpose of this learning extension is to reinforce correct understandings and correct prior misconceptions while allowing students to synthesize their new understanding to form a truly enduring understanding of the content.

Resource List/Bibliography:

David, Rosalie, *Religion and Magic in Ancient Egypt*. England: Clays Ltd., 2002.

Simpson, William Kelly, ed. *The Literature of Ancient Egypt: An Anthology*. New Haven: Yale University Press, 2003. 194-197.

http://books.google.com/books/yup?id=FfGqNkyjRqQC&pg=PA125&source=gbs_toc_r&cad=2#v=onepage&q&f=false date accessed: July 22, 2013.

David, Rosalie, *Religion and Magic in Ancient Egypt*. England: Clays Ltd., 2002.

<http://www.ancientegypt.co.uk/gods/home.html> date accessed: July 23, 2013.

How Are You Going to Use This Unit?

This lesson will be used in a 9th grade Social Studies classroom.

The lesson may also be adapted for use as a faculty in-service to clarify the workings of Egyptian Religion and its' influence on our modern conceptions of Egyptian Religion.