

# *Cleopatra and Other Egyptian Rulers*

## Lesson Plan

**Grade Level:** 6-8

**Curriculum Focus:** World History

**Lesson Duration:** Three class periods

### ***Student Objectives***

- Review facts about Cleopatra and other rulers of ancient Egypt.
- Research basic facts about one Egyptian ruler, and create a “Rulers of Egypt” trading card.

### ***Materials***

- Video on *unitedstreaming: Great Egyptians*  
Search for this video by using the video title (or a portion of it) as the keyword.

Selected clips that support this lesson plan:

- Hatshepsut: The Queen Who Became King
  - Thutmoses One and Two
  - Hatshepsut Takes the Throne
  - Thutmose the Third
  - The Queen Becomes King
  - Hatshepsut Is Erased
- Tutankhamen: Mystery of the Boy King
  - Archeologists Take a New Look
  - The Reign of Akhenaten
  - Young Tut Becomes Pharaoh
  - Ay Is Prime Minister
  - Tut Dies
  - Investigating Tut's Death
- Cleopatra: Last of the Pharaohs
  - The City of Alexandria
  - Cleopatra Rules

- Caesar Is Killed
  - Egypt Gains Lands
  - Rome and Egypt at War
  - Cleopatra Dies
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- Computer with Internet access
  - Print resources about Egyptian rulers, from pharaohs to Ptolemy
  - Index cards
  - Materials to create trading cards (markers, colored pencils, glue, scissors)

### ***Procedures***

1. Review the program's "Cleopatra: Last of the Pharaohs" segment, then identify Egypt and Alexandria on a classroom map. Explain that the first pharaoh ruled Egypt in 3000 B.C. and that hundreds of pharaohs ruled during the height of ancient Egypt. However, some were more powerful and influential, and some are more famous today. Ask whether they know of any others. Many will have heard of King Tut. Watch the video segment "Tutankhamen: Mystery of the Boy King." (You may also choose to introduce and watch the segment on Hatshepsut.)
2. Tell students that they are going to research different rulers and create their own trading card with basic facts and at least one image. Assign students one of the following Egyptian rulers. (These are just suggestions; print and online resources will provide many others.)
  - Cleopatra
  - Akhenaten and Nefertiti
  - Tutankhamun
  - Thutmose III
  - Hatshepsut
  - Ramses I
  - Seti I
  - Ramses II
  - Alexander the Great
  - Ptolemy
3. Tell students that they should research their ruler and gather the information below. In addition, encourage students to print out or sketch pictures of their ruler and any monument or artifact related to that person.
  - Name
  - Years of reign
  - Important accomplishments
  - Cool fact

4. Have students use print and online resources in their research. The following Web sites may be helpful:
  - Pharaohs of the Sun (Akhenaten)  
<http://www.mfa.org/egypt/amarna/index.html>
  - Akhenaten and Tutankhamun  
<http://www.akhet.co.uk/mainpage.htm>
  - Tutankhamun  
<http://www.civilization.ca/civil/egypt/egtut01e.html>
  - Hatshepsut  
<http://www.civilization.ca/civil/egypt/eghats1e.html>
  - Cleopatra of Egypt  
<http://www.fmnh.org/cleopatra/cleopatra.html>
  - Cleopatra: The Last Pharaoh  
<http://ce.eng.usf.edu/pharos/alexandria/History/cleo.html>
  - Pharaohs Timeline (see links)  
<http://www.clevelandart.org/archive/pharaoh/time.html>
  - History for Kids: Ancient Egypt  
<http://www.historyforkids.org/learn/egypt/index.htm>
5. Once students have completed their initial research, give them one full class period to create their trading card on an index card. Have them write important data on one side of their card, and place an image on the other. The image can be a picture of the ruler or a monument or artifact associated with the ruler's reign.
6. Create a timeline on a bulletin board and have students pin their cards along the timeline.

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students thoroughly researched their ruler and created a complete card, one that included all of the requested information.
- **2 points:** Students satisfactorily researched their ruler and created an adequate card, one that included most, but not all, of the requested information.
- **1 point:** Students minimally researched their ruler and created an incomplete card, one that had little or none of the requested information.

## Vocabulary

### ancient

*Definition:* Of or relating to times long past, especially those before the fall of the Western Roman Empire (A.D. 476)

*Context:* Alexandria was the capital of the ancient world.



### **archaeologist**

*Definition:* A scientist who studies the life and culture of ancient peoples by studying their material remains (such as ruins and artifacts)

*Context:* Archaeologists are still uncovering artifacts and discovering new facts about ancient Egypt.

### **artifact**

*Definition:* An object made by humans, such as a primitive tool; an object remaining from a particular period

*Context:* Artifacts left behind by ancient civilizations provide clues about how people lived in those times.

### **pharaoh**

*Definition:* A ruler in ancient Egypt; sometimes called a king

*Context:* In ancient Egypt, the pharaoh was considered a god.

## ***Academic Standards***

### **Mid-continent Research for Education and Learning (McREL)**

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography – Human Systems: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Reading: Uses reading skills and strategies to understand and interpret a variety of informational texts

### **The National Council for the Social Studies (NCSS)**

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Culture
  - Time, Continuity, and Change
  - People, Places, and Environment
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## **Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [Discoveryschool.com](http://www.discoveryschool.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

