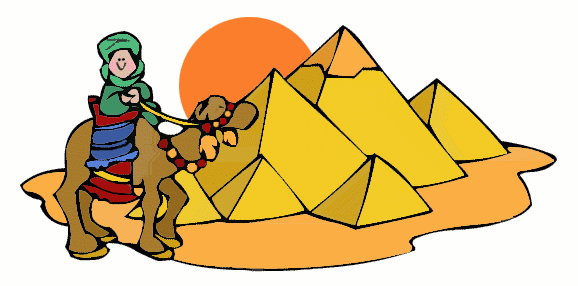
Grade 5 Social Studies



Ancient Egypt

We are starting a new unit on Ancient Egypt. For the final project you are going to have the option to choose activities from the following list. All activities are given in maximum point-values, which means that you can earn up to that many points, based on the quality, depth and range of your work. You may not repeat an activity.

**You must choose at least one project** from **group III** (Presentations), but you must also do other activities from at least two of the other category choices.

All projects that you complete must reach a grand total of **50 points**, as, that is what your final mark will be out of. You are allowed, however, to exceed this total if you want to increase your overall total so that you can reach 100% if you did not do well on one of your other projects.

All projects will be due May 12th, and you will be given class time to work on this, but I also advise that you do take some time to plan and do some work at home as well. You can pass a project in as soon as you are finished or present it to the class as well, if that is the type of project you choose.

Here is a list of all the activities that you can choose from. Choose projects that best suit your learning style and what grabs your interest the most.

Good Luck ☺

Mme Hale

**I. Write:**

1. The Egypt invented/developed several items that not only changed the world are of the past, but also still affect us today. Discover one of these inventions and write a report on its discovery and why it still exists today **(20 points)**
2. Do a report on a woman who made a significant contribution to Ancient Egyptian times. Illustrate it with a picture or other related image.  
   **(25 points)**
3. Makeup originated in ancient Egypt. Do an essay on how it originated, what it was made of and why did they wear this sort of thing.  
   **(20 points)**
4. The Great Pyramid of Cheops (Khufu) at Giza, was built around 2,570 B.C., used 2,300,000 large stone blocks that weigh a total of 7 million tons. Research this and explain in writing of how they built such a large structure when they had no machines like we do today. **(30 points)**
5. Describe something in the Ancient Egypt lessons that made you change your mind about something that you thought differently about at one point. Tell why.  
   **(10 points)**
6. Describe the Ancient Egypt social structure. How does it differ from that of today’s society and how would you liked to have lived in such a situation?  
   **(15 points)**
7. Choose characters in your ancient Egypt learning that grabbed your attention. Write an article about that person as if you were writing about them in a Teen Magazine. Be sure to define and describe the magazine you are writing for. Include picture of this person on your magazine layout.  
   **(20 points)**
8. Write a "Dear Abby" letter that one of the historical characters might have written.  
   **(10 points)**
9. The pyramids of Egypt the oldest of the seven wonders of the ancient world, are the only one of those wonders to survive to the present day. Write a news paper article explaining this phenomenon.

**(20 points)**

**II. List:**

1. Make a timeline of the 10 major Egyptian dynasties that existed during the time period that we studied. **(15 points)**
2. Make a list of ten **new** words and definitions that you learned about in this unit. **(10 points)**
3. Make a pictorial timeline that covers events from this time period.  
   **(20 points)**
4. Make a timeline of the Egyptian Pharaohs and their significance they brought to ancient times. **(20 points)**

**III. Presentation:**

1. With one or two other students, create a written script and 4 minute presentation to the class about Cleopatra’s life and all the significant issues she was known for in history. **(50 points)**
2. Write a poem that might have been written during the Egyptian times. **(20 points)**
3. The Great Pyramid of Cheops (Khufu) at Giza, was built around 2,570 B.C., used 2,300,000 large stone blocks that weigh a total of 7 million tons. Research this and do a Smart Board or Power Point presentation to the class on how they built such a large structure when they had no machines like we do today. **(50 points)**
4. By yourself or with a partner design a Smart Board or Power Point presentation on a lesson for the class all about the duties of a Pharaoh during Ancient Egyptian times. Be sure to discuss the following issues: How did they become a pharaoh? What were their duties? How long could they hold this position for? Who are the most famous pharaohs and why? Do Egyptians still have pharaohs today? Would you like to be a pharaoh and why? **(50 points)**
5. Make a Power Point or Smart Board presentation that illustrates Ancient Egyptian Society. Be sure to include the culture, food, clothes, religions, technology, and architecture of this time.  
   **(50 points)**
6. Make an actual pyramid to exhibit to the class (a hands-on model) and using a power point or Smart Board lesson, teach them all about pyramids. Why did the Egyptians build pyramids and how were they built? Make sure that it is illustrated appropriately and remember that they have tunnels underground as well.   
   **(50 points)**
7. Make a Power Point or Smart Board presentation to teach the class all about the Nile River. Explain its significance to the country of Egypt. Also research and see if it has changed any from ancient times until today. Does it still have the same importance to the country? **(50 points)**
8. Make a travel brochure about one of the famous pyramids. Be sure to include all the important details just like you would receive if you were to visit Egypt and go to one of these pyramids. **(35 points)**
9. Make-up Jeopardy questions and answers for two categories (each with values from $100 to $500) related to the history events, religion, culture, inventions or trivia of Ancient Egypt. Play your game with the class.  
   **(40 points)**
10. Create a crossword puzzle from vocabulary and events in this unit. You can find a crossword maker on discoveryeducation.com. Have the class complete your activity in pairs and you correct their answers.  
    **(25 points)**
11. Choose a popular song, past or present, that could be considered one of the main historical characters or periods theme song. Write down the lyrics and explain why they describe your choice. Present this to the class.  
    **(40 points)**
12. Design a “Head Banz” game for the class to play using the vocabulary, people, places and things that you have learned in this unit. Design these words on index cards and play your game with the class. **(40 points)**
13. Create a Smart Board or Power Point presentation explaining to the class how life of Ancient Egypt affects our lives today. Make sure you cover all the major points or both cultures, including clothing, food, technology, etc. **(50 points)**
14. After doing some research, present to the class in whichever means you wish to explain which is bigger the ancient pyramids or a sky scrapper. Which is stronger and more stable? If you were to build one or the other which would you choose and why? **(50 points)**
15. Explain to the class in a Smart Board or Power Point presentation on whose job was harder and why…the Prime Minister of Canada or the Ancient Egyptian Pharaohs. Which job would you rather have and why? **(40 points)**

**IV. Picture:**

1. Design a bookmark that promotes something from Ancient Egypt's past.  
   **(5 points)**
2. Create a movie poster and promotion for one of the great pharaohs. Cast the major characters from that time with real actresses or actors from today. Write a promotion piece about the *movie* that would persuade me to want to see it. Paper is available from the teacher.  
   **(40 points)**
3. Using hieroglyphics (that you previously learned in class), make your own children’s book with a story and pictures to accompany them. **(40 points)**
4. Make a "wanted" poster for one of the historical characters. Include the following: (a) a drawing of the person (b) a physical description (c) the person's misdeeds (d) other info about the person that you think is important (e) the reward offered.  
   **(20 points)**
5. Design two or three greeting cards that might have come Ancient Egypt. **(20 points)**
6. Draw Egypt’s flag and color it. Explain on the back, what the items on the flag represent. **(10 points)**

**V. Other:**

Design and propose a project/activity of your own. Write up and present your idea to Mme Hale. We will determine the point value together.

Please fill out the following contract and sign it.

I am choosing the following projects:

1.

2.

3.

4.

5.

Total points I am trying to earn.

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The DEADLINE is May 18th during Social Studies Class. Students will receive sufficient time in class to work on these projects, but have to learn to budget their time and work hard during the time allotted. No projects or excuses will be accepted after the due date, unless there are unique circumstances that need to be addressed. If there are any questions please email me at the address located in your child’s HEART book.

I am aware that this project is due on May 18th, and I understand it is my responsibility to budget/organize myself so that I finish in a timely manner. I also recognize that I may have to consult sources outside of school at a place such as the public library or Access Center for additional information if needed.

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I have gone through all parts of this packet with my child and understand the project, deadlines, instructions, and grading policy.

**Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**