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## A Lesson on Egypt by Raine Walton

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** 45 minutes

**Lesson Keywords:** Hieroglyphics, Banks, Modern

**Lesson Description:** This lesson gives students a chance to read about an ancient culture and what that country is like today. Students will be able to learn and compare their own experience. Students will learn new vocabulary. They will also identify the opinion factor with-in this reading selection using reference from the text.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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CCSS.ELA-Literacy.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

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CCSS.ELA-Literacy.RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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CCSS.ELA-Literacy.RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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CCSS.ELA-Literacy.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### Egypt by

**Content:** Egypt is a country in Africa. It is at the north part of the continent. The north side of Egypt borders the Mediterranean. East of it is the Red Sea, Sudan to the south and Libya to the west. Other countries are on its other sides. It is in a very special location. It is a place that is close to Asia.

The capital of Egypt is Cairo. That is a really great city. It has been an important city for a long time. It is the largest city in Africa. If you visit that city, you will find a very modern place. You will see many cars. You will see many businesses, schools, and homes.

About 82 million people live in Egypt. They have a rich history. Long ago, Egyptians made this the greatest place in the world. They built pyramids. These very smart people invented ways to farm.

Long ago, Egyptians were wonderful leaders. They built great buildings. They set up schools. They invented a special way of writing. That was called hieroglyphics. They looked like pictures instead of alphabet letters.

You will still see hieroglyphics in Egypt today. But they are not used to read and write. They are a part of history. Egypt has a long history. It has been a leader for a long time. If you read Egypt's history, you will know how great this country has been.

Today most Egyptians live near the banks of the Nile River. This is where the only good land to farm is. It's a great place to live. There are other parts that are difficult to live in; they are deserts. So not many people live there.

About half of Egypt's residents live in cities. Those big cities are in the area of the Nile River. If you go to Cairo, the biggest city, you will find millions of people.

Egypt has had some problems. There have been wars. There have been problems of poverty. Poor people in the cities need jobs. They need homes. Egypt is working to solve those problems.

Egypt is making its schools better. The school leaders are making plans to help students learn more. They are planning ways to help parents help their children learn more, too.

Egypt is a great country. It has a wonderful history. It will have a great future because people are working hard. They are working together to get more jobs and homes.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Modern **WordPhraseTier:** 2

**Question:** "If you visit that city, you will find a very modern place." What is the best meaning for the word MODERN?

- A:** to be very old and falling apart
- B:** to use tools made of wood and straw
- C:** to use new technology that we see today
- D:** to use animals for farming

**Question:** Choose the sentence that uses the word MODERN correctly.

- A:** Our grandmother just got a new, modern car with voice activation.
  - B:** The modern general rode his favorite horse into battle.
  - C:** I use a modern to tie my shoes.
  - D:** The old, modern rug was falling apart.
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**Q: 2 WordPhrase:** Hieroglyphics **WordPhraseTier:** 3

**Question:** When the author wrote, "They were called hieroglyphics," the author was explaining what type of Egyptian invention?

- A:** the best salad topping ever
- B:** an ancient form of writing using pictures
- C:** the best way to farm in a desert
- D:** how to build a pyramid

**Question:** Choose the sentence that best uses the word HIEROGLYPHICS.

- A:** Ancient Egyptians used hieroglyphics as a form of story telling.
  - B:** Egyptians used hieroglyphics to move animals from one side of the Nile to another.
  - C:** This hieroglyphics cereal sure is delicious!
  - D:** Hieroglyphics are an alien message from the stars.
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**Q: 3 WordPhrase:** Banks **WordPhraseTier:** 2

**Question:** "Today most Egyptians live near the BANKS of the Nile River." The word BANKS is referring to...

- A:** The famous money trees
- B:** A large building where goblins count coins
- C:** Two beds stacked on top of one another
- D:** the sides of a river

**Question:** Choose the sentence that best uses the word BANKS, as it is used in the reading selection.

- A:** I drove to the bank with my check.
  - B:** I pulled my boat onto the bank and hopped out.
  - C:** I like banks with lettuce and tomatoes, Heinz 57 and french fried potatoes.
  - D:** The banks were stacked neatly in a pile.
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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

### 1 - Author Opinion

Can you infer the author's opinion of Egypt by the text?? Support your theory with examples from the text.??

### 2 - Old vs. New

In what ways is ancient Egypt different from modern day Egypt???

### 3 - Problems and Answers

According to the text, what have been some of Egypt's problems?? How do you think they can be solved?

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Task 3: Writing Activity

**Instructions:** Take time to write a five sentence essay explaining the similarities and differences between your county's culture, and Egypt's culture.? You may use examples from both the past and the present. You may also use inferences from the reading selection.??

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