



# Amon-Ra and the Gods of Ancient Egypt

7

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Explain the significance of gods/goddesses in ancient Egypt

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between Egyptian beliefs and their gods and goddesses (RI.1.3)
- ✓ Describe an illustration of Egyptian gods and use pictures and details in “Amon-Ra and the Gods of Ancient Egypt” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast gods/goddesses in ancient Egypt with those in Mesopotamia (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “Amon-Ra and the Gods of Ancient Egypt” to answer questions (W.1.8)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “Amon-Ra and the Gods of Ancient Egypt” (SL.1.2)

- ✓ Prior to listening to “Amon-Ra and the Gods of Ancient Egypt,” identify orally what they know and have learned about ancient Egypt and about the religious beliefs of Mesopotamians
- ✓ Share writing with others

## Core Vocabulary

**blossom, n.** The flower on a plant or tree

*Example:* Benjamin picked a beautiful cherry blossom off the cherry tree.

*Variation(s):* blossoms

**depicted, v.** Represented in words or a picture


*Example:* Her painting depicted a sunny day at the ocean.

*Variation(s):* depict, depicts, depicting

**lotus, n.** An aquatic plant with pink flowers

*Example:* As they rowed down the river, they passed a lotus.

*Variation(s):* lotuses

| <i><b>At a Glance</b></i>  | <b>Exercise</b>                                    | <b>Materials</b>  | <b>Minutes</b> |
|--|--|---|----------------|
| <i><b>Introducing the Read-Aloud</b></i>   | <b>Where Are We?</b>                               | world map or globe  | 10             |
|  | <b>What Have We Already Learned?</b>               | Image Cards 7–9;<br>Civilization Chart from<br>previous lessons |                |
|  | <b>Purpose for Listening</b>                       |   |                |
| <i><b>Presenting the Read-Aloud</b></i>  | <b>Amon-Ra and the Gods of Ancient Egypt</b>       |   | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                     |   | 10             |
|  | <b>Word Work: Depicted</b>                         | drawing paper, drawing tools                                    | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |                |
| <i><b>Extensions</b></i>   | <b>Civilizations Chart</b>                         | Image Card 10   | 20             |
|  | <b>Vocabulary Instructional Activity: Specific</b> |   |                |



# Amon-Ra and the Gods of Ancient Egypt

7A

## Introducing the Read-Aloud

10 minutes

### Where Are We?

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

### What Have We Already Learned?

Divide the class into three groups. Give each group one of the Image Cards used for ancient Egypt from the chart: Image Card 7 (Farming Along the Nile), Image Card 8 (City in Ancient Egypt), and Image Card 9 (Hieroglyphs). Tell students that you will give them a few minutes in their groups to talk about the Image Card and what they have learned about the ancient Egyptian civilization. Then, the class will come back together and each group will have a few minutes to share with the class.

Ask students what they remember about farming, cities, and writing in Mesopotamia. You may wish to refer to the Civilizations Chart to help students remember.

Finally, ask students what they remember about religion in Mesopotamia, again referring to the Civilizations Chart to help students remember. Review with students that the religion of Mesopotamia was polytheistic. Ask if they recall what the word *polytheistic* means, and remind them the Mesopotamians believed there were *many* gods and goddesses.



### ◀ Show image 6A-1: Meret and her father returning

Remind students that in the previous lessons, they learned about Meret and her family in ancient Egypt. Have a student point out Meret in the picture. Have them repeat the name *Meret* after you. Tell students that today they will continue with the story of Meret and her mother in ancient Egypt. Today we will hear about their religion, or belief system.

### **Purpose for Listening**

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Have students listen carefully to find out what the ancient Egyptian gods looked like and what kinds of things they did.



## Amon-Ra and the Gods of Ancient Egypt

### ← Show image 7A-1: Egyptian gods<sup>1</sup>

1 [Have students describe what they see in the picture.]

2 or shown

The old stories from Egypt said that some of the gods and goddesses looked like specific animals the Egyptians saw around them in their own country, or a mixture of animals and human beings. For example, one common Egyptian bird was a small hawk called a falcon. The ancient Egyptians believed in a god named Horus (*HAWR-us*), who was **depicted**<sup>2</sup> as a man's body topped with the head of a falcon.

Another of their gods, Sobek (*so-beck*) was depicted with a human body but the head of a crocodile! There have always been real crocodiles living along the banks of the Nile River, and they are always hungry. They often try to catch and eat other animals. In the old days, people believed in Sobek,<sup>3</sup> the god with a crocodile's head, so they could pray to him to keep real crocodiles away. The Egyptians were careful to say nice things about him. "See," they would say, "we made a handsome statue of you, great Sobek, and we will leave meat and fish in front of the statue for you to eat."

3 [Point to the image on the right in the illustration.]

Another Egyptian god was depicted as a cat, another as a hippopotamus, and so on. Others looked completely human but were still thought to have special powers.



### ← Show image 7A-2: Amon-Ra

The ancient Egyptians' most important god had different names in different parts of Egypt. Some people called him Amon (*AH-mahn*). Some called him Ra (*RAH*). Sometimes they put these together as Amon-Ra. These were all names for the Egyptian god of the sun, whom they said created everything, including many of the other gods and goddesses.<sup>4</sup>

4 You have just heard some real ideas the Ancient Egyptians had when it came to their religious beliefs.

Let's listen as Meret's mother tells her a story about Amon-Ra, the Egyptian god of the sun, and what the ancient Egyptians believed about the creation of the world.



◀ **Show image 7A-3: Meret and her mother washing clothes**

Meret and her mother were washing clothes down at the edge of the Nile. Meret's mother said, "Amon-Ra started out by living inside a large, beautiful flower called a **lotus**. In those days, everything was covered with water, and the lotus flower was under the waves. Finally Amon-Ra thought, 'It is time for this lotus to rise up out of the water and open its petals.' And because he was powerful, it happened."<sup>5</sup>

"That is amazing!" Meret, said. She turned to set some wet clothes on a large rock so the sun would dry them.

◀ **Show image 7A-4: Amon-Ra with sun in boat sailing across sky**

Her mother replied, "You have not yet heard the most wonderful part! After the lotus **blossom** opened,<sup>6</sup> Amon-Ra said, 'Now I will make everything else in the world, just by thinking about each thing and using my powers. I will think up other powerful gods and goddesses so I won't be lonely. I will make stars and planets, the sun and the moon, and the birds, fish, plants, and animals. And I will make the first human beings, too.' After he made everything, Amon-Ra picked up the sun and put it into a big boat."

"The whole sun?" asked Meret.

"Yes. Amon-Ra is very strong. He sailed his boat with the sun in it across the whole sky until he reached the other side. Then he rested and did it again the next day. He still does this every day, and when he rests it is night."<sup>7</sup>

◀ **Show image 7A-5: Meret and her mother washing clothes**

Meret thought this over and asked, "Why can't we see him or his boat?"

"Maybe he and the boat are too far away, up in the air. We can only see the bright sun shining from the back. Or perhaps the sun

5 Who is telling the story of Amon-Ra? (Meret's mother)



6 [Point to the lotus in the picture.]  
The blossom is the flower on the lotus plant.

7 What do you think the Egyptians were trying to explain with this story?



is so bright we cannot look carefully enough to see the boat. After all, you must not stare at the sun. That will hurt your eyes.”

Meret said, “Well, I am glad Amon-Ra made the sun, or we could not dry our laundry.” And Meret’s mother laughed.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Inferential* Describe the gods/goddesses of ancient Egypt. (Most were depicted as animals or part-animal.)
2. *Inferential* What did the ancient Egyptians believe the gods and goddesses did? (took care of people; created parts of the world; etc.)
3. *Literal* Who was Amon-Ra? (Many ancient Egyptians believed that he was the god of the sun, the god who created the world.)
4. *Inferential* What did Meret’s mother’s story about Amon-Ra explain? (that she believed Amon-Ra created the world, and was the reason for the rising and setting of the sun)
5. *Inferential* Summarize the myth you just heard about Amon-Ra’s creation of the world. (In the beginning of the myth, Amon-Ra lived inside a lotus flower which was under water. He made it rise up out of the water and blossom. Then he made everything else in the world from his imagination, including the first human beings. Next, he put the sun into a boat and sailed it across the whole sky and then he rested.)
6. *Evaluative* How were the gods and goddesses of ancient Egypt the same or different from the gods/goddesses of Mesopotamia? (There were many gods and goddesses for different things in both Mesopotamia and ancient Egypt. The gods and goddesses of Mesopotamia and ancient Egypt looked different from each other.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Depicted

5 minutes

1. In the read-aloud you heard, “Sobek was *depicted* as having a human body but the head of a crocodile.”
2. Say the word *depicted* with me.
3. When something is depicted, it is represented or shown in pictures or words.
4. By drawing all of the different equipment, and making it bright and sunny, Sammy depicted the playground in his picture as a fun place.
5. How have you depicted your favorite places? Try to use the word *depicted* when you tell about it. [Ask two or three students. If necessary guide and/or rephrase the students’ responses: “I depicted my grandmother’s house using crayons.”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture that depicts a place that you enjoy. [Have students share their pictures with a partner, using the word *depicted* when they talk about it.]



### Complete Remainder of the Lesson Later in the Day





# Amon-Ra and the Gods of Ancient Egypt

7<sub>B</sub>

## Extensions

20 minutes

### Civilizations Chart

Show students Image Card 10 (Egyptian Gods). Ask students to identify what they see, talk about the Image Card, and share what they learned from the read-aloud about gods and goddesses in ancient Egypt. Tell students that you are going to place the Image Card on the Civilizations Chart to help them remember that the ancient Egyptians had a polytheistic religion.

### Vocabulary Instructional Activity

#### Word Work: *Specific*

1. In today's read-aloud you heard, "The old stories from Egypt said that some of the gods and goddesses looked like *specific* animals the Egyptians saw around them in their own country, or a mixture of animals and human beings."
2. Say the word *specific* with me.
3. *Specific* means an example of a certain kind of thing.
4. An apple is a specific type of fruit.
5. You heard about some specific types of animals on which the Egyptians based their gods and goddesses. Can you think of some other specific types of animals? Try to use the word *specific* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A \_\_\_\_\_ is a specific type of animal."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *specific* is *general*. For example, the word *cat* is specific, but the word *animal* is general. I am going to give you several pairs of words, and I would like for you to tell me which of the words is specific and which of the words is general.

1. color and green (*color* is general and *green* is specific)
2. milk and drink (*milk* is specific and *drink* is general)
3. three and number (*three* is specific and *number* is general)
4. girl and Maria (*girl* is general and *Maria* is specific)
5. winter and season (*winter* is specific and *season* is general)