

YEAR 8 'TIME TRAVEL' SCHEME – ANCIENT EGYPT LESSON 2

Teacher's name:		Date:	Day:	Period:
Subject:	Year/Group:	No. on roll:	Boys:	Girls:

Learning Objectives:

Learning Objective: To use gesture appropriately to show an Egyptian character.

Challenge: Learn to use appropriate use of spoken language to play both Egyptian characters and the British archaeologists who discovered the tombs.

Context of the lesson: Second lesson of the 'Time Travel' scheme in which **pupils are focusing on developing characters different to themselves.** As well as learning about the historical and social context of the era they should focus on the key skills of the lesson; **today they look at the Egyptians and the British who discovered the tombs, gesture and mime.**

Pupil's to enter the room to traditional Egyptian music (try <http://tiny.cc/r4degypt>) and once bags and coats are removed they are to sit in the circle. Answer register, read learning objectives to themselves quietly.

Time
5 mins

You may wish to tell the pupils as you are calling the register some of things we use to today that were invented by the Egyptians: The toilet seat, eye liner, scissors, toothpaste, the key, potters wheel, calendar, clock.

STARTER:

Explain what the era is they will be learning about today and what Drama skills they will be focusing on; go through the learning objectives before asking everyone to find a partner and a space in the room.

'Who's the Mummy?' activity:

In pairs they will have one toilet roll each and 60 seconds to make the most convincing mummy. One of the pair will wrap the toilet roll around their partner. The other partner must be the model. The mummies will be judged after the time is up.

The activity should encourage teamwork, be enjoyable and invite pupils to enter the world of Ancient Egypt in a different way.

After this is completed, ask the partner to now remove the toilet roll as if they have just found this ancient mummy in a tomb, it is dark, damp and dusty (play some atmospheric music – <http://tiny.cc/r4degypt>) and the explorer talks almost in a whisper as he discovers this ancient artefact.

They person must show the excitement about this discovery as they unwrap the mummy through facial expression and what they say. Teacher to go round listening to the narration. Spotlight some good work, by stopping everyone and listening in to a particular pair.

7 mins

ACTIVITY 1:

After the activity ask partners to sit where they are whilst one pair collects the toilet rolls in a bin-bag. Ask **who knows what hieroglyphics are:** show some on the projector as display – encourage discussion about the use of gesture, body language and positioning. Pupils are to with their pairs again in their own space and **try out some gestures inspired by the Egyptian art to represent the moods** or situation the teacher calls out. Pupils should watch each other as they will be asked to comment on their partner's gesture used; whose gestures were most like those seen in the hieroglyphics? Why?

- PROTECTING - PRAISING - OFFERING - COMMANDING -
- WORSHIPPING - MEDITATING - WINNING - LOSING -

Discuss the actual Egyptian poses for the above moods/situation (use resource supplied). Pupils are to try out these poses, partners can help by sculpting. Spotlight some focused work. Refer back to MUST objective and ask do they think their partner has achieved it, show of hands.

10 mins

ACTIVITY 2:

Sit pupils back down in the space and tell them about how the Pharaohs of Ancient Egypt were buried with their treasures in tombs and for years these were the searched for by archaeologists and explorers, many of whom were rich English men - the most famous of which was Howard Carter – ask does anyone know who he is and why he is famous? He discovered Tutankhamen's tomb in 1922 in The Valley of the kings in Luxor, Egypt. Use picture Resource of Carter Images.

10 mins

ANCIENT EGYPT LESSON PLAN CONTINUED...

Spilt pupils into groups of approx 6 and then in those groups they will form a set of archaeologists who discover a tomb, the other pupils will be the Egyptian pictures and hieroglyphics using freeze-frames to spell out a message to the explorers who have just discovered them. Each group will have a sentence that they must turn into a set of tableaux using Egyptian style gestures and poses for the archaeologists to pretend to decipher as part of their exploration of the tomb.

Those playing the explorers should play them as the rich Englishmen we discussed perhaps with some Egyptian workers doing all the heavy stuff!

Pupils should try and maintain voice and the focus is on 'use of spoken language' make sure what they say is believable for the setting and character.

Refer to the learning objectives again to focus pupils on their goals.

Remind them of the challenge.

Those creating the Egyptian artwork will have the gestures projected for them to use or they can be creative and come up with their own in the style of the ancient artwork we have looked at.

Music and lights can be used to create an atmosphere and pupils will be given 10 mins to put together their short piece of Drama. They can mime the removing of stones, digging etc or may choose to use staging to represent the entrance of the tomb.

**20/
25
Mins**

PLENARY:

The plenary will involve the showing of the drama as within it pupils will be able to show their learning and be able to comment on how they think they've performed/achieved the learning objectives.

Each group will be given an evaluation card which is specific to this lesson and learning objectives, they will evaluate a performance by answering the questions prompted by the card (peer assessment)

The performers themselves will be given the opportunity to comment on how they think they did, would they change anything, did they achieve the must, should, could or even challenge in their opinion? Teacher to comment here also as some pupils may not be inclined to praise themselves.

Teacher to sum up lesson

END OF LESSON QUIZ: (if time – could give for homework next lesson perhaps)

- Q. Who discovered Tutankhamen's tomb? A. Howard Carter
- Q. Where was this discovery made in Egypt? A. The Valley of the Kings
- Q. Name something that the Egyptians invented? A. Take a few answers here (see list at top of plan)
- Q. What is the word used for Egyptian writing? A. Hieroglyphics
- Q. What is the term called for wrapping the pharaohs so to preserve their bodies? A. Mummification

Differentiation for SEN:

Final performance groups will be mixed ability to ensure support for weaker/less confident students.

Differentiation for Gifted and Talented/most able in the group:

Demonstrated by outcome but teacher to encourage the use of Egyptian facts/knowledge into their final performance; they should focus on effective use of spoken language.

Assessment for Learning:

Peer and self assessment using the evaluation cards.

RESOURCES NEEDED FOR LESSON:

 Egyptian music <http://tiny.cc/r4degypt>

Toilet rolls, one for each pair.

Gesture description resource sheet

Sentences for each group to translate in final performance.

Evaluation cards for peer/self assessment.

