

— INTRODUCTION —

As It Was! is an interdisciplinary approach to various cultures in history. It takes broad-based concepts and applies them to a particular culture, people or period of time. Students are provided with opportunities to investigate aspects of past cultures through the following disciplines:

- English
- Social Studies
- Science
- Maths
- Art

This book is divided into three units:

ISSUES

Activities are designed to provide students with opportunities to understand and analyse major historical topics.

PEOPLE

Activities are designed to provide students with opportunities to understand and analyse major historical individuals.

PLACES

Activities are designed to provide students with opportunities to understand and analyse major historical locations.

Each unit is divided into three sections:

GET THE IDEA!

This page introduces and defines the concept. It includes an activity which teaches the concept.

GET THE FACTS!

These pages provide multi-curricular activities based on the concept. Students express their grasp of concepts and content through the provided integrated activities.

MAKE THE CONNECTION!

Each “Make the Connection” page contains an open-ended activity which enables students to synthesise and evaluate the relationship between the concept and the content.

HIEROGLYPHICS



Hieroglyphics are a form of symbol writing used by the Egyptians to record personal and public records or to honour or commemorate religious figures or stories. They were sculpted into the stone walls and facades of structures. A single hieroglyph can represent a sound, a word, an individual or an entire action. Egyptian hieroglyphs were frequently picture-like representations. Sometimes they were written on sheets of papyrus paper by scribes for the use of the very, very rich. Almost none of these have survived. Modern archaeologists and anthropologists were unable to understand the messages and meaning of hieroglyphs until the discovery and decoding of the Rosetta Stone.

Get the Facts!

English:

Use hieroglyphics to write a poem that might have been written on an Egyptian monument.

Maths:

Explain the relationship of hieroglyphics to a pictograph.

Science:

Use the scientific method to explain why the climate of Egypt enabled hieroglyphics to last through five millennia.

Social Studies:

Research the decoding of Egyptian hieroglyphics as it relates to the Rosetta Stone.

Art:

Design a set of hieroglyphic symbols to represent you.

Write your own:

CLEOPATRA

Cleopatra, also known as Cleopatra VII, was a queen of ancient Egypt. She was ambitious, charming and intelligent and won the affection of her subjects because she always took an interest in their welfare. Her relationships with Julius Caesar and Mark Antony, two great Roman leaders, have been written about in literature throughout the ages. Cleopatra became queen in 51 BC after her father's death. In 48 BC, she was deposed from the throne by guards loyal to her younger brother and husband, Ptolemy. Julius Caesar arrived in Egypt and fell in love with Cleopatra. He wanted to become ruler of Rome, and Egypt was the key. Caesar defeated Ptolemy, and Cleopatra regained her place on the throne. For political purposes, she married another brother. She also had a son and claimed that Caesar was the father. She went to Rome with her children and stayed there until Caesar was assassinated. When the family returned to Egypt, Cleopatra had her husband killed so that her son, Caesarion, could rule. In an effort to receive financial help from Cleopatra so he could rule Rome, Mark Antony invited Cleopatra to Tarsus in Asia Minor. They eventually married. Antony appointed Cleopatra ruler of Egypt, Crete and Syria. As a result of miscommunications and foiled plans, Antony's and Cleopatra's lives ended while they were far apart. Her son Caesarion was killed so he would not attempt to claim Rome's throne. Thus ended the Pharaonic Period in Egyptian history.



Get the Facts!

English:

Write a script for a soap opera episode called *Cleo*.

Maths:

Create a pie graph that shows Cleopatra's life and the important phases in it.

Science:

Investigate why asp venom is toxic to human beings.

Social Studies:

Map Cleopatra's travels.

Art:

Create a family crest for Caesarion.

Write your own:

PYRAMIDS



The pyramids of ancient Egypt are large structures with square bases and four smooth, triangular sides that come to a point at the top. Several ancient peoples used pyramids as tombs or temples. The most famous pyramids are those built about 4500 years ago as tombs for Egyptian kings. The Egyptians built the pyramids on the west bank of the Nile to be close to the setting sun and the afterlife beyond. These pyramids are almost exactly square at the base and are built of thousands of huge stone blocks. It is believed that the pyramid shape had a religious meaning to the Egyptians. There is one theory that the most

famous pyramids near Cairo are aligned as a map of the constellation Orion. The sloping sides may have reminded the Egyptians of the slanting rays of the sun, by which the soul of the king could climb to the sky and join the gods. There are many theories about how and why the pyramids in Egypt were built as they were. No one knows exactly how such large stone structures were built with such precision.

Get the Facts!

English:

Create a travel brochure for a tour of the pyramids at Giza.

Maths:

Research and compare different styles of pyramids.

Science:

Write and explain your theory about how the Egyptian pyramids were constructed.

Social Studies:

Compare and contrast a time capsule to a pyramid.

Art:

Make a model of a new application of the pyramid.

Write your own: