

# Lesson Plan: Journey to Ancient Egypt!

**Subject:** Social Studies / History

**Age Group:** 4-6 years old

**Prep Time:** 5 minutes

**Lesson Duration:** 30-45 minutes

## Materials Needed

- Building materials: Sugar cubes, LEGOs, or wooden blocks.
- A flat base for building: A piece of cardboard, a shoebox lid, or a small tray.
- Optional sensory base: A tray with sand, uncooked rice, or kinetic sand.
- Art supplies: Paper, crayons, markers, or colored pencils.
- A picture book about Ancient Egypt, or access to a short, kid-friendly online video about pyramids.
- A small toy figure (like a LEGO person or animal) to represent a "pharaoh."

## Learning Objectives

By the end of this lesson, the learner will be able to:

- Identify a pyramid as a special building from Ancient Egypt.
- Explain one simple reason why pyramids were built (e.g., "a special house for a king").
- Build a simple 3D model of a pyramid.

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## Lesson Procedure

### Introduction (5 minutes)

#### Hook: The Mystery of the Pointy Mountain!

Start with an exciting question: *"Imagine you are an explorer in a hot, sandy desert. Far away, you see a giant, pointy mountain... but it's not a mountain! It's perfectly smooth and was built by people a long, long, long time ago. What could it be?"*

After they guess, reveal the answer: *"It's a pyramid! Today, we are going on a trip back in time to a place called Ancient Egypt to become pyramid explorers and builders!"*

#### Setting Our Goals

In simple, friendly terms, state the objectives:

*"On our adventure today, we will:*

1. *Learn what a pyramid is.*
2. *Find out the secret reason why they were built.*
3. *And the best part... we will build our VERY OWN pyramid!"*

## Body of the Lesson (20-25 minutes)

### Part 1: I Do - A Trip to Ancient Egypt (5 mins)

As the educator, you are the tour guide. Show pictures from a book or a short, engaging video about Ancient Egypt.

#### Talking Points:

- *"Welcome to Ancient Egypt! It was a real place, but from long, long ago. It was very hot and had a giant river called the Nile."*
- *"Look at this amazing shape! It's a **pyramid**. Can you make a triangle shape with your hands? A pyramid is like a bunch of triangles stuck together."*
- *"Pyramids were built for their special kings and queens, called **pharaohs**. The pyramid was like a secret, forever home for the pharaoh and all their favorite treasures, like gold toys and shiny jewels."*
- *"They used huge, heavy stone blocks to build them. Can you pretend to lift a giant, heavy block? Hnnnggh!"* (Make it a fun, physical action).

### Part 2: We Do - Let's Be Pyramid Architects! (5 mins)

Now, collaborate with the learner to plan your construction.

- **Think & Discuss:** Lay out the building materials (blocks, sugar cubes, etc.). Ask, *"We are the builders now! Which of these look like strong stones for our pyramid? Which should we use?"*
- **Plan Together:** *"How do we build a pyramid so it doesn't fall over? Do we start with a tiny little piece on the bottom or a big, strong, wide bottom?"* Guide them to the answer that a wide base is needed. *"That's right! We'll make a big square on the bottom, and then each layer on top will get a little smaller and smaller until we get to a pointy top!"*

### Part 3: You Do - Build and Create! (10-15 mins)

This is the hands-on part where the learner takes the lead.

#### 1. Pyramid Construction:

- **Instructions:** *"Okay, master builder, it's your turn! Using our 'stones,' build your pyramid on the sandy desert tray (or cardboard)."*
- **Educator's Role:** Offer support and encouragement. Ask guiding questions if they get stuck, such as, *"What comes next after that big bottom layer?"* Place the small toy "pharaoh" next to the finished pyramid. *"Your pharaoh has a wonderful new home!"*

#### 2. Egyptian Scene Drawing:

- **Instructions:** *"Ancient Egyptians loved to draw! Now you can draw a picture of your pyramid. What else is in your desert? A bright sun? A camel? Maybe you can draw the secret treasures hidden inside!"*
- **Educator's Role:** Provide the art supplies and let their creativity flow. This is a great way to see what parts of the story captured their imagination.

## Conclusion (5 minutes)

### Recap and Show-and-Tell

Gather back to admire their work and review what was learned.

- **Show-and-Tell:** Ask the learner to present their pyramid and their drawing. *"Tell me about what you built! What's in your picture?"*
- **Check for Understanding (Formative Assessment):**
  - *"What is this giant pointy building called?"* (A pyramid)
  - *"And who was it built for?"* (A king or pharaoh)
  - *"What was your favorite part of our trip to Egypt today?"*

### Reinforce the Takeaway

*"You were an amazing pyramid builder today! You learned about a special place from long ago and built something incredible. Now you're an expert on Ancient Egypt!"*

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## Assessment

- **Formative (During Lesson):** Observe the learner's responses to questions. Do they grasp the "wide bottom, small top" concept during the "We Do" phase? Are they engaged and participating?
- **Summative (End of Lesson):**
  1. The completed pyramid model serves as a demonstration of their ability to follow the structural concept.
  2. The learner's ability to answer the two main recap questions ("What is it called?" and "Who was it for?").
  3. The drawing can be used to assess which concepts they retained (sun, sand, treasures, pyramid shape).

## Differentiation & Adaptability

- **For Younger Learners or Those Needing More Support:**
  - Use larger, easy-to-stack blocks like Duplos.
  - Provide a pre-drawn square on the base to guide their first layer.
  - Focus only on the single concept that pyramids are "big, pointy buildings from long ago."
  - Provide a pyramid coloring sheet instead of asking them to draw from scratch.
- **For Older Learners or Those Wanting a Challenge:**
  - Introduce more vocabulary, like "tomb," "hieroglyphs," and "Sphinx."
  - Challenge them to make a "mummy" for their pharaoh out of tissue paper and tape.
  - Encourage them to draw a map of the inside of their pyramid, showing different rooms for treasure.
- **Classroom or Group Adaptation:**
  - The "We Do" section can be a whole-class discussion.
  - The "You Do" building activity can be done in pairs ("Pyramid Partners").
  - The conclusion can feature a "gallery walk" where students look at each other's pyramids and drawings.