

Tracing Leadership through Time

Mediterranean Hall

Educators Guide and Lesson Plan created by Darcy Stockman, Early ISD



Grade Level

Kindergarten

Time Required

1 – 2 hours

Supplies/Materials Needed

- Markers
- Scissors
- Glue sticks
- Staplers
- Peel and stick jewels
- Egyptian headdress paper craft
- *Ancient Egypt for Kids: Unfolding the Past, 1*

Standards

Kindergarten ELA TEKS
K.1(A), K.1(C), K.9(A), K.3(B), K.6(B), K.6(E)

Kindergarten SS TEKS
K.2(A), K.3(B), K.14(B), K.4(A), K.10(A), K.13(B)

Key Vocabulary

generation
Empire
Reign
prosperous

Essential Question(s)

- What are the qualities of a leader during Ancient Egyptian times?

Lesson Objectives

Students will:

- use information gathered from a teacher-led post-reading discussion to create an artifact to wear and be part of the culture.
- discuss Cleopatra's qualities as a leader of Ancient Egypt.

Pre-Visit

Bluebonnet RLA Unit 8: Kings and Queens, Lesson 7: Queen Cleopatra.

Read story, "Cleopatra: Queen of Egypt" at school.

Museum Visit

Mediterranean Hall

Say: Long ago, people in Egypt carved important people into stone walls. These carvings were called bas-reliefs. They helped tell stories about kings and queens, but in Egypt, they were called Pharaohs.

(hold up a picture of Cleopatra – teacher/museum docent will be dressed in a Cleopatraesque costume)

Say: This is Cleopatra. She was the queen of Egypt about 2,000 years ago. She helped lead her people and make important decisions.

Read *Ancient Egypt for Kids: Unfolding the Past, 1* out loud having the students pay attention and be prepared to answer questions:

- Who did you recognize in the story?
- What did you learn about Ancient Egypt?

Allow students to actively participate in discussion by calling on several to share their ideas.

Say: Today we are all going to become leaders. I am going to give you a couple of problems your people are facing and you will need to come up with a way to fix them:

- Your people need help carrying water.
(Let students raise their hands and give possible answers.)
- Two people are arguing in the street.
(Let students raise their hands and give possible answers.)
- A new person in the community feels nervous about moving to the new city.
(Let students raise their hands and give possible answers.)

Say: Great job! Now let's talk about some qualities of a good leader:

- **Brave:** Sometimes leaders have to make difficult choices.
- **Smart:** Cleopatra learned many languages and liked to learn.
- **Helpful:** Good leaders try to help their people.
- **Kind:** Leaders should care about others.

Say: Pharaoh's wore different things on their head to make them stand out. You will be making your own headdress today. After you have colored your headdress, each person will get **one** leadership jewel. You will choose which quality you think is *most important* for a leader to show: kindness, helpfulness, smart or bravery. You will then place it on your crown, cut it out and bring it to a help to staple it so you can wear it.

Show the different headdresses they are able to choose from. The students will then spend time coloring, cutting and glueing jewels onto their Pharaoh headdress. While the students are working, have Egyptian style music playing in the background.

Say: Now that we have our crowns, let's answer a couple of questions:

- Who was Cleopatra?
- What makes a good leader?
- How can you be a leader today?

Cleopatra was a queen of Egypt. She was known for being smart and helping her kingdom. Even though we are not real kings and queens, we can all be leaders by being kind, helpful, brave and responsible.

Post-Visit

Provide a simple hieroglyph alphabet chart. Students will then write their names in hieroglyphics and decorate a cartouche around their names. Explain that Egyptian rulers often had their names written inside special frames called cartouches.

“I Can Be a Leader” Booklet. Each student will create a booklet:

- Page 1: A leader is...
- Page 2: I am kind when...
- Page 3: I am helpful when...
- Page 4: I am brave when...
- Page 5: I can be a leader by...

Create a bulletin board titled, “**Leaders Like Cleopatra**” feature pictures of students in their headdress, hieroglyph names and leadership booklets. This will help connect the ancient idea of leadership with their own role in the classroom.

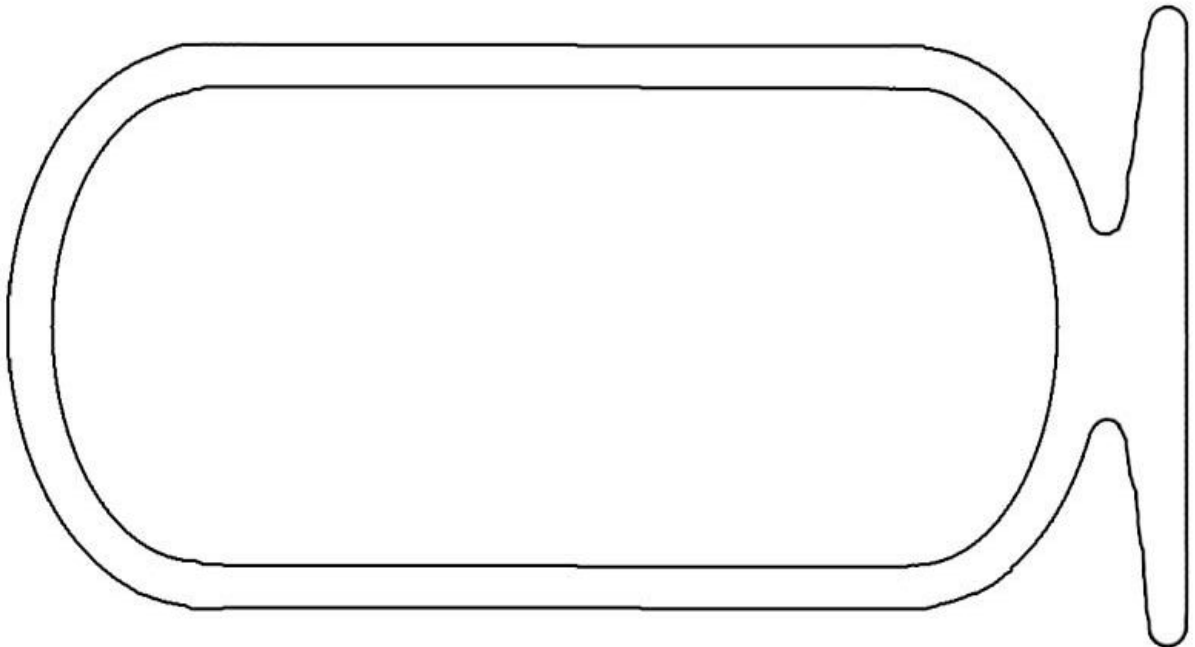
Variations and Extensions

Challenge students to research one Founding Father who signed the Declaration of Independence (such as Benjamin Franklin, John Adams, or John Hancock) and write a short paragraph summarizing their contribution to the Revolutionary effort.

Name: _____

Directions: Ancient Egyptians used symbols called **hieroglyphs** instead of letters. Use the hieroglyph alphabet chart to find the symbols for each letter in your name. Draw the symbols in the cartouche (name oval) below. Then color and decorate your cartouche like an Egyptian leader's name tag!

HIEROGLYPHIC				ALPHABET		
						
A	B	C	D	E	F	G
						
H	I	J	K	L	M	N
						
O	P	Q	R	S	T	U
						
V	W	X	Y	Z	CH	KH



I am a brave leader.

I am a brave leader.



I am a brave leader.

I am a brave leader.



I am a kind leader.

I am a kind leader.



I am a kind leader.

I am a kind leader.



I am a helpful leader.

I am a helpful leader.



I am a smart leader.

I am a smart leader.



I am a smart leader.

I am a smart leader.



I am a helpful leader.

I am a helpful leader.



I am a helpful leader.

I am a helpful leader.

