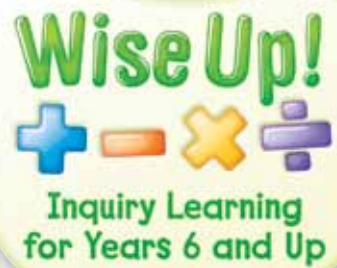


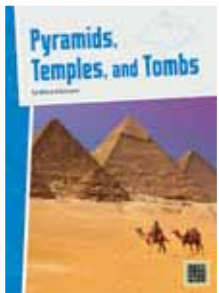
Pyramids, Temples, and Tombs

Literacy Level 30+, Year 7 • Maths Level 4 • Geometry and Measurement



Inquire to Learn!

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There are many ways in which *Pyramids, Temples, and Tombs* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objective:

Make sense of varied and complex text.

Specific Literacy Learning Outcome:

Students will be able to form complex sentences in their own writing.

Numeracy Achievement Objectives:

- Name basic three-dimensional objects.
- Measure angles using degrees.
- Calculate the volume of cuboids.
- Represent objects with drawings and models.
- Design and construct nets for three-dimensional objects.

Specific Numeracy Learning Outcomes:

- Solve problems relating to classifying shapes.
- Finding the volume of cuboids.
- Drawing shapes and making 3-D models from 2-D shapes.

Cross-Curricular and Topic Links:

social studies and history, architecture, technology

Additional Social Studies Outcome:

Understand how cultural practices vary but reflect similar purposes.

Session 1: Using the Big Book, share-read *Pyramids, Temples, and Tombs*, stopping at natural points for discussion. Draw on the students' prior knowledge of Egypt and pyramids.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the literacy learning outcome.

Literacy Focus:

1. **Sentence Structure:** Reread page 2: "Every year, the river Nile overflowed its banks, changing the landscape and washing away boundary markers."
 - Talk about complex sentences. Discuss how the sentence would read if it were two separate sentences. Explain that the addition of a subordinate clause means that two sentences can be combined into one.
 - Ask: Which way sounds better? Why? [Answers will vary, but students will probably feel the original way is less stilted and less wordy.]
2. **Punctuation:** Reread page 4: "One of the first smooth-sided pyramids had bent sides because, halfway through constructing it, the builders realized they had made the sides too steep."
 - Discuss how the use of punctuation, such as commas and dashes, can help make writing more interesting by allowing the formation of complex sentences.
 - Model sample complex sentences on the board.
3. **Review:** Ask: Can you find any other subordinate clauses in the book?

Continued on page 2

Pyramids, Temples and Tombs

Teacher's Notes continued



Session 3: Using the Small Books, have the students reread *Pyramids, Temples, and Tombs*. Model answering the Wise Up! on page 5. In their maths groups, have the students answer the Wise Up! questions on pages 7, 9, 11, 13, 17, 19, and 21. Help individual groups as necessary.

Session 4: Have the students work individually to complete the challenge on page 15.

Inquiry Learning Extension:


1. Have the students work in pairs to complete the challenges on pages 3 and 24.
2. As a class, choose aspects of life in ancient Egypt that students could research. Divide students into groups, and assign one topic to each group. Students could write a paragraph about their topic, trying to use a variety of sentence structures.

Guided by Grids

Have you ever used graph paper with a square grid printed on it? Engineers and mathematicians often use graph paper because of the grid, which helps to ensure that their graphs and diagrams are accurate. The ancient Egyptians used grids, too. Sometimes they used them to copy and enlarge small drawings onto walls. They drew grids over their artworks and then copied the contents of each small square onto larger squares on the walls.

The ancient Egyptians also used grids to help them draw human images in the proportions they liked. For example, a standing figure had to fit 18 squares. The distance from the soles of the feet to the knees had to fit into six squares. Then the tops of the knees to the shoulders had to fit into ten squares, and the neck to the hair on the forehead had to fit into two squares. An extra square was added for the loincloth but it was not counted with the rest of the body.

In the Valley of the Kings, where many pharaohs were buried, the workers lived in a village planned especially for them. The land was divided up using a grid system. There are still remains of the mud-brick walls.



Challenge

Using graph paper, draw a grid of squares with sides 1 cm long. Then draw the Egyptian figure by copying the lines in each square onto your squares.

