

# EGYPT'S GOLDEN EMPIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Day in the Life Presentation Guidelines

After completing the Day in the Life Scavenger Hunt, your group has learned about the social order of the ancient Egyptians. Using what you have learned, choose a specific person from the list below and create a project that will teach others about what life is like for a person with this occupation/social status. Your goal is to teach others as much as possible about what this person's life would have been like in a creative, interesting way.

Our group project will focus on (circle one):

noblemen      craftsman      priest      soldier      farmer      woman

For our project presentation our group will (check one):

- Write and perform a scene/skit showing a typical day for the class/occupation we are representing.
- Do a newscast-style feature story and air our videotape for the class.
- Compose and perform an original song about the daily life of the class/occupation we are representing.
- Write and share an illustrated poem that tells a story about life in the class/occupation we are representing.

**Scene/Skit Guidelines (three to five minutes)**

- All group members must have a speaking part in the scene/skit.
- Costumes should be an accurate reflection of the social class/time period.
- Props should accurately reflect the technology and tools of the time.
- When the scene/skit is performed, it teaches others about what it would have been like to be living in ancient Egypt as a member of this social group.

**Newscast-style Feature Story Guidelines (three to five minutes)**

- All group members must have a speaking part in the story. One should play the reporter and the others should play the role of the social class/occupation being represented.
- While the reporter could dress in modern day clothing, costumes for those being "interviewed" for the story should be an accurate reflection of the social class/time period.
- Props used by those being "interviewed" accurately reflect the technology and tools of the time.

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- When the feature story videotape is shared, it teaches others about what it would have been like to be living in ancient Egypt as a member of this social group.

## **Song Guidelines**

- All group members must be part of performing the song either by singing or playing an instrument. The song could be performed live, as a music video, or as an audio recording. (Make sure it is clear and easy to hear.)
- Song lyrics should clearly give a picture of the daily life of a person from the class/occupation you are representing.
- The song should contain at least three, four-line verses and a chorus that repeats after each verse.
- When the song is shared, it teaches others about what it would have been like to live in ancient Egypt as a member of this social group

## **Illustrated Poem Guidelines**

- All group members read a specific part of the poem.
- The poem should be descriptive and give a clear picture of the daily life of a person from the class/occupation you are representing.
- The poem should contain at least one stanza/verse for each person to read.
- Each person should create a collage, drawing, picture, or some other visual that represents the ideas presented in their section of the poem. These should be shared/held up by the speaker as s/he performs his/her portion of the poem.
- When the poem is shared, it teaches others about what it would have been like to be living in ancient Egypt as a member of this social group.