

# Lesson Plan

Year Group: **Y3-Y6** Subject: **Literacy/History** Topic: **Servants in ancient Egypt**

Learning Objective: **I can write a discussion text**

Outcome/Purpose: **A playscript of a discussion between two Egyptian servants** Audience: **TV producers**

## Curriculum links:

### HISTORY:

#### Knowledge and understanding of events, people and changes in the past

2a. Characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.

2b. About the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.

#### Historical interpretation

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

#### Historical enquiry

4. Pupils should be taught how to find out about the events, people and changes studied from an appropriate range of sources of information.

#### Organisation and communication

5. Pupils should be taught to:  
a. recall, select and organise historical information  
c. communicate their knowledge and understanding of history in a variety of ways.

## Curriculum links:

### LITERACY

#### En 1 Speaking and Listening

##### Group discussion and interaction

3a. Make contributions relevant to the topic and take turns in discussion

3b. Vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions.

3c. Qualify or justify what they think after listening to others' questions or accounts.

3d. Deal politely with opposing points of view and enable discussion to move on.

3e take up and sustain different roles, adapting them to suit the situation.

##### Drama

4a. Create, adapt and sustain different roles, individually and in groups.

4b. Use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.

4d. Evaluate how they and others have contributed to the overall effectiveness of performances.

#### En 3 Writing

##### Knowledge, skills and understanding

##### Composition

1a. choose form and content to suit a particular purpose.

1e. use features of layout, presentation and organisation effectively.

## Artefact: Egyptian Royal Canopy Boat

### Artefact notes:

This Egyptian boat is clearly a modern decorative piece and is not like any real or model ancient Egyptian boat! However, it links well with the story and provides a good starting point for the lesson.

Boats were a necessary item for getting around in Egypt and for moving animals, food, and materials throughout Egypt; up, down, and across the Nile. Also, in ancient times the land was flooded for about 4 months. People lived on the highest ground and during the flood they needed boats to get to other villages and fields. Boats were very important in religion where they were used to transport statues of the gods between temples during festivals. They were also an important part of funerals, taking mummies to their tombs, often on the other side of the river from where they had lived.

This decorative piece is somewhat like a type of boat that was made of papyrus reeds bound together with rope. The scene on this boat shows an important woman, maybe a queen, enjoying floating down the Nile. She has a canopy on her boat to shade her from the hot sun. She has servants to steer the boat and one servant to fan her. A similar fan can be seen in the Egypt gallery at the World Museum Liverpool.



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## Teaching/ Learning:

### 1. Talk through 'vocabulary/glossary'

Discuss the meanings of each of the words.

servant, canopy, papyrus, funeral, ornament, decorative piece, stern

### 2. Investigate the Gold Egyptian Royal canopy boat

Explain that it is a decorative ornament and not a replica. How can you tell by investigating?

What does it look like?

What does it feel like?

How was it made?

What was it made for?

Is it well designed?

What is it worth?

### 3. Read through explanation

(see 'Artefact notes' overleaf)

### 4. Talk through the task.

What would be good about the job?

E.g. fresh air, good for exercise, seeing wild animals (E.g. crocodiles, hippopotami), less physically demanding than pyramid building.

What would be bad about the job?

E.g. too hot, tiring, danger of being attacked by wild animals (E.g. crocodiles, hippopotami), more physically demanding than being a scribe.

## Task:

Imagine a conversation between the two servants at the stern of the boat. One servant really likes his job and the other would prefer to be doing something else.

a) Write down a list of good points and bad points about their job.

b) Create a playscript between the two servants explaining what they like and dislike about their job.

## Success Criteria:

\*Use playscript format (names in the margin; stage directions in brackets; don't use speech marks!)

\*Explain why each servant likes or dislikes their job (use conjunctions like 'because', 'so', 'but' and 'therefore').

\*Use feelings and emotions words (E.g. frustrated, invigorated, excited, tired, trapped, free).

## Differentiation:

### Less able:

#### Either...

Make a list of the good points and bad points of being an Egyptian servant working on a Royal canopy boat.

or...

Prepare a play in which you are pretending to be one of the different characters on the Royal canopy boat. What can you see? How do you feel? What are you thinking? What are you saying to the other people on the boat and why?

### More able:

Include movements and sound effects in your play (indicated in stage directions).

## Plenary:

Share the performances with the class (pretending they are TV producers).

\*How can you tell which character likes their job and which does not?

\*On reflection, would you have liked to have been a servant working on a canopy boat?

Explain why you think the way you do.

## Vocabulary/Glossary:

**servant:** someone who is in service to someone else, paid or supported by their employer.

**canopy:** a covering like a roof or the top of a tent.

**papyrus:** a material similar to paper made from strips of a papyrus plant, which grew in marshes in Egypt.

**funeral:** the ceremony that takes place after someone has died.

**decorative piece:** an item made to be attractive but not a replica, which is a copy that is exactly like an original piece.

**stern:** the back end of a boat.

## Possible follow up activities:

**GEOGRAPHY:** Compare the River Nile and the River Mersey. Explain how they have contributed to the development of the settlements that use both rivers.

**LITERACY:** Research and investigate the wildlife along the River Nile in ancient Egyptian times and write a non-chronological report about them.

**ART AND DESIGN:** Sketch the royal canopy boat from different angles/ Create your own ancient Egyptian boat using Modrock, clay, Fimo or another similar substance.