Monumental Pyramids

Image One



https://www.flickr.com/photos/89241789@N00/750441966

Image Two









Readings Worksheet Read How Did Pyramids Affect People's Lives in Ancient Egypt? and answer the following questions. <u>https://classroom.synonym.com/did-pyramids-affect-peoples-lives-ancient-egypt-</u> <u>9926.html</u>
1. What were 3 of the effects on human daily life caused by the building pyramids? (9 pts)
A
В
C
2. How do you think the pyramids changed their landscape? (4 pts)
Read How Did Egyptian Build the Pyramids? <u>https://www.thegreatcoursesdaily.com/how-did-egyptians-build-the-pyramids/</u> and We May Finally Know How the Pyramids Were Built <u>https://www.discovery.com/exploration/how-the-pyramids-were-built</u>
1. What are 3 technologies that could have been used to create the pyramids? (9 pts)
A
В
C
2. What is one fact that you found interesting in this reading? (3 pts)



How the Pyramids Were Built Readings Worksheet Answer Key

Read **How Did Pyramids Affect People's Lives in Ancient Egypt?** and answer the following questions.

1. What were 3 of the effects on human daily life caused by the building pyramids? (9 pts)

Possible answers: farmers had to stop farming and provided unskilled labor, farmers were forced to leave home, people learned to use new tools and discovered new techniques but these materials and techniques could be used in their daily lives as well as for building pyramids, better health care benefits, more tax benefits, perhaps a better diet, communication with other workers gave them new beliefs or ideas, farms at home might have suffered while the farmers were gone, women and children were left unprotected and without a wage or food provider, etc.

2. How do you think the pyramids changed their landscape? (4 pts)

The pyramids were large and required much human (labor) and natural (stones) resources. The areas that provided the raw materials were left stripped, and not restored to their original landscape. However, due to the creation of pyramids, roads and trade networks would have been created. This also changed the landscape. Some of the techniques used to make the pyramids such as the hoist and ramps could be used in other situations to change the landscape for building buildings, roads, dams, canals, etc.

Read How the Pyramids Were Built and answer the following questions.

1. What are 3 technologies that could have been used to create the pyramids (9 pts)

Possible answers: leveling the land down to the bedrock, Grand Gallery could have been used to store blocks that were to be slid down to seal the entrance, the pyramid was built around the sarcophagus, relieving chambers and triangles so all the force of the weight of the pyramid is distributed throughout the pyramid, used a ramp, used switchbacks, used a ramp with staircases, wooden posts and rope and pulley system

2. What is one fact that you found interesting in this reading? (3 pts) Answers will vary.



How Did They Create the Pyramids?



http://www.ck3llc.net/Archives/2012/2ndQtr/MainArticle.html



Ancient Egyptians used the fact that a triangle with sides of length 3, 4 and 5 contained a right-angle to mark out field boundaries and for building.

https://www.haikudeck.com/pythagorean-triples-education-presentation-0190ebebbf



















4. Show your work: The Palace of Peace and Accord in Astana, Kazakhstan has a right square-based pyramid structure. The length of a side of a square base is 62m and the vertical height of the pyramid is 62m. What is the slant height ℓ of one of the triangular faces? Round your answer to the nearest tenth of a meter.

Scoring Rubric This is how you will be graded.

Proficiency Level 1 10 pts	Proficiency Level 2 8 pts	Proficiency Level 3 6 pts	Proficiency Level 4 4 pts
Knows the	Substitutes the	Can correctly	Can calculate
Pythagorean	values in the	find the square	the missing
Theorem	formula	roots of the	side length
formula	correctly	values	_

Pythagorean Theorem Inquiry Answer Key

Page One: This triangle is a right-angled triangle. Area of the larger square (on the largest side of the right triangle) is same as the sum of the areas of two smaller squares (on two smaller sides of the right triangle).

Page Two: This triangle is a right-angled triangle. Area of the larger square (on the largest side of the right triangle) is same as the sum of the areas of two smaller squares (on two smaller sides of the right triangle).

Page Three: This triangle is not a right-angled triangle. The area of the larger square is **NOT** the same as the sum of the areas of two smaller squares.

Pythagorean Theorem Practice Answer Key

legs: The the right triangle.	2	_sides that make the _	right	_angle are called the legs of
hypotenuse: The longest	side side,	opposite is called the hypotenus	;e.	to the right angle and the
		SS Leg	'ss	
Pythagorean The is always equal to <u>leg²</u> + triangles	eorem: T the squa leg ²	he sum of thesqua are of thehypoten 2=hypotenuse	ares iuse This is	of the twolegs, only true forright

Model Problem: Alex needs to use a ladder to hang holiday lights. His house is 24 feet tall and there is a flower bed that extends 4 feet from the side of the house. How long of a ladder will he need to reach the top and be outside of the flower bed? 24.3 feet

Independent or Group Practice Answer Key

- 1. 16.4
- 2. 19.1
- 3. 30
- 4. 69.3 m

