

- Egyptians were very concerned with appearance and grooming. Both men and women wore cosmetics, perfumes, jewelry and elaborate hairstyles. Have students research ancient Egyptian styles in fashion and makeup. They may be surprised to find that many of the natural beauty products of ancient Egypt are still in use today. Make a costume and dress up like an ancient Egyptian.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.oi.uchicago.edu/OI/DEPT/RA/ABZU/YOUTH_RESOURCES.HTML — Egypt and the Ancient Near East: web Resources for Young People and Teachers, maintained by the University of Chicago's Oriental Institute.
- www.emory.edu/CARLOS/ODYSSEY/EGYPT/homepg.html Odyssey Online: Egypt. Aimed at sixth grade with activities on writing, archaeology, mythology, daily life and burial.
- www.clevelandart.org/archive/pharaoh/rosetta/index.html Rosetta Stone Web site. Creative activities on ancient Egypt from the Cleveland Museum of Art.
- members.aol.com/Donnnclass/indexlife.html — Mrs. Donn's Daily Life Site Index. Provides information and lesson plans on many ancient cultures.
- guardians.net/egypt/ — An interesting site to explore, including many links about Egypt and a kids' page.

Suggested Teacher Resources

- David, Rosalie. *The Pyramid Builders of Ancient Egypt: A Modern Investigation of Pharaoh's Workforce*. Routledge, New York, NY; 1996. Replaces the "image of the whip-driven slave by skilled workers" who lead ordinary lives like all of us.
- Roehrig, Catherine. *Fun With Hieroglyphs*. Metropolitan Museum of Art and Viking Press, New York, NY; 1990. A writing kit of hieroglyphic activities, decoding key and rubber stamps of the hieroglyphic alphabet.
- Zauzich, Karl-Theodor. *Hieroglyphs Without Mystery: An Introduction to Ancient Egyptian Writing*. University of Texas Press, Austin, TX; 1992. Written for the amateur, quickly demonstrates how to read hieroglyphs.
- Ancient Egypt: Interdisciplinary Thematic Unit*. Teacher Created Materials, Inc., Huntington Beach, CA; 1996.

(Continued)

- Calliope Magazine: World History for Young People*. More than a dozen different back issues on Egypt. "Queens of Egypt," Nov/Dec, 1991; "Pharaohs of Egypt," Sept/Oct, 1994; Egypt Theme Pack: Nine issues on Egypt with teacher's guide. Back issues available from Cobblestone Publishing, Peterborough, NH.

Suggested Student Resources

- Cole, Joanna & Bruce Degen. *Ms. Frizzles Adventures: Ancient Egypt (Magic School Bus Series)*. Scholastic, New York, NY; 2003.
- Crisp, Peter. *DK Revealed: Ancient Egypt*. DK Publishing, Inc. New York, NY; 2002.
- Pemberton, Delia. *Egyptian Mummies: People from the Past*. Harcourt, Orlando, FL; 2001.
- Rumford, James. *Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphics*. Houghton Mifflin Company, Boston, MA; 2000.
- Winters, Kay. *Voices of Ancient Egypt*. National Geographic, Washington, D.C.; 2003.

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ANCIENT EGYPT

Grades 3-7

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a summary of the program, pre-viewing and follow-up questions, activities, vocabulary and resources.

Before Viewing: Give students an overview of the program. Use the program summary to help provide this introduction. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary and discuss what students learned. Use follow-up questions and activities, and encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

Ancient Egyptian civilization officially dates back to 2920 BC when King Menes united Upper and Lower Egypt. However, farmers had developed agriculture in Egypt's rich Nile valley and river delta thousands of years earlier. Continuing through Egypt's three great historical periods — the Old, Middle, and New Kingdoms — ancient Egyptian civilization lasted for almost 3,000 years. Exhibiting the world's largest monuments — the great pyramids of Giza — and spectacular monumental sculptures like the Great Sphinx, the land along the Nile River has been compared to an extensive outdoor museum. Advanced astronomers, mathematicians, architects, farmers and artists, the ancient Egyptians developed a culture that exhibited a joy of life and a fascination with the world beyond death. Archaeologists continue to study Egypt's tombs, pyramids, temples and monuments to uncover the mysteries of this remarkable ancient civilization.

Vocabulary

- civilization** — A society that has achieved a high level of culture in government, religion, technology, art and science.
- archaeology** — The study of past cultures by analyzing their remains.
- scarab** — A beetle, or an ornament representing a beetle.
- pharaoh** — A ruler of ancient Egypt worshiped as a god.
- pyramid** — A stone structure with a square base and four triangular sides built as a tomb in ancient Egypt.
- sarcophagus** — A stone coffin.
- mummification** — The process of preserving a body for burial.
- mastaba** — A flat structure used as a tomb by a pharaoh; it was the precursor to the pyramid.
- Hatshepsut** — The name of one of the few women to rule Egypt as pharaoh.
- irrigation** — A system for watering land.
- papyrus** — Paper made from reeds that grow along the Nile River.
- hieroglyphs** - Picture symbols in the Egyptian writing system.
- Rosetta Stone** — Discovered in Rosetta, Egypt, a stone inscribed in three languages, which helped decode hieroglyphic writing.

Time line

- 2575 – 2134 BC The Old Kingdom
- 2040 – 1640 BC The Middle Kingdom
- 1550 – 1070 BC The New Kingdom

Pre-viewing Discussion

- Have students consider the geography of Egypt and its impact on the development of civilization. Refer to a geographical map of North Africa and ask students to point out Egypt's major geographical features.
- Trace the flow of the Nile from the southern part of Africa to the north where it empties into the Mediterranean Sea. Locate Upper and Lower Egypt and clarify that the southern part is called "Upper" Egypt because it is upstream.
- The ancient Egyptians built their cities along the Nile River. Have students speculate about the advantages and disadvantages of living near the river.

Focus Questions

1. What are some of the wonders of ancient Egypt that have fascinated other cultures throughout history?
2. What was the Rosetta Stone? Why was it a key discovery to Egyptian archaeology?
3. Name Egypt's three kingdoms. Give an important achievement of each.
4. Describe the power and accomplishments of Egypt under Ramses the Great.
5. Why is "Lower Egypt" above "Upper Egypt" on a map?
6. Compare and contrast the form of the earliest pyramid, called a mastaba, to the Great Pyramid of Giza. How did pyramid construction change over centuries?
7. In the opinion of most scholars, what theory best explains how the pyramids were constructed without modern technology?
8. Describe Howard Carter's discovery of the tomb of Tutankhamen. Why was this one of the greatest archaeological finds of all time?
9. What do we know about the life of King Tut from the artifacts found in his tomb?
10. Why is Egypt called "The Gift of the Nile"?
11. Explain how Egyptians have used the Nile's flood cycle to their benefit.
12. Describe the daily life of an ancient Egyptian. How is it similar to life on the Nile River today?

Follow-up Discussion

- Discuss major contributions the ancient Egyptians made to advance civilization.
- Egyptology remains a popular topic of study for both scholars and amateurs. Perhaps this is because of the mysteries associated with ancient Egypt. Discuss some of the mysteries of ancient Egypt that have been solved. Which mysteries remain unsolved?
- Most of ancient Egypt's treasures were stolen by tomb robbers long before archaeologists could uncover them. Discuss how modern looters might interfere with work on archaeological sites today.

Follow-up Activities

- Ancient Egyptians were buried in tombs with their most treasured possessions. Have students construct miniature pyramids from stiff paper or cardboard triangles, or work as a class to create a large model of a pyramid. Decorate the interior with drawings and clay models of items that are most valuable to them. The class can compare today's modern prized possessions with those of the ancient Egyptians.
- The names of Egyptian pharaohs were written in hieroglyphs inside an oval frame called a cartouche. Have students design cartouches and write their names inside in hieroglyphs. Students can decorate the cartouches in Egyptian style with symbols of their own life and interests.
- Present students with this personal archaeological task: with an adult's permission, explore your home to find the oldest object your family owns. Interview family members to find the object's age, where it was bought or made, who first owned it and why it has lasted so long. Was it kept for its practical use or symbolic value? Write an explanation of what the object can tell you about your family's past.
- Ancient Egyptians adorned their homes and temples with murals depicting the abundance of life along the Nile. Have students research the flora and fauna of the Nile Valley and create a classroom mural showing life along the river. People of ancient Egypt's different social classes can be represented working, traveling and playing on and along the river. Refer students to books of Egyptian art to study the colors and art styles used in Nile murals.
- Many animals, especially cats, were sacred in ancient Egypt. Find out more about animals that were sacred to the Egyptians such as the scarab (beetle), ibis, falcon, dog, hippopotamus and crocodile.

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