

# Ancient Egypt

*Mr. Donn and Maxie's Always Something You Can Use Series*

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# Preface

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I am a teacher. With “No Child Left Behind” (NCLB) being the law of the land, and with every teacher required to help raise test scores on standardized tests, we are all looking for ways to improve our teaching. Today there are national Common Core State Standards for teaching as well as various state standards that students are expected to meet. Maybe your state or school district has exit exams students are required to pass. Your circumstances may be different from mine, but we all have the same goal in mind. Help our students reach their goals.

The Mr. Donn and Maxie’s Always Something You Can Use series was written in part because when I went looking for help as a new teacher, there was nothing there. The lessons you are about to use are ones that I have used in the classroom myself, with input from my colleagues, friends, students, and especially my wife.

I currently teach in an urban school with all its challenges and difficulties. I teach both language arts and social studies. I have been in various levels of secondary school, from grades 6–12.

Focus: This book, and the rest of the books in the series, are for teaching Ancient History. Each book is a separate unit that deals with each of the different ancient civilizations. Each book contains a complete unit on ancient history. Within each unit, there are various types of lessons. Each unit contains vocabulary lessons, writing lessons, and activity lessons. The variety will hopefully keep all your students involved, entertained, and learning.

In *Classroom Instruction that Works*, Marzano, et al. list ten research based strategies. The ancient history series uses these ten strategies, as well as other concepts, ideas, and strategies, to build lesson plans and instruction. For those who are unfamiliar with Marzano et al., here is a quick recap of those strategies:

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advanced Organizers

These strategies and concepts are embedded into the lessons. You won't find a place where it says "We will now use the strategy of Cooperative Learning." Instead, you will find cooperative learning within the lesson. An example of this is in the Ancient China unit—students are divided into groups, and each group chooses or is assigned one of the dynasties. That group is given an opportunity to research, create a presentation, and then present their product to the class. This project is monitored by the teacher, who pays attention to progress and deadlines. Their product is then placed in the classroom for all to see, share, and use. This same project includes Marzano's strategies of "Reinforcing Effort and Providing Recognition," "Nonlinguistic Representation," and "Setting Objectives and Providing Feedback."

The Mr. Donn and Maxie Always Something You Can Use series also uses ideas and concepts to help make teaching and learning enjoyable—ideas such as "Word Walls" to help build vocabulary, various writing ideas to stimulate interest in writing, and games, pictures and graphic organizers to increase efficiency and retention.

We worked very hard to bring you the best ideas we could to make history a subject that students would want to learn.

# Ancient Egypt Introduction

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**Subject:** Ancient Egypt

**Level/Length:** This unit was written with sixth graders in mind, but it can easily be adapted for grades 5-9. The unit is presented in nineteen sections including the final activity; some sections are mini-units and will take longer than one class period to complete. Lessons are based on a 55-minute class period, but they can be adjusted to fit any time frame. As written, time frame needed to complete this unit: 6–7 weeks.

**Unit description:** This unit covers 5000 years of ancient Egyptian history and explores Upper and Lower Egypt, the Old Kingdom, Middle Kingdom, and New Kingdom periods, along with gifts from the Nile, mummies and the afterlife, government, legends, gods and goddesses, hieroglyphics, inventions, professions, beliefs, and daily life. It concludes with a mini-unit entitled Pharaoh's Fun House. Activities are varied and include classifying, abstracting, map work, writing, reading, speaking, researching, interpreting, presenting, and other higher-level thinking activities.

**Rationale:** In view of the latest government guidelines on education with No Child Left Behind, this unit was developed to meet standards applicable in most states. Lessons are designed to address various learning styles and can be adapted for *all* students' abilities.





# Ancient Egypt

## Setting up the Room

---

With this unit, there is little need to set up much of the room in advance. Travel posters or maps will brighten the room until student work is posted. Throughout the unit, the students will be creating several things to post on the classroom walls or bulletin boards including “In Praise of Me Poetry,” “Stump the Audience,” and “Backgrounds” for the live stage play *Life Along the Nile* and for “Pharaoh’s Fun House.”

We encourage you to set up a word wall and something special above the door leading into your classroom.

### Word Wall:

*Design:* This is consistent for all units, but each has its own look. We suggest the outside shape of a pyramid. Place new words as you discover them in the unit on your word wall.

Once a week, have the students pick any word, define it, and use it in a sentence. Use the word wall to fill in short periods of time throughout the unit. Direct the students to select any five words from the word wall and create ongoing news in a letter home about their visit to the Nile.

### Door Into the Classroom:

On the hallway side of the door into your classroom, use construction paper to frame your doorway, creating an entrance to ancient Egypt. We suggest the using a pair of obelisks, with the eye of Horus or Ra over the door.



Section One:  
**Introduction, Map, Map Puzzles**

---

Time frame: 1 class period (55 minutes)

Introduction

Egypt's Natural Barriers

Map

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- A copy of the movie “Stargate” or “Raiders of the Lost Ark” and a DVD player
- Overhead transparency of *Map of Egypt*
- Materials needed to make Map Puzzles
- Heavy paper or cardboard stock to which the students can glue their maps
- Glue, scissors (students should have these in their desks, but have extra on hand)
- Business-sized envelopes—one per student
- A box or bag to use to collect envelopes
- Reproducible: *Map of Egypt*

Daily Question: What is a natural barrier?

Open Class: Welcome to ancient Egypt!

Opening Activity: Show a short cut from one of these two movies:

- *Stargate*: Show the opening credits through the end of the scene on the Giza Plateau (when the ring is standing). The art behind the credits and the music are both perfect for your needs; show the opening scene in which the characters find shows an archaeological dig.
- *Raiders of the Lost Ark*: Show the scene in which the characters find the miniature village in the pyramid. This cut shows paintings on tomb walls, hieroglyphics and more.

**Background:** Tell the students:

The ancient Egyptians were fascinating people and, thanks to the movies, are often misunderstood. The ancient Egyptians were not devoted to death, but rather with life! They worked very hard, but they also saved time to enjoy family, friends, music, parties, swimming, fishing, hunting, and sailing, all of which were very important to them.

Animals were also very important to the ancient Egyptians. Unlike other ancient cultures, whose gods looked somewhat like people, most ancient Egyptian gods had animal heads.

Cats, especially, were held in high esteem. The ancient Egyptians believed cats protected their homes and children from danger and helped their crops grow. In return, the ancient Egyptians carefully protected their cats. Any person who killed a cat paid for that crime with his or her life!

The ancient Egyptians believed in an afterlife in which people enjoyed many of the same activities as they did in their current life. They prepared for the afterlife by filling their tombs with statues of friends and family, household items, and other items they might need to keep them company and to ensure a pleasant state of being.

The ancient Egyptians built huge structures—most notably the pyramids—filled with incredible objects of art. They invented the 365-day calendar. They managed to stay alive as a civilization for over 4,000 years. (The U.S.A. has only been a country for about 230 years.) How were they able to maintain that continuity? Part of the answer lies in their geography.

### **Class Activity: Egypt's Natural Barriers**

**Ask:** What is a natural barrier? Does anyone remember? (Get an answer.)

**Say:** What truly helped to keep Egypt isolated from much of the rest of the early ancient world was their geography.

Place *Map of Ancient Egypt* on the overhead projector. Point out and write down Egypt's natural barriers. Be vague (do not name specific deserts or mountain ranges yet.)

- North: Mediterranean Sea
- East: Red Sea
- South: Mountains
- West: Desert

### **Activity: Map of Ancient Egypt**

Hand each student one copy of the blank *Map of Ancient Egypt*. Together, go over the natural barriers one more time, and direct students to write these barriers on their maps. Point out the Nile River, and the location of Upper Egypt and Lower Egypt. Add those names to the map on the overhead projector. Check to make sure all students are participating in this activity.

Since Lesson 2 is on the Nile River, on opening day you need only briefly introduce the Nile. **Say:** The Nile River is the longest river in the world. It is over 4000 miles long. It starts in the mountains in Central Africa and flows north, downhill, to the Mediterranean Sea. That's why Lower Egypt is located to the north at the Nile delta, and Upper Egypt is located south, on higher ground.

### Individual Activity: Map Puzzles

- Direct students to glue their maps to a piece of cardboard
- Have them color their maps
- Direct students to each cut their own map into no less than 15 and no more than 25 pieces to create a map puzzle. Assign each student a number and have him or her write that number on each one of his or her map puzzle pieces. Tell students they're doing this so that the puzzles don't get mixed up.
- Hand out one envelope per student.
- Direct students to put their map puzzle pieces into their envelope, and sign their name across the flap. Have them tuck the flap in, but do not seal it as they're going to get these pieces out again later on.
- Collect all envelopes in a box or bag, making sure each student has written their name across the flap, and that each student has written their number on each piece. (If the student was assigned the number 28, all pieces should have 28 written on the back. Some students may need clarification on this.)

**Close Class:** That's all for today. See you tomorrow, crocodile—at the Nile!

**Teacher note:** *Not to be shared with students!*

It's very important that students number the back of their puzzle pieces. If their assigned number is 30, their puzzle pieces must have the number 30 on the back of each piece. Tell them to do this to avoid possible confusion. When you collect the envelopes, make sure they have followed the directions. Here's why:

- In Lesson 1, students create Map Puzzle.
- During Lesson 4, students will receive their Map Puzzles back.
- Prior to handing the Map Puzzles back, remove one piece from each puzzle.
- Envelopes will not be handed back to the person who created them. They will be handed back at random, so that one student will attempt to solve another student's puzzle, without knowing that one piece is missing.
- This exercise demonstrates what archaeologists do. They try to put pieces of a puzzle together without all the pieces—in our case, without even knowing that they are missing a piece or two. (These instructions are also listed in Lesson 4.)

Name:  
Date:  
Class:  
Period:

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## Map of Egypt

Africa  
Egypt  
Mediterranean  
Sea  
Eastern  
Desert  
Western  
Desert  
Red Sea  
Nile River  
Nile Delta



Section Two:  
**Gifts of the Nile**

---

Time frame: 1 class period (55 minutes)

Gifts from the Nile

Draw the Ancient Egyptian Way

Nile Poetry and Greeting Cards

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- A banner or construction letters spelling: GIFTS FROM THE NILE
- Pictures of ancient Egyptian drawings of people (textbook, library) and picture of a shaduf (pronounced sha-doof)
- Reproducibles:  
*Gifts of the Nile*  
*Draw the Ancient Egyptian Way*

Daily Question: Why were cats held in high esteem?

Open Class: Today, we're going to learn about the many gifts of the Nile.

**Activity: Gifts of the Nile**

- Hand out *Gifts of the Nile*
- Read and answer questions
- Go over the poem at the end. Discuss how the poem gives specific examples of the "gift" of the Nile. (If the Nile does not rise, people die. If it does rise, people are happy.)

**Activity: Draw the Ancient Egyptian Way**

- Tell students that they are going to write their own illustrated poem praising the Nile. Before they can do this, they need to learn how to draw like an Egyptian.
- Hand out *Draw the Ancient Egyptian Way*
- Direct students to get out a piece of paper.
- Practice drawing the ancient Egyptian way together.

### Activity: Illustrated Poems Praising the Nile

- Direct students to either
  - (1) Write a poem praising the Nile. Give specific examples of the gift or gifts they are praising as they did in the poem we read together. Illustrate their poem.
  - (2) Create a Hallmark type greeting card thanking the Nile for their gift. Give specific examples of the gifts they are praising as they did in the poem the class read together. Illustrate their card. Have students fold a piece of paper in half to make their card.

Give students some time to do this.

- Ask if anyone would like to share his or her poem or card.
- Post all poems and cards on the wall under a banner you have posted while they were busy creating “Gifts From the Nile.”

**Ask** the Daily Question: Why were cats held in high esteem?

Answer: The ancient Egyptians believed that cats had magical powers. They believed cats protected their homes and children from danger and helped their crops grow. The ancient Egyptians protected their cats.

**Close Class:** That’s all the time we have today. I thank you and the wonderful Nile River for a most poetic and thankful day!



Name:  
Date:  
Class:  
Period:

---

## Gifts of the Nile

Imagine a deep blue river and a wide azure sky, with lush green plants, and brown bluffs along the shoreline, and you've begun to imagine ancient Egypt.

The Nile River is the longest river in the world. It's over 4000 miles long. Because of its lotus flower-like shape, it is often seen in ancient Egyptian art. The stalk is a long swaying curve and the flower is the fan shaped delta at the end, where the Nile empties into the Mediterranean Sea.

The Nile is surrounded on four sides by natural barriers. Since natural barriers surrounded the Nile, they also protected the people who lived along the fertile riverbanks.

- North: Mediterranean Sea
- East: Desert, Red Sea
- South: Mountains
- West: Desert

The Nile is a most unusual river. In central Africa, three lakes each provide a stream of water flowing towards the Mediterranean Sea to the north. Two of these streams combine quite early. One stream is called the White Nile. The other stream is called the Blue Nile. It joins the White Nile about half way along. The last 2,000 miles of these rivers are simply referred to as the Nile. At the Mediterranean end, the Nile breaks up into many smaller rivers and streams and marshland, forming a broad 'V' shape. This is the famous and fertile delta of Lower Egypt.

Civilization started along the Nile about 5,000 years ago. Without the Nile, Egypt would be a desert because it rarely rains. Because of the Nile and the many gifts it provided—including water, transportation, trade, papyrus, fish and other animals, and rich black soil—the ancient Egyptians enjoyed a high standard of living and a relatively peaceful life.

It all started with the annual slow flooding of the Nile. That doesn't sound like such a gift, but it was. Each year, around...

- June: Snow on the mountains to the south would begin to melt. Water ran down the mountains, into the lakes, and into the Nile riverbed.
- July: Floodwaters would begin to reach Lower Egypt.
- September: The Nile was still shallow, but it had become quite wide. Villages built on higher ground were typically surrounded by water, like islands in the Nile.

- October: The flooding was over. The Nile had started to shrink again, leaving behind the rich black soil that the ancient Egyptians called “the Gift of the Nile.”
- November or December: The land near the riverbank had dried enough so that crops could be planted in the soil.
- March and April: Crops were green and ready to harvest.
- May: The Nile had become a little stream. The valley had turned brown. If the slow floodwaters did not return, the land would become a desert.
- June: The cycle started over again. Snow on the mountains to the south would begin to melt ...

**Agriculture:** As the floodwaters rose slowly and predictably around the same time each year, the irrigation ditches the ancient Egyptians had built filled with water. As the water receded, farmers blocked the irrigation ditches to keep the water inside, which they used to help them grow crops. They grew figs, onions, pomegranates, apples, beans, garlic, chick peas, radishes, spinach, turnips, lettuce, carrots, cucumbers, melons, pumpkins, grapes, barley (used to make bread and beer) and flax (used to make clothes). The ancient Egyptians also built dams to keep a supply of water handy in case of drought.

**Invention: Shaduf.** The ancient Egyptians invented the shaduf (pronounced sha-doof) to help them lift water from the canals to the crops. A shaduf is a bucket on a rope that hangs from a frame on a pivot. They dipped the bucket in the water, and spun the shaduf around so they could empty the bucket on the crops, reducing the amount and intensity of their labor.

**Pastureland:** The Nile provided pastureland. Herdsmen and shepherds pastured their animals in the marshes along the Nile. Beef, oxen, sheep, and goats provided meat, milk, hides and dung for cooking fuel. Milk was highly prized, as was butter.

**Fish and Game:** The Nile was rich with food. Eggs were plentiful as were ducks, wild geese, quails, water birds, and bigger animals like crocodile and hippopotamus. Fish was eaten by the lower classes.

**Drinking Water:** The Nile was a river, not a salty sea. That meant the ancient Egyptians could drink the water, wash their clothes, and bathe (which they did daily).

**Papyrus:** Along the Nile, a plant called papyrus grew wildly along the riverbanks. The ancient Egyptians used papyrus to make paper, build boats, make sandals for their feet, and make baskets to store their belongings and to carry their food. Boats were made out of papyrus because wood was scarce.

**Transportation and Trade:** As an easy, cool source of transportation, the Nile was a major trade route. The ancient Egyptians had cargo boats, passenger boats, funeral boats, and naval vessels. The prevailing wind along the Nile blows south, and the current flows north. The ancient Egyptians hoisted sails on their boats to sail upstream and used the Nile’s natural current to help them boat downstream, which made travel up and down the Nile very easy.

**Building Material:** The Nile provided rich deposits not only of black soil, but also of clay, granite, sandstone, and limestone used for building.

**The Arts:** You can imagine what a worry it was—would the Nile flood again this year? The Nile was incredibly important to the ancient Egyptians. They sang songs and created myths and stories to honor and to explain the Nile. They were very grateful for all of its many gifts. Here is an example of a poem written to praise the Nile:

When the Nile is sluggish, the nostrils are stopped up and the people are brought low,  
The offerings of the gods are reduced and millions die.  
When the Nile rises, the Earth is joyous and everyone is glad,  
Every jaw laughs and every tooth is uncovered.

**Questions:**

1. What is the annual flood of the Nile River called?
2. Besides the rich soil, what were some (more than two) of the other “Gifts of the Nile”?

Name:  
Date:  
Class:  
Period:

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## Draw the Ancient Egyptian Way

The Egyptians drew people in a simple but rather unusual way. If you tried to position your body in the same pose in which ancient Egyptians drew people, you would be very uncomfortable. The following shows how they drew people, animals, and gods.

1. Head and shoulders:  
Side view
  - a. Heads and shoulders were always turned to the side.
  - b. One eye outlined in kohl (dark black) with a curved black eyebrow.
  - c. Black wig of different lengths with one ear showing.
2. Upper body: Shoulders, chest, and arms:  
Front view
3. Lower body: Hips, legs, feet  
Side view
4. Color the skin tan
5. Dress your ancient egyptian people in white clothes.  
Men—short skirts  
Women—long dresses with two straps
6. Draw jewelry  
Both men and women wore jewelry, especially colorful and wide collars.

Section Three:

## The Double Crown and the Three Kingdoms

---

Time frame: 1 class period (55 minutes)

Quick History of Ancient Egypt

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Books with logos, newspapers, anything that has a logo
- Reproducible: *Quick History of Ancient Egypt*

Daily Question: What is the Gift of the Nile?

**Open Class:** Today, we're going to take a very quick look at 5,000 years of ancient Egyptian history. (Look at your watch.) We have 5000 years to cover in less than an hour, so I need your attention. Ready?

### Activity: History Overview

Hand out *Quick History of Ancient Egypt*

Answer the questions.

**Activity: Develop symbols for Canada and the U.S.A. and/or Mexico and the U.S.A.**

- Pass out sample logos. Explain that a logo is a symbol that is used to create recognition and identity with something.
- **Ask:** What are some of the symbols for the U.S.A.? For Canada? For Mexico?
- What do you think of when you say "Canada" or "Mexico" or "the United States?"
- **Say:** Use the information gained from the unification of ancient Egypt to develop either a symbol of the imaginary union of Canada and the U.S.A., or a symbol of the imaginary union of Mexico and the U.S.A. Explain your symbol and what it means.
- Allow students time to be creative.
- Have students share their work with the class and quickly explain why they chose the symbols they did.

**Close Class:** That's all for today. Catch you tomorrow, crocodile—on the Nile!

Name:  
Date:  
Class:  
Period:

---

## A Quick History of Ancient Egypt

Around 5000 BCE (7,000 years ago) people began to settle down along the Nile River. They were delighted to find this wonderful place in which to live. The Nile provided food and water. There were natural barriers of deserts, mountains, and seas to protect them. The people who settled along the Nile did not go exploring, looking for other people to meet or other places to live. They had everything they needed and stayed near home.

They were talented, clever people. They grew barley and stored it in silos. They wove baskets from the papyrus plant, which grew along the riverbank. They knew how to sew, cook, and bake. They made bread from barley. They built boats so they could fish. They grazed cattle, goats, sheep and pigs. They kept geese and ducks for their eggs and meat. They made combs, beads, bracelets, spears and arrows, and earthenware pots and vases. They painted their eyes with a paste they made from green malachite, which is a semi-precious stone. By 4000 BCE, they had learned how to use copper to make jewelry and sharp weapons.

**Upper and Lower Egypt:** In time, the people who lived along the Nile River banded together into two main groups. One group lived in Lower Egypt, in the delta region of the Nile, where the Nile flows into the Mediterranean Sea. These people were mild and easy-going. Their sign was a red crown. The people of Upper Egypt, further down the Nile, on higher ground, were more rugged and stern. Their sign was a white crown.

**The Double Crown:** Around 3100 BCE (over 5,000 years ago), King Menes (also known as King Narmer) united these two countries. King Menes was the first pharaoh, or ancient Egyptian king. King Menes built a new capital on the dividing line between Lower and Upper Egypt, which he called Memphis. King Menes knew the people needed to learn to think of themselves as one country. To help them, he created a new sign, to represent both countries—the double crown. Even though they were now one country, Lower and Upper Egypt were always referred to as the Two Lands of Egypt.



Red Crown  
of Lower Egypt



White Crown  
of Upper Egypt



Double Crown  
of Egypt

**Achievements:** The people of the double crown were just as smart as their ancestors. They invented a sort of paper made from the papyrus plant—the same reed they used to weave baskets. They created a system of writing called hieroglyphics. They formed a government of kings (called pharaohs). They built huge temples and wonderful towns and homes. They set up trade routes with the countries around them. They worshiped over 2000 gods and goddesses. They were calm and wise, with a great sense of fun. They loved children. They loved to play. And they loved their good life on the riverbanks of the Nile.

**The Three Kingdoms:** The ancient Egyptian timeline is divided into three time periods—the Old Kingdom, the Middle Kingdom, and the New Kingdom. Each Kingdom lasted hundreds of years.

The Old Kingdom: The Pyramid Age. This period lasted about 500 years. It ran from about 2700 BCE until 2200 BCE. During this kingdom:

1. Pharaohs had absolute power and were considered gods on Earth
2. Central government needed to be supported with many district governors.
3. King Menes (Narmer) united Upper and Lower Egypt.
4. First stone pyramid built (around 2700 BCE); pyramids at Giza built soon after

The Middle Kingdom: The Golden Age. This period lasted about 300 years. It ran from about 2100 BCE until 1800 BCE. During this kingdom:

1. It was thought that pharaohs should be “good kings.” This was the age of wise and gifted rulers.
2. Egypt needed a strong defense. Trade had introduced the Egyptians to people in bordering countries. Some of those countries wanted to rule Egypt. To defend themselves, the ancient Egyptians built strong armies and fortresses.
3. In spite of the problems this time period faced from warring neighbors, this was considered the Golden Age of the arts. Literature and craftsmen flourished.

The New Kingdom: The Empire. This period lasted about 500 years. It ran from about 1500 BCE to about 1000 BCE. During this kingdom:

1. It was thought that Pharaohs should be all powerful.
2. Women had more rights. Women achieved high status. Queen Hatshepsut, the first female pharaoh, lived during this period. She was not elected; she took power, as did all pharaohs before and after her.
3. Egypt needed to expand. There was a great deal of territorial expansion during this period. Egypt grew through force and military conquest, becoming a huge empire.
4. The Valley of the Kings was created during this period. Pharaohs were buried here.

**Upper and Lower Egypt Split:** Four kings ruled different parts of the country at the same time. Civil war broke out, and economic problems arose.

- Around 500 BCE, the Persians moved in. Egypt objected, and war broke out.
- Around 300 BCE, the Greeks and the Romans moved in. The Egyptians objected to this as well, but now they were weak and could not fight back successfully.

**End of a Civilization:** The ancient Egyptian civilization ended with the death of the last pharaoh queen, Cleopatra VII, in 30 BCE. Egypt became part of the Roman Empire.

### Questions:

1. When was Egypt established as a country?
2. What are the three main divisions on the Egyptian time line?
3. Who was the last ruler of the Egyptian Empire?
4. What is the difference in how the Pharaoh ruled in each of the three periods?



## Hieroglyphics and the Rosetta Stone

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Time frame: 1 class period (55 minutes)

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Envelopes with Map Puzzles created in Lesson One. Remove one piece from each envelope (each puzzle) and place all removed pieces together in one box or bag.
- Reproducibles:  
*Hieroglyphics and The Rosetta Stone*  
*Write in Hieroglyphs*

**Daily Question:** What are the names of the three Kingdoms?

**Open Class:** Historians know a great deal about the ancient Egyptians. How do you think they learned so much about these ancient people? (Get some answers. Review some of the ways archaeologists put pieces of the past together.)

### Activity: Puzzle

Hand out Map Puzzles created in Lesson One at random (with one piece removed from each puzzle). Do not tell the students that one piece is missing. Ensure that no student has his or her own puzzle. Have students attempt to put puzzle pieces together. When a student figures out that a puzzle piece is missing, stop the students, and inform them that that is how archaeologists felt when they were trying to decipher/decode Egyptian writing. Give out the missing puzzle pieces and the review maps. Have students return puzzles to each originator.

**Say:** We know a great deal about the ancient Egyptians because they loved to write, especially on walls! They wrote about their gods, their rulers, and their daily life. They wrote stories, poems, and myths. They used a sort of picture-based writing called hieroglyphics, which means “sacred inscriptions.” The ancient Egyptians started using hieroglyphics to write things down around 3100 BCE! (Over 5,000 years ago!)

### Activity: Hieroglyphics and the Rosetta Stone

Hand out *Hieroglyphics and the Rosetta Stone*

Read and answer the questions.

### Activity: Write in Hieroglyphics

- Hand out *Write in Hieroglyphics*
- Have students attempt to write their name in hieroglyphics.
- Have students attempt to write a sentence in hieroglyphics.
- Discuss how much easier it is to combine letters into words and sentences than it is to use pictures.

**Close Class:** That’s all the time we have today. See ya round the Nile, crocodile!

Name:  
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Class:  
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## Hieroglyphics and the Rosetta Stone

We know a great deal about the ancient Egyptians because they loved to write, especially on walls! They wrote about their gods, their rulers, and their daily life. They wrote stories, poems, and myths. They used a sort of picture-based writing called hieroglyphics, which means “sacred inscriptions.” The ancient Egyptians started using hieroglyphics to write things down around 3100 BCE! (Over 5,000 years ago!)

Hieroglyphics, however, took time to draw. The ancient Egyptians needed another system use to scribble things down quickly, which could later be translated into hieroglyphics. That system, a sort of short hand, was called hieratic writing. Not everyone knew how to read or write hieratic, but those who could were called scribes.

By 700 BCE, the ancient Egyptians had developed yet another style of writing called Demotic. Demotic was fast. As time went on, fewer and fewer people could read the old hieroglyphics. Eventually, no one could read this ancient language at all. When modern archaeologists first found walls and scrolls full of writing, they were excited, but no one had any idea what the hieroglyphic symbols meant.

About 2500 years later, around 1800 CE, a stone was found in Egypt in a town called Rosetta. It was inscribed with three kinds of writing. At the bottom, the writing was in Greek, which archaeologists could read. This piece told a story. The middle section was written in Demotic, whcih archaeologists could also read that. The piece written in Demonic told the same story. Archaeologists concluded that, if the bottom piece written in Greek told one story, and the middle section written in Demotic told the same story, it was possible that the top section, written in hieroglyphics, told the same story, too. If that was true, archaeologists had learned a great deal about what some hieroglyphic signs meant—some, but not all. It was an exciting discovery, but archaeologists needed more.

Finally, a Frenchman named Jean-Francois Champollion discovered that some hieroglyphics stood for a single sound—a part of a word. Other hieroglyphics stood for an idea—a whole bunch of words.

Putting the pieces together, scientists were finally able to read the messages written in hieroglyphics on the walls of ancient pyramids and on the scrolls of ancient papyrus.























Today, the Rosetta Stone is on display in the British Museum.

## Questions:

1. What was a scribe's job?
2. What are hieroglyphics?
3. What was the name of the stone that helped archaeologists learn what some hieroglyphic symbols meant?
4. Where is the Rosetta Stone today?

Name:  
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## Write in Hieroglyphics

<b>A</b>  Forearm	<b>F</b>  Horned Viper	<b>K</b>  Basket	<b>P</b>  Stool	<b>U</b> <b>444</b>	<b>Z</b>  Door Bolt
<b>B</b>  Foot	<b>G</b>  Pot	<b>L</b>  Open Mouth	<b>Q</b> <b>444</b>	<b>V</b>  Horned Viper	
<b>C</b>  Pool	<b>H</b>  House	<b>M</b>  Owl	<b>R</b>  Open Mouth	<b>W</b>  Quail	
<b>D</b>  Hand	<b>I</b>  Reed	<b>N</b>  Water	<b>S</b>  Folded Cloth	<b>X</b>  Unknown	
<b>E</b> <b>444</b>	<b>J</b>  Snake	<b>O</b> <b>444</b>	<b>T</b>  Bread Loaf	<b>Y</b>  Two Reeds	

Section Five:

## Isis and Osiris, Major Deities

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Time frame: 1 class period (55 minutes)

Creation Story: The Legend of Isis and Osiris

Crook and Flail

Reference: *Ancient Egyptians Gods & Goddesses*

*My Ancient Egyptian Made-Up God*

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- A banner or construction letters spelling OUR ANCIENT EGYPTIAN MADE-UP GODS and a picture of Utchat (eye of Ra)
- Pictures of the lotus flower, along with some samples of how the ancient Egyptians used the lotus flower design in their art
- Reproducibles:
  - The Legend of Isis and Osiris*
  - Reference: Ancient Egyptian Gods and Goddesses*
  - My Ancient Egyptian Made-Up God*

Daily Question: What is the Rosetta Stone?

**Open Class:** Most ancient civilizations have a creation story. What is a creation story? (Let the students answer.) **Say:** That's right. A creation story is a story about how that civilization was created, how it started. In ancient Egypt, there are several creation stories.

### Activity: Ancient Egyptian Creation Story

**Say:** One ancient Egyptian creation story features the lotus flower, the flower that is used a great deal in ancient Egyptian art and design. The ancient Egyptians believed that the entire universe was called Nun. Nun was made of nothing but water—a vast ocean. Out of Nun, there emerged a lotus flower together with a single mound of dry land. What do you think the dry land was called? Right! It was called Egypt. Out of the lotus flower bloomed the sun god Atum.

In another ancient Egyptian creation story, the god is not called Atum; he is called Ra. Each night, the lotus blossom closed, tucking Ra in for a safe and warm night's sleep. In the morning, the lotus flower opened so that Ra could come out and play.

This is another version. Hand out: *The Legend of Isis and Osiris*

### Activity: Explore a few gods and goddesses

The ancient Egyptians worshiped over 2,000 gods and goddesses.

Hand out *Reference: Ancient Egyptian Gods and Goddesses*

As a class, read about a few of the ancient Egyptians' gods and their jobs.

### Class Activity: Creating Gods

- **Ask:** What is an adage? (an old saying)
- Write an example on the board: Wise as an owl.
- Ask for more. If you do not get more, add: Busy as a bee.
- **Ask:** What is a characteristic of a dog—Loyal as a dog. Friendly as a dog.
- Playful as a dog. (List all responses.)
- **Say:** That's exactly what the ancient Egyptians did. They created gods, with jobs, and gave many of them animal heads and bodies based on the animals they knew, like Anubis, the jackal-headed god, or Annut, the devourer, with the head of a crocodile.
- Transition: Today, we're going to make up some ancient Egyptian gods.

### Individual Activity: My Ancient Egyptian Made-Up God

- Hand out: *My Ancient Egyptian Made-Up God*
- Go over the instructions with the students.
- Make sure they understand that they may choose an alternate adage but they must get approval first.
- How gods came into being, their god's creation story: If students have trouble determining their god's creation story, here are two suggestions you might give them: Their god fell out of the sky. Their god appeared suddenly out of the sand.

### Class Activity: Sharing and posting

Have students who choose to do so share their Made-Up Gods with the class. Post all papers on the wall under the Utchat. Label this display: OUR ANCIENT EGYPTIAN MADE-UP GODS. The teacher or the students can create this display.

**Close Class:** That's all for today. Catch you tomorrow crocodile, on the Nile!

Examples: Utchat  
The Eye of Ra



Name:  
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## Reference: Ancient Egyptian Gods and Goddesses

The ancient Egyptians worshiped over 2,000 gods and goddesses.  
This is a reference guide for a few of them.

### **Annut: The Devourer**

- Appearance: head: crocodile; middle: lioness; hind end: hippopotamus
- Job: To attend the weighing of the heart ceremony. He devoured the souls of those whose hearts were heavier than the feather of Maat.

### **Anubis: The Jackal**

- Appearance: jackal-headed god
- Job: Guardian of the cemetery. Guide of the dead as they made their way to the underworld.
- Keeper of poisons. Patron of magic.

### **Horus: He Who Is Above**

- Appearance: man with the head of a hawk or falcon
- Job: Guardian of the pharaohs
- Stands for good, truth, justice

### **Isis: The Throne**

- Appearance: a winged goddess, wearing the hieroglyphic symbol of her name on her head
- Job: Protector of the dead. Great enchantress, goddess of magic.
- She taught mankind the secrets of medicine

### **Maat: Goddess of Truth, Law, Order**

- Appearance: woman holding a huge feather
- Job: Maat's feather sits in balance on one side of the scale during the weighing of the heart ceremony
- Father Ra, Husband Thoth.

### Osiris: King of the Dead

- Appearance: green or red skin with a beard, wearing white mummy wrappings
- Job: Supreme god, ruler of the afterlife
- Symbol of eternal life

### Thoth: *The Great Measurer, God of Wisdom* (husband of Maat)

- Appearance: man with head of an ibis (dog-faced ape)
- Job: Records the heart weight at the weighing ceremony, scribe of the gods, keeper of all knowledge
- Invented spoken and written languages, geometry, and medicine



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## The Legend of Isis and Osiris

Once upon a time, when everything was just beginning, the earth was covered with water. An egg floated on the water, and when it hatched, Ra was born. Ra did not want to spend his time floating around, doing nothing, so he flew into the sky and became the sun.

Ra dried up much of the water and made the land. Ra was lonely, so he made a wife. He named her Nut. Ra made many gods and goddesses to keep him company. He put them all to work. His children were very busy running the world. Still, they took time out to have children, because children were glorious things to have. Soon, there were many gods and goddesses.

To Ra, one child was especially important. That child was his grandson, Osiris. Osiris had a brother named Set, but Ra's favorite was Osiris. To show Osiris how much he was loved, Ra made him the first Pharaoh of Egypt. Osiris married Isis, his one true love, and the king (Osiris) and queen (Isis) settled down quite happily with their son, prince Horus.

Set was terribly jealous. Why should Osiris be named Pharaoh and not him? Set thought. In a fit of anger, he killed his brother Osiris, and chopped him into little pieces. He threw the pieces into the Nile River.

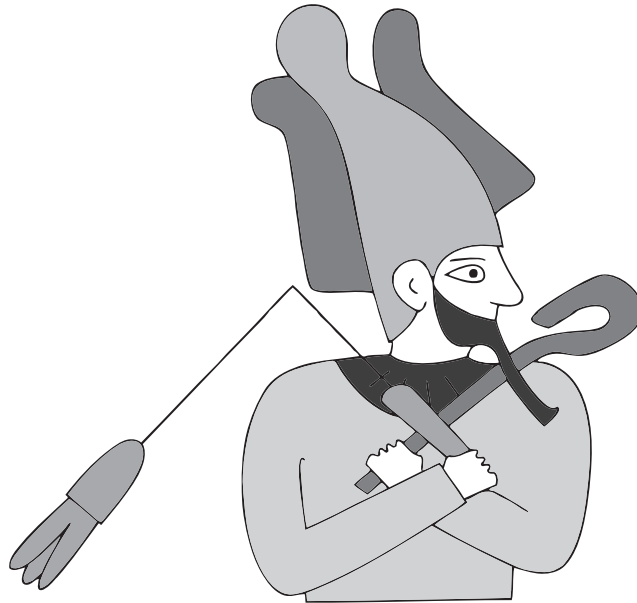
When Isis heard about it, she quickly gathered the pieces and brought them to her good friend Anubis, the jackal-headed god. Anubis was very clever. He managed to put the pieces of Osiris together again. But he did not have the power to make him human again.

When Ra heard about it, he was furious. He then made Osiris the god of the dead, which was the most important job of all.

When Horus heard about it, although he was only a boy, he tracked down Set and murdered him for killing his father.

Isis was grateful to her friend Anubis, and to her son Horus, and to her grandfather Ra. But nothing anyone could do would bring Osiris back to her. He would live forever in the land of the dead, and she would live forever in the land of the living. Isis knew that she would never see her beloved husband again.

In honor of the god Osiris, the pharaohs of Egypt carry a crook and a flail, the signs of Osiris. The crook especially became the sign of rulers. The crook looked a great deal like a snake and was made out of wood. They used wood because wood was scarce. That made it even more special.



From then on, and even today, Isis has traveled to the riverbank once a year. Remembering, and dreaming, tears fall from her eyes. That is why the Nile River rises each year, to bring life to everyone and everything along the Nile. When Isis cries, the Nile will rise.

### Questions:

1. Why is this a creation story?
2. According to legend, why does the Nile rise?
3. Why does the Pharaoh carry the crook and the flail?

Name:  
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## My Ancient Egyptian Made-Up God

### Instructions

Unlike other ancient cultures whose gods looked more like people, in ancient Egypt, many gods resembled animals. Each god had a few magical or supernatural powers, and performed several jobs that kept him or her busy and productive, and stood for something, such as loyalty or truth and justice.

Today, using one of the old sayings (adages) below, design a god as the ancient Egyptians did. You may use a different adage if you choose, but your teacher must approve your choice before you begin.

**Plan your god's appearance, purpose, and personality:**

- First, design your god's appearance. (Choose one of the following on which to build your design.)
  - Grumpy as a bear
  - Clever as a coyote
  - Quiet as a mouse
  - Busy as a beaver
  - Sly as a fox
  - Brave as an eagle
  - Patient as a vulture
  - Blind as a bat
- Decide what your god stands for—school, friendship, fun, homework, good advice, or whatever you choose. Describe your god's job, what or whom your god protects and what or whom your god punishes.
- Give your god one or two supernatural abilities that will help him or her do his or her job well, like being able to see in the dark or never sleeping.

**Put your god to work:**

- Write a story about how your god came into being. (Example: Your god fell out of the sky.) Your story should include your god's magical abilities, which he or she uses to do his or her job.
- Illustrate your story. One illustration must include a drawing of your god with his or her animal head.



## Dwelling Places: Pyramids

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Time frame: 1 class period (55 minutes)

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:
  - Pyramids*
  - The Pyramid Hypothesis*

Daily Question: What is a creation story?

Open Class: Please get out a piece of paper.

### Activity: Preparing for your trip to the afterlife

- Direct students to get out a piece of lined paper and a pencil or pen.
- **Ask:** If you moved away tomorrow, what would you take with you?
- Tell students to make a list of the items they would take.
- Ask for volunteers to share some of the items on their list.
- **Ask:** How much space would each of you need to hold all the things you are taking with you?

### Activity: Pyramids

Read: *Pyramids*

Answer questions

### Activity: Using a hypothesis—Solving the Pyramid Puzzle

- On the board, draw a three-column chart with columns labeled Fact, Assumption, Hypothesis
- **Say:** If pyramids were robbed and vandalized in ancient times, how did the exploration of those pyramids tell archaeologists about the ancient Egyptians?
- **Say:** Put yourself in the place of an archaeologist in a pyramid. You are to make a hypothesis (educated guess) from a known fact.
- Give students an example. Here are two examples. We recommend you share only one example with the students.
- Hand out *The Pyramid Hypothesis*

**Example:** Puzzle #1 says: There are secret passages and traps inside the pyramid.  
One solution might be: (Fact) There are secret passages and traps inside the pyramid.  
(Assumption) That could mean there was a concern that the tomb might be entered.  
(Hypothesis) The tomb at one time possibly contained something worth stealing, something valuable enough to risk torture and death.

**Example:** Puzzle #2 says: There are many pieces of broken pottery. One solution might be: (Fact) There are many pieces of broken pottery. (Assumption) These objects were of sentimental value to the tomb owner, or were included for their beauty or functionality.  
(Hypothesis) It is possible that the ancient Egyptians believed in some sort of afterlife or heaven.

**Close Class:** That's all for today. See you tomorrow, crocodile, at the Nile!

Name:  
Date:  
Class:  
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## Dwelling Places: Pyramids

When a pharaoh died in ancient Egypt, he (or she) was buried in a royal tomb. During the Old Kingdom, these tombs were located inside huge structures called pyramids. Throughout the Two Lands, it was understood that building a pyramid was a sign of love and respect for the pharaoh who was a god.

The ancient Egyptians believed that their pharaoh would move on to a special place after death called the afterlife. When they built their pharaoh's tomb, they wanted it to be beautiful and comfortable so the pharaoh could enjoy his afterlife surrounded by the things he loved.

Thus, the inside of a pyramid was built like a palace. There were courtyards, storage rooms, lofty halls, and secret passageways. The walls of each room were covered with wonderful paintings, relief sculptures, and hieroglyphic writing that told about the life and times of the person buried inside. The rooms were filled with beautiful statues, clothes, gold-plated toys, games, trinkets, jewelry, and anything else the pharaoh might want to have on hand in his or her afterlife. There were little statues that represented his wife, children and friends, so his loved ones would be close to him.

The burial chamber was especially important, as it was the where the stone tomb that held the mummy of the pharaoh, or sarcophagus, lay. The sarcophagus included a cartouche, or oval design the pharaoh's name written in the middle, rather like a nameplate. The ancient Egyptians believed that if a person's name did not appear in writing, he or she would disappear and never reach the afterlife.

Building the pyramids provided plenty of jobs and pay. In those days, the pay was not in money; it was in grain. For three months every year, when the Nile rose and ebbed, the farmers had nothing to do. What could they do for work? What could peasants do to avoid being bored? Many of them enrolled in the royal work force to work on the pyramids.

The pyramids built during the Old Kingdom are clustered together on the west bank of the Nile near Memphis, the old capital. Around 2700 BCE, the first pyramid, the Step Pyramid, was built. The three pyramids at Giza are even more impressive. One of the pyramids at Giza is over 400 feet high, and has over 2 million stones in it, each stone weighing about as much as a modern-day automobile.

The Egyptians did not have heavy machinery to do their lifting. All of their monuments including the pyramids were built by hand. Big blocks of stone were brought by boat. Teams of men dragged these huge stones up a ramp, using mud and water to slide the stones into place.

When the pyramid was finished, the royal work force worked backwards, taking down all the ramps as they finished the artwork on the interior walls and finished smoothing the stones into place. With a great deal of pomp and ceremony, the pharaoh was laid to rest inside his pyramid, in the burial chamber, in his sarcophagus. The last step was to close the final door into the pyramid. The location of that door was known by only a few people.

Entire cities developed around the pyramids. These cities were the homes of the people who worked on the pyramid. Each family had its own pharaoh-provided home with a small courtyard and a ramp leading to the second floor flat roof. Each house also included one or two rooms for privacy and for cold weather.

After a pharaoh was buried, workers continued to live in the homes the pharaoh had built for their comfort during the construction of his tomb; they still had one remaining task. The pharaoh had left behind monies to pay the priests to say prayers for him and to pay the workers to keep his new palace in good repair. In exchange, the workers swore never to reveal the traps or hidden doors that led to the interior of the pyramid, so that the pharaoh's mummy and belongings would remain safe.

To confuse robbers, each pyramid was built differently, and all were full of false doors, deadly pits and wandering passageways that led nowhere. However, robbers still found their way in, stole what they could, and destroyed much of the rest.

Building a pyramid took long periods of time and careful planning. The first day a royal became pharaoh, work on his or her tomb was begun. The day a pharaoh married, work on his wife's tomb was begun. Why were the early rulers of Egypt so committed to putting their tombs inside pyramids? One theory or hypothesis is that they were trying to build up to heaven. But the truth is—no one knows.

### Questions:

1. What is a tomb?
2. How do we think the Egyptians built the pyramids?
3. Why did people live in the pyramid-city after the pharaoh was entombed?



Name:  
Date:  
Class:  
Period:

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## The Pyramid Hypothesis

Imagine you are an archaeologist standing inside an ancient Egyptian pyramid. You are to make a hypothesis (guess) from a known fact.

Fact	Assumption	Hypothesis
There are secret passages and traps inside the pyramid.		
There are many pieces of broken pottery.		
There is a beautiful painting of an elaborate funeral procession.		
There are many hieroglyphics that all talk about one person.		
There is a big empty stone coffin.		



Section Seven:  
**Dwelling Places: Tombs**

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Time frame: 1 class period (55 minutes)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Bring in magazines to cut up
- Reproducible: *Ancient Egyptian Tombs*

**Daily Question:** We know that robbers stole many of the treasures from the pyramids, but what did the robbers do with the treasures they stole?

**Open Class: Say:** A great deal of what we know about ancient Egypt is what archaeologists learned from studying their tombs. A tomb is a place in which a person may be buried when he or she dies. The ancient Egyptians believed that life did not stop when someone died. Instead when someone died, he or she transitioned to the afterlife. Well, they did, if they passed the test in the Hall of Maat, at least.

**Activity:** Hand out *Ancient Egyptian Tombs*  
Read and answer the questions.

**Transition: Say:** The ancient Egyptians wrote stories and poems on the walls of their tombs, with pictures, that said nice things about themselves. I would like you to do this, too. Only, we're not going to write our "In Praise of Me Poetry" on tombs walls. We're going to use posterboard.

**Activity: Write In Praise of Me Poetry** (poster)

- First, have each student make a list of 4–6 things about him- or herself that he or she would want people to remember. Example: I always share with my friends and family.
- Second, have students put their list into the shape of a rhyming verse. Example: I always share; I do it with glee; with all my friends and family.
- Third, have students place (glue or write) their poetry on a posterboard size paper.
- Fourth, have them illustrate around it. They can draw pictures or glue magazine clippings that represent their poem.

Have anyone who cares to do so share his or her work with the class. Post all posters on the wall under the heading IN PRAISE OF ME POETRY.

**Close Class:** That's all for today. See you tomorrow crocodile, at the Nile!

Name:  
Date:  
Class:  
Period:

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## Dwelling Places: Ancient Egyptian Tombs

A great deal of what we know about ancient Egypt is what archaeologists learned from studying their tombs. A tomb is a place in which a person may be buried when he or she dies. The ancient Egyptians believed that life did not stop when someone died. Instead when someone died, he or she transitioned to the afterlife.

During the Old Kingdom, only pharaohs could hope to move onto the world of the afterlife. Although the common people were sad about this, it gave them great pleasure to build the tombs of early pharaohs. They believed that even though pharaohs were moving on to a new palace in the afterlife, they would still keep an eye on the welfare of their people in their old neighborhood.

Now everyone could enter the afterworld. Things changed after the democratic god Osiris became the god of the afterlife. Osiris decreed that all people had the right to enter the next world, which resembled a blissful life along the Nile.

But first, they had to pass a test. Before an ancient Egyptian could board Ra's boat and sail into the heavenly world of the afterlife, he or she had to undergo a trial, conducted by the gods in the Hall of Maat, the goddess of truth and justice.

**Hall of Maat:** Maat had a set of scales balanced by two pans. In one pan, she placed her magic feather. In the other, the gods placed a person's heart. The jackal-headed god, Anubis, weighed the heart. The ibis-headed god, judge and scribe, Thoth (Maat's husband), stood by to record the findings.

- If a person's heart was as light as feather because his or her deeds during his or her life were good and pure, the scale balanced, and he or she passed the test. Anubis, guardian of the underworld and keeper of the scales, would guide him or her to the afterlife, where he or she would live in the Two Fields, the fields of peace, with the king Osiris, free to cruise the Nile, surrounded by friends and loved ones, forever.
- **But**—if a person's heart was heavy because his or her deeds were dreadful, Ammut, the god with the head of a crocodile, would suddenly appear and devour him or her.

**A Lifetime of Collection:** In preparation for their move to the afterlife, the ancient Egyptians spent a great deal of time building their tombs by collecting the goods they wanted to be included in their tomb. Since they were moving to the afterworld forever, they wanted to be comfortable.

They made small statues of workers so that when they were called to do their share of work caring for the Two Fields, they could send their workers instead, leaving them free to sail the heavenly Nile or visit with friends who had entered the afterlife.

They packed toys, light reading, and their best clothes and best jewels for their tombs.

The ancient Egyptians' notion of a happy family outing was a visit to the family mausoleum to see how work was progressing on their tomb. Getting oneself ready for the move to the afterlife was a joyous part of ancient Egyptian daily life.

Peasants also prepared for the afterlife. They perhaps could not afford an elaborate funeral, but they spent a lifetime creating miniatures of the things they wanted to bring with them into the afterlife. Thanks to Osiris, the door to the afterlife was open to everyone, provided his or her heart was light.

**Wall Paintings:** The best artists were reserved for the tombs of the pharaohs and nobles. Tombs were covered with colorful paintings of daily life, along with prayers and poems of praise about the many accomplishments of the owner. The poems of praise were not written solely out of vanity. They were an essential element of the tomb. The ancient Egyptians believed that to exist in the afterlife, one had to have an identity—a name and a history. If someone did not have an identity—if his or her name did not exist in print—he or she disappeared.

**Pyramids to Tombs:** A pharaoh's tomb was tucked inside a pyramid, along with other rooms designed somewhat like his palace on Earth. Even in the early days of the Old Kingdom, it was soon obvious that pyramids were too easy to find. The punishment for robbing a grave was slow torture and death. Still, many robbers were willing to take the risk, because they knew the pyramids would be loaded with valuable objects. Nobles and priests were willing to pay for stolen objects—as a result, pharaohs stopped building pyramids and began building royal tombs in secret places.

**Valley of the Kings:** All the pharaohs of the New Kingdom were buried in the Valley of the Kings or the Valley of the Queens, with the exception of king Akhenaton. (King Akhenaton tried to change the religion of ancient Egypt. After he died, all mention of his name was removed, scratched out of existence.) Hiding the tombs did not stop the robberies. Sooner or later, tomb robbers found the secret doorway into a tomb, broke in, and stole much of what was there.

**King Tutankhamun's Tomb:** The only tomb that escaped total destruction was King Tutankhamun's (or Tut) tomb. Robbers did enter, archaeologists believe, but were probably interrupted as a bag of gold rings was found dropped on the floor. That's why the discovery of King Tut's tomb by archaeologist Howard Carter in 1922 was so important. When the tomb was opened, it was still full of the many treasures that King Tut had buried with him. Those treasures told a story about ancient Egyptian beliefs, religion, and daily life. Tut was only nine years old when he became pharaoh, and only 18 years old when he died.

Surprisingly, very little care was spent collecting the objects with which his tomb was filled. Apart from the respect due him as a pharaoh, he was considered a puppet. They simply bundled some belongings together and placed them inside. To us today, what was found in King Tut's tomb makes us marvel. His face mask alone was made of solid gold and precious stone lapis. The remaining treasures archaeologists have found are on display today in museums; which evokes consideration of what treasures we might have found in the tomb of King Rameses II or one of the other major pharaohs if they had not been robbed thousands of years ago.

**Pieces of the Past:** Each tomb has a story to tell. Archaeologists spend a great deal of their time studying ancient Egyptian tombs, trying to read the pieces of the past.

### Questions:

1. What did the ancient Egyptians believe would happen to someone if he or she did not have his or her name written down somewhere?
2. In the beginning, only the pharaohs could enter the afterlife.
  - Who changed things?
  - What was changed?
3. What was the important test that took place in the Hall of Maat?

Section Eight:

## Burial Practices—Mummies and the Afterlife

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Time frame: 2 class periods (55 minutes each)

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Magazine article and/or information printed from the Internet about mummification. See links at the end of this lesson for suggestions.
- DVD player and National Geographic film, either *Egypt: Quest for Eternity* (1982) or *Egypt: Secrets of the Pharaohs* (1998).
- Reproducibles:  
*Mummies and the Afterlife*  
*Sequence Chain: Mummification*

Daily Question: What is ancient Egyptian writing called?

### Open Class:

Activity: Hand out *Mummies and the Afterlife*

- Read
- Answer questions
- Discuss answers. Review what ancient Egyptians believed about the afterlife.

### Group Activity:

- Hand out magazine articles and/or print out available online articles about mummification to each group. Read the magazine article or printout. Have students read the section on mummification in their textbook.
- Compare to the original handout *Mummies and the Afterlife*.
- Watch the mummification section of either National Geographic film listed in the preparation section for the purpose of additional comparison, or chose one of your own.
- Work in groups to identify the procedure used by the Egyptians to mummify a body. Hand out *Sequence Chain: Mummification*. A completed Sequence Chain has been included for use by the teacher.
- Compare the different sources of information and evaluate the material. Share your group findings with the class.

**Individual Activity:** Student choice. Chose one

**Choice #1: Write a letter of inquiry**

- Write a letter to the producer of the video you choose.
- Introduce yourself
- Give details on your study and interest in ancient Egypt
- Ask questions that the content has not answered

**Choice #2: Create a eulogy for an ancient Egyptian**

- Write a short eulogy for your choice of “deceased” ancient Egyptian. That person may be a woman or a man, a pharaoh, a royal, or a peasant.
- Give details about your relationship to that person
- How would the “deceased” like to be remembered?

**Close Class:** That’s all for today. Catch you tomorrow crocodile, on the Nile!

**Note to Teachers:** For more information on mummification, there are some wonderful information sites online. Here are two of our favorites:

Mummification Story

<http://www.ancientegypt.co.uk/mummies/story/main.html>

Egyptian Mummies (Smithsonian)

[http://si.edu/encyclopedia\\_si/nmnh/mummies.htm](http://si.edu/encyclopedia_si/nmnh/mummies.htm)




## For Teachers—Reference

### Sequence Chain: Mummification

Ceremony	Natron	40 days
Ceremony by four priests, one dressed as Anubis. The inner organs were removed and put in canopic jars.	Linen cloth and natron were used as packing to replace the organs.	The body was covered with natron and placed on a tilted slab. The natron remained on and in the body for at least 40 days to dry the body of fluids.



Makeup	Decoration	Mask
Packing removed, incisions sewn, body rubbed with oils and resins, nostrils stuffed with wax, pads under eyes. Make up applied. First strips of linen wound around the body.	Jewelry was used to decorate the body. Good luck charms, like ankhs, were tucked in the 20 layers. The ankh was the symbol for “life.”  	The face was covered with a mask so that the Ba and Ka could recognize the body. The mask was colored and was as lifelike as possible.

- Then, the mummy was placed in a coffin or series of coffins.
- There was a procession by family and friends to the final resting place.
- Mourners wailed and priests prayed at the tomb door.
- The tomb door was locked and sealed.
- The gods performed the weighing of the heart ceremony.
- If a person’s heart was light, and he or she passed the test, he or she boarded Ra’s heavenly boat and sailed away to join Osiris in the shining land of Two Fields for eternity.

Name:  
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Class:  
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## Mummies and the Afterlife

Ancient Egyptians believed in an afterlife, a wonderful place in which they lived after they died. To achieve immortality, there were a few requirements:

- **One's name had to be written down.** The deceased had to have his or her name written down somewhere; the more places the better. If it was not written down, they disappeared.
- **One had to pass the Weighing of the Heart test.** After death, the deceased had to pass the weighing of the heart test in the Hall of Maat, where his or her heart was weighed against the weight of a magic feather. If a person's heart was light, because he or had lived a good, caring life, full of hard work, the scale would balance, and that person would go to heaven. If it did not, the heart would immediately be consumed by Ammut.
- **One had to have a preserved body.** Another thing someone needed to move on to the afterlife was a preserved body. One way to preserve the body of a person who had died was to dry them out and wrap them up with linen bandages. That process was called mummification.
- **The Ba and the Ka:** The ancient Egyptians believed that everyone had a soul. They called the soul by two names—the Ba and the Ka. After a person died, the Ba returned during the day to live with the family. The Ka flew off to live in the afterlife. At night, both the Ba and the Ka flew home to sleep in the body in its tomb. If something happened to someone's preserved body, the Ba and Ka would get lost, and he or she would disappear.

In the very early days of ancient Egypt, the dead bodies of peasants, laborers, and other non-noble people were laid out in the hot sand of the desert, which preserved them naturally. After the desert mummified their bodies, they were buried in graves with trinkets, toys, and other things they would like to have with them in the afterlife.

Mummy Makers: As the ancient Egyptians learned more about medicine, they learned how to mummify a body without setting it out in the heat of the desert, where wild animals might destroy it. The pharaohs, and those who could afford it, soon had the ability to hire professional mummy makers. Mummy makers charged a lot of money, but those who could afford it were glad to pay to look their best in the afterlife. The process of getting a body ready for burial took about 70 days.

Ceremony (Canopic Jars): The first step of professional mummification was the ceremony. Four priests, with one dressed as the jackal-or dog-headed god Anubis, removed the inner organs of the body and placed them in canopic jars. Each jar was protected by one of the four sons of the god Horus, and the lid of each jar was in the shape of one of the four sons' heads. These jars were placed in a special chest and stored in the tomb, next to the body. The priests removed the brain through the nose and threw it away. The heart was left in the body.

Natron: Next, the body was packed with natron, which is a kind of salt used to stop decay. It was used with linen cloth as packing to replace the organs.

40 Days: The body was covered with natron and placed on a tilted slab. The natron dried the body of all fluids.

Make Up: After 40 days, the packing was removed and the incisions sewn. The body was rubbed with oil and resins. Nostrils were stuffed with wax, pads were placed under the eyes, makeup was applied, and the first strips of cloth were wound about the body.

Decorate: Good-luck charms, like ankhs, were tucked into the 20 layers of cloth that were wrapped around the body. An ankh was the ancient Egyptian symbol meaning "life." If someone was wealthy, good luck charms were made of precious jewels, ivory, and semi-precious stones. Jewelry was used to decorate the body as well.

Mask: The face was covered with a specially created mask designed to look like the face of the dead person. The ancient Egyptians believed the mask helped the Ba and Ka to recognize their person when they flew back to the body.

This process took about 70 days. After the mummification process, the actual burial could take place.

Coffin: The mummy was placed in a coffin, or a series of coffins if the person was wealthy enough to afford them. Coffins were quite elaborate. They were covered with written prayers to gods, poems of praise, and colorful illustrations.

Procession: The first night, family and friends would bring the possessions the deceased had collected and walk with the body and possessions to its final resting place, the tomb. Family and/or professional mourners, wearing blue clothes, would wail and throw ash on themselves while the priests said prayers.

Book of the Dead: At the tomb itself, the priests would gather and read from the Book of the Dead. This was not actually a book; it was a collection of papyrus scripts full of spells and magic incantations to ensure safe passage to the afterworld.

Locking the Door: Finally, the mummy was placed in the tomb, and the door into the tomb was locked. No one was supposed to enter the tomb again. Tomb robbers, of course, ignored this rule, as did priests if they felt the mummy of a pharaoh was in danger of being stolen or damaged. The mummy was wrapped with precious gems and amulets and jewelry. These were not only powerful pieces of magic, they were also worth a lot of money for their gem content.

Moving the Mummy: After the deceased's family and friends left, the priests might enter the tomb and move the body to a more hidden location so that no one would know where it was. In the case of a pharaoh, this step was particularly important, as even a god pharaoh needed his mummified body so that his Ba and Ka could return at night, and he could not look after his people on Earth if thieves stole or destroyed his body.

Whether someone was rich or poor, whether someone hired professional mummy makers or simply had his or her remains laid out in the desert to dry, everyone in ancient Egypt spent time planning what their mummy would need after they died. It was not perceived as gloomy or sad. The ancient Egyptians had fun planning what their mummy would wear. They enjoyed making the jewelry and amulets they would have someone use to decorate their body after death.

### Questions:

1. Why did the ancient Egyptians make mummies?
2. What did they believe about the afterlife?

Name:  
Date:  
Class:  
Period:

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## Sequence Chain: Mummification

Ceremony	Natron	40 days



Makeup	Decoration	Mask

- Then, the mummy was placed in a coffin or series of coffins.
- There was a procession by family and friends to the final resting place.
- Mourners wailed and priests prayed at the tomb door.
- The tomb door was locked and sealed.
- The gods performed the weighing of the heart ceremony.
- If a person's heart was light, and he or she passed the test, he or she boarded Ra's heavenly boat and sailed away to join Osiris in the shining land of Two Fields for eternity.



Section Nine:  
**Egypt Projects**

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Time frame: 2 class periods (55 minutes each)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Reproducible: *Egypt Projects*

**Daily Questions:**

Day 1: What is the difference between a tomb and a pyramid?

Day 2: What are three gifts of the Nile?

**Open Class:** Ask and answer the daily question.

**Activity: Egypt Projects**

- **Say:** In place of a written test, your job is to complete and present one of these group projects.
  - Hand out *Egypt Projects*
  - **Say:** Each group is to choose one project from the list I've just given you. You will have one class day to complete your project. The following class day, each group will present their project to the class. If your group is having trouble selecting which project to do, majority rules.
  - Review the choices with the class. Direct students to get to work. Remind them that time is short, and to stay on task.
1. You are an ancient Egyptian engineer. Design a cutaway drawing of a pyramid. Show rooms and passages and explain the use of each.
  2. You are an ancient Egyptian priest. Draw pictures of at least three ancient Egyptian gods. Write one paragraph for each picture explaining who that god was and what purpose that god served.
  3. You are an ancient Egyptian pharaoh. Design the canopic jars that you would use for your pyramid. Explain your designs.
  4. You are an ancient Egyptian artist. Make a model or a drawing of the Sphinx and discuss its history.
  5. You are a modern mapmaker. Draw two maps comparing the boundaries of ancient and modern Egypt. Develop a hypothesis to explain the difference.

**Close Class:** That's all for today. See you tomorrow, crocodile, at the Nile!

Name:  
Date:  
Class:  
Period:

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## Egypt Projects

In place of a written unit test, your job is complete one of these projects. Choose one project from the list below. Your group will have one class day to complete your project. The following class day, be prepared to present your project to the class.

1. **You are an ancient Egyptian engineer.** Design a cutaway drawing of a pyramid. Show rooms and passages and explain the use of each room and passage.
2. **You are an ancient Egyptian priest.** Draw pictures of at least three ancient Egyptian gods. Write one paragraph for each picture explaining who that god was and what purpose that god served.
3. **You are an Egyptian pharaoh.** Design the canopic jars that you would use for your pyramid. Explain your designs.
4. **You are an ancient Egyptian artist.** Make a model or a drawing of the Sphinx and discuss its history.
5. **You are a modern mapmaker.** Draw two maps comparing the boundaries of ancient and modern Egypt. Develop a hypothesis to explain the difference.



Section Ten:  
**Dwelling Places: Temples**

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Time frame: 1 class period (55 minutes)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Classified section of newspaper or a transparency with some want ads listed to use as examples.
- Reproducible: *Dwelling Places: Ancient Egyptian Temples*

**Daily Question:** What is a dwelling place?

**Open Class:** What is a dwelling place? (Receive some answers.)

**Say:** That's right. A dwelling place could be a tent, a cave, a house, a palace—a dwelling place is any place you call home, a place where you routinely return to sleep and live.

We have learned about two dwelling places that the ancient Egyptians called home—pyramids and tombs. The pyramids were afterlife homes for pharaoh, and the pyramid-cities were real life homes for the workers and priests who cared for the pyramids. Tombs were afterlife homes for pharaohs and anyone else who had them.

Today, we're going to learn about another place that many ancient Egyptians called home—the temples.

**Activity: Daily Life in the Temples**

Hand out *Dwelling Places: Ancient Egyptian Temples*

Read and answer the questions.

**Activity: The Nile News, Classifieds**

- **Say:** In the grocery store, at school, and in the newspapers, you see want ads. These ads are for things for sale, lost pets, job opportunities, and other announcements. What type of want ad might you find posted on the temple bulletin board, in ancient Egypt?
- Display some want ads on the overhead projector.
- Direct students to write a classified ad of something the ancient Egyptians might have for sale or an activity they want people to attend, like an upcoming festival. Your want ad should include the item or event, the date, and a brief description. Space is limited. Your ad should not be longer than 25 words.

**Close Class:** That's all for today. See you tomorrow, crocodile, at the Nile!

**Note to Teachers:** If you have the time, you can expand the Nile News activity by having the students work in groups to create a more complete Nile Newspaper. There are several ways to do this. Our favorite is to have the students work in groups or teams, with each group responsible for one section of the paper—Wants Ads, Classifieds, Sports, Top News Stories, Weather, Employment, Miss Manners, etc. The students will need approximately 4–5 days to complete that activity. Bring in several different newspapers, a daily and a weekly local, so they have a handy reference of how a paper is laid out. When finished, paste it together, make copies, and give each student one copy for their notebooks. Don't forget those bylines! Include dates (BCE times).

Name:  
Date:  
Class:  
Period:

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## Dwelling Places: Ancient Egyptian Temples

Just as pyramids and tombs were dwelling places for the Ba and the Ka, the two sides of the soul of deceased ancient Egyptians, temples were dwelling places for the living and the gods. There was very little reason for anyone other than a worker or priest to visit a pyramid-city. The temples were different. Each temple was built to honor a god or a goddess, but once built, everyone spent time at the temple for a variety of reasons. The temple-cities were the heart of each community.

Whether the temple was a huge, beautiful place built in the heart of one of the major cities or a small, isolated place built to honor an obscure deity, each was the center of ancient Egyptian daily life. The two great temples of Thebes employed 90,000 workmen, and had 400 orchards, 80 ships, 50 workshops, and over 500,000 head of cattle. To pay the bill, they had to tax 65 townships in Egypt. There were smaller temples, too, with fewer workmen, orchards, ships, workshops, and a few head of cattle. Big or small, the temples were spiritual, social, and economic centers.

**Gods were loved:** The surrounding courtyard or land of each temple was teeming with people. There was no sign of fear. People loved their gods, and honoring them was a joyful thing. When they asked the temple god for something, if they did not get it, they, for example, might whip the statue of their god, to let him or her know how they felt. They did not fear their gods at all.

**Temple Offerings:** When visiting a temple, women wore jewelry such as bangles. They brought temple offerings of food and goods they had made—freshly baked bread, crisp vegetables, and woven baskets.

**Temples hosted the schools:** School was conducted in the temples and held strictly for boys. Boys in short tunics poured out through the gateway each day, carrying their writing blocks and pen cases. When they misbehaved, the scribe in charge of them might reach out and cuff an ear or two to quiet them down.

**Temples served as hotels and meeting places for visiting diplomats.** Inside the temple wall, it was not unusual to see a visiting diplomat from another country or another city scurry by with his secretaries hurrying behind him. These diplomats also brought gifts for the temple god, which acted as payment for their stay.

**Temples were the homes of the priests and their families.** Priests in ancient Egypt were married and lived in the temples with their families.

**Temples provided homes for the workmen.** Every square inch of space was painted and decorated, sometimes covering heights up to 190 feet. The temple was regularly remodeled, and it was an honor to be chosen to work on the temple staff.

**Temples provided homes for farmers, gardeners, administrators, scribes, artists, and other talented craftsmen.** Temples hosted the granaries, or storage places for food. They contained rows of beehives to produce honey that the ancient Egyptians used to sweeten their food. Farmers and gardeners were needed to care for these storage and production centers. In addition, scribes and accountants were needed to record documents and data, while artists and craftsmen created paintings and potter to supply the needs of the temple and its many residents.

The temples were the centers of spiritual, economic, and social life. Along with the statue of the god the temple honored, temples also housed schools, visiting diplomats, priests and their families, scribes and accountants, and a host of farmers, craftsmen, and laborers.

### Questions:

1. Why might a visitor stay at a temple?
2. How did ancient Egyptians feel about their gods?
3. Why do you think the grain storages were in the temple?

## Professions: Pharaohs

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Time frame: 1 class period (55 minutes)

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducible: *Professions: Pharaohs (Kings and Queens)*

Daily Question: Why were planks propped inside an ancient Egyptian temple?

Open Class: What was it like to be a king in ancient Egypt?

### Activity: Pharaohs

Hand out *Professions: Pharaohs (Kings and Queens)*.

Read and answer the questions.

### Activity: Pharaoh for a Day

**Say:** Imagine that you are a pharaoh. Your word is law. Whatever you want is yours. Whatever you want done gets done. But the most important part of your job is making sure that all of your people are cared for. Today, [put today's date here], what do you want done? Remember, the most important part of your job is taking care of all the people. Don't say something like "all the cars are free." Think it through. If cars were free then soon no one would be making cars. They would be out of business. So instead of helping people, you would have hurt your people. People would be out of work. You don't want to start a war; people get hurt in wars. What should you do?

**Close Class:** That's all the time we have today. See you tomorrow, crocodile, on the Nile!

Name:  
Date:  
Class:  
Period:

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## Professions: Pharaohs (Kings and Queens)

What was it like to be a king in ancient Egypt? Well, for one thing, if you were Pharaoh, you would be a god. A pharaoh had absolute power over everything and everyone. No one could argue with you. No one could yell at you. No one could even call you by your name. They did not call you “the pharaoh,” but simply Pharaoh.

If you were Pharaoh, you would own everything—the ground, the plants, the crops, the people, the people’s homes, and all the of goods created by the people. People could use things as long as you let them, but you would be the actual owner. If you wanted something done, you would simply tell your assistants and they would see that it was completed. In addition, workers would rush to start work on your tomb the minute you became Pharaoh.

This all sounds pleasant, but being a pharaoh was difficult. As very small children, pharaohs were allowed to run and play with their friends, but this freedom did not last very long, as the job of running the country of Egypt fell on a pharaoh’s shoulders quite early. In spite of this, some remarkably able, fair, patient, far-sighted rulers ruled Egypt. The kings of Egypt might have been gods, but they were, for the most part, hard working gods.

Pharaohs married when they were very young—usually in childhood. The ancient Egyptians believed that a pharaoh was an actual blood relative of the sun god Ra. To keep the god’s blood pure, pharaohs had to marry someone within the royal family, such as their sister or their aunt. This was true only for pharaohs; no one else was allowed to marry someone that closely related to him or her. For mortals, that relationship would be too close to produce strong children for Egypt. Pharaohs and their families were exceptions.

The sign of the pharaoh was the crook and the flail, as a tribute to Osiris, the king of the afterlife, who originally carried them. As pharaohs were related by blood to Ra’s grandson, Osiris, these symbols showed their respect for their blood relation and emphasized that they were gods.

A pharaoh inherited the throne though the female line. The Queen Princess would inherit the throne, and her husband or her son would rule. If she died, the next Queen Princess in line took over, and her husband and son would rule. A new pharaoh would plan to marry any woman who seemed to have even a remote chance of inheriting the throne. Since pharaohs typically had several wives and many children, the throne was safely handed down to someone in the family for generations, creating a dynasty or single family, of rulers.

Over 3,000 years, Egypt was ruled by 31 dynasties. Here are just a few of the many pharaohs who ruled Egypt during the this period.

### **The First Pharaoh: King Menes (also known as King Narmer)**

Around 3000 BCE, King Menes, who ruled Upper Egypt, conquered Lower Egypt. He combined these two countries into one new country called Egypt. The sign for Upper Egypt was a red crown. The sign for Lower Egypt was a white crown. King Menes combined these two signs to make a Double Crown—white inside red. He established the first dynasty—and thus a system of ruling that would continue for 3,000 years.

### **The Female Pharaoh: Hatshepsut (pronounced hat-cheap-suit)**

When Hatshepsut's husband died, her stepson, Thutmose III, inherited the throne. However, Thutmose III was only a young boy at the time, and Hatshepsut was appointed to him as a sort of helper. For a while they ruled jointly, until, tired of sharing, Hatshepsut crowned herself Pharaoh. Egypt had not had many female pharaohs, and the people disapproved of her ruling. Hatshepsut ignored them. She dressed in men's clothing and ran the affairs of the nation with the full support of the priests. When Thutmose III grew up, he led a revolt to reclaim the throne, and Hatshepsut disappeared. Thutmose III had her statues and temples and buildings mutilated.

### **The Pharaoh Who Tried to Change Religion: Amenhotep IV (Akhenaton)**

1352–1336 BCE. (Father of Tutankhamun)

Akhenaton decided that a god named Aten should replace Amon as the most important God in ancient Egyptian religion. No one could stop him, because he was Pharaoh. The people and priests were not pleased. After Akhenaten died, his monuments were destroyed, and his name was removed from walls and statues, to make sure he was erased from existence and could never live in the afterlife. Still, his son, Tutankhamun, became the next pharaoh.

### **The Boy Pharaoh Whose Tomb Was Not Robbed: Tutankhamun**

(Stepson of Nefertiti, son Akhenaton)

Tutankhamun, more commonly know today as “King Tut,” was only nine years old when he became Pharaoh. When he died, he was only 18 years old. Since King Tut was only Pharaoh for nine years, the ancient Egyptians did not have time to build a large tomb. King Tut's tomb was overlooked for thousands of years. In 1922, a British archaeologist named Howard Carter entered King Tut's tomb, due in part to how easily the hinges on the door moved. Robbers may have been there because there was a bag of gold rings dropped on the floor, but the tomb contained many valuable items, including a solid gold mask of King Tut's face. The items found in King Tut's tomb are on display in museums. This discovery told archaeologists a great deal about the ancient Egyptian life.

### **The Longest Living Pharaoh: Rameses II (called Rameses the Great)**

Ramses II lived to be 96 years old. He had 200 wives, 96 sons, and 60 daughters. He ordered a great many monuments to be built in honor of him. The temple at Abu Simbel is a great example, containing many huge statues of Rameses II. The statues at his feet, about the size of his big toe, depict some of his wives.

## Questions:

1. What is another name for a pharaoh?
2. What is another name for a dynasty?
3. Why was the discovery of King Tut's tomb especially important?
4. Why did the pharaohs carry a crook and a flail?



Section Twelve:  
**Professions: Nobles, Viziers, Priests**

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Time frame: 1 class period (55 minutes)  
Professions: Nobles, Administrators, Priests  
The Game of Senet

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Markers: 12 circles of the same color or design per player.  
Have the students make their play pieces prior to the start of the game.
- Overhead transparency of *The Game of Senet* handout
- Reproduces:  
*Professions: Nobles and Administrators*  
*Professions: Priests*  
*The Game of Senet*  
*The Game of Senet Rules*

**Daily Question:** Who lived in the pyramids?

**Open Class:** Yesterday, we looked at the job of a pharaoh. Today, I would like to look at some other jobs in ancient Egypt and the people who did them.

**Activity: Nobles and Administrators**

Hand out *Nobles and Administrators*

Read and answer the questions.

**Activity: Priests**

Hand out *Priests*

Read and answer the questions.

**Activity: The Game of Senet**

**Say:** Everyone worked very hard in ancient Egypt. The pharaoh worked from dawn to dusk, and sometimes into the night, as did his second in command, the Vizier, and the priests. No matter how busy their day, each ancient Egyptian, from farmer to pharaoh, reserved time for relaxation with family and friends. The ancient Egyptians loved to play games. One of the games they played was the Game of Senet. The game of Senet is at least 4,000 years old and is just as much fun to play today as it was when the ancient Egyptians played it.

- Place a Senet game board on the overhead
- Explain how the game works

- Hand out: *The Game of Senet*. Handout: *The Game of Senet Rules*. When making copies, you can put the game board on one side and the rules on the other.
- Pass out Senet boards to everyone. Since there are two players, one board will be in play. The other will serve as a handy set of rules.
- Hand each student a piece of paper with twelve same-sized circles on it to use as markers. Have them write their name on each circle and cut all game pieces out. If time permits, give them a few minutes to personalize their game pieces. Remind students that all 12 game pieces should look approximately the same so that they can easily recognize their game pieces during play.
- Put students in teams of two, or groups of larger even numbers.
- Play Senet.

**Close Class:** That's all the time we have today. See you tomorrow, on the Nile!

Name:  
Date:  
Class:  
Period:

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## Professions: Nobles and Administrators

Several million people lived in ancient Egypt. It was a big place to manage. The pharaoh was in charge of everything. He was the head of the military, the top priest, the head of government, and the main farmer. As a result, the pharaoh had lots of help, including an organized army and a police force. He also had a huge number of ministers and government officials, all of whom reported to their boss, who reported to the vizier, the pharaoh's right hand man.

**Nomarchs:** A pharaoh's palace was not only his home; it was also the seat of government. Many officials had offices in the palace. Many had offices in the provinces. The country of Egypt was divided into nomes or provinces. There were about 20 nomes in Lower Egypt and a little over 20 nomes in Upper Egypt. Each nome had a nomarch in charge. Nomarchs were not elected; they were appointed by the pharaoh or by the vizier in the pharaoh's name. The nomarch was typically a member of the royal family.

**Overseers:** Each nomarch had many senior and middle-ranking officials called overseers to help them run the local government. Overseers employed people, mainly scribes, to help them maintain the royal archives.

**The archives** were most important. These included such important documents as wills, deeds, tax lists, court results, journals, letters, memos, regulations, inventories, and notes from meetings. These were sent to the vizier to be reviewed and ultimately to be included in the archives.

**Vizier:** Next to the pharaoh, the most important person in ancient Egypt was the vizier. Everyone reported to the vizier, who reported to the pharaoh. Every day, the vizier had to submit a report to pharaoh about the state of all of Egypt.

The ancient Egyptians gave themselves a string of titles that were, for the most part, quite meaningless. Some of the princes called themselves viziers, but they did not do the job of a vizier. Actual viziers had a reputation for honesty, integrity, wisdom, and dedication; they were worshipped in later years as gods. The vizier's job, however, was not to be a god; it was to deal out justice.

One of the vizier's many jobs was to hear cases that had not been settled in lower courts. Egypt had three lower courts to hear complaints from the people. Sometimes, no matter how everyone tried, people were still unhappy with the decision of the lower court. They had the right to come before the vizier and be heard. One of the rules was that cases were taken in

order—first come, first served, no exceptions. Another rule was that everyone had rights. The vizier could not send away anyone unheard. He had to listen patiently and carefully to each complaint. Once the vizier announced his decision in a case, he had to explain why he made that decision to the audience.

The vizier's day was not done. On a typical day, he might have to meet with a governor of one of the many nomes or a visiting diplomat from a neighboring tribe or country. He might study the tax collection receipts and create a report for pharaoh or check into the latest repair needs for one of the many canals that held precious water. At the end of the day, before the vizier could go home to his family and relax, he had to put in several more hours catching up on all his paperwork.

**Who were the nobles and administrators?** Relatives of the pharaoh were considered nobles. Some nobles worked in civil service as administrators. Some administrators were high officials, who, over time, achieved the same social status as a noble. It was important to work because jobs were inherited. Families were known for the job that they did; if someone was a baker, his sons would most probably become bakers and all his children would work in the bakery. The goal was not to find a different job, but to continue the job for which your family was known.

**Did this system work?** This system worked very well, but there were some problems. In each of the provinces, a noble was the head of local government. Some of these nobles were little pharaohs. Consequently, some of the provincial nobility were more concerned with building their own tombs than with the comfort and security of their people. This led to problems. In some cases, it led to war. But others were very proud of the job they did on behalf of the people. Ameni, who was the nobleman ruler of Upper Egypt for a while, was, as he said, proud that his subjects had enjoyed perfect justice, that the poor and widows had lived in perfect security, and that he had abolished poverty and looked after agriculture so perfectly that no one had gone hungry, even in the days of scarcity.

### Questions:

1. What did the vizier do?
2. In the provinces, who was in charge of the local government?
3. What kind of things would the vizier include in his daily report to the pharaoh?

Name:  
Date:  
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## Professions: Priests

People were not afraid of their gods or of their highly respected priests. The temples were places where religious ceremonies were held. They were also schools, universities, libraries, and centers of administration, workshops, farms and granaries.

**Home Life:** Priests married and had families. They worked in the fields, tended the beehives, and made daily rounds to visit the people who could not come to the temple because of illness or age.

**The Daily Rite:** One of the most important jobs of the priests was the Daily Rite. The Daily Rite was performed in the capital and in every temple along the Nile. There was a door into the shrine where the statue of the god was displayed. At night, the door was closed and a clay seal was fixed to the door. In the morning, accompanied by assistant priests and women singers, the clay seal was broken and the door was opened. The main priest removed the statue from the shrine and offered it food, similar to how a child might pretend to feed a doll. They robed it in royal clothes and rouged its cheeks. The statue was placed back in the shrine. The door to the shrine was sealed again and everyone left the room walking backwards, sweeping a wide palm leaf over the floor, to remove any footprints they might have made.

**Festivals:** Priests were also responsible for local festivals. Festivals were held often and joyously. The center of the celebration was the statue of the god, carried by the priests, in parade style, up and down the streets of the town or city. The priests wore bird and animal masks. Around them, female musicians would shake rattles.

**Funerals:** Priests were responsible for the process of getting bodies ready to move on to the afterlife. They conducted the burial ceremonies and the procession to the tomb. At the tomb, priests were also responsible for the opening of the mouth ceremony. This is the ceremony, which the ancient Egyptians believed would restore to the deceased the ability to eat and drink in the afterlife.

**Father to Son:** It was not easy to become a priest. Like other jobs in ancient Egypt, the priesthood was handed down from father to son.

### Questions:

1. How could you become a priest?
2. What was "The Daily Rite?"

Name:  
Date:  
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## The Game of Senet Rules

This is a very fast game. Do not be discouraged if you lose every time. It happens, even to me!

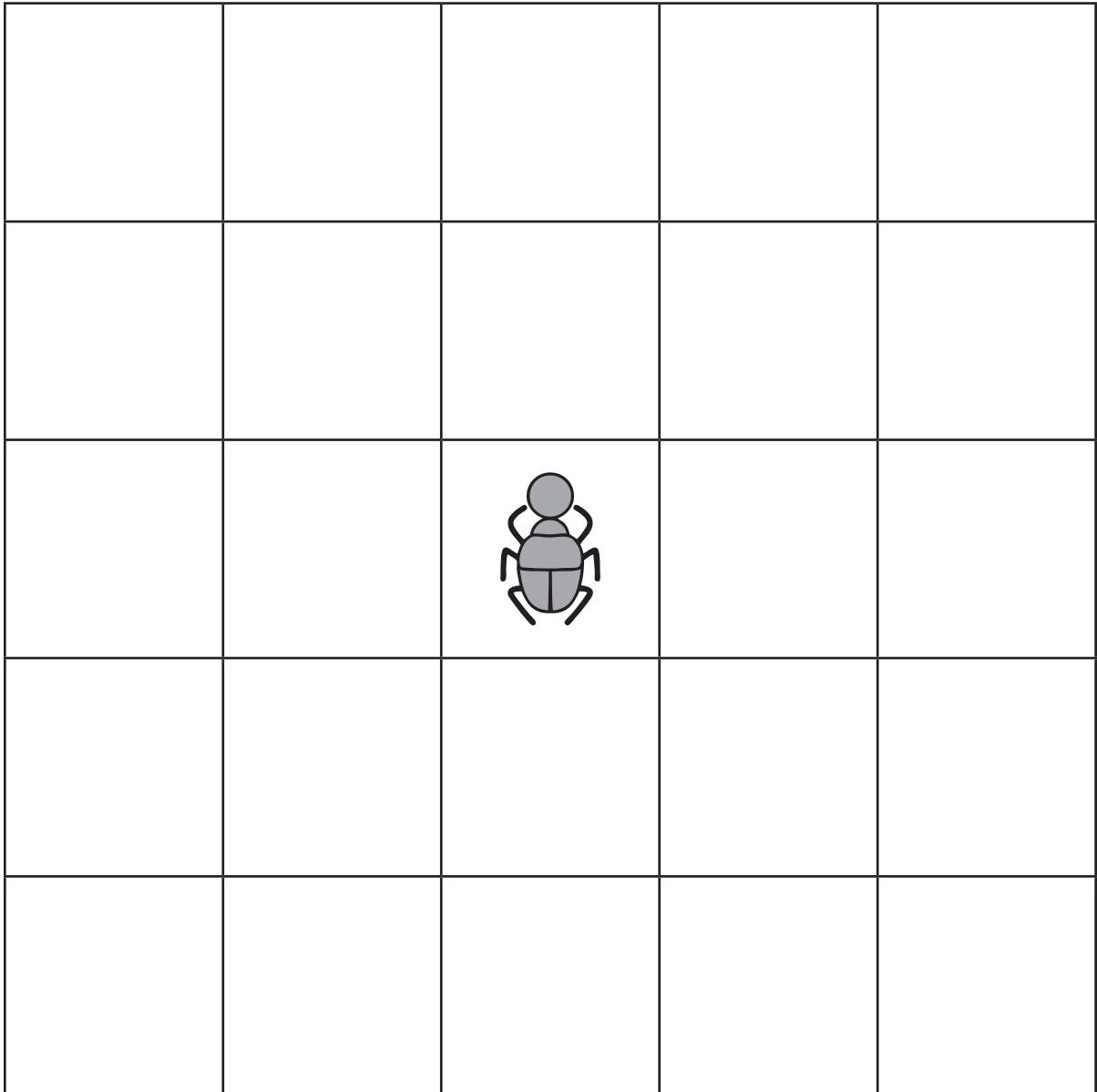
1. Decide who goes first. No markers are to be placed in the center square.
2. First player puts two markers on the squares
3. Second player does the same. Hint: Place at least one of your markers near the center square.
4. Continue to alternate, putting two markers on the game board each time it is your turn until all the markers are on the board leaving the center space open.
5. The first player moves one marker into the center square. If that player cannot do so, that player passes.
6. Markers are only taken when they are trapped between two opponents pieces after the game has started. If a player moves his or her marker between two of the opponent's markers, his or her marker cannot be captured. (It's a very clever move, sometimes.) Example below: O's piece captured and removed from the board.
7. Each time a player captures a marker, that player is entitled to another turn immediately. Multiple captures (capturing two of your opponents pieces with one move) still only gives you one extra turn.
8. When a player captures an opponent's marker, he or she must pick up the marker.
9. The winner is the one who captures the most markers or whose opponent cannot or will not move.

Example Step 3					Example Step 6				
		X							
		O					X		
	O	#				#	O		
		X							

Name:  
Date:  
Class:  
Period:

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## The Game of Senet







## Professions: Soldiers, Scribes, Artists, Peasants

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Time frame: 1 class period (55 minutes)

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Pictures of pharaohs crowns: the red crown of Lower Egypt, the white crown of Upper Egypt, the double crown, King Tut's crown
- Reproducible: *Professions: Soldiers, Scribes, Artists, Peasants*

Daily Question: What is a nome?

**Open Class:** Yesterday, we looked at priests and nobles in ancient Egypt. Let's quickly review what we learned. (Quickly review.)

### Activity: Soldiers, Scribes, Artists, and Peasants

**Say:** Today, I would like to look at another group of ancient Egyptians—soldiers, scribes, artists, and peasants.

Hand out *Professions: Soldiers, Scribes, Artists, Peasants* Read and answer the questions.

**Note to Teachers:** Information on slavery in ancient Egypt is included in the daily life section.

### Activity: Pyramid Blocks

**Say:** Ancient Egypt was famous for its pyramids. The social structure was also like a pyramid with Pharaoh on top. We have read about all the classes of people. Now, let's see how it all fits together.

- Have students draw a pyramid. (A triangle)
- Put one copy on an overhead
- Use 10% of the pyramid to represent the top social classes in ancient Egypt, including everyone except the farmers/peasants.
- Use 90% of the pyramid to represent the farmers/peasants. Draw little squares inside this huge space to represent different peasant families.
- Fill the pyramid in together, as a class. The teacher fills in the overhead projector. The students fill in the handout they were given.

**Activity: Create a Crown**

- **Say:** Throughout ancient Egypt's long history, some of the pharaoh's created a new crown. Over time, the kings of Egypt designed about 20 different crowns.
- Put copies of the crowns shown on page 20 on the overhead, or show pictures of the red crown of Lower Egypt, the white crown of Upper Egypt, the double crown created by the first pharaoh King Menes, the crown of King Tut.
- Direct students to take out a piece of paper and their colored pencils.
- Have them create a drawing of a new crown fit for a pharaoh.
- Have them give a written description of the crown. What is it made of? What do the materials and designs represent?
- Have those students who choose to do so share their drawing with the class.

**Close Class:** That's all the time we have today. See you tomorrow, crocodile, on the Nile.

Name:  
Date:  
Class:  
Period:

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## Professions: Soldiers, Scribes, Artists, Peasants

**Soldiers:** Other countries did not want to send their armies marching across a vast desert to finally reach ancient Egypt and start a battle. Thanks to Egypt's natural barriers, Egypt had little need for a huge army in the beginning. During the Old Kingdom, provinces had local armies to solve local problems.

Natural barriers did not totally protect them. They needed protection in the eastern Delta region and in the south. They built fortresses in the eastern Delta region, and built a line of fortresses in the south to protect them from their African neighbor, the Nubians.

During the Middle Kingdom, they created a properly trained central army, led by commanders. The commander-in-chief was the pharaoh. As the pharaoh's war helmet was bright blue, the army was always looking for new recruits "to support the blue."

When they did not have enough people enlisted in the army, the royal recruiting officer made rounds of the villages. He "recruited" one man from every ten into compulsory service. The people were very upset about it. The Egyptian peasant was a peaceful soul, and forcing him to join the military was unpopular and ineffective. The Egyptians lost a great many of their battles. The peasants were not fighters, they were farmers, and the thought of spending years locked up in a barracks, marching up and down to the sound of a trumpet, was not a happy one. Though it was exhausting and hard, they would much rather toil in the fields, doing work that mattered close to home.

Schoolteachers frequently spoke out against the military as a choice of career for their students. They were quite outspoken, indicating the freedom of speech the ancient Egyptians enjoyed.

One of the stories teachers told was about a poor soldier who wrecked his chariot just as the commander was making an inspection. First, he was whipped until he was a bloody mess. Then, he was forced to march over the mountains carrying a heavy backpack. The pack was so heavy that it broke his back. He had to drink foul water, because he was too far away from the Nile. He received almost nothing to eat because he was too far away from the grain storage to pull his fair share. Finally, when he was allowed to return home, he had to come tossed over the back of a donkey because his legs no longer worked. On the way home, he was set upon by bandits who stole his pay and his donkey. There was nothing left for him but to crawl all the way home to the Nile. Poor soldier, what a life to choose.

**Scribes:** Perhaps they were not the best of soldiers, but the ancient Egyptians were effective administrators. The Two Lands became great not from battle, but from order provided by

their scribes. Scribes knew how to read and write. The profession held great prestige. Some of the peasants could read and write, but most could not. To show how important they considered reading and writing, noblemen, princes, and even the pharaoh had artists depict them sitting cross-legged with a scroll of papyrus paper.

A person could learn to be a scribe if he successfully completed a certain course. If he did, he would have many job opportunities, such as entering the royal service or the temple service. He could work for a provincial nobleman, serve a senior administrator, or serve the courts. He could become an authority on tax, or train as an engineer or as an architect. In a world in which it was almost impossible to move up the social scale, because jobs, for the most part, were inherited, scribes were the exception. Scribes were members of the upper class, or at the very least, upper-middle class.

The same schoolteachers who told horrible tales about the life of a soldier encouraged their students to become scribes. They told their students that if they became a scribe, their hands would be soft, they would be treated with respect, and they could wear a white robe to show that they were not a peasant.

**Artists:** Ancient Egyptian artists were craftsmen. They were not given the honor due their work. They were perceived and perceived themselves as one of a group. Making a statue took a great many craftsmen. First, the sculptor had to have his stone cut by a stonecutter, after which he had to have the stone hauled by a stone hauler. Then, he had to sculpt the stone. Once it was sculpted, he had to deliver the stone to the artist who specialized in cutting hieroglyphs, to add the owner's name, achievements, and description on it. To make the statue as lifelike as possible, the sculptor had to bring your statue to the artist who specialized in coloring. And finally, the sculptor could deliver his sculpture. Everyone was paid, but no one received recognition for his work. The quality of the statue was the first priority.

Most statues were ordered for tombs, so it was doubly important that each statue should look as much like the owner as possible. This was to avoid confusion. A man's name was not just a label; it was a representation of the man himself. If his name vanished, so did he.

To an ancient Egyptian painter working on a tomb wall, the easiest way to represent 100 people was to paint them in organized rows so they would be easy to count. They worked hard to complete their paintings and, in spite of the low esteem in which artists were held, their art was magnificent. The surviving statues show us how people looked, and the surviving tomb paintings are vivid pictures of everyday life in ancient Egypt. These paintings and statues show us the ancient Egyptians at work, at play, in their homes, in the city, and in the country.

**Peasants:** The native-born Egyptian peasant was not a slave; he was a serf. He was bound to the service of his master and his master's land. His master could be a nobleman, a pharaoh, or a temple. The serf, however, could also possess land and property. Since masters believed in fairness and justice, this system benefitted everyone. Most peasants were farmers, while some accepted employment in the homes of the rich and noble as nannies or servants. All peasants were paid for their work.

In the middle of the day, the peasants broke for siesta, along with most of the rest ancient Egypt. During this mid-day siesta, they ate, drank, and rested. Afterwards, they resumed work until dark—they had a lot to do. They tended to their master’s garden, took care of the beehives and the cattle, and caught fish and birds. They were busy, but they found time to enjoy the many festivals put on by the priests, paid for by the masters, for their entertainment. If a peasant had the money, he could buy his wife a linen dress. Peasants had private homes of their own. They had children they loved and enjoyed. They spent time with their family. The peasant’s life was busy but contented.

Each year, each adult male peasant had to enroll in a work gang and give a certain number of days of labor to public works programs. They might be assigned to fix the canals, work on the roads, or replace the boundary stones between properties in a given location. Some peasants also signed up to work on the pyramids.

Of all their jobs, the two most important were the planting and the harvesting of crops each year. At the earliest possible moment, when the Nile receded and the land had dried out enough, the peasants planted the fields. When the crops were tall, the peasants spent long hours in the fields, bringing in the crops.

Occasionally, peasants got into trouble. They stole or they cheated on their taxes. When that happened, the police took them to court. If they were found guilty, some would be given a warning, while others would get a beating. Fortunately, magistrates were merciful, and peasants were important to the welfare of all.

The peasants knew their jobs were important to all of Egypt. It gave them great pride to do their job well. Peasants in ancient Egypt were thanked for the work they did by the pharaoh, their master, and the gods. Peasants whose hearts were light could dwell forever in the afterlife.

### Questions:

1. Speaking out against the military without fear of punishment shows that the ancient Egyptians had what?
2. Why did Egypt need an army?
3. Why do you think everyone thanked the peasants?
4. Why do you think artists did not take credit for their work?
5. What was the most important job of the artists?
6. Name eight professions in ancient Egypt.
7. Where do you think slaves fit in this culture?



Section Fourteen:

## Daily Life in Ancient Egypt

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Time frame: 1–2 class periods (55 minutes each)

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Create a transparency *Wrong Statements—Correct Statements* for the overhead
- Reproducibles:
  - Ancient Egyptian Women*
  - Daily Life in Ancient Egypt*
  - Wrong Statements—Correct Statements*

### Daily Question:

Day 1: What did the ancient Egyptians use for paper?

Day 2: What did the ancient Egyptians use for paint?

**Open Class:** How do we know what life was like? (They wrote things down and drew pictures.)

### Activity: Daily Life in Ancient Egypt

Hand out *Ancient Egyptian Women*. Read and answer the questions.

Hand out *Daily Life in Ancient Egypt*. Read and answer the questions.

### Activity: Wrong Statements—Right Statements

Place *Wrong Statements—Correct Statements* on the overhead projector.

Show one sentence at a time. Allow kids to shout out their answers.

1. True
2. False, no glasses
3. False, no bicycle
4. True
5. False, wrong animals—they would be looking for crocks and hippos
6. False, no tractor
7. False, no sugar
8. False, no bank
9. False, no graveyard
10. False, no cars

### Activity: Stump the Audience

- Move students into their groups.
- Each group will have a few minutes (or as long as you choose) to create five sentences designed to “Stump the Audience.”
- In turn, each group will read their statements to the class, one statement at a time, to see if the class can guess if they are true or false.
- If you teach multiple classes in the same classroom, have your students post their questions but not their answers on the wall. Create a bulletin board heading: TRUE OR FALSE?

**Close Class:** That’s all the time we have today. See you tomorrow, crocodile, on the Nile!



Name:  
Date:  
Class:  
Period:

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## Ancient Egyptian Women

Ancient Egyptian women were the most liberated females of their time. A woman's first duty was to be a good wife and mother. Her job was to run the household, and to run the family farm or business if her husband was busy working elsewhere. Egyptian women could also own their own business, own and sell property, or get a job outside the home. They could work as a weaver, a perfume maker, a baker, or as an entertainer such as a singer, dancer, acrobat or musician. These were paid jobs. A noblewoman could become a priest. (All priests had to be nobles.) Women who broke the law faced the same penalties as men, and were expected to defend themselves in court just like men.

Girls got married very young, usually between the ages of 12 and 14. Some were arranged marriages. Some were love matches. A woman had one husband. Unless she was married to a pharaoh, she was his only wife. Love was very important to the ancient Egyptians.

They were also a practical people. Before marriage, an agreement was signed that said anything a woman brought into a marriage was hers to keep forever. That included land, as women could and did inherit land from their parents. This was an important agreement because women could divorce their husbands. The divorce was simple: the couple had to agree to divorce in front of witnesses, and a scribe had to record the divorce for the archives. Both parties were free to remarry.

A divorced woman gained custody of the children. She retained everything she had brought into the marriage, and she gained one-third of her husband's property to help her care for her children.

### Questions:

1. Why do we say ancient Egyptian women were liberated?
2. Why do you think Egyptian girls married so young?
3. Besides owning land and having paid jobs, what was one of the other things ancient Egyptian women were allowed to do?

Name:  
Date:  
Class:  
Period:

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## Daily Life in Ancient Egypt

The ancient Egyptians worked very hard, but saved time to enjoy family, friends, music, parties, swimming, fishing, hunting, sailing, and especially their children, all of which were very important to the ancient Egyptians.

**Religion:** The ancient Egyptians believed in an afterlife and prepared for it by filling their tombs with statues of loved ones and other items to mimic their lives on Earth. Working on their tombs and many possessions was a big part of daily life. They spent a great deal of their daily life in the temples, honoring their many gods.

**Children:** Family life was very important to the ancient Egyptian. Children were the heart of the family. If a couple could not have a child, they adopted a child. Children were taught to be kind and honest, to respect their parents, to help with the family business, and to care for the elder members of their family.

**Education:** People who could afford it sent their boys to be educated at the temple schools. Those who could not taught their boys at home. Girls were taught at home. Some were taught to read and write, as well as how to manage a home. Children followed in their parents' footsteps. If a boy's father was a baker, so was the boy, unless he was accepted as a scribe. The profession of scribe would allow someone to climb the social ladder.

**Food:** Bread and beer were the staples of ancient Egypt. They also made wine, but beer was the beverage of the masses. The ancient Egyptians used honey to sweeten food; they did not have sugar. Except in times of drought, when everyone suffered, no one in ancient Egypt went hungry. The pharaoh did not begrudge his people food. They were free to fish the Nile and gather eggs, grain was stored centrally so that all could share, and food was dried and stored in lidded containers, for preservation

- **Upper Class:** They ate meat and drank milk. They had wild birds and eggs. They ate a lot of vegetables and dates. Dinner was served on a small table, which was brought to each individual. People ate their food with their fingers, rinsing their hands between courses.
- **Lower Class:** They ate fresh bread, onions, vegetables, fish, eggs, and beer. People ate their food with their fingers while lying on mats woven from reeds.

**Baths:** Everyone bathed daily.

- **Upper Class:** Soaking tubs of baking soda and water, with scented soap.
- **Lower Class:** The Nile.

### Clothes:

- **Upper Class:** Robes of white linen. The Egyptians were experts in pleating. The upper class had sandals made of leather. People went barefoot at home.
- **Lower Class:** Robes of dark cotton or woven reeds. They also had woven sandals, which they almost never wore.

**Jewelry:** Men, women and children wore jewelry. Jewelers were skilled craftsmen. Wide collars were popular, as were rings, earrings, and bracelets worn at the wrist, upper arm, and ankle.

- **Upper Class:** Gold, silver, lapis and other gemstones.
- **Lower Class:** Copper and colorful stones.

**Hair:** Men were clean-shaven. They used well-made razors.

- **Upper Class:** Wigs for women and men. They wore perfumed cones on their heads made of grease. The heat of the day melted the cones and allowed the oily grease to run down the neck and back. It was cooling and worked like a sunscreen lotion. Men wore false beards on occasion.
- **Lower Class:** Pigtails for the girls, shaved heads for the boys. Short hair cut for adults.

**Kohl Make-up:** Women, men, and children designed their eyes with black kohl, made of powdered stone. Kohl protected their eyes from the glare of the sun. Women tinted their nails and rouged their cheeks, as did some men.

**Sports and Pastimes:** Chariot racing, archery tournaments, wrestling, swimming, boating, running, jumping, playing ball. Girls had dolls, some of which were very lifelike with extra sets of clothing. They played board games like Senet, and had harps, flutes, bells, and percussion instruments. Festivals were held frequently.

**Slaves:** Ancient Egyptians enslaved captured enemies or criminals. Based on how the Egyptian masters treated everyone else around them, it is probable that slaves were treated kindly. The Egyptians believed that bad masters have heavy hearts. When it was a master's turn to face the weighing of his heart in the Hall of Maat, it was thought that the Devourer would eat him if he had been a bad master.

### Questions:

1. What were the two staple foods?
2. What material was used to make the nobles' clothing?
3. Who wore jewelry and makeup?
4. Who could be educated?

Name:  
Date:  
Class:  
Period:

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## Wrong Statements—Correct Statements

1. Pharaoh stood in the doorway and admired his modern city.
2. The queen took off her glasses as she put on her makeup.
3. The young boy ate his figs as he bicycled down the road to the pyramid.
4. The young girl admired the pretty clothes in the market.
5. The children swimming in the Nile kept an eye out for lions and tigers.
6. The farmer sweated in the hot sun as his tractor plowed the field.
7. The baker sprinkled sugar on the doughnuts he made for Pharaoh.
8. The merchant counted his change on the way to the bank.
9. The priest laughed as he prepared the pharaoh's body for burial in the graveyard.
10. Pharaoh looked at his new car with pride.

Section Fifteen:  
**Life on the Nile**

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Time frame: 3 class periods (55 minutes each)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:  
*Dwelling Places—Homes*  
*Life on the Nile Script*

**Daily Questions:**

Day 1: What is kohl and why was it used?

Day 2: Why were homes made out of sun-dried bricks?

Day 3: Why were cats treated with respect?

**Open Class:** Welcome home! Today we are going to take a look at ancient Egyptian houses. Given what you know about the ancient Egyptians, do you think they lived in caves? Tents? Caravans in the desert? What type of structure do you think the ancient Egyptians might call home?

**Activity: Dwellings—Homes**

Hand out *Dwellings—Homes*.

Read and answer the questions.

**Activity: Life on the Nile**

1. Direct your students to get in their groups.
2. Hand out *Life on the Nile*, and run over the storyline.
3. Assign each group a chapter or act of the storyline. Each group will only work on one chapter (or act). Depending on the level and ability of your students, have them either write a play or a story. Choose one:
  - Have them write one act of the play using the storyline they were assigned, with each student having speaking parts.
  - Have them write their assigned chapter of the story. One member of the group will act as narrator who reads their chapter, while the rest of group pantomimes the action while the story is read.

4. Each group is also responsible for designing and drawing a background for their act or chapter. Make the backgrounds detailed. You might have a funeral procession going on, boats on the Nile, kids playing, homes along the shore, animals grazing, a temple, people dragging stones to the pyramid.
5. Allow students the remainder of today's lesson and all of tomorrow's to get their act (chapter) together.
6. On the third day, have each group perform their section of the story in order.

**Additional Activity:** If you choose, your students can make costumes by wearing dark clothing (brown, navy blue, black) and wigs made from black yarn. The priest should wear white clothing. If they are returning noble children, their garments are white. If they are returning peasant children, their garments are dark. Don't forget to outline the eyes with kohl.

**Close Each Class:** That's all the time we have today. See you tomorrow, crocodile—on the Nile!

Name:  
Date:  
Class:  
Period:

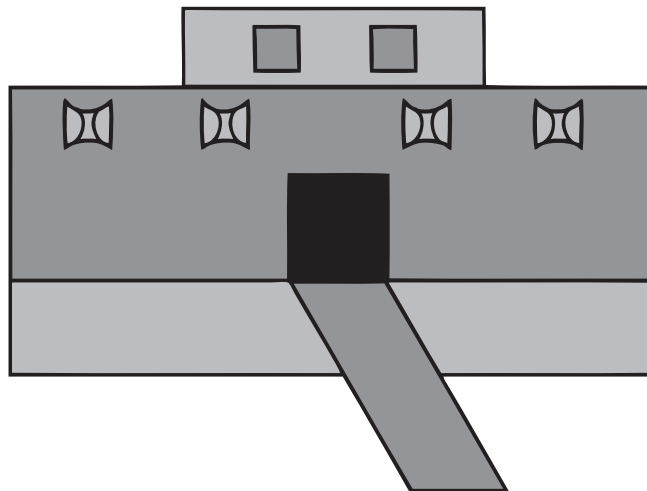
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## Dwelling Places: Houses

The ancient Egyptians did not build their homes from wood. Wood was scarce. They built homes of sun-dried bricks, which they made from mud and straw or sand. They knew how to use a kiln to bake bricks, but the desert heat did the drying for them naturally. It was much faster and required far less labor. The ancient Egyptians could make an unlimited number of bricks rather easily. And, since they had a firm understanding of construction, their homes were huge. Some nobles also had homes built of stone faced with limestone, which would make the house sparkly white.

The villas of the upper class were built in huge squares, about 100 feet long and 100 feet wide. The windows were cut high in the walls, with bars, to keep animals out and to reduce the amount of dust and sand that found its way into the home each day. The center of the villa was usually raised, and the roofs were flat. The ancient Egyptians often sat outside on their roofs in the evening to watch the sunset and catch the evening breeze. Today, we would call their style of architecture “contemporary.” Yet, these houses were built 5,000 years ago!

Noble Villa



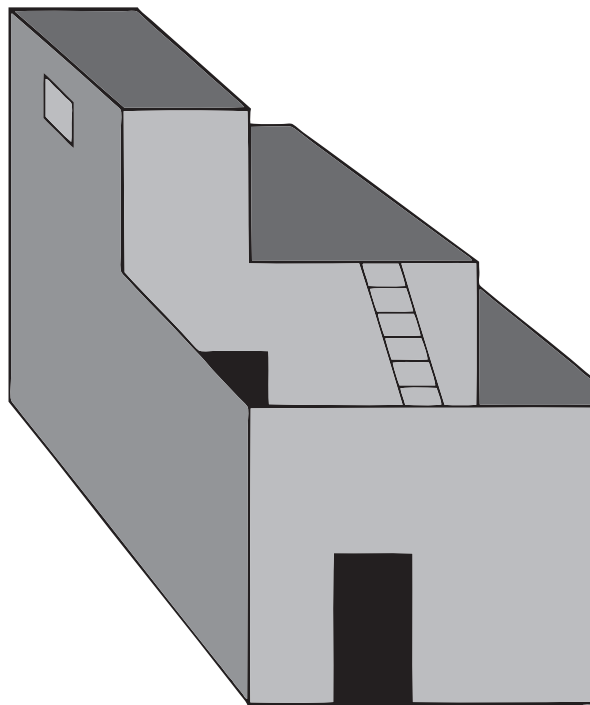
The inside of a villa might have 25–30 rooms. Although the best artists were busy working on the pyramids or tombs, the walls of each villa were highly decorated by the best artists their money could buy. Some walls were washed with pastel colors to appear brighter and cleaner.

The center room of the house was the family room or huge living room. Because it was in the center, surrounded by other rooms, the living area was cool in the summer and warm in the winter. Nobles homes had beautiful furniture, including side tables, chairs, beds, stools, and chests to hold linen.

Behind the living room was the master bedroom suite. It usually had its own bathroom, complete with toilet. Other bathrooms were scattered through the home. Pipes led from the bathrooms to various parts of the garden outside. Other rooms were used for a variety of purposes, including the children's bedrooms and playrooms. Some of the rooms were storerooms full of sealed jars of food.

Homes had front doors and back doors. Each door was built about four feet off the ground, again to reduce dust. Each door was reached by a ramp. The ancient Egyptians knew how to build staircases, but mostly, they used ramps to move from one level to another. Outside the villa were gardens and pools and, perhaps, a summerhouse.

### Peasant's Home



A peasant's home was tiny by comparison. Each peasant family had their own home. A door led into an open courtyard with walls but no roof. From the courtyard, a ramp led up, to a door leading inside the house. The ramp led to the second floor roof, where the peasant family could enjoy the evening together. Some homes had a third story with a ramp that led from the second floor roof to the third floor roof.



In town, the bottom level was used for a business. It was the bakery or the store or workshop. The top levels were used for the family home. Homes were built close together, with shared walls. In the cities, the peasants and middle-class workers were crowded together in close quarters and neighborhoods.

In pyramid-towns, homes were provided for the workers. In the city, quite often the city planners would often have homes built for workers.

In the country, the homes of peasants were roomier, as they were made of inexpensive brick. The first level might be used to hold wild birds for eggs and meat. Outside, behind the house, one would probably find a vegetable garden. Although the master had the final say, it was usually up to the peasant how big he or she wished to build their home.

**House Cats:** The ancient Egyptians believed that cats protected their homes and children from danger. All houses had a house cat.

### Questions:

1. Why did the ancient Egyptians build houses out of brick?
2. Why did their houses have flat roofs?
3. In town, for what purpose did the peasant use the first level of his home?
4. In the country, for what purpose did the peasant use the first level of his home?

Name:  
Date:  
Class:  
Period:

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## Life on the Nile

### Script

**Act One:** It is early morning. Three children, who should be fast asleep in the nursery, are wide-awake. One of the children is holding her face. She had a toothache in the night. Their nanny had fried up a mouse to put on it. The mouse is still on the small table near the child's bed. Her tooth still aches but it is much better. The children are wide-awake, and the rest of the household is sound asleep. They are very good children, but they are bored. They go outside and stand on the ramp to their front door. They watch Pharaoh's pyramid being built. The children run off toward the pyramid. It is much further away than they had thought. By the time they arrive, they are hot and hungry and tired. But they are not allowed to take a nap at the pyramid site. A workman gives them a drink and sends them away for their safety.

**Act Two:** Feeling as if they are not having much of an adventure, and quite sure that there will be trouble when they return home, they walk along the shore of the Nile. They see a boat, and climb inside. They crawl under the folded-up sail to get out of the heat. Being very small children, and having spent much of the night awake, they fall asleep. A short time later, a fisherman pushes the boat into the Nile and climbs aboard. There is a cool breeze. The movement of the boat awakens the children. Everyone jumps, including the fisherman. He does not have time to turn his boat around and take the children home. Besides, he does not know where the children live. All he knows is that he is a fisherman and must catch fish for his master. Otherwise, he will not be paid. The fisherman rows ashore and asks his friend, the date harvester if he can get the children home.

**Act Three:** The date harvester is harvesting dates on his farm. The dates must be harvested soon or the crop will be lost. He was going to send the children home with his wife, but his wife is not in the house. She must be washing clothes down at the Nile. But the gods are smiling. He knows what he will do. He will have his friend take the children into town. His friend should be along any moment now. While they wait, the children lend a hand harvesting the dates. They find this work great fun. When the friend appears, he has a string of camels with him. He is a camel seller, on his way to market. The camel seller agrees to take the children into town. The children ride the camels, and have a wonderful time.

**Act Four:** The camel seller drops the children at the bakery. The baker is glad to take the children. He gives them bread to eat while he decides how best to get them home. He cannot leave his shop right now. The bread is cooking. Someone must keep an eye on it. His daughters are busy making new bread, so they cannot be spared. His wife has gone to buy some barley from the granary. Fortunately, his friend, the jewelry merchant, stops by for bread. He is on his way to the temple with an offering. The jewelry merchant will bring the children with him to the temple. The priest will know what to do.

**Act Five:** The priest is finishing the Daily Rite as the jewelry merchant arrives. The temple statue is being replaced inside the shrine. The priest is glad to take the children. He thanks the jewelry merchant for his wonderful offering—a new necklace for the statue of the god. The necklace is put around the statue’s neck. The priest speaks magic words as everyone looks on in excitement. It is a wonderful offering. The god will be pleased. Then, the children and the priest set out for the children’s home. They know the way. A cat is sitting outside on the ramp that leads to the front door of the children’s home. The cat is washing his face. The cat looks up and stares at the priest. At that moment, the children’s parents come running up from the Nile. Their children had been gone a very long time, and no one knew where they had gone. How silly of them to worry. They should have known their cat would bring the children home safely. What a wonderful magical cat!



## Monuments, Records, and Archives

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Time frame: 1 class period (55 minutes) Obelisks

### Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overhead of the Washington Monument in Washington, DC, and an overhead of an ancient Egyptian obelisk
- Pictures of some of the famous monuments of ancient Egypt
- Reproduces: None for this section

**Daily Question:** Why did the ancient Egyptians put bars on their windows?

**Open Class:** Today, we are going to learn about some of the other ways the ancient Egyptians recorded their lives.

### Activity: Obelisks

Show a picture of the Washington Monument

**Say:** This is a picture of a famous American landmark. Who knows what this is? Show a picture of an ancient Egyptian obelisk.

Ask students if they see any similarities.

(The Washington Monument was made of 36,000 huge blocks of stone. The ancient Egyptian obelisk was made of one huge block of stone. WOW!)

**Say:** Obelisks were made of stone. They were often built in pairs. Each was at least 70 feet tall and most were taller. An obelisk has four sides and tapers towards the top to a pyramid shaped point. These huge structures were cut from one huge piece of incredibly heavy stone. The ancient Egyptians found a way to make these huge stones stand upright. In addition, they were decorated and carved with writing telling of the wonderful life and great achievements of the person each obelisk honored. The writings on the obelisks tell us a great deal about ancient Egyptian civilization.

Show students pictures of some of the other monuments built to honor the pharaohs.

**Activity:** Identify different ways the ancient Egyptians recorded their life.

**Say:** The ancient Egyptians wrote on obelisks. They built lifelike statues. Where else did they record their lives?

- Pyramids, tombs, coffins, sarcophagi, statues, temples, walls of their homes
- Papyrus scrolls placed in the archives

**Ask:**

1. Why do you think the ancient Egyptians stored everything they wrote, even memos, in the royal archives?
2. Do you think that if the ancient Egyptians had invented tape recorders and video cameras, they would have used them?
3. Why were the ancient Egyptians so committed to writing everything down?
4. Why did the ancient Egyptians write their name on everything?
5. Why was it important to have a name when you died?

**Activity: Make a Cartouche Bookmark**

- Explain how and why a cartouche was used in ancient Egypt. (The pharaohs had a special way of writing their name to indicate their royal status. They wrote their name in a cartouche, an oval-shaped frame-like design. It was like a modern-day door plaque that announces the name of the family or person who lives in that house.)
- Show students examples using pictures and drawings.
- Direct students to take out a piece of paper and their colored pencils and/or crayons. Have them draw a long vertical oval, like a bookmark.
- Have them write their name in the oval and illustrate their cartouche.
- Direct them to cut out the oval when they are done designing it. You have a bookmark.

**Close Class:** That's all the time we have today. See you tomorrow, on the Nile!

Section Seventeen:  
**Artifact Recovery**

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Time frame: 1 class period (55 minutes)

Where are the artifacts and treasures of ancient Egypt today?

Write invitation(s) to Pharaoh's Fun House

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Overhead of the Washington Monument in Washington, DC
- Pictures of some of the famous monuments of ancient Egypt
- Examples of how to write a letter of invitation
- Reproducibles: None for this section

**Daily Question:** Why did the ancient Egyptians put bars on the windows of their homes?

**Open Class:** Teacher introduces lesson with the following questions:

1. You go over to your friend's house and are digging in her back yard. You find a diamond ring that her great grandmother lost 50 years ago. You take it home. Your friend finds out later and demands it back. What do you do?
2. A person you have never met before sells you ten great movie DVDs. You find out later that they were stolen from your neighbor. What do you do?
3. Your uncle was in a gang when he was a teenager. He beat up people and took their possessions. This was 30 years ago. Your uncle has now given you all the things he took when he was young. What should you do with them?
4. Your friend's stepfather gives you a valuable coin that belongs to your friend's mother. At the time, everyone, including your friend's mother is happy about the gift. Later, after the stepfather dies, your friend demands the coin back saying their stepfather had no right to give it away. What do you do?

After a discussion about what is legally right and what is morally right, bring in the following information. **Have another discussion after each question.**

- Many of the treasures of ancient Egypt are in museums in the U.S.A., Great Britain, France and other countries. They were found by archeologists and brought to these countries without the permission of Egypt. Should the U.S.A., Great Britain, France and other countries give them back to Egypt?

- Even today there is a black market in antiquities. Objects are stolen from Egypt (and other countries). Many museums and collectors have bought these objects and later found out that they were stolen. What should the museums and collectors do?
- During the 1940s and 1950s, kings ruled Egypt. These kings gave away many of Egypt's treasures, including the obelisk that sits in Central Park in New York City. Today an elected government rules Egypt. This government wants these objects back. They say that the king had no right to give away treasures that belonged to Egypt, not the king. What should the U.S.A. and other countries do?
- 2,000 years ago, after the fall of Ancient Egypt to the Romans, many foreign peoples including Turks, Arabs, the English, and the French ruled Egypt. These conquering nations took many of Egypt's ancient treasures back to their countries. Today Egypt is demanding these things be given back. What should these countries do?

**Then bring in the following:**

- The easy answer to all these questions is to give the ancient treasures back to Egypt. But that is not a realistic answer. If that were the case we would have to give the Statue of Liberty back to France, and most of the land of the U.S.A. back to Native Americans. So do you think that there is a solution to this problem? If so what do you think the answer might be?

Wrap class discussion by summing up main points.

**Conclude with:** It's a tough problem and one that does not have an easy answer.

**Activity: Say:** Your attention please. I have an announcement to make. Work on our final project for this unit will begin in a few days. The project I have planned for you is going to be a lot of fun. We do need to do a little planning in advance.

- Introduce the Pharaoh's Fun House ending activity. (See Section Nineteen for details.)
- Create a class-written invitation. Include an RSVP. If you are inviting families, send a note home when you think it's appropriate. Have students create an additional invitation to act as a reminder for their family. If other classrooms are involved, you will have already discussed this activity with other teachers. But the students in their classrooms will hopefully be surprised. Deliver or have students deliver your invitations.

**Close Class:** That's all the time we have today. See ya round the Nile, crocodile!



Section Eighteen:

## Deep in the Tombs of Egypt and/or My Word!

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Computer Lab (or Library)

Time Frame: 3 class periods *per activity*.

Choose One:

- Activity 1: Deep in the Tombs of Egypt
- Activity 2: My Word! Research and Report

### Preparation:

- Daily Questions
- Set up permission to use the computer room or library time for research
- Activity 1: Record player or tape recorder and appropriate audio of the song “Deep in the Heart of Texas.” Percussion instruments. Teacher created handout (see below)
- Activity 2: Reproducible (one per student): *Vocabulary List*.

### Daily Questions:

Day 1: What is the Rosetta Stone?

Day 2: How do you write a bibliography entry for a Web site?

Day 3: What is in a pyramid?

### Activity 1—Computer Lab Activity: Deep in the Tombs of Egypt

Day One: Open Class: Who knows the song “Deep in the Heart of Texas”?

Play the song.

Transition: Today, we are going to explore Deep in the Tombs of Egypt. Your instructions are simple.

1. Go to <http://ancienthistory.mrdonn.org/Tombs.html>
2. Explore each site
3. Which site did you like best? Write your favorite site in the form of a bibliography entry. (Review how to write a bibliography using Web sites.)
4. Did you notice that each site had a verse for the song “Deep in the Tombs of Egypt”? (Sung to the tune: “Deep in the Heart of Texas.”) Which verse did you like best? Go back and read them, if you haven’t done that yet.
5. Tomorrow, in class, you will be creating, writing, and illustrating three verses of your own using the notes you took today. All verses will be shared with the class, and verses will be put together to make our own Ancient Egypt Song.

Day Two: **Group Activity:** Work on verses and illustrations in class. Have groups turn in a copy of their finished verses before they leave class.

Teachers: Combine all verses into one handout. Make copies. Bring percussion instruments to class in preparation for day three.

**Day Three:** Have each group present their verses and illustration.  
Hand out all verses you put together and copied the night before. Have a sing-along.

**Activity 2—My Word! Research and Report**  
(If online access is not available, use the library.)

**Day One: Open Class:** Congratulations! Pharaoh has selected you to be his royal scribes. Your job is to find out as much as you can about one word of your choice on your vocabulary list, and to take notes which you will, at a later date, turn into both a written and an oral report. You will also be making a picture or a poster to help explain the meaning of your word.

Hand out *Vocabulary List*

Transition: Your instructions are simple.

1. Find information about your word to create a short report and an illustration. Remember, your vocabulary word is just your starting point.
2. Take notes. You might also wish to jot down illustration ideas.
3. Include a bibliography. Write down the Web site URL where you found your information. (Review how to write a bibliography using Web sites. For example: date site was accessed, title of site, and URL.)
4. Use an appropriate search engine, such as google.com.
5. You may choose to expand your word into a group or category. No extra points will be assigned for this option, but you might find your report is written more easily and in a more interesting way. For example, the word you choose may be Senet. Your report may be about ancient Egyptian games including Senet, or your report may be a set of instructions for playing the game Senet, or a discussion of the history of the game Senet.
6. If you are having problems finding enough information about the word you chose, talk to your teacher.
7. Tomorrow, in class, you will be writing a short report using the notes you took today. Your report should be 4–5 paragraphs. You will also create an illustration or a poster to help you explain your word.
8. The next day, you will be presenting your oral report. Oral reports will be 3–5 minutes each. Use of 3"x5" card notes to help you during your oral report is acceptable.

**Day Two: Individual Activity:** Work on written reports in class. Each report should be 4–5 paragraphs. Also work on illustration of your word to use with the oral report. Use poster board or large presentation sheets.

**Day Three:** Oral reports. 3–5 minutes each. 3"x5" card notes acceptable.

**Close Class:** That's all the time we have today. See ya round the Nile, crocodile!

Name:  
Date:  
Class:  
Period:

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## Deep in the Tombs of Egypt

### Instructions

#### Message to the Planet!

Two of our people have disappeared Deep in the Tombs of Egypt!

Your help is needed!

1. Go to <http://ancienthistory.mrdonn.org/Tombs.html>
2. Explore each site. Don't get lost!
3. Write your favorite site in the form of bibliography entry
4. Did you notice that each site had a verse for Pharaoh's song Deep in the "Tombs of Egypt"? (Tune: "Deep in the Heart of Texas.") Which verse did you like best? Go back and read them, if you haven't done that yet.

Tomorrow, each group will be writing and illustrating three verses using the notes you took today. Create as many verses as you choose, but pick your favorite three to illustrate and to present.

The verses created by all groups will be shared with the class and put together to make our own Ancient Egypt Song. Keep that in mind when taking notes. You may use the back of this paper to take notes if you wish.

Name:  
Date:  
Class:  
Period:

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## My Word!

Instructions

**Congratulations!**  
Pharaoh has selected you to be his royal scribe!

Your job is to find out as much as you can about one word of your choice on this vocabulary list, and to take notes which you will, at a later date, turn into both a written and an oral report with at least one illustration, for inclusion in the archives. (You may use the same illustration for both your written and oral report.)

Your instructions are simple:

1. Find information about your word to use to create a short report and an illustration. Remember, your vocabulary word is just your starting point.
2. Take notes. You might also wish to jot down illustration ideas.
3. Include a bibliography. Write down the Web site URL where you found your information.
4. Use an appropriate search engine, such as google.com.
5. You may choose to expand your word into a group or category. No extra points will be assigned for this option, but you might find your report is written more easily and in a more interesting way. For example, the word you choose may be Senet. Your report may be about ancient Egyptian games including Senet, or your report may be a set of instructions for playing the game Senet, or a discussion of the history of the game Senet.
6. If you are having problems finding enough information about the word you chose, talk to your teacher.

Tomorrow, in class, you will be writing a short report using the notes you took today. Your report should be 4–5 paragraphs. You will also create an illustration or a poster to help you explain your word.

The next day, you will be presenting your oral report. Oral reports will be 3–5 minutes each. The use of 3"x5" card notes to help you during your oral report is acceptable.

Name:  
Date:  
Class:  
Period:

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## Vocabulary List

- Cataract—rapids along a river made up of rushing water, rocks, and waterfalls
- Papyrus—a long thin reed, growing wild along the Nile riverbank
- Flax—a plant from which linen (a type of cloth) is made
- Kohl—a black powder used around the eyes to decorate and protect from the sun
- Scarab—a charm in the shape of a dung beetle that is worn or carried as protection from evil spirits and illness
- Amulet—a charm worn or carried as protection from evil spirits and illness Bas-relief—slightly raised designs
- Senet—a popular game played by ancient Egyptians
- Sphinx—a huge stone statue with the body of a lion and the head of a man
- Pyramids—tombs in which some of the rulers of ancient Egypt are buried
- Book of the Dead—collection of spells written down on papyrus
- Sarcophagus—stone tomb, usually with writing on it
- Mummy—body prepared for burial
- Cartouche—an oval band design like a logo used to enclose a God's or a Pharaoh's name Obelisk—tall, stone pillars that taper to a point towards the top (pyramid-shaped top)



Section Nineteen:

## Pharaoh's Fun House/Egypt Day

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Time frame: 3–5 class periods (55 minutes each)

### Preparation:

- Daily Question (day one only). Use overhead projector or write question on the board.
- Students are not leaving school, but treat this activity as you would a field trip.
- As needed based on guest list:
  - Invite family and friends to Pharaoh's Fun House/Egypt Day.
  - If you cannot invite families, then you may invite other classes
- Materials needed to produce the games (see reproducible)
- Name tags for game operators. Label half of the nametags *Pharaoh*, half *Noble*
- Reproducible: *Pharaoh's Fun House Games*

Daily Question: What is an obelisk?

**Day One: Say:** Today, we are going to begin work on our final activity, Pharaoh's Fun House/Egypt Day

**Activity: Create the Games, Prepare game introductions**

- Work by group.
- Hand out *Pharaoh's Fun House Games*
- Assign games at random to groups.
- Have each group create one game.
- **Introductions:** Have each group prepare an introduction for their game. The introduction should be short and concise and informative. Example: Most people have heard of mummies. Ancient Egyptians mummified their dead in preparation for the afterlife. After they mummified someone, they placed them carefully in their tomb. The object of this game is to get the mummy into its tomb.
- **Close Class:** That's all the time we have today. See you tomorrow, crocodile, on the Nile!

**Day Two: Say:** Today, we are going to finish work on our games. Please move into your groups.

### Activity: Finish Game Construction

- Working in groups, continue game construction for the first part of the class period.
- Test all games to make sure each works well and that game operators are comfortable with their game.
- Tell the students that tomorrow, each group will be divided into pharaohs and nobles. In each group, half of the group members will stay to host the game you created. The other half will be free to be part of the audience, and play the games everyone created. When I say, “Return to your game,” everyone playing games must stop what they are doing and move immediately to their groups. Then, you switch places. That way, everyone gets to play and everyone gets to host the game they created.
- **Close Class:** That’s all the time we have today. See you tomorrow crocodile, on the Nile!

### Day Three: Say: Welcome to Pharaoh’s Fun House!

#### Egypt Day: Family and Friends

- Perform your play *Life Along the Nile* (or whatever title you gave it).
- Conduct a sing-along “Deep in the Tombs of Egypt.” Hand out copies of the verses you created so everyone can sing
- Allow younger siblings and parents some time to play in Pharaoh’s Fun House. Using the method of Pharaohs and Nobles below, allow students to play in Pharaoh’s Fun House as well.
- Serve bread and root beer. Sweetbreads and root beer may be provided by pitch-ins from parents. You’ll need paper cups, napkins, and trash bags for clean up.

#### Activity: Pharaoh’s Fun House/Egypt Day

- Distribute name labels. Make sure the students in each game have been divided into approximately half pharaohs and half nobles.
- Tell students that pharaohs will stay and run the game their group created, while the Nobles make the rounds.
- Remind them that when the announcement is made to switch places, nobles must stop their game play and quickly return to the game they created. Now, it is the pharaoh’s turn to make the rounds, while the nobles stay and run the game they helped to create.
- Serve bread and root beer if possible. Your students will work up a thirst.
- **Close Activity:** That’s all the time we have to explore Pharaoh’s Fun House. Thank you for coming! See ya round the Nile, crocodile! As your guests exit, each will receive a piece of candy.



# Pharaoh's Fun House Games

## Instructions

There are no prizes to win in these games.  
Games are played for fun, as games were played in ancient Egypt.

### Toss the Mummy in the Tomb

- Draw a large pyramid on posterboard. Cut a hole for the door.
- Make beanbag mummies using felt. You'll need at least 10 beanbags. Fill with beans or paper.
- Design your mummies with magic markers or glued-on designs.
- *Game Play:* Give each player one beanbag. He or she must toss the beanbag through the tomb door so it lands on the other side to win.

### Knock the Nose off the Sphinx

- Draw a picture of the Sphinx in side view.
- Cut a hole for the nose.
- Put a block of Styrofoam where the nose should be. You may prop the nose in place or balance it.
- Over game play, the Styrofoam will begin to fall apart. Have spare noses ready.
- Bring in or make lightweight balls.
- *Game Play:* Give each student two balls to try and knock the nose off the Sphinx

### Circle the Obelisk (ring toss)

- Use Styrofoam to make a pair of obelisks. Secure to a heavy base so that they will not fall over during play. A good base to use is a highway cone. Check with the gym. They may be able to loan you what you need. If you use a highway cone, you may also choose to simply decorate construction paper, and cover the marker.
- Make rings. Twist paper and glue the ends, or use rope if your obelisks are sturdy enough.
- *Game Play:* Give each player three rings. They must toss a ring around each obelisk to win.

### Scarab Scatter:

- Use poker chips.
- Draw scarabs on them with magic marker.
- Draw circles on a piece of posterboard just a bit larger than the poker chips.
- Design the posterboard with hieroglyphics around the outside edge.
- *Game Play:* Give each player 5–6 chips. Have them toss the chips onto the paper all at once. Did any completely land inside a circle? If so, you have a winner!

### Put the Croc in a Pot:

- Make crocodiles out of clothespins—one pin makes one crocodile.
- Design with magic markers
- Make or use a variety of bottles and jars with different size openings. Design the bottles by designing construction paper and wrapping it around each bottle.
- *Game Play:* Give each player two crocs and a choice of bottles. One crocodile in a little bottle wins, as does two crocodiles in a big bottle.
- One method that works well is to have students kneel on a chair and drop clothespins from the height of the back of the chair.

### If you need more games, here are some ideas:

1. The Hippo Hop (better known as an endurance course)
2. Draw Like an Egyptian
3. Write Your Name in Hieroglyphics
4. Egyptian Face Painting (kohl eyes)
5. Fishing in the Nile (catch Styrofoam fish in a bucket or tub or kid's pool. Mark some fish with the word WINNER. The rest are too small and will have to be tossed back in. Keep changing the fish around, pulling some and putting new ones back in. This will keep the game lively as wear and tear quickly shows players which fish are the winners.

# Additional Activities

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These activities may be used if you have an open block of time.

**Activity: 8-10 minutes**

## **Make a Scarab Paperweight**

- Put a picture of a cartoonish-looking scarab amulet on the overhead projector.
- Distribute small, smooth rocks, one to each student.
- Allow the students to paint the rock first, if you wish.
- Use a magic marker to draw a scarab on the top of the rock.
- Glue felt, if you wish, to the bottom.
- You have a paperweight.

**Activity: 3-5 minutes**

## **From the Heart**

- **Say:** The ancient Egyptians learned a great deal about the human body through their practice of mummification. They gave the heart special importance; the only way someone could get to the afterlife was if his or her heart was light.
- Today, we use the word “heart” in many expressions to mean many things. What do these words and expressions mean to us today? heartbroken, with my whole heart, fainthearted, heartfelt
- Can you think of others? (He has a good heart.)
- Where did we get the idea to use the word heart to mean so many different things? (Nobody knows.)

**Activity: 8-10 minutes**

## **Make a Cartouche Necklace**

- Explain how and why a cartouche was used in ancient Egypt.
- Show students examples using pictures and drawings.
- Direct students to take out a piece of paper and their colored pencils and/or crayons. Have them draw an oval. Have them write their name in the oval.
- Illustrate.
- Cut it out.
- Punch a hole at the top and use a piece of yarn for the chain. Both men and women in ancient Egypt wore jewelry.



# Using Lessons from the Internet in the Classroom

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## **Activity: Build Your Own Canopic Jar**

The ancient Egyptians believed that the body and organs needed to be prepared for the afterlife. They also knew that they could not preserve the body if they left the organs in it. How did they solve this problem? They removed the organs, and placed them in separate jars with tight lids. They called these jars canopic jars. The Detroit Institute of Art has an interesting lesson in building your own canopic jars in the classroom.

<http://www.dia.org/education/egypt-teachers/art/ruddy/activity.htm>

## **Activity: Create Your Own Miniature Mummy Case and Mummy**

In addition to their own bodies, the ancient Egyptians believed that people could take servants into the afterlife. These servants were not real people. They were models of people, and miniature ones at that. The Detroit Institute of Art has a neat site showing how to create your own miniature mummy case and mummy in the classroom.

<http://www.dia.org/education/egypt-teachers/mummies/slavik/activity.htm>

## **Activity: Creating a Wall Relief and/or A Personal Pyramid**

Since the ancient Egyptians believed they were judged on their previous life to see if they had earned the right to be admitted to the afterlife, they wanted some way to tell their story. They covered the walls of their tombs with reliefs and pictures that told viewers of their life. The Detroit Institute of Art has two good ideas for showing this to your students:

- Creating a personal pyramid
- Creating a wall relief

<http://www.dia.org/education/egypt-teachers/>

## **Activity: Thematic Lessons, Science**

Teachers who are doing thematic units will want to include this lesson on mummifying a chicken. The instructions for conducting the activity are clear and concise. An additional activity could be to compare the salt/baking soda mixture to the natron Egyptians used. Write down the chemical mixture of both, and find the similarities and differences. You'll find many other lesson ideas at this site, too.

<http://www.oocities.org/sseagraves/ancientegyptlessonplans.htm>



# Ancient Egypt: Lesson for a Substitute Teacher

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Time Frame: 1 class period  
Creating a Gift of the Nile Business

## Preparation:

- Overhead of Hieroglyphics
- Write on the Daily Question on the board
- Reproducible: *Your "Gift of the Nile" Business Instructions*

Daily Question: What is the Gift of the Nile?

Open Class: Introduce yourself.

Say: Today, we are going to create a Gift of the Nile business.

## Class Activity:

- Hand out *Your "Gift of the Nile" Business Instructions*
- Call on students to read the gift list.
- Call on students to quickly explain why each gift was important. Example: Fresh water to drink and bathe.

Transition: Take out a clean piece of paper as well as scratch paper to use for planning and rough drafts, and move into your groups.

**Group Activity:** *Instructions to the students:* Your job is to create a Gift of the Nile business. Give your business a name. Select three items your business will sell. Create a business plan to present to the pharaoh. You will need to convince Pharaoh that your business is needed and that your products will be enjoyed and purchased by the people.

- Allow students time to work on creating their business.
- Have each group present their business to the class.
- **Ask:** Do you think Pharaoh will approve this business? Why or why not?

**Note to Sub:** If you do not have time to finish the class presentation portion of this activity, please announce to the class that the groups who have not yet presented their business will get a chance to do so the next time this class meets.

**Close Class:** Say: That's all the time we have today. Your teacher will see you tomorrow, at the Nile!

Name:  
Date:  
Class:  
Period:

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## Gift of the Nile Business Instructions

### Review: Gifts of the Nile

- Crops grown in the black rich soil—flax (used to make clothes), figs, barley (used to make bread and beer), corn, lettuce, onions, pomegranates
- Pastureland—sheep, cows, goats, camels
- Fish and Game—fish, water birds, crocodile, hippopotamus
- Drinking Water
- Papyrus
- Transportation—cargo boats, passenger boats, funeral boats, naval vessels
- Trade—gold, silver
- Building Material—limestone, granite, clay, sandstone

Your job is to create a Gift of the Nile business.

- Give your business a name. **Example:** Pete's Papyrus Place
- Select three items your business will sell. **Example Products:** Papyrus Paper, Papyrus Sandals, Papyrus Baskets
- Design a business logo such as the Nike Swoosh. Select one or more hieroglyphics to use as part of your logo.
- Create a business plan to present to Pharaoh. You will need to convince Pharaoh that your business is needed and that your products will be enjoyed and purchased by the people.

**Example Convincing Pharaoh:** Pharaoh, people are so busy these days working on your wonderful pyramid that they don't have time to make their own sandals. Yet, because they are working, they have a lot of excess income. People need sandals. I make great papyrus sandals. Let me have the job of making and selling sandals. In addition, I will sell the finest papyrus baskets and the strongest papyrus paper. This will provide the people with something they need and will free them to spend more time building your wonderful pyramid. (Remember, a pharaoh's job is to care for the people.)

Be prepared to present to the class your business and your plan to convince Pharaoh that your business is needed.





