






The ancient Egyptians

Key to interactive features

Press on Teacher's Guide title above to go straight to Contents page. Click on any item in the Contents to go to that page. You will also find yellow arrows throughout that allow you to:

-  go to worksheet
-  go back to previous page
-  go forward to next page
-  go back to contents
-  go back to information for that topic

Teacher's Resources

Multimedia resources can be found at the 'Learning Centre':

www.CurriculumVisions.com

Peter Riley and Brian Knapp



Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

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First published in 2005

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ISBN 978 1 86214 662 4

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Acknowledgements

Atlantic Europe Publishing would like to thank the teachers and pupils who trialled the activities for this book on their 'Ancient Egyptian Day'.



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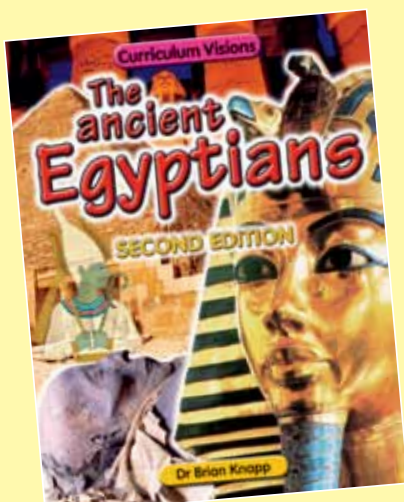
Section 1: Resources

Welcome to the Teacher's Resources for 'The ancient Egyptians' Second Edition.

The ancient Egyptian resources we provide are in a number of media:

1

The 48 page Curriculum Visions 'The ancient Egyptians' Second Edition.



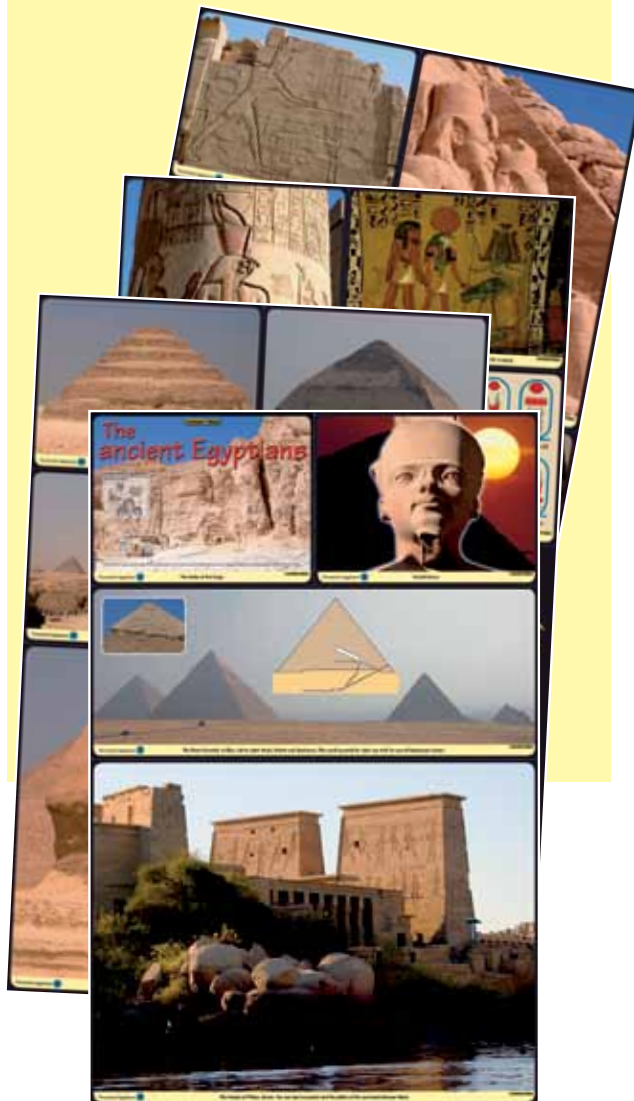
2

The 32 page Explorers title, 'Exploring Ancient Egypt'.



3

The ancient Egyptians PosterCard Portfolio – key photographs and illustrations on two folded, double-sided and laminated sheets.



4

You can buy the supersaver pack that contains 1 copy of each book and PosterCard Portfolio, and the Teacher's resources (what you are reading).





5

Our Learning Centre at www.curriculumvisions.com has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.



You can use support videos, ebooks with narrated pages, picture and video galleries, plus additional creative topic books and storyboards, not only covering the ancient Egyptians, but also other history, geography, English, maths, MFL, religion and science topics. All topics are easily accessible with a child-friendly interface, plus a built-in context search across all media.

You can also use the printed student books online as part of your subscription to the Learning Centre. These are 'flip, swish and wiggle' (pages can be 'turned') versions of **every** printed Curriculum Visions book for use on your whiteboard.





Section 1: The ancient Egyptians resources

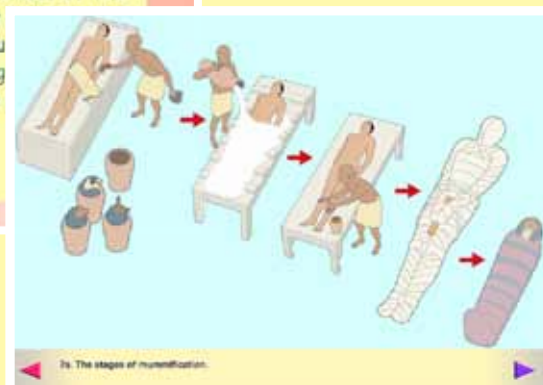
▼ The ancient Egyptians home screen



▲ 'Classroom cinema' video

▲ Web site page

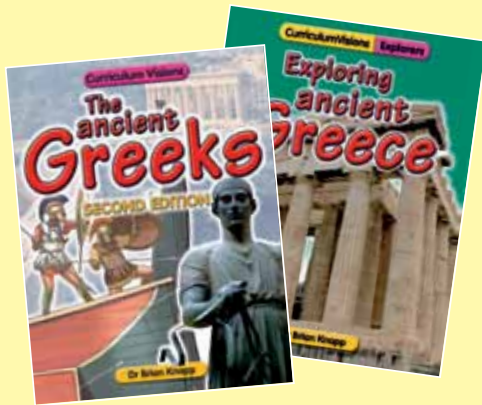
► Web site caption



Please note: screens are subject to change from those shown here.



Linked resources





Section 2: Background and photocopiable worksheets

Introduction

Each unit of the student book is supported by background information and photocopiable worksheets in this *Teacher's Guide*. They have been designed to be a fast and efficient way of working through the study of the ancient Egyptians.

Variety and selection

Each photocopiable worksheet is supported by information on its facing page which includes a resources list (where appropriate), suggestions on how the worksheet may be used and outcomes that may be achieved. There are probably more worksheets than you would use with any particular class so it is important to have a look through them all, and select which ones you wish to use to support your approach to the study of the ancient Egyptians.

Linking background and worksheet to the student book

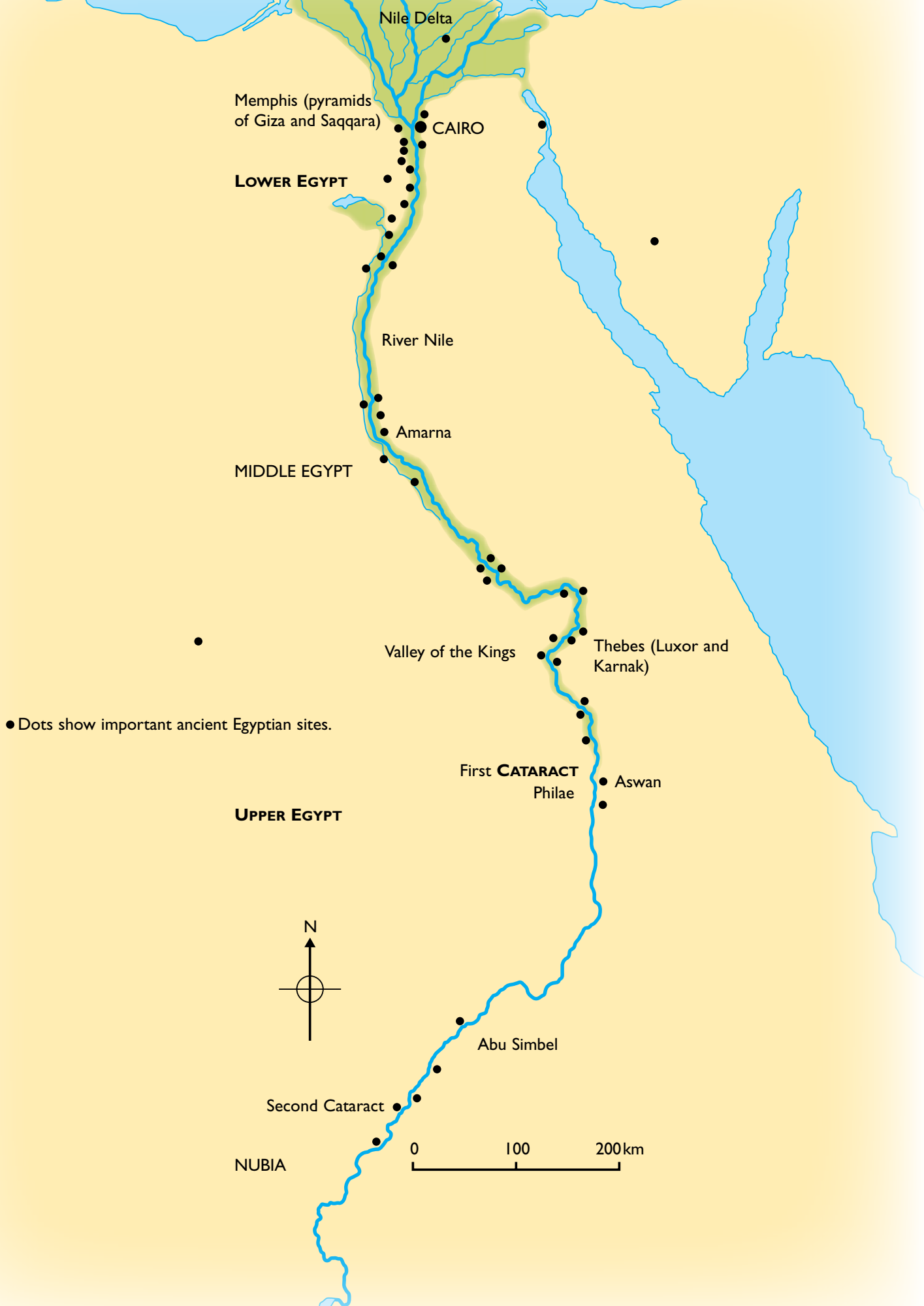
Each section of background information and each worksheet has been given a unique number which is in a circle at the top of the page. This is related to the number of the spread in the book. For example, pages 4 and 5 are spread ❶ and pages 6 and 7 are spread ❷. If there is more than one worksheet per student book spread, then they are labelled A, B, and so on. At the head of each worksheet are the relevant pages of *The ancient Egyptians* for easy reference for students. They may find it useful to look back in the student book to help them with the activity on the worksheet. If the worksheet is testing understanding or evaluation of the information based on the spread, it will be essential for the students to use the student book with the worksheet. Some of the worksheets provide instructions for practical activities which support the topic covered in the unit.





Ancient Egypt map

Megiddo battle
Kadesh battle



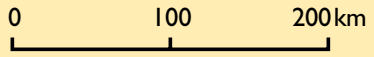
● Dots show important ancient Egyptian sites.

UPPER EGYPT

MIDDLE EGYPT

LOWER EGYPT

NUBIA





Organising an ancient Egyptian day

An ancient Egyptian day at school can be an enjoyable, memorable and educational experience for the students (and teachers and support staff!). It needs plenty of planning to run smoothly so if you are considering having an ancient Egyptian day as part of your coverage of teaching the ancient Egyptians we hope that these notes will help you have a successful day.

Support from home

You will need support from home for the making of costumes and the making of an ancient Egyptian meal so a pleasant letter to homes explaining your plans will help start the project moving. You may find that some parents and carers are very enthusiastic and may volunteer ideas and resources.

Costumes

Information about ancient Egyptian costumes is found on pages 58–59 activity **8c** and pages 88–91 activities **12b**, **12c** and **12d**. Activity **8c** provides information about the basic Egyptian costume while activities **12b**, **12c** and **12d** are concerned with costume for a pharaoh. You may like to send copies of these worksheets home so that parents and carers can decide how the students should be dressed – be prepared for a class full of pharaohs! It would be useful to have two or three basic costumes made by you or the school staff for students who, for any reason, do not have a costume on the day.

You will also need to consider when the costumes are worn. Do you want the children to wear the costumes all day and go out at breaks and lunchtimes in them? Do you want them to be worn after morning break, through lunch-time to afternoon break or do you just want them to be worn in the afternoon? The longer they are worn, the better value the students will get from them.

Preparing the classroom for the day

You may like to enlist the help of support staff and school volunteer helpers to supervise the activities and give general help to the students.

The students will be making models of pyramids, temples and grass boats which you

might like to display. You could prepare for this by putting a table against a wall and putting up a poster behind it. Alternatively, the students could prepare a poster of an Egyptian scene with the desert and palm trees.

You may like to subscribe to our on-line whiteboard courses at www.curriculumvisions.com and view the ancient Egyptian topic and choose a route through it. There are many fine photographs which look stunning on a whiteboard and can be used as triggers to the session as mentioned in the activities on the day.

At lunch-time you may like to play some Egyptian music. To prepare for this, visit the world music section of a music retailers to select a CD.

You may like the students to write on some ‘home-made papyrus’ made from courgettes in the second session of the day. If you do, you need to try ‘Make some paper’ (activity **10d** pages 80–81) a few days before. This could help to build up excitement and interest in the Egyptian day and extend the work of the second session.

In the afternoon session there is an activity on wrapping up a mummy. You may like to lead into this by trying ‘Bread body mummies’ (activity **15a** pages 102–103) about a week to ten days before the Egyptian day and putting the ‘bags of bodies’ away. These could be inspected (but not opened) on the Egyptian day. Again this can help build up excitement and interest in the day.

Food

The students could make up an ancient Egyptian lunchbox and bring it to school. In activity **8d** ‘Egyptian food’, you can find out about what Egyptians ate and choose some items for a meal. Alternatively, you may care to use the following suggestion. Meat could be slices of roast beef or pieces of tinned tuna, a salad of lettuce, radish, raisins and cucumber, a bread roll, cheese, figs (or a fig roll) or dates, melon or pomegranite. Egyptians drank beer, wine and milk. The students could drink grape juice for wine and apple juice for beer (it looks like a light beer) or milk. While the students are eating their meal you could play a CD of Egyptian music.

Activities on the day

First session

You may like to begin by closing the curtains or blinds, connecting the whiteboard to a computer and logging into curriculumvisions.com. Select 'Egyptians' and let the music play to set the scene and let the students look at the picture of Tutankhamun to settle them down. Click onto the section on pyramids and present pictures of the Step Pyramid, the Bent Pyramid and the three Great Pyramids at Giza. When you have completed your presentation close down the web site, open the curtains and let the students take part in the following activities. You may wish all the students to do the same activity at once and then move onto another or you may wish to arrange for different groups to do different activities.

Make a step pyramid
(activity **17A** pages 112–113)

Make a bent pyramid
(activity **17C** pages 116–117)

Make a great pyramid
(activity **17D** pages 118–119)

While the students are engaged on these activities you could ask groups to come out in turn and try 'Raising blocks to make a pyramid' (activity **17B** pages 114–115).

If there is time left, you may like the students to settle down and try 'Egyptian numbers' (activity **2A** pages 20–21).

Second session

Hieroglyphs and letters (activity **10A** pages 74–75).

Write in hieroglyphs (activity **10B** pages 76–77).

Using a script (activity **10C** pages 78–79).

If you have done the 'Make some paper' activity (activity **10D** pages 80–81) in the preparation to the ancient Egyptian day, you may like to bring in the 'paper' for the students to examine and to write on in felt-tip pen.

After the academic work in the early part of this session you may like the students to award themselves a golden fly. Explain that this was an award given to soldiers after a battle then let them try 'Award yourself a golden fly' (activity **3B** pages 28–29).

The Egyptian lunch

Afternoon session

You may like to close the curtains again and show some more pictures from the curriculumvisions.com website. You could show pictures of the Nile and pictures of the temples. This will lead into activities **5A** 'Make a model raft' and activities **19A**, **19B** and **19C** 'Make a temple' (see below).

If you have done 'Bread body mummies' (activity **15A** pages 102–103) a week to ten days previously, you may like to show the students the 'bags of bodies' to see the effect of drying on preserving material. This could lead into activities **15B** 'Wrapping up a mummy'.

The students could break into groups and each group could work on one or more of these activities.

Make a model raft (activity **5A** pages 38–39)

Make a temple (activities **19A**, **19B** and **19C** pages 122–125)

Wrapping up a mummy (activity **15B** pages 104–105).

Measuring the Egyptian way (activity **8E** pages 62–63).

The afternoon could end with the students playing an Egyptian game:

Play mehen – the snake game (activity **8F** pages 64–65).

Chapter 1: Getting to know the ancient Egyptians

Spread 1 (pages 4–5)

Who were the ancient Egyptians?



This part of the book introduces the ancient Egyptians. Unlike some periods of history, where students will have encountered little about the history topic you are about to embark on, in the case of the ancient Egyptians students will most probably have had some impression of ancient Egyptian times from going to museums and seeing programmes about mummies or of ‘King Tut’. This provides a challenge as you may have to correct some misunderstandings and set what students know in a curriculum context. Of course, it is valuable to build on their foundation of interest but obviously you have to be careful to help students see what is ‘entertainment’ that they might have learned, and what is the reality they need for their studies of history.

In particular some aspects of popular Egyptology do not focus on the great length of time that was involved during ancient Egyptian times, nor do they focus

on the context in which the ancient Egyptian civilisation occurred, for example in other continents.

It might also be useful to mention to students that the names we use for pharaohs are not those that they used themselves. A variety of spellings has evolved as the original ancient Egyptian was transcribed into Greek and then English. It is important to explain this because so many different spellings occur in web sites and any Internet research will soon bring this to light. The spellings we use in the student book match those used by the British Museum.

You can discuss information that the students may know, such as the age of the pyramids (Old Kingdom) and compare this with, for example, the date of the construction of Stonehenge.

This comparison is useful because it highlights the fact that the ancient Egyptian civilisation was mainly during



Stone Age times. The intricacy of the craftsmanship and quality of the results may help to mitigate against the common view that Stone Age people were ignorant peasants. You can also add other civilisations to this map, making cross curricular links with Judaism, Confucianism and Hinduism, for example.

From the outset students need to appreciate that the ancient Egyptians were sophisticated people. As has been the case throughout history, they spent part of their time trying to defend or expand their empire. The upper classes also engaged in trying to manoeuvre their way to more powerful positions. But the bulk of the people were workers. In fact the majority of the people had to be farmers or the few at the top of the social pyramid would not have had enough food.

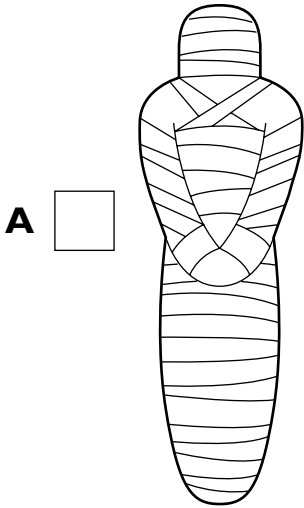
Students should be reminded that food is the most important resource of any civilisation, and in the past it was not gathered in as efficiently as it is today and so required at least nine out of every ten people to be engaged in it. This will explain to the students why the people lived so closely to the Nile, why they built the pyramids and fought battles only when harvests did not need to be gathered in or seeds sown, and so on.

The other striking and important feature that is worth explaining at the outset can come from pictures of Tutankhamun's gold death mask. Gold was the key to much of Egypt's wealth and power. It was mainly found in the south, whereas most food was grown in the north. So this begins to make sense of why Egypt is a long thin country and why it bothered to develop its empire south through the desert.

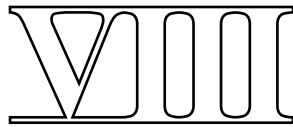


What do you know about Egyptians?

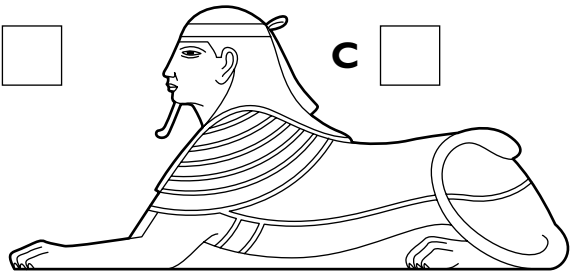
Which of these pictures shows a person or object from ancient Egyptian times?
Tick the box next to them.



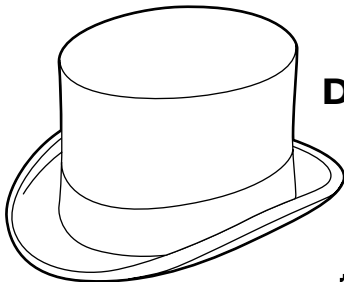
A



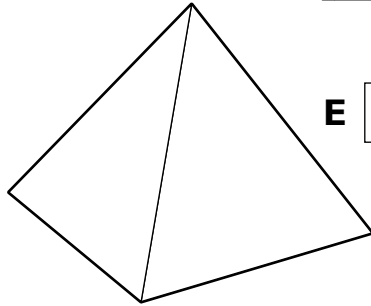
B



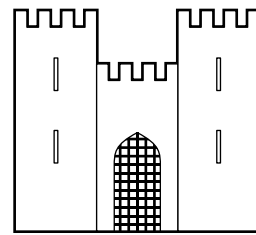
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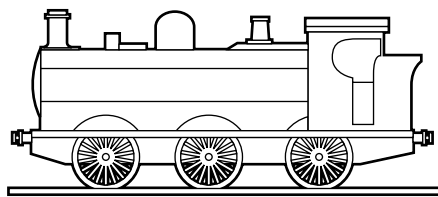
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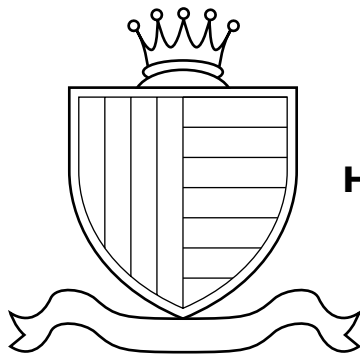
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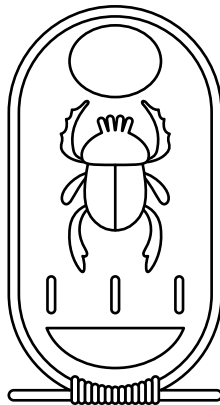
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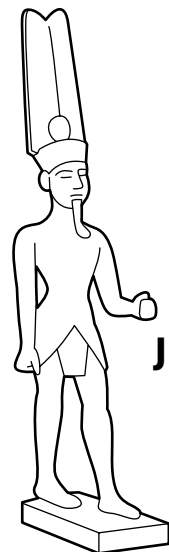
G



H



I



J



What do you know about Egyptians?

Age range

- Years 3/4 (SP4/5) only.

Resources

Copies of the worksheet.

Using the worksheet

If you are studying ancient Egyptians at the beginning of the school year you may like to use this simple activity with the whole class to help you assess the capabilities of the students. It could also be used with less able students in a year 4 class. The students should correctly identify A, C, E, I and J as being from Egyptian times. You may like to exclude the others by saying that B shows Roman numerals, D is a top hat from Victorian times, F is a castle from the Middle Ages, G is a steam engine from Victorian times and H is a coat of arms from the Middle Ages or Tudor times. If you are teaching Egyptians in the first term in year 3 you may like to co-ordinate with the year 2 teacher to see that the items on the worksheet are discussed in topics such as 'Ways of life in the past'.

Outcomes

The students can:

- Identify objects associated with the Egyptians.
- Identify objects associated with other times.



Name:..... Form:.....

Based on pages 4 and 5 of The ancient Egyptians

What do you know about Egyptians?

Answer these ten multiple choice questions about the Egyptians.

- On which continent did the Egyptian civilisation begin?
 A Europe B Asia C Africa D South America
- Which river provided water for the Egyptians crops?
 A Thames B Nile C Mississippi D Ganges
- When did the Egyptian civilisation begin?
 A about one hundred years ago B about one thousand years ago
 C about five thousand years ago D about ten thousand years ago
- The leaders of the Egyptian civilisation were called:
 A bishops B emperors C princes D pharaohs
- Some of the Egyptian leaders were buried in large objects shaped like a triangle. They are called:
 A palaces B pyramids C oblongs D cones
- Egyptians worshipped in a:
 A temple B church C mosque D synagogue
- The name of one great Egyptian leader was:
 A Henry B Alfred C Ramesses II D Julius
- The Egyptians wrote in hieroglyphs. These were:
A pictures B squiggles C numbers D letters
- An Egyptian writer was called:
A an author B a scribbler C a penner D a scribe
- Mummies were prepared by:
A embroilers B midwives C undertakers D embalmers



What do you know about Egyptians?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This worksheet can be used at any time in years 3 and 4 or years 5 and 6. The students could be given the worksheet before they begin any work with the student book.

Answers

1. C
2. B
3. C
4. D
5. B
6. A
7. C
8. A
9. D
10. D

Younger students

You may like to use this worksheet with some of the students who are studying the Egyptians in their first term of year 3, while other students use worksheet **1A**. Some students may need help in answering questions 1, 3, 7 and 8.

Outcomes

The students know that:

- Africa was the continent where the Egyptian civilisation first developed.
- The Nile provided water for the Egyptians' crops.
- The Egyptian civilisation began about five thousand years ago.
- Egyptian leaders were known as pharaohs.
- Egyptians worshipped in a temple.
- A great Egyptian leader was called Ramesses II.
- Hieroglyphs were made from pictures.
- An Egyptian writer was called a scribe.
- Mummies are prepared by embalming.

Older students

The students should be encouraged to answer all the questions on their own in the first instance then you may use your judgement to help the class.

Outcomes

The students can:

- Display their knowledge as set out in the outcomes for the younger students.

Spread 2 (pages 6–7)

What is famous about the ancient Egyptians?



2 A

2 B

The ancient Egyptians produced so many marvellous works of art, systems of worship and immense buildings, that we are almost overwhelmed by what we can show to the students to claim their interest.

This spread is simply an attempt to bring a diverse variety of aspects of surviving ancient Egypt on to the page so as to act as a starting point for more systematic investigations on later pages.

The items chosen are the pyramids, a wooden decorated coffin, the death mask of Tutankhamun, a cartouche and the Sphinx.

You may wish to begin by explaining that these were not all from the same period of time. The pyramids and Sphinx, for example, belong to the Old Kingdom, the other items to the New Kingdom.

Most of the items will, at this stage, also seem somewhat out of context. They can all be brought together in this way:

Start with the picture of the pyramids. You can see three big pyramids in this picture. Students can start to learn their names now. The one on the left belongs to Khufu, the next one to Khafre and the next one to Menkaure. The smallest pyramid far right belongs to one of Menkaure's wives).

To get students to look more carefully at pictures, try to get them to see that these three main pyramids are on a high piece of land (plateau, tableland) and that it is made of creamy-coloured rock (limestone).

A similar photograph on pages 38–39 also shows some modern buildings of Giza. This is an opportunity to use a map and to find out that the pyramids are very close to the modern capital city of Cairo. Later in the study you might also like to think out with students how such immensely important items can be preserved against the pressure of urbanisation, pollution and so on.

In the foreground of the picture on pages 38–39 they should notice the sphinx. It is carved out of the edge of the plateau. (We will deal with all of this in detail later, but here you have an opportunity to set a context).

The pyramids are tombs, and in this way we can see that many of the items on this page are linked. The death mask is also from a tomb, as is the wooden coffin. The cartouche can be found on the coffin (and of course in many other places) and can be seen as a kind of royal seal.



So on this page we have evidence of great builders. We can see evidence of the ability to think in geometrical designs. We can see great craftsmanship and painting. We can also see that there was a structure of society that allowed the rulers to have all of these fabulous things made.








You might like to compare this with our society today. Would we allow such huge amounts of the national wealth to be spent on a tomb today – for example, instead of having a National Health Service? Clearly the way society worked and its priorities were very different – which, of course, just adds to the intrigue of the ancient Egyptians.



▲ The Great Pyramids (as featured on pages 38–39 of the student book).

Egyptian numbers

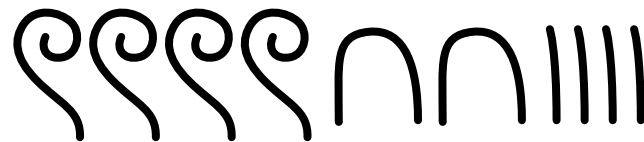

The Egyptians used seven signs for numbers.


						
1	10	100	1,000	10,000	100,000	1,000,000

When looking at Egyptian numbers, the larger number is written in front of the lower number and if there is more than one row, the numbers at the top are read first.

What numbers have been written here?

A  

B  

C 



Can you write the number:

D Forty four 

E One thousand two hundred and twenty six.





Egyptian numbers

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).



Resources

Copies of the worksheet.

Using the worksheet

You could use this worksheet after the students have looked at pages 4 and 5 in the student book. This spread can be used to develop a sense of awe and wonder. You may finish by saying that we are going to try and find out something more about the mighty civilisation that built huge pyramids and worshipped the Sun. This could be followed by turning straight away to pages 6 and 7 which build on the sense of awe and wonder and offer a few familiar images about the Egyptians. You may say that in order to create buildings like the pyramids the Egyptians needed to do calculations and for that they needed numbers. Let the students look at the picture writing on page 7, then ask them if they think that the numbers might be like ours or like pictures too. Turn to the worksheet to confirm that some numbers are like pictures. This worksheet should be used before worksheet **2B** as **2B** provides an opportunity to develop the use of Egyptian numbers further.

Answers

- A 16.
 B 424.
 C 123,245.
 D 
 E 

Younger students

Some students may need help in identifying the hieroglyphs of the numbers and may also need help in constructing the hieroglyphs.

Outcomes

The students can:

- Translate numerical hieroglyphs into our number system.
- Construct simple hieroglyphs of numbers from our number system.

Older students

Let the students work on their own at first and see how far they can get into the activity. The students may like to make some more hieroglyphs and see if their friends can translate them.

Outcomes

The students can:

- Translate numerical hieroglyphs into our number system.
- Construct simple hieroglyphs of numbers from our number system.





Name:..... Form:.....

Based on **pages 6, 7, 10 and 11** of *The ancient Egyptians*

Setting up a timeline

Use a scale of 1cm = ten years to set up a timeline.

1. What will be the length of 100 years? 
2. What will be the length of 1,000 years. 
3. Make a timeline out of strips of card that is 5,200 years long.
4. At the right hand side of the timeline use a ruler to measure back in years to the year 2,000 and make a mark.
5. Now measure back 1,000 years and make another mark.
6. Repeat step 5 four more times.
7. Measure back another hundred years and make a mark.
8. On the timeline label 2000 AD, 1000 AD, 0, 1000 BC, 2000 BC and 3000 BC.
9. On your timeline mark:
 - a) The first known records of Egyptian civilisation 3000 BC.
 - b) The reign of King Khufu (2589–2566 BC) who built the largest pyramid in the picture.
 - c) The reign of King Khafre (2558–2532 BC) who built the second largest pyramid in the picture.
 - d) The reign of King Menkaure (2532–2503 BC) who built the smaller of the three large pyramids in the picture.
 - e) The reign of King Tutankhamun (1334–1325 BC) for whom the golden mask was made.
 - f) 31 BC the end of the Egyptian civilisation.
10. Once the dates have been marked you may like to make flags bearing Egyptian numbers and stick them on the timeline.



Setting up a timeline

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Strips of card about five cm wide which can be measured into 300 year lengths and stuck together, sticky paper, card for making flags.

Using the worksheet

This worksheet builds on the worksheet **1B** by developing the idea of how long ago the Egyptian civilisation began. It also helps to show that all the objects that are studied were not made at the same time. Step 10 of the activity gives the students an opportunity to use their knowledge of Egyptian numbers. The timeline that is produced by each group can be used by them to add extra information as they work through the student book, and web site.

Younger students

The students will need a great deal of help with the BC numbers and in the understanding of which number in a king's reign is the earlier one and which is the later one. You may wish to spend some time on this or prepare a class timeline with one group while others make flags as described in step 10.

Outcomes

The students can:

- Understand that the Egyptian civilisation existed a long time ago and lasted for a very long time.
- Understand that all Egyptian objects (buildings and artefacts) were not produced at the same time.

Older students

The students can work in small groups and each group can produce a timeline. Some students may need help in marking BC dates and understanding which number in a king's reign is an early one and which number is a later one.

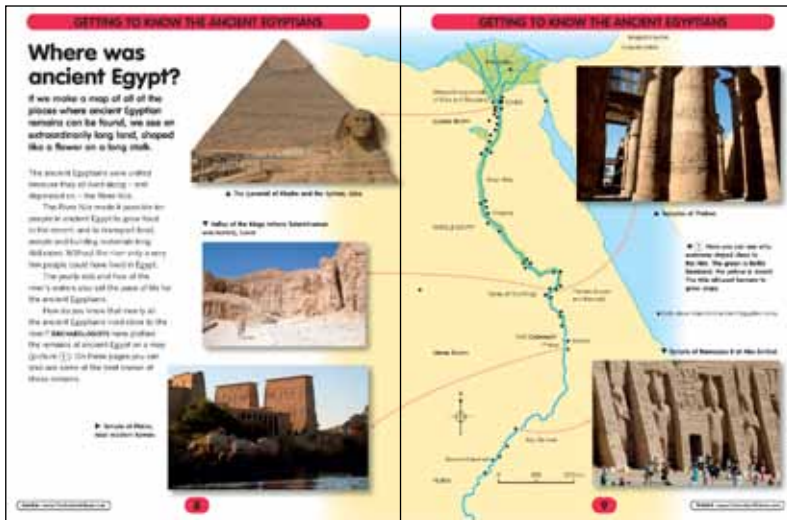
Outcomes

The students can:

- Understand that the Egyptian civilisation existed a long time ago and lasted for a very long time.
- Understand that all Egyptian objects (buildings and artefacts) were not produced at the same time.
- Identify a later year in a king's reign from an earlier one when considering dates BC.

Spread 3 (pages 8–9)

Where was ancient Egypt?



This spread puts the country of Ancient Egypt into context, showing how it is related to the Nile.

Many more pictures are available on the www.CurriculumVisions.com site (a subscription site).

You may wish to begin by looking at the map on the right hand page. The Nile Delta can be seen at the top, where the Nile meets the Mediterranean Sea. Areas that were cultivated are shown in green.

The black dots show the locations of major ancient Egyptian remains, although, to save overwhelming the students with names, only those of places described in the book have been named.

Students can actually find all of these places by getting a Nile cruise travel brochure from a travel agent.

The names of two famous battles that occurred in what is now modern Lebanon and Syria are also shown.

The ancient divisions into Lower, Middle and Upper Egypt are also shown.

Some other features are shown which you may choose to mention or not. The location of the southern country of Nubia is shown. The boundary was somewhere

near the Second Cataract (waterfall/rapids) on the Nile (Cataracts are listed from Aswan, up river, so the First Cataract is at Aswan).

The map leads on to one of the most important ways of finding out about the ancient Egyptian empire – by plotting the remains and then looking at their distribution on a map. It is a classic method in archaeology.

To complement this, pictures have been provided of some of the most famous remains at each location. You can use this to begin to introduce to students the difficulty of reconstructing a past civilisation from what remains. Clearly what we look at today in the field are the remains of large structures associated with powerful people (pharaohs). No picture shows any evidence of the way of life or dwelling place of any ordinary people. As a result, we must conjecture that they, too, lived near to where we find at least some of these structures.

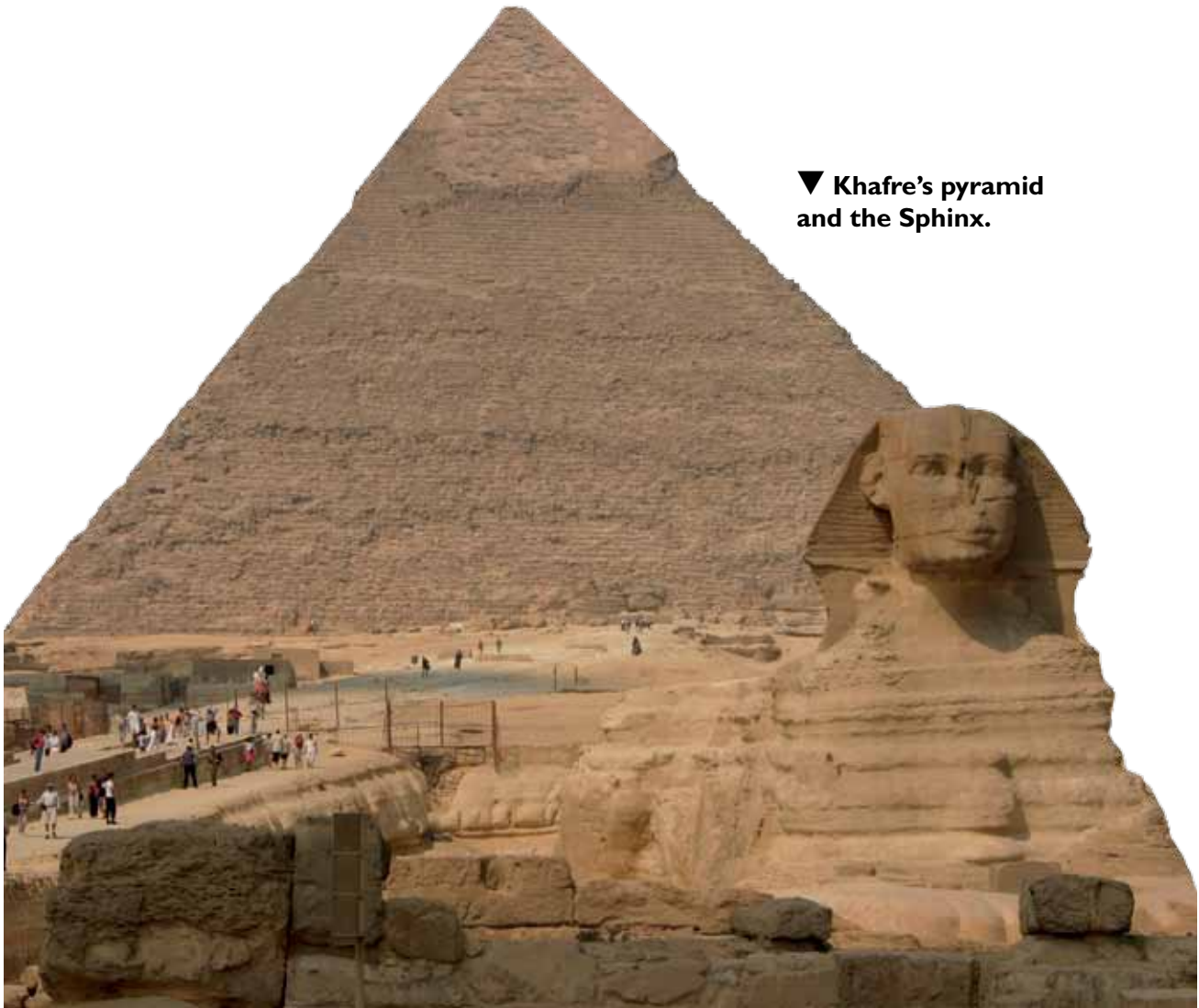
In later spreads we will consider that some of the structures are temples and others belong to necropolises and, of course, we would not expect to find any



dwelling next to a necropolis (area of tombs).

You can also use the pictures to think about how these structures have been preserved (dry climate, covering by wind-blow sand, few people subsequently in the area) but also start to point out that, just as people built these structures, so

their present state of ruin is not due to natural processes, but to the looting of them by people wanting to build with already quarried stone in the thousands of years since the end of the ancient Egyptian empire.



▼ **Khafre's pyramid and the Sphinx.**

Maps and distances

Look at the map on page 9 of the student book.

Answer these questions about the map.

1. Use a ruler to find the distance in a straight line from Giza to the Valley of the Kings.

.....

2. Use a ruler to find the distance in a straight line from the Valley of the Kings to Thebes.

.....

3. Use a ruler to find a distance in a straight line from Cairo to the coast in a direction towards the north (towards the top of the page).

.....

4. Use a ruler to find a distance in a straight line from the furthest westerly point of the delta (on the left) to the furthest easterly point (on the right).

.....

5. How could you measure the length of the River Nile?

.....

6. How long is the River Nile according to your method of measurement?

.....

Answer these questions using a map of the United Kingdom.

7. How far is the place where you live from the coast?

8. How far is the place where you live from London?

Use a map of the world to answer this question.

9. How far is the place where you live from Cairo?



Maps and distances

Age range

- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A ruler, a calculator, a piece of string or thread (which bends easily) about 32 cm long, a map of the United Kingdom, a map of the world with Cairo marked on it.

Using the worksheet

The purpose of this activity is to help the students realise the size of Egypt and to compare distances in Egypt with their own country and surroundings. It also helps them to find out how to use a scale on a map.

The answers to the questions (with working in brackets) are:

1. 600 km ($10.5/3.5 \times 200$).
2. 28.5 km ($0.5/3.5 \times 200$).
3. 171 km ($3/3.5 \times 200$).
4. 285 km ($5/3.5 \times 200$).
5. Use a piece of string or thread to cover the river. (In practice, the end of the thread should be placed on the river at the bottom of the map and bent to the right then made into a small loop to cover the path in the first 100 km or so. Moving up the river, similar bendings will have to be made above Abu Simbel and at Thebes. The thread may form gentle curves up to Cairo, then the students should be directed to take the left hand main section of the river in the delta to avoid making other bends.
6. About 1,971 km ($34.5/3.5 \times 200$).
7. This will depend on the place where the students live.
8. This will depend on the place where the students live.
9. This will depend on the place where the students live. If the students live in a small town it may be better to find the distance from London to Cairo then add on the distance from answer 8.

Younger students

This activity is more appropriate for older students but you may like to demonstrate it to younger students to show how to find out about the distances in Egypt and compare them with distances in the United Kingdom. The answer to question nine helps the students realise how far Egypt is from their own land.

Outcomes

The students can:

- See how a scale is used to work out distances.
- Appreciate that Egypt covered a large area.
- Appreciate that Egypt is a long way from the United Kingdom.

Older students

The students can be shown how to use the scale then allowed to work on their own or in groups to work out the answers.

Outcomes

The students can:

- Use a scale to work out distances.
- Appreciate that Egypt covered a large area.
- Appreciate that Egypt is a long way from the United Kingdom.

Award yourself a golden fly

1. Cut out the outline of the fly (diagram 1).
2. Fold the tab at point A. Bend it under the body of the fly.
3. Stick the end of the tab to the underside of the fly with glue or sticky paper to make a loop. Ribbon will pass through this later.
4. Make a model fly head and body out of yellow Plasticine using diagram 2 to help you.
5. Attach the head and body to the wings so that it covers the area B.
6. Put a gold or white ribbon through the loop. Tie the end of the ribbon together and put it round your neck to show that you have been successful in battle.

Diagram 1

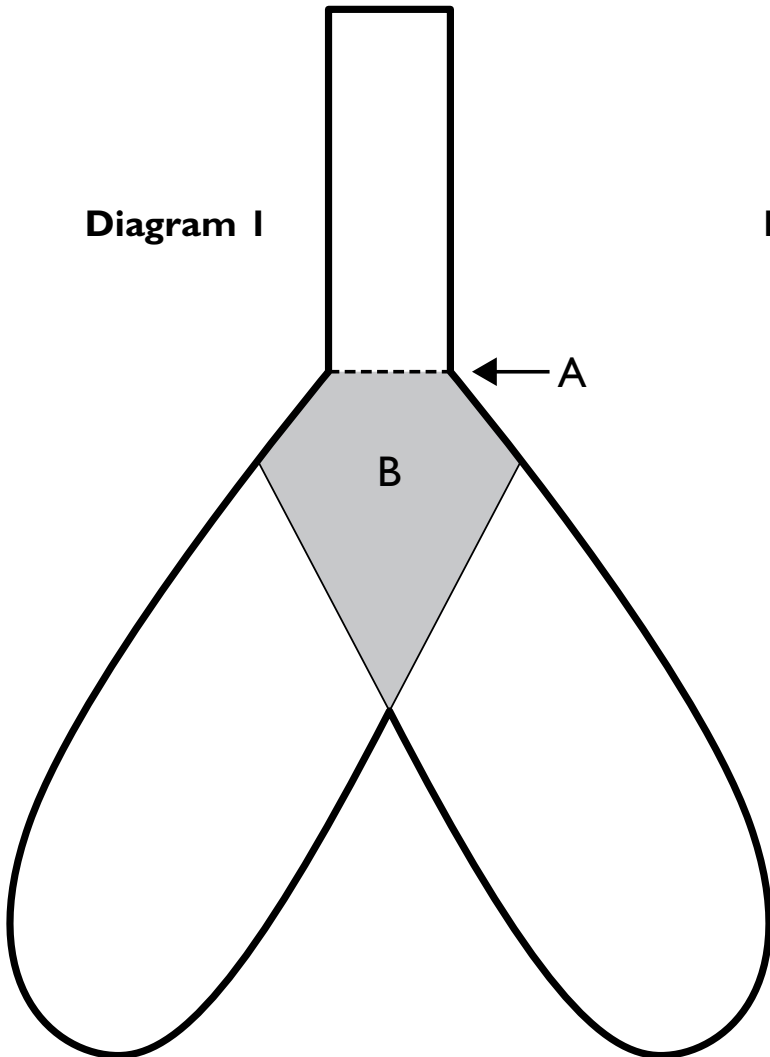
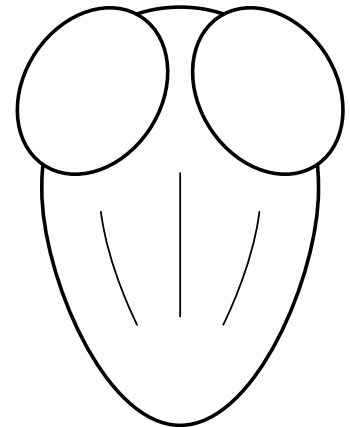


Diagram 2





Award yourself a golden fly

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet photocopied onto yellow card, scissors, Plasticine, glue or sticky paper, ribbon about 1 cm wide and about 40 cm long. (Optional: modelling clay, gold paint, brush.)

Using the worksheet

This activity supports the text about warriors and battles. A warrior who was successful in battle was awarded a golden fly which was worn on a chain around the neck. You may wish to use this activity with others concerning costume.

You may wish to use modelling clay instead of Plasticine and let it set. When the clay has hardened, the students can paint the whole fly gold.

Younger students

The students should be able to carry out all the steps in this activity. Some may need help with cutting out the wings.

Outcomes

The students:

- Know that soldiers were awarded a golden fly for being successful in battle.
- Can follow instructions to make a simple model.
- Can use materials and equipment safely.

Older students

The students can work on their own. Those who finish early may award themselves a second golden fly and make it.

Outcomes

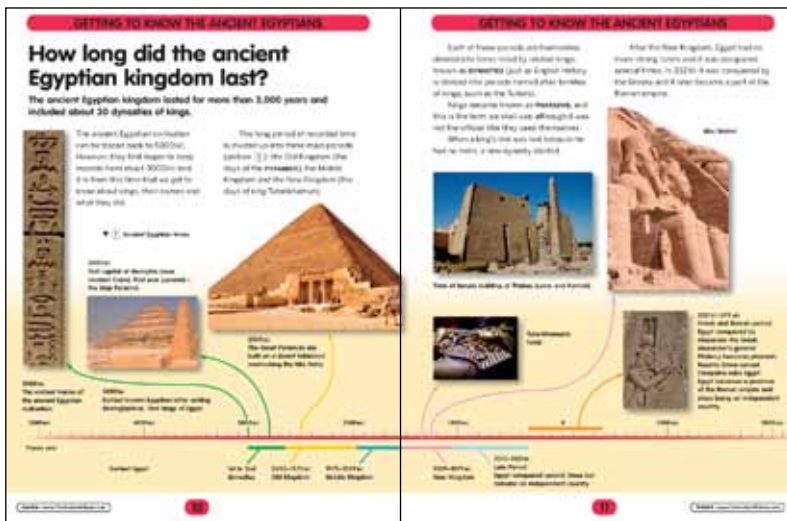
The students can:

- Know that soldiers were awarded a golden fly for being successful in battle.
- Can follow instructions to make a simple model.
- Can use materials and equipment safely.



Spread 4 (pages 10–11)

How long did the ancient Egyptian kingdom last?



▶ 4 A

▶ 4 B

In the previous pages we have been hinting at producing a timeline. But in order to have a time we needed to have at least got underway with the story of the Egyptians.

The key thing to know is that the time of the ancient Egyptians began farther before 0 AD than we are after it. It lasted more or less until the time of the Romans.

It might help, for example, by trying to widen out what students might know of Tutankhamun by producing a chart which shows all of the pharaohs. From this you can show how Tutankhamun was fairly late in ancient Egyptian times and that his life – and what he was able to achieve of lasting value – were limited.

Starting with a timeline chart allows you to highlight the other pharaohs that you may be considering studying in some detail. Those from the QCA are given in the student book. More detail and lots of pictures on a range of pharaohs is also available from www.CurriculumVisions.com (a subscription site).

It is, of course, often difficult to ascribe a special date to a civilisation, and usually (but not so much in this case) the end.

The beginning is known as pre-dynastic times, the period when the civilisation was coming together but there had not until that time been a single leading king figure (later called pharaoh) and thus a person to begin a line of kings, or dynasty. So although much of the elements of the Old Kingdom were in place, the conventional beginning to the Old Kingdom is the start of the dynastic age.

As it happens, events and structures fit mainly into two periods, known as the Old Kingdom and the New Kingdom. During the Middle Kingdom, Egyptian rulers were weak and the country was taken over and occupied by rulers from other countries. No important structures of famous pharaohs date from this period.

During the Old Kingdom, most of the spectacular structures – the Great Pyramids – were built within about a century. The rise of the New Kingdom begins with a new strong successor to the Middle Kingdom rulers, Thutmose I, although pharaohs that follow him are better known. In the few hundred years after the start of the New Kingdom,



the famous pharaohs lived and died and the spectacular temples were built or substantially enlarged.

This means that, on a timeline, the main features we associate with the ancient Egyptians are clustered in two places. So when you make a timeline you may need to enlarge two sections of it.

We can date the end of independent ancient Egyptian era with one spectacular event – the conquering of Alexander the

Great in 332 BC. From this time Egypt was ruled by Alexander or his governors (that became the Ptolemaic dynasty). Although many of the best preserved temples date from this late time, this time is not part of our study. There is a mixture of Greek and Egyptian styles and pharaohs that are Greek and not native Egyptian. Similarly, Egypt was no longer a powerful and independent country during the time of the Romans.

▼ Cleopatra (left) ruled Egypt during Roman times.



Dynasties, kings and kingdoms

1. Here is a list of the kings in the VI dynasty but they are in the wrong order. Arrange them in the correct order starting with the one that ruled the longest time ago.

Nitocris 2152–2150 BC

Teti 2323–2291 BC

Pepi II 2246–2152 BC

Merenre 2255–2246 BC

Pepi I 2289–2255 BC

2. Here is a short list of rulers from Egyptian times. The date shows the time when their rule began. Arrange the rulers in order starting with the ruler from the longest time ago.

Ptolemy I 305 BC

Cleopatra VII 51 BC

Mentuhotep II 2040 BC

Alexander the Great 332 BC

Ramesses II 1279 BC

3. Write the names of the rulers on the timeline at the dates when their rules began.
4. Look at the timeline on pages 10 and 11 of the student book and mark on your timeline the beginning and end of:
- (a) the Old Kingdom (b) the Middle Kingdom (c) the New Kingdom
5. Mark on the timeline the beginning of the Ptolemaic Dynasty 350 BC and the end in 31 BC.
6. In which kingdom was Ramesses II a ruler?
7. In which dynasty were Alexander the Great and Cleopatra rulers?

8. How many years were there between the beginning of Alexander's reign and Cleopatra's reign?



Dynasties, kings and kingdoms

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. The timeline from activity **2B**.

Using the worksheet

This activity can be used to reinforce the understanding of how dates were arranged BC, to look more closely at the concept of a dynasty and a kingdom and to add information to the timeline which was set up in activity **2B**. Note that Nitocris was a queen but she ruled as a king. The Ptolemaic dynasty is considered here to show the end of the timeline and to introduce two famous people from history – Alexander the Great and Cleopatra. There is more about them on the web site.

Answers

1. Teti 2323–2291 BC, Pepi I 2289–2255, Merenre 2255–2246 BC, Pepi II 2246–2152 BC, Nitocris 2152–2150 BC,
2. Mentuhotep II 2040 BC, Ramesses II 1279 BC, Alexander the Great 332 BC, Ptolemy I 305 BC, Cleopatra VII 51 BC.
6. The New Kingdom.
7. The Ptolemaic Dynasty.
8. 281 years.

Younger students

Some students may need help in rearranging the order of the rulers in step 1 and step 2. They may also need help in finding the dates on the timeline and writing in the information.

Outcomes

The students can:

- Arrange dates in the Egyptian timeline in the correct order.
- Add information to a timeline correctly.
- Make a calculation on dates in the Egyptian timeline.

Older students

The students can work singly or in groups.

Outcomes

The students can:

- Arrange dates in the Egyptian timeline in the correct order.
- Add information to a timeline correctly.
- Make a calculation on dates in the Egyptian timeline.



Name:..... Form:.....

Based on pages 10 and 11 of *The ancient Egyptians*

The rise and fall of the Egyptian civilisation

People had lived on the banks of the Nile for thousands of years before the Egyptian civilisation formed. These people hunted on the banks and fished in the river. About 5000 BC they began to grow crops and settled down to live in villages. There were two groups of villages. One group was on land around the southern part of the Nile. This area became known as Upper Egypt. The other group was on land around the northern part of the Nile. This area became known as Lower Egypt. Each group of villages became a kingdom.

About 3100 BC there was a battle between the two kingdoms and the kingdom of Upper Egypt won and the whole of Egypt became one kingdom. After the first king of all Egypt died, it is believed that his son took over as ruler. Over the years there were many rulers all from the same family. A group of rulers from the same family who reigned one after the other is called a dynasty. There were thirty dynasties in the Egyptian civilisation.

Archaeologists have divided some of the dynasties into kingdoms. The first kingdom is known as the Old Kingdom. This was the time when the Great Pyramids and the Sphinx were built. The Middle Kingdom followed. In this time, large parts of Nubia and Kush were conquered and added to the empire. The last kingdom was the New Kingdom. In this time, the temples at Karnak were built, great obelisks were set up and the tombs were made in the Valley of the Kings.

The last dynasty began with Alexander the Great who invaded Egypt from Macedonia and became king. When Alexander died his general called Ptolemy became king and his descendants ruled Egypt for another three hundred years until it became part of the Roman empire in 31 BC.



The rise and fall of the Egyptian civilisation

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This worksheet gives the students a chance to consider some of the main events in the Egyptian civilisation as a piece of prose instead of a timeline and gives an opportunity for them to display their skills in comprehension. As there are a great many facts for the students to consider, you may like to use this activity to summarise previous work and provide a broad yet simple outline on which to build up their knowledge in further work.

Younger students

Some students may need help in extracting information from the text. Write these questions on the board for the students to answer.

1. How did the first people who lived by the Nile get their food? (By hunting and fishing).
2. What was the additional food that the villagers ate? (They ate the crops that they had grown).
3. How many kingdoms were there in the Egyptian civilisation and what were their names? (Three: Old, Middle and New kingdoms).
4. Who began the last dynasty in Egypt? (Alexander the Great).
5. What happened at the end of the Egyptian civilisation? (It became part of the Roman empire.)

Outcomes

The students:

- Can extract information from a text.
- Know how the people of the Nile changed their ways to set up the kingdom.

- Know that there were three kingdoms in the Egyptian civilisation.
- Know that Egypt became part of the Roman empire.

Older students

The students should answer the questions that have been set for younger students then answer the following.

6. What are the two parts of Egypt that became one kingdom? (Upper and Lower Egypt).
7. About how long did it take from the formation of the first villages to the setting up of one kingdom for the whole of Egypt (5500 – 3100 = 2,400 years).
8. What is a dynasty. (A group of rulers from the same family who reigned one after another.)
9. In which part of the Egyptian civilisation were the main pyramids built – early, middle or late? (Early).
10. In which part of the Egyptian civilisation were the tombs made in the Valley of the Kings – early, middle or late? (Late).
11. How long did Egypt last as a kingdom after it formed in 3100 BC? (3100 – 31 = 3,069 years).

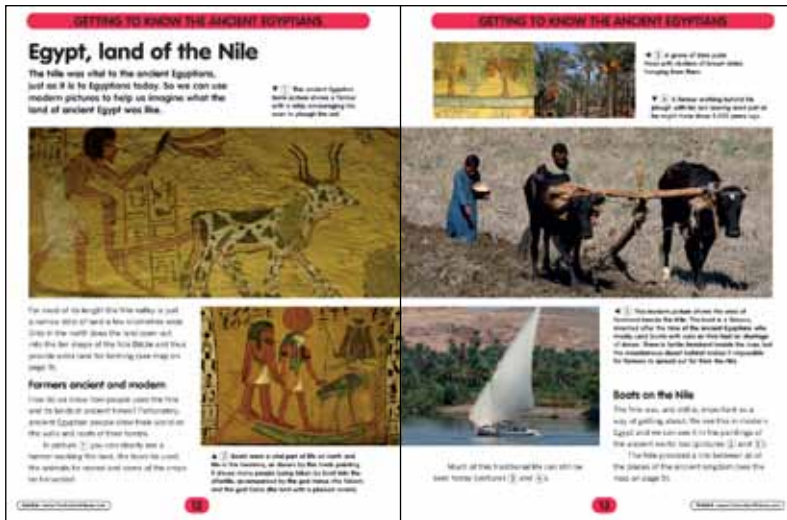
Outcomes

The students:

- Can extract information from a text.
- Know how the people of the Nile changed their ways to set up the kingdom.
- Know that there were three kingdoms in the Egyptian civilisation.
- Know that Egypt became part of the Roman empire.
- Can perform calculations on the information.
- Can explain what a dynasty was.
- Can identify times when some major features of the Egyptian civilisation were set up.

Spread 5 (pages 12–13)

Egypt – land of the Nile



5A

5B

A famous geologist’s saying is, “The present is the key to the past”. This famous Huttonian saying is not always appropriate in history. But in the case of the way that the Nile was used, some parallels between the way it is used today and what happened in the past can be drawn.

On this page we have specifically chosen comparable pictures from the walls of tombs some 3,000 years ago and those taken today.

You may care to begin by looking at the pictures of the way the Nile is used today. Picture ③ shows a date palm grove. Students may need help in seeing the dates as the brown fruit hanging from the crown of the tree. Students can be asked to contrast this with the tomb painting which shows date groves of exactly the same kind in stylised form.

Then students may look at picture ④ and see a farmer ploughing a field near to the Nile (the picture was taken in 2004, and is not a historic picture!) Draw attention to the oxen, the very simple plough and the single furrow that is being ploughed. A boy walks behind dropping

seed into this furrow. Then look at picture ① and compare the plough shown there with the one in use 3,000 years later.

Of course it is important to point out to students that Egypt is a modern country and that much has changed. But many poor people do still use traditional techniques and so we can look at their techniques and imagine how the ancient Egyptians must have farmed the land. The silver band on the wall painting (picture ③) is an irrigation canal, so we can see the importance of drawing water from the Nile at this early date as well.

Pictures ② and ⑤ show boats on the Nile. The ancient boat is called a barque and has a high prow and stern and a rear paddle. At some times of the year there is virtually no wind on the Nile and so this is a means of propulsion still used. However, at other times, the wind is strong enough to allow sails to be used.

In ancient Egyptian times, slave labour for rowing was readily available and so sails were less important. But the important connection is that, in showing a boat on a wall tomb, the importance of the river and

boats is highlighted, indicating that it was a central feature of ancient Egyptian life, just as it is today.

You may, at this stage, also want to introduce the idea that the ancient Egyptians thought boats were so important, that they believed the dead left the Earth for the heavens in solar barques. This is why they are drawn on tomb walls (and we will see ceremonial barques in temples). Large barques were found buried by the Great Pyramids of Giza.

Although we would not want to take the comparison too far, we can see on this spread the way that the present and the

past can be compared, and in this way the present helps to explain the techniques used in the past. For example, as the ancient Egyptians clearly used simple ploughs in the past, they had to devote most of their labour to farming, because the methods they used were not as efficient as those used today. Once we realise that most (90%) of the people were forced to work the land to provide for themselves and the 10% of those living in cities, we can see that most ancient Egyptians spent their days farming and that many of the features found in temples reflect the activities of only the small elite.



▲ Farming in Egypt today.

Make a model raft

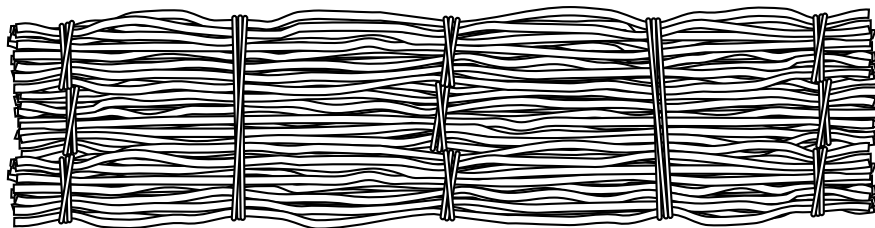
1. Pull out a handful of grass from the bag and straighten it into a bundle about 30 cm long.
2. Measure in five centimetres from one end of the bundle and tie the grass tightly together with string.
3. Measure in five centimetres from the other end and tie the grass tightly together with string.
4. Find the mid-point between the two pieces of string and tie the grass tightly together there.
5. Cut about three centimetres off the ends of each bundle to make it tidy. It should look as diagram 1 shows.

Diagram 1



6. Repeat steps 1 to 5 twice more so that three bundles are made.
7. Put the three bundles side by side and tie them together tightly as diagram 2 shows.

Diagram 2



8. Place the raft in a bowl or sink of water.
9. Predict how many small weights the raft could carry without sinking and carefully add the weights one at a time.
10. Compare your prediction with the result. How accurate was your prediction?





Make a model raft

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A bag of pet bedding, which is made from dust free, medicated grass (check that your school policies will allow you to use this material), string, scissors, bowl or sink of water. Small weights such as blocks of Plasticine or marbles.

Using the worksheet

Tell the students that some of the very first boats to be used on the Nile were made from a reed called papyrus which grows along the river banks. Reeds are a kind of grass and the students are going to see if they can make a model of a simple papyrus raft using grass. You may like to add that when archaeologists find out about the objects that people in the past used, they recreate the objects to see what they would have been like.

You may like to demonstrate the pulling out of the grass and making bundles (they should be about 3–4 cm thick when not tied together and just over 30 cm long). The knot to use is the simple knot that students use to tie their shoes but it should be done twice to hold the string firmly in place. You may like to cut pieces of string about 10 cm long for the students before the activity. The ends of the string can be trimmed after the knots have been tied.

Younger students

You may like to have a team of teacher helpers to assist you. The students may need help in pulling out the grass and in tying the string. Some students may need supervision when using small objects like marbles and Plasticine so that the objects do not become projectiles!

Outcomes

The students:

- Can follow instructions to make a model.
- Can use materials and simple equipment safely.
- Realise that a material such as grass can be used to make a raft.
- Can make a simple prediction, test it and assess its accuracy.

Older students

The students can work in pairs.

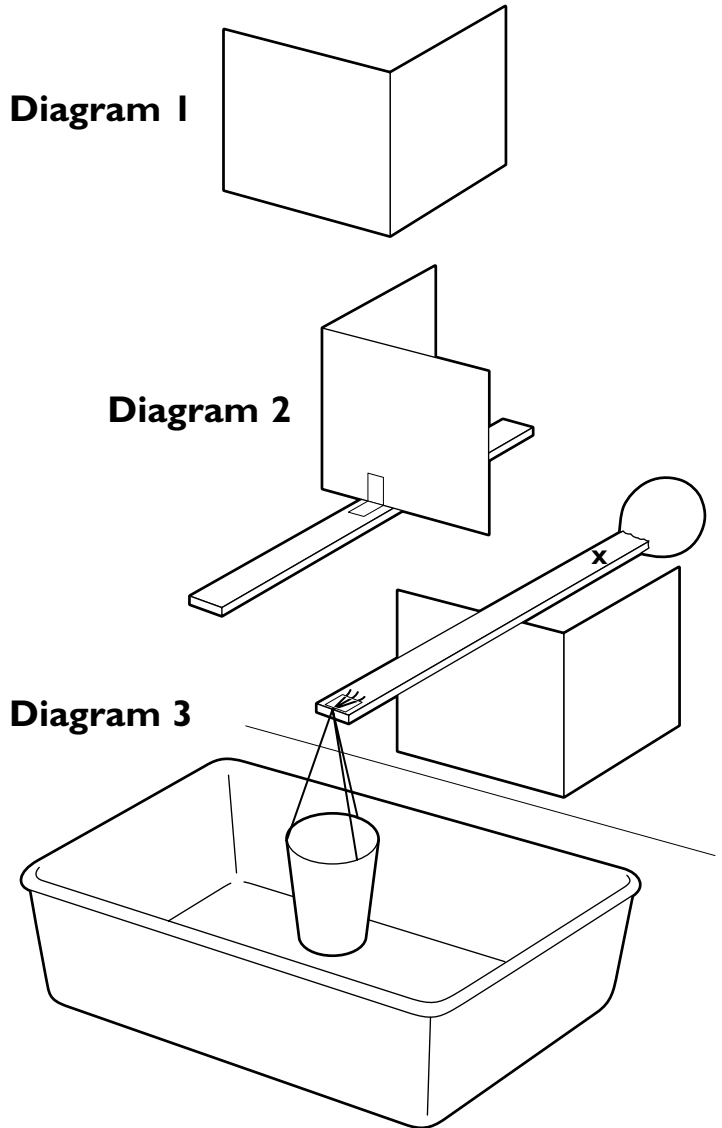
Outcomes

The students:

- Can follow instructions to make a model.
- Can use materials and simple equipment safely.
- Realise that a material such as grass can be used to make a raft.
- Can make a simple prediction, test it and assess its accuracy.

Make a model shaduf

1. Take a piece of cardboard and bend it as shown in diagram 1.
2. Place the middle of a wooden ruler under the cardboard and use sticky paper to keep it in place as diagram 2 shows.
3. Turn the cardboard over so that the ruler has become like a see-saw.
4. Take three pieces of string about 10cm long and attach them to the sides of a small plastic cup or beaker as shown in diagram 3.
5. Take the other ends of the three strings and tie them in a simple knot, then stick the knot to the end of the ruler with sticky tape.
6. Make a ball of Plasticine about 5 cm in diameter and stick it on the other end of the ruler. You have now made a model shaduf.
7. Set up the shaduf by an empty sink or bowl as diagram 3 shows.
8. Take the Plasticine ball off the end of the ruler and fill the cup with water from a jug.
9. Hold the ruler on the card for support and press on the ruler at the place marked x on the diagram. Feel how hard you have to push to raise the cup of water.
10. Place the ball of Plasticine on the end of the ruler and repeat step 9. What do you find?







Make a model shaduf

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A picture of a shaduf, a piece of strong cardboard about 26 cm long by 12 cm wide, a wooden ruler, sticky paper, a small plastic cup or beaker, three pieces of string 10 cm long, a ball of Plasticine 5 cm in diameter, jug of water.

Using the worksheet

You may wish to begin by saying that the Egyptians needed to supply water to their crops growing along the sides of the Nile. They built channels to carry water through the fields but they needed a way of moving the water from the river to the channels. Tell the students that the Egyptians invented the shaduf to help them and show the students a picture of one. Ask the students how they think the weight helped the man who used the shaduf to lift water out of the river. Tell the students that they are going to make a model shaduf to help them find out. They should find that the weight helps to reduce the force needed to raise the water and this in turn reduces the energy needed by the man to lift the water out of the river and put it in the channel.

Younger students

You may wish to have a team of teacher helpers in class for this activity. The students may need help in holding the ruler in place on the cardboard when the model is ready to lift water.

Outcomes

The students can:

- Follow instructions and interpret diagrams.
- Use materials and simple equipment safely.
- Use a working model to test their ideas.

Older students

The students can work in pairs. Some students may like to make a larger model using wood after they have made the small model. They could attach a hook on the underside of the place marked with an **x** and attach a force meter to it to measure the lifting force with and without a weight.

Outcomes

The students can:

- Follow instructions and interpret diagrams.
- Use materials and simple equipment safely.
- Use a working model to test their ideas.

Chapter 2: Clues to the past

Spreads **6** and **7** (pages 14–17)

Kingly objects from the past



There are many spectacular objects preserved from ancient Egyptian times for us to see.

Here we are focusing on a range of objects which give us a spectrum of insights into the ways of ancient Egyptian life.

We begin by introducing students to the tomb of Tutankhamun. It contained many of the most spectacular relics ever found and some will be familiar to the students.

The text begins the story of how Howard Carter found the tomb. This is a way of showing how artefacts are sometimes discovered. It might be worth spending time on discussing why they might not have been discovered in such good condition if they had not been hermetically sealed in a tomb. You can discuss the nature of the weather if they remained on the surface as well as the way that people have, over the centuries, systematically taken things from earlier centuries to use for themselves. This would explain why, for example, we place so much emphasis on the tomb of Tutankhamun. Most of the other tombs were robbed out, and anything left on the surface

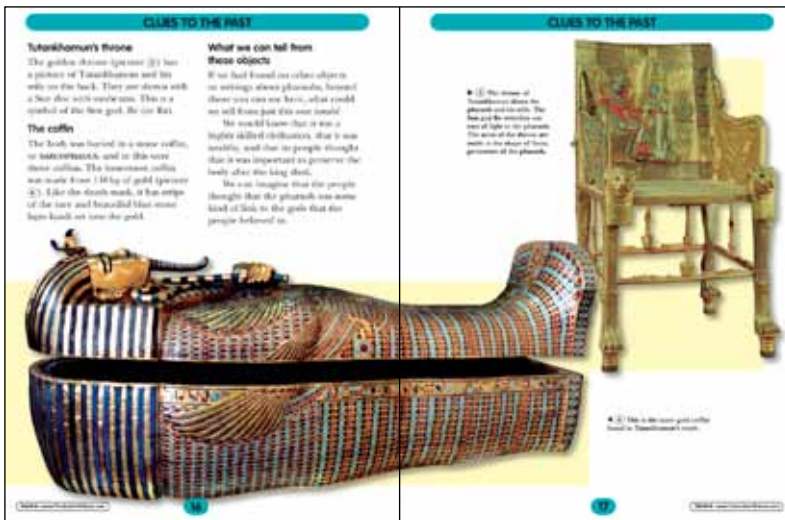
from ancient times (even including the stones from which the buildings were made and the surface stones (casing) of the pyramids) have, in considerable measure, been taken away.

You can also explain why, for the most part, archaeologists have to make reconstructions from small parts of broken objects. We shall come back to this theme later.

You may wish to make the discovery of Tutankhamun's tomb into a project. The story of it, and the 32,000 artefacts found in it, are well documented on the Internet.

Carter tried to photograph and label each item before he removed it. You might ask students to suggest why he went to so much trouble. Removing all the artefacts took 10 years. Ask students why that might have been.

To develop this point further you might ask students to consider what happens to the artefacts once they are taken from the tomb. For example should they go to a local museum (where preservation systems may not be very good) or go to distant lands and so be removed from their context (but where preservation systems are better). The system in Carter's day was that no more than 10 per



cent of artefacts should go overseas. Do students think this is a fair balance?

Those who have visited the Cairo museum and wondered at its contents, and the fact that the museum is bulging at the seams, might ask how good preservation systems still are. One thing in its favour is that Cairo is in a desert climate, so in general there is little decay. But the 2 million people who visit each year now bring a lot of moisture (mostly in the form of perspiration) into the museum, and it does not have air conditioning.

So there are many threads to follow about the nature of artefacts and their preservation that you may care to explore or discuss at this point.

There is no doubt that the death mask of Tutankhamun is unbelievably spectacular. You might want to ask students what they can deduce from this about the nature of ancient Egyptian civilisation. Each part of the mask has its symbolism. It is not just a portrait. Students might be directed to notice the false beard (symbol of being a pharaoh), the vulture and cobra on the headpiece and the collar around the neck. They can find out about all of these things on the Internet.

Foremost the death mask provided the dead with a face in the afterlife. In addition they also enabled the spirit to recognise the body.

Kings are often represented wearing the nemes headcloth, a piece of cloth pulled tight across the forehead and tied at the back, with two flaps hanging on the sides. Cobra and vulture heads were worn on the forehead. Kings shaved their heads but had a prominent beard.

The Egyptian symbol for gold is a collar with beads along the lower edge. Gold has long been associated with the gods and royalty. This imperishable metal reflects the brilliance of the Sun and the hope of eternal life.

The cobra is associated with the Sun god, the kingdom of Lower Egypt, the kings and their families, and several gods. A symbol of protection, it guards the gates of the underworld, wards off the enemies of the royals and guides the deceased pharaohs on their journey through the underworld. The vulture was the symbol of Upper Egypt. Pharaohs wore the cobra and the head of a vulture on their foreheads as symbols of royal protection.

From this picture, you may care to go on to the throne to show how we can tell that Tutankhamun was married and what his wife looked like. On the back of the throne we can also see Tutankhamun associated with the Sun god.

In pictures in the next section you will be able to discuss reconstructing simple objects from shards.


Recording a discovery

1. What are the different activities that take place in school?





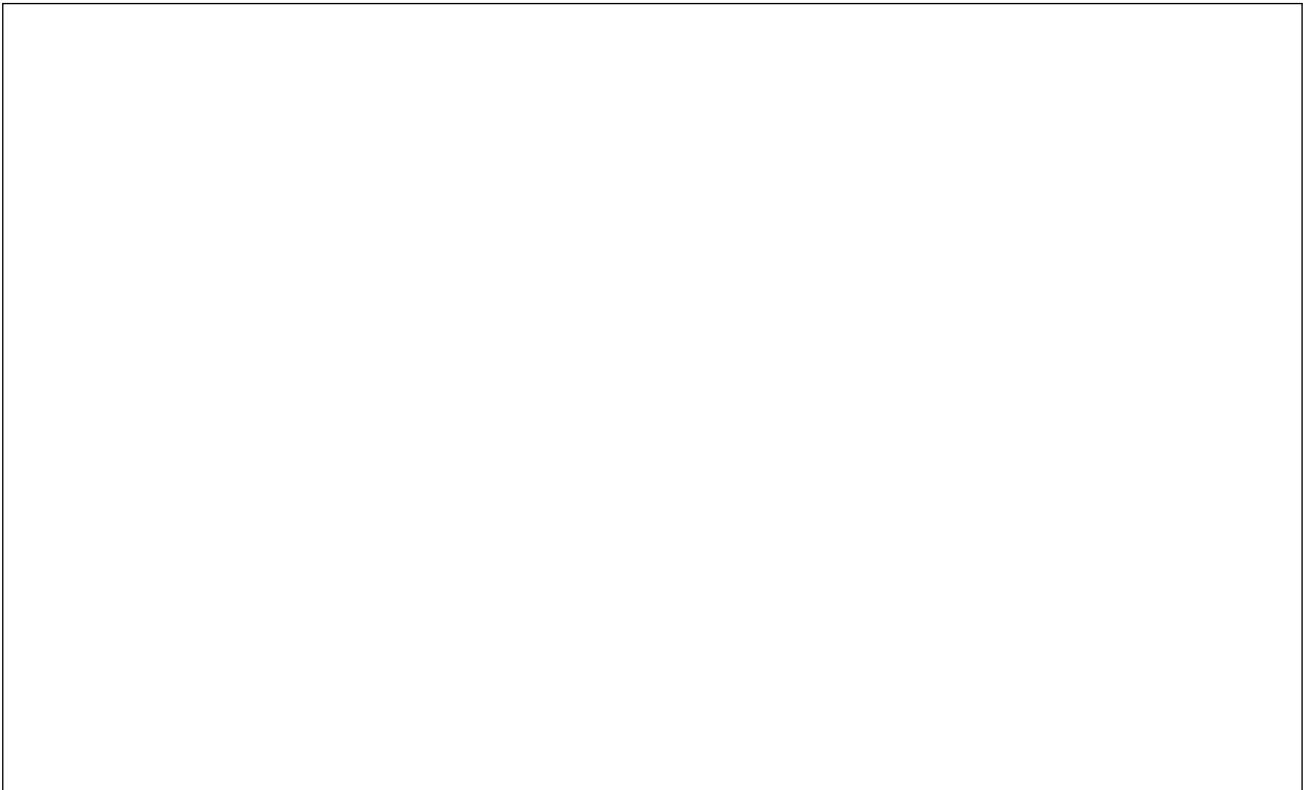
2. What objects are used in the different activities?





3. Make a collection of the objects and set them out on display.

4. Make a drawing of the display and label the items in it.



5. Remove the items and then reassemble the display. Is it just like the previous display? Explain your answer.





Recording a discovery

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A selection of objects to represent all the activities that take place in school. There could be a globe, items from the science cupboard, a computer, sports equipment, costumes for plays, trophies, items from the school kitchen, cleaning equipment. Digital camera for recording the display.

Using the worksheet

The purpose of this activity is to show the importance of observation on recording a scene. You may like to begin by asking the students to imagine that they have just dug down into the ground and found a school. They have come into a room where a display has been left to show people about the activities that went on in the school. First of all they have to be the people who make the display, then they have to be the archaeologists who discover it.

In steps 1 to 3 the students are the people who set up the display. In steps 4 and 5 the students are the archaeologists who discover the display and record it. You may like to take a photograph of the display with a digital camera and store it on a computer. When the students are assessing the accuracy of their drawings you may like to put the picture on the whiteboard for them to make comparisons. You may like to take several pictures from different angles for use with older students.

Younger students

Some students may need help with the spellings of the activities and items. They should be encouraged to think about all the activities that go on in the school – not just learning in the classroom.

Outcomes

The students can:

- Think of a wide variety of activities which take place in school.
- Make an accurate picture of a display.
- Reassemble the display from their pictures.

Older students

The students can assess the value of taking several photographs of a display to provide an accurate record of a discovery. Some students could play the role of robbers and take some of the items away from the display, while the others are not looking. The others have then to find out from their pictures, which items have been removed and assess how the robbers' action has altered the amount of knowledge that the 'archaeologists' can get from the display. When the students are to take down the display, ask them to think of other ways to help them reassemble the display and look for them mapping the display or removing the items in a sequence and numbering them.

Outcomes

The students can:

- Think of a wide variety of activities which take place in school.
- Make an accurate picture of a display.
- Take down a display systematically so that it can be reassembled.
- Reassemble the display from their pictures and other techniques.
- Assess the use of several photographs to record a discovery.



Name:..... Form:.....

Based on pages 14 to 17 of The ancient Egyptians

How much does it weigh?

The weight of Tutankhamun's death mask is 11 kg.

1. What objects or object around you will have the same weight?





2. How could you find the weight of some objects to equal the weight of the mask if you had a bag of flour that weighed 1 kg?













3. If your teacher approves of your plan, try it out.

4. Write down the objects that together had a weight of 11 kg.





5. How good was your original idea about the weight of the mask?







How much does it weigh?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A bag of flour (or other object) weighing 1 kg, a see-saw balance from the infant department or materials for making a simple see-saw. A selection of items such as books that can be used singly or in small groups to balance the bag of flour on the see-saw. A balance or scales which can measure 11 kg.

Using the worksheet

This activity is to help the students realise the weight of artefacts found by archaeologists. It also helps them to devise a way to solve a problem using simple materials.

The students should think of a way of comparing weights. This may simply be picking up a bag of flour and a few books until they both feel about the same weight. A better plan would be to use a see-saw to balance the weights.

At the end of the activity you could put some items on a balance or scales and show them items that together weigh 11 kg.

Note: No attempt has been made to distinguish between weight and mass. For this activity the popular and not the scientific concept of weight has been adopted. If you wish to make the distinction later in science you may find our *Science@School 6E Forces in action* book useful. In the student book look on page 6 and on the *Teacher's Guide* look on page 27. You could follow up this work by looking at the web link support at www.CurriculumVisions.com.

Younger students

Some students may need help in thinking of ways to compare weights and to use a see-saw to compare weights.

Outcomes

The students can:

- Devise a way of comparing weights.
- Appreciate the weight of Tutankhamun's death mask.

Older students

The students could work on their own for a while and then discuss the methods they have devised before they try them.

Outcomes

The students can:

- Devise a way of comparing weights.
- Appreciate the weight of Tutankhamun's death mask.

Make a water clock

The Egyptians used water clocks to measure time. A simple water clock has a reservoir of water and a collecting vessel and a scale for telling the time. You can make a simple water clock from a plastic bottle which has been cut in two, a piece of Plasticine and a strip of paper and sticky paper.

1. Take the piece of Plasticine and flatten it into a disc. Make a tiny hole in the centre of the disc as diagram 1 shows and stick in to the bottle top.
2. Turn the bottle top upside down and place it in the other part of the bottle as diagram 2 shows.
3. Stick a piece of paper to the side of the bottle as diagram 2 shows.
4. Fill the reservoir with water quickly then time how long it takes to empty. Put a line on the strip of paper to mark the water level in the collecting vessel and write the time such as two minutes.
5. Put other markings on the paper strip. For example, a mark half way between the first mark and the bottom of the vessel could represent one minute.
6. Check any mark you put on the scale records the time accurately by filling the reservoir again and letting the water run through.

Diagram 1

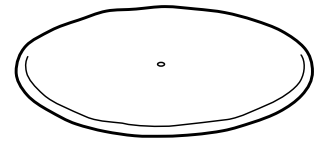
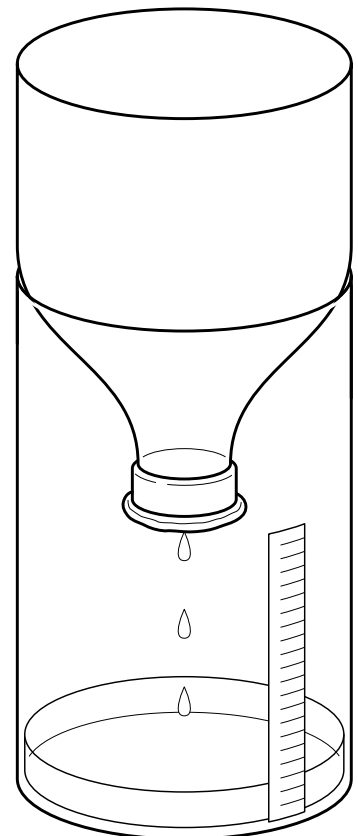


Diagram 2





Make a water clock

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A plastic bottle with thin walls, an old bread knife, a piece of Plasticine, a strip of paper, sticky paper, clock.

Using the worksheet

You may introduce this activity in the following way if you have done the previous activity. Remind the students about them making the discovery of the items in the school. Now tell them that when archaeologists make discoveries they sometimes come across objects that they have not seen before and have to guess at how they worked. For example, the Egyptians did not have mechanisms to make clocks as we have today so they used the flow of water to measure time. Introduce the worksheet and tell the students that they are going to make a water clock. Before the lesson cut the bottles that you need. The top third of the bottle should be cut off so it can be inverted to make the clock. When the students have finished, you could try the following exercise. The clocks could be taken on trays into another class where the students have not studied Egyptians and this second class is asked to suggest what the items on the trays are. Your students can watch while the others try to offer explanations. Alternatively, you may take the trays into the second class and a helper can video the responses for your class to watch on their whiteboard later.

Younger students

The students should be allowed to try and make the clocks on their own or in groups. You may need a team of teacher helpers when the clocks are to be filled with water. This is best done by a helper pouring from a jug at the student's table. The students will need help calibrating the scale. You may find it more appropriate just to have clocks which measure one time – such as two and a half minutes, and not to make a scale.

Outcomes

The students can:

- Assemble a simple piece of equipment and make it work.
- Appreciate that people in the past used objects we no longer use today.

Older students

The students can work in pairs and try and calibrate their clocks.

Outcomes

The students can:

- Assemble a simple piece of equipment and make it work.
- Appreciate that people in the past used objects we no longer use today.
- Calibrate a scale.



Name:..... Form:.....

Based on **pages 14 to 17** of *The ancient Egyptians*

The beginning of Egyptology

Egyptology is the study of the ancient Egyptian civilisation. Today, people around the world know a great deal about the ancient Egyptians but for many centuries very little was known about them. Few people from Europe travelled to Egypt and when they did, they came back with stories of great buildings and strange picture writing we call hieroglyphs. This made everyone think that the ancient Egyptians were very mysterious and even frightening.

In 1798 Napoleon took an army to Egypt. He was planning to make the French empire larger. There were artists who travelled with the army and they made pictures of the buildings of ancient Egypt. When the pictures were published in books, more people became interested in the ancient Egyptians.

Some soldiers in the French army discovered a stone with carvings on it. Some of the carvings were hieroglyphs and some were Greek words. Jean Champollion (1790–1832) discovered that he could use the Greek words to translate the hieroglyphs. This made people even more interested in the ancient Egyptians.

People began to come to Egypt to make discoveries and carry away statues and treasure to sell. One of the first to do so was an Italian called Giovanni Belzoni (1778–1823). He had been a strong man in a circus before he used his strength to break into the buried Egyptian ruins. Early visitors to Egypt, like Belzoni did a great deal of damage as they hauled away their treasures and no record was kept of how the treasures had been discovered.

Later visitors to Egypt spent time recording the discoveries before they moved them, as archaeologists do today. These people became known as Egyptologists and one of the most important was Sir Flinders Petrie (1853–1942). He made careful excavations all over Egypt. One of his assistants was Howard Carter (1874–1939) who discovered Tutankhamun's tomb in 1922.



The beginning of Egyptology

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This worksheet supports the information about grave robbers and Howard Carter. The students may have the impression that because we know so much about the Egyptians today that this has always been the case. For many centuries after the end of the Egyptian civilisation, almost all knowledge was lost. Only a few travellers through Egypt on their way to and from the Holy Lands brought back a little information. The text on the worksheet gives a very brief and simple account of how Egyptology grew up to become a human activity concerned with the study of the ancient Egyptians.

Younger students

Read through the sheet with the students then let them answer the following questions from the board.

1. What is Egyptology? (The study of the ancient Egyptian Civilisation).
2. What are hieroglyphs? (Strange picture writing).
3. What did people at first think about the ancient Egyptians? (They were mysterious and frightening).
4. What did Jean Champollion discover? (The hieroglyphs could be translated).
5. What do Egyptologists do after they have made a discovery? (Spend time recording them).

Outcomes

The students:

- Know what Egyptology is and what Egyptologists do.
- Can answer questions related to a text.

Older students

The students can read through the text and then answer the questions for younger students followed by these questions.

6. Why did the French army go to Egypt? (Napoleon, their leader, wanted to make the French empire larger).
7. How old was Jean Champollion when he died? (42).
8. What do you think was the main interest of people like Belzoni? (To make money by selling statues and treasure).
9. What do you think was the main interest of people like Petrie and Carter? (To find out more about the Egyptian civilisation).
10. How old was Carter when he discovered Tutankhamun's tomb? (48).

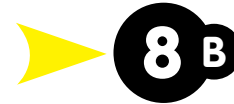
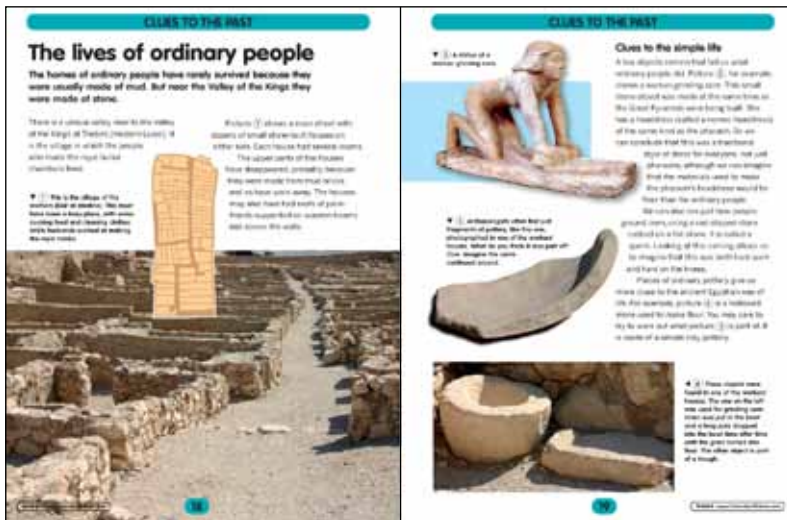
Outcomes

The students:

- Know what Egyptology is and what Egyptologists do.
- Can answer questions related to a text.
- Can make calculations from information in the text.

Spread 8 (pages 18–19)

The lives of ordinary people



This spread builds on the previous spread because it is also about artefacts. In this case, however, they are artefacts which have been preserved only in part and which therefore require more experience to appreciate and to begin to think about how they could be reconstructed.

The spread focuses on just one location – the Valley of the Workers near Luxor. It is described as unusual because most humble dwellings were made of mud. But this was a rocky location and so making at least the foundations of the walls of stone would have been relatively easy.

You may wish to discuss in principle which materials are likely to survive the test of time and which may not. Would thatch for roofs (or palm leaves) survive? Would the adobe mud survive that odd downpour that occurs one every few decades? Would stone survive?

You might also want to distinguish between fired clay and simple sun-dried clay (adobe). The shards of pot we will soon be discussing are made of mud but they have survived because the mud has been fired and the crystals of the clay fused together.

This all goes on to suggest that what we find on the surface nowadays depends on the durability of the material. So mud and anything organic (for example, paper, cloth) would probably not survive if it were exposed in the open. This, in turn, means that what we see today may give us a distorted impression of what people used unless we are careful. For example, ancient Egyptian times correspond with the Stone Age, and what we find are mainly stone. Suppose we found nothing of the fine art hidden in tombs? What would we then think of these people? So what we have to do is to be careful with the interpretation of artefacts. You might want to remind students of the way of life seen in the tombs on pages 12 to 13 of the student book. It would be hard to tell of this way of life from the artefacts that are preserved on the surface because the wood of the plough would have rotted away.

What is important here is to get students to identify the shards as pieces of pot and to see that pots and grinding stones can be used as the basis of reconstructing the way of life.



The pattern of walls can also be used. This example has been used because it is important that students are reminded that the past is often represented by ground level remains and that we can tell a lot from plans, again especially if we compare ancient plans to plans of buildings we can see today.

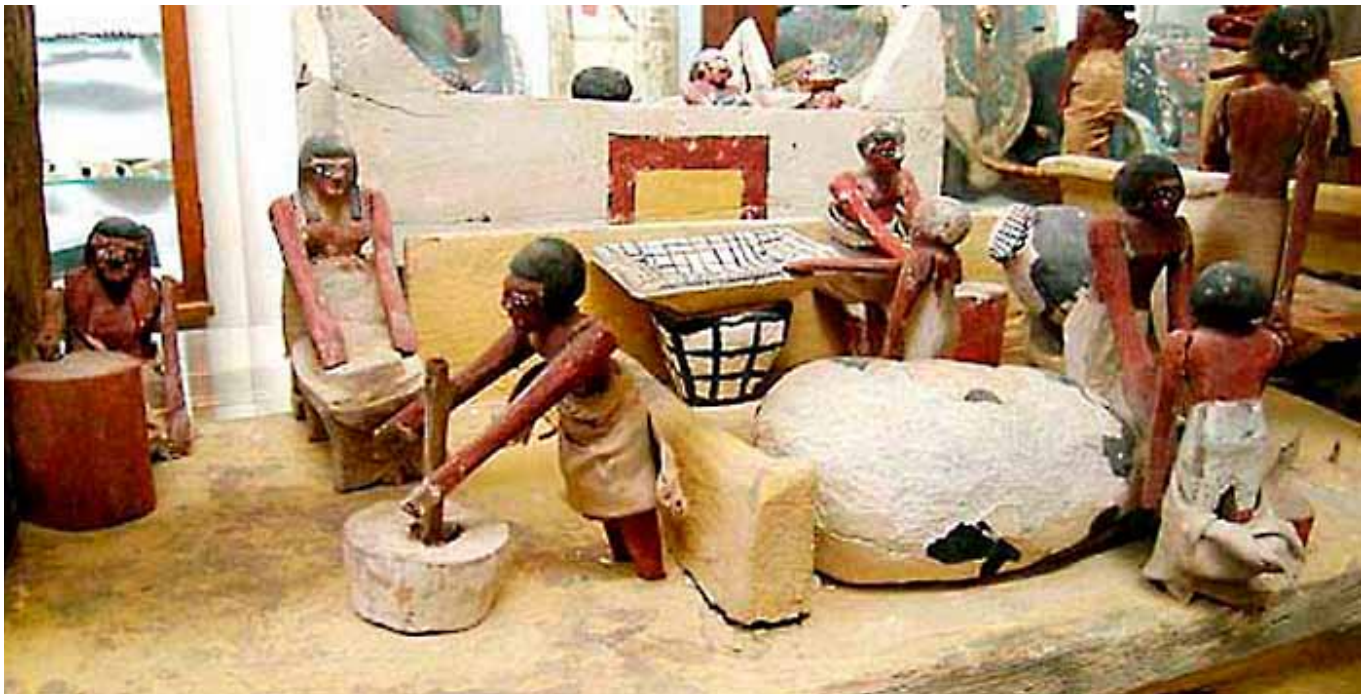
The winding alley that forms the main street, for example, would not be suitable for wheeled traffic, so it suggests that people walked and that goods were carried by them on pack animals.

The sectioned rooms suggest that the people had enough accommodation to be able to use different rooms for different functions. These must, therefore, not be the poorest people, but people working who were relatively high up the social scale. And, of course, we actually know they were, for this Valley of the Workers was occupied by the tomb-builders for the pharaohs.

As a project students might be asked to see if they could make a model of this village, using an enlargement of the plan. Could they suggest how high the walls should be? And what was the roof like (probably wooden poles supporting palm leaves). Adobe mud could be represented by Plasticine.

Page 19 also features a modest, but finely crafted sculpture of a girl grinding corn. Students can work out from this some of the typical activities of girls, and their dress (including the nemes headcloth). You might ask whether they think the girl would have naturally been naked while she worked, or whether this is an artistic version of reality. In general ancient Egyptians were quite literal in what they portrayed.

You might ask students to speculate on why a headcloth was such a common and important piece of clothing.



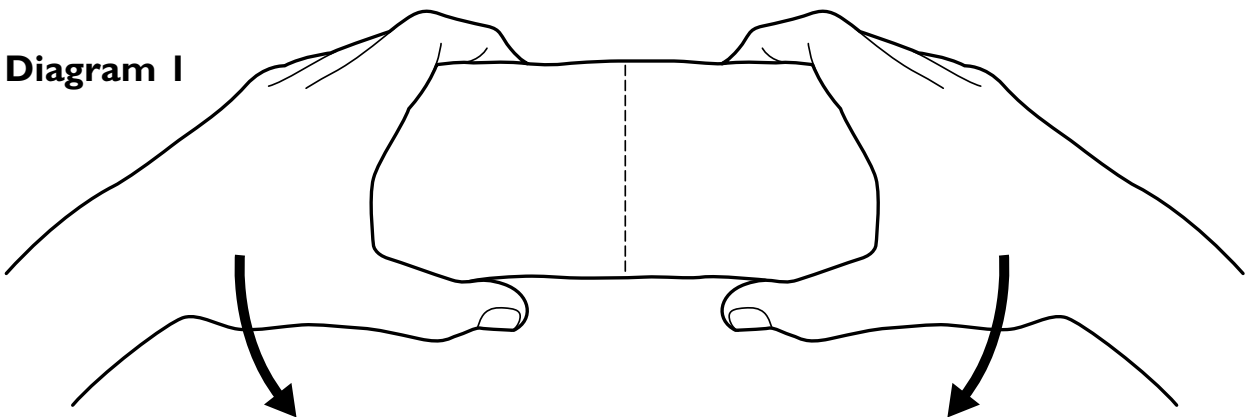
▲ A model of an Egyptian village (source: Freestock.com).

Make mud bricks

Make three mud bricks in the following way.

1. Put four heaped tablespoons of compost into a bowl.
2. Add water a little at a time and knead it into the compost until the compost sticks together in a lump. The surface of the lump should shine with water but water should not trickle out of it.
3. Shape the lump into a block about 10 cm long, 5 cm wide and 4 cm high.
4. Repeat step 1.
5. Take a pinch of straw from the bag (about twenty strands) and cut them to about 3–4 cm in length then add them to the compost in the bowl.
6. Repeat steps 2 and 3.
7. Repeat step 1.
8. Repeat step 5 but this time add two pinches of straw to the compost.
10. Repeat steps 2 and 3.
11. Set out all three bricks on a board and leave to dry.
12. Examine the bricks and compare their appearance and test their strength by gently trying to snap them as diagram 1 shows.

Diagram 1





Make mud bricks

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A bag of compost from a garden centre, a bag of dust free medicated straw from a pet shop (check that your school policies allow you to use this material), a bowl, a tablespoon, a board on which to put the bricks, a jug of water, a ruler. A place to leave the bricks to dry where they will be undisturbed.

Using the worksheet

Look at the picture on page 18 showing the village of Deir el-Medina. Ask the children why the top part of the houses, believed to have been made of mud bricks, have disappeared, while the lower walls of stone remain. Look for an answer about the mud bricks drying up and breaking up. Tell the students that they are going to make three kinds of mud brick and see how easily they break when they dry out. Issue the worksheet and go through it with the students before they begin.

A pinch of straw is made by inserting a finger and thumb into the bag of straw and pulling out about 20 strands. The ends of these strands are often quite long and should be cut off over a waste bin.

Younger students

You may wish to organise a team of teacher helpers for this activity. You may like to take the class through making each brick in turn.

Outcomes

The students can:

- With help, follow instructions.
- Use simple equipment and materials safely.
- Make observations from which comparisons can be drawn.

Older students

The students can work in pairs or on their own. The activity could be extended by cutting straw into smaller pieces before adding it to the compost.

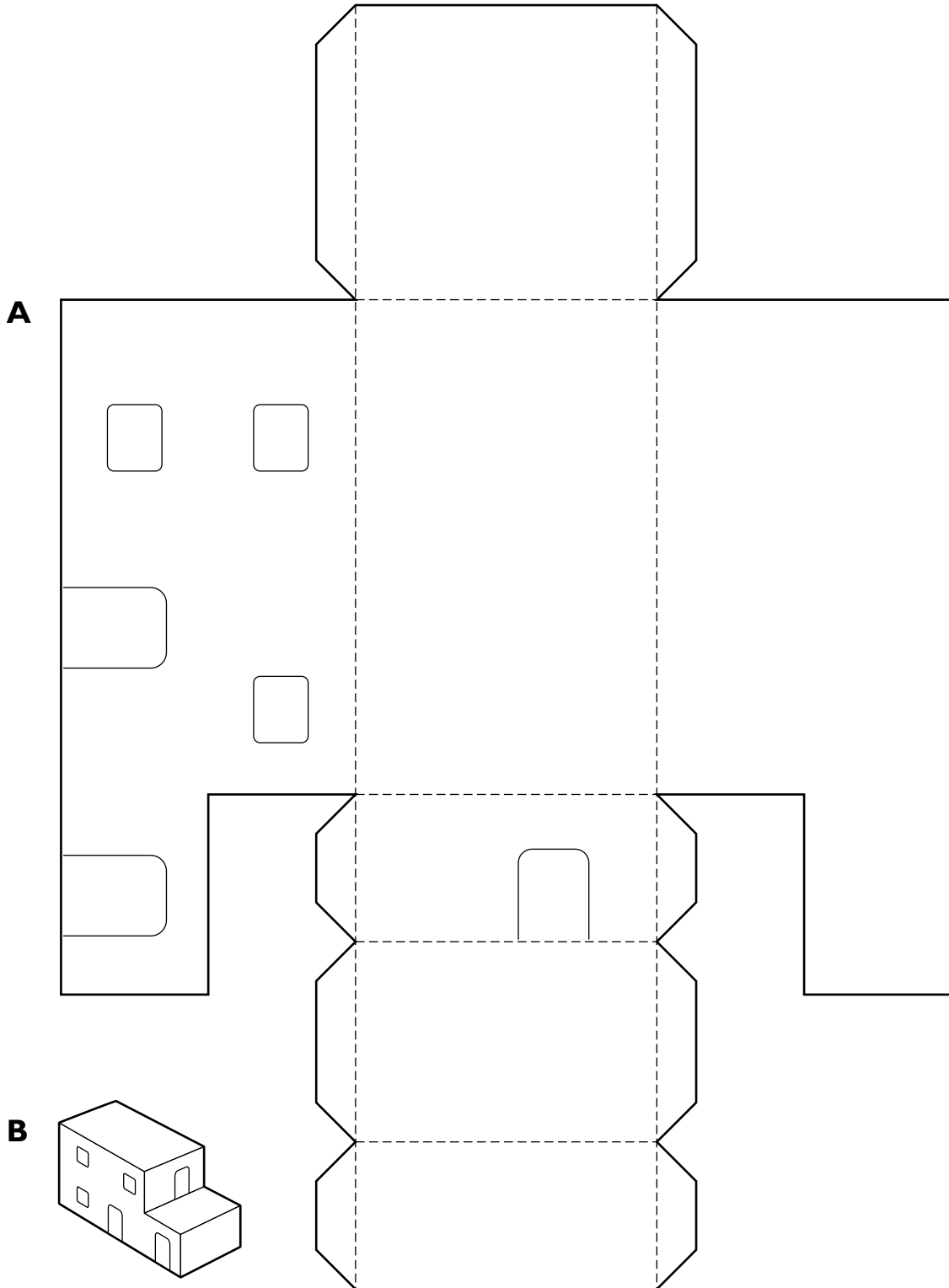
Outcomes

The students can:

- Follow instructions.
- Use simple equipment and materials safely.
- Make observations from which comparisons can be drawn.

Make an Egyptian house

I. Cut out A and assemble to make a house as shown in B.





Make an Egyptian house

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, glue.

Outcomes

The students can:

- Make a simple model of a house.
- Arrange model houses into a village.
- Design and make pieces for a model house.
- Make a map of a model village.

Using the worksheet

You may use this activity after activity **8A**, while the mud bricks are drying. You may remind the students that in many parts of Egypt the whole house was made from mud bricks and ask them why there are no remains of these houses today. Look for an answer about the mud bricks crumbling away. This house has two floors. The part on the side is a food store.

Younger students

You may like to have a few teacher helpers in class to assist the students in their cutting out. They should make sure that the students do not cut off the tabs which connect the parts of the house together. When all the houses have been made, they can be arranged into a village similar to Deir-el-Medina on page 18 of the student book. The houses could be arranged on either side of a narrow street.

Outcomes

The students can:

- Make a simple model of a house.
- Arrange model houses into a village.

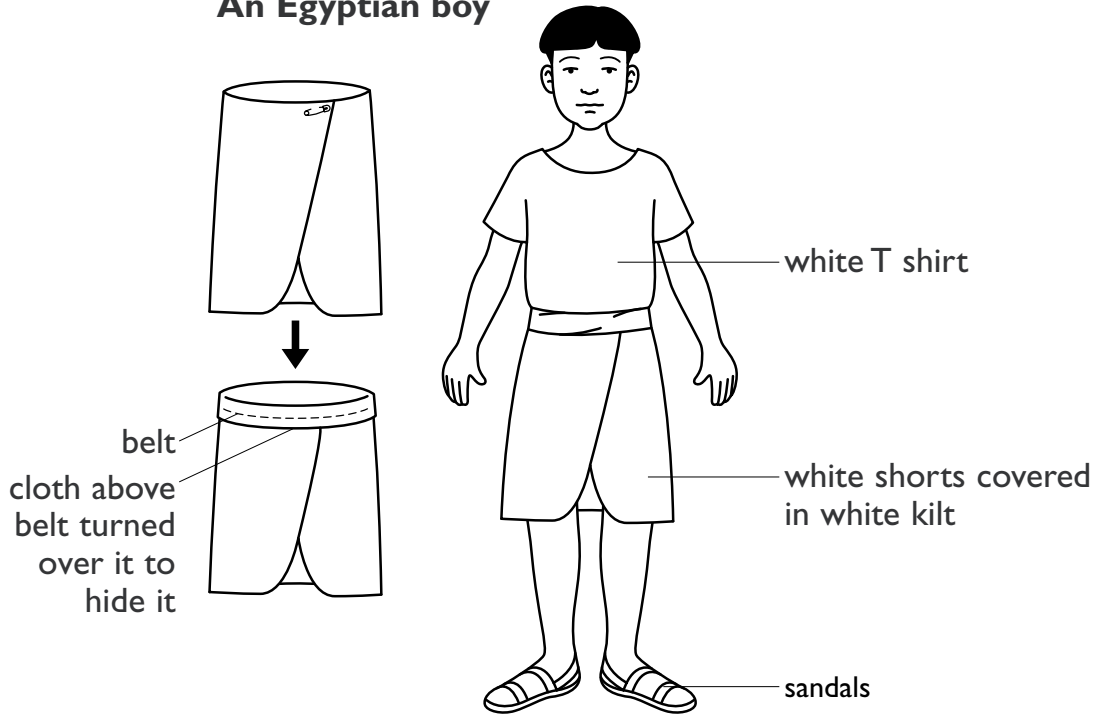
Older students

The students can work on their own. For an extension they could make two sets of model stairs and add them to the house so that people could gain access to the roof of the food store and the roof of the main part of the house. The students could arrange the houses into a village with narrow streets. They could make a map of the village they have set out.

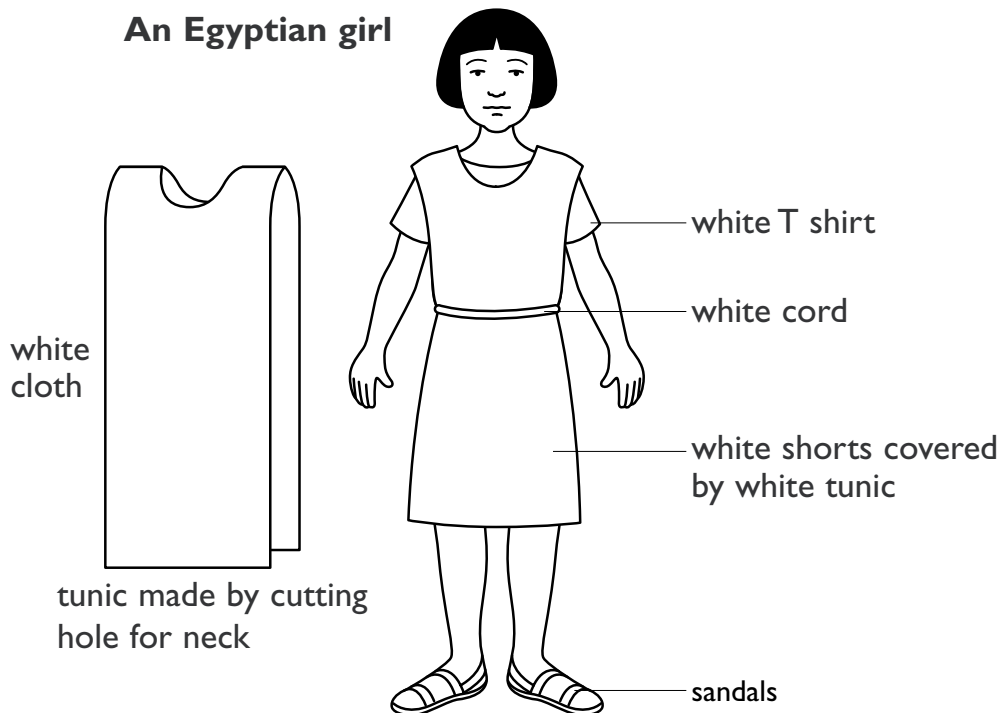
Egyptian costume

Here are two Egyptian costumes with suggestions about what to use to make them.

An Egyptian boy



An Egyptian girl





Egyptian costume

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. White T shirts, white shorts, sandals, short white cloth to make kilt, safety pin, belt, large white cloth to make tunic, scissors, white cord.

Using the worksheet

This activity can be used in preparation for an Egyptian day. A copy of the sheet could be sent home with a letter to parents explaining about your planned Egyptian day (see pages 10–11). It has been found not to be too prescriptive as some parents and grandparents have a talent for making striking costumes. You could point out in your letter that Egyptians loved jewellery, such as necklaces and bracelets, and the students could also wear these at their parent's or carer's discretion. The Egyptians are well known for their black eye make-up and the women also had finger nails coloured red. This could also be pointed out in your letter and again the students could wear cosmetics at the discretion of their parents or carers. You may wish to check with your school policies on jewellery and cosmetics before composing your letter.

Younger students

You may like the students to keep their costume on throughout the Egyptian day. If you do, be prepared for some students becoming upset if their costumes get dirty in the lunch-break.

Outcomes

The students can:

- With help from adults, assemble an Egyptian costume.

Older students

The students may like to look at a range of secondary sources on Egyptian costumes and decide what they would like to wear.

Outcomes

The students can:

- With help from adults, assemble an Egyptian costume.

Egyptian food

Here are some foods that the Egyptians ate.

1. Which of these foods do you eat today? Put a tick next to them in black ink.

- | | | | | |
|---------------------------------|---------------------------------------------------|----------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> bread | <input type="checkbox"/> chick | <input type="checkbox"/> peas | <input type="checkbox"/> beans | <input type="checkbox"/> lentils |
| <input type="checkbox"/> peas | <input type="checkbox"/> leeks | <input type="checkbox"/> lettuce | <input type="checkbox"/> onion | <input type="checkbox"/> cabbage |
| <input type="checkbox"/> radish | <input type="checkbox"/> dates | <input type="checkbox"/> figs | <input type="checkbox"/> raisins | <input type="checkbox"/> pomegranites |
| <input type="checkbox"/> plums | <input type="checkbox"/> olives | <input type="checkbox"/> walnuts | <input type="checkbox"/> melons | <input type="checkbox"/> cucumbers |
| <input type="checkbox"/> garlic | <input type="checkbox"/> cakes with dates in them | <input type="checkbox"/> grapes | <input type="checkbox"/> milk | |
| <input type="checkbox"/> eggs | <input type="checkbox"/> fish | <input type="checkbox"/> cheese | <input type="checkbox"/> duck | <input type="checkbox"/> goose |
| <input type="checkbox"/> crane | <input type="checkbox"/> quail | <input type="checkbox"/> beef | <input type="checkbox"/> antelope | <input type="checkbox"/> lamb |
| <input type="checkbox"/> ibex | <input type="checkbox"/> deer (venison) | <input type="checkbox"/> gazelle | | |

2. Imagine that you were an Egyptian. Which of the other foods would you not mind eating? Put a tick next to them in blue ink.

3. Compare your answers to question 2 with the answers of others in your class. How are they similar and different?

.....

4. Write a list of the fruit that you eat that are not shown above.

.....

.....

5. Write a list of the vegetables that you eat that are not shown above.

.....

.....

6. If you were to make a meal using foods only the Egyptians had what would you put in it?

.....



Egyptian food

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This activity, like the one before it, helps to set the scene for an Egyptian day. Issue the sheet and let the students work through it. You may like to point out that the fish were mostly fish from the river Nile which are different from the sea and river fish in northern Europe but those students who eat fish could put a tick in the box. You may also like to point out that the Egyptians did not eat pork or ham as they were associated with the evil god Seth and that chickens were not brought to Egypt until almost the end of ancient Egyptian times. Turkey was also absent and so were citrus fruits, peppers, sweet corn, tomatoes and potatoes as they came from other parts of the world that were not accessible to the ancient Egyptians.

When the students are selecting foods for a meal, you can tell them that the Egyptians ate bread which had sesame seeds in it or raisins in it (like tea cakes today) and had cakes with figs in them like fig rolls. If the students wanted to select fish for the meal to bring in they could bring in tuna. Many students may not wish to eat duck but if you remind them that the Egyptians ate a great many different kinds of birds they can pretend that chicken is crane and bring it in for their meal.

Younger students

Some students may need help with the spellings of various foods they wish to mention in the answers.

Outcomes

The students:

- Know about the variety of food eaten by the ancient Egyptians.
- Can plan a meal that an Egyptian might have eaten.

Older students

The students can work on their own, except for question 3.

Outcomes

The students:

- Know about the variety of food eaten by the ancient Egyptians.
- Can plan a meal that an Egyptian might have eaten.

Measuring the Egyptian way

The Egyptians used the following units for measuring:

The digit = The width of a finger.

The palm
(of the hand) = Four digits.

The hand = Five digits.

The cubit = 28 digits (or the distance from fingertips to the elbow).

The fathom = Four cubits (or the height of a person from the ground to the hairline on the forehead).

1. Measure the width of your finger with a ruler to find the length of a digit.

One digit = cm

2. Measure the distance across the palm of your hand to find the length of a palm.

One palm = cm

3. Measure the distance across your hand to find the length of a hand.

One hand = cm

4. Ask a friend to help you measure the length from your fingertips to your elbow. This is a cubit.

One cubit = cm

5. Ask a friend to help you find the length of a fathom.

One fathom = cm

6. Compare your measurements of digit, palm, hand and cubit. Do they match the information given at the top of this sheet?

.....



Measuring the Egyptian way

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, rulers.

Using the worksheet

If the students have completed the activities **8A** to **8D** they should be acquiring a sense of what it was like to be an ordinary Egyptian. This activity supports the others by helping the students realise that the Egyptians used a different measuring system to our own. When they have completed the exercise they should find out that using body parts for units of measurement is much less accurate than using centimetres.

Younger students

The students can work in pairs and compare their answers. They will see that there is a variety of measurements.

Outcomes

The students can:

- Understand that the Egyptians had a system of measurement which was different from our own.
- Make measurements.
- Compare measurements.

Older students

The students can work on their own. They could also estimate the dimensions of objects in units from the Egyptian system of measuring then make their measurements using these units. They can assess the accuracy of their estimations.

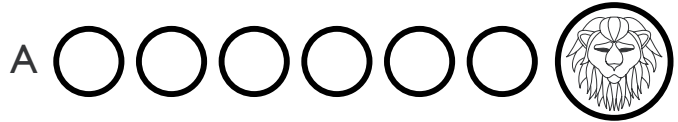
Outcomes

The students can:

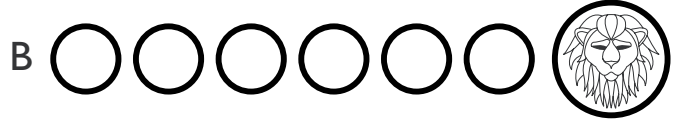
- Understand that the Egyptians had a system of measurement which was different from our own.
- Make measurements.
- Compare measurements.
- Estimate lengths in units of measurement used by the Egyptians.
- Assess the accuracy of their estimates.

Play mehen – the snake game

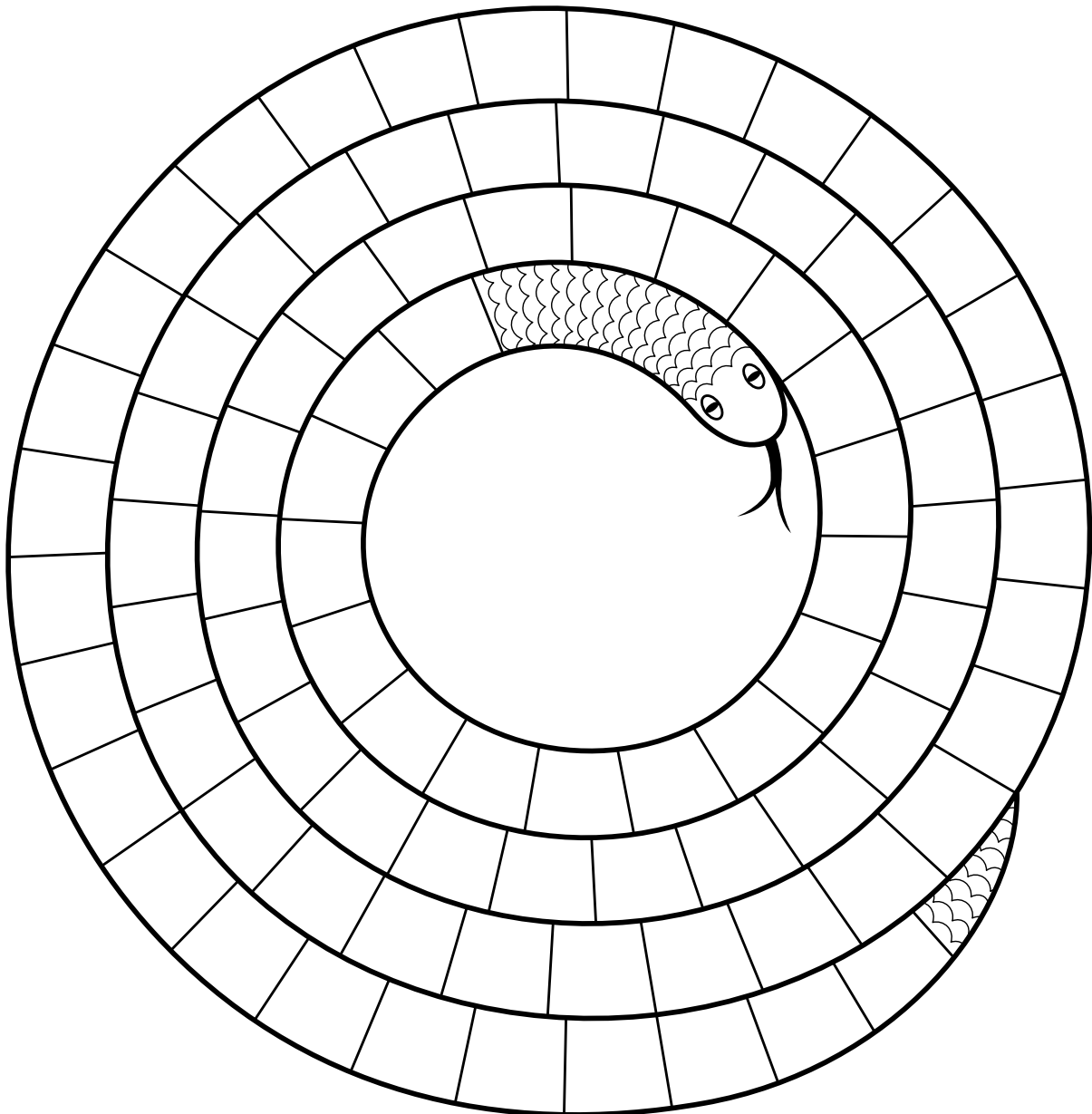
1. Cut out the six small counters in set A and colour them yellow on one side and orange on the other.



2. Cut out the six small counters in set B and colour them blue on one side and grey on the other.



3. Cut out the lion counters and read the rules from the board.





Play mehen – the snake game

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, yellow, orange, blue and grey pencils or crayons, a die.

Using the worksheet

This activity completes the set on the lives of ordinary people and allows the students to relax and play a game as ordinary Egyptians would have done. Copy down these rules onto the board for the students to follow.

1. There are two players each with a set of counters and a lion counter. The counters of player A are turned yellow side up and player B blue side up.
2. Each player takes it in turn to shake a 1. When a 1 is shaken, a counter is placed on the end of the snake's tail and the next player takes a turn.
3. When a player has all six counters on the snake's tail, he or she may move them along the snake's body as is done in snakes and ladders. When a 1 is shaken the next player takes a turn.
4. When a counter is near the snake's head, the exact number must be shaken for it to land on the head. When a counter lands on the snake's head, it is turned over and can be moved back down to the tail.
5. When the first counter reaches the tail it is replaced by the lion. This can then be moved up the snake in the same manner as the counters.
6. When the lion reaches the snake's head it can return to the tail but as it does so, it can eat any of the opponent's counters it lands on.
7. The winner is the player whose lion has eaten the most counters.

Younger students

You may need a team of teacher helpers to help the students follow the rules and play the game.

Outcomes

The students can:

- Follow the rules of an ancient Egyptian game.
- Play an Egyptian game in an orderly way.

Older students

The students may like to organise a knockout competition.

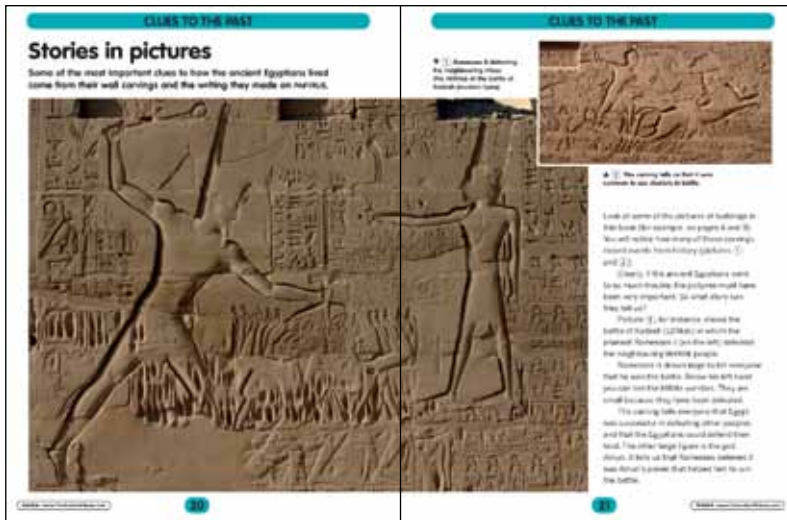
Outcomes

The students can:

- Play an ancient Egyptian game.

Spread 9 (pages 20–21)

Stories in pictures



This spread introduces the ideas of stylised pictures that were used so much in ancient Egyptian times.

There are two aspects you might want to talk about. The first is how the ancient Egyptians did their equivalent of hoardings, using bas relief carving, and also how they felt it was right to portray people and events in certain ways (offering an opportunity to do a cross curriculum study with art).

Thinking first about the nature of the representation. Size is used to show who is important and powerful.

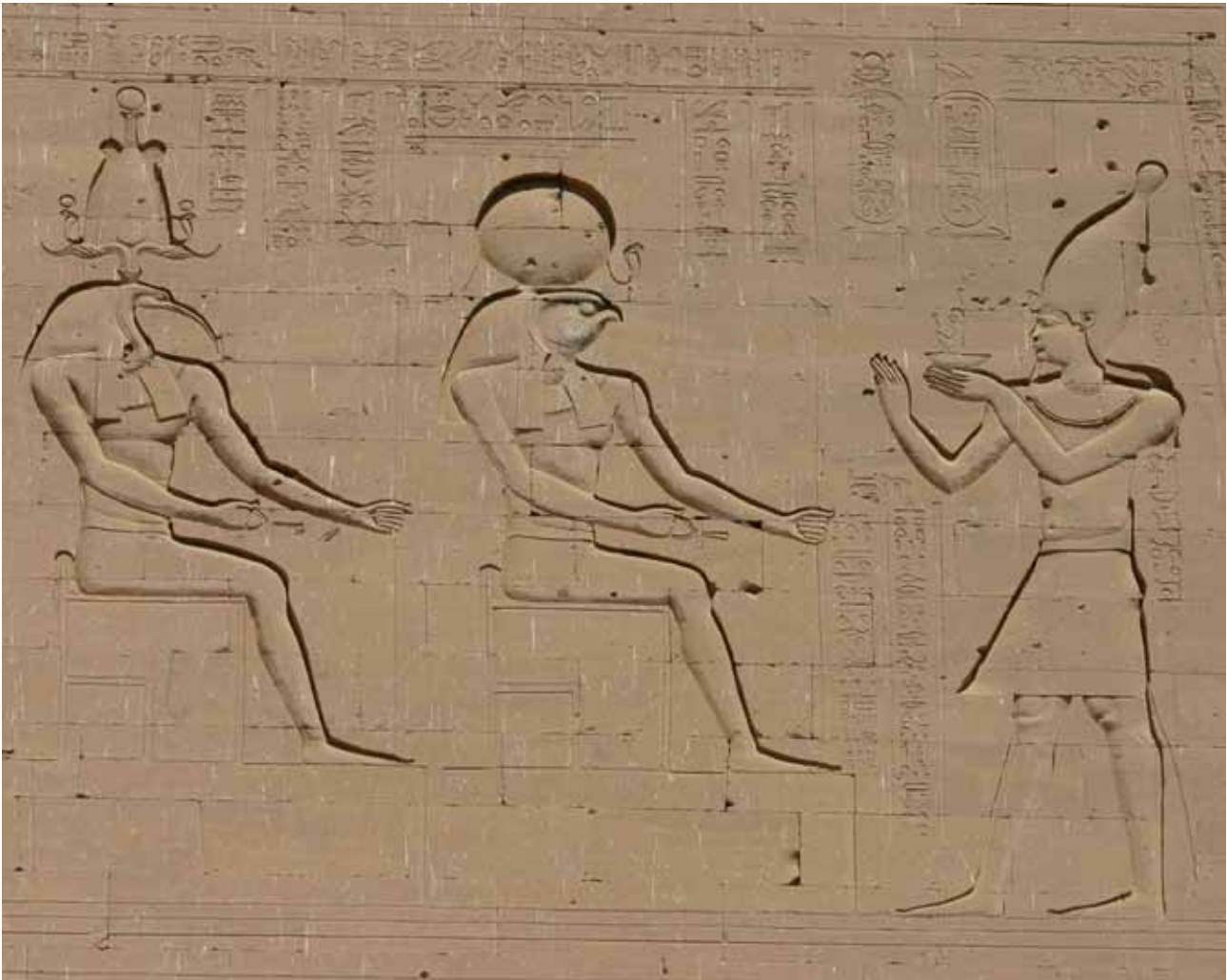
Students should then be asked to look at the way that each person is represented. At first they might seem quite normal, so you may want to ask students to try to stand the way that Ramesses II, for example, is standing. They will then realise that the feet are shown side on, the torso is front on and the head is side on. This was not because they could not work in three dimensions, it was designed to show off those features which they thought made it easiest to recognise the person being portrayed and so show off their best features.

This representation is also noteworthy for the many symbols that are used. For example, ‘many’ which might mean tens, hundreds or thousands, were all shown as a group of multiple profiles or multiple hands. This should be interpreted as a crowd scene.

The ancient Egyptians also used characters to show people they liked and the foes they did not. So their pharaohs are drawn in a way that the ancient Egyptians feel is pleasing and respectful, whereas the foes are drawn in a manner that the ancient Egyptians thought was ugly.

Students may need to be told at this stage that pharaohs were thought of as god’s representative on Earth, and so a form of deity as well. Thus there is a continual combination of pictures of people and gods. You may like to compare this way of representing the physical world and the spiritual word by using a painting from Christian traditions which shows people and also winged angels, God reaching down to David, and so on. The ancient Egyptians needed a way of representing the spiritual side, and they chose animals for this. You might also

like to compare the same use of animals by people of the Hindu faith. Students should be reminded that this does not mean that they saw their gods as animals, no more than Hindus see their gods as elephants, etc, but that they are simply representations of things that cannot easily be portrayed in a normal way. The combination of gods and pharaoh is shown in picture ② on page 26 of the student book and below.

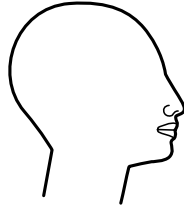


▲ The pharaoh giving offerings to the gods.

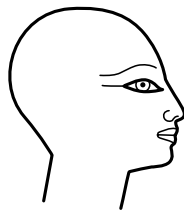
Make an Egyptian painting

Use this information to help you make a drawing of an Egyptian person.

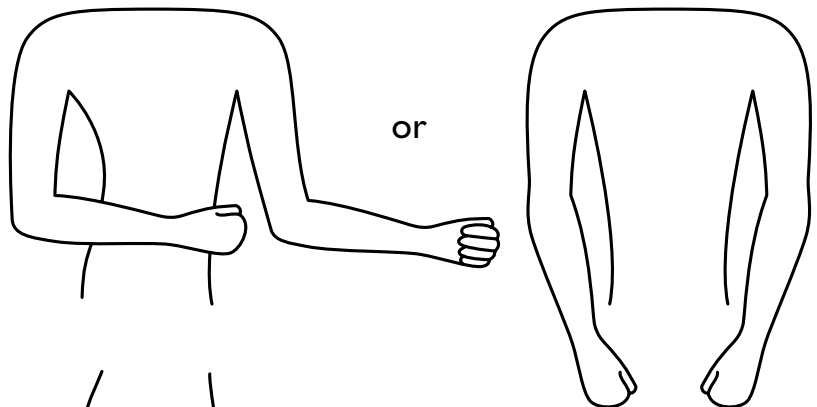
1. The head and face were always shown from the side.



2. The eye was always shown from the front.



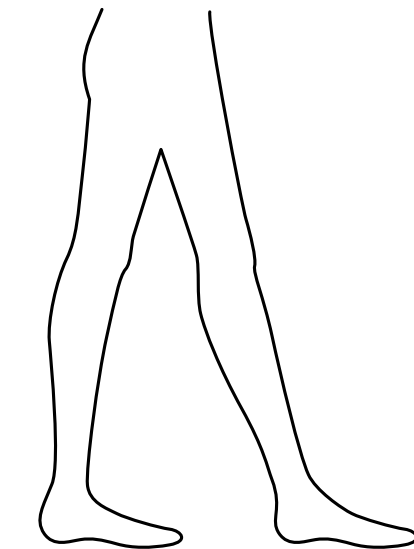
3. The shoulders and chest were shown from the front but the arms were shown from the side.



4. The hips, legs and feet were always shown from the side.

5. When a group of people were shown they were shown next to each other as picture ② on page 12 of your book shows.

6. Pretend to be an Egyptian and make a drawing of a person. Use bright colours to colour it in.





Make an Egyptian painting

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets and the student book.
Sheets of paper, pencils and coloured pencils or crayons.

Using the worksheet

Although the spread in the student book begins with reliefs which are the subject of the next activity, you may like to begin with this one, as it provides a simple introduction into how people were portrayed in art.

Younger students

Read through the worksheet with the students and make sure that they can link the words in the text with the pictures in the diagrams. Let them work on their own to draw a picture of a person. Try to discourage them from looking at pictures in a book to help them and encourage them to make up their own picture, perhaps of a person walking or carrying something such as a vase. When the students have finished, let them put their pictures on the wall. This could form a background to an Egyptian display which might include model houses from activity **8B**.

Outcomes

The students can:

- Understand how the Egyptian artists drew the body.
- Make a drawing of a person in the style of an Egyptian artist and colour it in.

Older students

Let the students work on their own to make their pictures. They may like to represent a crowd scene, using the picture on page 20 of the student book to help them. Let them make a display of their work and assess which person seemed most like an Egyptian artist. Let them discuss any difficulties they had in using this style or representation in pictures.

Outcomes

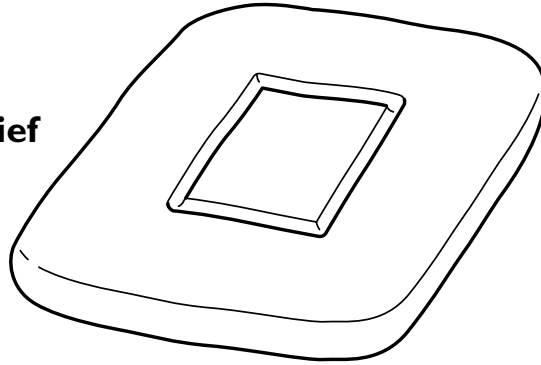
The students can:

- Understand how the Egyptian artists drew the body.
- Make a drawing of a person in the style of an Egyptian artist and colour it in.

Make Egyptian carvings

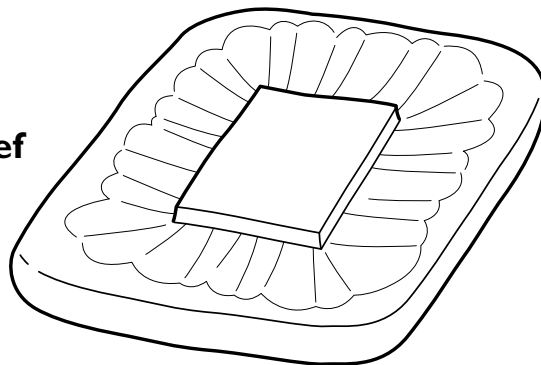
1. Shape a piece of Plasticine into a slab 7 cm square and 1 cm thick.
2. On one side of the slab carve a square with 3 cm sides. This is called a sunken relief.

Sunken relief



3. In the other side of the slab carve a square with 3 cm sides then cut out the Plasticine around it so the square is above the surrounding surface. This is called a raised relief.

Raised relief



4. Turn to the side with the square in sunken relief and make the surface smooth again. Make a carving of the head of Ramesses II using the picture on page 20 to help you. He is the one on the left.
5. Turn to the side with the square in raised relief, add the Plasticine that you have cut out and make the surface smooth again. Make a carving of the head of Ramesses II in raised relief.
6. Which type of relief is easier to carve – sunken or raised?



Make Egyptian carvings

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, copies of the student book, large lumps of Plasticine, plastic knives.

Using the worksheet

The students may have been looking at pictures of carvings without realising that there are two kinds. Sunken relief is made by carving into the stone. Raised relief is made by marking out a figure on the stone then removing all the stone around it so the figure stands above the stone's surface. You may like to point out that the pictures on pages 20 and 21 of the student book show sunken reliefs made by carving into the stone.

Younger students

Let the students work on their own to make the square in sunken relief. They may need help to make the square in raised relief. When making the head of Ramesses II they may just draw his crown and make a pointy nose and beard as they may find it difficult to make an accurate copy.

Outcomes

The students:

- Know the difference between sunken and raised relief.
- Can carve to make figures in sunken and raised relief.

Older students

The students can work on their own through the worksheet.

Outcomes

- Know the difference between sunken and raised relief.
- Can carve to make figures in sunken and raised relief.

Spreads 10 and 11 (pages 22–25)

Stories in words – hieroglyphics

▶ 10A

▶ 10B

▶ 10C

▶ 10D

▶ 11A



Hieroglyphics is the word used for the system of writing adopted by the ancient Egyptians. The actual letters are hieroglyphs.

This gives an opportunity to discuss the whole idea of writing. Western writing can be compared with Arabic, Chinese, etc, to show that there are many effective systems. At this early stage it is also important to point out that writing does not have to be left to right either, but can be right to left and even bottom to top. The systems we use are all conventional and they all work.

In fact, as is discussed in the student book, the ancient Egyptians sometimes wrote from left to right and sometimes from right to left. They did this partly for aesthetic reasons when they were composing something that has artwork as well as hieroglyphics.

The study of writing types is vital to the study of ancient Egypt because of one carved piece of rock – the Rosetta Stone. This stela (plural stelae) is a memorial stone written in three languages. The original is in the British Museum and an enlarged version can be viewed on the British Museum’s web site. It was the key that unlocked the

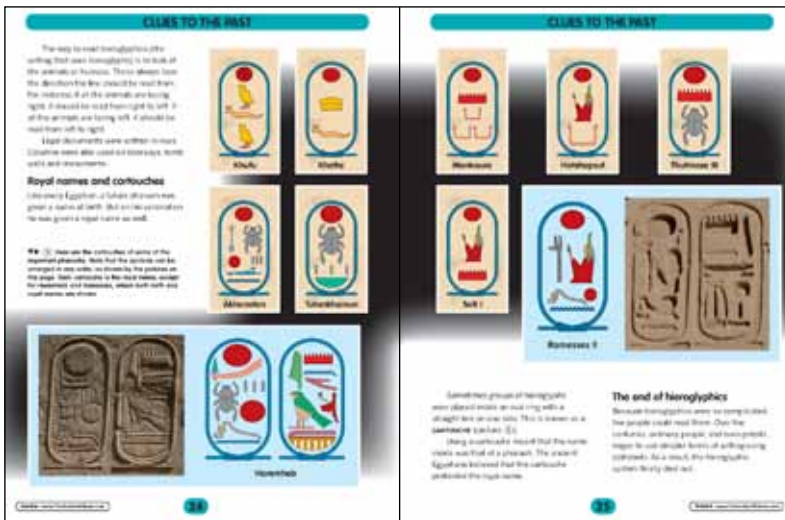
hieroglyphics system because there were transliterations of three languages side by side. It is a fine example of archaeological investigation. You may care to suggest to students that they investigate through the Internet who did the translation and how long it took.

On the first of these double spreads is a chart of some of the hieroglyphs used along with the letters of the alphabet that they can represent.

It is common for students to want to see their names in hieroglyphics and this chart makes that possible. It is a good way of getting students to start copying the symbols seriously, although it is obviously important to say that no ancient Egyptian used the hieroglyphs for this purpose.

Note also that you will find variations on this chart if you look around a number of books or at web sites.

The next part of the topic looks at the kind of hieroglyphics that were used as royal signatures. These are cartouches (a French word for oval and not related to the real purposes of the cartouche).



▼ Hieroglyphs and a painted cartouche.

Only royal persons could put their signature inside the oval of the cartouche.

Note again that any one pharaoh had more than one way of being represented in a cartouche.

Cartouches are particularly important ways of identifying buildings and stories and relate them to a particular pharaoh. Effectively they say ‘This pharaoh built this item which is being sculptured’.

One of the curious side effects of this was that, during power struggles, one pharaoh may have wanted to erase all memory of a predecessor. This was particularly the case with Hatshepsut and Akhenaten. The way to erase the memory of someone was to deface the cartouche. Such defacings occur on many parts of the temple complexes around Luxor, for example.



Hieroglyphs and letters

1. In hieroglyphics there are no gaps between words, no commas, no full stops or paragraphs. Here is something written in our alphabet but written down in the style of hieroglyphs. Write down what it says.

wemayfindthewordsverydifficulttoread

.....

2. Write a sentence or two in the style of hieroglyphs. Can anyone read it?

.....

.....

3. Sometimes hieroglyphs were written from right to left. What does the following say?

daerotykcirteboslayamyawsiht

.....

4. Write a sentence or two from right to left in the style of hieroglyphs. Can anyone read it?

.....

.....

5. Sometimes hieroglyphs were written in columns from left to right:

i m f t h e i m
t o f w e r n n
g r i h l s c s
e e c e e a o
t d u n t r l
s i l t t e u

or from right to left:

e n a e h
a y i g e
d o n o r
i u c a e
t r a g w

What do the letters in each column say?

6. Make your own letter columns and see if any one can read them.



Hieroglyphs and letters

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Let the students look at the hieroglyphs on page 22. Discuss with the students how the hieroglyphs look like squiggles and small pictures, then let the students look at the chart on page 23. Tell the students that in addition to the hieroglyphs having different meanings they can also be arranged in different ways on a wall. Issue the worksheet and then go through the steps slowly.

Answers

1. We may find the words very difficult to read.
3. This way may also be tricky to read.
5. (left to right) It gets more difficult when the letters are in columns.
(right to left) Here we go again can you read it.

Younger students

You may like to have some teacher helpers in the class to help the students with all the steps. You may like to write some simpler exercises on the board for some students.

Outcomes

The students can:

- Appreciate that the sequence of symbols makes reading hieroglyphs difficult.
- Write in the style of hieroglyphs using our alphabet.

Older students

Let the students work on their own for steps 1, 3 and 5. Let the students work in pairs for steps 2, 4 and 6.

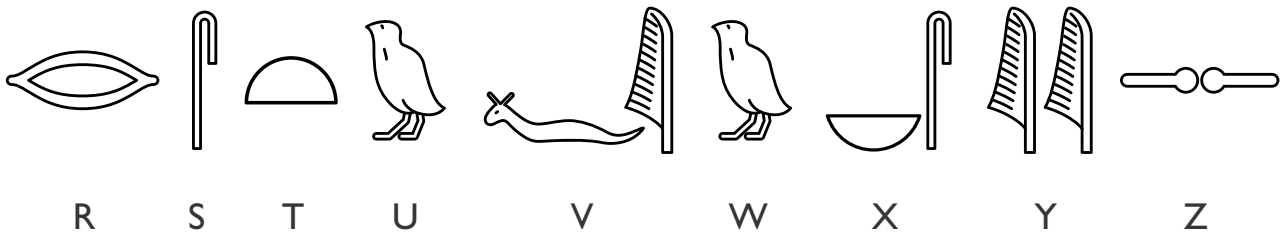
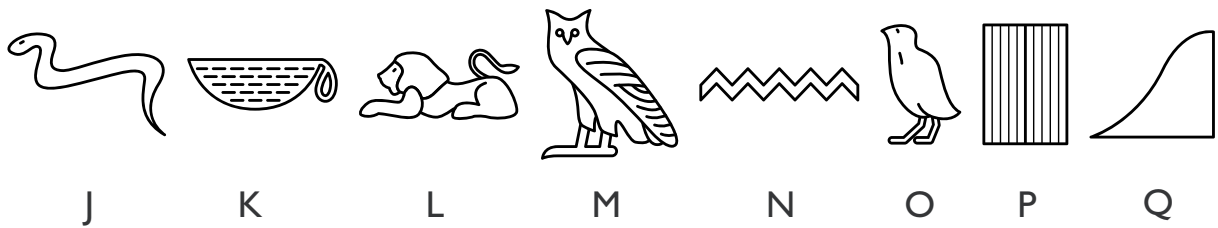
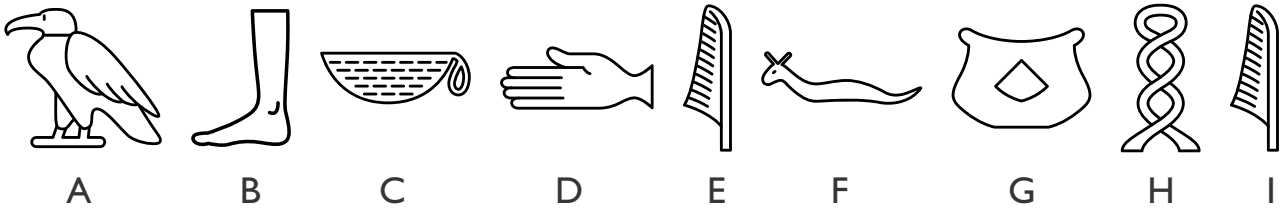
Outcomes

The students can:

- Appreciate that the sequence of symbols makes reading hieroglyphs difficult.
- Write in the style of hieroglyphs using our alphabet.

Write in hieroglyphs

1. Can you write your name in hieroglyphs? If you can find all the symbols below write it in this space.



2. Look on page 23 of your book for the symbol of the man and the woman. If you are a boy, draw the man symbol after your name. If you are a girl, draw the woman symbol after your name.

3. Write some information in hieroglyphs from left to right in the space below. Can anyone translate it?



Write in hieroglyphs

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Copies of the student book.

Using the worksheet

This activity follows on from activity 10A. Remind the students of how the symbols in hieroglyphs follow one after another without gaps and now tell them that when Egyptologists had learnt that, they had to learn the meaning of the symbols. A hieroglyph can communicate more than just a letter. A circle with a smaller circle in it can stand for the Sun god Re.

Younger students

You may like to have some teacher helpers in the classroom to help some students write their names and translate the work of other students.

Outcomes

The students can:

- Realise that the hieroglyphs can communicate information.
- Use hieroglyphs to make a message.
- Make a simple translation of hieroglyphs.

Older students

The students can work on their own. They could write large symbols on strips of paper and put them on a wall, then try and translate each other's messages. For added realism you could try and black out the classroom and let the students pretend they are Egyptologists and use torches to see the messages.

Outcomes

The students can:

- Realise that the hieroglyphs can communicate information.
- Use hieroglyphs to make a message.
- Make a simple translation of hieroglyphs.

Using a script

The Egyptians wrote on a type of paper called papyrus. At first they wrote in hieroglyphs but over time they made the pictures much simpler so they could be written faster. Diagram 1 shows how a bird symbol was made into a shape which was much easier to write.

Diagram 1

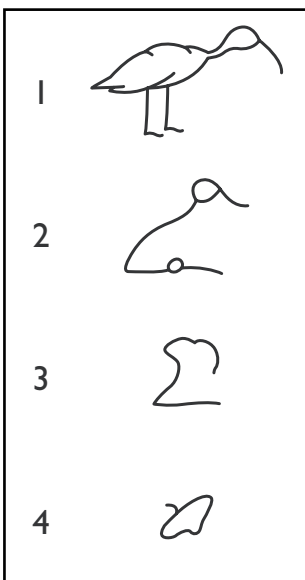


Diagram 2

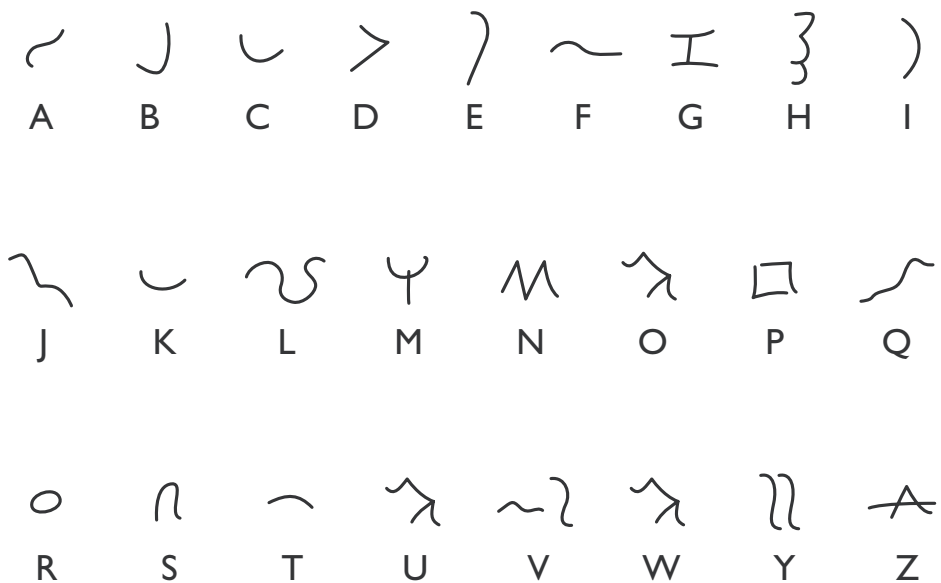


Diagram 2 shows how the symbols of the hieroglyphs can be made simpler so that writing became faster.

1. Write your name with the new script and time how long it takes you.

.....

2. Write your name in hieroglyphs and time how long it takes you.

.....

3. Write the message that you wrote in activity 10B in hieroglyphs using this script. Does it use more or less space than the message in hieroglyphs?

.....



Using a script

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The Egyptians had a very ordered society and many records were kept. They were written on scrolls of papyrus by writers called scribes. Over the centuries the scribes simplified the symbols of the hieroglyphs so they could write more easily. These simplifications are known as the hieratic and demotic scripts. The demotic script developed after the hieratic script and is on the Rosetta Stone next to the hieroglyphs and were a key in enabling the Rosetta Stone to be translated. On the worksheet an actual simplification of a hieroglyph is shown in diagram 1. In diagram 2 a simple script has been invented by one of the authors to show how the hieroglyphs could be simplified. This allows the students to realise that the scribes did not write in hieroglyphs on papyrus and that using a script is faster and uses less space than using hieroglyphs. Step 2 also allows the students to experience what it was like to translate hieroglyphs into a script which was done by Egyptologists when they translated the information on the Rosetta Stone.

Younger students

You may wish to have teacher helpers in class to help the students use the script.

Outcomes

The students can:

- Realise that scribes used a script to record information on papyrus.
- Use a stop clock to time their writing activities.
- Compare writing in hieroglyphs with writing in a script.

Older students

The students can work on their own. They could try and write a longer piece in script than they did when writing using hieroglyphs in activity 10b.

Outcomes

The students can:

- Realise that scribes used a script to record information on papyrus.
- Use a stop clock to time their writing activities.
- Compare writing in hieroglyphs with writing in a script.

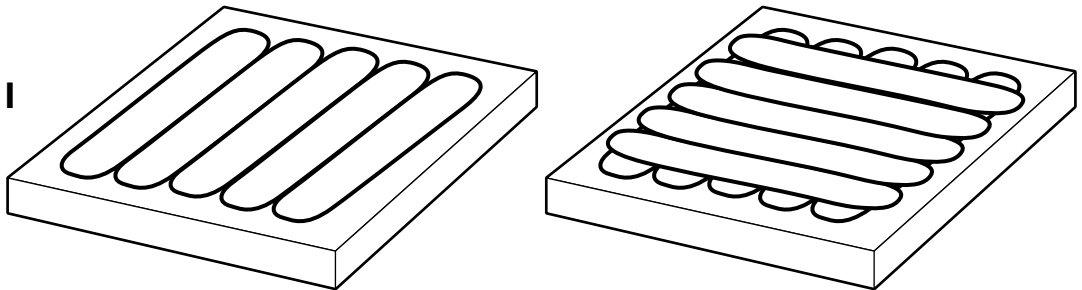
Make some paper

The Egyptians used the stems of the papyrus plant to make paper. They put slices of the stem together and crushed them and dried them. The material in the stems interlocked to make paper on which the Egyptians scribes wrote.

See if you can make paper from slices of a courgette. A courgette is not related to papyrus but it can be cut into thin slices like the stem of the papyrus plant.

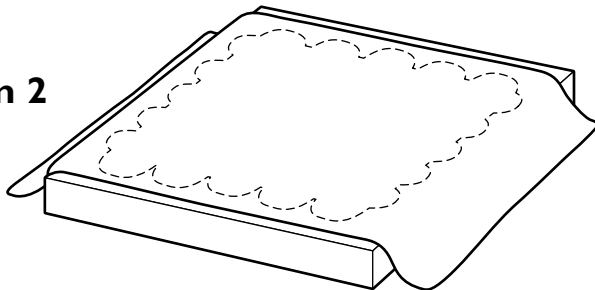
1. Take slices of courgette and arrange them in two layers as diagram 1 shows.

Diagram 1



2. Cover the layers of courgettes with a tea towel as diagram 2 shows.

Diagram 2



3. Squash the courgette slices by rolling a rolling pin over them six times.
4. Place another piece of wood over the towel and make a pile of books on top of it so a heavy weight presses down on the courgettes.
5. Leave overnight then carefully remove the books and the board.
6. Very carefully remove the towel making sure that none of the pieces of courgette stick to it.
7. Put the board with the squashed layers of courgettes in a sunny place to dry out for a day.
8. When the squashed layers are dry see if you can write on them with a felt-tip pen. Use symbols from the script shown on the worksheet of activity **10C**.



Make some paper

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Courgettes, a knife (for you to use) two wooden boards about 25 cm x 15 cm, a tea towel, a wooden rolling pin, a pile of books, felt-tip pen, a wooden mallet (optional).

Using the worksheet

The Egyptians used the stem of the papyrus plant to make paper. This must be stressed to the students at the outset of this activity. The purpose of this activity is to show how plant material can be treated to make it into a paper-like material. Before the activity you should prepare the slices of courgettes for the students to use. The slices should be only a couple of millimetres thick and about 8 cm long by 2–3 cm wide. Make sure that all the skin is removed from the slices. The purpose of the tea towel is to absorb moisture. Do not use a paper towel as this could cause confusion if the fibres mixed with the courgette material. After the students have crushed the courgettes with the rolling pin, you may strike the towel a few times with one end of the rolling pin or use a wooden mallet to further press the courgette material together. This simulates the action of beating which was also part of the paper making process.

Note that the courgettes need to be left over night and that they also need at least a day to dry out after being squashed so the activity may take between three or four days to complete.

Younger students

You may wish to do this activity as a demonstration but let the students join in at setting up the layers and rolling the rolling pin over slices. They could also take turns at writing on the 'paper'.

Outcomes

The students:

- Know that papyrus was used to make paper in Egypt.
- Know that a paper-like material can be made by squashing certain types of plant material.

Older students

The students could work in small groups. More responsible students may be allowed to beat the towel with the rolling pin. The Egyptians only used the pith of the papyrus stem and took care to remove the stem skin. As an extension you could leave some skin on the slices and see how that affects the final 'paper' product.

Outcomes

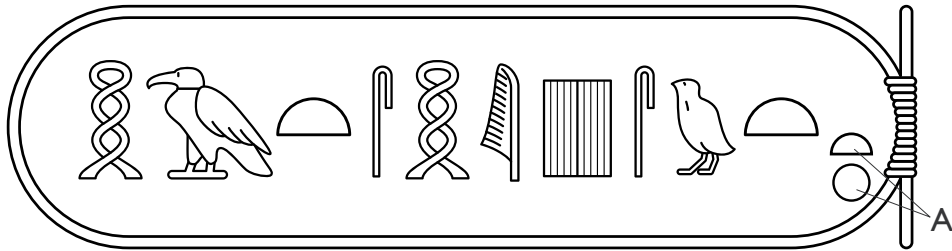
The students:

- Know that papyrus was used to make paper in Egypt.
- Know that a paper-like material can be made by squashing certain types of plant material.
- Can use simple equipment and materials safely.

Who is the ruler?

There are many symbols used in cartouches but in these cartouches the hieroglyphs in activity 10B are used to help identify the ruler. Use the hieroglyphs from worksheet 10B to help you translate the cartouches.

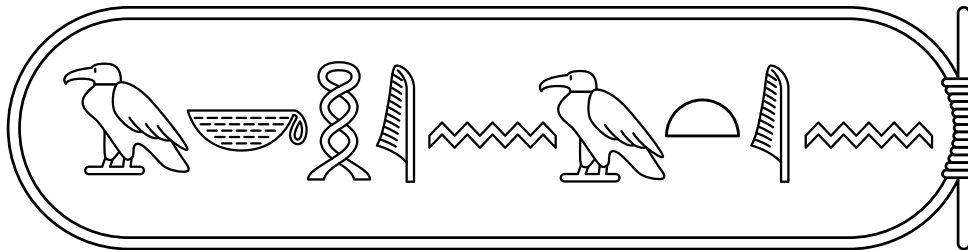
Diagram A



Note the symbol marked A. It means the ruler was a woman.

1. The ruler's name is

Diagram B

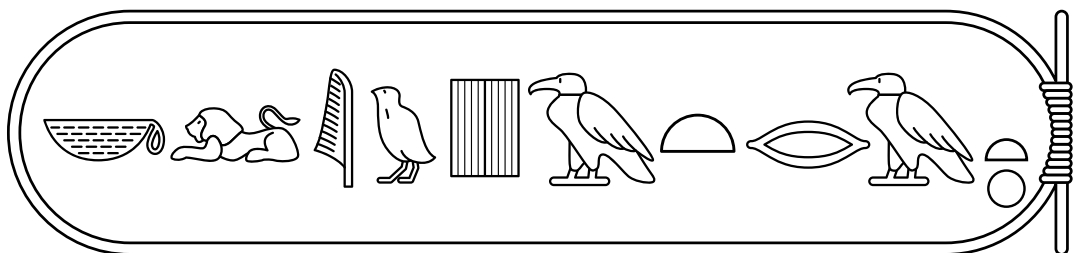


2. The ruler's name is

Find out about these two rulers on pages 44 and 45 of your book.

Who was this famous Egyptian ruler? Look at the end of the name to help you. Think who it could be before you translate the cartouche. Were you right?

Diagram C



3. The ruler's name is

Make your own cartouche. Girls should use the symbol A in diagrams A and C at the end of their names.

Cartouches were placed on statues and walls. Perhaps you could put yours on the back of your chair.



Who is the ruler?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Card scissors (for making their own cartouches).

Using the worksheet

This activity provides the students with another opportunity to translate hieroglyphs. There are many symbols used in cartouches for the rulers of Egypt but these just use the symbols from activity 10B for simplicity. When the students have identified the rulers in A and B they can then use their student books to find out about them. The students should note that the third name is the name of a woman. Some of the students may know of the name Cleopatra and that she was an Egyptian ruler and may suggest it.

Answers

- A. Hatshepsut
- B. Akhenaten
- C. Cleopatra.

Hatshepsut and Cleopatra are introduced here to show that women could be rulers, too.

Younger students

Some students may need help translating the cartouches and making their own cartouche.

Outcomes

The students can:

- Understand that a cartouche represents an Egyptian ruler.

- Translate simple hieroglyphs.
- Make a cartouche of their name and use the symbol for female where appropriate.

Older students

The students can work on their own. They could use other sources to find out about Cleopatra.

Outcomes

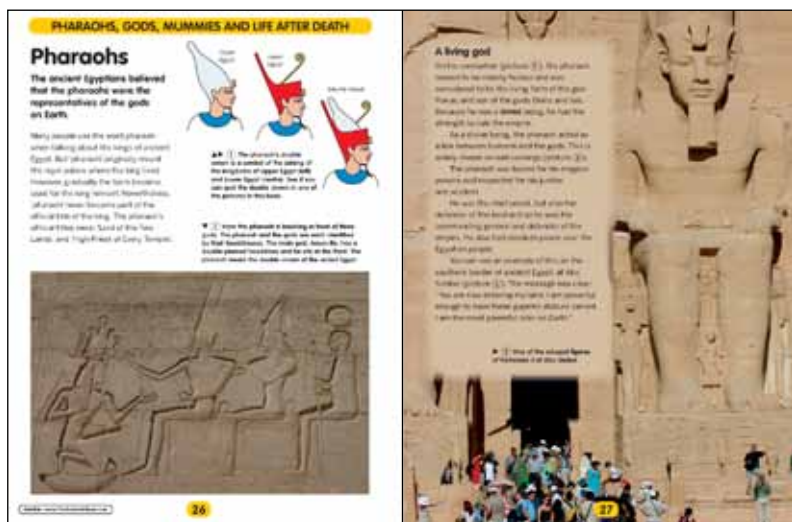
The students can:

- Understand that a cartouche represents an Egyptian ruler.
- Translate simple hieroglyphs.
- Make a cartouche of their name and use the symbol for female where appropriate.

Chapter 3: Pharaohs, gods, mummies and life after death

Spread **12** (pages 26–27)

Pharaohs



▶ **12A**

▶ **12B**

▶ **12C**

Everyone likes to call the royal rulers of ancient Egypt pharaohs. In the more academic texts you will, however, find the word king instead, because the term pharaoh did not evolve until after Old Kingdom times. However, there is nothing wrong with using pharaoh for all royal rulers.

The whole idea of absolute rulers is fascinating, and the QCA suggests that several pharaohs be studied in detail. These are given later on in the book. So at this point it is just important to get a feel for the nature of any pharaoh and worry about individuals later.

As with all civilisations, there are the rulers and the ruled. In ancient times (and still in some parts of the modern world) there was, for the most part, no such thing as a democracy. Those near the top of the social pile tried to scramble to the top, and if this meant murdering a few people on the way, then this is what they did.

When you were at the top, you knew there was always the risk of being murdered by someone wanting your job, so you made sure that anyone who looked like being a risk was eliminated or a structure built around you that stopped others from easily taking your place.

Surprisingly, for ancient times, relatively little murder took place and many successions took place though long blood lines, or dynasties.

One reason for this could have been the development of the association between the pharaoh and the gods. If the pharaoh became one of the gods, then destroying him might bring the wrath of the gods in the afterlife.

This is not to say there was no power struggle, but much of the power struggle was between pharaoh and chief priests of the temple, who in reality could be as powerful as each other. (Although the pharaoh was, in theory, the head of the



priesthood, just as the Queen is head of the Church of England, it is actually the archbishop who has the power.)

Everything was invested in the pharaoh – god-like status, defender of the faith, defender of the empire and so chief of the army and so on.

This centralisation of power resulted in both good and bad times for the ancient Egyptians. (A parallel with the English Kings and Queens can be drawn.)

If the pharaoh had unusual ideas (as with Akhenaten) then the whole nature of the empire could be disrupted. An unsettled and disrupted empire is then vulnerable to attacks from more unified neighbouring empires.

When each pharaoh came to the throne it was, in any case, customary for the neighbouring kings to attack the empire to see what kind of pharaoh they had to deal with. A pharaoh might be able to appoint a strong commanding general to advise him, if he was not a natural leader of this kind, but when he did not, then the empire could quickly be lost.

The reason we spend time looking at the New Kingdom is precisely because, in general, it had more strong than weak rulers who were able to defeat neighbours and get enough gold and other treasure to build fabulous temples and other structures.

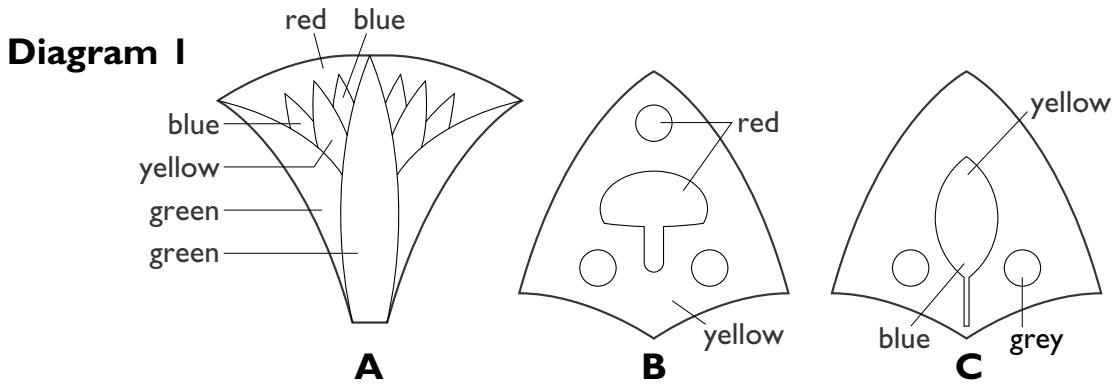
Students need to know that, although Tutankhamun may be the most famous pharaoh to them, he was probably nowhere near as fabulously wealthy as pharaohs such as Ramesses II. It is simply that Tutankhamun, in his rather small and hidden grave, was not robbed of his grave goods like the pharaohs who had more prominent graves.

► **Ramesses II and one of his daughters.**



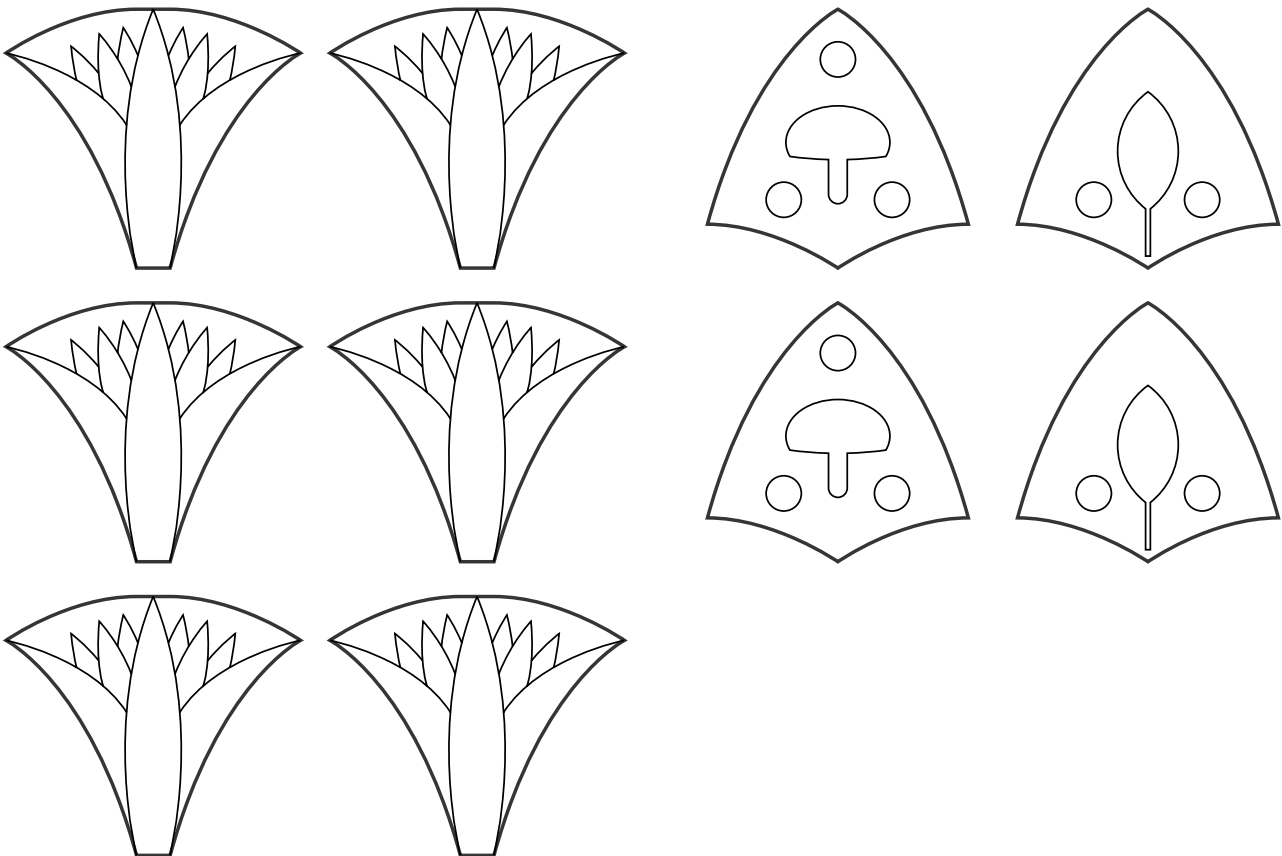
Make tiles for a palace

1. Diagram 1 shows three kinds of tile that were used to decorate the walls of a palace in Thebes. Notice the colours that were used on each tile.



2. Colour in the tiles in diagram 2 using the tiles in diagram 1 to help you.
3. Cut out the tiles in diagram 2 and arrange them in two lines using a repeating pattern in each line.

Diagram 2





Make tiles for a palace

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Coloured pencils or crayons, scissors, card (optional).

Using the worksheet

You can use this activity after activity **8A** 'Make mud bricks' to give an indication of the wealth of a pharaoh. Remind the students about the houses of ordinary people being made of mud bricks then tell them how the pharaohs lived in palaces made of stone and that the insides of the palaces were highly decorated. The palace at Thebes, for example, had tiles like the ones shown on the worksheet. The flower is the lotus flower. You may like the students to stick their patterns on a wall and join them up to see how the tiled area looked in the palace. The pattern is ABACA...

Younger students

Some students may need help in following the instructions for colouring in. They may also need help in making a repeating pattern.

Outcomes

The students can:

- Follow instructions to colour in.
- Make a repeating pattern.

Older students

The students work on their own.

Outcomes

The students can:

- Follow instructions to colour in.
- Make a repeating pattern.

Dress like a pharaoh

Make a nemes

The nemes is the striped headcloth worn by the pharaoh.

1. Put a cloth on your head and hold out the corners as diagram 1 shows.
2. Move your hands backwards as diagram 1 shows so that the two corners of the cloth meet behind your head. Ask a friend to join the two corners of the cloth together with a large paper clip. The headcloth should then look like the one shown in diagram 2.

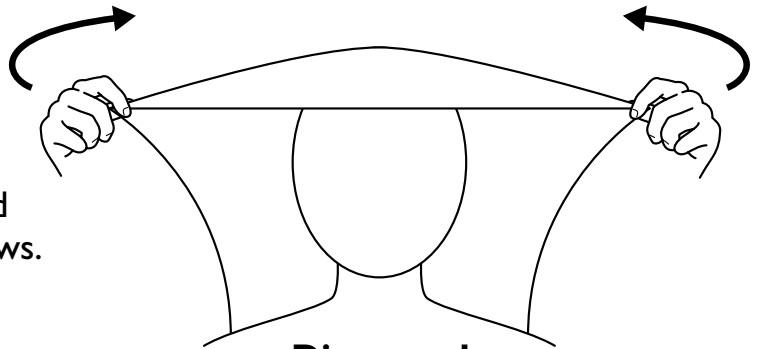


Diagram 1

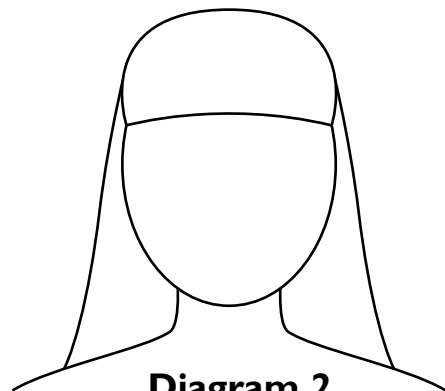


Diagram 2

Make the vulture and cobra head band

3. Cut out the strips and vulture and cobra heads on worksheet 12C. Colour them all yellow to represent gold. Make the strips into a head band using sticky paper. Stick the vulture and cobra head onto the head band. Then stick the head band onto your headcloth as shown in diagram 3.

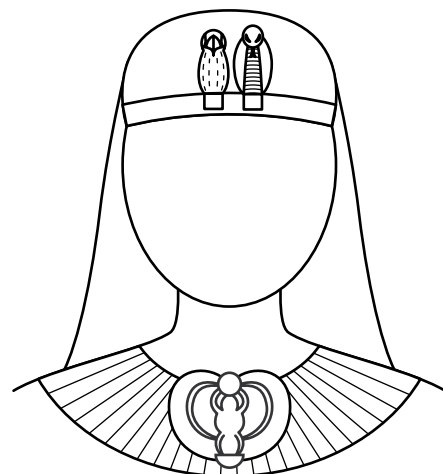


Diagram 3

Make a scarab pendant

4. Look at the pendant on sheet 12C and colour in the beetle black. Colour in the ball (marked A) red, colour in the two lines which run from the ball to the beetle legs pale blue and colour in the rest yellow. Cut out the pendant and stick some string to its back for you to hang round your neck.

See worksheet 12D to make the collar of beads also shown in diagram 3.



Dress like a pharaoh

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets. A tea towel or a piece of striped cloth about 60 cm long and 52 cm wide. Scissors, coloured pens and pencils, coloured paints and brushes, large paper clips, large sheet of paper such as brown paper. Yellow card (optional for making head band and pendant)

Using the worksheet

You may like to use these activities leading up to an Egyptian day. The head cloth of the pharaoh is called a nemes. You could make one out of blue striped cloth or more simply with a white tea towel. The vulture and cobra were symbols of protection for the pharaoh and showed that he ruled both Upper and Lower Egypt. The scarab on the pendant is the symbol of the Sun god Re (or Ra) and shows that the pharaoh is his son. Many Egyptians wore a collar of beads. The collar of the pharaoh would be the most impressive in the kingdom.

Younger students

You may like to enlist a team of teacher helpers to help the students make the items in these activities.

Outcomes

The students:

- Know that some simple items can be used to make a realistic looking costume.
- Can use simple equipment and materials safely.

Older students

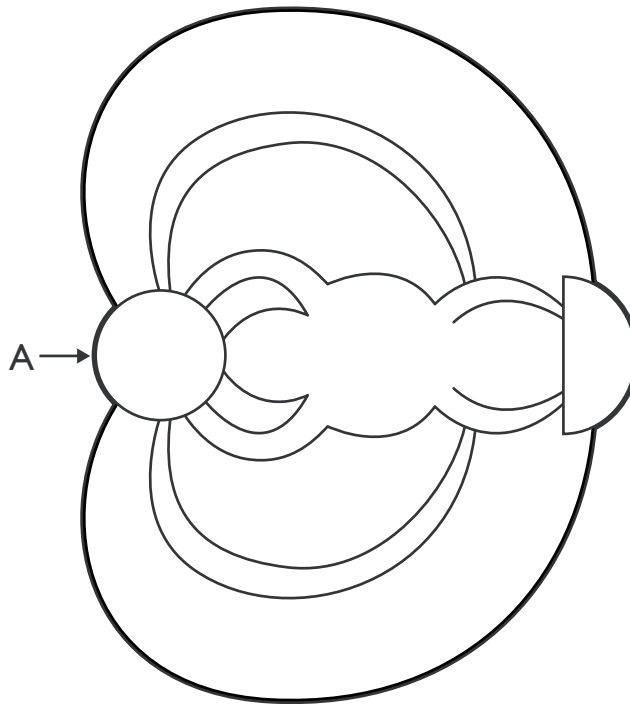
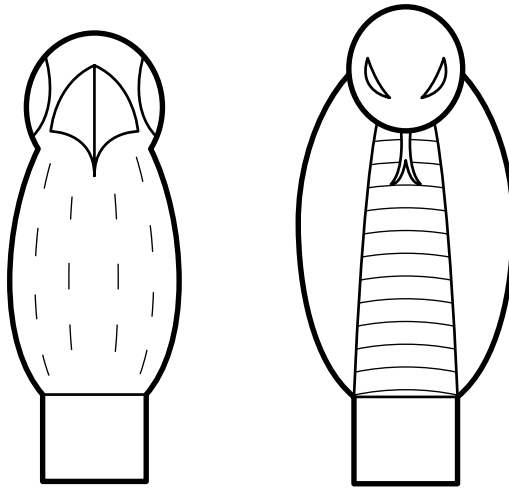
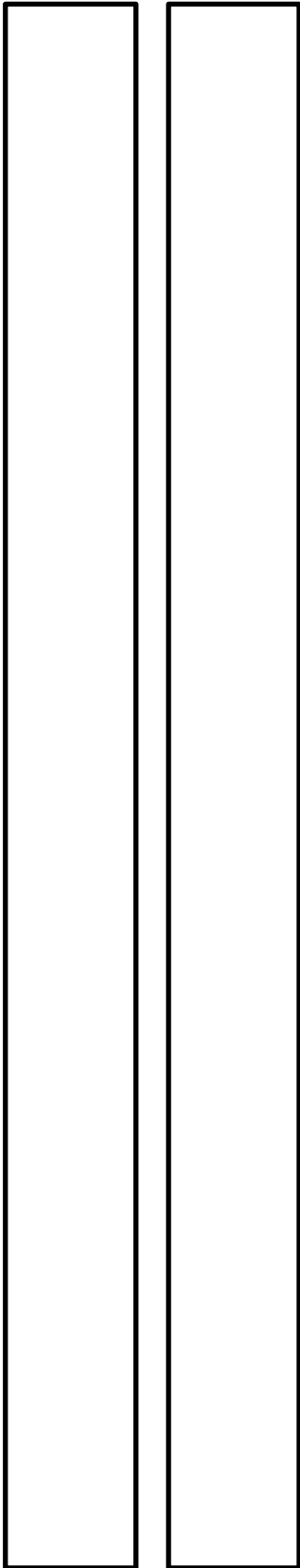
The students can work on their own and help each other where appropriate.

Outcomes

The students:

- Know that some simple items can be used to make a realistic looking costume.
- Can use simple equipment and materials safely.

Dress like a pharaoh





Dress like a pharaoh

Make a collar of beads

- Take a large sheet of paper and cut out the circles as diagram 1 shows.
- Draw lines on the paper as diagram 2 shows. Paint each line a certain colour such as red or blue, or green. These are to represent lines of beads.
- Make a cut through the paper between two points such as A and B in diagram 2.
- Put the collar around your neck and ask a friend to pull A over B as diagram 3 shows until the collar folds neatly over your shoulders. Ask your friend to join the two edges of paper with a paper clip.

Diagram 1

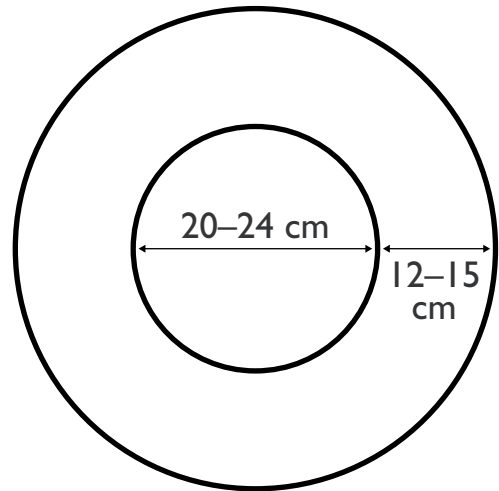


Diagram 2

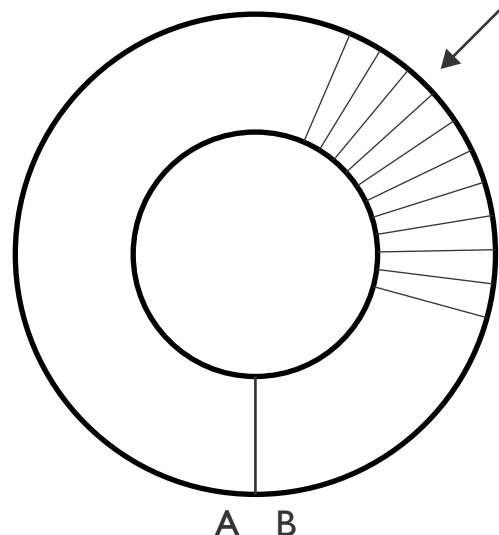
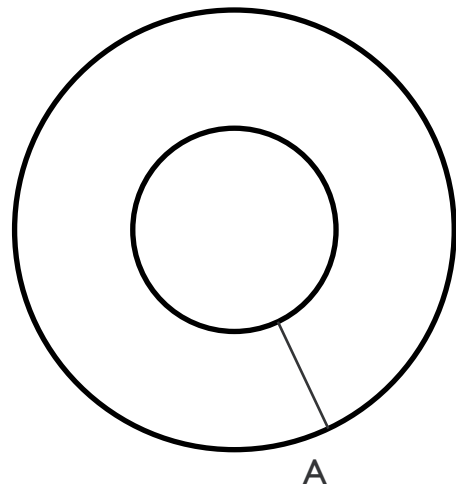


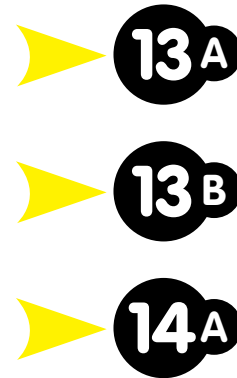
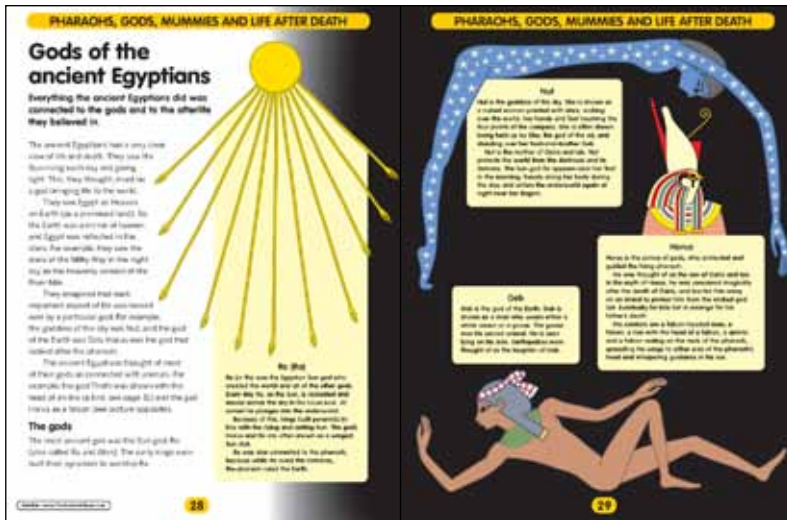
Diagram 3





Spreads 13 and 14 (pages 28–31)

Gods of the ancient Egyptians



Everything that the ancient Egyptians did revolved around the gods and the afterlife.

You may wish to discuss with students how the ancient Egyptians may have seen things.

For example, they lived in a part of the world where the Sun shines fiercely very day. At night the sky is clear and it is possible to see far more stars than we can see from our part of the world (and even more than we could have seen before the days of air pollution) because they had no clouds.

They were focused around the Nile in what appeared to them otherwise inhospitable country. They also knew that their food came from the earth.

So if they started out with the Sun and stars, water and earth, they must have wondered about the apparent miracles of each of these things. They knew the environment in which they lived could not be formed by themselves and so they ascribed each part of the environment to a being greater than themselves, a supernatural being or god.

It was the pharaohs who gradually changed their grip on power so that they eventually became to be seen as living gods on Earth.

For most of the ancient Egyptian times, the Sun was seen as the bringer of life and so was a supreme god. From Egypt, the core stars of the Milky Way are seen edge on and eventually this white band of light in the sky was seen to be a parallel to the Nile on Earth. And so, in this way, parallels between the heavens and the Earth were forged. Thus people died and were transferred to the heavens by solar barque, a parallel of the barques used on the Nile.

People thought that life after death must be also a parallel of life on Earth, and so people would need to be able to muster a respectable showing when they met the gods. For this reason they needed grave goods of the finest kind.

But the concept of gods and grave goods developed over the centuries. As we see with mummification, bodies were originally buried in shallow graves and only over time, as their beliefs developed, did they require to be preserved.

Gods developed for each region of Egypt and as parts of Egypt united (Lower and Upper Egypt) so some amalgamation of gods took place. Nevertheless, some

Gods and goddesses

Re or Ra was the god of life. His sign was the Sun disc. He gave life to Shu and Tefnut.

Shu was the god of air. His sign was a feather. He was the father of Geb and Nut.

Tefnut was the goddess of rain. Her sign was a lion head. She was the mother of Geb and Nut.

Geb was the god of the Earth. His sign was the goose. He was the father of Osiris, Isis, Set and Nephthys.

Nut was the goddess of the sky. Her sign was a vase. She was the mother of Osiris, Isis, Set and Nephthys.

Osiris was the god of farming, nature and king of the underworld. He was shown as a mummy with a crook and flail. He was the father of Horus and Anubis.

Isis was the goddess of mothers and children. Her sign was a throne shown on her head. She was the mother of Horus.

Seth was the god of storms and destruction. His sign was a pig or hippopotamus. He was the husband of Nephthys.

Nephthys was the goddess of the desert. Her sign was a bowl and she was the mother of Anubis.

Horus was the god of the sky and could defeat all evil in the world. His sign was a falcon.

Anubis was the god of the dead. His sign was a jackal head.

Thoth was the god of wisdom and learning. His sign was an ibis or a baboon. He was the husband of Ma'at.

Ma'at was the goddess of justice and truth. Her sign was a feather and she was the wife of Thoth.

Amon was the lord of all gods. His sign was two feathers with a red crown.



Gods and goddesses

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The Egyptians had many gods and there were many different interpretations of the relationships between them. The information on the worksheet is just one example. The worksheet can also be used to help the students recognise the gods when they look at photographs of them on columns and artefacts. The information allows the construction of a 'family tree'. If this is done, it will be seen that brothers and sisters married each other and this should be explained as being acceptable to the Egyptians but not to many other religions.

Younger students

The students could answer these questions from the board.

1. Who was god of the Earth? (Geb).
2. Who was god of wisdom and learning? (Thoth).
3. Who was goddess of justice and truth? (Ma'at).
4. Whose symbol was a falcon's head? (Horus).
5. How many gods and goddesses have animal signs and who are they? (Seven – Tefnut, Geb, Set, Horus, Anubis, Thoth, Amon).

Outcomes

The students:

- Can extract information from a text.
- Know the responsibilities of some of the gods.
- Identify some gods by their signs.

Older students

The students can answer the questions for younger students then answer these questions.

6. How many children did Geb have? (Four).
7. What relation was Osiris to Set? (Brother).
8. What relation was Nephthys to Tefnut? (Granddaughter).
9. What relation was Horus to Seth? (Nephew).
10. What relation was Horus to Shu? (Grandson).

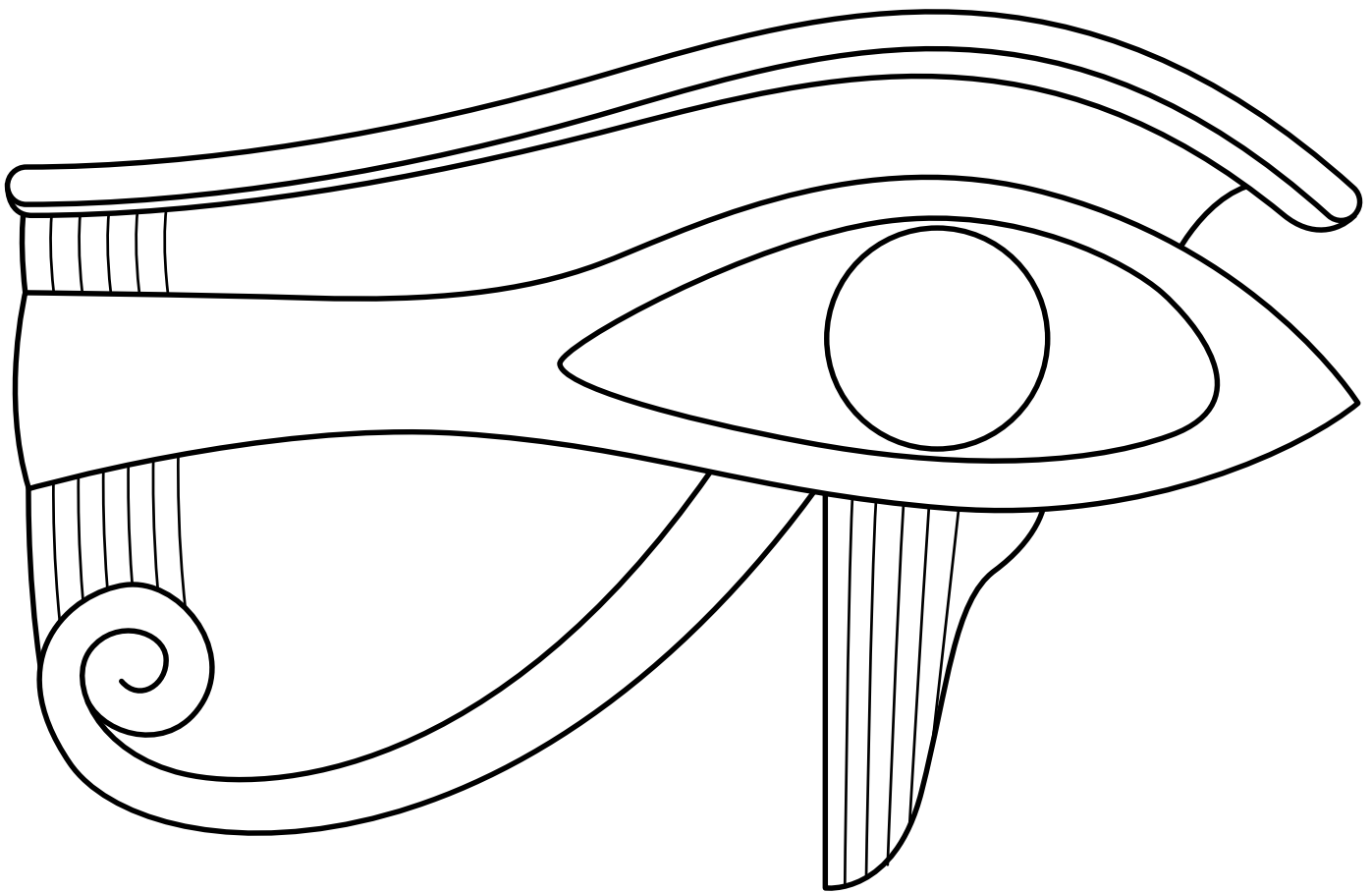
Outcomes

The students:

- Can extract information from a text.
- Know the responsibilities of some of the gods.
- Identify some gods by their signs.
- Can work out the relationships between some of the gods and goddesses.

The eye of Horus

1. Colour in the eye of Horus as you wish but make sure the oval central part of the eye is black.
2. Use this design to make an eye of Horus in modelling clay.





The eye of Horus

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. For younger students – coloured pens or pencils. For older students – self drying modelling clay, sandpaper, modelling tool, acrylic paints, brush, water pot.

Using the worksheet

If the students have done the previous activity they will have learnt a little about the eye of Horus. If they have not done the activity, tell them that in a mythical fight between Horus and Seth, Horus lost an eye. This was restored by Thoth. Move on to tell the students that the eye of Horus symbol was thought to protect everything behind it and was used as a charm. The eye of Horus was also known as the udjat eye. Udjat means 'to make better'.

Younger students

Let the students do step 1 and colour in the eye symbol. The eyes could then be displayed on a wall to remind the students that in ancient Egypt there were many symbols present in their environment that were related to the gods and had meaning for their people.

Outcomes

The students:

- Can colour in a complex shape accurately.
- Understand that symbols played an important part in the lives of ancient Egyptians.

Older students

The students could make the modelling clay into a flat slab and cut out the shapes they see in the diagram on the worksheet using a modelling tool. They could then assemble the pieces by pressing them together and smoothing over the joints with the modelling tool. After the clay has dried it can be rubbed with sandpaper to make its surfaces smooth. The eye could then be painted in any colours that the students wished to use.

Outcomes

The students:

- Can use a diagram to make a complex model shape.
- Can follow instructions given to them verbally and by demonstration.
- Understand that symbols played an important part in the lives of ancient Egyptians.

Osiris, Seth and Horus

When Geb, the Earth god, retired from ruling Egypt his eldest son, Osiris, took over. He ordered the building of the first statues and temples to the gods. He built towns for his people to live in and gave them laws to help them live their lives. When Osiris had made Egypt a peaceful land to live in, he visited other countries to help their people, too.

Osiris had a younger brother called Seth. He was very jealous of Osiris. He invited Osiris to a feast then had a coffin brought into the room. Seth said that the coffin belonged to whoever could fit in it. Osiris thought that Seth was joking so he laid down in the coffin to see if he could fit in it. Straight away Seth's men nailed down the coffin lid and Seth ordered that the coffin to be thrown into the Nile. The coffin was swept away and Osiris drowned.

Osiris was married to Isis and she searched for the coffin of her husband. Eventually she found it and took his body from it. She hid Osiris's body in a swamp but Seth found it. He cut the body into fourteen pieces and buried them along the banks of the Nile. Isis and her sister Nephthys looked for the pieces and found thirteen of them. Isis used magic to make Osiris's body whole again and bring him back to life.

Osiris and Isis had a son called Horus, then Osiris left Egypt to become king of the world below ground called the underworld. Horus grew up and fought Seth for the kingdom of Egypt. In the battle Seth was defeated but Horus lost an eye. Thoth healed him and Horus then became king of Egypt.

1. Why do you think Osiris was a good king?



2. Why do you think Seth was jealous of Osiris?



3. How did Osiris die and who was responsible? Explain your answer.



4. How many pieces of Osiris's body could not be found? 

5. Did Seth deserve to be the king of Egypt? Explain your answer.







Osiris, Seth and Horus

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This worksheet features an important story or myth about the gods. If the students have done the previous activity, you may like to set some extra questions based on it after they have answered the questions on the worksheet.

Answers

1. He built towns for his people and gave them laws which helped them live their lives.
2. Osiris was a successful king and did many things.
3. He was drowned. Seth was responsible because he ordered his men to nail down the coffin and throw it in the Nile.
4. One.
5. No, because he had murdered the previous king – Osiris.

Here are some examples that you may like to put on the board.

1. What was the sign of Geb? (A goose).
2. Who was Osiris's mother and what was her sign? (Nut, a vase).
3. What was Osiris the god of besides being king of the underworld? (Farming and nature).
4. What was the sign of Isis? (A Sun between two cow's horns).
5. What were the signs of Horus and Seth? (A falcon and a pig or hippopotamus).
6. Who was Thoth? (The god of wisdom and learning who was married to Ma'at the goddess of justice and truth).

Younger students

You may like to read through the account with the students and help them answer their questions as a class before they write down the answers.

Outcomes

The students:

- Know about an Egyptian myth.
- Can answer questions on a text.
- Can identify some gods and goddesses by their signs.

Older students

The students can work on their own on the questions on the sheet and on the board.

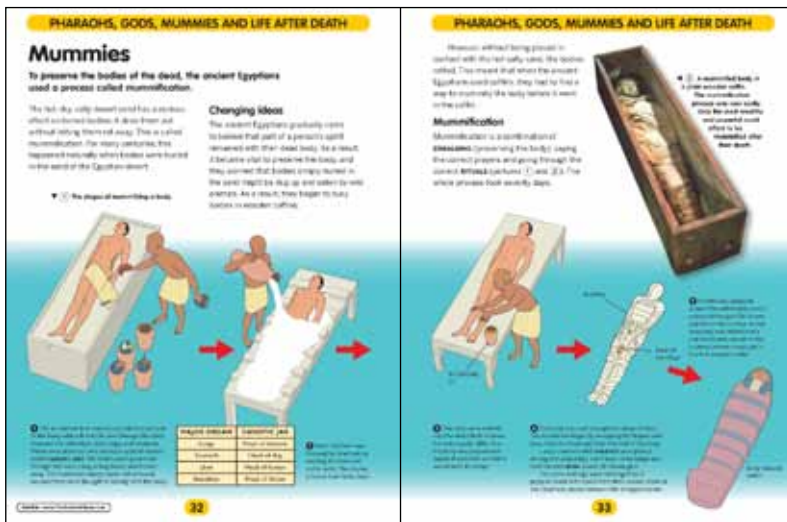
Outcomes

The students:

- Know about an Egyptian myth.
- Can answer questions on a text.
- Can identify some gods and goddesses by their signs.

Spreads 15 and 16 (pages 32–35)

Mummies



Mummies are a perennial fascination for many people. In some ways they personify the idea of life after death and are, at the same time, slightly creepy, with the feeling that a body really did reside (or resides) in it.

There is a lot of misconception about mummification, coffins, sarcophagi and so on, although this is the kind of area where you may have your home grown expert among the students.

The mummification process was in part physical and in part ritualistic. Key to the whole process was the extraction of the lungs, liver, intestines and stomach and their drying and placement in ritual jars called canopic jars. The student book diagram shows the symbolic heads associated with each contents.

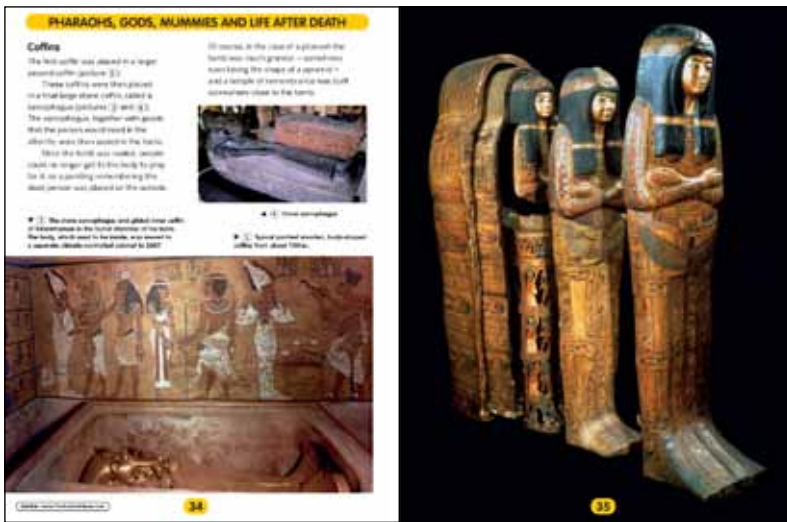
The mummification process became more and more elaborate. It was instigated by a change in burial customs in predynastic times. Originally the body was buried in a foetal position in a shallow grave. Some later graves of this kind contained grave goods and so belief in the afterlife was already established at

this time. As the concept of the afterlife developed, so the people became worried that the buried body might be disturbed or eaten by animals, and as it was believed that the body was needed for the afterlife, it became imperative to protect it.

As is described in the student text, as soon as the body was placed in a wooden coffin, the natural hot desert salts were not able to get to the body and desiccate it and so the body rotted. The mummification process was thus an elaborate way to replace what nature did very efficiently.

As the process involved extracting a body's contents, a belief grew up that certain organs had to be preserved in special ways. As a result the canopic jars developed. Students will need to see that each jar had an effigy on the lid. Each effigy goes with a particular organ.

Students might be interested to know that the brain was extracted through the nose using a long hooked spike which was used to break the thin part of the skull at this point. At this time no one believed that the brain had any importance to the afterlife. The heart was left in the body.



The process of washing the body, shaving it, covering with oils, extracting the internal organs, adding salt inside and out as a desiccant, filling the cavity to prevent body collapse and then wrapping the body in linen strips along with amulets and religious scripts, was one of the most complex funerary rituals ever developed. The diagram shows some of the main stages. Notice that resin was used to part fill many cranial cavities as well as being used as a kind of natural glue for the linen wrappings. In effect the linen wrappings and resin are like a sophisticated form of papier mache and some schools show the wrapping process through using papier mache paper strips and flour glue.

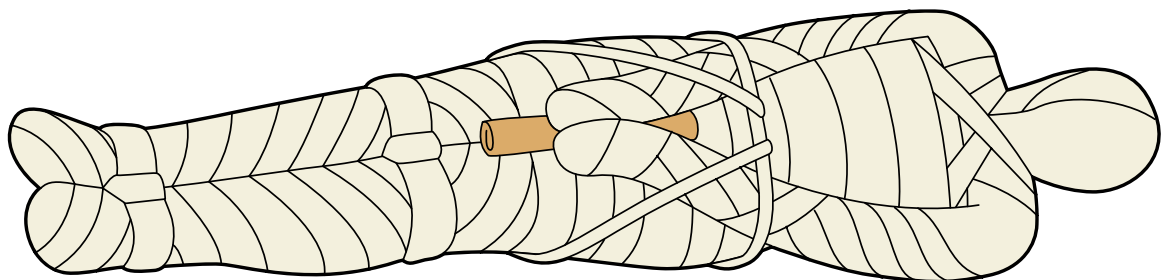
Note that the preservation technique is embalming. The process of preserving, whether natural or by man-made techniques is called mummification. Thus the early remains of people buried in the desert sand have been mummified, but the people found in ancient Egyptians

tombs were embalmed in order to mummify them. In commonplace usage, a mummy is any embalmed and wrapped dead body (whether human or animal), although strictly a mummy is any desiccated and preserved dead object whether natural or man-induced.

Notice that the mummified body was placed in a number of wooden coffins, each of which was elaborately painted with suitably ritualistic scenes concerning the afterlife. These included reference to the gods who would see the dead person through the trials they had to face before being accepted into the afterlife.

A sarcophagus is a stone coffin used to enclose the wooden coffins. Such sarcophagi would only be used for the wealthiest and most powerful people, it clearly being impractical to afford all of this treatment to the bulk of the population.

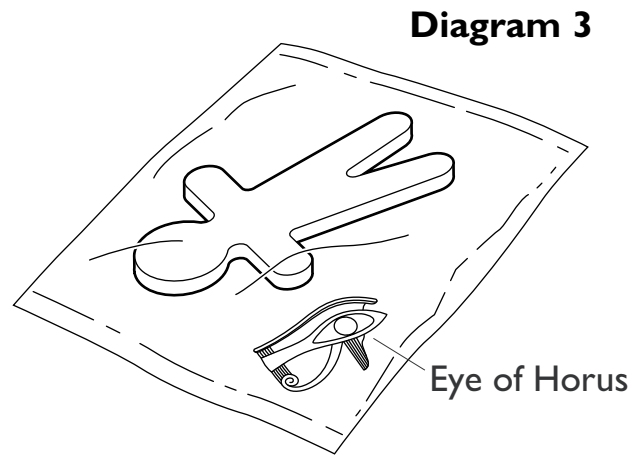
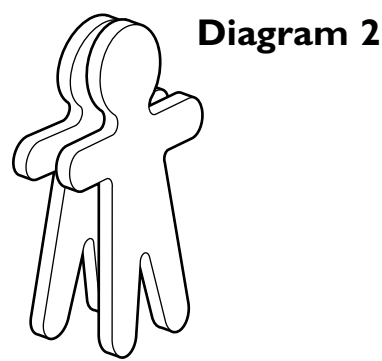
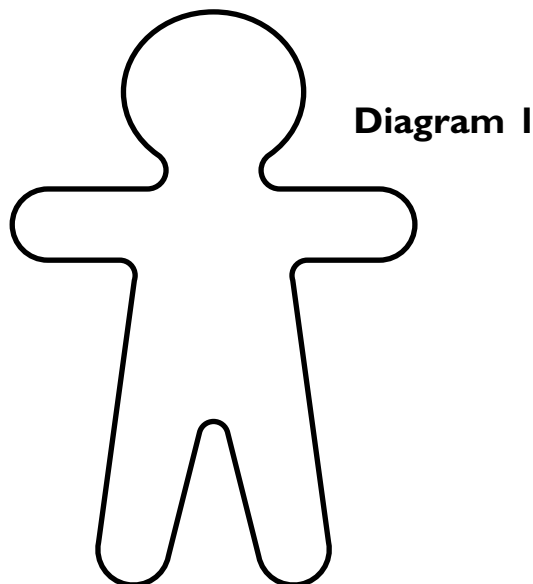
▼ **A mummy with *The Book of the Dead*.**



Bread body mummies

Drying out a body helps to preserve it but what happens if the body is damp? Try this fair test to find out.

1. Take a slice of bread from a large white loaf, place it on a bread board and use a gingerbread man cutter to cut out the shape of a body as diagram 1 shows.
2. Repeat step 1.
3. Ask your teacher to toast the two bodies.
4. Leave the bodies to dry out for at least a day as diagram 2 shows. This allows any water in the toast to evaporate into the air.
5. Put one body in a dry plastic bag and seal it.
6. Put two teaspoons of water on the second body then put it in a dry plastic bag and seal it.
7. If you have made an eye of Horus perhaps you would like to make a very small one and stick it on the bag as diagram 3 shows.
8. Look at the bodies every few days for a few weeks and record what you see. Record your observations in a table using the column headings – date, dry mummy, wet mummy.





Bread body mummies

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, large white sliced loaf, gingerbread cutter, bread board, teaspoon, plastic bags which can be sealed securely, a means of disposing of mouldy food items in line with school policies, a toaster (make sure it meets your school policy requirements) – alternatively if the school has an oven perhaps the toast can be prepared under the grill, a place to store the bags. Optional: small piece of card, scissors and coloured pencils.

Using the worksheet

This activity gives the students an opportunity to compare the effect of moisture on the preservation of a once living material (wheat). For all students you must take charge of the toasting process. The students can only watch. If the students have done activity 13B you may remind them that the eye of Horus was considered a lucky charm and was buried with a dead person. The students may like to make a small drawing of the picture of the eye on paper and stick it to the plastic bag to remind them of this practice. The activity takes up to ten days to complete and you may like to bring it forward in your planning so that the students can have a look at their mummies at regular intervals while they are doing other topics on Egyptians.

Younger students

You may like to have a team of teacher helpers in your classroom help to set up the investigation and supervise the activities.

Outcomes

The students can:

- Follow instructions.
- Make observations and comparisons.
- Record their results in a table.

Older students

You may like to have some teacher helpers in the classroom to supervise the students. You could encourage the students to predict the outcome of the investigation.

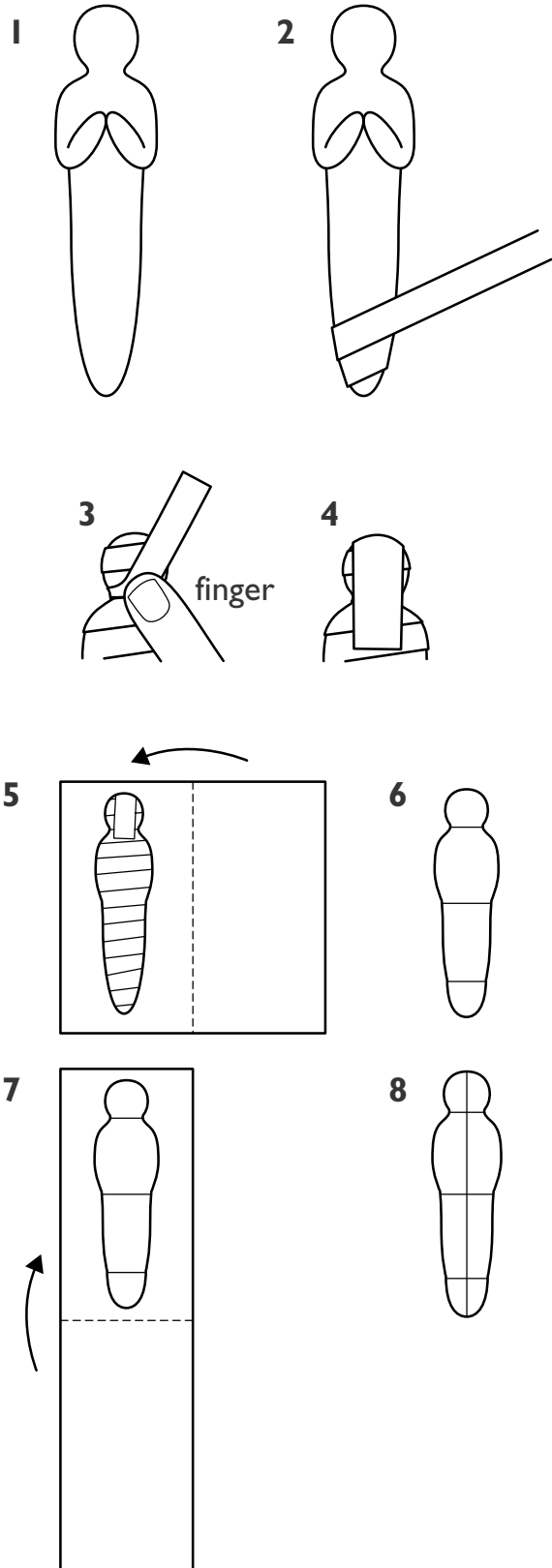
Outcomes

The students can:

- Make a prediction and test it.
- Make observations and comparisons.
- Record their results in a table.

Wrapping up a mummy

1. Make a Plasticine body about 8 cm long shaped as diagram 1 shows.
2. Take some cloth that is about 1.5 cm wide and 60 cm long and begin wrapping the feet as diagram 2 shows. You will need to use a second piece of cloth. When you come to the end of a piece of cloth just press it into the Plasticine.
3. When you reach the top of the head, wind back down to the neck. Then press the cloth onto the back of the neck and draw it over the top of the head as diagrams 3 and 4 show.
4. Bring down the cloth over the face that has been previously wrapped. Cut off any long length of cloth remaining and press the short end into the chest.
5. Spread a piece of cloth that is 12 cm by 10 cm and place the wrapped body on it as shown in diagram 5. Cover the mummy as the arrow shows.
6. Use fine string or thread to tie the cloth in place as diagram 6 shows,
7. Spread a piece of cloth 10 cm by 25 cm and place the wrapped body on it as diagram 7 shows. Cover the mummy as the arrow shows.
8. Tie up the mummy as diagram 8 shows.





Wrapping up a mummy

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Plasticine, bandage 10 cm wide cut into 60 cm strips 1.5 cm wide, bandage 10 cm wide and 12 cm long, bandage 10 cm wide and 25 cm long, fine string or thread, scissors.

Using the worksheet

After the students have read about mummies in the student book, tell them that they are going to have a mummy wrapping competition. The way the mummy is wrapped in this activity is much simpler than the way mummies were wrapped in ancient Egypt but it allows the students to experience the wrapping process and to realise that the wrapped mummy was enclosed in two sheets and securely tied. There may be times when the students experience difficulty such as enclosing the feet and covering the head or running out of bandage. At these times the students can press the bandage into the Plasticine to hold it in place. At the end of the activity, you could line up the mummies and see how neatly they have been wrapped.

Younger students

You may like to have a team of teacher helpers in class to help some of the students.

Outcomes

The students can:

- Follow instructions and diagrams to wrap a model mummy.
- Appreciate some of the skills required by the people who wrapped the mummies.

Older students

The students work on their own.

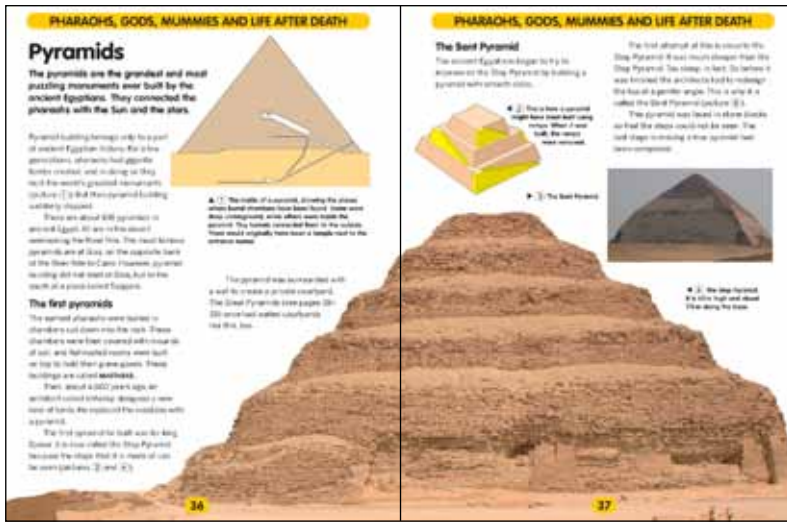
Outcomes

The students can:

- Follow instructions and diagrams to wrap a model mummy.
- Appreciate some of the skills required by the people who wrapped the mummies.

Spread 17 and 18 (pages 36–39)

Pyramids



The pyramids – colossal, ancient and mysterious. The only surviving one of the seven wonders of the ancient world.

The pyramids stand as a memorial to a time when kings thought they had found a way to join the gods and become immortal.

Built some four thousand years ago, on the edge of a desert plateau overlooking the River Nile in Egypt, the largest of the pyramids stands as a silent witness to the power and imagination of a civilisation that can stand shoulder to shoulder with any other in the world.

Yet the people who built the pyramids did not have cranes and other power tools as we have today. They lived in the Stone Age and everything they did had to be done by hand. So why did they go to such extraordinary lengths to build these massive shapes, how did they manage to do it and why did they stop?

The extended material below brings together some detail which you might find useful as a background or when trying to collate facts and figures.

All pyramids are graves and tombs – but for the wealthiest and most powerful people in the land.

Ever since earliest times people have tried to protect the bodies of those who have died. In rocky places they covered their bodies with a mound of large stones. In places with soft soils, they dug a trench and then laid the bodies in

that, covering the body with the soil from the trench. The soil made a low mound.

As time went on, so people in power wanted to have more and more splendid burials. In this way each generation made its own changes to the way people were buried. So a shallow grave became a deep grave and a small mound of soil became a large mound of soil.

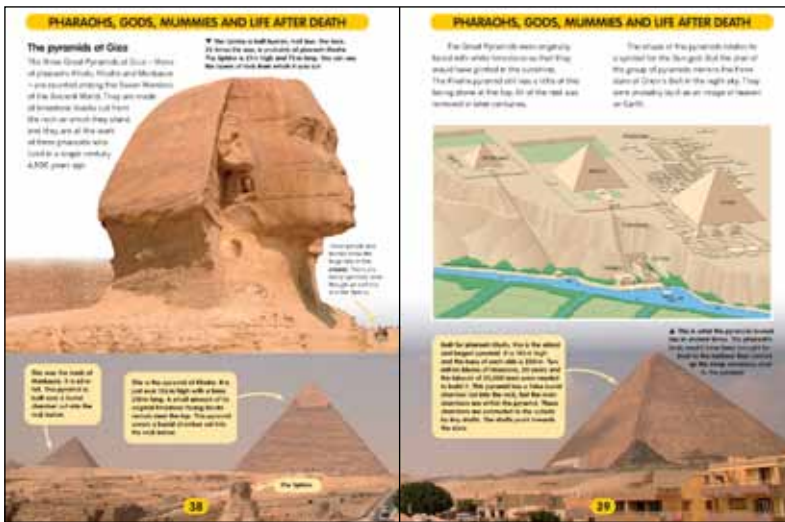
Then the grave was dug deep into solid rock and a chamber cut out so that the body could be placed in this. Thus a grave became a tomb or vault.

Then the body was placed in a stone coffin (sarcophagus).

Inside the tomb

Then it was decided that the rich and powerful should be buried with some of their most precious goods, perhaps because they might be needed in the afterlife. Now the vault and the body became a treasure house and it was attractive to those who would steal the treasure. So the vault needed protecting by more and more elaborate traps and barriers.

Above the ground the same kind of changes took place. A shallow mound became a large mound raised after the king had died. The rich and powerful then decided to build a suitable mound *before* they died and so they wanted it to look more and more impressive. So the mound of soil became a pyramid made



first of steps of brick, and then of blocks of stone. Finally the surface was cased over and the steps hidden to give a spectacular pyramid that gleamed in the Sun.

As these changes took place, so the pyramid took on an ever more mystical meaning. People believed that their lives were connected with the gods in the heavens above, the pyramids were lined up with what were thought to be the most important stars in the sky.

At the same time the tomb was no longer placed underground but inside the pyramid, guarded by ever more elaborate means.

But in the end it all became too much. The pyramids were using the labour of more and more people, stopping them from farming the land and sapping more and more money from the country. And despite all of the defences, the treasures were still being robbed. So, eventually, built pyramids were abandoned in favour of hidden vaults far out in the desert under a natural pyramid-shaped rock formation. And thus the age of pyramids came to an end, and the age of the Valley of the Kings near Luxor began.

More than 100 pyramids

There are 109 pyramids in Egypt, all belonging to the earliest of Egyptian times. But they are not all the same shape or style. To understand who built the pyramids, we have to go back over 5,000 years to a time when the land that is now Egypt was the home to many small groups of people each under their own chieftain.

Over the years some of these groups conquered others and so became more powerful. At this point the chieftains called themselves kings.

These kings and their people believed in life after death. They also believed that their king would become one of the gods they worshipped.

But if the king were to join the gods, he would need a body in which to travel. As a result, it was especially important to make sure that, when the king died, his body was buried in a protected place.

At this early stage no one thought of pyramids. Instead, they dug deep holes into the desert, down many tens of metres into the rock. Here they hewed out a chamber where they placed the body of the king.

It came to be believed that this chamber was the place where the person lived after death. So it needed to be grand enough for his needs, both in terms of furniture and paintings on the walls.

The shaft to the chamber was then filled in again and a mound of soil and rock – called a mastaba – was raised over it. In this way the presence of the king was preserved on the surface, while his body was protected underground.

The mastaba (which is the Arabic word for ‘bench’) was rectangular and rose a few metres above the ground. It was not a pyramid, but a rectangular mound of soil or sun-dried mud brick.

In these early days not only royalty, but also nobles, high priests and other important people were buried in mastabas. But this was set to change.

Nevertheless, even after the kings began to be buried in pyramids, other royal officials were still buried in mastabas, usually close to the site of the pyramid. You see this particularly well at Giza.

In non-royal tombs a chapel was provided that included a formal tablet or stela on which the deceased was shown seated at a table of offerings. The earliest examples are simple and architecturally undemanding; later a suitable room, the tomb-chapel, was provided for the stela (now incorporated in a false door) in the tomb superstructure, or mastaba.

The Step Pyramid

The great step forward in the development of pyramids happened under the reign of king Djoser (Netjerykhet). He ruled between 2687–2668 BC and was the 2nd king of the 3rd Dynasty.

Djoser wanted to have a tomb that was more impressive than those of his ancestors. To his great fortune, there lived at the same time, one of the world's greatest architects, called Imhotep. He was also the chief magician, vizier, sage and astrologer at the court. These relationships are important as we shall see later.

Imhotep began with a complete change in building materials. He made the mastaba out of mud brick. But that is not what you see here because Imhotep built and built and built on the original design until he had constructed a mastaba with six steps. You can see how the mastaba became more and more grand with each rebuilding by looking at the diagram.

The starting point was the stone building eight metres high and had a square ground plan with sides about 63 m each.

But then the building was extended on all four sides, and its height was increased by adding steps, each smaller than the one below.

The final height of the magnificent structure is not eight, but a little over sixty metres. As a final embellishment it was encased in slabs of white limestone (now removed by robbers). Although it is still technically a mastaba, it has become known as the Step Pyramid.

It is as impressive underground as on the surface. There is a complicated network of underground corridors and rooms. From the surface there is a central shaft 25 m deep and 8 m wide. At the bottom of the shaft there is the sepulchral. It is built of granite carried north along the Nile from Aswan.

In its day it was the largest stone structure ever erected.

Pyramid complex

When we see pyramids, they appear to be isolated colossal structures rising out of the endless desert. But they were not built this way. They were not built in isolation, but close to centres of royal power.

The Step Pyramid is at Saqqara, close to the beginning of the Nile delta, at the point where the river starts dividing into several arms. Its first tombs date to the beginning of the 1st dynasty. They were built on the ridge of the desert plateau, probably immediately to the west of the newly established capital of Egypt which we know as Memphis.

The tombs were also not built alone. Each one was at the centre of a vast walled courtyard containing many other buildings. This walled complex was built in the 27th century BC!

Once you know this you can begin to look for evidence of the walls. At the Step Pyramid they are still largely intact and from this we can make guesses as to what the other courtyards looked like.

The Step Pyramid lies at the centre of a courtyard 544 m long and 277 m wide. The complex was enclosed by a wall made of sun-dried mud bricks and faced with limestone slabs and which remains largely intact. Set into the wall were a number of gates, some of the earliest stone structures ever built, and of immaculate workmanship. Some of the gates were false, and designed only to be used by the king's spirit (called ka).

Going through the gate which has half closed false doors of stone, you enter an avenue of forty columns (known by Egyptologists as a hypostyle hall) whose shape is designed to resemble stems of the palm tree or the papyrus plant. Again, these are the world's earliest columns. The workers were so afraid they might fall down, they are each attached to the wall with a fin of stone.

Many carvings adorn these outer buildings. Cobras are often carved in the stone. Because cobras never appear to shut their eyes they were the symbol of everlasting watchfulness and protection over the king.

The construction of the complex was a mixture of desire to be seen as wealthy and powerful and also a need for the king to have a suitable home for the afterlife.

Before Imhotep, the materials mostly used for building temples and funerary complexes were mud brick and wood. The vast limestone



wall enclosed an area of about 15 ha, and would have contained enough space to house an entire town of the time. There were many buildings, columns, stairways, platforms, shrines and chapels. Statues would have included those of the king. Underground were corridors, halls and chambers, some of which were decorated.

The Heb Sed Court, for example, is a long, rectangular and relatively narrow open court, along the inside of the Eastern Enclosure Wall.

This vast court is flanked by several chapels, now partially reconstructed. These were all 'dummy' chapels, symbols of what people thought the king might have needed in his afterlife. They are filled with rubble and did not have any interior rooms. In part this may have been because the ancient builders were not accustomed to using natural stone on this large a scale but it was also because the mere presence of a representation of a building was good enough to allow them to be used on a magical level.

Thus, for example, each chapel has a small court entered through a stone imitation of an open wooden door. These doors could not be used by the living, and were, instead, intended for the use of the dead. In this way the dead could come and go from their immortal home and take part in the lives of the living.

No inscriptions have been found which tell of the real purpose of this court, or even of its name. But it is thought that the area represents a ritual called Heb Sed which celebrated a king's reign. It began during the 30th year of a king's reign, and was held every three years after. It was a rejuvenation ceremony. The king performed a ritual run and dance, aimed at proving that he was still physically able to rule the country. This court may have been the place where the king was expected to rejuvenate himself time after time during his life in the afterworld.

The first true pyramids

The first real pyramids were built at Maidum and Dashur, just south of Saqqara, in the 4th Dynasty – at the beginning of what is known as the Old Kingdom.

For some unknown reason, the first king of the 4th Dynasty, Snefru, decided to abandon the area of Saqqara and built south in the place now known as Maidum.

Here he began by ordering the building of a stepped pyramid. During the 28th or 29th year

of his reign he changed his mind and ordered that the stepped pyramid be changed into a true pyramid. Later he would build two more pyramids at Dashur. As a result, Snefru built more pyramids than anyone else in history, although we do not know why he needed more than one.

But it is far easier to order the building of a pyramid than to build one. The pyramid at Maidum is now just a pile of collapsed stones. Perhaps the weight of the casing was just too great for the brick interior of the pyramid and it simply collapsed. Later, people reused the limestone casing elsewhere.

Although it was a failure, it set the pattern for pyramids down the ages. Inside is a sloping passage then a vertical shaft and below this the small burial chamber, some 5.9 by 2.65 metres. But the entrance is high up on the face of the structure so that the burial chamber is not within the rock but still inside the pyramid. This is thus the first pyramid to have a room inside its core.

But no trace of a burial remains, so no one is sure whether it was ever used.

In addition to the pyramid a chapel was built against the eastern face and a further small pyramid to the south. There are also the remains of an enclosure wall and a causeway leading to the enclosure. The enclosure wall is a new feature and was incorporated in all further pyramid building.

Then, for reasons unknown, Snefru moved from Maidum and began a new complex at Dashur, just south of Saqqara. Perhaps it was simply that the area had not been used before and many other areas had already been used for mastaba of earlier generations.

Here Snefru began to build a true pyramid for the first time, rather than converting a step pyramid. Perhaps the step pyramid was seen as a 'staircase to the stars'. Now possibly the monument was designed to connect the king directly to the stars.

But it was experiment all the way. This first pyramid was made of stone blocks. Its side angles were begun at 60°, then it was enlarged and remodelled to 54° so that the angle of the starting part of the pyramid can no longer be seen. The pyramid was made of inward leaning stones. About halfway up the revised pyramid, it was probably realised that the pyramid build like this was unstable and so the angle was changed to 43°. As a result, the pyramid has double

angled sides, and hence it is known as the 'Bent Pyramid'. The ancient Egyptian name for this pyramid was *xa rsj*, 'The Southern Shining One'. When finished, this pyramid had a base length of 188 metres and was 105 metres high.

Having thus experimented, Snofru ordered the building of his third pyramid, known as the Red Pyramid. This is the earliest true pyramid as we know them today. The angle of the Red Pyramid is the same as the top part of the Bent Pyramid: 43°.

New ideas were tried out inside the Bent Pyramid as well as outside. Inside the pyramid there are two burial chambers and devices to seal off the passages to the chambers once the dead body of the king had been placed in its sarcophagus.

At the same time, a small pyramid (base length of 53 metres and a height of 32.5 metres) was built to the south. This may be small, but its internal arrangement of passages and chambers was to be the model for the Great Pyramids that would later be built at Giza. It has a descending then ascending passage and a tiny burial chamber. Thus this might have been a symbolic pyramid intended to house a statue representing the king's soul (*ka*).

Both pyramids were contained in an enclosure and linked to a small temple by a causeway.

Yet despite all of the effort on the Bent Pyramid, Snefru was not buried there. Instead he was buried in his third pyramid – the Red Pyramid. In ancient Egyptian times the Red Pyramid was called *xa*, 'The Shining One'. Its base length is 220 metres, 32 metres more than the Bent Pyramid, but it is the same height as the Bent Pyramid.

The lower angle of the sides better spreads the enormous weight of the stones and so makes collapse less likely.

There is just one entrance and descending passage leading to two antechambers and a final burial chamber 4.18 by 8.55 metres and a height of 14.7 metres. This chamber is much higher up inside the pyramid than its predecessors and well above ground level.

The time of the Great Pyramids

The eighty or so royal pyramids of ancient Egypt were tombs built over a period of 2,700 years. But it was just a small part of that time – from the 3rd dynasty to the 6th (2700–2345 BC) that pyramid building was at its grandest, and not

much more than a single human lifespan over which the greatest of all pyramids were built (between 2600 and 2500 BC).

As we have seen, mastaba and pyramids were not built on their own but as the centrepiece of complexes. All complexes were built on the western side of the Nile because the west was associated with death in the minds of the ancient Egyptians. They were also situated on high deserts looking out over the Nile. The pyramid was above or contained the grave and stood within an enclosure wall containing a temple to the deceased, while a causeway led down from the temple, through a gate in the wall to a pavillion (or valley temple) on the low ground of the Nile. A canal connected the Nile to the harbour in front of the pavillion.

The earliest kinds of pyramid were the mastabas, which were then converted to step pyramids and which then finally evolved into true stone pyramids by the time Snefru built the Red Pyramid at Dashur.

But the greatest of all of the pyramids were not to be built at Dashur or Saqqara, but to the north at Giza. Here are the three giant pyramids of the pharaohs Khufu (Greek: Cheops), Khafre (Greek: Chephren), and Menkaure (Greek: Mykerinus).

What vision drove the pharaohs to create these amazing works of such high precision? And why, in the 5th dynasty, did they stop creating giant masterpieces, creating what are now merely collapsed piles of stones such as the pyramid of Unas at Saqqara.

The pyramids at Giza

The first pyramid is the northernmost pyramid of the group. It was built for Khufu, the second king of the 4th dynasty. It is now known as the Great Pyramid, with a base of 233 metres and an original height of 146 metres (it is now only 138 metres high because the original limestone casing has been stripped away).

The central pyramid of the group was built for Khafre, the fourth king of the 4th dynasty. It has a base of 210 metres and is 136 metres high.

The southernmost (and most recent of the group) belonged to Menkaure, the fifth king of the 4th dynasty. Its base is 109 metres and it is 65 metres high.

The pyramids were gleaming white when they were built, but since then the limestone casings have been stripped off and used in other buildings. You can get an idea of what



they originally looked like from the top of the pyramid to Khafre or by looking at the Bent Pyramid at Dashur.

The insides of the pyramids have not fared any better, with most of the grave goods being plundered in ancient times.

The Great Pyramid of Khufu can claim to be the largest single building ever erected on Earth. It has corners that point directly north, south, east and west, while its sides slope at a constant angle of just under 52°.

The 2 million blocks of stone that make up the Great Pyramid are made of a variety of materials. The rock surrounding the burial chamber is made from massive blocks of granite brought all the way from Aswan. The bulk of the inside is made from a fine quality, light-coloured limestone, while the outer blocks are made from a coarser yellow limestone. The Khufu pyramid alone uses a total of 6.3 million tons of rock. The cathedrals of St Peter's (Rome), Florence, Milan and London's St Paul's Cathedral and Westminster Abbey would all fit inside the base.

A map of the stars?

No one will ever know for sure why the Great Pyramids were built because the tombs contain hardly any inscriptions. But immediately after the 4th dynasty, tombs of the 5th dynasty are filled from floor to ceiling with inscriptions. Because these follow on immediately in time from the 4th dynasty, we can be confident that their way of looking at life and death was most likely similar.

When you look at the burial chamber of Unas, the last of the 5th dynasty kings, you find a ceiling covered with the stars of the night sky. On the walls are the oldest religious texts in history, known as the pyramid texts.

By writing these texts the ideas in them were not just recorded, but they brought into being a magical spell telling of what would really come to pass.

The texts clearly show how the ancient Egyptians related the afterworld to the gods and the stars and how they were designed to help the pharaoh travel to the constellations to join the gods.

They particularly associated the god Osiris with the constellation Orion. They also associated the brightest star in the sky, Sirius, with the goddess Isis.

The ancient Egyptians saw the stars in the night sky as a heavenly counterpart to their own land. They saw the Milky Way in the sky as being a heavenly equivalent of the Nile, the river that ran through Egypt. They also associated the 'miraculous' start of the Nile's annual flood with the reappearance in the sky of the constellation Orion which had been out of sight for 70 days. So they associated Osiris, the god who cared for them, with Orion. To the left of Orion is the star Sirius which they saw as Osiris's wife, Isis. In this way they imagined they could see the gods ruling in the heavens.

The pyramids are religious objects belonging to this view of life and death. Pharaohs saw themselves as the living incarnation of Horus, the son of Osiris.

Khufu's pyramid has four main features. An underground chamber at the base of the pyramid, then above it a queen's chamber built on the exact centre line and a grand gallery that leads to the king's chamber. The chambers are lined with granite from Aswan using block that weight up to 60 tons.

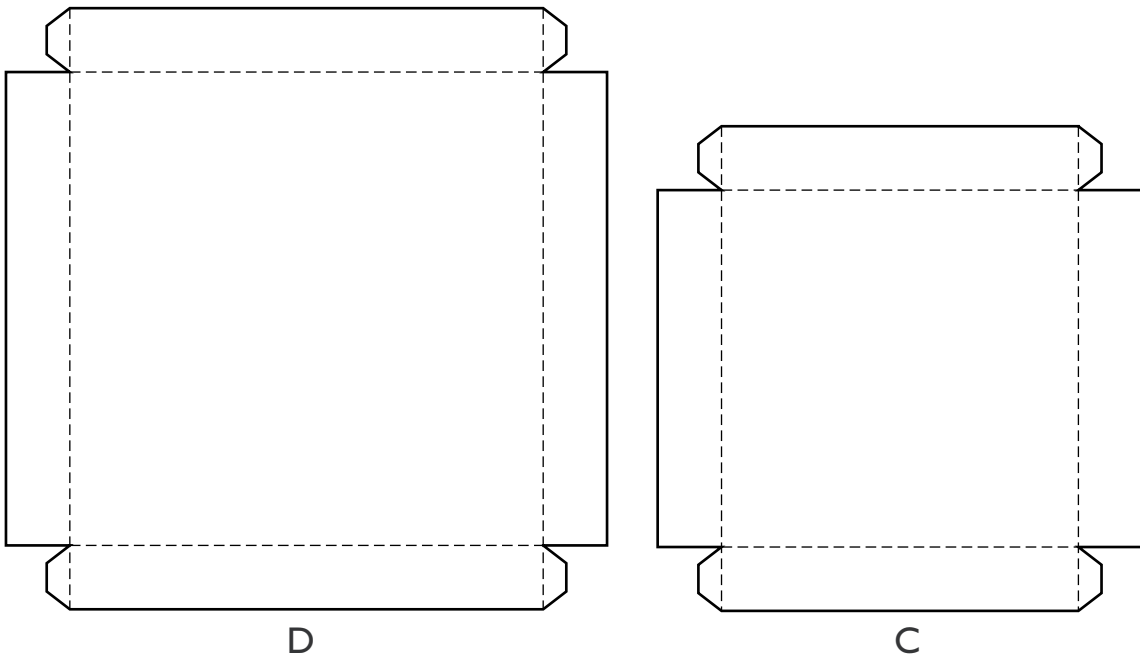
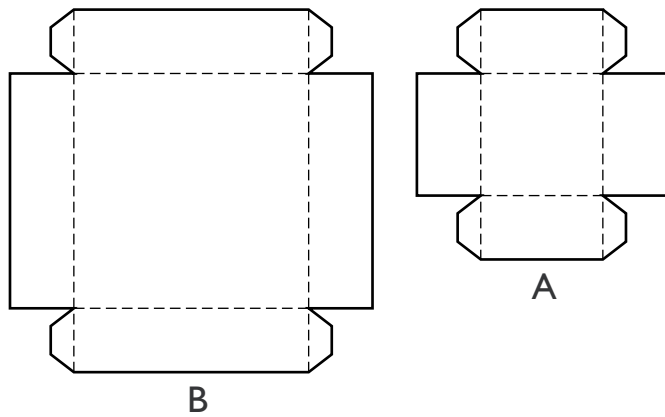
Inside is a sarcophagus whose width is 2 cm wider than the gallery leading to it. And inside the chambers are four tiny shafts, just 20 cm square, leading to the outer casing. The southern shaft of the king's chamber points directly at Orion's belt and the southern shaft of the queen's chamber points to Sirius, i.e. to Isis.

The plan of the three pyramids reflects the position and size of the three stars in Orion's belt. Using other nearby pyramids, it is possible to imagine that the pharaohs were trying to recreate the Orion constellation on Earth – they were making an incredible giant star map of pyramids.

If this is so, then it would help to explain why the pyramids are different sizes. The stars in Orion's belt are also apparently different sizes. Thus Menkaure's pyramid was not built small because he was running out of money, but because the star the pyramid was representing was smaller than the others in Orion's belt.

Make a step pyramid

1. Cut out A, B, C and D.
2. Take extra care cutting round the small tabs.
3. Bend the side flaps down to make the pyramid walls for each step and carefully glue them together with the tabs.
4. Arrange the steps to make a simple step pyramid.



5. The length of the walls of the first step pyramid are 113 metres. Mark this length out in your school grounds. How long does it take you to run this length?



Make a step pyramid

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, glue, school grounds, sports tape or metre rules, stop watch or stop clock. Coloured pencils and crayons (optional).

Using the worksheet

Let the students look at the picture of the Step Pyramid on pages 36–37 of the student book. Tell them that they are going to make a step pyramid with four steps and issue the worksheet. When the students have made their pyramids take the class outside and measure out 113 metres in the school grounds. Make sure that the surface is flat and safe to run on, then let those students who are fit to run, run the distance.

Younger students

You may need some teacher helpers to help some students cut out the region of the steps around the tabs. The students could colour in the pyramid before they assemble it using the photograph on pages 36–37 of the student book to help them.

Outcomes

The students can:

- Make a model of a step pyramid.
- Appreciate the size of a step pyramid.

Older students

The students work on their own. They could also devise a way of adding two larger steps so that the pyramid has six steps.

Outcomes

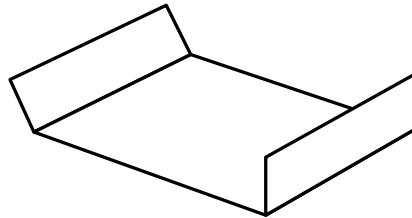
The students can:

- Make a model of a step pyramid.
- Extend the size of the model.
- Appreciate the size of a step pyramid.

Raising blocks to make a pyramid

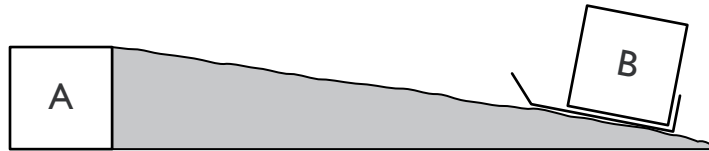
1. Make a cardboard sled as diagram 1 shows.

Diagram 1



2. Set up a wooden block with a ramp of sand and put the sled with a block on it on the end of the ramp as diagram 2 shows.

Diagram 2



3. Pull the sled slowly up the ramp until it is on top of block A. Carefully slip out the sled from under block B and let it rest on block A as diagram 3 shows.

Diagram 3



4. Make a ramp so that a block can be placed on top of block B. Ramps need to have a gentle slope so that sleds can be pulled up them without a strong force having to be used.

Draw your ramp in the space below.



Raising blocks to make a pyramid

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, a large sand tray as used in the infant department, wooden blocks – about 3 cm cubes, a piece of cardboard, scissors.

Using the worksheet

Let the students look at the picture of ramps on page 37 of the student book. Remind them that the idea of using ramps is only a theory and not a fact. Tell the students that they are going to make a ramp and investigate how it has to be changed as a pyramid is built. In real pyramid building the blocks of stones were thought to be pulled up ramps over rollers and the ramps had walls of bricks to hold in the sand. In this investigation the blocks of wood are to be moved on a cardboard sled and the ramp will not have walls to hold the sand in place. The size of the sled will depend on the size of the blocks used but should have the shape as shown in diagram 1. The students should clear the sand away from the area they are to use to make the ramp then put down block A. They should build the ramp with a gentle slope. Tell the students that if the ramp had a steep slope a greater force and more energy would be needed to raise the block and this would make the building of the pyramid more difficult. One student should then gently pull the sled with block B up the ramp and then carefully slide out the sled so that block B rests on block A. When the students come to use a third block, they will realise that they have to make a longer ramp to keep a gentle slope. This should be recorded in their diagram at the bottom of the worksheet.

Younger students

The students can work in small groups under the supervision of a teacher helper or yourself.

Outcomes

The students can:

- Follow instructions.
- Appreciate that ramp building also took time in the building of a pyramid.
- Make a diagram as a record of their investigation.

Older students

The students work in small groups. This activity could be set up to try while the students also work on activities **17A**, **17C** and **18A**.

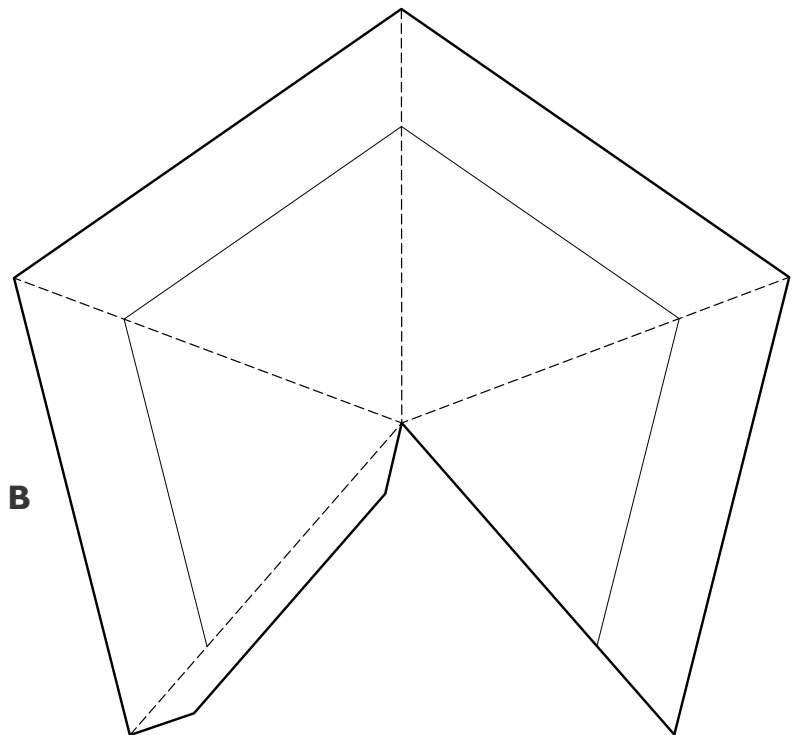
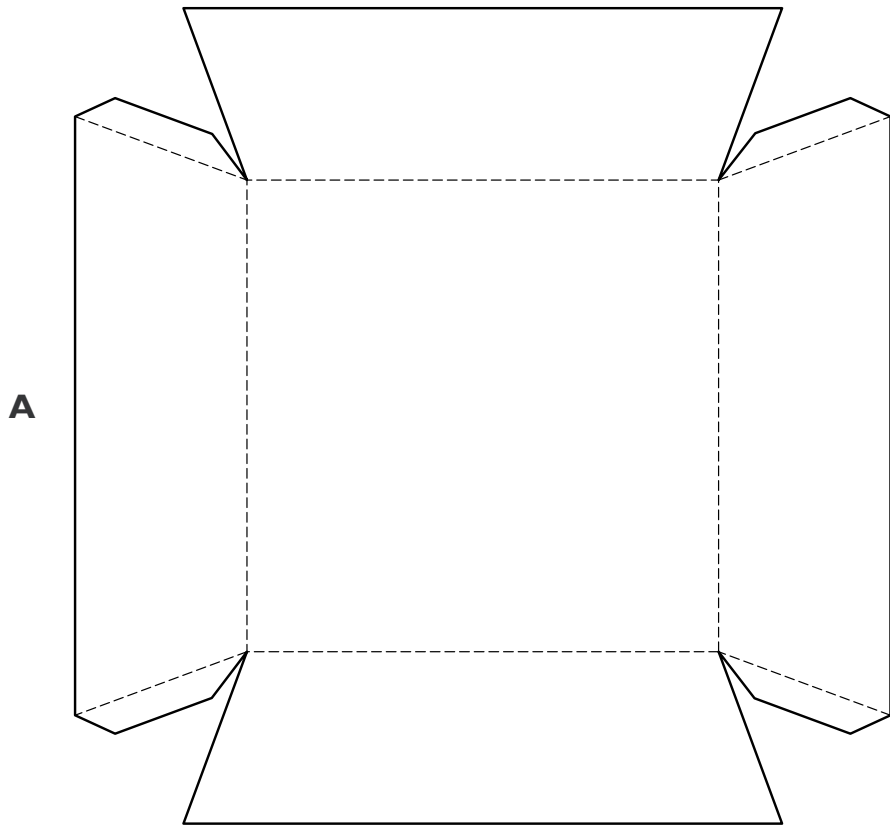
Outcomes

The students can:

- Follow instructions.
- Appreciate that ramp building also took time in the building of a pyramid.
- Make a diagram as a record of their investigation.

Make a bent pyramid

1. Cut out A and fold the flaps to make the lower walls of the pyramid.
2. Bend the tabs and add glue to them to make the lower part of the pyramid.
3. Cut out B. Take care near the apex of the pyramid to make sure all four parts are still connected.
4. Fold in the tabs and glue the sides of the upper part of the pyramid together.
5. Put B on A to make a model of a bent pyramid.
6. The length of the walls of the Bent Pyramid are 188 metres. Mark this length out in your school grounds. How long does it take you to run this length?





Make a bent pyramid

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, glue, school grounds, sports tape or metre rules, stop watch or stop clock. Coloured pencils and crayons (optional).

Using the worksheet

Let the students look at the picture of the Bent Pyramid on page 37 of the student book. Tell them that they are going to make a model of a bent pyramid and issue the worksheet. When the students have made their pyramids take the class outside and measure out 188 metres in the school grounds. Make sure that the surface is flat and safe to run on, then let those students who are fit to run, run the distance.

Younger students

Some students may need help in cutting out the two sections to the pyramid. All need to take care when cutting the paper near the apex of the pyramid. If the students are to colour in the pyramid, they should do so before they cut it out.

Outcomes

The students can:

- Make a model of a bent pyramid.
- Appreciate the size of a bent pyramid.

Older students

The students can work on their own. They need to take care when cutting in the region of the apex of the pyramid.

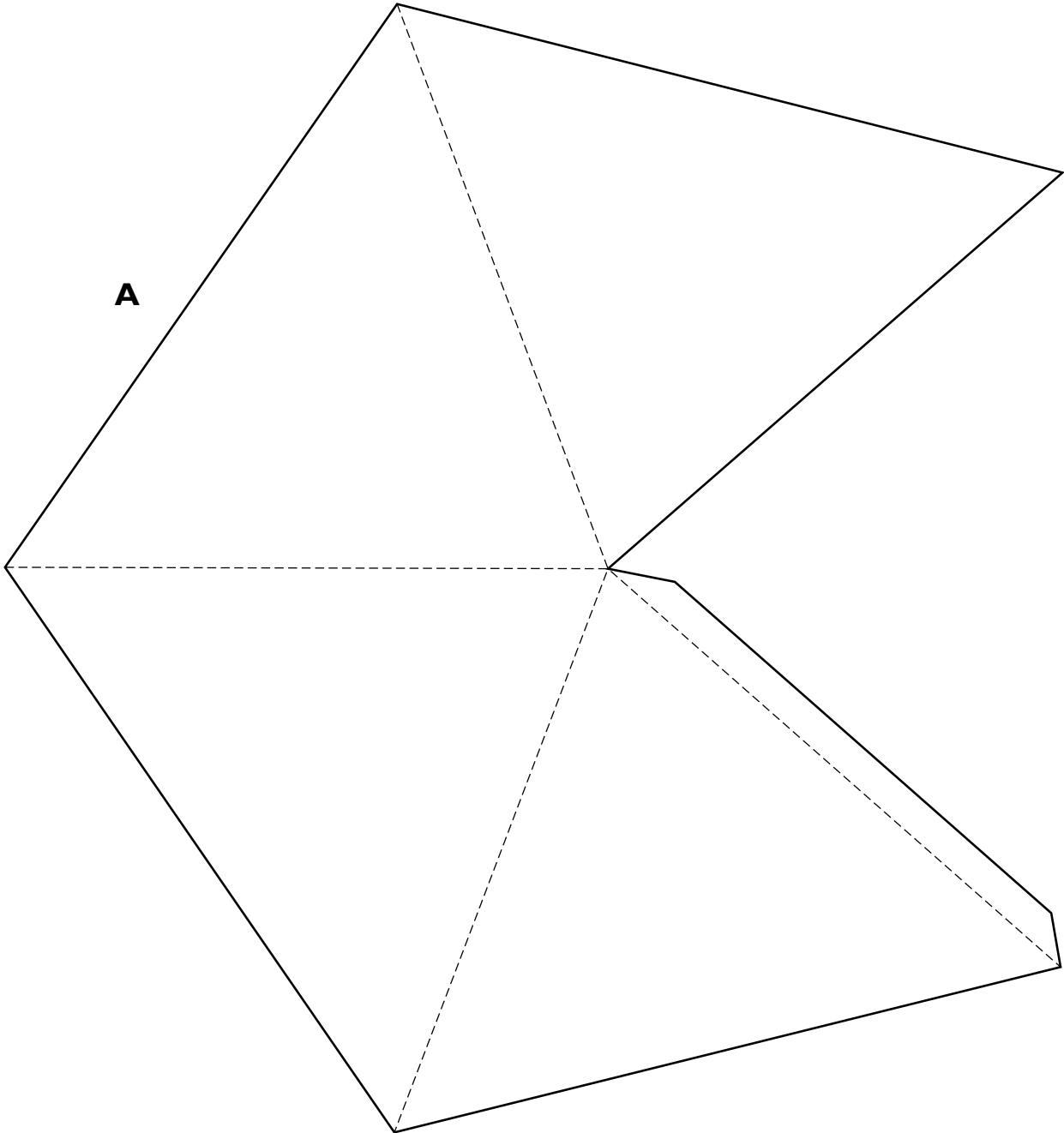
Outcomes

The students can:

- Make a model of a bent pyramid.
- Appreciate the size of a bent pyramid.

Make a great pyramid

1. Cut out A and fold on the dashed lines to make the sides of the pyramid.
2. Glue the tab to the other side to complete the pyramid.



3. The length of the walls of the Great Pyramid at Giza (or Khufu's pyramid) are 233 metres. Mark this length out in your school grounds. How long does it take you to run this length?



Make a great pyramid

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, glue. Coloured pencils and crayons (optional).

Using the worksheet

Let the students look at the pictures of the pyramids on pages 38 and 39 of the student book, then tell the students that they are going to make a model of a pyramid and issue the worksheet. When the students have made their pyramids take the class outside and measure out 233 metres in the school grounds. Tell the students that this is the length of the base of the largest pyramid – the Pyramid of Khufu which is also known as the Great Pyramid. Make sure that the surface is flat and safe to run on, then let those students who are fit to run, run the distance.

Younger students

The students should colour in the pyramid before they cut it out.

Outcomes

The students can:

- Make a model of a pyramid.
- Appreciate the size of the pyramid built for Khufu.

Older students

The students can work on their own. Some students could make smaller pyramids by measuring out walls with shorter bases and copying the arrangement of the walls in the diagram on the worksheet.

Outcomes

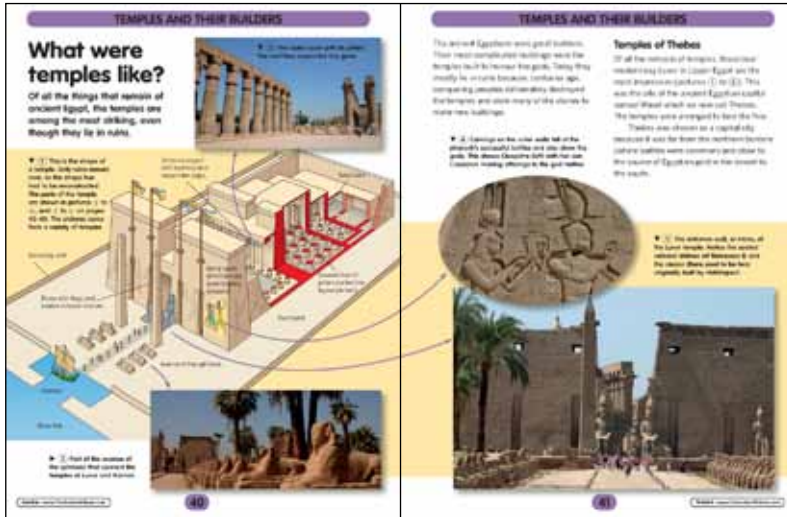
The students can:

- Make a model of a pyramid.
- Appreciate the size of the pyramid built for Khufu.

Chapter 4: Temples and their builders

Spreads 19 and 20 (pages 40–43)

What were temples like? The pharaoh's grand procession



19A

19B

There are two main types of remains in the Egyptian landscape: the pyramids and the temples.

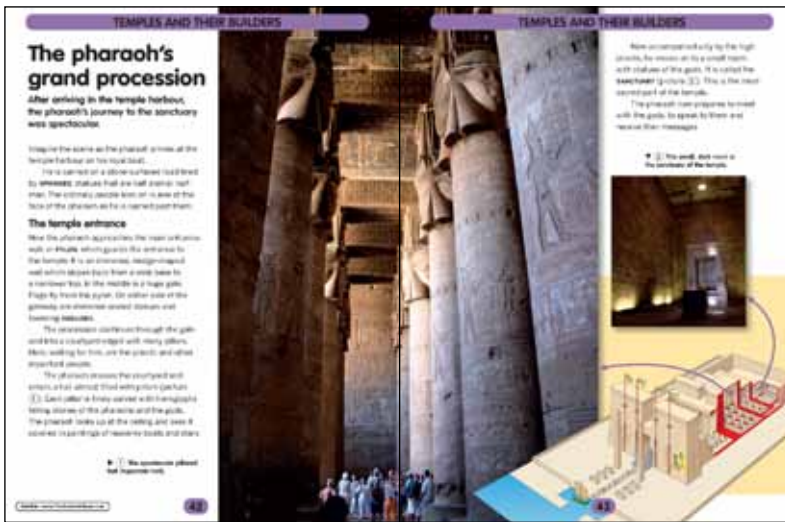
The pyramids are simple pieces of geometry of striking simplicity. The temples are also striking, but they are pieces of great complexity.

The temples that remain tend to date from the New Kingdom (and earlier) or from the Ptolemaic period. The latter are much better preserved, but the former are more interesting for their close associations with some of the most famous pharaohs of all time.

The temples are immensely complicated building complexes. What we have tried to do for the student book is to produce a simple model. The complexes at Luxor and Karnak, are built of interconnecting basic temples, combined with numerous additions by successive pharaohs.

The key points that students should note are these:

1. Temples faced the Nile. The temples were either built on the banks of the Nile or were built with a short canal leading from the Nile.
2. Leading towards the temple there might be a processional route flanked with sphinxes.
3. The temple complex was situated in a gigantic walled enclosure. Inside it was a courtyard and at the centre was the temple. This was entered by a flag-decked towering gateway called a pylon (modern electricity pylons are sloping structures in a similar way).
4. Once you entered the temple through the pylon you came to an outer courtyard. This was open to the sky. However, around the edge was a roof held up by many columns (rather like the covered area of a stadium).



The roof is now missing from most of these courtyards. Around the edges of the courtyard there might be more buildings (although many relate to Roman times and so can be ignored for ancient Egyptian purposes). The courtyard represented a place where the rich and famous could gather away from the seething crowds who were not allowed through the outer brick wall. They would be in close proximity with the pharaoh and would see many of the rituals, such as the processing of the sacred barque.

5. The pharaoh and important priests would be able to move on across the courtyard and into the roofed area of many columns known as the hypostyle hall. The closely spaced gigantic columns are some of the most dramatic parts of the temple. The close spacing of the columns was needed simply to hold up the stone slabs of the roof. The columns were all decorated with bas relief cartouches and inscriptions. In some ways they became a kind of record of events (although the record of pharaonic battles was kept on the outside walls of the temple).

6. Beyond the hypostyle hall lay the sanctuary, where images of the gods were kept and into which only the pharaoh and the chief priests could enter. This was a tiny room compared to the grandness of the rest of the temple, but the most sacred spot.

The reason temples have to be reconstructed is that so much of them has been taken away and used in other buildings. Of course, they were sacred through ancient Egyptian times, but thereafter the religion of Egypt changed and so the buildings were seen as redundant. But the stone was very useful and so could make new buildings.

Probably all temple complexes would have been removed throughout Egypt had Upper Egypt in particular not become a backwater of the country with a very low population. Also the sands of the surrounding desert gradually encroached on the temples, burying them almost to the tops of their columns in sand. So for nearly three thousand years they remained undisturbed until they were excavated in modern times.

Make a temple

1. Look at diagram 1 which shows the model temple and identify the parts.
2. Cut out 2, the courtyard, and assemble it.
3. Before you glue the walls together, cut twelve 2 cm long pieces of plastic straw and mount them in Plasticine as 3 shows. Put each one on a dot in the courtyard.

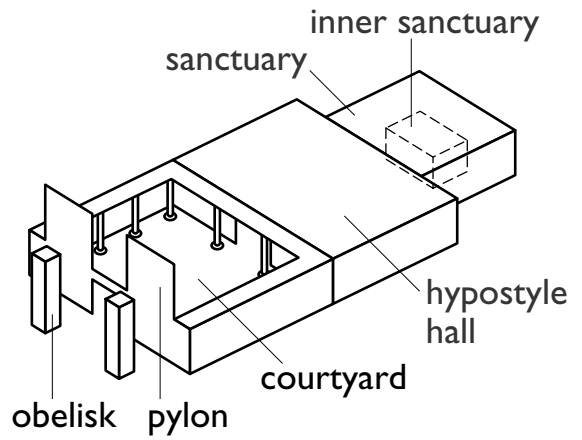
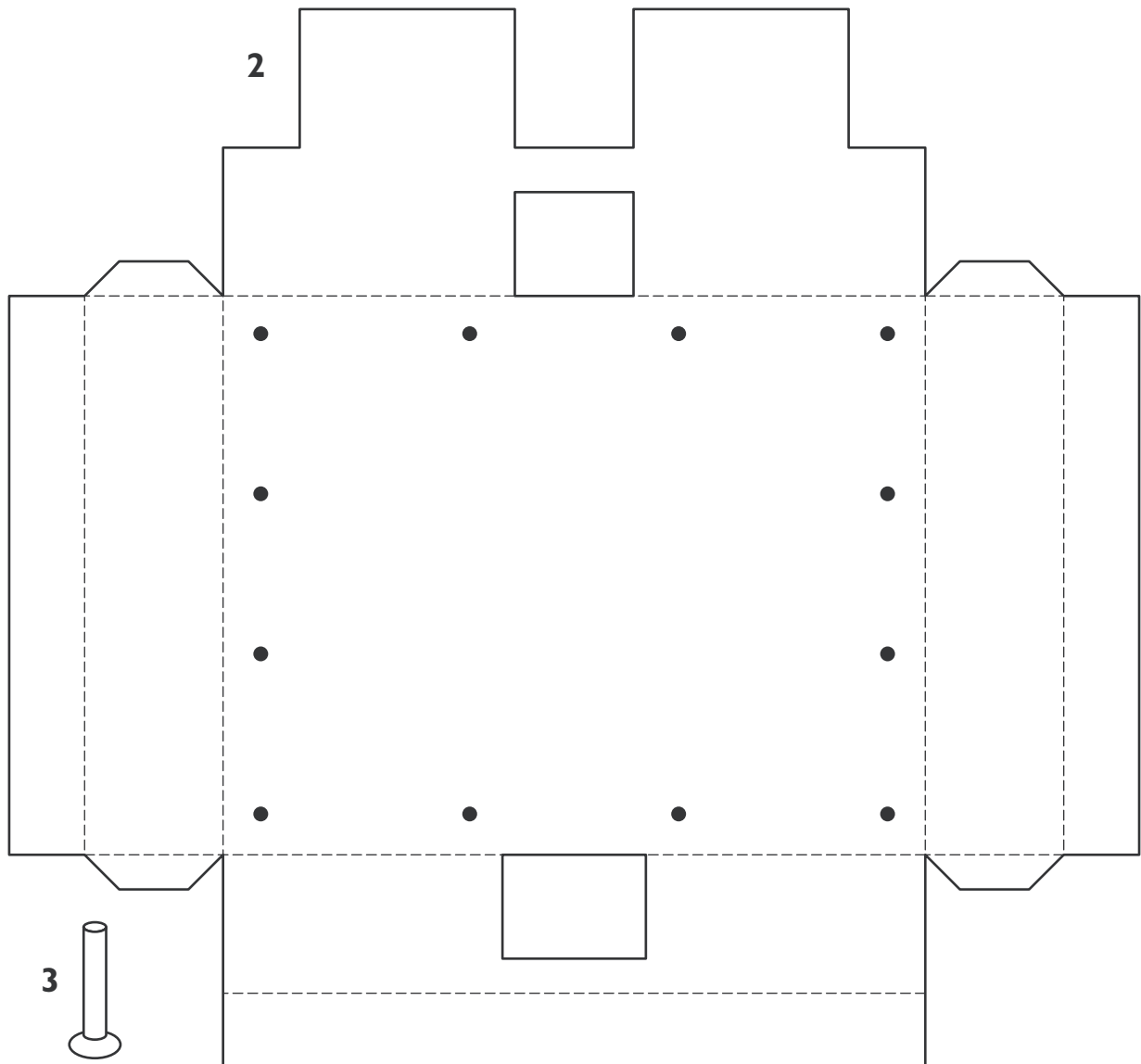


Diagram 1





Make a temple

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, scissors, glue, Plasticine, plastic straws.

Using the worksheet

Let the students look at the pictures on pages 40 to 43 to get a sense of what it would be like to visit a temple, then tell them that they are going to make a model temple. Issue worksheet **19A** and let them look at diagram 1. Tell the students that this temple has the features of all temples but has been simplified so that it is easier to make. Let the students cut out diagram 2, taking care to cut around the tabs. Let the students fold up the walls to make the courtyard and fold over the roofs on three sides. They may fold them back and forwards a few times so they are easier to fold into place later. Let the students make the columns for the courtyard and put them in place before glueing the walls together. Issue worksheet **19B** and let the students assemble the hypostyle hall. When the roof is put on, note that the tab can be glued to the back wall of the courtyard. Alternatively, the students may not glue the hall to the courtyard so it may be moved to display the pillars. Issue worksheet **19C** and let the students work through it. When all the temples are finished, you may like to set up a display with a model river at the front and all the temples facing it.

Younger students

You will need a team of teacher helpers to assist you. The students may work in groups to assemble different parts of the temple.

Outcomes

The students can:

- Take part in making a model of a temple.
- Use materials and equipment safely.
- Realise that the temple has several important parts.

Older students

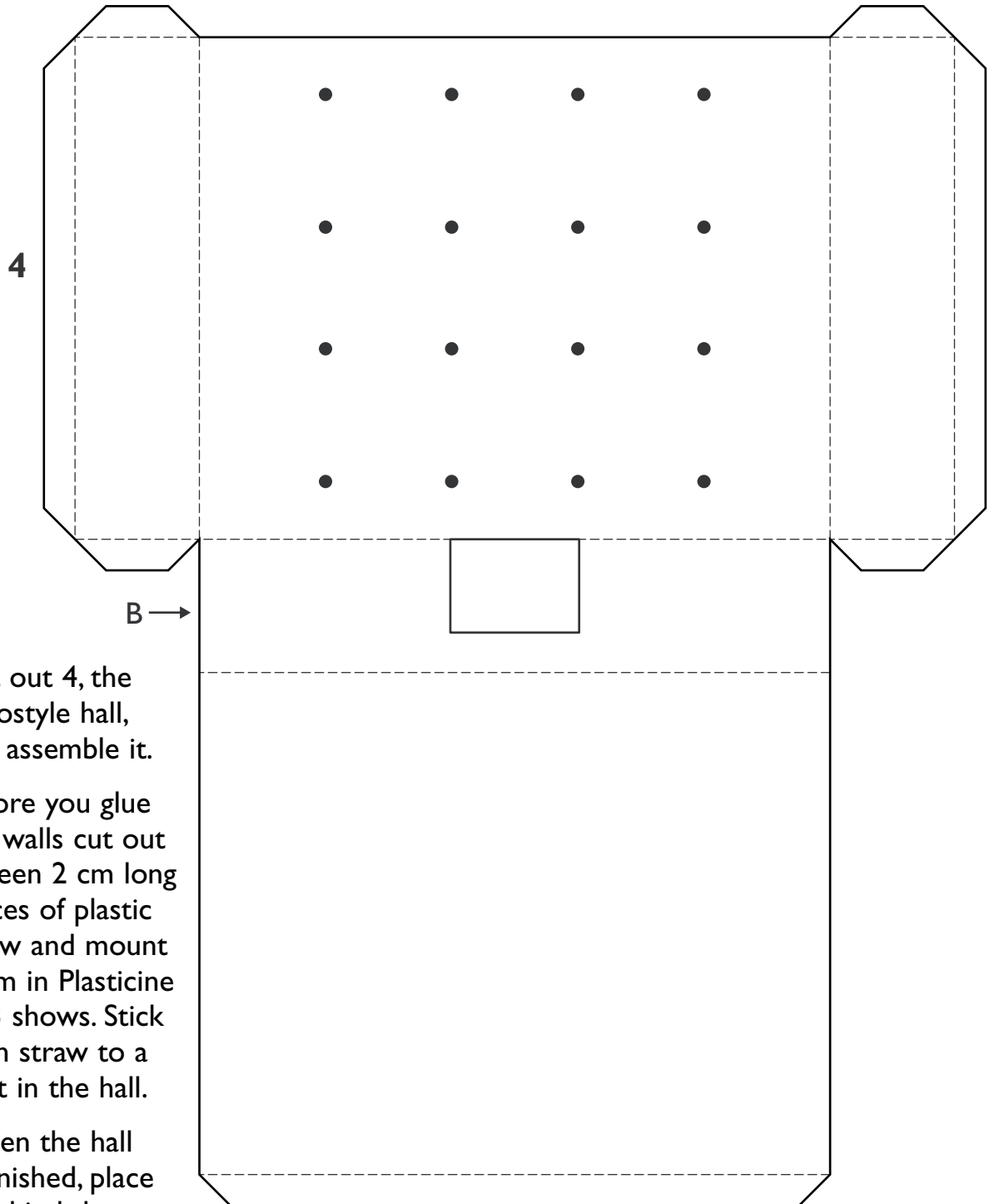
Some students can work in pairs, a few may like to work on their own.

Outcomes

The students can:

- Take part in making a model of a temple.
- Use materials and equipment safely.
- Realise that the temple has several important parts.

Make a temple



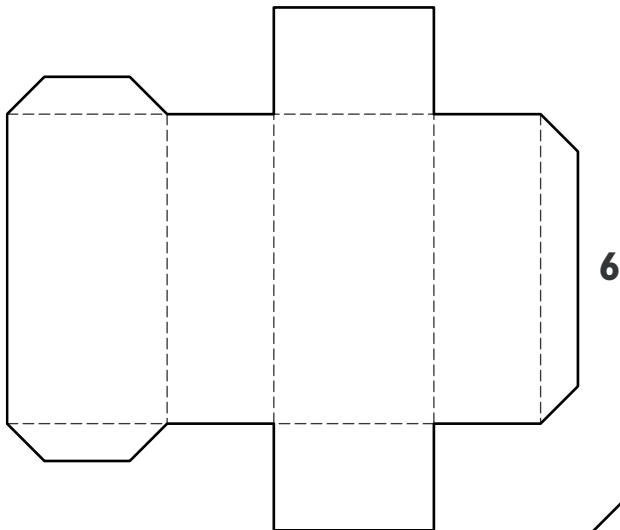
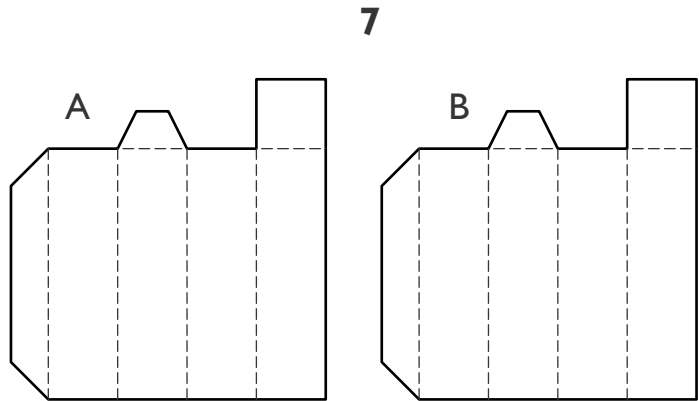
4. Cut out 4, the hypostyle hall, and assemble it.
5. Before you glue the walls cut out sixteen 2 cm long pieces of plastic straw and mount them in Plasticine as 3 shows. Stick each straw to a spot in the hall.

When the hall is finished, place it behind the courtyard with the open side next to the wall and archway of the courtyard. Make sure that the archway in wall B is in line with the archway in the courtyard wall.

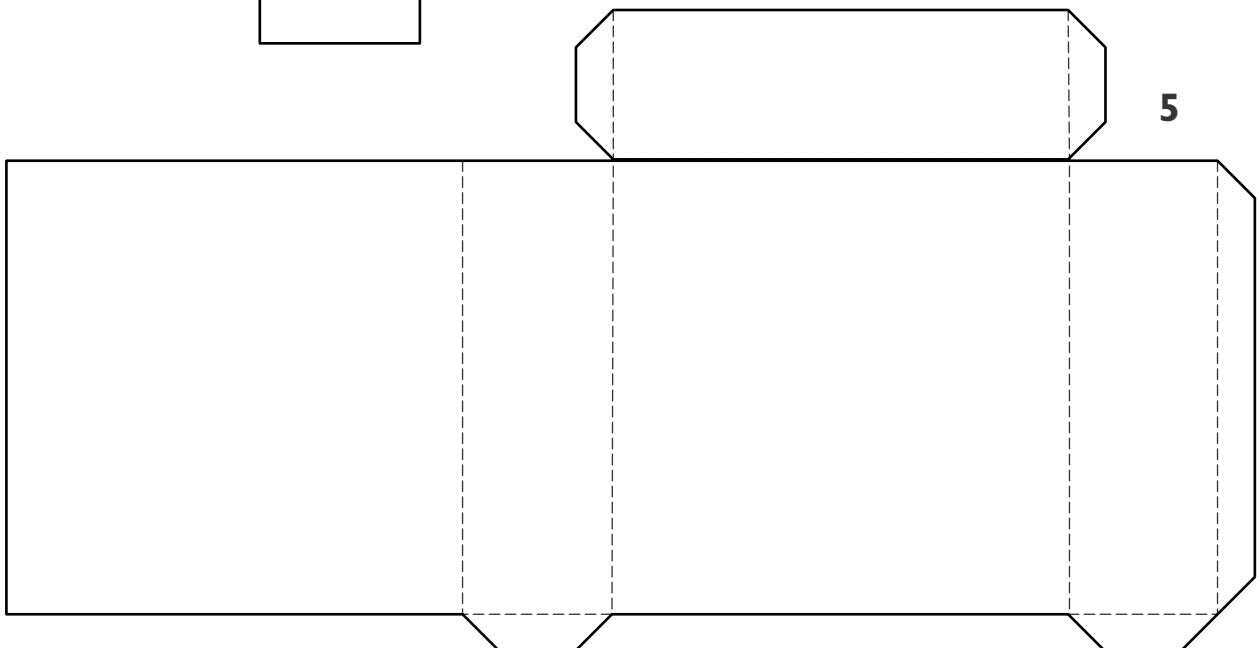


Make a temple

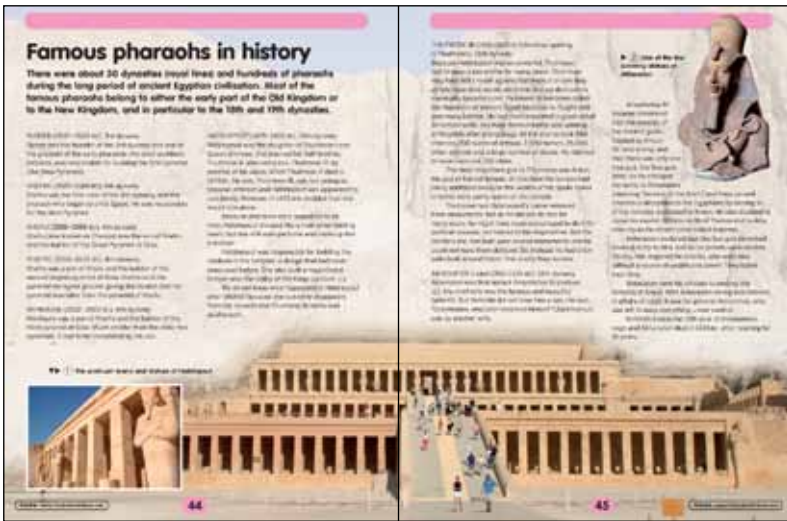
6. Cut out 5, the sanctuary, and glue the walls together.
7. Cut out 6, the inner sanctuary (where the statue of the god was kept), and glue it together.
8. Place the inner sanctuary in the middle of the sanctuary with its long side facing the open wall.



9. Place the sanctuary behind the hypostyle hall.
10. Cut out 7A and B, the obelisks, and assemble them and glue together. Place in front of the courtyard and put a small pointed lump of yellow Plasticine on the top of each one. Your model should look like the one in diagram 1.



Famous pharaohs (pages 44–46)



This is a section on biographies. The biographies are of a very brief nature but further material is given in the subsequent pages of this guide in a form that can be given out to students as a basis for project work.

The pharaohs given here are those stated by the QCA (although with slightly different spellings, following our rule of using British Museum spellings).

In general you will have to look hard for the biographies.

The best site to visit should be the Cairo museum, but this site has not so far materialised!

So start here:

www.touregypt.net/ancientegypt/

Is an excellent and comprehensive site which would suit teachers and more able students who wanted good, in-depth descriptions of almost anything concerning ancient Egypt.

For something suited to KS2, try this:

www.CurriculumVisions.com

The Curriculum Visions web site provides hundreds of pictures and is designed to match the contents of the student book. It can be used as a taught course. It is a subscription site.

Do also consult the British Museum web site. This is not just from:

www.thebritishmuseum.ac.uk/world/egypt/egypt.html

but also:

www.ancientEgypt.co.uk

It is, however, not as comprehensive as you might wish for, given that the collection is the biggest outside of Cairo. Try the Compass section for artefacts, which is a better bet.

The rest of these references give a wide range of materials and include some biographies but also material on other aspects of ancient Egyptian life.

So you are faced with scanning the web for a range of places with reliable information.



Here are some of them, although such sites do, of course, change, both in quality and location.

<http://www.ancient-egypt.org/>

is a very comprehensive encyclopedic kind of site.

www.carnegiemuseums.org/cmnh/exhibits/egypt/

is a text-heavy site, but does describe what you might find difficult to locate elsewhere.

www.discoveringegypt.com/

Is a one man site with lots of personally related material.

www.bbc.co.uk/history/ancient/egyptians/

Is a nice site, as is usual from the BBC. This is written for adults and contains lots of good, in-depth material. Suited to the more able.

<http://showcase.netins.net/web/ankh/>

has good material but it is not yet the virtual temple it claims to be.

<http://www.nationalgeographic.com/pyramids/>

is a National Geographic site with a particular emphasis on pyramids.

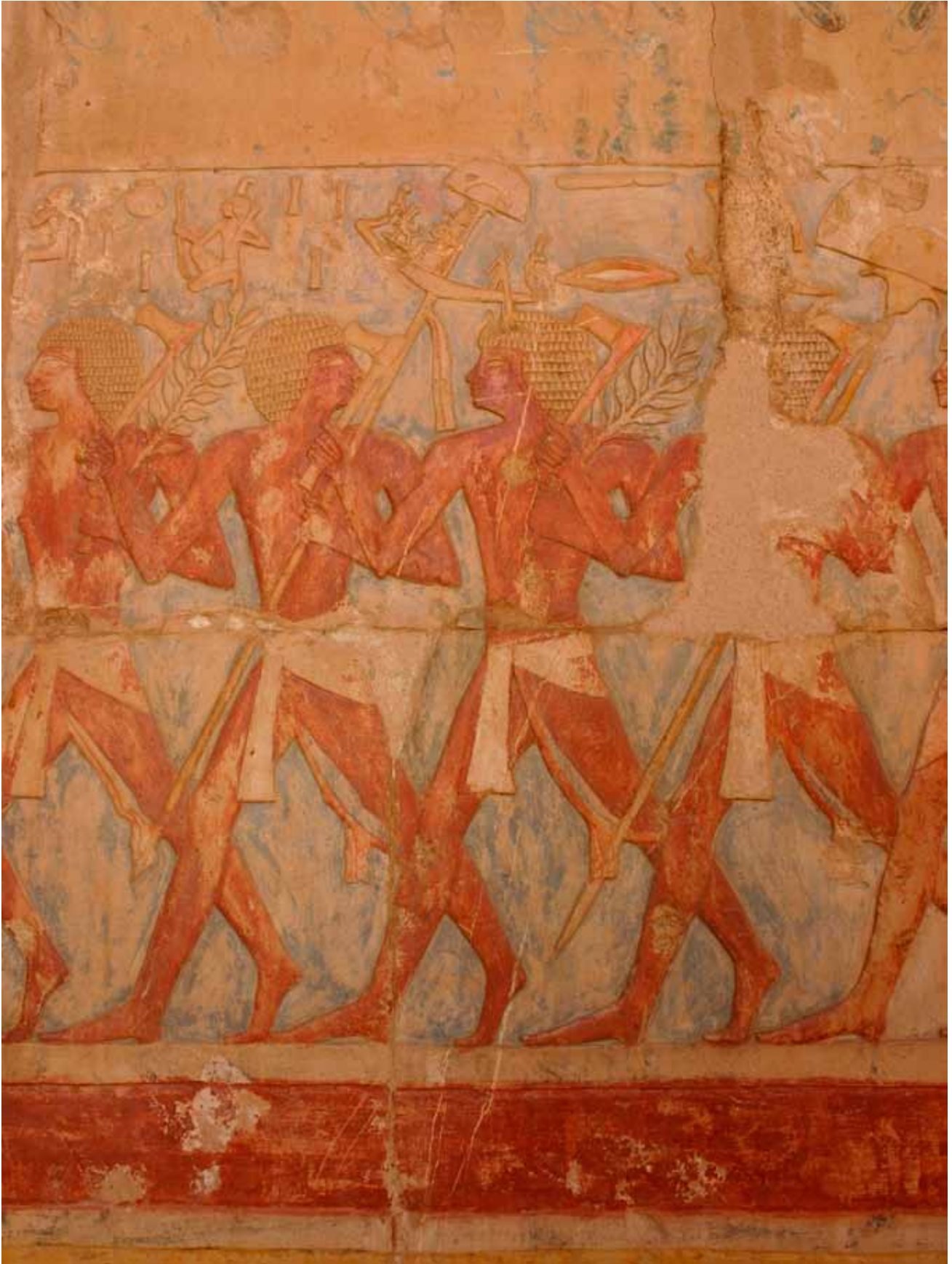


▲ Limestone blocks at the top of Khafre's pyramid.



▼ The Sphinx at Giza.

▼ Paintings from inside Hatshepsut's monumental temple.





▲▼ Inside the temple of Ramesses II at Abu Simbel.



▼ Cartouches at the hypostyle hall, Karnak.



▼ Close-up of a priest with hieroglyphs, Hatshepsut's mortuary temple.



▼ One of the avenue of sphinxes, Luxor.





▼ **The Colossi at Memnon.**



▼ **Tombs of Nobles in the mountainside at Thebes.**



▼ Outside wall at the temple of Karnak.



▼ Horus-headed god.



▼ Monumental sculpture by the hypostyle hall in Karnak, possibly Tutankhamun.

