

Ancient Civilizations: Egypt

The Gift of the Nile

Loan kit curriculum for grades 5-8



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Note to Teachers

Herodotus, the Greek historian and traveler to Egypt in the 5th century BCE, is quoted as saying “Egypt is the gift of the Nile.” How true that statement is since the river played a vital role in establishing and sustaining the Egyptian civilization. And now, Egypt is a gift to world heritage. Through artifacts, monuments, inscriptions and writings, much is known about one of the earliest and most fascinating world cultures.

For the history teacher, a study of ancient Egypt provides innumerable opportunities to show the influence of geography on establishment of a civilization, the continuity and change within a culture over a long expanse of time, and the development of technology and industry that influenced other contemporary societies and our society today. For teachers of other disciplines, the study of ancient Egypt also provides content for exploring disciplines as they first became established in human history.

This curriculum provides suggested activities to use the resources in the loan kit. However, the possibilities for exploration are nearly limitless. Teachers are encouraged to make the best use of the resources to supplement their existing lessons on ancient Egypt.

The enormous quantity of information that has been obtained from the study of Egypt for hundreds of years can be overwhelming. The approach taken in this curriculum compartmentalizes topics and uses collaborative and shared research by students to deliver the information learned. Teachers are encouraged to direct students to use a learning journal to organize and store all that they learn about this subject. These journals can be something as simple as a spiral

notebook, to a more elaborate ring binder where learning modules can be organized and added to. Either way, the journal will be a place where students can refer to what they’ve learned and discovered and build on their knowledge to make higher meaning.

There are many opportunities for cooperative discussion and research. Students are encouraged to answer essential questions with a partner or within a small group. Additionally, students have the opportunity to discover real artifacts and complete tasks that people did in the past, bringing this history alive. The culminating lesson has students share what they’ve learned, experience what life was like for the ancient Egyptians and celebrate this incredible culture.

In Part One of this curriculum students will examine what an ancient civilization is and how it develops. The first lesson will look at the geographical factors that led to the development of the ancient Egyptian civilization. Lesson two will investigate the historical factors that led to and maintained this civilization. Part Two will look at social factors and the role each person played in developing and maintaining their culture. Finally, in Part Three students will assume the role of members of ancient Egyptian society and role-play a day in the life as they prepare for the Festival of Opet.

Overview and Introduction

Overview

The ancient Egyptian civilization is fascinating and mysterious all at once. For thousands of years, people have been captivated by their unique culture and extensive history. As a unit of study for the student, the ancient Egyptian civilization provides wonderful real world applications for the study of history, culture, science and art.

This loan kit contains a variety of hands-on materials and ideas for implementing an experience based unit on this incredible ancient civilization. While there are no actual ancient artifacts in the kit, the modern pieces, replicas and models will spark an interest in the student to explore the past.

With such expansive history spanning over 3000 years, generalizations about the civilization must be made for a curriculum of this nature. Every attempt is made to qualify any generalizations and present exceptions. For an in depth study of ancient Egypt, several scholarly sources are cited in the reference section.

Introduction

A study of Ancient Egypt must start with an investigation of the Nile. The entire civilization was supported by the Nile, which provided nourishing water and sediments for agricultural production, a green space for wildlife and game to live, and a consistent waterway for trade and transportation. Located at a crossroads between Mesopotamia and the empires of North Africa and on the southern coast of the Mediterranean Sea, Egypt was uniquely situated to become one of the great empires of the ancient world.

Some early major trading partners included the people of Byblos in what is now modern day Syria to the northeast of Egypt. Trade was common with seafaring peoples of the Aegean Sea in the north Mediterranean. In the south, Egypt traded with the Nubian people whose land was located south of the 1st cataract of the Nile. Also to the south were the people of Punt, who are thought to have lived along the southern coast of the Red Sea.



Egyptian civilization started with unification of Upper and Lower Egypt by the first pharaoh Menes in 3150 BCE. Ancient Egypt is defined as the time period in which pharaohs ruled Egypt from 3150 BCE to 30 BCE at which time Egypt was ruled by the Roman Empire. The Pharaoh acted as the chief political, military and religious leader of Egypt. His (and sometimes her) role would have been to maintain order and balance in the world, so that Egypt could be peaceful and prosperous. Pharaohs commissioned the building of monumental temples for the worship of the gods during their life and burial tombs and pyramids for existence in the afterlife. This relationship between the Pharaoh and the gods was essential for the welfare of the people.

With peace and order maintained, most Egyptians lived a productive and secure life. Each person had a role to play in the establishment and maintenance of the

civilization. Peasant farmers worked to grow and harvest food for the entire society. When not engaged in farming tasks, they were often conscripted for building projects for the pharaoh or drafted into military service. Overseen by engineers and architects, these workers played an important part developing the infrastructure of the country. Artists and

craftspeople provided many of the articles for the life of all citizens. Scribes were responsible for recording and accounting for all the production and information. Captives from conquered countries worked as slaves, often in the mines at Sanai. Each person contributed to the distinct way of life and culture of the Egyptian civilization.

Part One

A Journey Down the Nile: Egypt in Space and Time

Grade Level

5th - 8th

Estimated Time

One 1 hour class period
Homework assignment

Subjects

Social Studies
Earth Science

Materials

- Map of ancient Egypt
- Map of modern day Egypt
- Student worksheet outline map
- Colored pencils
- Student journals
- Access to the Internet and library resources
- Nile river model (optional)

Assessments

Completion of map worksheet
Journal writing and research assignment

Extension

Assemble a model of the Nile river

LESSON ONE: GEOGRAPHY

OBJECTIVES

Define civilization and name several ancient civilizations
Identify Egypt on a world and regional map
Describe a desert climate
Complete a map of Egypt and create a model of the Nile

VOCABULARY

agriculture	delta	silt
civilization	peninsula	surplus
desert	sediment	

SUMMARY

Students will examine what an ancient civilization is and how it develops. The first lesson will look at the geographical factors that led to the development of the ancient Egyptian civilization. Lesson two will investigate the historical factors that led to and maintained this civilization.

PROCESS

1. Discuss and list Start with a discussion of how we know about the past. List ideas on the board. The historical evidence that provides much of what we know about ancient Egypt comes from the following. Manetho was an Egyptian priest who lived about 282 BCE and documented much of Egyptian history including a list of pharaohs up to that point. Many monuments, artifacts, inscriptions and writings on papyri have survived to provide much historical evidence. Finally, much can be learned about the ancient Egyptian diet, disease and lifestyle by examining preserved human remains.

2. Discuss and analyze With this in mind, begin with a discussion of what a civilization is. Gather ideas from the students and summarize them on the board. Define *civilization* and list any ancient civilizations students know of on the board. Discuss the commonalities among all the civilizations. Relate that Egypt was one of the earliest civilizations and discuss the factors that allowed them to achieve this. Probably the most influential factor in the development of Egypt into a civilization was its geographical location and features. Show the map of ancient Egypt and point out its location and features. Discuss where the settlements are in relation to other features.

3. Label Next, have students label each feature on the outline map of Egypt found on page 8 and describe how the features impacted the development of the ancient Egyptian civilization in their journals. Have them first create a grid on their map to determine where to place each location. They can also add the red crown and papyrus as symbols of Lower Egypt and the white crown and lotus blossom as symbols of Upper Egypt if desired. Color the bodies of water blue, the *delta* and Nile river valley green, and the *desert* regions a tan color. Relate that the Nile river was essential for the survival of settlements along the waterway. Yearly flooding allowed for the development of *agriculture* which provided stable and consistent food production (often with a *surplus*) causing growth of the population. Additionally, trade with other civilizations to the south and east resulted in the acquisition of other necessary resources. As social and political unification of localized populations along the Nile occurred, the Egyptian civilization emerged and culture developed.

4. Homework Divide the class into groups of 3-4 students each. Each group will research the following study topics. Determine source citation, format and means of reporting out. Students should include in their journals information about how the river influences Egyptian civilization and culture.



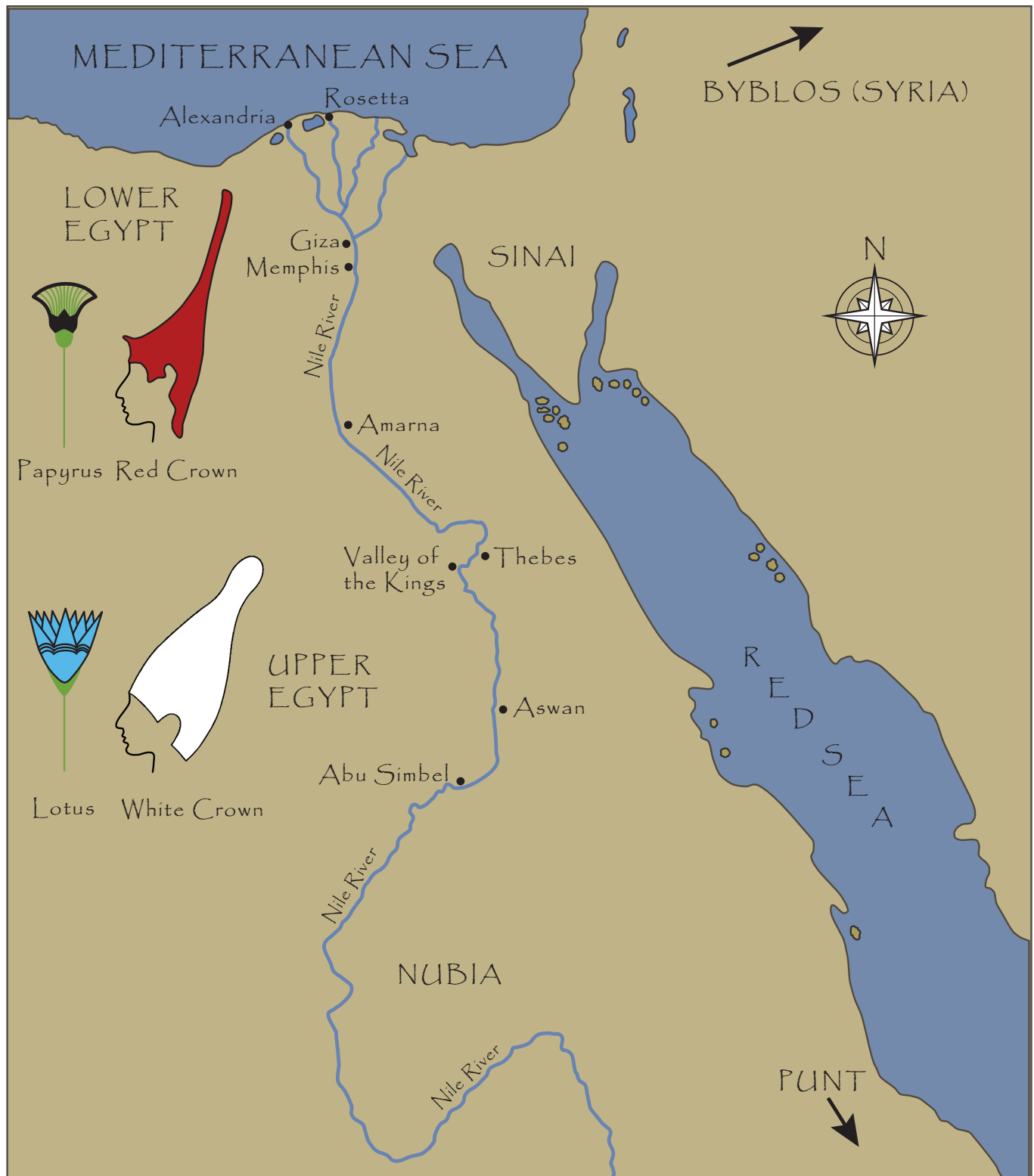
Study topics:

- List and describe basic information about the Nile River; location of its headwaters, length and rank among other rivers, and any other physical data.
- Describe the seasonal flooding of the Nile, the impact of *silt* and *sediment* deposition and how the Nile is used in trade and transportation.
- List and describe some of the plants and animals that naturally live along the Nile River valley. Describe the cultivated plants and domesticated animals that were farmed.

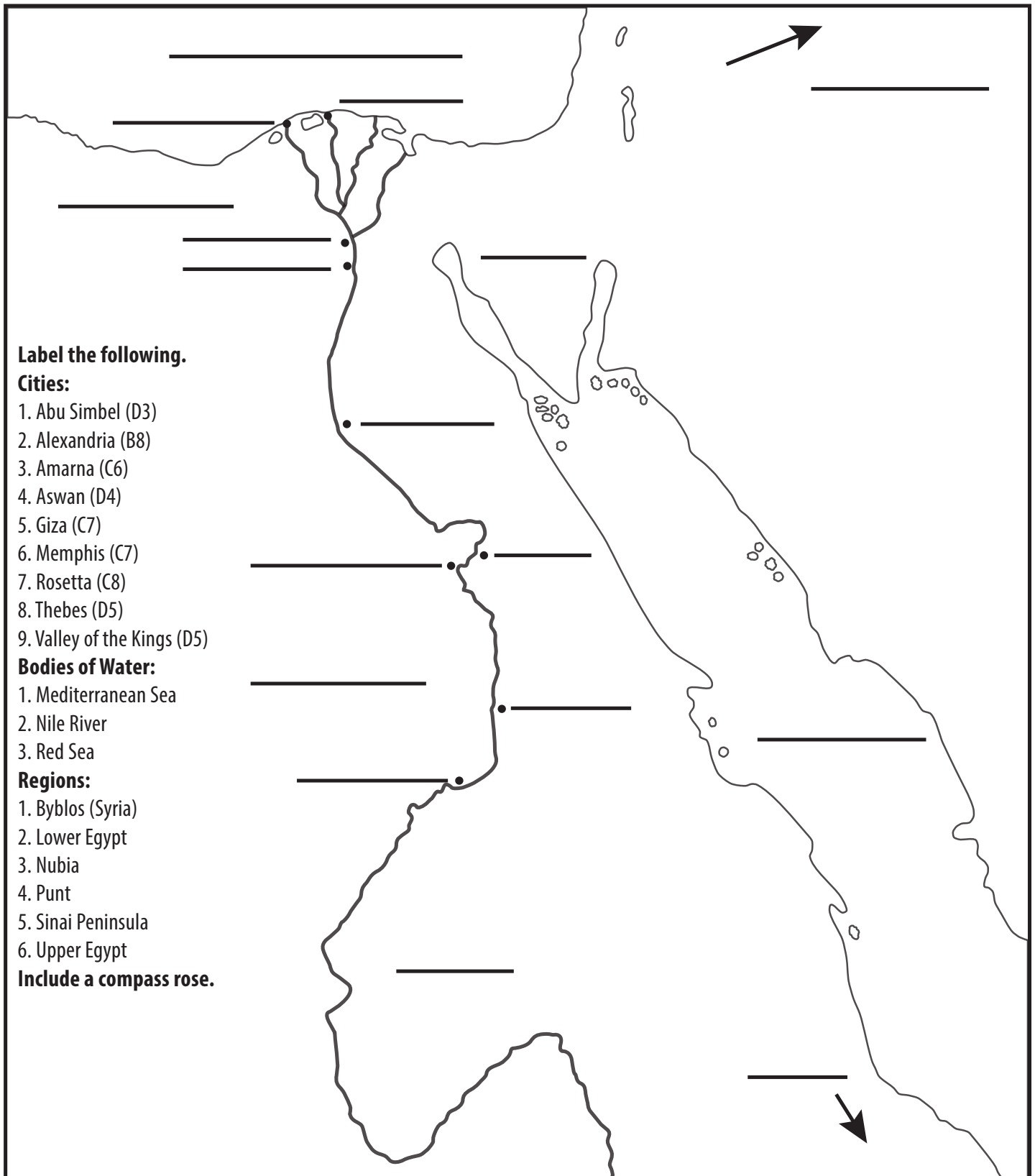
- What and where is the “Fertile Crescent” and name some other river valleys that have supported great ancient civilizations.
 - Name and describe some of the natural barriers in and around Egypt. How were they influential in the development of the civilization? How has the dry desert environment contributed to our knowledge of Egypt today?
- 5.** As an **extension**, once the students are familiar with the geographical region, have them assemble a model of the Nile River, placing the cities in the correct locations. Write labels for any temples, pyramids or other features such as trading partners’ locations to add to the model. Note, this activities requires a linear floor space of ~10 x 40 feet. As a summary at the end of this unit, students can use the model again during the Festival of Opet.



MAP OF ANCIENT EGYPT



MAP OF ANCIENT EGYPT



Map Instructions

1. Starting at the **lower left corner** of the map, mark off every inch going to the right.
 - repeat starting in the **upper left corner** of the map
 - connect the marks to make vertical lines
2. Starting at the **lower left corner** of the map, mark off every inch going to the top of the map.
 - repeat starting at the **lower right corner**
 - connect the marks to make horizontal lines
3. Label each square along the **bottom** of the map A-H (left to right).
DO NOT label the lines. Label the squares.
4. Label each square along the **left side** of the map 1-9 (bottom to top).
DO NOT label the lines. Label the squares.
5. Determine where each city is located according to the coordinates given and the master map. All cities are indicated by a small black dot.
6. Label the bodies of water according to the master map.
7. Label the regions according to the master map.
8. Include a compass rose.
9. Color the bodies of water blue.
10. Color the land light brown.
11. Color the river valley green.

Grade Level

5th - 8th

Estimated Time

Two 1 hour class periods
Homework assignment

Subjects

Social Studies
Mathematics

Materials

- Timeline model made of string
- Laminated timelines
- Information cards
- Student journals
- Post-it notes (optional)
- meter stick or tape measure (optional)
- Access to the Internet and library resources

Assessments

Completion of timeline models
Journal writing and research assignment

Extension

Create a timeline of other concurrent civilizations

Recreate the timeline using meters and centimeters, with 1" = 2.5 cm

LESSON TWO: TIMELINE

OBJECTIVES

Identify the time period of the ancient Egyptian civilization

Assemble a timeline to determine when certain pharaohs ruled Egypt and when significant events occurred

Compare events in Egypt with events in other civilizations at the time and discuss their influence on Egyptian society

VOCABULARY

Hyksos
kingdom

Macedonians
pharaoh

pyramid
Romans

SUMMARY

It's important that students understand the time period of the ancient Egyptian civilization and also the continuity of the society to the present day. "Ancient" Egypt is defined for our purposes as the time period in which the *pharaohs* (or kings) ruled Egypt. This occurred in 3150 BCE with the unification of Upper and Lower Egypt under the leadership of the first pharaoh Menes (Narmer) and ended in 30 BCE with the *Roman* overthrow of Egypt. The land of Egypt was settled and farmed much earlier in the Neolithic time period, however for our purposes of defining "civilization" we will consider the ancient Egyptian civilization to be within the above time frame. In this exercise, students will complete two timelines; one that shows and compares the expanse of time of the ancient Egyptian time period and another that details people and events in ancient Egyptian history. A useful extension to this exercise would be to compare events happening in Egypt with events happening in other civilizations at the time that the students are already familiar with. Important discussion points would be how earlier events influenced later ones and the significance of long term trends on group identity.

PROCESS

1. Calculate The essential idea of this exercise is to get the students to think about the expanse of time between now

and the time the ancient Egyptians lived and also what timelines chronicle. To visualize this, the students can use the timeline model made of string. Have the students calculate in their journals the length in feet of string needed to represent the amount of time from the start of the Egyptian civilization (3150 BCE) to the present day, with one inch equaling 10 years. Students will determine a string of just over 43 feet is necessary for this model.

2. Model Teachers can use this model in any way that best serves the students' needs. Two possible ways are denoted here.

A. You can set up the timeline in advance and have students explore and compare the length of time various events and time periods occurred. Students will realize ancient Egyptian history spans approximately 3/5ths of this timeline!

B. Another more interactive student centered option would be to select two students to stretch out the timeline in an area at least about 50 feet long (a hallway). Firmly tape down the sticks at each end. Then each student can pick at random an event tag. Have them line up in chronological order, then as a class, calculating and recording in their journals, the teacher can measure using a meter stick or tape measure where each tag should be placed on the string. The easiest way to do this is put the oldest date at the very far left end and measure out the next oldest date. Remember, every inch of the timeline represents 10 years. To determine the placement of each tag, calculate the number of years between each event and divide by ten to determine the number of inches between each tag. Determine whether

calculations and measurements should be in feet (for long expanses of time) or inches (for short periods of time). When the placement is determined, have the student with that date attach the tag to the proper place on the timeline. Continue in this fashion until all tags have been fastened to the timeline.

3. Discuss and compare Discuss the features of a timeline and the events that have occurred. Compare the amount of time of the ancient Egyptian civilization with the time since it ended. Which is longer? Compare the amount of time of the ancient Egyptian civilization with the period of time other civilizations lasted, various historical eras lasted, and the length of time of US history. Discuss how things change and stay the same over time. Discuss and decide on any other historical events and eras to add to the timeline.

4. Graphically organize The next activity will focus on an ancient Egyptian timeline. The goal of this lesson is to have each group complete the timeline and do some research on various components. Divide the total class up into 4 groups of about equal size. Pass out the timelines and a set of cards to each group. Have each group assemble their timeline pages in order. Then place the cards on the timeline in chronological order. Start with the bright yellow dynasty cards and place them in the appropriate boxes. Then place the pharaohs, building projects, historical events and other cards anywhere near the associated dates. Fill in other information on Post-it notes if desired. Discuss trends, changes and impacts denoted by the timeline.

5. Homework Choose topics (pharaohs and dynasties, building projects and sites, historical events, etc.) for each group to research and have them keep a journal of information that they discover. See below for a list of possible topics and questions.

Determine format, source citation and means of reporting out to each group. When complete, have each group report out the information they've learned about people, events and sites in the timeline.

STUDY TOPICS

A. Abu Simbel (*New Kingdom*)

- What pharaoh built and is depicted at this temple?
- How is the temple used?
- Describe the trade and exchange with Nubia as well as any military campaigns in the area.

B. Valley of the Kings and Thebes (*New Kingdom*)

- Describe the Karnak, Luxor and Hatshepsut temple.
- Who built them and how are they used?
- Name some pharaohs buried in tombs in the Valley of the Kings.
- Describe the Egyptians' belief in the afterlife and the purpose and steps of mummification.

C. Amarna (*New Kingdom*)

- Who was Akhenaten and why was he so controversial?
- How was the temple of Aten different from other temples?
- Describe the everyday life of workers who lived at Amarna.

D. Giza and Memphis (*Old & Middle Kingdoms*)

- Name and describe the Great Pyramids at Giza and the pharaohs who are buried there.
- Describe some theories about how the *pyramids* were built and who built them.
- Describe the Great Sphinx. What is it and who does it depict?
- What were some of the activities that would occur at Memphis as capital city?

E. Alexandria and Rosetta (*Modern era*)

- Describe the Lighthouse of Alexandria.
- Why is it considered a great wonder of the ancient world and how did it function?
- Describe the Rosetta Stone, when it was found and by whom and how it was used to decipher hieroglyphics.
- Compare the Nile delta with the river valley. What resources are found in the delta?
- What role did the Mediterranean port cities play in Egyptian trade and warfare?

F. Nubia, Punt and Byblos (*primarily New Kingdom*)

- Describe some military battles with Nubia.
- Describe the expedition to Punt. Who called for it and what did it achieve?
- Name some imports to and exports from Byblos.

Part Two

The Egyptian Social Structure

Grade Level

5th - 8th

Estimated Time

One 1 hour class period
Homework assignment

Subject

Social Studies

Materials

- Society levels fact sheets
- Artifact sheets
- Artifacts
- Pyramid worksheets

Assessments

Group discussions
Journal writing and research assignment
Completion of society level pyramid models

Extension

Compare the Egyptian social structure with the social structure of other contemporary societies

Make a pyramid "book"

LESSON ONE: THE SOCIAL PYRAMID

OBJECTIVES

Determine the role, daily work life and household life of people at each level of ancient Egyptian society

Demonstrate how artifacts embody the life and behavior of people in the past

Discuss and determine the social structure of ancient Egypt
Complete a social structure pyramid model

VOCABULARY

laborer	pharaoh	skilled	unskilled
monarchy	scribe	theocracy	vizier

SUMMARY

The ancient Egyptian social structure is a useful tool to explore the roles each person played in Egyptian society. Investigating people at each level provides a picture of daily life and the workings of society. Students can make a model of the social structure by completing and constructing a pyramid with descriptions of the people at each level of society. They can use this model for reference when studying each level in depth. Students will also investigate artifacts made and used by people at each level of society that will provide additional insights into each person's role, life and association with others in society.

PROCESS

1. List and describe Through their research up to this point, students should be familiar with most if not all levels of Egyptian society. Briefly review some of the people and the roles they play in society that the students have come across in their research and list them on the board. This exercise will define and describe people and groups at each level of

society, so if students don't have a clear picture of any particular group at this time, they will have one by the end of the exercise.

2. Discuss and analyze Divide the class up into 6 groups of about equal size. Pass out one set of the society pyramid levels fact sheets and artifact sheets to each group. Students should read their fact sheets together out loud with their group members and discuss and decide whether they think this group occupies a high, middle, or low level of society. Then they should prepare to describe to the other groups 1.) the person or group and 2.) where they think the person or group will fall in society and why.

3. Report out When all groups are finished, choose a group at random to report out and when finished, open it up to others to ask questions. At this point the artifacts associated with that particular group should be shown and described to the entire class. Continue until all groups have reported out and all artifacts have been presented.

A note about working with artifacts and students We encourage the handling of any of the objects in the trunk, but understand that many are fragile and breakable. Therefore, teachers should use their best discretion when working with the artifacts. If you feel students cannot handle and use them properly, then show

and model the objects yourself. Another useful method is to use an 8.5" x 11" piece of paper for each artifact. Place the object on the paper and ask that the students not touch or handle the object, but gently move the paper around to view the artifact from all sides and analyze each feature.

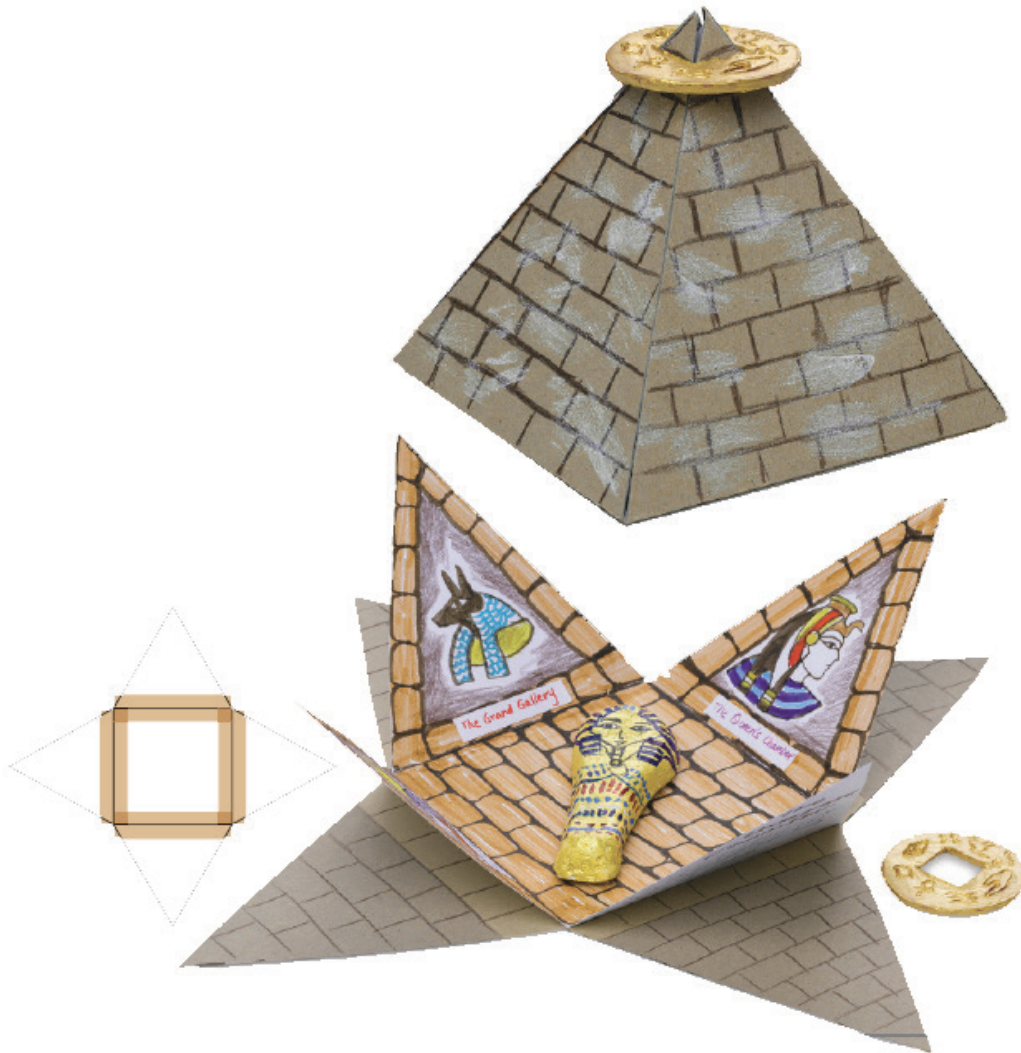
4. Graphically represent

Finally, introduce as a concept the idea of a society pyramid, where one or very few people occupy the top level and other larger groups of people in society occupy lower levels. Equate this concept to societies in ancient Egypt and come up with a consensus on where each of the groups presented would fall in this pyramid. Compare the group's consensus with the figure on page 29. Most historians are in agreement with groups ascribed to each level, although there is some evidence for social mobility between levels. Discuss as a group what level or levels people such as doctors, soldiers, and merchants would occupy. Determine whether the people at each level are *skilled* or *unskilled*. Discuss the clothing and diet each person at each level would have. Have students draw the pyramid diagram and record any additional information they learned in their journals. Have students calculate and record in their journals the percentage in the society overall each group represents with a defined population size of your choosing.



5. Homework Next, pass out the pyramid templates to each student. For homework, have students fill in the levels of society on one side in one color of ink and summarize known information about each level on the other sides at each level in another color of ink. When complete, they can cut out and assemble the pyramid to keep as reference for additional activities.

6. As an **extension**, or additional activity, students can complete the art project from Dick Blick found on the enclosed kit flash drive and make a pyramid “book.”





Menes aka Narmer (3150 – 3100 BCE), the first pharaoh of Egypt, unified Upper and Lower Egypt into one Kingdom. He established the first capitol at Memphis. Pharaohs ruled until the take-over of Egypt by the Romans in 30 BCE.

Daily Tasks

A pharaoh's typical day included the following tasks:

- providing offerings to the gods at the temples
- making economic and political decisions with his or her assistant, the vizier
- meeting with architects and engineers to plan building projects of temples, pyramids and other buildings
- planning trade expeditions
- other duties and responsibilities for running the country and managing the people.

THE PHARAOH

Role

The pharaoh was the chief political and religious leader of Egypt. He or she owned all the land, its resources and its people. The pharaoh was subject to ma'at, the principle of balance and order, and therefore could mediate between gods and men. Considered a king and able to assume the role through inheritance, the pharaoh was believed to be half divine, born of the union of the leading god and the Great Royal Wife.

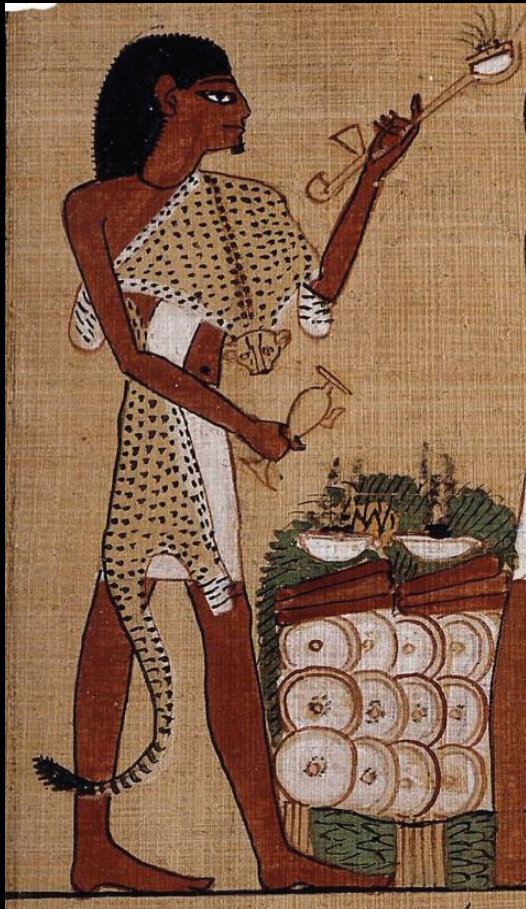
Military Battles

Several pharaohs are famous for military battles against enemies or for expanding the empire. New Kingdom pharaohs known for their military expertise and battles include Tutmose I and III, Seti I, Ramses II and III. Drawings, such as those at the Temple of Karnak and temple at Medinet Habu and on the Great Papyrus Harris tell stories of successful battles.



Household Life

The pharaoh and his or her family would have lived in the great palace in the capital city. Typically large, multi-roomed houses constructed of sun-dried mud brick, they had many servants employed to help with daily tasks such as waking, grooming and bathing, preparing food, and providing entertainment and recreation. They had furnishings suggestive of the wealth held by the family.



PRIESTS

Role

Priests were responsible for maintaining the temples and making offerings to the gods and pharaohs buried in tombs. They served as temple musicians and physicians. Priests were also responsible for mummification.



Daily tasks

On a day-to-day basis, priests would assist the pharaoh with making offerings to the temple god, dress and feed the god's statue and generally maintain the temple. During festivals, priests would lead processions, carrying a shrine of the god and perform rituals.



Priests were responsible for the "Opening of the Mouth" ceremony. In this ritual, priests touch the mouth of a mummy, "opening" it, joining the *Ba* with the *Ka*, so the deceased can eat, breath and talk in the afterlife.





Daily tasks

Scribes worked with engineers and laborers on building projects, with farmers to record agricultural crop yields and collect taxes, and with artists to write on various objects.



SCRIBES

Role

Scribes are people in society that work with people at all other levels of society. They are the ones that can read and write the Egyptian language. Therefore, they are responsible for documenting events, recording tax records, making inscriptions on temple walls and other written things.

Household life

Generally it takes about 12 years of schooling to become a scribe. Most scribes' fathers were also scribes and the sons inherit the position. Therefore, sons of scribes spend much of their day in school, learning to read, write and calculate. Being a scribe was something to aspire to. Scribes occupied the upper middle class in Egyptian society, and therefore had a chance to live well.



Thoth, the ibis-headed god of scribes is often depicted with his ink palette and reed brush.



Daily tasks

Typically these workers were overseen by supervisors and officials. After acquiring the resources needed for their craft, artisans and craftsmen were responsible for making things for everyday use and sale or for making commissioned objects for the elite.



ARTISANS AND CRAFTSPEOPLE

Role

Artisans and craftsmen were responsible for making things used in every aspect of Egyptian life. These included the sculptors, goldsmiths, jewelers, carpenters, leather workers, potters, weavers and metal smiths. Their work included household goods, religious items, jewelry, furniture and tools. Some women occupied this level of society working as weavers. Often these jobs were very demanding, requiring long hours and physical exertion.

Household life

Generally artisans and craftsmen occupied a lower level of society. They often lived in villages for the working class. Whether they had servants depended on the wealth of the family.





FARMERS AND LABORERS

Role

Peasant farmers were responsible for growing food for themselves and the rest of Egyptian society. This required working during the farming seasons, so when not farming, they served as laborers doing much of the building and other laborious tasks for the country. Although this was a vital job, it was considered unskilled and therefore farmers and laborers occupied a lower level of Egyptian society. Laborers included monument builders, masons, ship builders and others.

Household life

Farmers and laborers lived in simple two story mud brick houses. These houses were often built in areas where a major building project was located. The village may have had an overseer's house and some villages were walled with a guarded gate.

Daily tasks

When farming, tasks focused on preparing the land, planting seeds, harvesting crops and looking after domesticated animals. When the farming season was over, many of these laborers worked on building projects or were conscripted into the army or navy. A farmer's other main task was to maintain the dikes, canals, and ditches that brought Nile water to the fields during the dry seasons.





SERVANTS AND SLAVES

Role

The role of servants and slaves in ancient Egyptian society was to work for the higher classes. They served as bakers, cooks, butlers, porters, the royal fan bearer, standard bearer, court musicians, dancers and acrobats. Many slaves were prisoners of war and were recruited into the Egyptian army.

Daily tasks

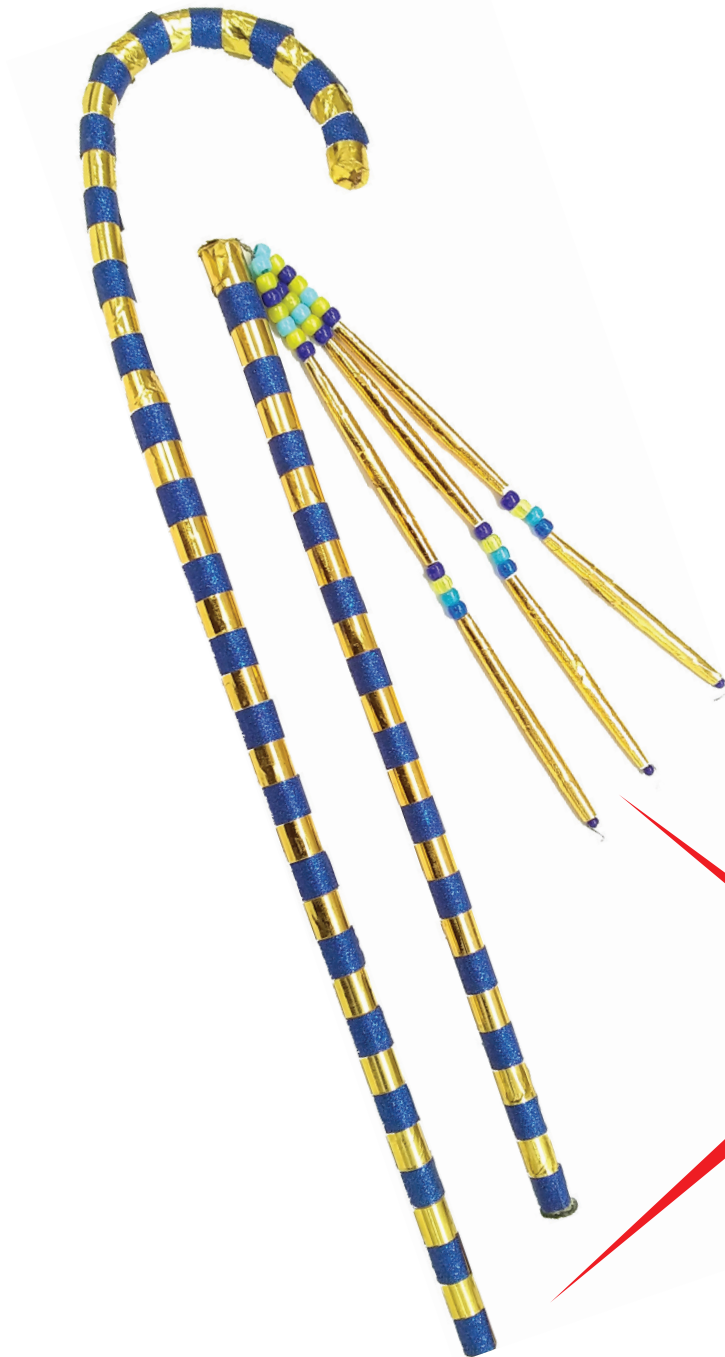
Servants were hired to help in the household, doing the cleaning, cooking, and assisting with bathing and grooming of the homeowners. Slaves had similar tasks, but their rights were more restricted. Also they did hard labor in the household, in Sinai mines, or on building projects.

Household life

Typically servants in a grand villa would have living quarters on site.

Crook and Flail

These objects are a symbol of the pharaoh. Originally, they were associated with the god Osiris and later became associated with the pharaoh. The crook originated from a shepherd's staff and stands for kingship and the flail for fertility of the land. By carrying these, the king takes authority over the people and prosperity for the land.



Describe how the flail could be used for threshing grain and the crook to coax livestock.

What modern day items are used to symbolize royalty today?

A Symbol for Life

The *ankh* was the Egyptian hieroglyph for life, the promise of eternal life, the sun, fertility and light. Gods, goddesses and kings are often seen holding this symbol. Some Egyptologists believe it symbolizes a sandal or a man's garment. It is thought that the ankh was buried in tombs as a promise of life after death.



Look for inscriptions carved in the metal. Do you think they are designs or writing?

From the Middle Kingdom on, the word “*nh*” also meant mirror. Knowing this, why do you think this symbol was buried with the deceased?

Storage Jar for Eternity

What's stored inside? A mummy's organs! Canopic jars stored the organs, so that upon entering the afterlife, the person would be complete. There were four jars placed with a mummy, each with a different design and each containing a different internal organ. The priests of Anubis, a god of the underworld, were taught the secrets of mummification and would prepare the body for eternal rest.



Look for inscriptions carved in the jar. Do you think they are designs or writing?

Each jar was designed to honor one of the four sons of Horus.

- Imsety had a human head and carried and protected the liver.
- Qebehsenuf had a falcon's head and carried and protected the intestines.
- Hapy had the head of a baboon and carried and protected the lungs.
- Duamatef had the head of a jackal and carried and protected the stomach.

Which son of Horus do you think the jar above represents?

Good Luck Charm

Scarabs were popular charms in ancient Egypt, and people rich and poor wore them for luck and blessings. The flat bottom of the scarab could contain writing such as a spell, a good-luck wish, or a name used as a seal. Scarabs are associated with renewal and rebirth. The scarab beetle lays its eggs in balls of dung. When the larvae hatch, they eat the dung, mature and seem to appear out of nowhere.



Look for inscriptions on the underside. Do you think they are designs or writing?

If you were to make a good luck charm, what would you choose as a design and why? How would you use it to bring you good luck?

“P” is for Papyrus

Papyrus is a plant that grew in abundance around the Nile River in Egypt. Stalks could grow up to 16 feet tall and had little brown buds at the top. Strips were sliced off from the stalk, soaked in water, then flattened with a hammer and stuck together to make sheets. The English word “paper” comes from the word “papyrus.”



*Look closely at the strips.
Are they laid on top of each
other in opposite directions
or woven together?*

Imagine you are a scribe in ancient Egypt. What tools would you need to record a special event?

The Cat Goddess

Egyptians loved cats! One of the most popular goddesses in ancient Egypt was Bastet. She was depicted as a cat or with the body of a woman and a cat or lion head. Cats were highly regarded partly because they hunted vermin that could spread disease or destroy stored food. Priests kept cats in Bastet's temples since they were considered to be incarnations of the goddess.

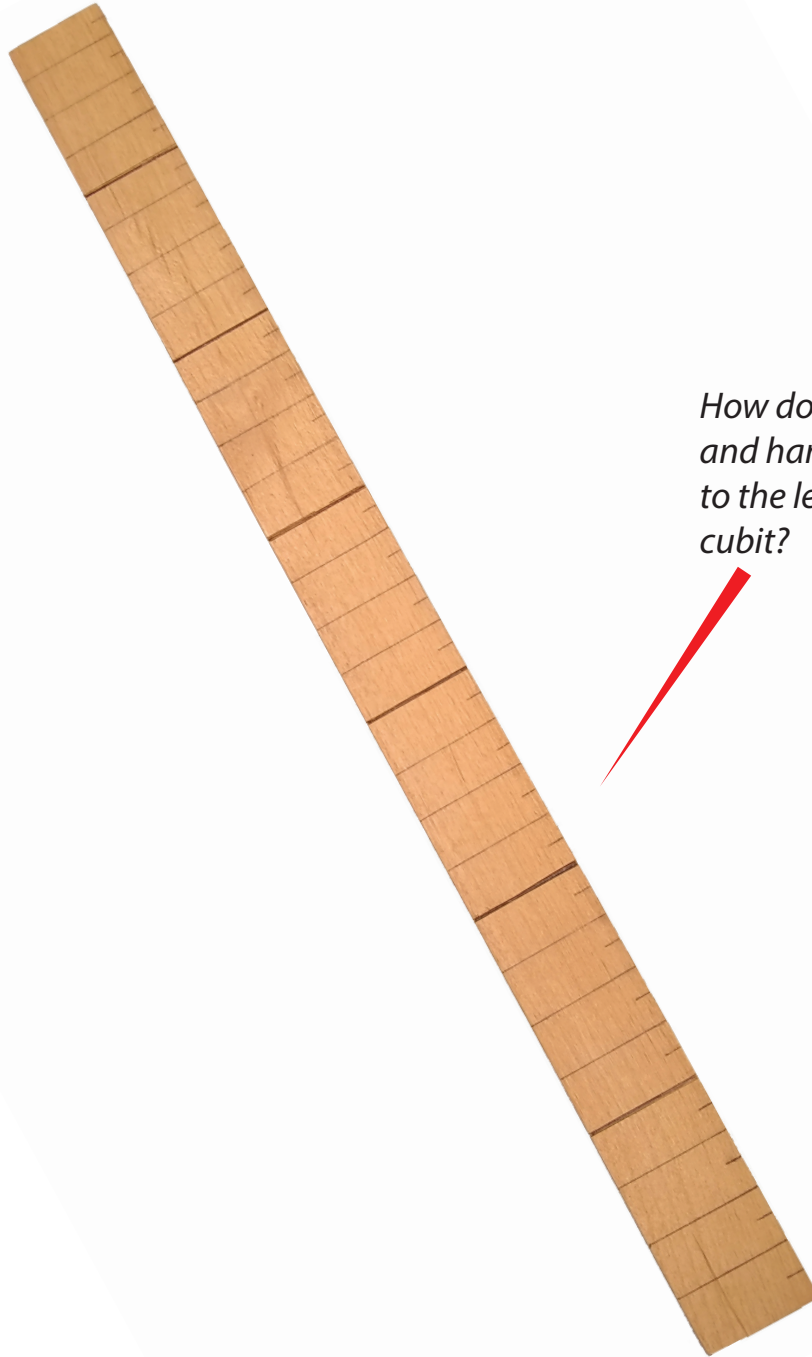


Artists would depict Bastet with jewelery or other decorations. What appears to be on this statue?

If you were an artist and had to produce a certain number of statues per day, would you want to make them all the same or with different details? Why?

Measuring Stick

Ancient people had their own system for measuring lengths. Using this stick, called a cubit, small lengths or distances could be measured. Just about anyone could make this stick, using a flat piece of wood and their arm and hand. The distance from the elbow to outstretched fingertip equals one cubit. One cubit equals seven palms and one palm equals four finger widths.



Do you think using a cubit like this one was an accurate way of measuring? Why or why not?

Stone Bowl

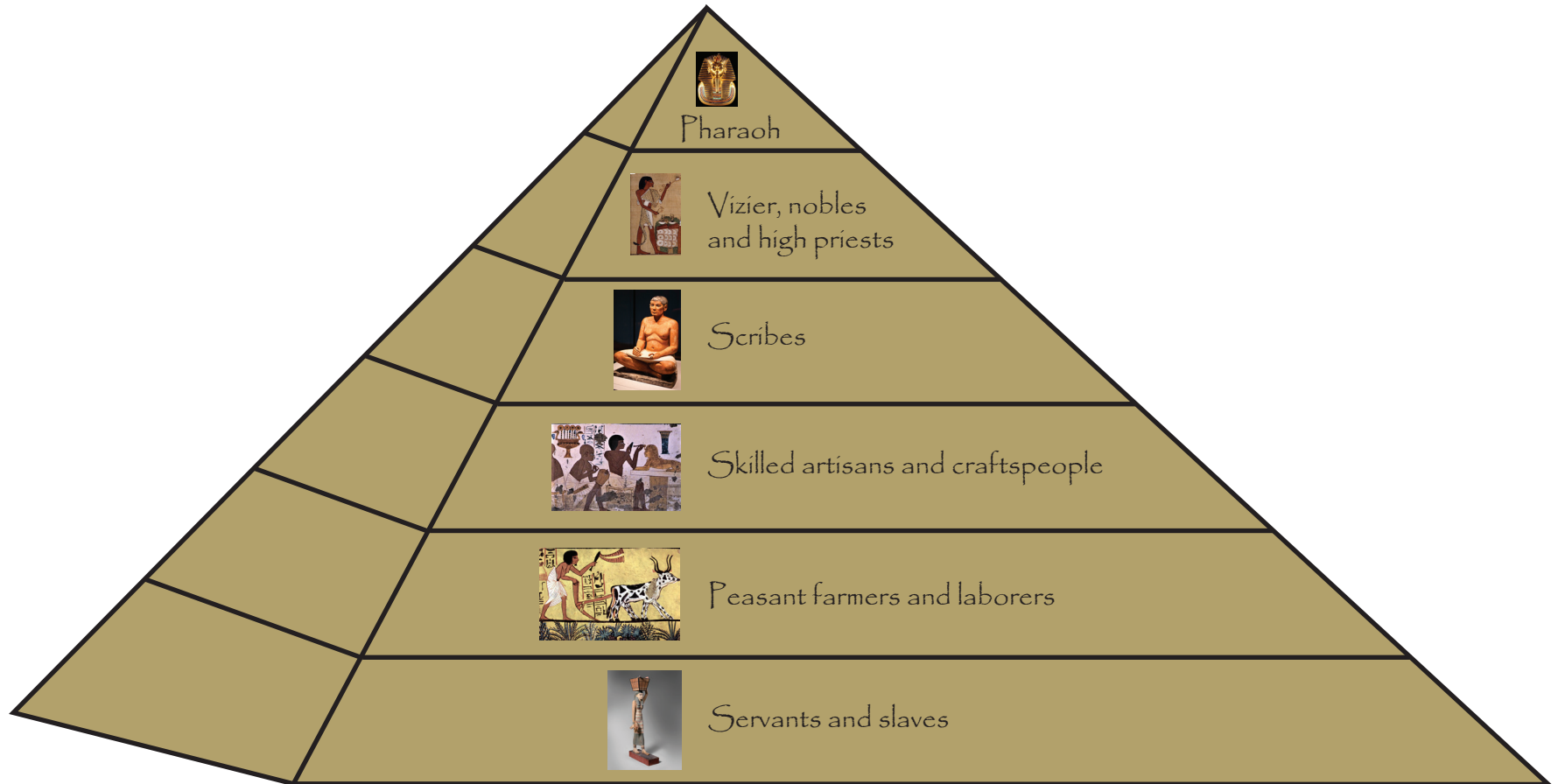
This small bowl may have had many uses. Perhaps it held ink for the scribe to write with. Maybe it was used to crush pigments used as cosmetics. The stone may have been quarried nearby, or was a small fragment of a piece from far away. It was carefully carved and highly polished, making it a special, useful piece for someone.



Look for evidence of carving tools. What do you think those tools were made of?

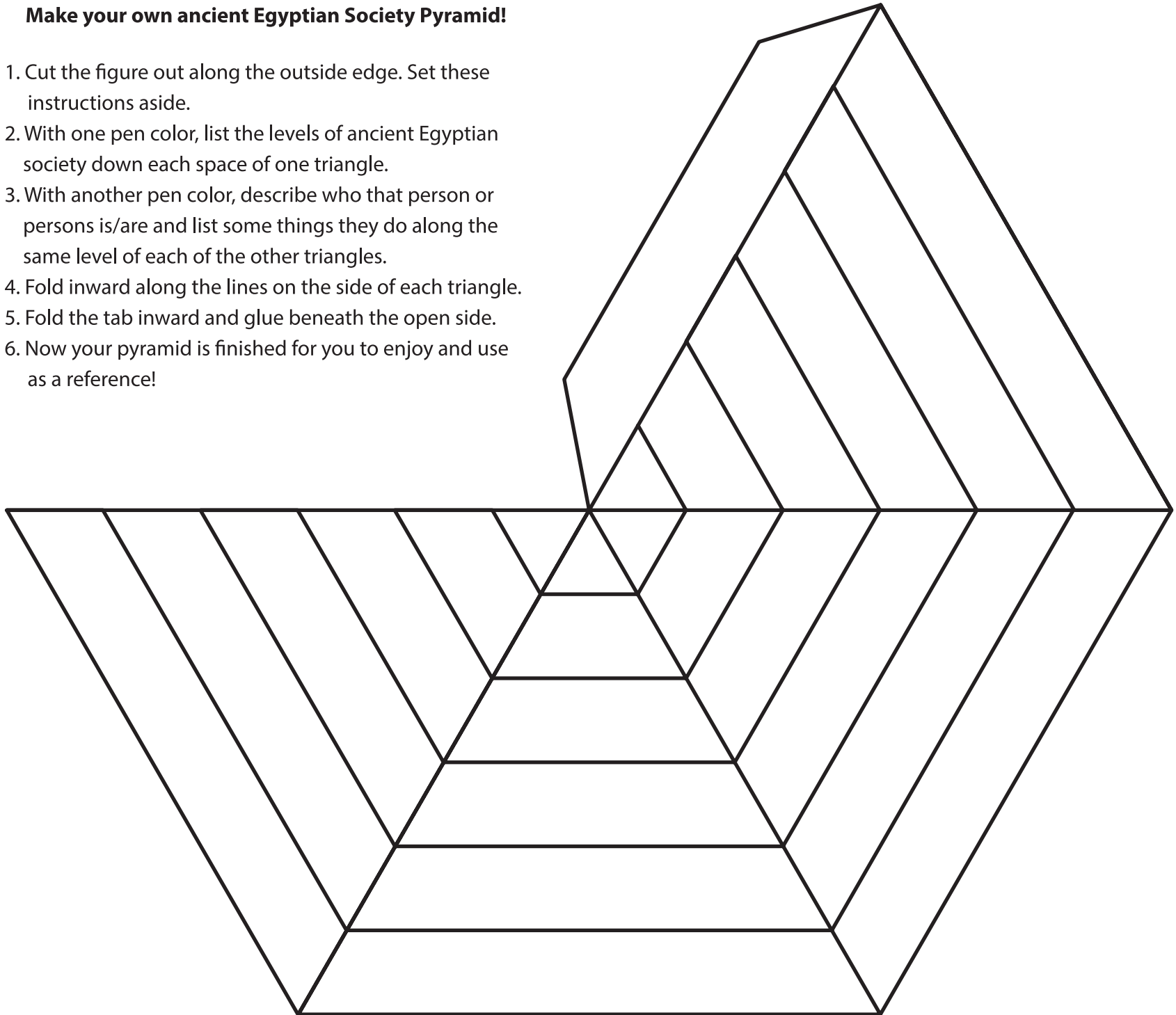
If you were a servant mixing up cosmetics for your mistress, what would you use as pigments to make black, green and red colors?

Ancient Egyptian Society Level Pyramid



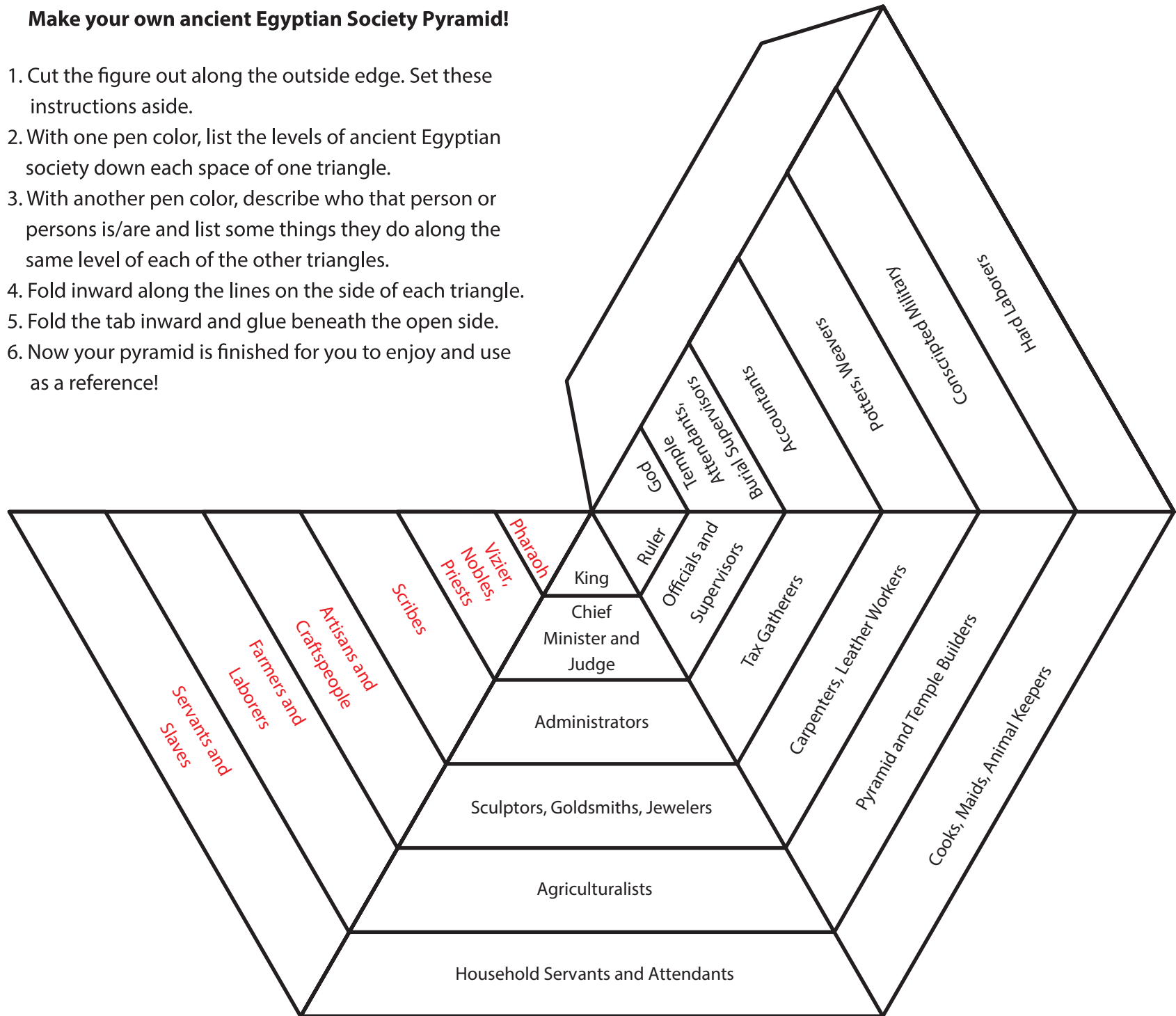
Make your own ancient Egyptian Society Pyramid!

1. Cut the figure out along the outside edge. Set these instructions aside.
2. With one pen color, list the levels of ancient Egyptian society down each space of one triangle.
3. With another pen color, describe who that person or persons is/are and list some things they do along the same level of each of the other triangles.
4. Fold inward along the lines on the side of each triangle.
5. Fold the tab inward and glue beneath the open side.
6. Now your pyramid is finished for you to enjoy and use as a reference!



Make your own ancient Egyptian Society Pyramid!

1. Cut the figure out along the outside edge. Set these instructions aside.
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LESSON TWO: EGYPTIAN ART AND WRITING

OBJECTIVES

Describe the types of ancient Egyptian writing and define pictograph and phonogram

Explain how and when Egyptian hieroglyphs were first deciphered

Decipher hieroglyphs and write in hieroglyphic text

VOCABULARY

cartouche	palette	pictograph
demotic	papyrus	Rosetta Stone
hieroglyph	phonogram	scribe

SUMMARY

This lesson will give students the opportunity to work like Egyptologists and decipher hieroglyphic writing. The kit contains several paper wall panels, obelisks and other written materials all containing hieroglyphs. By studying each piece and using a hieroglyph alphabet key, students will familiarize themselves with the ancient text and take inspiration to create their own pieces using hieroglyphic writing in the next lesson.

INTRODUCTION

Hieroglyphs

The earliest script used for writing the language, known today as “Egyptian hieroglyphs” or “hieroglyphs,” was in use before 3100 BC. *Hieroglyphs* (which literally means “sacred carvings”) were developed from pictures of objects or things (pictographs), and they always retained their pictorial form. *Pictographs* are simple drawings of objects that prehistoric peoples knew and saw around them, which they used as symbols to represent the words for the objects in their particular language. *Phonograms* are “sound signs” that represent the individual sounds which make up the words in a language. The Egyptian “alphabet” are pictographs that function as phonograms.

Grade Level

5th - 8th

Estimated Time

One 1 hour class period

Subjects

Social Studies
Language Arts

Materials

- Papyrus sample and key
- “Weighing of the Heart” PowerPoint presentation
- Papyrus making video (optional)
- Wall art poster
- Hieroglyph keys and stencils
- Tomb panels and obelisks
- Student journals

Assessments

Group discussions
Hieroglyph translation

Extension

Make a cartouche

Hieratic and Demotic

Cursive hieroglyphic script developed to increase speed in writing. The two types are *hieratic* (sacred writing - up until 800 BCE) and *demotic* (popular writing - from 700 BCE).

The Rosetta Stone

Uncovered by Napoleon's troops in 1799 in the Nile Delta near Rosetta, Egypt, this black basalt stone carried an inscription in three scripts – Greek, hieroglyphs, and demotic. It wrote of a decree by the priesthoods of Egypt in honor of King Ptolemy V Epiphanes (196 BCE) issued in Greek the official language of Egypt; hieroglyphs, the ancient sacred writing; and demotic, used as a legal and business script. Ceded to Britain in 1801 CE, the Rosetta Stone now resides in the British Museum. In 1822 CE, French Egyptologist Jean-François Champollion decoded its meaning and now, after nearly 2000 years, hieroglyphs can be read once again!



Papyrus

Papyrus is the term used to indicate a plant that grew in the marshy areas around the Nile and also paper used for writing. The English word "paper" comes from "papyrus." The ancient Egyptians used papyrus to make paper, baskets, sandals, mats, rope, blankets, tables, chairs, mattresses, boats, medicine, perfume, food, and clothes. There is a YouTube video on the enclosed flash drive that shows a papyrus making demonstration. You can play all or part of the video as time allows to show each step in the papyrus making process.

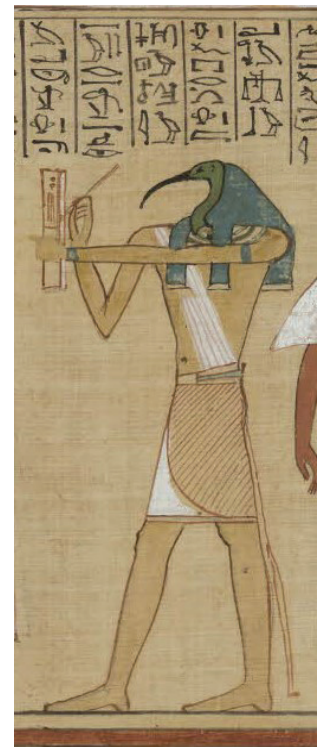
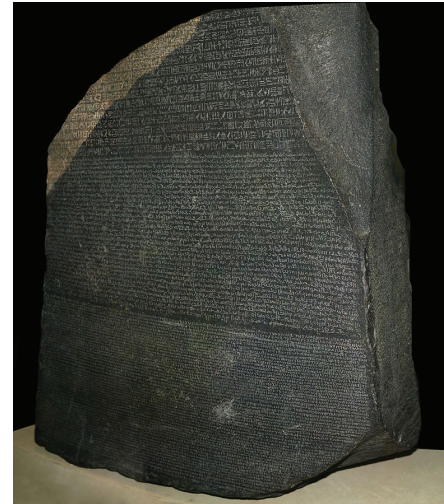
Scribes

Scribes had a high status in society and directed and supervised many others. Their duties included:

- Imposition and collection of taxes
- Keeping accounts
- Keeping army records
- Controlling the law courts
- Composing and copying religious and other texts in the temple scriptoria

PROCESS

1. Discuss Begin by showing the students the papyrus drawing. Ask them to describe and identify what they see. What do they think is happening in the picture?



Thoth, the ibis headed god was the patron of scribes. He was the clerk of the divine court and recorded the outcome of the interrogation faced by the deceased on the occasion of the "Weighing of the Heart."

Can they identify the gods and goddesses? Can they point out the sun disk, vulture, cobra, and eye of Horus? What is written in the columns on the sides and top? Explain that this is a papyrus drawing of a “Weighing of the Heart” ceremony; a judgement rite that a deceased person must complete in order to pass into the afterlife. Review the “Weighing of the Heart” PowerPoint presentation on the enclosed kit flash drive. Describe each of the elements as noted on the papyrus key and discuss their meaning. Finally, mention that this is a modern day piece copied from ancient papyrus. Briefly explain what papyrus is (the plant and the paper) and explain how it is made. Show the papyrus making video on the kit flash drive if time allows.

2. Define Next, pick out a few choice hieroglyphs and ask the students what they think they are. Choose letters that represent objects versus more abstract letters. The hieroglyph keys are also useful for this exercise. Explain the origin of hieroglyphs and how they started as pictographs then became phonograms. Define pictograph and phonogram. Also explain that some sounds in the English language are not in the Egyptian language and vice versa. Therefore, the same Egyptian letter is often used to represent two or more English letters.

3. Decipher Finally, the students are going to translate and transcribe some hieroglyphs and then make their own “papyrus” drawing to keep. Start by translating together the large paper tomb drawing like that shown below. Pass out the various hieroglyphs keys and stencils to groups of students, explain that some letters may be drawn a little bit different or in a different orientation. Go letter by letter starting at the top and have them decide as a group the letter or letters each symbol may represent and write them down in their journals. Explain that they are translating an English word written in hieroglyphs. Have them think about logical letter pairings in English when deciding which letter the symbol may represent. Continue as a group until all words are deciphered. Then using any of the tomb panels or obelisks that you choose to set up, have students work in groups using a hieroglyph key to decipher the writing on the panels and transcribe the panel in their journals. Some *cartouche* names will require the use of the Ancient Egyptian ABC... key for translation.

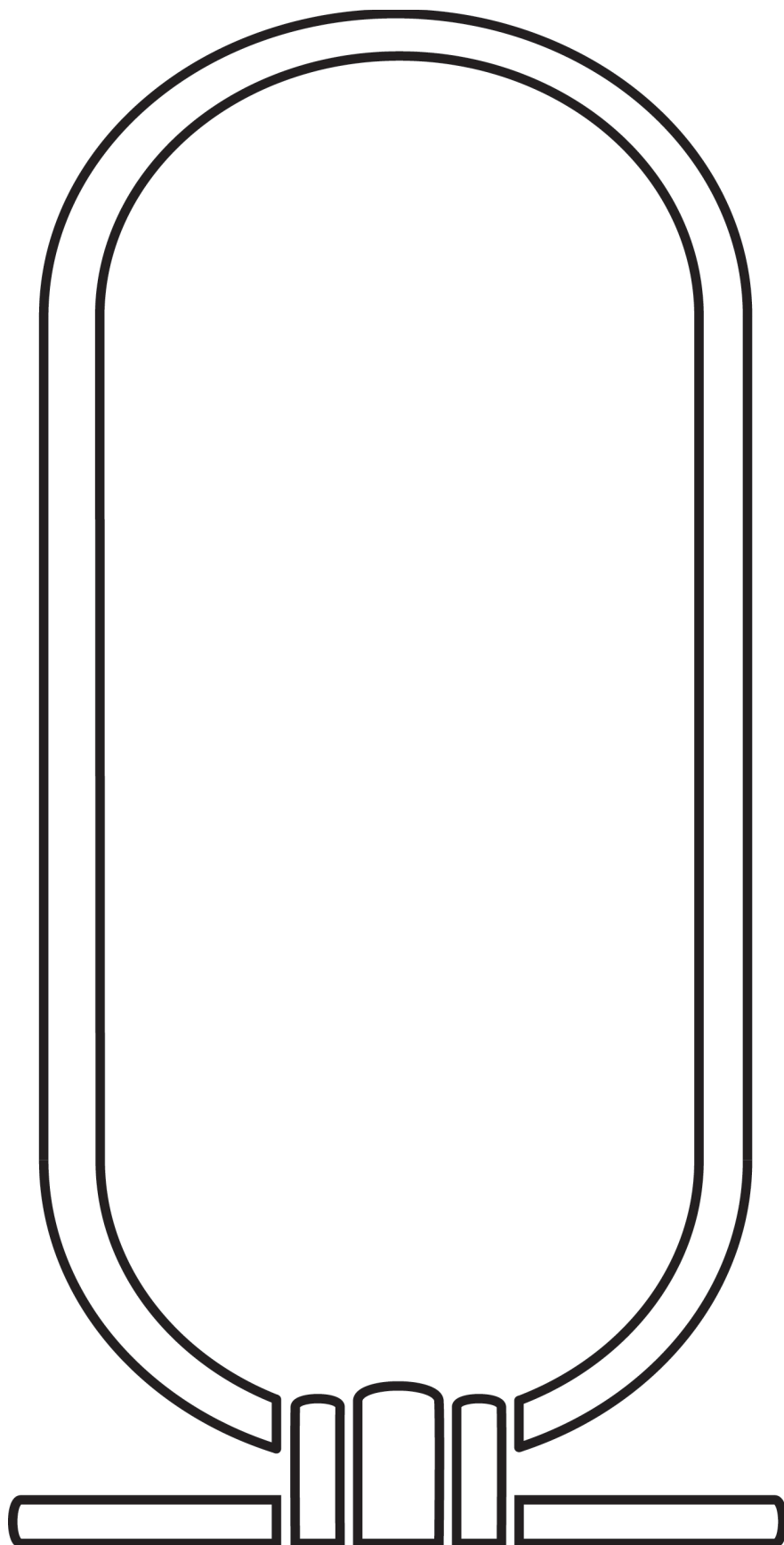
4. As an **extension**, students can make a cartouche with their name on it!



Hieroglyphs could be read from left to right or right to left. The direction to read is indicated by the way the humans and animals are facing. Read towards the faces.

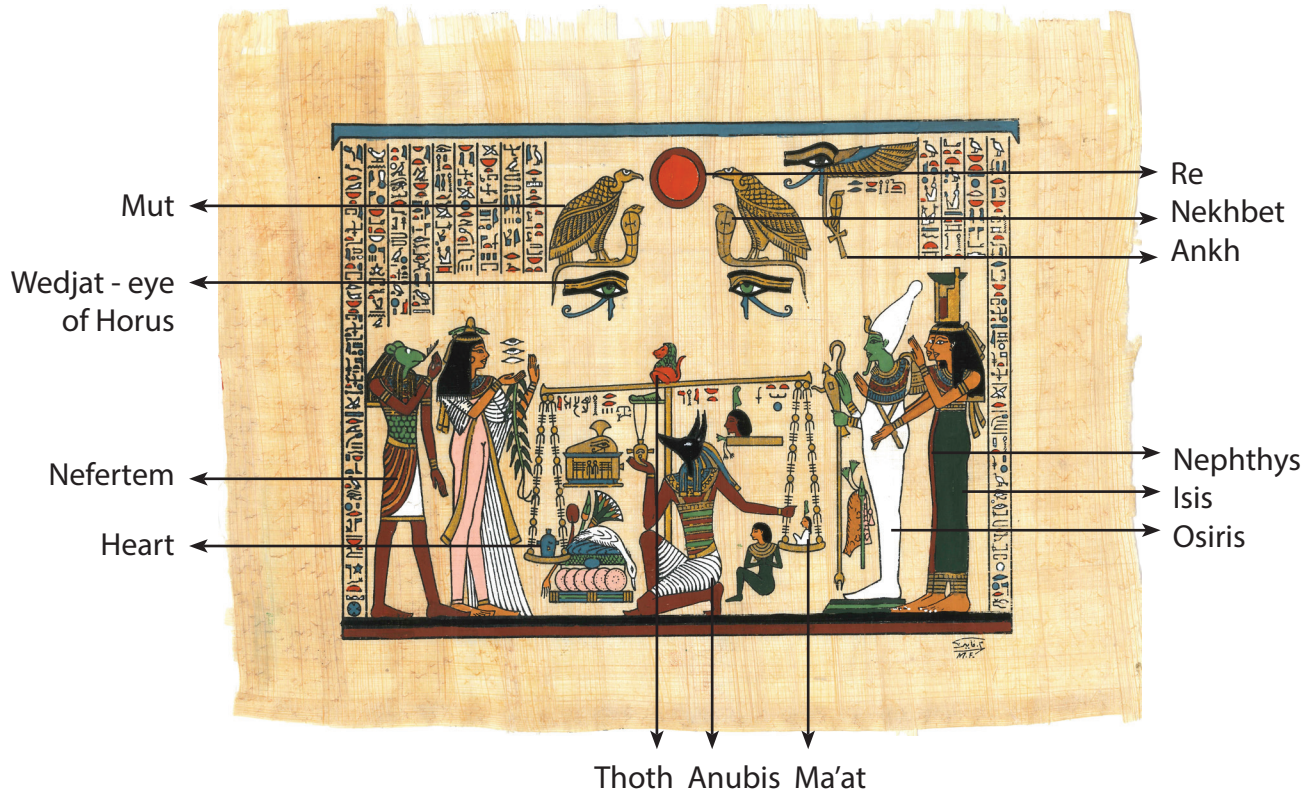
Name _____

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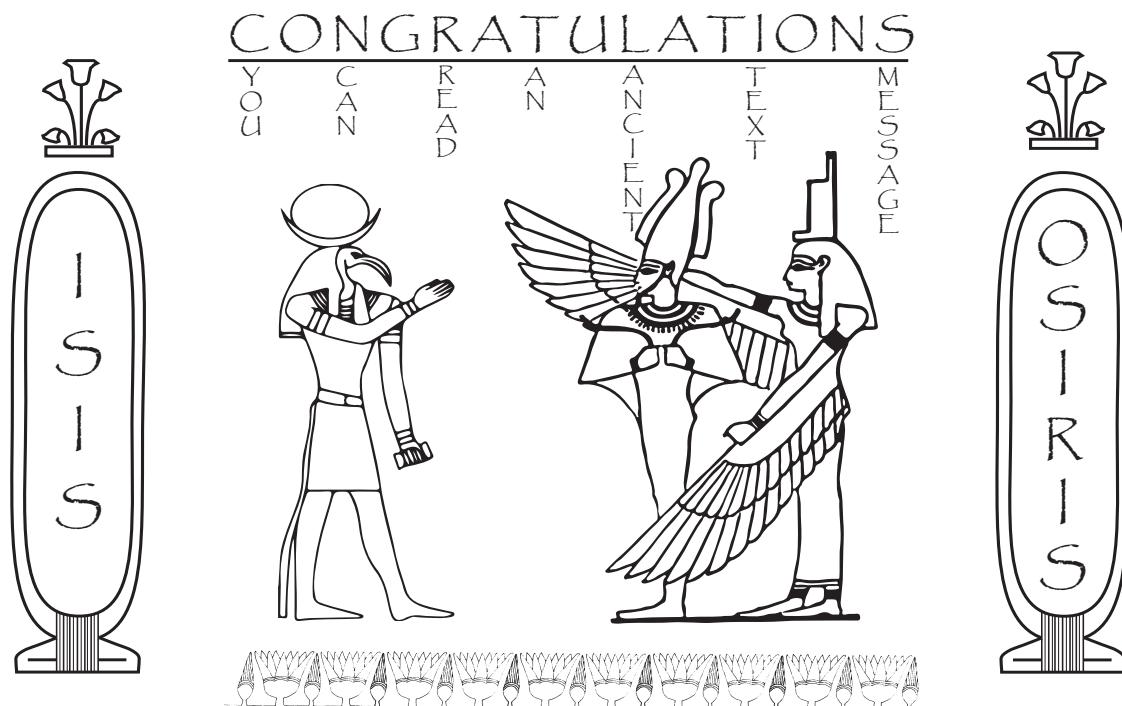


HIEROGLYPHICS KEYS

Papyrus Sample



Temple Drawing 1



HIEROGLYPHICS KEYS

Temple Drawing 2

HATHOR ANUBIS

Obelisk 1

HELLO
WELCOME

M		H		B
E		O		E
N		R		H
E		U		E
S		S		N
				U

HATSHEPSUT
WAS HERE

ANTHONY
LOVES CLEO

N				O
E		A		S
T		M		R
F		E		E
A		N		R
R				I
E				S
R				

LONG LIVE
THE QUEEN

Temple Drawing 3

BASTET HORUS

Obelisk 2

HELLO
WELCOME

C		T		H
L		U		A
E		T		T
O		A		S
P		N		H
A		K		E
T		A		P
R		M		S
A		E		U
		N		T

TUT
WAS HERE

LONG LIVE
THE KING

A		R		N
A		A		E
K		M		F
E		S		E
N		E		R
N		S		T
				I
				I

MAKE LOVE
NOT WAR

Grade Level

5th - 8th

Estimated Time

Two 1 hour class periods
Homework

Subjects

Social Studies
Language Arts
Visual Arts

Materials

- Gods and goddesses cards
- Origin story and Myth of Osiris
- Student journals
- Papyrus sample
- "Weighing of the Heart" PowerPoint presentation
- Wall art poster
- Tomb panels
- Hieroglyph keys and stencils
- Brown butcher paper
- Pens and markers or colored pencils

Assessments

Group discussions
Completion of art piece

Extension

Play Deity Jeopardy!

LESSON THREE: GODS AND GODDESSES

OBJECTIVES

Identify various Egyptian gods and goddesses
Explain the significance of Egyptian gods and goddesses to the everyday lives of the ancient Egyptian people
Create an art piece depicting Egyptian gods, goddesses and hieroglyphs

VOCABULARY

afterlife	polytheism
deity	theocratic monarchy
monotheism	

SUMMARY

This lesson will introduce students to the pantheon of Egyptian gods and goddesses. The importance of this understanding lies at the root of Egyptian identity. Their belief in and adherence to the gods dictated much of what an ancient Egyptian did in one's daily life. Their reverence to the gods also assured existence in an *afterlife*. Students will learn an Egyptian origin story and play a game of *deity* matching to identify each god and goddess. After, they will draw and paint a scene on "papyrus" including hieroglyphic inscriptions learned in the previous lesson.

INTRODUCTION

A major factor to the cultural unification of disparate groups in early Egypt was a common belief in a pantheon of Gods. This formulated a group identity that was uniquely Egyptian. As the two geographic groups (upper and lower Egypt) coalesced and was unified by the first pharaoh, the Egyptian civilization emerged. Through this belief system, the pharaoh was considered the living incarnation of the god Horus and ruled not only as pharaoh and king, but as a god. His job was to maintain order by praying to the chief-god Amen-Re for prosperity and balance. This *theocratic monarchy* influenced and directed the way of life for Egyptian people at all levels of society.

The people had individual household god cults to pray for divine blessings for different aspects in their lives. Each person hoped for an *afterlife*. Goodness, rather than wealth could assure immortality. This judgement of one's life occurred at the "Weighing of the Heart" ceremony and determined whether one could live for eternity. Review the "Weighing of the Heart" PowerPoint presentation on the enclosed flash drive.

PROCESS

Activity One

1. Discuss As an introduction to Egyptian gods and goddesses, start with a discussion of *monotheistic* versus *polytheistic* religions. Name some monotheistic religions and some polytheistic religions and write them on the board. Egyptians of the past were polytheistic, deriving a reverence for animals in their immediate environment, sometimes to show respect to scary or dangerous animals. Their gods could be depicted as animals or part animal and part human. The "cosmic gods," responsible for creation, were typically in human form but had divine powers.

2. Play Next, read or watch the origin story and Myth of Osiris. List the deities mentioned, discuss the role each god or goddess plays and compare these stories with any other known origin stories. Then, working in 4 groups of about equal size, pass out 9 - 10 sets of the gods and goddesses cards. In their groups, they will work together to learn about these deities and test themselves by playing a matching/memory game. If time allows, groups can swap out card sets and continue playing.

3. Journal While playing this matching game, students should associate the name with the role and physical depiction. Students should sort their cards into the following categories and list in their journals:

- Gods versus goddesses
- Gods depicted as animals: birds, dogs, ram
- Gods depicted as mummies
- Goddesses depicted as cats
- Goddesses distinguished by headdress
- Sort into patron gods and goddesses
- Deities depicted in the creation story and/or Myth of Osiris
- Deities depicted in the Weighing of the Heart Ceremony
- Match husbands and wives and/or create family trees

4. Homework To conclude, have students write in their journals any gods and goddesses they found particularly interesting in preparation for the next lesson's art project. For homework, they can sketch a rough draft in their journals of a scene they will create.

Activity Two

1. Create Once the students are familiar with some of the ancient gods and goddesses, they can begin to generate ideas for an art project they will complete. Show samples of papyrus drawings and tomb drawings to provide inspiration for their work. When they are ready, pass out butcher paper, pens and markers and hieroglyph stencils along with instructions for creating drawn Egyptian art and have the students



make a papyrus sample depicting gods, goddesses and hieroglyphs.

2. Display When complete, students can display and share their work so others can try to decipher the hieroglyphs and identify

the figures according to their distinguishing characteristics.

3. As an **extension**, students can play Deity Jeopardy found on the enclosed flash drive.

An Egyptian Creation Myth

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

http://www.mythicjourneys.org/bigmyth/myths/english/2_egyptian_full.htm

or

<https://www.youtube.com/watch?v=uTy49JlgJZE>

The Myth of Osiris

“Osiris was an early human king who ruled Egypt and brought civilization and agriculture to the people. Murdered by his jealous brother Seth, Osiris’s body was dismembered and scattered throughout Egypt. Isis (his sister-wife), however, gathered together and magically reunited his limbs and then posthumously conceived Osiris’s son Horus. When grown, Horus sought to avenge his father’s death by fighting Seth in a bloody conflict. Eventually their dispute was brought before the tribunal of gods whose judgement favored Osiris and Horus. Osiris was resurrected and continued his existence in the underworld where he became king and judge of the dead, while Horus became king of the living; Seth, now identified as the “Evil One,” was banished.”

The Egyptians considered this the ultimate victory of good over evil.

EGYPTIAN CREATION MYTH

Nu was the name of the dark, swirling chaos before the beginning of time.

Out of these waters rose **Atum**; he created himself using his thoughts and the sheer force of his will.

He created a hill, for there was nowhere he could stand.

Atum was alone in the world. He was neither male nor female, and he had one all-seeing eye that could roam the universe. He joined with his shadow to produce a son and a daughter.

Atum gave birth to his son by spitting him out. He named him **Shu** and made him god of the air.

Atum vomited up his daughter. He named her **Tefnut** and made her the goddess of mist and moisture.

Shu and Tefnut were given the task of separating the chaos into principles of law, order and stability. The chaos was divided into light and dark and set into place.

This order was called **Maat**, which formed the principles of life for all time. Maat was a feather; it was light and pure.

Shu and Tefnut produced **Geb**, the Earth and **Nut** the Sky. At first these two were tangled together as one.

Shu, god of the air, pushed Nut up into the heavens. There she would remain arched out over Geb, her mate.

They longed to be together, but in the name of Maat they had to be apart, to fulfil their functions.

Nut produced rain for Geb, and Geb made things grow on earth.

As the sky, she gave birth to the sun every night before dawn, and by day it would follow its course over the earth and die at sunset.

Shu and Tefnut produced the other gods. **Isis**, the queen of the gods, **Hathor**, the goddess of love and beauty, **Osiris** the god of wisdom and justice, **Seth**, the god of evil, **Thoth**, the god of wisdom and **Nephthys** the protectress of the dead.

But the chaos was still vast and not yet fully separated into the order of Maat. Shu and Tefnut once got lost in the dark waters of Nu.

Atum was desperate to find his children. He sent his all-seeing eye throughout the heavens and earth to search for them.

In time Shu and Tefnut returned with the eye. When Atum saw them again he was so delighted that he wept tears of joy.

As these tears hit the earth, they became the first people.

As the people populated the earth they had to uphold the truth and balance of Maat. They had the task of tending the earth and worshipping the gods.

The gods, in turn, protected and loved their creations.

Grade Level

5th - 8th

Estimated Time

Two one 1 hour class periods or
make a day of it if possible!

Subjects

Social Studies
Language Arts
Visual and Performing Arts

Materials

- Egyptian citizen cards
- Access to the Internet and library resources
- Student journals
- Nile river model
- Kit artifacts and costumes
- traditional Egyptian foods -figs, dates, pomegranates, grapes, onions, garlic, leeks, romaine lettuce, radishes, chicory, cucumbers, bread, etc.

Assessments

Written poem, essay, or short story on a day in the life
Proper and respectful interpretation of ancient people's lives
Participation in work, trade and other roles
Participation in festival activities- music, dance and singing

Extension

Write a script and use the costumes and instruments to perform a drama on a day in the life of an ancient Egyptian.

PART THREE

A Living History

OBJECTIVES

Role play the lives of various ancient Egyptians
Craft and trade Egyptian goods
Prepare traditional Egyptian dishes
Sing, dance and make music at the Festival of Opet

VOCABULARY

coronation	flail
crook	uraeus

SUMMARY

On the final day or days of learning, students will get to become the people that they have been studying. Here they will have an opportunity to role play the lives of different people in Egyptian society. There are objects and costumes they can use as they re-enact a day in the life of an ancient Egyptian. This will help them for the final activity when they celebrate the Festival of Opet. For this exercise or day, students will celebrate all that they have learned and have a festival to eat the foods, honor the gods, make the music, etc. of these fascinating people of the past.

Students will randomly select an ancient Egyptian person to be and then prepare a written piece on the day in the life of that person as he or she prepares for the Festival of Opet. The following day/lesson will be the actual celebration of the Festival of Opet.

INTRODUCTION

The Festival of Opet is an ancient Egyptian festival celebrated annually in Thebes (Luxor) in the New Kingdom and in later periods. The statues of the deities of the Theban Triad — Amun, Mut and their child Khonsu — were escorted in a joyous procession, though hidden from sight in a sacred

barque, from the temple of Amun in Karnak, to the temple of Luxor, a journey of more than 1 mile (2 km), in a marital celebration. The highlight of the ritual is the meeting of Amun-Re of Karnak with his consort, Mut, of Luxor. Rebirth is a strong theme of Opet and there is usually a re-coronation ceremony of the pharaoh.

PROCESS

LESSON ONE: A Day in the Life

1. Choose a role Drawing on their knowledge and experience completing the society level pyramid, students will now get to be one of the people at a particular level. Using the Egyptian citizen cards, have each student pick a card at random. The card set has only one pharaoh, and other citizens weighted in proportion to their numbers in society. Therefore, only one student will be the pharaoh, few will be priests and scribes and many will be artisans, farmers and servants, much like in actual ancient Egyptian society. Students can calculate and record in their journals the percentage each group represents with a population size determined by the number of students in the class.

2. Research Once each student has their assigned role, they will now do a little research into the day in the life of that individual as they prepare for a festival the following day. Students can visit the following websites to get insights on daily life of each person and complete the worksheet on page 45.

<http://www.ancientegypt.co.uk/life/home.html>

<http://www.pbs.org/empires/egypt/special/lifeas/index.html>

3. Write They will use this information to write a poem, essay or short story about the events

and tasks that person would do in a typical day, the people they encounter and work with and the objects and foods that they would use and consume. Students are encouraged to revisit some of the kit artifacts as well for inspiration. Have them take notes, chart out certain information and write a rough draft in their journals. Decide in advance the length, format and process to complete a final written piece.

LESSON TWO: The Festival of Opet

1. Celebrate! Once the students have an idea of what their person does, they can celebrate the Egyptian culture by attending and participating in the Festival of Opet. Read to them the description of the festival and discuss how they can recreate this celebration as a class. Students can spend the time making foods typical of the time, preparing materials for the festival such as a sistrum to use in the processions or make a crown/s for the re-coronation of the pharaoh. The priests and pharaoh will make their own preparations by dressing themselves, dressing a statue and planning the procession. Scribes can record events for posterity. Once everyone is ready, the celebration can begin! You can set up the space with the materials from the kit; the river and palm trees, tomb panels, artifacts and students can display their projects and research.

2. Role-play It's important that students know how to represent people of the past properly. They should show respect for people and cultures long gone by seriously portraying them and the event. They need to use the objects and props properly and consider what their lives were like, how they are very much the same as people today while also being different.

3. Costuming The kit is limited on the number of kilts, tunics and headdresses, therefore each student will need to share the pieces with the other students as necessary. Or students can bring in old sheets or white

cloth to make their own. Clothing was very simple in ancient Egypt, so students shouldn't have a problem coming up with a costume on their own. There are some suggestions for costumes in the books included in the kit.



Your name _____ Your ancient Egyptian role _____

Research your chosen ancient Egyptian role and complete the following. Include information about daily life both at home and at work.

What were some of the tasks that they did?	
What objects did they use?	
What foods did they eat?	
Describe the clothing that they wore.	
What other individuals did they encounter?	
Describe what their house was like.	

Vocabulary

afterlife: existence after death usually in heaven or an underworld

agriculture: the production of crops and livestock; farming

ba: an aspect of the soul, represented as a human-headed bird

cartouche: an elongated version of the hieroglyphic sign that represents a loop of rope with a knot at its base. A king's name written inside a cartouche was intended to show that he or she ruled the world.

civilization: an advanced state of human society, in which a high level of culture, science, industry and government has been reached

delta: a nearly flat plane of alluvial deposit between diverging branches of the mouth of a river, often, though not necessarily, triangular

demotic: script used on business documents etc. from about 700 BCE onwards

desert: an arid region where so little rain falls that it supports only sparse and widely spaced vegetation or no vegetation at all

deity: a god or goddess

Festival of Opet: an ancient Egyptian festival celebrated annually in Thebes (Luxor) in the New Kingdom and in later periods

hieroglyph: picture writing of ancient Egypt

Hyksos: a nomadic people who conquered and ruled ancient Egypt between the 13th and 18th dynasties, c1700 – 1580 BCE:

believed to have been a Semitic people that originally migrated into Egypt from Asia

ka: a spiritual entity, an aspect of the individual, believed to live within the body during life and to survive it after death

kingdom: a state or government having a king or queen as its head

laborer: a person engaged in work that requires physical strength rather than skill or training

Macedonians: Greeks who ruled Egypt during the Ptolemaic period

monarchy: supreme power or sovereignty held by a single person

obelisk: a stone pillar with a pyramidal top decorated with relief and inscription

palette: a rectangular tablet used by scribes for holding and mixing paint colors

papyrus: plant that grew prolifically in Egypt, especially in the Delta marshes. Used for making boats, ropes, baskets, sandals, etc. Pith used to make writing material, the subject matter being administrative, medical, mathematical, literary, or religious

peninsula: an area of land almost completely surrounded by water except for an isthmus connecting it to the mainland

pharaoh: the title for an ancient Egyptian king

phonogram: a unit symbol of a phonetic writing system, standing for a speech sound, syllable or other sequence of speech sounds without reference to a meaning

pictograph: a pictorial sign or symbol

polytheism: the doctrine of or belief in more than one god or many gods

pyramid: a royal tomb in use in Egypt from Dynasty III to Dynasty XVII

Romans: the inhabitants of the ancient empire of Rome centered around the modern day city of Rome, Italy

Rosetta Stone: a stone slab found in 1799 CE in Rosetta, Egypt bearing parallel inscriptions in Greek, Egyptian hieroglyphic and demotic characters, making possible the decipherment of ancient Egyptian hieroglyphics

scribe: the ancient Egyptian writers and carvers serving as administrators, tax gatherers and accountants

sediment: mineral or organic matter deposited by water

silt: a fine sand sediment

sistrum: an ancient Egyptian percussion instrument consisting of a looped metal frame set in a handle and fitted with loose crossbars that rattle when shaken

skilled: trained or experienced in work that requires skill

surplus: something that remains above what is used or needed

theocracy: a form of government in which God or a deity is recognized as the supreme civil ruler

theocratic monarchy: the system of government in ancient Egypt in which the pharaoh as king ruled as a god

unskilled: of or relating to workers who lack technical skill or training

vizier: a high official in ancient Egypt that served as a chief minister and judge

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Geography	✎	✎		✎	✎	✎			✎					
Timeline	✎	✎	✎	✎	✎	✎	✎		✎		✎			
The Social Pyramid	✎	✎	✎						✎	✎				
Egyptian Art and Writing	✎	✎		✎			✎	✎				✎		
Gods and Goddesses	✎	✎						✎				✎		
A Day in the Life	✎		✎					✎	✎	✎				
The Festival of Opet	✎							✎				✎	✎	✎