

#3601

EGYPT

Grade Levels: 4-8

17 minutes

SVE & CHURCHILL MEDIA 1999

2 Student Activity Sheets

DESCRIPTION

Hannah's report on ancient Egypt seems boring until her spirit friend Belle appears. Together they learn interesting facts about the life, culture, beliefs, and dress of ancient Egyptians. Also touches on Egypt's location, geography, and agriculture; its pyramids, hieroglyphics, and the work of scribes; and its burial practices. Uses some pictures and tomb drawings.

ACADEMIC STANDARDS

Subject Area: History

- ◆ Standard: Understands and knows how to analyze chronological relationships and patterns
 - Benchmark: Knows how to impose temporal structure on their historical narratives (e.g., working backward from some issue, problem, or event to explain its causes that arose from some beginning and developed through subsequent transformations over time)
 - Benchmark: Knows how to diagram the temporal structure of events in autobiographies, biographies, literary narratives, and historical narratives, and understands the differences between them

- ◆ Standard: Understands the historical perspective
 - Benchmark: Understands that specific individuals and the values those individuals held had an impact on history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history
 - Benchmark: Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photographs; magazine articles, newspaper accounts, hearsay)



- Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
- Benchmark: Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs

INSTRUCTIONAL GOALS

1. To identify some of the contributions the ancient Egyptians made to civilization in general.
2. To identify Egypt on a map and list the physical characteristics of ancient Egypt's terrain.
3. To discuss the vital role the Nile River played in ancient Egypt and identifies some of the activities that it supported for the ancient Egyptians.
4. To discuss the way ancient Egyptians felt about animals in general.
5. To explain the type of housing used by most people in ancient Egypt and why it was used.
6. To explain how climate affected the type of clothing worn by ancient Egyptians.
7. To identify some of the beliefs that ancient Egyptians held about make-up and jewelry (especially amulets).
8. To identify some gods and goddesses the ancient Egyptians worshipped and discuss the "roles" various deities held in the lives of ancient Egyptians (i.e., Anubis, the jackal-headed god, was integral in the mummification process and was thought to be responsible for a dead soul's trip to the underworld.)
9. To relate a tale about Osiris and Isis.
10. To identify some of the foods and beverages consumed by the ancient Egyptians.
11. To explain the role of the scribe in ancient Egypt and identify the types of writing scribes used to record both everyday and momentous events.
12. To explain why mummification was such an important process in ancient Egypt and discuss the rituals and steps performed in the process.
13. To explain why ancient Egyptians built such architectural wonders as the pyramids and the Sphinx.
14. To explain how ancient Egyptians built such great structures, like the Great Pyramid at Giza.
15. To discuss the role that museums play in preserving history and the overall value of their exhibitions.



BEFORE SHOWING

Bring in pictures or photographs of the Egyptian pyramids. Ask students to identify the objects in the pictures or drawings with the following questions: What items are pictured here? Where are the pyramids located? Why were these giant structures constructed? What other kinds of things do you know about ancient Egypt? Briefly discuss the pyramids of ancient Egypt, and then explain that the following program will help students understand how the pyramids were constructed, and give them lots of interesting information about the lives and beliefs of the mysterious and glorious ancient Egyptians.

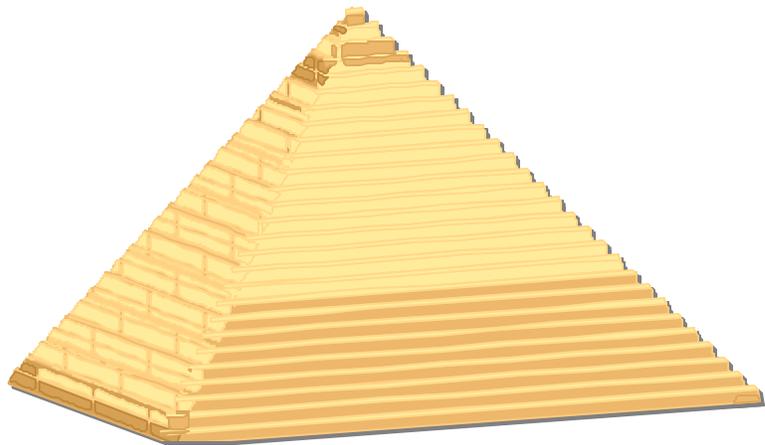
AFTER SHOWING

1. Ancient Egyptians invented a number of things we still use today. What were they? (Sails for boats, a 365-day calendar, a kind of picture-writing called hieroglyphics, and a paperlike writing material called papyrus, made from the stems of papyrus plants that grew along the Nile.)
2. What did ancient Egyptians believe about cats? (They believed cats had magical powers that could protect their homes and children and help their crops to grow.) How did ancient Egyptians feel about animals overall? (According to Belle, "They believed that the gods and goddesses meant for humans and animals to share the earth together.") In what ways did the ancient Egyptians honor animals? (Statues and paintings of gods and goddesses showed various deities with animal features. For example, Horus had the head of a hawk, Bastet had the head of a cat, and Anubis had the head of a jackal.)
3. Where did most of the people in ancient Egypt live? (They lived in mud-brick houses, in the desert part of the land called the "Red Land.") Why were mud bricks used as a building material for homes? (Wood is scarce in the desert.) Belle says that in ancient Egyptian cities "the houses were very small and built very close together." This is similar to cities of today. Why do you think cities have lots of small buildings built close together? (This is because there are so many people living in such a small area.) Why would it be even more important for people to live closer together in an ancient civilization? (Ancient Egyptians lacked speedy



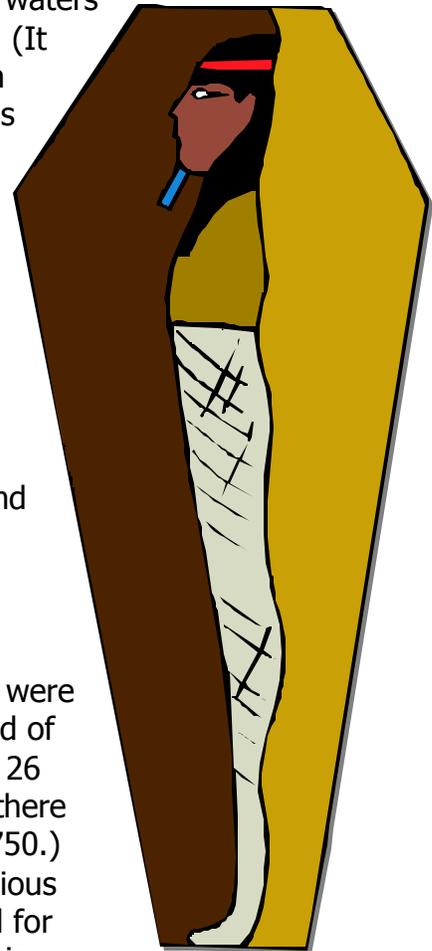
transportation: if people lived closer to their source of income [i.e., their shops, usually located on the first floor of their homes], they could get to and from work more easily. They could also share other resources, such as food and water, and not have to transport them great distances.)

4. What were some of the things that rich people in ancient Egypt possessed? (They had slaves and grand, beautiful homes [some with as many as 70 rooms].)
5. Discuss some of the things ancient Egyptians did to stay cool in the desert heat. (At night, some people would sleep on their rooftops in a small room with only three walls. Other people would sleep on wet mats to keep cool. In the daytime, people dressed in light, white linen clothes, and children frequently wore nothing at all. At parties, people put cones of perfumed grease on their heads, and when it melted, it cooled their faces.)
6. Identify the types of clothes and accessories ancient Egyptian men and women wore. (Men wore loose robes or pieces of cloth, while women wore tight dresses with shoulder straps. Both men and women wore wigs, headdresses, jewelry, and make-up.) Belle says that the ancient Egyptians were a superstitious people. What does superstitious mean? (It means any belief in charms, omens, the supernatural, etc., based on fear or ignorance.) What did the ancient Egyptians believe about wearing make-up and jewelry such as rings and amulets? (They believed that make-up had magical, even healing, powers. They also believed rings and amulets would scare off evil spirits and protect them from getting hurt.) Bring in pictures of Egyptian make-up and jewelry. Point out what an amulet is (the ankh amulet is widely available), and have students draw pictures of ancient Egyptians wearing make-up and jewelry. Their illustrations can include headdresses, earrings, and other accessories.
7. As Belle explains to Hannah, the ancient Egyptians believed in many, many gods and goddesses. Who were the two most powerful gods? (They were Amon-Re, the sun god and lord of the universe; and Osiris, the god of the underworld, who made a peaceful afterlife possible.) Why do you think the ancient Egyptians considered these two gods the most powerful? (The ancient Egyptians had a profound reverence for nature and believed Amon-Re was responsible for good harvests. As in other ancient cultures, farming--a reliable food source--was vital for survival. Their respect for nature and their dependence on agriculture were most likely the factors behind Amon-Re's supreme position in the deity hierarchy. The ancient Egyptians were a very religious people and believed strongly in an afterlife; Osiris was the god that made a peaceful afterlife possible, thus he was a highly



honored god.) Who were some of the other gods and goddesses mentioned in the program? (Isis, the goddess honored with the title the "Divine Mother and Mourner"; Horus, the sky god and the son of Osiris and Isis; Bastet, the cat-headed goddess who gave life and fertility; and Anubis, the jackal-headed god who was the guardian of the dead.)

8. Have students retell the story of Osiris and Isis. Find other Egyptian myths and recite them. Have students illustrate the story of Osiris and Isis or any of the Egyptians myths that you recite to them.
9. According to Belle, what were some of the foods that the ancient Egyptians ate? (They ate honey, fruit, fish, waterfowl, beef, dates, pomegranates, figs, and beer.)
10. Who is Pen-Ma-Ship? (He was the Egyptian scribe in the program. Help students understand the play on words for his name.) Why were scribes valued people and necessary in ancient Egypt? (Most people in ancient Egypt didn't know how to write.) What kinds of things did scribes in ancient Egypt record? (They wrote official letters; private letters; legal contracts; documents that detailed the progress of work, such as keeping track of the crops that were harvested and what price they were sold for; and proverbs, stories, and poems for educated people to read.)
11. What is papyrus? (It is a plant that grew in the marshy waters along the Nile.) What was it used for in ancient Egypt? (It was used to make scrolls of writing material upon which scribes recorded letters, stories, contracts, etc.) Papyrus is indigenous to Egypt, so acquiring the actual plant may prove difficult, if not impossible. However, pictures of this plant will give students a better idea of how the ancient Egyptians used it to make a writing material. Pen-Ma succinctly describes how ancient Egyptians made paper out of it; you may want to use his description to recount the process. ("We'd cut tall stems and then strip them of their outer layer. Then we'd cut them lengthwise into narrow strips. We'd take two layers of these and place them on a hard surface and then bang and beat them until they blended into one piece. Then we'd polish them and glue several of them together to make long scrolls.")
12. What are hieroglyphics? (They are pictures or symbols representing words, syllables, or sounds. Hieroglyphics were used by ancient Egyptians for thousands of years instead of alphabetical letters.) Hannah reminds us that there are 26 letters in the English alphabet; how many "signs" were there in ancient Egyptian hieroglyphic writing? (There were 750.) Hieroglyphics were generally used only for royal or religious matters. Pen-Ma mentions another kind of writing used for everyday matters (contracts, letters, etc.). What was this simpler writing called? (It was called hieratic script.) Have students create their



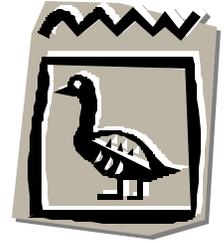
own hieroglyphics and use them to tell a short story or represent a favorite activity or possession of theirs. For instance, a picture of a car, two adult figures, and a road could represent a drive they like to take with their parents.

13. Like Pen-Ma says, mummies have been given a bad “wrap” through many Hollywood movies. Why did the ancient Egyptians take such careful steps to preserve dead bodies? (The ancient Egyptians believed that, after death, the spirit would travel to another world during the day, and at night, the spirit would return to the body. So, in order for the spirit to return to the body, it had to recognize its physical features. If the spirit didn’t recognize it, then the spirit would no longer have an afterlife. In essence, it would really “die” and no longer exist in any realm. Mummification was used as a means to preserve the physical body so the spirit that inhabited it could have an afterlife.)
14. Ancient Egyptian priests removed the internal organs of a dead body and placed them in containers called canopic jars. Why did they do this? (If left in the body, the internal organs would decay and subsequently cause the decay of the rest of the body. Again, if the body decayed and a spirit wasn’t able to recognize it, an afterlife would not be possible for it.) After the organs in the main cavity of a body were removed, the body would be packed with special salt and left to dry for 40 days. The body would then be stuffed with linens soaked in perfumed oil, wrapped in a coffin. Have students illustrate this process individually, or create a class mural of the mummification process, complete with hieroglyphics that describe the scene.
15. After being put in a coffin (sometimes an inscribed and elaborately ornamented coffin called a sarcophagus), a body was then placed in a tomb. What were the shapes of many of these tombs? (They were shaped as pyramids.) Belle also mentions statues that were built to honor pharaohs and help protect them in their afterlife journey. What was the statue that she mentioned in the program? (The Sphinx: a huge, limestone statue that stands about 66 feet [20 meters] high and stretches 240 feet [73 meters]. It is actually called the “Great Sphinx,” and it wears an ancient Egyptian royal headdress. The Great Sphinx lies near the tomb/pyramid of the ancient Egyptian pharaoh King Khafre. Historians believe Khafre had the monument built and its face is actually a portrait of him.)
16. What materials did ancient Egyptians use to build the pyramids? (They used huge limestone blocks, usually weighing over 4,000 pounds apiece.) Why do you think the Great Pyramid at Giza is considered one of the Seven Wonders of the Ancient World? (Approximately two million limestone blocks were used to build this gigantic structure; in addition, the millions of blocks each had to be precisely cut so they would fit together exactly and lay with great care so the blocks would end up in the shape of a pyramid. This was a remarkable feat for an ancient people who had



no automated transportation and who were literally beginning the inroads in mathematics and engineering.)

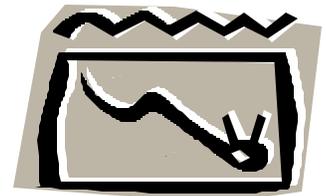
17. Belle mentions the Seven Wonders of the Ancient World. Bring in drawings of these wonders and show them to students. Illustrations can be found in most encyclopedias. Post the illustrations (or photographs of the pyramids) in the room. Or you can have students create their own drawings of these wonders. The seven objects that have been most commonly listed as the Seven Wonders of the Ancient World include:



- a. The three pyramids at Giza, Egypt, the largest of which—known as the Great Pyramid—stands approximately 450 feet (137 meters), and its base occupies about 13 acres (5 hectares). The oldest and best-preserved wonders of the ancient world, the three pyramids were built about 2600 to 2500 B.C.



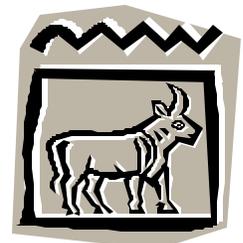
- b. Built in the Greek city of Ephesus (which was located on what is now the west coast of Turkey) around 550 B.C., the Temple of Artemis is one of the largest and most complicated temples constructed in ancient times.
- c. The Hanging Gardens of Babylon were most likely built by the Babylonian King Nebuchadnezzar. We know of the existence of these gardens from an account by Berossus, a Babylonian priest who was alive in the 200s B.C. According to Berossus, the gardens were laid out on a brick terrace about 400 feet square (120 meters) and 75 feet (23 meters) above ground. Slaves worked in shifts to irrigate the flowers and trees in the gardens with water from the Euphrates River.



- d. The statue of Zeus at Olympia, Greece, was created by the Greek sculptor Phidias around 453 B.C. The 40-foot (12-meter) statue portrayed Zeus on his throne. It was perhaps the most famous statue in the ancient world.



- e. The huge white marble tomb, known as the Mausoleum at Halicarnassus, was built about 353 B.C. to hold the remains of Mausolus, a provincial ruler in the Persian Empire. Large tombs of today are now called "mausoleums" because of the notoriety of this enormous and elaborately ornamented structure.
- f. The Colossus of Rhodes was a huge bronze statue of the sun god Helios constructed in the early 200s B.C. Located in the harbor of Rhodes, an island in the Aegean Sea, the statue stood 120 feet (37 meters) high—about as high as the Statue of Liberty. The 12-year creation by Greek sculptor Chares was destroyed in an earthquake in 224 B.C.



- g. The 400-foot (122-meter) Lighthouse of Alexandria provided light for many ancient seafarers of the Mediterranean. Also called the "Pharos of Alexandria," it was completed during the reign of Ptolemy II (283-246 B.C.) and stood on the island of

Pharos in the harbor of Alexandria for 1,500 years before it was toppled by an earthquake. This structure became so famous that "pharos" eventually came to mean "lighthouse."

18. If possible, take students on a field trip to a local museum that features exhibitions of ancient artifacts. Many museums have exhibitions that include artifacts and displays of ancient cultures. Help students compare similarities of ancient cultures during their visit to the museum. Civilizations had cities, writing, governments, religions, division of labor, and sophisticated agricultural methods as some of their characteristics.

RELATED RESOURCES



Captioned Media Program

- Ancient Egypt #3432
- Egypt #3237
- Egypt 1: Cairo & the Pyramids #7670
- Life Under the Pharaohs #2407
- Pyramid #3284

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of

the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **EARLY HUMANS AND THE ADVENT OF CIVILIZATION**

<http://ancientworld.simplenet.com/chapter1/index.html>

A quite comprehensive reference site designed to provide learners with a "great deal of information on the ancient world-- its history, culture, ideas, religions and more."

- **MR. DOWLING'S ELECTRONIC PASSPORT**

<http://www.mrdowling.com/index.html>

Welcomes visitors to "explore the world in a virtual classroom." Very interesting and user-friendly history site. Download study guides, tests, and related pictures on a wide variety of topics. Recommends history links.



- **THE SEVEN WONDERS OF THE ANCIENT WORLD**

<http://ce.eng.usf.edu/pharos/wonders/>

Though we often know this list of wonders exists, few of us can name them all. Can you? Navigation icons picture each of the Seven Wonders. Click on them one at a time to behold a wonderfully crafted description of the monument and the vivid history that surrounds it.

- **VOYAGE BACK IN TIME**

<http://www.richmond.edu/~ed344/webunits/greecerome/>

Ancient Greece and Rome covered in this comprehensive site in the format of a (side-by-side links) comparative study.

- **ANCIENT EGYPT**

<http://www.memphis.edu/egypt/egypt.html>

Color tour of Egypt along with "Artifacts" section, and other information from the University of Memphis' Institute of Egyptian Art & Archaeology.

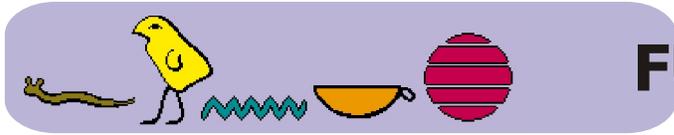
- **WORLD HISTORY CHRONOLOGIES**

<http://campus.northpark.edu/history//WebChron/index.html>

A series of hyperlinked chronologies from North Park University developed "by the instructors with historical articles prepared by students intended for use in history classes." Clear and easy to navigate. Greece, Rome, Islamic nations, and more.

STUDENT ACTIVITY SHEET

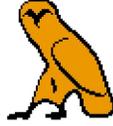
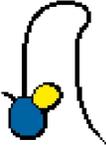
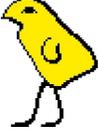
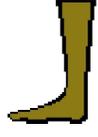
- Funky Letters
- Map Skills and Answers to Map Skills



FUNKY LETTERS

Ancient Egyptians used a much different set of characters than we use in English to form their written language. They called the written form hieroglyphics. Below is a set of characters like the Egyptians used. The English translation is below each character. Complete the exercises at the bottom using the hieroglyphics here. (You might want to cut the paper and use the top half to trace the characters!)



 A	 B	 C	 CH	 D	 E	 F
 G	 H	 I	 J	 K	 L	 M
 N	 O	 P	 Q	 R	 S	 SH
 T	 U	 V	 W	 X	 Y	 Z

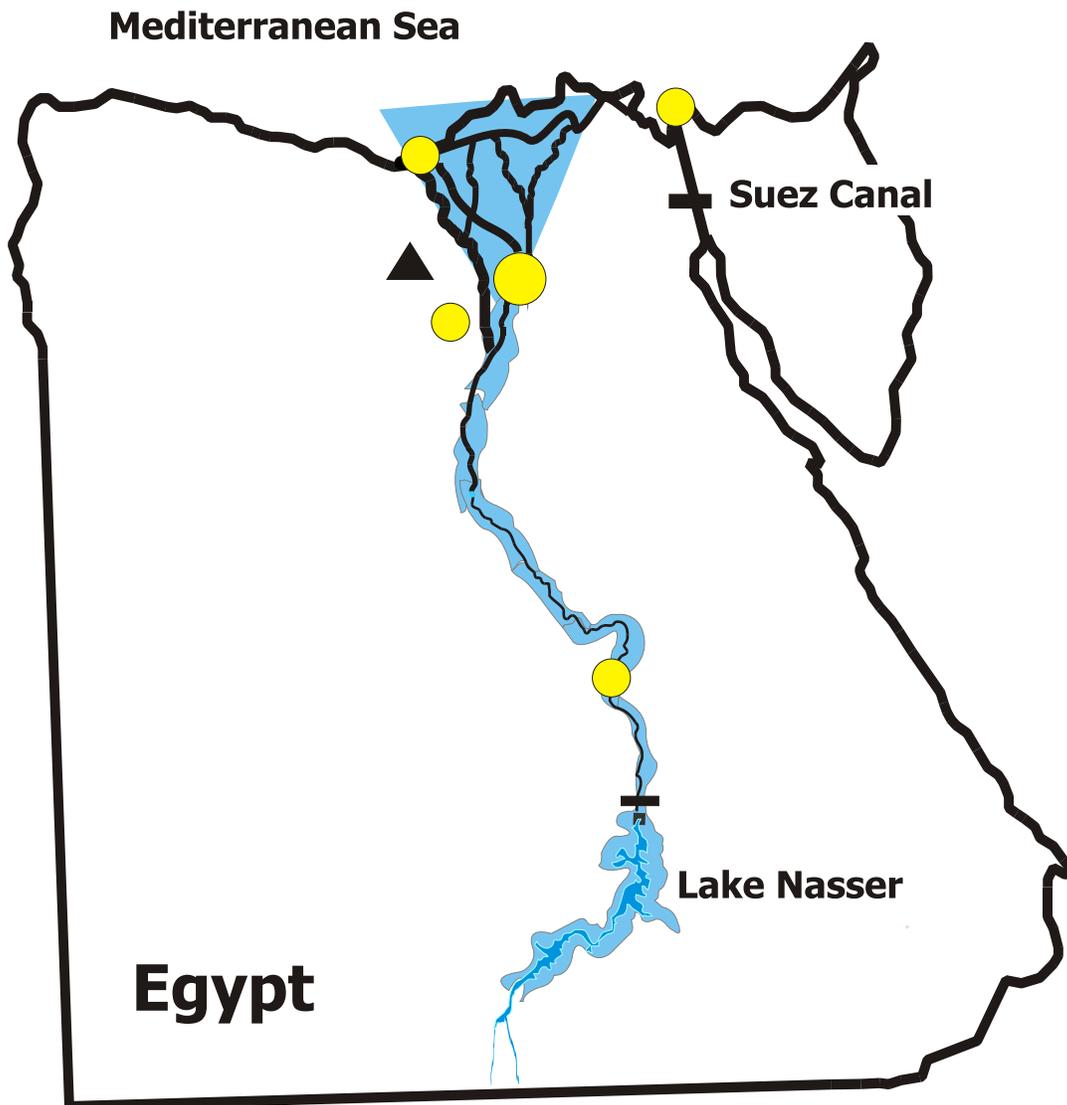


1. Write your first and/or last name (depending on space) using the hieroglyphic characters.
2. Write your school's name using hieroglyphics.
3. Some of the characters in hieroglyphics are the same. In English, write down which characters are the same and then write why you think they are the same. What does this tell you about the hieroglyphic language?

Map Skills

Directions: Below is a map of Egypt today. Using your knowledge from the video, shade the areas known as the "black land" and the "red land." Then do research using an atlas or map to mark the places listed below. Think about why the cities are located where they are.

Alexandria	Memphis	Port Said
Aswan High Dam	Nile Delta	Sphinx
Cairo	Nile River	Thebes



Map Skills - Answers

Directions: Below is a map of Egypt today. Using your knowledge from the video, shade the areas known as the "black land" and the "red land." Then do research using an atlas or map to mark the places listed below. Think about why the cities are located where they are.

Alexandria	Memphis	Port Said
Aswan High Dam	Nile Delta	Sphinx
Cairo	Nile River	Thebes

