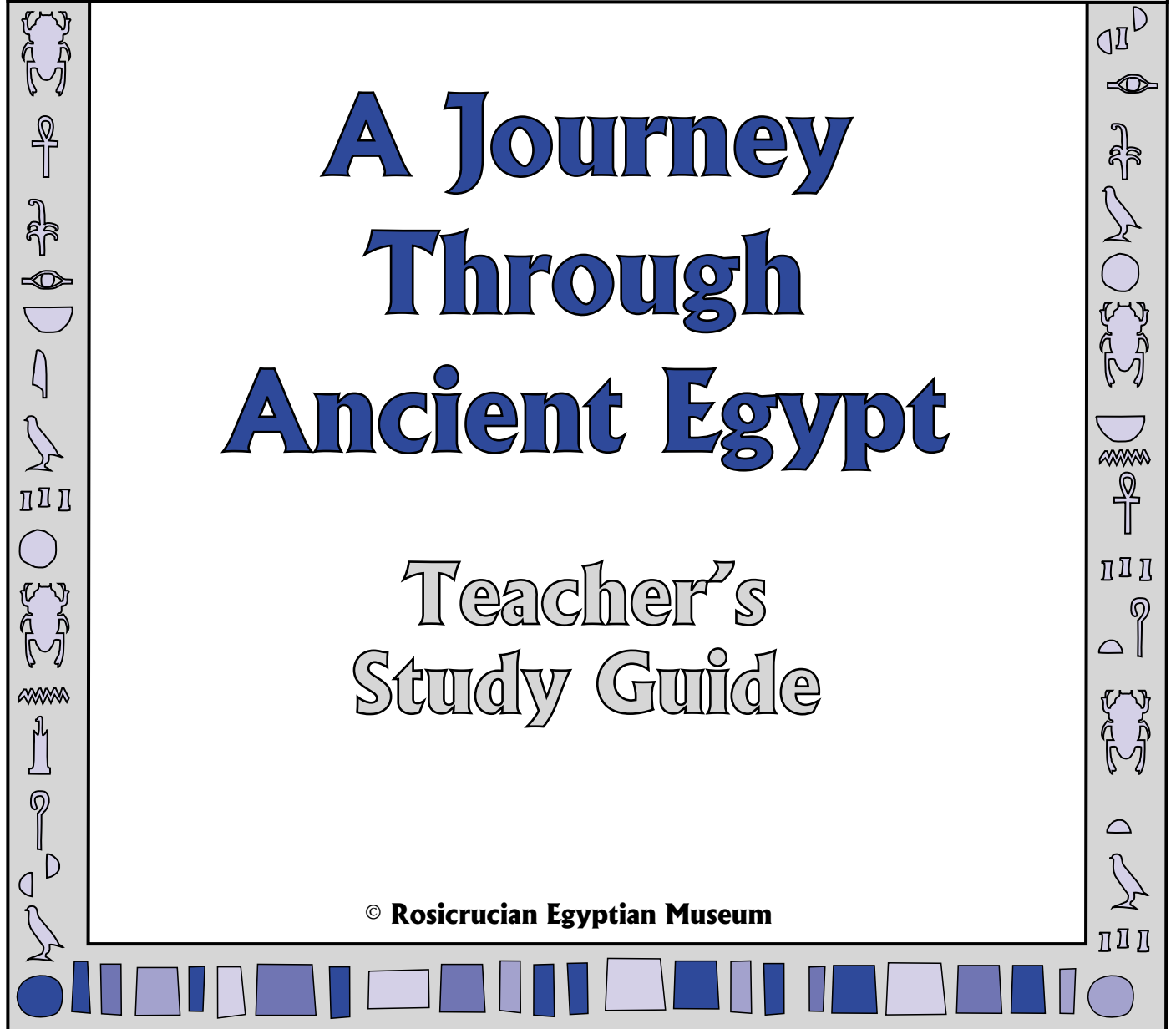


# A Journey Through Ancient Egypt

## Teacher's Study Guide

© Rosicrucian Egyptian Museum



# A JOURNEY THROUGH ANCIENT EGYPT



## PROGRAM DESCRIPTION

“A Journey Through Ancient Egypt” consists of a field trip to the Rosicrucian Egyptian Museum and suggested classroom studies prior to and following the museum visit. The ten days of classroom studies are designed to help students experience history rather than memorize it. Materials cover the five most important periods of time in the history of Ancient Egypt: Predynastic, Old Kingdom, Middle Kingdom, New Kingdom, and the Ptolemaic period. These materials are optional, but can greatly enhance each student’s museum experience. For most, the highlight of the program is a guided hour-and-a-half visit to the Rosicrucian Egyptian Museum. During the visit, students “travel” back to Ancient Egypt and view authentic items from the daily life and rituals of Ancient Egyptians.

## PROGRAM MATERIALS AND RESOURCES

The museum visit is truly enhanced when preceded by the ten-day teacher-taught curriculum. The Rosicrucian Egyptian Museum provides a teacher’s manual to prepare teachers for presenting this material. The manual contains *multidisciplinary* activities, such as a cross-word puzzle, math story problems, art activities, and information about Egyptian gods, all of which can be duplicated. Through the use of these unit materials, you and your students can enjoy this exciting period of history, while fulfilling what is, for many, a required social studies unit.

## HOW TO USE THIS MANUAL

“A Journey Through Ancient Egypt” has the potential of developing in your students a life-long appreciation of great ancient cultures. Depending on the time available, you may want to use all or part of the materials. Pre-work in the days before your museum visit will definitely enhance the field trip experience.

## MATERIALS PROVIDED

“A Journey Through Ancient Egypt” manual is arranged into three sections:

- General teacher’s information
- Daily planners and student activities





## TEACHER INFORMATION

This section contains:

- Background information on the Rosicrucian Egyptian Museum
- How to make a visit to the Rosicrucian Egyptian Museum a success
- A ten-day lesson plan overview
- Teacher and student resources

### THE ROSICRUCIAN EGYPTIAN MUSEUM

The Rosicrucian Egyptian Museum offers visitors a chance to travel back in time and discover the mysteries of Ancient Egypt. With one of the largest collections of authentic Egyptian artifacts on display on the West Coast, the museum allows visitors the chance to examine the fascinating objects and ritual items the Egyptians used in their everyday life. The museum has over 3,000 authentic ancient artifacts on display and is the only Egyptian museum in the world housed in authentic Egyptian architecture.

#### ***WHY THERE IS AN EGYPTIAN MUSEUM IN SAN JOSE...***

Because Rosicrucian tradition traces the group's origin to the schools of philosophy begun by Egyptian Pharaoh Thutmosis III in 1489 B.C., a natural connection to Ancient Egypt was established.

Fascinated by the ancient culture, the first president of the Rosicrucian Order, Dr. H. Spencer Lewis, began collecting Egyptian, Assyrian, and Babylonian artifacts over sixty-five years ago. In 1932, a wing was added to the administration building to house the growing collection, and the original Rosicrucian Museum was opened to the public.

It was the desire of Dr. Lewis and his son, Ralph Lewis, to share the experience of learning about ancient cultures that fueled the construction of the current museum building in 1966.

*“... It is our inheritance of language, science, and art that has made it possible for us to make the advances we recognize today... It is remarkable how many things commonplace to us, which we think are of our own times, actually began in Egypt. Everything from beer to taxes, with a world of other things in between, began in Egypt.”*

— Dr. H. Spencer Lewis



## HOW TO MAKE YOUR “JOURNEY” A SUCCESS

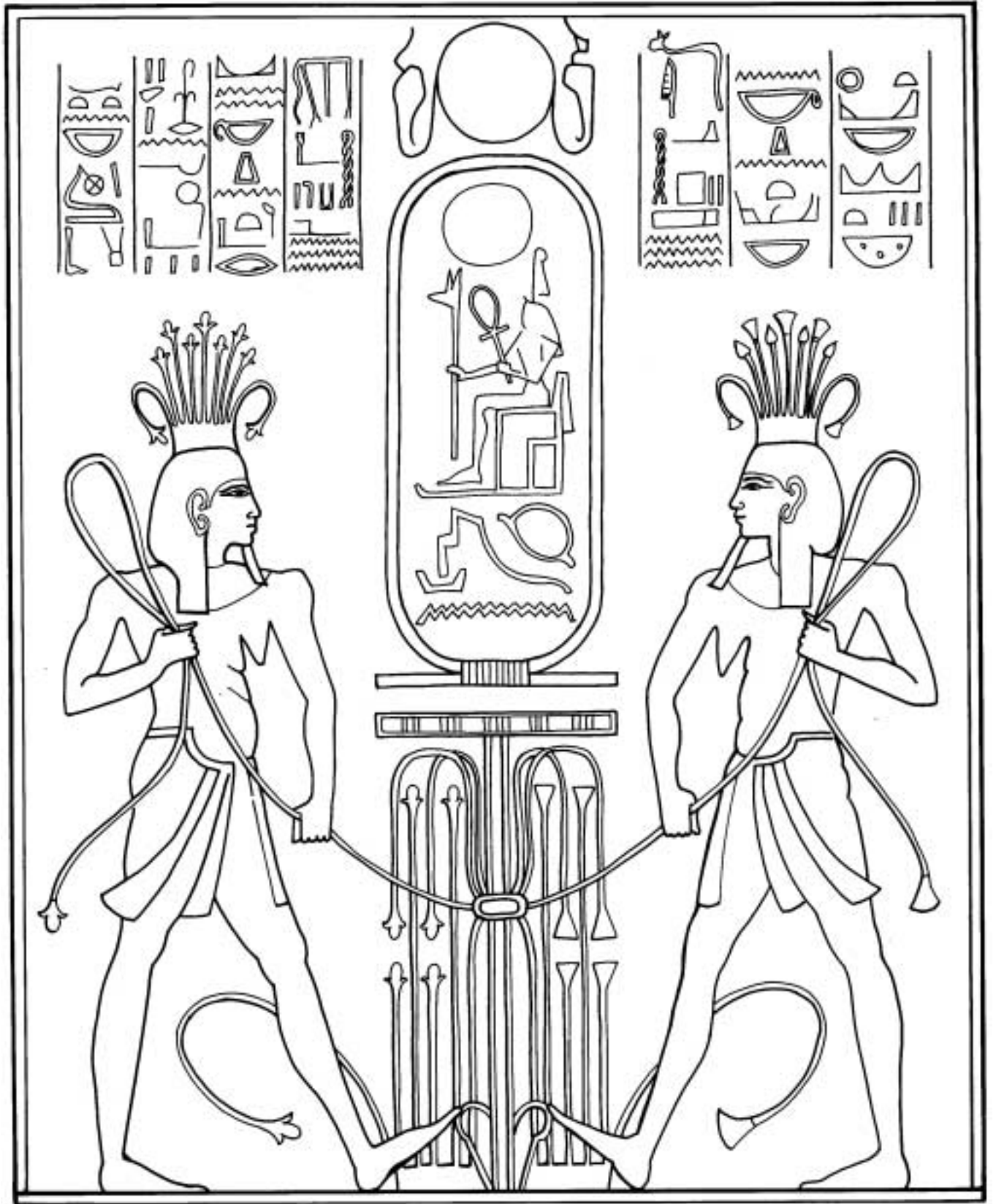


*Before your class visits the Rosicrucian Egyptian Museum, please read and share with your students the instructions on how to make your visit to the Rosicrucian Egyptian Museum a success.*

Our artifacts and mummies have survived for thousands of years. To ensure that they will last for future generations, we have provided some helpful hints for visiting our museum. These guidelines have been established for the safety and enjoyment of all museum guests.

- There are no refunds for cancellations (less than 60 days prior to the tour), no-shows, or late arrivals. Date and time changes cannot be made once reservations are confirmed.
- Groups are required to have one (1) adult chaperone for every seven (7) students under the age of 18. Chaperones are responsible for the safety and conduct of the students they are supervising.
- Students must stay with their chaperones at all times.
- **No backpacks are allowed in the museum.**
- There is no climbing on the statues or columns outside the museum or throughout Rosicrucian Park.
- For the health of our animal friends, please don't feed or harass the squirrels or birds.
- Food and drink may only be consumed in the designated area in the Francis Bacon Building. **Picnicking is not allowed in other parts of Rosicrucian Park.**
- Please deposit gum in the trash cans before entering the museum.
- Do not touch the exhibits, walls, or statues. Speak and walk softly, as if you were in a library.
- Do not stand or sit on the stairs inside the museum. They must be kept clear in case of emergencies.
- **The Museum Store is not open to students.** A new expanded student gift store is provided in the Francis Bacon Building with the most popular Egyptian souvenirs for school groups.
- As flashes and lights can hurt the artifacts, **no photography or video filming is allowed in the museum.**
- **The museum is not wheelchair accessible.**





# TEN-DAY LESSON PLAN OVERVIEW



The ten-day lesson plan overview should be followed as a guide only. Once you become familiar with the program you may choose to lengthen activities or elaborate upon the basic material. By doing so, you will best be able to meet the needs of your students. However, we strongly suggest that students at least complete the Ancient Egypt periods and vocabulary list before their Rosicrucian Egyptian Museum visit so that they will be better able to enjoy and understand the museum's artifacts.

## CLASSROOM ACTIVITIES

Please carefully read the teacher's planner at the front of each classroom activity section before beginning. Each of the teacher's planners includes objectives for the lesson; time needed; materials required; directions for the activity; and background information. The student activity and answer keys follow the teacher's editions. All student activities provided are your master copies; therefore, you will need to decide ahead of time which activities to do before making copies for the class.

**Day 1** (45-60 minutes)

Discuss and complete "My Journey Through Ancient Egypt Vocabulary"  
Understanding word definitions

**Day 2** (30-45 minutes)

Read description and discuss gods and goddesses of Ancient Egypt  
Writing an essay

**Day 3** (30-45 minutes)

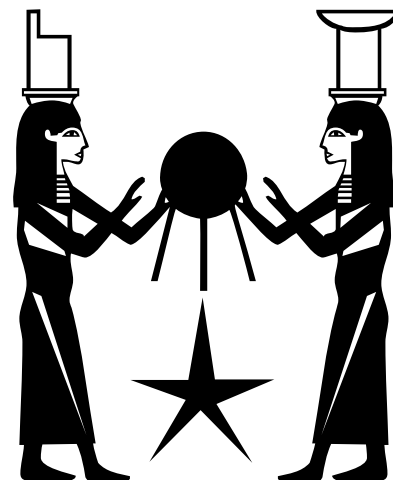
Read and discuss the Predynastic period  
Working with the atlas: Geographic skills

**Day 4** (30-45 minutes)

Read and discuss the Old Kingdom period  
Building a pyramid

**Day 5** (45-60 minutes)

Read and discuss the Middle Kingdom period  
Discuss and complete "Crossword Puzzle"



**Day 6** (45-60 minutes)

Read and discuss the New Kingdom period  
Mummification process

**Day 7** (45-60 minutes)

Read and discuss the Ptolemaic period  
Creating “Rosetta Stone”

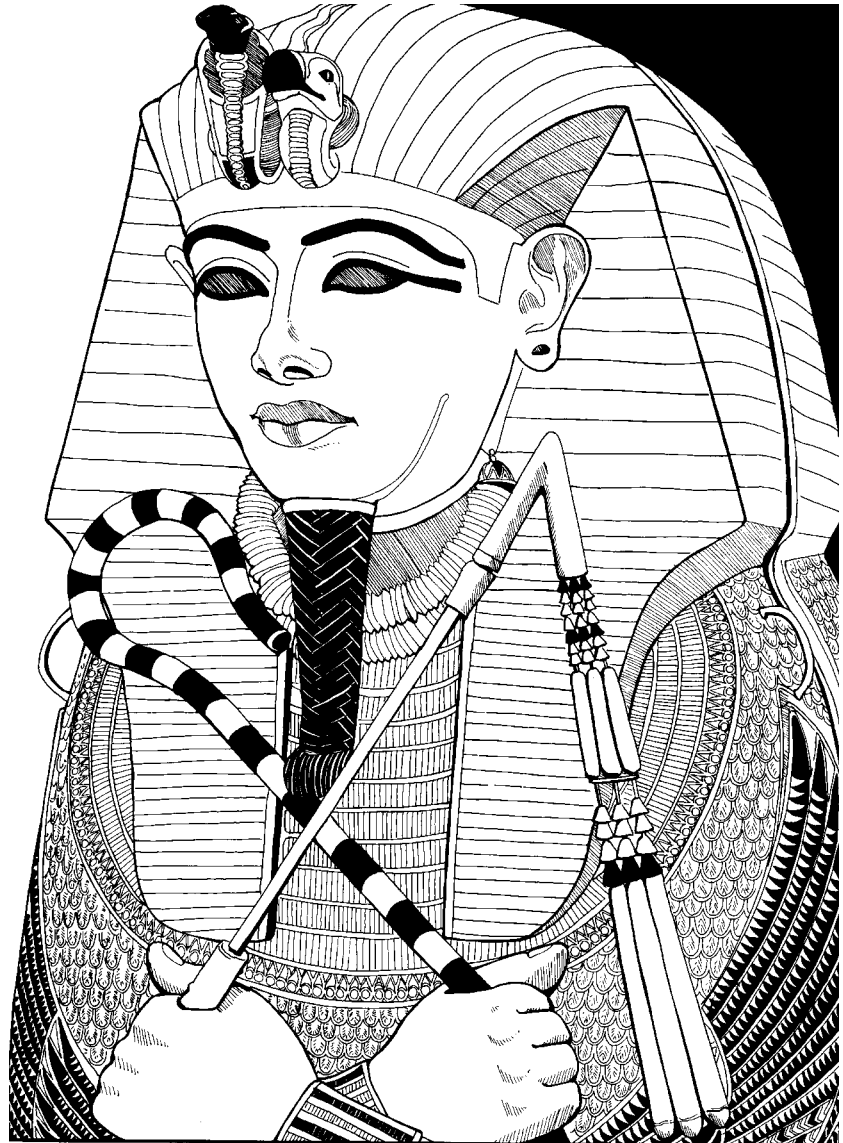
**Day 8** (30-45 minutes)

Review five main periods of Ancient Egypt (True / False test)

**Day 9** Museum visit

**Day 10** (45-60 minutes)

Discuss Museum visit  
Administer Review  
Conclude course



# DAY 1 TEACHER'S PLANNER

## Objective:

To learn vocabulary words important to students' study of life in Ancient Egypt.

## Skill:

Vocabulary, language use.

## Time:

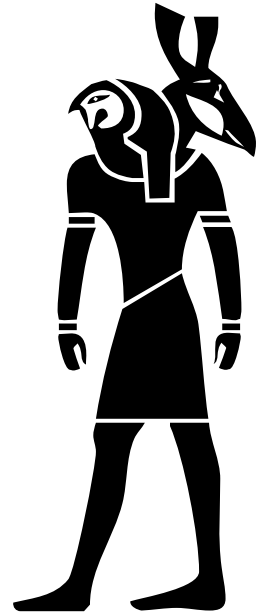
45 to 60 minutes.

## Materials:

1. "My Journey Through Ancient Egypt Vocabulary" sheets.
2. Dictionaries.
3. Pencils.

## Directions:

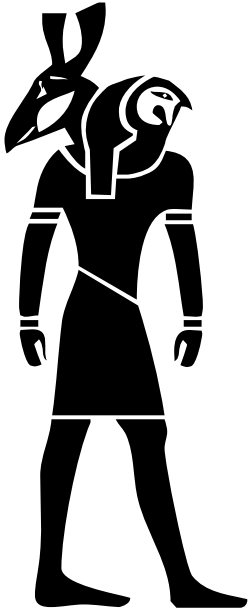
1. **Distribute** "My Journey Through Ancient Egypt Vocabulary" sheets.
2. **Explain** to students that each time they learn about a new area of study, it is helpful if they first learn the new words that they will use in that study.
3. **Review** words and discuss the explanatory comments following each word (i.e., "noun" means person, place, or thing; "verb" means existence, action, or occurrence).
4. **Break class into approximately six groups** and assign each group a portion of the vocabulary words.
5. Have **students look up** words in the dictionary.
6. After the groups have completed their assignments, have **students give their definitions to the entire class**. If a group's definition is inappropriate for the way in which you will be using the word (i.e., words have multiple meanings), give the correct definition and explain why it is correct and more appropriate than the one the students determined (see *Answer Key*).
7. **Building sentences:** Have students try to use their newly defined words in a sentence.





# MY JOURNEY THROUGH ANCIENT EGYPT

## VOCABULARY



*Student's Name:* \_\_\_\_\_

**amulet** (noun) \_\_\_\_\_

\_\_\_\_\_

**ankh** (noun) \_\_\_\_\_

\_\_\_\_\_

**bitumen** (noun) \_\_\_\_\_

\_\_\_\_\_

**bronze** (noun) \_\_\_\_\_

\_\_\_\_\_

**canopic jar** (noun) \_\_\_\_\_

\_\_\_\_\_

**chariot** (noun) \_\_\_\_\_

\_\_\_\_\_

**deities** (noun) \_\_\_\_\_

\_\_\_\_\_

**dismember** (verb) \_\_\_\_\_

\_\_\_\_\_

**embalm** (verb) \_\_\_\_\_

\_\_\_\_\_

**fertile soil** (noun) \_\_\_\_\_

\_\_\_\_\_



**flail** (noun) \_\_\_\_\_

\_\_\_\_\_

**hieroglyphs** (noun) \_\_\_\_\_

\_\_\_\_\_

**ka** (noun) \_\_\_\_\_

\_\_\_\_\_

**monotheism** (noun) \_\_\_\_\_

\_\_\_\_\_

**mummify** (verb) \_\_\_\_\_

\_\_\_\_\_

**mummy** (noun) \_\_\_\_\_

\_\_\_\_\_

**natron** (noun) \_\_\_\_\_

\_\_\_\_\_

**Nile** (noun) \_\_\_\_\_

\_\_\_\_\_

**pantheon** (noun) \_\_\_\_\_

\_\_\_\_\_

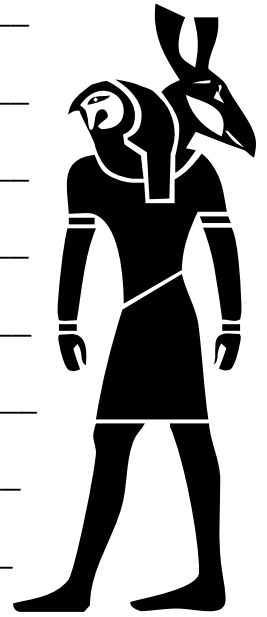
**papyrus** (noun) \_\_\_\_\_

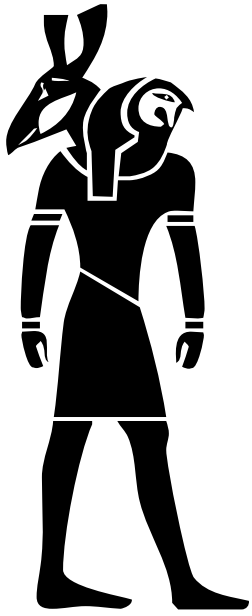
\_\_\_\_\_

**pharaoh** (noun) \_\_\_\_\_

\_\_\_\_\_

**polytheism** (noun) \_\_\_\_\_





**pyramid** (noun) \_\_\_\_\_

\_\_\_\_\_

**resurrect** (verb) \_\_\_\_\_

\_\_\_\_\_

**sarcophagus** (noun) \_\_\_\_\_

\_\_\_\_\_

**scarab** (noun) \_\_\_\_\_

**scepter** (noun) \_\_\_\_\_

\_\_\_\_\_

**stele** (noun) \_\_\_\_\_

\_\_\_\_\_

**scribe** (noun) \_\_\_\_\_

\_\_\_\_\_

**temple** (noun) \_\_\_\_\_

\_\_\_\_\_

**tomb** (noun) \_\_\_\_\_

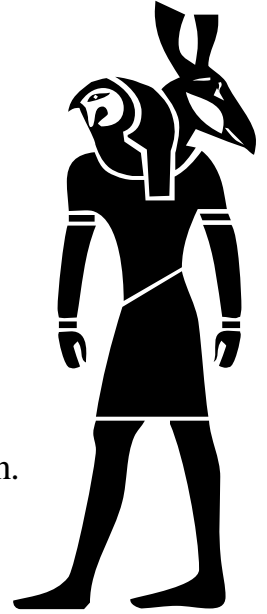
\_\_\_\_\_

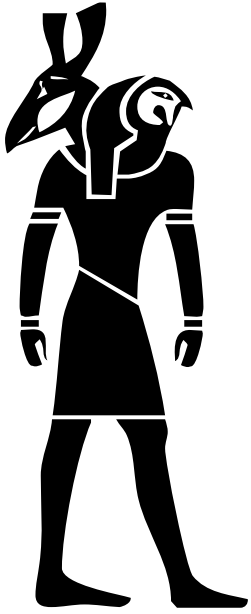
**ushabti** (noun) \_\_\_\_\_

# MY JOURNEY THROUGH ANCIENT EGYPT

## VOCABULARY - TEACHER'S KEY

<b>amulet</b> (noun)	A small object, either worn or carried, which was thought to ward off evil.
<b>ankh</b> (noun)	Cross with a loop at the top, held in the hand of a god as an emblem of power and eternal life.
<b>bitumen</b> (noun)	A black tar-like palm oil, used in some mummification.
<b>bronze</b> (noun)	Alloy of copper and tin. Important metal used for making weapons, domestic utensils, statuary.
<b>canopic jar</b> (noun)	Containers in which were stored the internal organs of a mummy.
<b>chariot</b> (noun)	Wheeled platforms manned by two soldiers and pulled by two horses.
<b>deities</b> (noun)	Gods and goddesses.
<b>dismember</b> (verb)	To separate limb from limb or part from part; cut or pull to pieces.
<b>embalm</b> (verb)	The process of preserving the bodies before burial.
<b>fertile soil</b> (noun)	A soil that is rich in the nutrients that help plants to grow.
<b>flail</b> (noun)	A tool for threshing wheat that separates the grain by beating. Also a symbol of Egyptian rule.
<b>hieroglyphs</b> (noun)	Picture writing invented by Egyptians.
<b>ka</b> (noun)	One of the aspects of a person's immortal spirit, according to ancient Egyptians. They believed it was born with a person and accompanied him throughout life like a kind of twin (double).
<b>monotheism</b> (noun)	The belief that there is only one god.
<b>mummify</b> (verb)	The process of embalming the body; preserving.
<b>mummy</b> (noun)	The embalmed body of a human being or of a sacred animal, such as a cat, crocodile, or ibis.





<b>natron</b> (noun)	Chemical mixture containing mostly salt, used in mummification process.
<b>Nile</b> (noun)	River in Egypt, central to Ancient Egyptian culture.
<b>pantheon</b> (noun)	The deities or heroes of a people, group. Also, a temple dedicated to all gods.
<b>papyrus</b> (noun)	Plant used by Egyptians to make paper.
<b>pharaoh</b> (noun)	Egyptian king.
<b>polytheism</b> (noun)	The belief that there are many gods.
<b>pyramid</b> (noun)	Stone structure with a square base and sloping triangular sides meeting at an apex. Best known in Ancient Egypt as monuments to the pharaohs.

<b>Re</b>	Sun god
<b>resurrect</b> (verb)	Rising from the dead.
<b>sarcophagus</b> (noun)	Stone coffin.
<b>scarab</b> (noun)	Sacred beetle of ancient Egypt.
<b>scepter</b> (noun)	A staff or baton used by ruler as a symbol of power.
<b>scribe</b> (noun)	Person who could write and read.
<b>stele</b> (noun)	Tablet of stone, often elaborately sculptured. (Stela – plural)
<b>temple</b> (noun)	Building for the worship of a god or gods.
<b>tomb</b> (noun)	Burial vault, grave.
<b>ushabti</b> (noun)	Small statues of servants deposited in the tombs in the belief that the deceased will be able to transform them into living workers in the land of the dead.

## DAY 2 TEACHER'S PLANNER

### Objective:

To learn the basics about Ancient Egyptian religion and the names used for some of the gods.

### Skill:

Creative writing.

### Time:

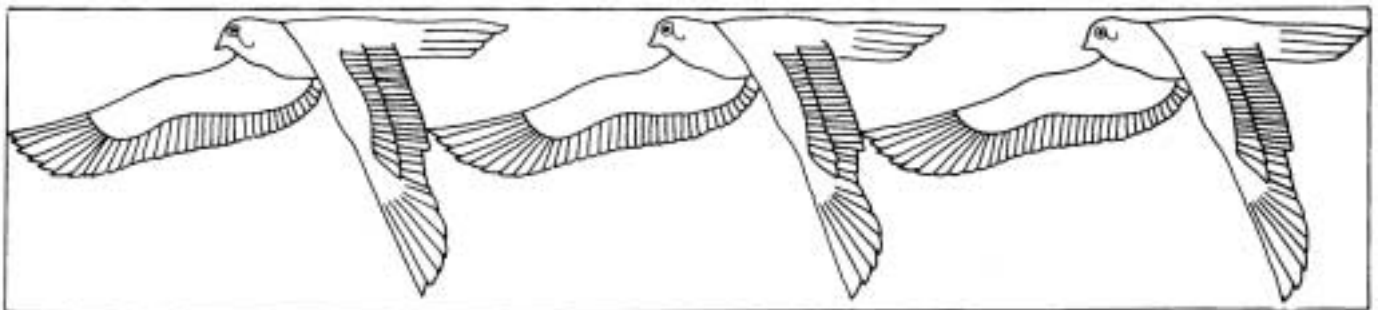
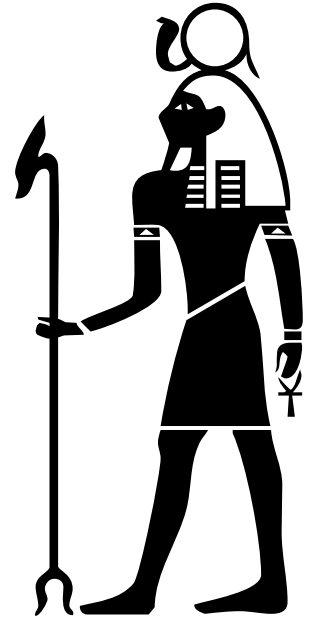
30 to 45 minutes.

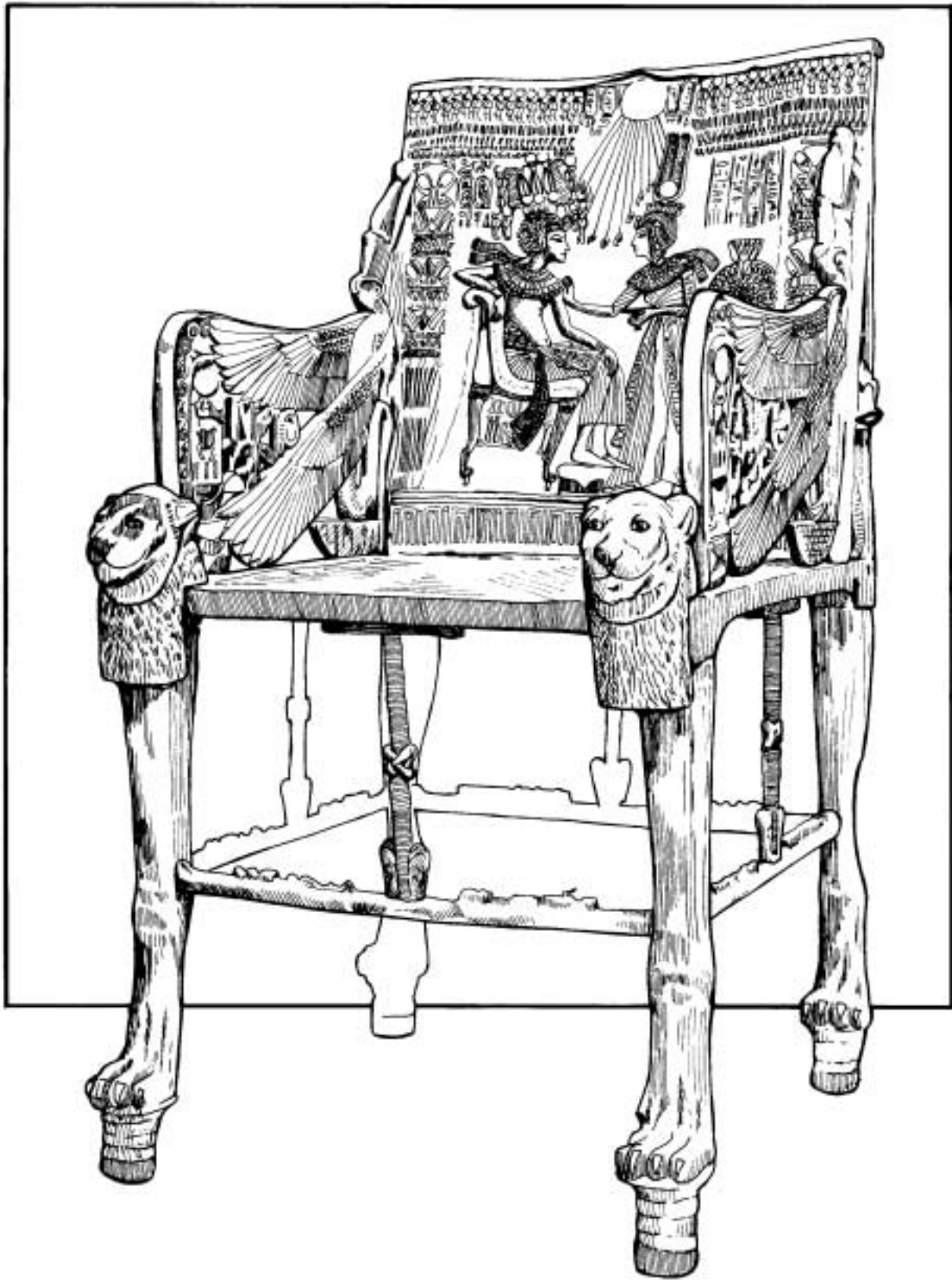
### Materials:

“Gods and Goddesses of Ancient Egypt” sheets.

### Directions:

1. **Distribute** “Gods and Goddesses of Ancient Egypt” sheets.
2. Ask each student to **read out loud** the description of one god or goddess.
3. **Review** names and descriptions of the gods and goddesses to make sure that students understand them properly.
4. Ask students to **write** a short story about one god or goddess. The story should describe what the god or goddess is responsible for.





# GODS AND GODDESSES OF ANCIENT EGYPT

**Amun** A primeval god, the Egyptians interpreted his name as “the hidden one.” As Amun-Re (or Ra) he was identified with the sun god. Known as “King of Gods.” He is associated with the hawk and the ram. His Karnak temple was one of the most glamorous.

**Anubis** The god of the dead and of embalming. He also protected the mummy from evil forces in the night, and conducted the “weighing of the heart” in the Hall of Judgment before Osiris and the forty-two gods. He is associated with the jackal.

**Bastet** The cat goddess worshiped at the city of Bast (Greek Bubastis). She was connected with the moon and in myth became the eye of the moon.

**Bes** A protective spirit who averted evil. His most important attribute was the *sa*, the symbol of protection. Bes was usually portrayed as a dwarf with a huge bearded head, protruding tongue, flat nose, shaggy eyebrows and hair, large projecting ears, long thick arms, and bowed legs.

**Hathor** The name of the goddess means “house of Horus.” She was a sky goddess in earlier times, and she also appeared as a cow, a symbol of fertility. She was also the goddess of dance, music, and love. Hathor was one of the oldest known goddesses of Egypt, symbolizing the great mother or cosmic goddess, who conceived, brought forth, and maintained all life.

**Horus** The most famous of the falcon gods was Horus of Edfu. Horus is associated with the hawk, and may be depicted as a hawk with or without the double crown of Egypt or as a man with a hawk’s head.

**Isis** Daughter of Geb and Nut, sister of Osiris and Set, Osiris’ wife. Isis was more popular than any other goddess in Egyptian history. It was Isis that found the pieces of her brother/husband, Osiris, and put him back together and gave birth to their son Horus. Isis was the goddess of love and magic, and, as the protector of little children, she is associated with motherhood. She is depicted as a woman with a throne on her head.







**Maat** The goddess Maat was the personification of the basic laws of all existence; she embodied the concepts of law, truth, justice, and world order. In the Hall of Judgment at the “weighing of the heart,” the heart of the deceased was placed on the scales of justice balanced against the feather of Maat, symbol of Truth. She was usually depicted as a woman with an ostrich feather on her head.

**Nut** Nut was the daughter of the air god, Shu, and sister and wife of Geb. She was the personification of the vault of heaven and the Milky Way. Nut was considered to be a protector of the dead and at times was depicted as a cow.

**Osiris** The most well known figure in Egyptian history, he was the King of the Kingdom of Light, the Lord of the Underworld.

He was a god of agriculture, resurrection, and of eternal life. Osiris had many titles including *Wennefer*, i.e., “the perfect one.” His brother Set envied his popularity and murdered him, dismembered him, and scattered the pieces throughout the Nile Valley. His sister, Isis, found the pieces and through magic conceived their son Horus. Osiris then became the god of the Netherworld. Osiris is usually depicted as a mummified man.

**Sekhmet** Lioness-headed goddess of war and of the desert. The ancient Egyptians called her “the mighty one.” She was the protector of the king whenever he went into battle, and conversely, she was also a goddess of healing.

**Sobek** Crocodile-headed god of the river Nile. The ancient Egyptians believed that the waters from the river Nile came from his sweat.

**Thoth** The ancient Egyptians called this god *Djehuty*. The ibis bird and the baboon were associated with Thoth. Thoth was “lord of the moon,” “the lord of time,” and “recorder of years.” As the god who invented writing, he was the protector of scribes. As a protector of Osiris, he also became a helper of the dead.

## DAY 3 TEACHER'S PLANNER

### Objective:

To learn basics about the earliest Egyptian history.

### Skill:

Geography.

### Time:

30 to 45 minutes.

### Materials:

1. Predynastic period description sheet.
2. World atlas.
3. Pencils, colored pencils.
4. Paper.

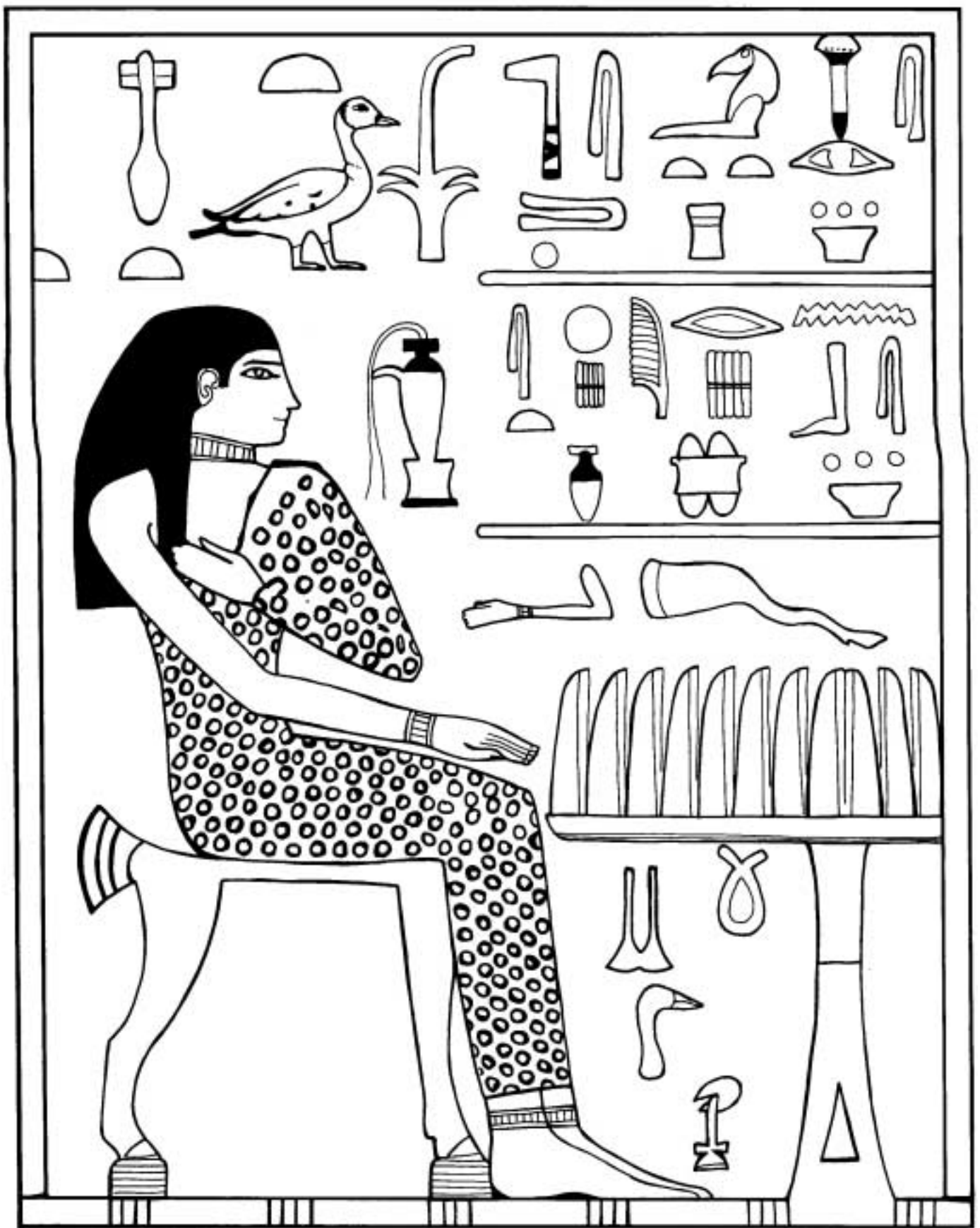


### Directions:

1. **Read** to students the description of the Predynastic period.
2. Ask students to **find** Egypt on the map in the world atlas.
3. Ask students to **draw** the borders of Egypt on the sheets of paper.
4. Ask students to **draw** the Nile River and mark Upper and Lower Egypt.
5. Ask students to **mark** cities like: Cairo, Alexandria, Thebes (Luxor), Giza, Saqqara, Abu Simbel.
6. Ask students to **identify** the neighbors of modern Egypt.

.





## PREDYNASTIC PERIOD

**Origins:** Predynastic Egypt, 5000-3000 B.C.

Egypt's long prehistory prior to 3100 B.C. is revealed mostly through preliterate archaeological remains such as ceramics, stonework, jewelry, weapons, and skeletal remains from early cemeteries.

The environment in northeast Africa changed significantly between 8000 and 2500 B.C. from a more temperate climate with grasslands and some rainfall to the mostly arid desert environment we see today.

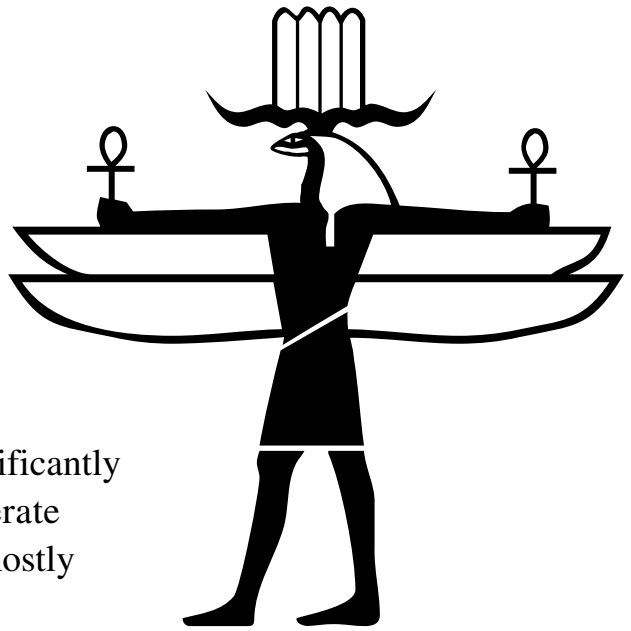
The earliest signs of civilization appear in southern Egypt and the northern Sudan between 12,000-10,000 B.C. in the form of used flint-inlayed sickles, but this culture does not appear to have been entirely successful.

*Two elements of Predynastic history are particularly important:*

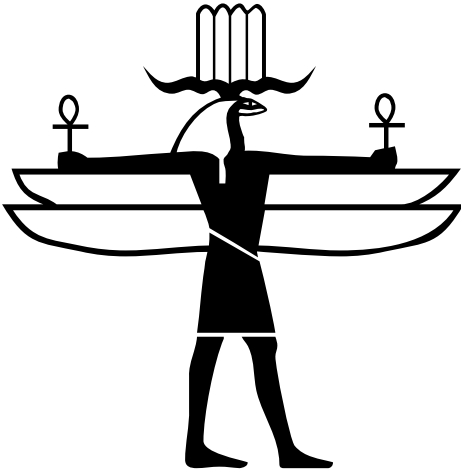
First, from 4000 to 3000 B.C. technologies developed at an extraordinary pace, inspiring trade and competition, eventually leading to the introduction of written language and monumental architecture (c. 3500-3200 B.C.). After 3500 B.C. there was extensive trade and communication all along the Nile and north to the coast of Palestine and south into Nubia (Sudan). Trade also took place with Mesopotamia (modern Iraq).

Second, strong political centers arose in **Upper** and **Lower Egypt** and competed for military power and territory, leading eventually to local kingships and wars to unify the land under one house (Pharaoh). The earliest formal scenes of royal conflict and ceremony appear on votive offerings from Upper Egypt which were shown in temples and decorated tombs.

It was **Narmer**, the local ruler of Nekhen, who conquered Lower Egypt and united the Two Lands, thus beginning the **First Dynasty**. In the first two dynasties, sometimes called the *Early Dynastic Period*, from 3000-2800 B.C., most of the typical characteristics of Ancient Egyptian culture were formalized, including language, architecture, art styles, administrative organization, calendar, weights and measures, and major public royal activities. Significant remains in all these areas have allowed archaeologists to piece together a good part of this intriguing puzzle.



## DAY 4 TEACHER'S PLANNER



**Objective:**

To learn the basics about the Old Kingdom period.

**Skill:**

Art, math.

**Time:**

30 to 45 minutes.

**Materials:**

1. Old Kingdom description sheet.
2. Heavyweight paper.
3. Scissors.
4. Ruler.
5. Pencils, colored pencils, colored paper.
6. Glue.

**Directions:**

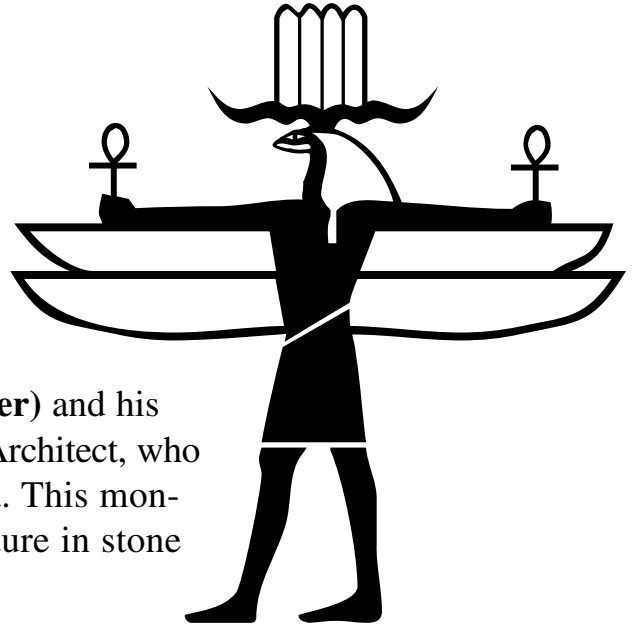
1. **Read** to students description of the Old Kingdom period.
2. **Distribute** heavyweight paper, rulers, scissors, pencils, etc.
3. Ask students to **design** and **build** their own pyramid.
4. Ask students to **decorate** the outside of the pyramid, and glue it together.

# OLD KINGDOM

The Old Kingdom, 3rd to 6th Dynasties  
(c. 2750-2160 B.C.)

After the tumultuous growth of the preceding centuries, the Old Kingdom, beginning with the *Third Dynasty*, was a period of balance and building.

It was dominated by the famous **King Zoser (Djoser)** and his Prime Minister **Imhotep**, the Chief Councilor and Architect, who constructed the **Step Pyramid** complex at Saqqara. This monument represented the first great work of architecture in stone (c. 2700 B.C.).



During this time the first large temple to the sun god Ra was built at Heliopolis. Quarrying expeditions were sent to the Sinai for copper and turquoise and to Nubia in the south for gold, incense, ivory, and ebony.

The *Fourth Dynasty* (c. 2675-2550 B.C.) was the great age of the pyramid builders, Sneferu, Khufu, Khafre, and Menkaure (pyramids on Giza plateau). They ruled through a powerful and extensive centralized government, managed by members of their immediate family. This can be clearly seen at Giza with its massive pyramids, great temple complexes, and the huge city of the dead for the members of the royal family and administration.

During the *Fifth Dynasty* (c. 2550-2425 B.C.) the royal pyramids lessened in size while the temple complexes and symbolic decoration of the tombs increased in importance. Also during this time the royal family's power monopoly was lost, with some of it going to provincial officials in more remote regions. The sun god Ra became dominant.

In the *Sixth Dynasty* (c. 2425-2150 B.C.) the administrative and social systems became decentralized as the culture grew in size and complexity. This, combined with environmental instability (low Nile floods), broke the unifying power of the central government and resulted in a return to independent city-state competition for dwindling resources and made Egyptians vulnerable to outside attack. At this time the first great **rock-cut tombs** appeared near the provincial capitals, even as far away as Aswan.

The Old Kingdom ended with the Sixth Dynasty. The First Intermediate Period followed, a time of uncertainty and troubles during the Seventh to Eleventh Dynasties from approximately 2150-1990 B.C. After this, the Middle Kingdom Period emerged.

# DAY 5 TEACHER'S PLANNER

## Objective:

1. To learn the basics about the Middle Kingdom period.
2. To refresh vocabulary words.

## Skill:

Vocabulary, language use.

## Time:

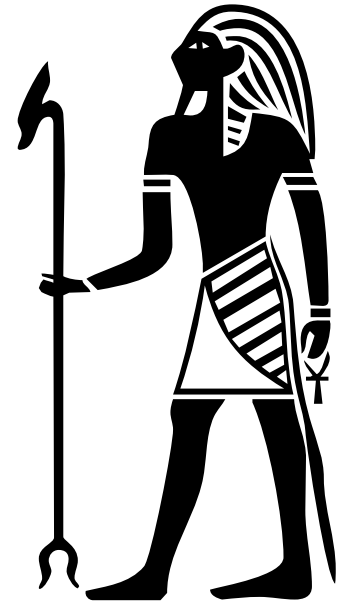
30 to 45 minutes.

## Materials:

1. Middle Kingdom description sheet.
2. "Crossword Puzzle" activity sheet.
3. Pencils.

## Directions:

1. **Distribute** the "Crossword Puzzle" activity sheet.
2. Have students try to **complete** the puzzle without using their vocabulary sheets. If they need to refer to their vocabulary sheets, ask them to do so only after they have tried working on the puzzle without it.
3. After students have finished, **discuss the answer** to the questions.
4. Ask students to **create** their own crosswords at home (no more than ten words), write the descriptions of the words which are in the crossword puzzle.



# MIDDLE KINGDOM

The Middle Kingdom, 11th to 13th Dynasties (c. 1990-1750 B.C.)

After the upheavals of the First Intermediate Period (between Old Kingdom and Middle Kingdom), Egypt went through an actual and symbolic reunification as at the beginning of the Predynastic period. This time it was a ruler from Thebes in Upper Egypt, named **Mentuhotep**, who reunited the country. The *Eleventh Dynasty* was a time of political reconciliation and agricultural reorganization. Thebes became the greatest city in the land.

With the beginning of the *Twelfth Dynasty* (1975-1800 B.C.)

the quality of life and high aesthetic levels of the Old Kingdom was retained, and its six great kings (Amenemhat I, Amenemhat II, Amenemhat III and Senwosret I, Senwosret II, Senwosret III), instituted some remarkable policies including:

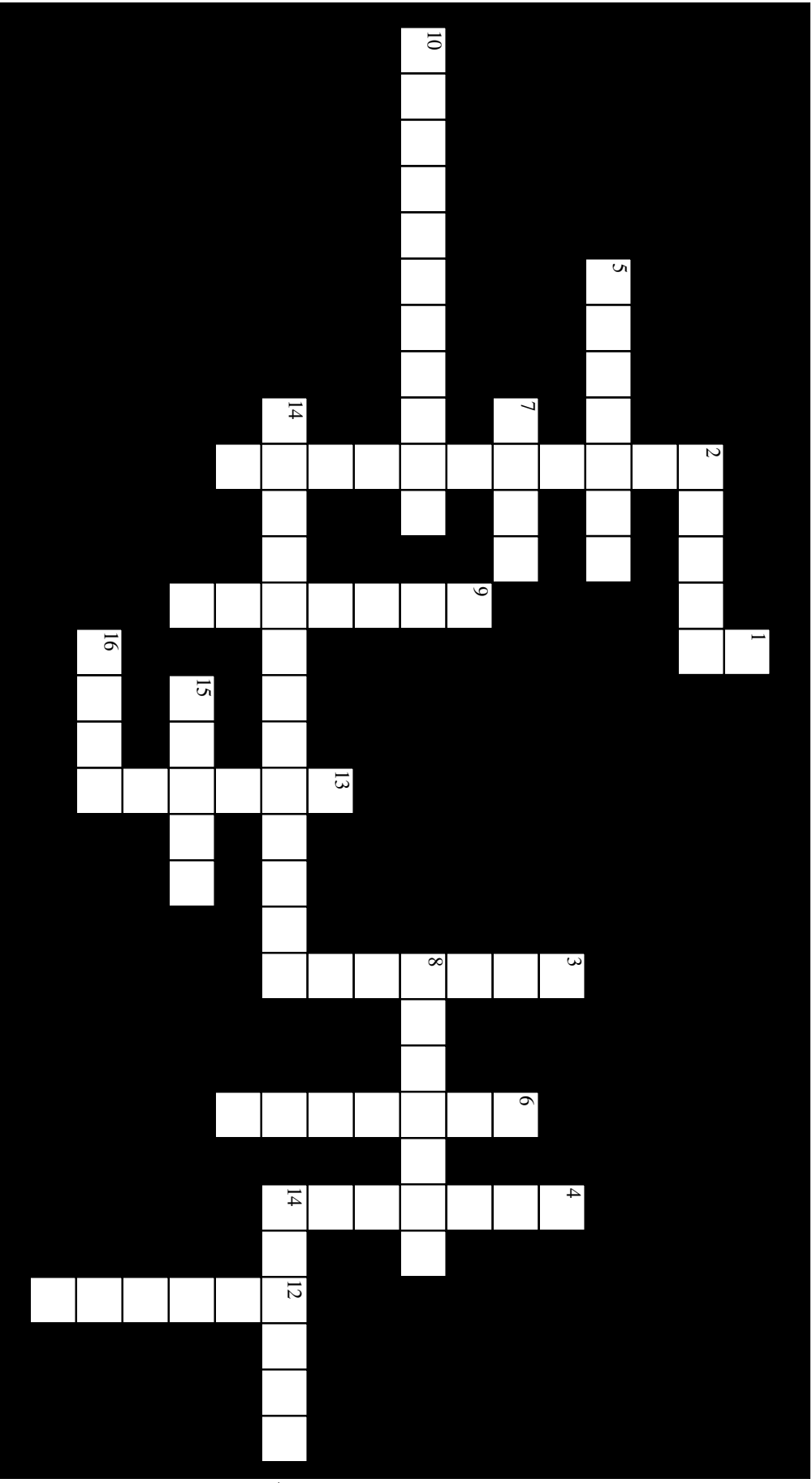
- Creating a new capital in the Memphite region.
- Instituting a formal program of regencies between kings and sons, lasting several years.
- Implementing agricultural reforms and reclaiming extensive lands in the Fayum oasis.
- Developing an extensive series of fortifications at the Second Cataract and Suez Canal regions.
- Formally developing a body of didactic, instructional literature for bureaucrats.

These powerful kings ruled for long periods of time, usually 30 to 50 years, and built Old Kingdom style pyramid complexes near their capital or home city, but from mud brick instead of stone. Eventually their power also became decentralized, and the tendency towards provincialism brought about the decay of the central authority. The Hyksos, a group of people speaking a Semitic language, moved into the Delta from the area of modern Israel. They became the rulers of parts of Egypt after royal authority collapsed.

The Egyptian language became widely used in nonmagical contexts, such as fictional stories, letters, and wisdom literature





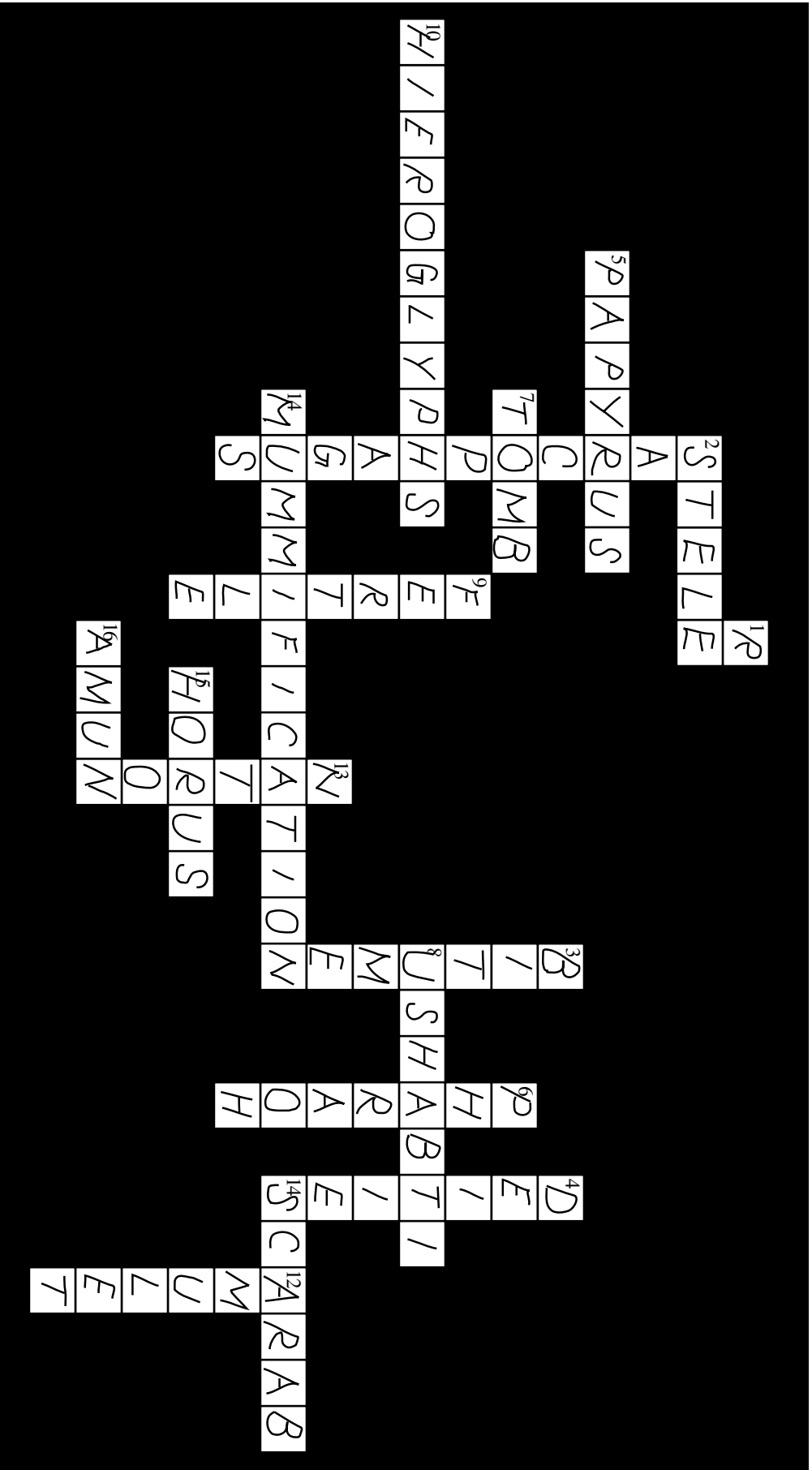


**Across**

- 2. Tablets of stone
- 5. Egyptian paper
- 7. Resting place for the mummy
- 8. Statues of servants deposited in the tombs
- 10. Egyptian letter
- 11. Egyptian beetle
- 14. Process of preparing a mummy
- 15. Osiris' son, god with a hawk head
- 16. God from the Karnak temple

**Down**

- 1. Name of Sun god
- 2. Stone outer coffin
- 3. Thick palm oil used for mummification
- 4. Gods or goddesses
- 6. Another word for "Egyptian King"
- 9. Abundantly productive, fruitful
- 12. Good luck charm
- 13. Salt used in mummification process



## DAY 6 TEACHER'S PLANNER

### Objective:

To learn the basics about the New Kingdom period.

### Skill:

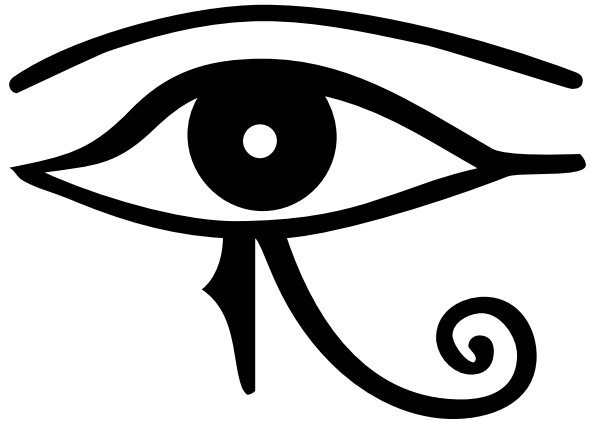
Creative writing, art.

### Time:

45 to 60 minutes.

### Materials:

1. New Kingdom description sheet.
2. Self-hardening clay.
3. Sharp pencil.
4. Paints.
5. Mummification process description.



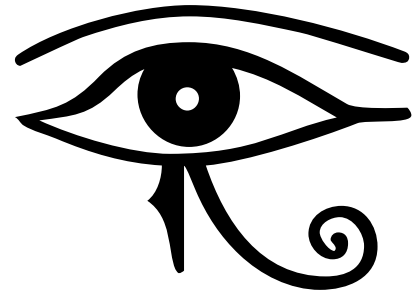
### Directions:

1. **Read** to students description of the mummification process.
2. **Explain** to the students the importance of preserving the body for Egyptians.
3. Ask students to **make** a clay pot:
  - \* Knead the clay until it is easily worked. Make a flat, round base for your pot. Score the rim of the base with a pencil so the clay will stick properly. Keep the remaining clay in a ball so it does not dry out.
  - \* Take some clay from the ball and roll out two long coils of the same thickness.
  - \* Use the coils to build up the sides of the pot. Make a third coil before using the second, and so on, to ensure they are all the same length. Score the top of every coil as you go.
  - \* When you have completed your pot, smooth the outside and inside for a perfect finish. Add a rim and two handles. Then allow to dry according to the directions on the package.
  - \* Paint your pot dark red to look like terra cotta from the Nile Valley as in Predynastic Period.
4. Ask students to **write** an essay about what they would take to their tomb that would be necessary for them in the afterlife. Draw a picture showing some of the items.

## NEW KINGDOM

The New Kingdom, 18th to 20th Dynasties (c. 1650-1085 B.C.)

Soon after 1580 B.C., the Egyptian princes of Thebes succeeded in expelling the Hyksos (“Rulers of Foreign Lands”) and liberating the country, opening the period of Egyptian history known as “The Empire.”



Once again there was a reunification, and the pharaohs consciously revived the traditions of the early 12th Dynasty. Art regained the traditional aesthetic it had possessed in the time of King Senwosret I.

For almost 500 years the country, enriched by victorious wars (the Thutmosid and Ramesside Campaigns), was to enjoy a period of prosperity and building activity unmatched in its history. Innumerable stone temples and rock-cut tombs were built, many of which are still around today.

*The 18th Dynasty* (c. 1580-1315 B.C.)

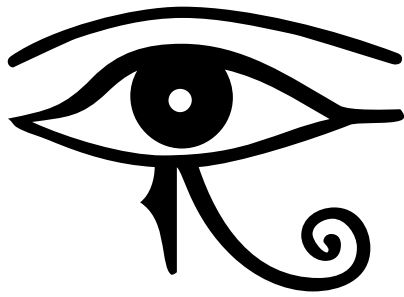
Egypt was freed from the Hyksos by Ahmose, ruler of Thebes. Under his leadership, his victorious military campaigns resulted in the extension of Egypt’s borders northwards across the whole of Palestine and part of Syria as far as the Euphrates and Orontes rivers, and southwards along the Nile to the Fourth Cataract more than 500 miles south of Aswan.

All the early kings of the dynasty up to Amenhotep III played some part in these wars. Military operations were lessened during the reign of **Queen Hatshepsut**, wife and half-sister of Thutmose II, who was appointed regent during the minority of her nephew, **Thutmose III**.

In fact, she proclaimed herself pharaoh and reigned for twenty-two years in his stead. She can be seen in the temple reliefs, dressed as a man and not as a woman, fulfilling the responsibilities before her ancestral gods. She chose to focus on the internal development of Egypt instead. After her death, Thutmose III resumed the military policies of his ancestors and became a renowned warrior.

During the reign of his grandson, Amenhotep III, a profound cultural change came into being, extending the ideas of the divinity of the king, at least partly in response to the greatly increased power and wealth of the priesthood of Amun at Karnak Temple which began to interfere with the activities of the Royal House. His son **Amenhotep IV** (Akhenaten) carried to its extreme limits the theological doctrine of the divine nature of the kingship.





He appointed himself sole high priest of a new **monotheistic** faith which saw in the physical sun disk the only divine power which the Egyptians should worship as their unique creator.

The names of most of the other gods were removed from monuments. The court left Thebes, the city of Amun, and took up residence in the newly created capital of Akhetaten (El Amarna) in Middle Egypt near Hermopolis. In the fields of art, sculpture, architecture, and literature there was new-found freedom from the old traditions. Images became more naturalistic and architectural forms related more to human needs.

This period lasted only twenty years or so. The new town of Akhetaten was abandoned in the time of the young **Tutankhamen**, the name of Akhenaten was obliterated, and the old gods were restored to their former state. Everything went back to the **polytheistic** beliefs of prior periods.

### ***19th and 20th Dynasties*** (c.1315-1085 B.C.)

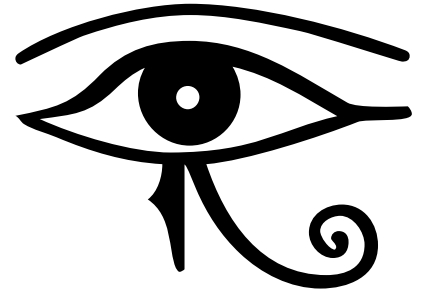
When the dynasties changed, the throne passed to able military leaders, first to Horemheb, Prime Minister of Tutankhamen, then to Sety I and eventually to Rameses II (the Great). The Egyptian armies again marched to Palestine and Syria to consolidate the weakened empire which was now threatened by the Hittites, a more powerful enemy than Thutmose III had confronted.

The climax of this period was the long reign of Rameses II, which lasted 67 years. This king built more monuments that have survived than any other pharaoh. Even though Rameses had more than 100 children he still outlived his thirteen eldest sons. Following Rameses II there were nine more kings named Rameses, most of whom ruled no more than a few years.

Soon after his death the country was attacked by a large confederation of dispossessed peoples from the eastern Mediterranean called “**The Sea Peoples.**” Merneptah and Rameses III successfully warded off the danger in about 1185 B.C. and helped Egypt to regain part of its glory and its empire.

In the following period, in the reigns of Rameses IV to XI, there is documentary evidence that Egypt suffered from severe economic difficulties, including inflation and famine, and political setbacks such as the robbery of the tombs in the Valley of the Kings, strikes, and administrative and judicial scandals.

Countless foreigners, including a large proportion of people from the East, settled on the banks of the Nile as farmers, prisoners of war, or political refugees.



The victories of this period resulted in the capture or recapture of rich Syrian cities together with some of their inhabitants and herds, and the imposition of an annual tribute payable by towns which sought the protection of Egypt against their enemies. This wealth poured into the royal treasury and into officials' pockets.

The chief beneficiaries of these victories, however, were the gods who had given the pharaoh the power to conquer. Indeed, the chief feature of the New Kingdom was the economic growth of the temples. Gifts of land increased along with the number of buildings.

This society of prosperous, learned scribes for whom "a book is better than a painted stele or a wall covered with inscriptions," took inspiration from the texts of the Middle Kingdom.

The New Kingdom ended in crisis with the country splitting into two lands, one in the south ruled by the high priests of Amun at Thebes and the other a dynasty of weak kings at Tanis in the eastern Delta (10th century B.C.).

### ***Late Period*** (712-332 B.C.)

After the Third Intermediate period, Egypt was unified again under a combined Nubian and Egyptian kingship. However, most of the power lay with local families in Thebes. For instance, the priest Mentuemhat was called "the prince of the City," and his tomb was on a grander scale than any New Kingdom tomb.

Egypt was attacked by the only other strong state in its area, Assyria, in 674 B.C. Lower Egypt was taken. Fighting continued for some time, but by 653 B.C. Egypt had its independence again under the Cushite kings. The 25th Dynasty was wealthy, and its prosperity continued into the 26th Dynasty.

Egypt was invaded again, this time by the Persians, in 525 B.C. Persian rule was cruel, and was only tolerated until the Egyptians found strength to drive them out. When the Greeks defeated the Persians in the Battle of Marathon in 490 B.C., the Egyptians began their eighty-year resistance. The entire country was freed from Persian rule by 400 B.C.

Persia continued to attack Egypt, however, and in 343 B.C. the country belonged to the Persians again. Persian rule was so harsh and brutal that the people of Egypt were willing to accept alternatives. In 332 B.C., the young Macedonian-Greek King Alexander the Great defeated the Persians and became ruler of Egypt, having himself declared king. This began the Hellenistic Period of Egyptian history.



# DAY 7 TEACHER'S PLANNER



## Objective:

To learn basics about the Ptolemaic period.

## Skills:

Creative problem solving, language.

## Time:

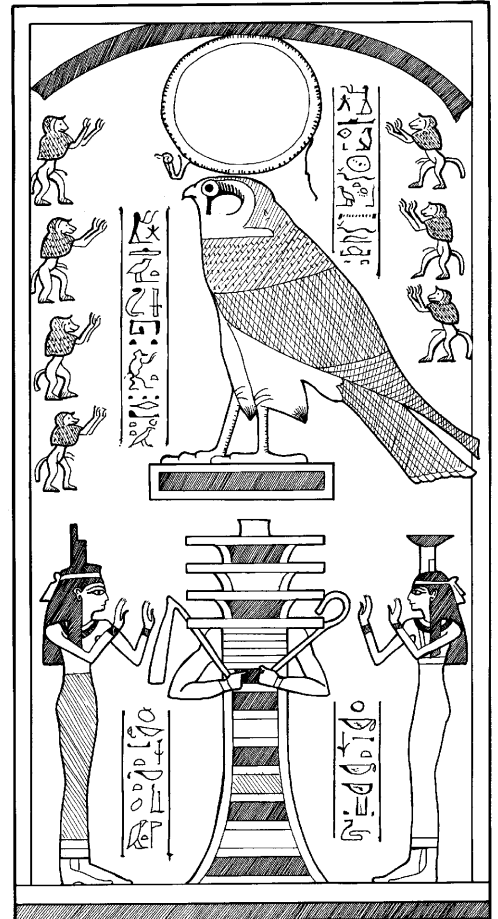
45 to 60 minutes.

## Materials:

Ptolemaic period description sheet.

## Directions:

1. **Explain** to students importance of Rosetta Stone.
2. Ask students to **write** a message in their own code.
3. Ask students to **exchange** their messages and then to figure out the code.





## PTOLEMAIC PERIOD

Ptolemaic Period (332-30 B.C.) The Transformation of Ancient Egypt.

Egypt was conquered by Alexander the Great in 332 B.C. Yet the culture of Ancient Egypt—its language, religion, art, and customs—continued to flourish for many centuries. Only very gradually did it transform itself into a new culture, that of Greco-Roman and Coptic Egypt.

Alexander's general, **Ptolemy**, founded a new dynasty, whose rulers always spoke Greek, not Egyptian, as their first language. Their capital was at Alexandria, the new international trading center at the western tip of the Delta.

The Ptolemaic dynasty was responsible for a long period of prosperity and expansion abroad. Many remarkable agricultural and economic innovations occurred, including increasing the number of yearly crop harvests from an average of two to three bumper crops per year.

Many purely Greek settlements and trading cities were built, which were connected by the Silk Route to Syria, Persia, India, China, and Japan. Egypt also increasingly experienced rebellion from the native Egyptians, due to the hardships imposed on them from outside.

This situation ended with the self-inflicted death of the famous **Cleopatra VII** (30 B.C.) when Egypt officially became part of the Roman Empire. However, it was Cleopatra's martyrdom that inspired most Egyptians to adhere to their traditional ways for almost another 500 years.

The history of Egypt does not end with Cleopatra, of course. For the next 600 years, Egypt was the leading scientific, cultural, and religious province of the Roman Empire, ruled first from Rome (30 B.C.-ca. A.D. 320) and then from Constantinople (ca. A.D. 320-642). During this Roman and Byzantine Period, Egyptian culture and language interacted with the Greco-Roman world and evolved into the form we call "Coptic," from the same root as the word "Egypt." By the middle of the seventh century, the majority of Egyptians were Coptic Christians. The Coptic language is native Egyptian written in Greek letters (with some adaptations).

In A.D. 642, forces from the Arabian Peninsula took control of Egypt, and a new faith came to this ancient land, that of Islam. For the ensuing centuries, the Coptic Christian and Arabic Muslim languages, cultures, and faiths lived together in Egypt. It was not until the 12th or 13th centuries that the majority of Egyptians began to speak Arabic as their first language, with Coptic still used today in some places. The great Muslim Empires—from the Umayyad Caliphate to the Ottoman Empire—ruled over Egypt for almost 1200 years, until Europeans—first the French, and then the British—invaded in the late 18th and early 19th centuries.

After a little more than a century of European rule, Egypt gradually regained its sovereignty, first as a Kingdom within the British Commonwealth in 1922, and finally as the independent Arab Republic of Egypt in 1953. Today modern Egyptians of all faiths and traditions highly value their ancient legacy of history, while embracing a future of peace, prosperity, and democratic independence as part of the family of nations.



## DAY 8 TEACHER'S PLANNER

### Objective:

To refresh the knowledge about the main periods in history of Ancient Egypt.

### Time:

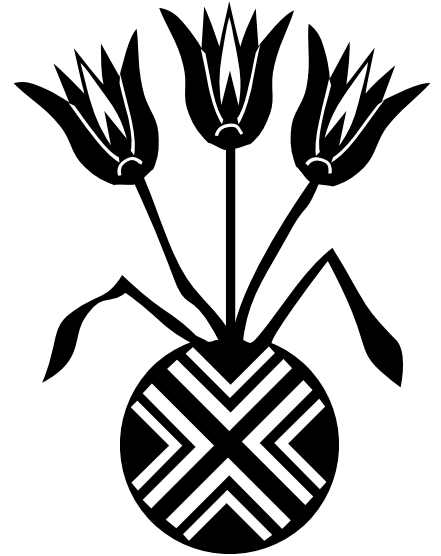
30 to 45 minutes.

### Materials:

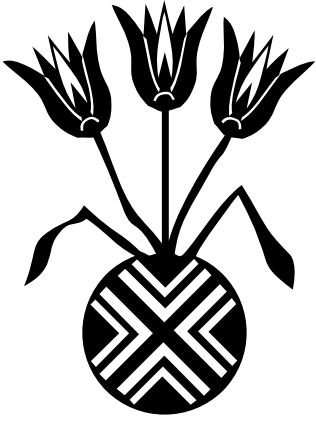
True / False test.

### Directions:

1. **Distribute** the test sheets.
2. **Discuss** the results with the class, making sure that all students understand why the answer is True or False.



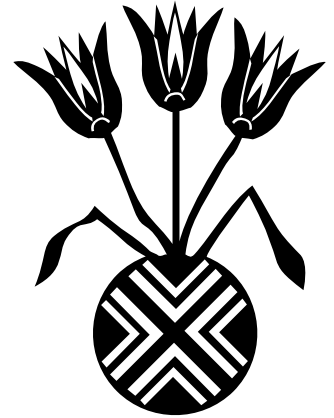
## TRUE / FALSE TEST



*Student's Name:* \_\_\_\_\_

1. Egypt is a country in the northern part of Africa. . . . . T / F
2. Egypt shares its western border with Russia. . . . . T / F
3. The predynastic period of Egyptian history starts at 20,000 B.C. . . . . T / F
4. During the Predynastic period the most typical characteristics of Ancient Egypt—its language, architecture, art style, weights and measures—were formed. . . . . T / F
5. Amun was the name of the first pharaoh. . . . . T / F
6. Osiris was the god of dance, music, and love. . . . . T / F
7. A sarcophagus is a stone outer coffin. . . . . T / F
8. Living servants were placed in the tombs with the masters. . . . . T / F
9. Egyptians wore amulets as good luck charms. . . . . T / F
10. Natron was a type of salt used for mummification. . . . . T / F
11. The three most famous pyramids are in Giza. . . . . T / F
12. The Step Pyramid was built underwater in Alexandria. . . . . T / F
13. Fayum is a name of an oasis. . . . . T / F
14. Queen Hatshepsut was the first woman to pronounce herself a pharaoh. . . . . T / F
15. Akhenaten wanted to establish polytheism. . . . . T / F
16. Rameses II was one of the longest ruling pharaohs. . . . . T / F
17. Alexandria was established by Alexander the Great. . . . . T / F
18. Alexander's general, Ptolemy, founded a new dynasty. . . . . T / F
19. Cleopatra was the last pharaoh of Egypt. . . . . T / F
20. The Nile is a river in Egypt. . . . . T / F

# TRUE / FALSE TEST ANSWER SHEET



1. Egypt is a country in the northern part of Africa. . . . . T
2. Egypt shares its western border with Russia. . . . . F
3. The predynastic period  
of Egyptian history starts at 20,000 B.C. . . . . T
4. During the Predynastic period the most typical characteristics  
of Ancient Egypt—its language, architecture, art style, weights  
and measures—were formed. . . . . T
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15. Akhenaten wanted to establish polytheism . . . . . F
16. Rameses II was one of the longest ruling pharaohs. . . . . T
17. Alexandria was established by Alexander the Great. . . . . T
18. Alexander's general, Ptolemy, founded a new dynasty. . . . . T
19. Cleopatra was the last pharaoh of Egypt. . . . . T
20. The Nile is a river in Egypt. . . . . T