# Egypt

## STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

### HSIE

CUS2.4 - Describes people's interactions with environments and identifies responsible ways of interacting with environments

**Student Activity:**
Read 'I read it in the book of the dead' [http://cwd.uchicago.edu/Public/botdindex.html](http://cwd.uchicago.edu/Public/botdindex.html) as a class to get a full insight into the mummification process.

Have students play 'The mummy game' [http://oi.uchicago.edu/OI/MUS/ED/mummy.html](http://oi.uchicago.edu/OI/MUS/ED/mummy.html)

### Visual Arts

VAS2.4 - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

**Student Activity:**
Students look and appreciate the many forms of clay pot in ancient Egypt.
Students make a clay pot that could have existed in Ancient Egypt.

1. Demonstrate to students the two simple methods to work with clay. Making a pinch pot or a coiled pot.
2. Allow students to express themselves through their piece of art whilst being inspired by Ancient Egypt.
3. Leave the clay pots to dry out and get them fired. Display pots in the classroom.

**Resources:**

Using Google images you will find many examples to add to these two.

VAS2.2 - Uses the forms to suggest the qualities of subject matter

**Student Activity:**
Research and the compare the life of a child in Ancient Egypt compared to a child of the modern world.
On an A4 page folded in half, make one column for today and one column Ancient Egypt times.
Compare the two lives. Is it more fun today or in Ancient Egyptian times?
Why?
Create a painting that depicts two children, one from Ancient Egypt times and one from modern day.
Mathematics

MA2-4MG - Makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features

**Student Activity:**
Find a few different online images of Egyptian pyramids.
Pick one of them and use it to develop a piece of artwork.
Carefully draw an outline of your pyramid picture. Use collage to develop the artwork.
Measure the length of each side and the height of each of your pyramids.
Now use clay or dough to reconstruct your 2D collage, using the exact cm measurements, to make a 3D presentation of your pyramids.

MA2-17MG - Uses simple maps and grids to represent position and follow routes, including using compass directions

**Student Activity:**
Direct students to the website below.
In pairs, students pose map related questions for each other, eg: “name a town in the grid of 32°E and 30°N.”
Students should ask each other to follow routes and use compass directions as well.

**Resources:**
http://www.mapsofworld.com/egypt/
Name:

1. What are hieroglyphics?

2. Visit the website: [www.hieroglyphs.net](http://www.hieroglyphs.net) Look up the words in the following table and draw the hieroglyphics.

<table>
<thead>
<tr>
<th>English</th>
<th>Hieroglyphics</th>
<th>English</th>
<th>Hieroglyphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td>Man</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td></td>
<td>Things</td>
<td></td>
</tr>
<tr>
<td>People</td>
<td></td>
<td>Woman</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td>Life</td>
<td></td>
</tr>
<tr>
<td>Child</td>
<td></td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td>Night</td>
<td></td>
</tr>
<tr>
<td>Hand</td>
<td></td>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td></td>
<td>Month</td>
<td></td>
</tr>
</tbody>
</table>

3. Write down five words here and see if you can find the hieroglyphics for each word. If there are no hieroglyphics, explain why you think that is so.


Egypt

STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Visual Arts

VAS3.2 - Makes artworks for different audiences assembling materials in a variety of ways

Resources:
For a bit of fun you can show this Youtube clip: http://www.youtube.com/watch?v=bgyjoaPUXAI. Use this website http://www.artyfactory.com/egyptian_art/egyptian_hieroglyphs/hieroglyphs.htm to show students some examples of hieroglyphs.

Student Activity:
Class discussion:
What are these pictures saying?
Where would you find a language like this?
Students use this website to determine how to spell their name.
On large pieces of paper, paint names in hieroglyphics and display around the classroom.

VAS3.4 - Communicates about the ways in which subject matter is represented in artworks

Resources:
Study briefly the art of Ancient Egypt here: http://griffinworldgeo.edublogs.org/2014/01/12/1927/. Look at other examples of art work from Ancient Egypt.

Student Activity:
Students write a report on the way subject matter was represented in the pieces of art of the time.

Mathematics

MA3-14MG - Identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views

The first Egyptian pyramid, the Step Pyramid, was built around 2700 BCE, nearly 5000 years ago!
The ancient Egyptians did not simply build a pyramid, bury a pharaoh, and walk away. A whole city grew up around a pyramid during its construction. These cities were called pyramid cities.

Student Activity:
In pairs, students sketch and construct their own small pyramid city. Name each pyramid and document its’ properties as part of the city construction.
## EGYPT
### STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

**Mathematics**

MA3-17MG - Locates and describes position on maps using a grid-reference system

**Resources:**
Print the following map of Ancient Egypt: [http://www.probertencyclopaedia.com/photolib/maps/Map_of_Aegyptus_(Ancient_Egypt)_1900.htm](http://www.probertencyclopaedia.com/photolib/maps/Map_of_Aegyptus_(Ancient_Egypt)_1900.htm)

**Student Activity:**
Ask students to locate and describe places positioned on the map, using grid-references.

**HSIE**

CUS3.4 - Examines how cultures change through interactions with other cultures and the environment

**Resources:**
Study the types of games that children played in Ancient Egypt. [http://www.reshafim.org.il/ad/egypt/timelines/topics/games.htm](http://www.reshafim.org.il/ad/egypt/timelines/topics/games.htm)

**Student Activity:**
Pick two of the games and write an information report on each one, comparing and contrasting how games have changed since then.
1. Write a report that describes what happened when a pharaoh died.

2. Draw a picture of part of this process of mumification:
Certificate of Achievement

Congratulations

on completing your studies of EGYPT
From “Enquiring Minds”.
You are well on your way to becoming an ARCHAEOLOGIST RESEARCHER

Signed __________________________ Dated __________________________

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
## Egypt

### STAGE 4 SUGGESTED CLASSROOM ACTIVITIES

#### History

<table>
<thead>
<tr>
<th>HT4-1 - Describes the nature of history and archaeology and explains their contribution to an understanding of the past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activity:</strong> Students use the video as a starting point to learn more about hieroglyphs. Use the link below for more information. They are then to create their own poster by spelling out their name in hieroglyphics.</td>
</tr>
<tr>
<td><strong>Resource:</strong> <a href="http://www.fi.edu/learn/tut/5-8/tut_print_5-8_hiero.pdf">http://www.fi.edu/learn/tut/5-8/tut_print_5-8_hiero.pdf</a></td>
</tr>
<tr>
<td><strong>Student Activity:</strong> After viewing the video, students look more into the process of mummification using the website below. They are then to create a comic detailing the steps taken to mummify a body. If they wish they could also try their hand at their own mumification by putting half an apple in a sandwich bag of salt.</td>
</tr>
<tr>
<td>HT 4-6 - Uses evidence from sources to support historical narratives and explanations</td>
</tr>
<tr>
<td><strong>Student Activity:</strong> Students assume the roles of geographer, builder, architect, artist, scribe, and cultural adviser in order to research, plan, and present a PowerPoint presentation to the pharaoh. In the presentations before the pharaoh, each student will propose:</td>
</tr>
<tr>
<td>• A location in ancient Egypt at which to build the pyramid</td>
</tr>
<tr>
<td>• The shape, or type, of pyramid and its dimensions</td>
</tr>
<tr>
<td>• How to build the pyramid and the materials to be used</td>
</tr>
<tr>
<td>• A diagram of the interior of the pyramid including its entrance(s)</td>
</tr>
<tr>
<td>• The design and contents of the pharaoh’s tomb.</td>
</tr>
<tr>
<td>• A justification as to why you should be paid to build the pyramid</td>
</tr>
</tbody>
</table>