A trip to the Ancient Egypt

Student’s book

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A trip to the Ancient Egypt

Student's name:

Class:

Key symbols

- Individual work
- Pair work
- Group work
- Activity for students with adapted curriculum.
- Individual activity done by the whole class
SESSION 1: Geography

Read the text and locate the following words in the map:

Egypt is probably the world's oldest civilization having emerged from the Nile River. It is situated in the northeastern corner of Africa, bounded by the Mediterranean Sea to the North and the Red Sea to the East. Because the Nile flows from south to north, the southern part of Egypt was designated as Upper Egypt, while the north of Egypt including the Delta was called Lower Egypt. The traditional Egyptian capital shown in this map is Memphis located in the North. The later New Kingdom capital of Ancient Egypt was Thebes (modern Luxor) in the south with the Valley of the Kings across the Nile on the west bank.
In pairs, try to solve this Ancient Egypt Crossword:

1- Traditional Egyptian capital situated in lower-Egypt, very close to the pyramids.

2- New Kingdom capital of Ancient Egypt situated in the Upper-Egypt, very close to the Valley of the Kings.

3- A sea that lies between Africa and Asia.

4- The continent where Egypt is.

5- The longest river that flows through Egypt.

6- The sea that we find in the North of Egypt.
### SESSION 2: Ancient Egypt society

**Match the following words with its definition:**

| 1) PRIEST | b) The king of the Ancient Egypt. He was believed to be a god in Earth. |
| 2) SERVANT | c) A person employed before printing was invented to make copies of documents. |
| 3) MERCHANT | d) A person, usually a man, who was trained to perform religious duties. He was responsible for pleasing the gods. |
| 4) PHARAOH | e) A person who fought in wars. |
| 5) Scribe | f) A person whose job was to buy and sell products in large amounts, especially by trading with other people. |
| 6) SLAVE | g) A person who came from war and was employed for the daily tasks. |
| 7) SOLDIER | h) A person who took care of cows, sheep, pigs and chickens in a farm. |
| 8) FARMER |  |

**Look at the pictures and add a name to the following jobs:**

1) ![Priest](image1.jpg)  
2) ![Scribe](image2.jpg)  
3) ![Farmer](image3.jpg)

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[cc]

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Classify the following words in the Egyptian pyramid according to their social status:

1) Pharaoh
2) Priest
3) Scribe
4) Farmer
5) Soldier
6) Merchant
7) Old man
8) Slave
9) Servant
Discuss in groups if there are any similarities or differences between Ancient Egyptian society and the society nowadays:

**SIMILARITIES**

**DIFFERENCES**
SESSION 3: Family

Read the following text and do the two exercises below:

The family was the centre of ancient Egyptian life. People did not live very long, so they usually married young and tried to have plenty of children to live after them.

When a boy became an adult, he left his parents’ house and created a new home. Girls usually lived with their parents until they married. In the highest levels of society, marriages were often arranged for political reasons.

The Egyptian families were very large. There was the father, the mother, the children but also grandparents, unmarried aunts and sisters and, in rich homes, there were servants or slaves. They all counted as members of the family. Egyptians had great respect for their elders and sometimes kept small figures of dead ancestors in the house.

The whole family shared one living and sleeping room, except in big houses. The man of the house supported his family and worked outside the home. Women also worked but their first duty was to have babies and look after the house. Children usually stayed at home but they were often cared by nurses or nannies. Boys went to school or work as soon as they were old enough, but girls didn’t go to school and helped their mothers in the house.
Answer if these questions are True or False and correct those that are False:

- The family was not very important in Egyptian society.
- They only had one child.
- The Egyptian families had a lot of members.
- Servants and slaves were considered part of the family.
- Each member of the family had a room to sleep.
- In Ancient Egyptian society women did not work.

Find the differences between nowadays (present) and the Ancient Egyptian life. Write down the sentences from the text on the grid below. Look at the example:

<table>
<thead>
<tr>
<th>ANcient Egypt</th>
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<td><em>People did not live very long, so they usually married young.</em></td>
<td>People live very long and they marry late.</td>
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<td>Young people stay at home until they are 30 years old.</td>
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<td>In all levels of society, couples marry for love.</td>
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<td>The family is small: there is usually the mother, the father and the children.</td>
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<td>Families live in houses or flats with different rooms.</td>
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<td>Boys and girls go to school until they are 16 years old.</td>
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</table>
Ask your partner the following questions and write down a short text about your partner's life:

- Where do you live?
- How old are you?
- Who do you live with?
- Do you have brothers and sisters?
- What is your favourite food/colour/subject?
- Do you play any sports?
SESSION 4: Gods and Goddesses

Write down the names of the following Gods and Goddesses.

1)  
2)  
3)  
4)  
5)  
6)  
7)  
8)  

A trip to the Ancient Egypt
Which Gods do you see in the following picture?

Discuss with the whole class about monotheism and polytheism nowadays.

Present monotheist religions

Present polytheist religions
A trip to the Ancient Egypt

Look for the ten Ancient Egyptian Gods and Goddesses in the following Word search:

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- .........................: Goddess who protected women during pregnancy and childbirth.
- .........................: God of the death and ruler of the underworld.
- .........................: God of the Sun.
- .........................: Goddess of the sky.
- .........................: She had a throne on her head.
- .........................: God of the Earth.
- .........................: He was the God of mummification and the dead.
- .........................: Protected the home of the Egyptians.
- .........................: God of the sky.
SESSION 5: Afterlife

Look and listen to the video and complete the following text with the words in the box:

Ancient Egyptians believed that there was a life after death called the __________. They also believed that a ________ had to be preserved after death so that a ________ could safely reach the afterlife.

Egyptians made ________ to preserve the dead bodies of kings, queens and nobles. Mummification was a long, expensive process that lasted about 70 days to be completed.

First, Egyptians removed the organs such as the stomach, ________, lungs, and liver from the body. The organs were then put in jars called ________ to be placed next to the body. The ________ was then pulled out of the head through the ________ using a long hook.

Then the ________ was covered with natron* and dried for about 40 days. After that, the inside of the body was stuffed so that it would keep its shape. Then the body was wrapped in bandages. Finally, a religious ________ was held to help the dead reach the afterlife.

*natron: Salt used for embalming bodies.
Watch *Remember the time’s Michael Jackson video* and choose the correct answer:

1- What is the first thing that appears on the video?
   a) A cat
   b) A sand clock
   c) A mummy

2- At the end of the video, Michael Jackson turns into...
   a) A rat
   b) Gold
   c) A pyramid

3- The first entertainer is thrown into the...
   a) Lions
   b) Crocodiles
   c) Piranhas

4- Which animals do you see in the film?
   ducks  camels  cats  lions  rabbits
   dogs  cows  crocodiles  snakes  fish

5- The second entertainer plays with...
   a) Boiling water
   b) Fire
   c) Cards

6- What colour is Michael’s Jackson’s t-shirt?
   a) The colour of gold
   b) The colour of grass
   c) The colour of the sky
SESSION 6: Writing

Do you think that this picture corresponds to the Ancient Egyptian period? Why? / Why not?
Go to the following webpage:

Type your name and get the translation of your name into Ancient Egyptian. Draw your own cartouche and bring it to the class to share it with the rest of students!

Mari

Laura

My cartouche
Transcribe into English the following papyrus in order to find where Akhenaten's treasure is hidden. Then, mark the route in the map:

Sentences:
1. 
   
2. 
   
3. 
   
4. 
   
5. 
   

[Map of Ancient Egypt showing key locations and routes]
SESSION 7: Rosetta Stone

Write down the questions and then match each question with its answer in order to discover the story of the Rosetta stone:

1. The Rosetta Stone was found by French soldiers in 1799.
2. The Rosetta Stone is named after the town it was discovered in, a town called Rosetta, on the Mediterranean coast in Egypt.
3. After many years of studying the Rosetta Stone and other examples of ancient Egyptian writing, Jean-François Champollion deciphered hieroglyphs in 1822.
4. It is a stone with writing on it in two languages (Egyptian and Greek), using three scripts (hieroglyphic, demotic and Greek).
5. The Rosetta Stone was made in 196 B.C.
6. The Rosetta Stone is a text written by a group of priests in Egypt to honor the Egyptian pharaoh. It lists all the things that the pharaoh did that were good for the priests and the people of Egypt.
Now that you already know that the Rosetta Stone was written in three different scripts (hieroglyphic, demotic and Greek) try to guess which picture refers to each part of the Stone:

a) **Demotic**: Used by most people in Egypt at that time.

b) **Hieroglyphic**: Used for important and religious documents.

c) **Greek**: Used by the rulers.
Ask your partner the following questions and write down the answers:

- How many languages do you speak?
- Where did you learn them?
- How many languages have you heard?
- How many languages have you seen written down?
- Which languages do you like the most? Why?
- Would you like to learn a new language? Which one?
- Say “hello” in as many languages as you know.

Now, discuss with your partner and write a short text comparing all the answers:
SESSION 8: Egypt through the ICTs

Unscramble the following words and complete the sentences below:

1. When a Pharaoh died, he started a long trip to the ____________
2. Akenathen was one of the most important ____________ of Egypt.
3. We know a lot about Ancient Egypt thanks to the discovery of ____________’s tomb.
4. ____________ killed herself with a snake.
5. Many Pharaohs were buried in ________________.
6. A ____________ is the dead body of a Pharaoh that has been preserved to eternity.
7. Thebes and Memphis were the capitals of Ancient ________________.