

ACHIEVE!

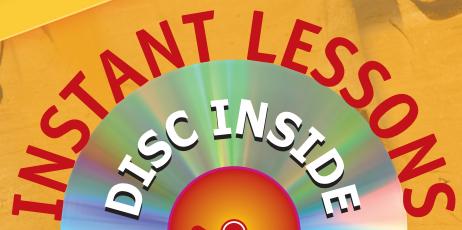


History

EGYPT 1

THE ANCIENT WORLD

Ally Chumley



Made for the
Australian Curriculum

Achieve! History

Get ready for the Australian Curriculum with editable worksheets that have been written for the needs of low literacy students.

Features

- ✓ Worksheets that help low literacy students understand key content and concepts.
- ✓ Activities designed to reinforce and enhance literacy skills.
- ✓ Emphasis on essential historical knowledge, understanding and skills.
- ✓ Comprehensive Teacher's Notes that provide clear objectives, background information, starter and extension activities.
- ✓ CD-ROM containing all pages from the book making them ideal for use on Interactive Whiteboards.
- ✓ Editable Word files on the CD-ROM that can be edited to suit the specific needs of students.
- ✓ All illustrations are included on the CD-ROM and can be used on new teacher created worksheets.



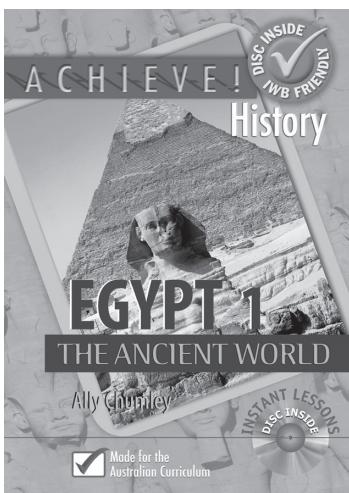
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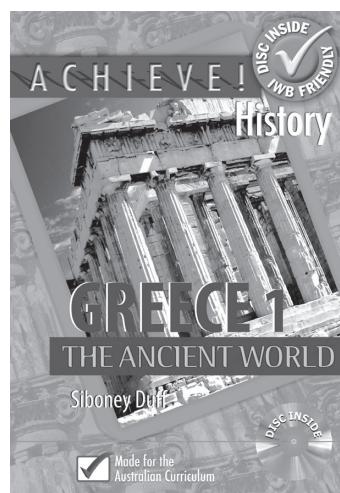
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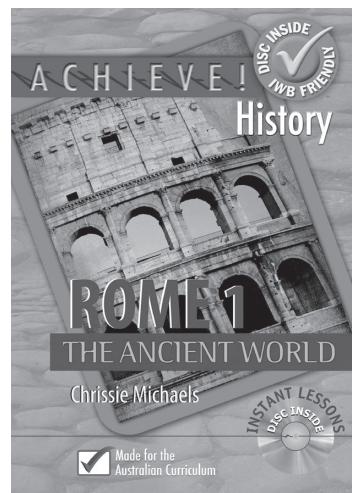
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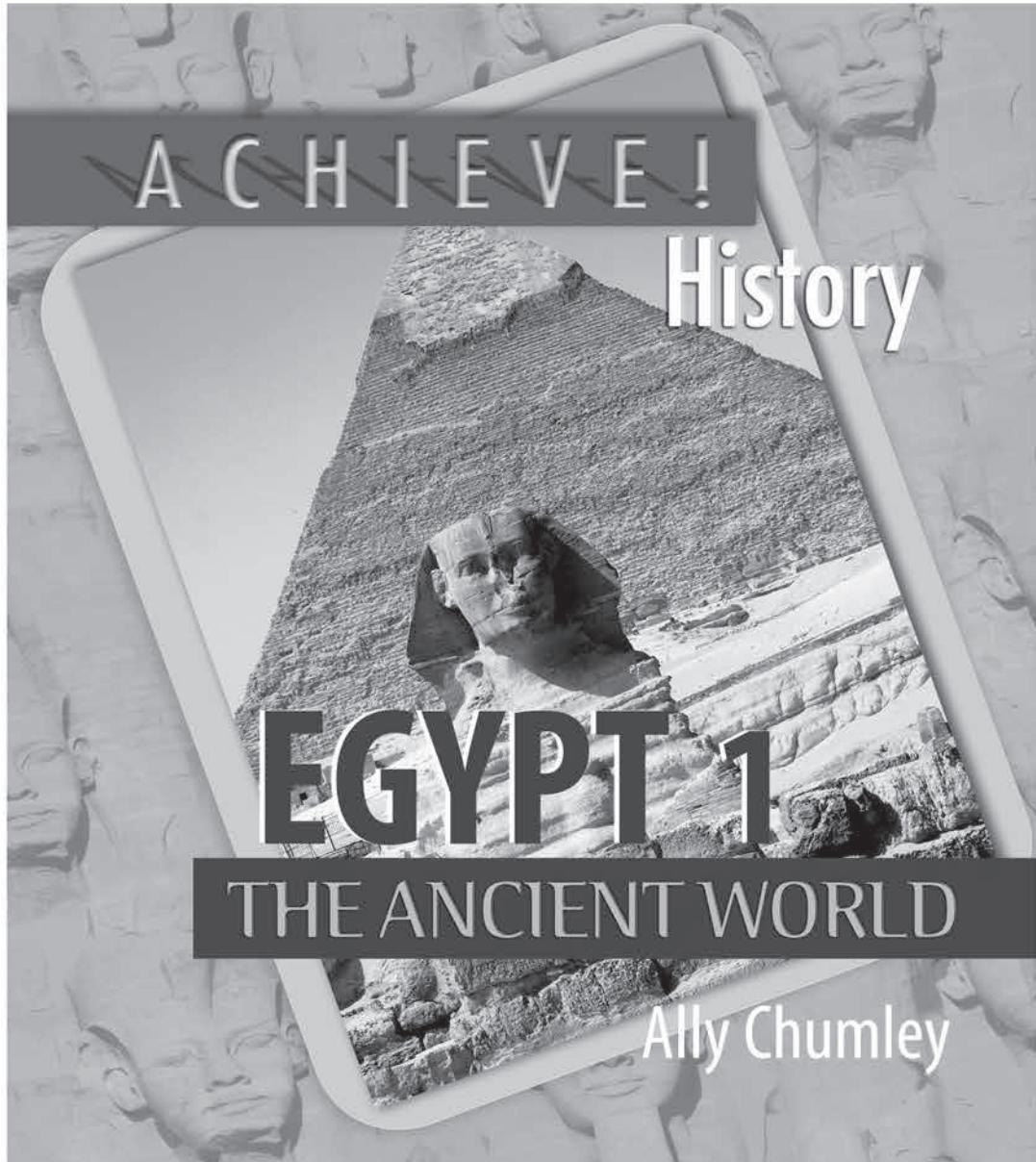
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The Achieve! series of History titles has been developed for teachers who require modified, curriculum-focused activities for secondary school students who struggle to read and comprehend regular classroom materials because of poor literacy skills. Many of the pages will also be suitable as supplementary material for regular classes.

The Ancient World: Egypt 1 enables students to develop their historical knowledge and understanding of ancient Egypt through the study of the land's physical features and the significance of the Nile, everyday Egyptian life and society, the importance of religion, death and funerary customs, and the influence of war, trade and significant individuals. The content addresses key historical skills and concepts, including understanding sources and evidence, reasons for change and continuity, locating and categorising information and different perspectives.

The CD contains all the pages that are featured in the book, as well as a file of illustrations that can be used for other worksheets. These documents can be easily edited to suit the individual needs of students.

This book is divided into ten units containing photocopiable resource sheets and activity worksheets. This will allow teachers to use the material in a variety of ways. For example, the unit could be taught as a lesson with students in groups of varying sizes. Alternatively, a single resource sheet and related activity sheets can be used as support material, for individual homework, assessment or revision.

The teacher's notes provide valuable guidance about using each unit, and contain the following elements.

Objectives – These are the key skills and knowledge learnt through using the worksheets.

Prior knowledge – This refers to the skills and knowledge required for students to complete the tasks. Some activities are more challenging than others, however, as a rule, students should have a reading comprehension age of six to nine years to be able to attempt the activities.

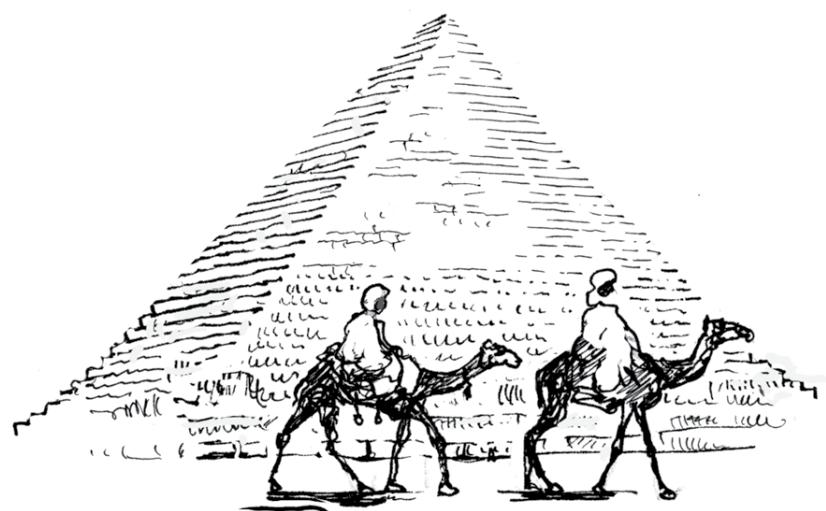
Background – This section provides additional guidance to help teachers to present a successful lesson. It may include definitions or further background notes about the subject matter.

Starter activity – Warm-up activities are provided to put the content into proper context and to gain student interest and attention.

Resource and activity worksheets – The resource sheets do not always contain activities and are used either to stimulate discussion or as a part of the unit's activities. The activity worksheets may be used sequentially or as stand-alone tasks, depending on the needs of the student.

Extension activities – Additional tasks are suggested to recap on the main skills or knowledge taught in the lesson, as well as ways to extend, assess or include technology in the lesson.

Curriculum links – The Australian Curriculum: Year 7 – The Ancient World: The Mediterranean



Objectives

- To learn about the basic chronology of dynasties and periods in Ancient Egypt
- To learn some key historical terms
- To observe and describe artefacts from Ancient Egypt

Prior knowledge

Students need no prior knowledge to complete these activities.

Background

Ancient Egypt is a fascinating civilisation because of its great wealth, its impressive buildings (some of which are still standing today), its stunning artefacts and its social organisation. The Egyptians developed a writing system that historians can read today. They used weights and measures, and controlled much of the world's food and gold resources in their time. The Egyptians had an advanced understanding of mathematics and astronomy. We can see this in the precise manner in which they built their temples, tombs and monuments. For example, in some tombs and temples, special windows were designed to allow shafts of sunlight inside on only 22 December each year.

Starter activity

Discuss the basic concepts described in the background material with students. Ask them what they know about Ancient Egypt already. Introduce them to the terms *artefact* and *primary source*.

Resource and Activity sheets

The first Resource sheet, 'Timeline of Ancient Egypt', provides students with a basic chronology of Ancient Egypt and defines the key terms *period* and *dynasty*. If you have not done so before, discuss with students the way time is counted 'BCE' (i.e. backwards from the year 1 CE). Encourage students to keep referring back to this Resource sheet as they work through the activities in this unit and the rest of the book.

The second Resource sheet, 'An extraordinary civilisation', introduces students to the names of three types of Egyptian artefacts – *stele*, *ostracon* and *sarcophagus*. Direct students to practise saying and writing the key words.

The Activity sheet 'Unearthing the past' reinforces the content of the Resource sheet 'An extraordinary civilisation'. Discuss each category of primary sources in the table to help students become familiar with any new terms.

In the Activity sheet 'Primary sources' students study four iconic Egyptian artefacts. You could display some larger photos of these pieces. Tell them what *pectoral* means (worn on the chest). This activity gives students experience in writing down their observations.

The two-page Activity sheet 'The Narmer Palette' gives students practice at interpreting an artefact. Discuss the symbols and their meanings shown on the first sheet, before students go on to complete the second sheet.

Extension activity

Explain to students that historians also use secondary sources to find out about other times. A secondary source is something that was written or recorded by someone that knew things about the time period, but who may not have been part of it. Ask students to locate and summarise the content of a secondary source about Egyptian history, using the library, a textbook or internet resources.

Answers

Unearthing the past 1 pyramids; 2 tomb; 3 mastabas
4 monuments; 5 statue; 6 stele; 7 illustrations found on tomb walls; 8 sarcophagi; 9 ostracon; 10 artefacts, objects made by people.

The Narmer Palette (2) 1 Herodotus believed that Narmer had united Lower and Upper Egypt. 2 They are intertwining their necks, to show that they are unified. 3 a bull 4 a smiting stick 5 They have been captured, tied up and beheaded. 6 To emphasise the strength and power of the pharaoh and the military power of Egypt. 7 The central circle made by the linked necks.

Timeline of Ancient Egypt

The civilisation of Ancient Egypt lasted for more than 3000 years. Historians have broken this time up into periods and dynasties. A **period** is a long stretch of time, during which Ancient Egyptian culture, technology, politics and lifestyle were largely unchanged. A **dynasty** is a period of time in which a particular family held power. For example, a pharaoh, his son and his grandson would all be part of the same dynasty. There were 31 dynasties in Egypt's history.

Historians record time before or after the year 1 CE, which marks the beginning of what we call the Common Era (**CE**). All dates before 1 CE are called **BCE** (Before the Common Era).

Date	5000–3100 BCE			
	Pre-Dynastic Period	3100–2700 BCE	2700–2200 BCE	2200–2050 BCE
	<i>Developments</i> Farming begins along the Nile River. Writing develops.	<i>Developments</i> Upper and Lower Egypt are united by Narmer . People are buried in sandpits and mastabas (flat-roofed rectangular tombs).	<i>Developments</i> Pharaohs build huge pyramids (triangular-shaped buildings) for their tombs. The pharaoh is seen as a god-king.	First Intermediate Period <i>Developments</i> The pharaohs lose power for some years.
Date	2050–1800 BCE			
	Middle Kingdom	1800–1570 BCE	1570–1100 BCE	1100–332 BCE
	<i>Developments</i> Art and literature develops. Pharaohs rule with strong governments.	<i>Developments</i> A foreign people called the Hyksos arrived.	<i>Developments</i> The Hyksos are defeated and removed from Egypt. King Tutankhamun rules. Egypt becomes a powerful trading nation. Rock-cut tombs replace pyramids for burials.	Late Dynastic Period <i>Developments</i> Egypt's power decreases. Foreigners begin to rule Egypt.
Date	332–28 BCE			
	Ptolemaic Period	<i>Developments</i> A Greek ruler (Ptolemy) takes over Egypt. Queen Cleopatra rules until Egypt becomes part of the Roman Empire.		

An extraordinary civilisation

Ancient Egyptians made some extraordinary achievements. They were masters of engineering, building and mathematics. They had no heavy machinery such as we use today. Everything they built was created by hand, using many workers. Some people could work for over twenty years on a project such as a pyramid.

The Ancient Egyptians also made scientific discoveries and understood astronomy and advanced medical treatments, including dentistry and brain surgery. These clever people built the world's first ships, traded in gold and precious stones, made glass and controlled much of their world's food resources. They built a wealthy empire and left behind the world's most impressive ancient **monuments**.

When studying history, we call any objects made by people **artefacts**. Lots of Egyptian records and writings have been dug up by **archaeologists** – people who study objects from the past. Many of our English words for Egyptian artefacts come from the Greek language. Here are three:

stele sounds like *steel-i*

Definition: a slab of stone with writing and symbols carved on it

Plural: *stela* (sounds like *steel-a*)
(more than one)



ostracon sounds like *oss-tra-con*

Definition: a small, baked piece of clay with Egyptian writing on it

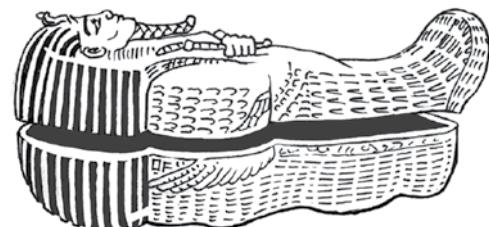
Plural: *ostraca* (sounds like *oss-tra-ka*)



sarcophagus sounds like *sar-coff-a-guss*

Definition: a golden coffin in which pharaohs were usually buried. King Tutankhamun's sarcophagus is a priceless treasure found in Egypt by archaeologists.

Plural: *sarcophagi* (sounds like *sar-coff-a-guy*).



Unearthing the past

We know a lot about the Ancient Egyptians because of the artefacts they left us. In history, we call artefacts from the time we are studying **primary sources**.

- Complete the names of these primary sources, their plurals and their descriptions.



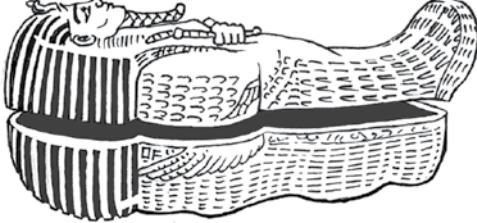
The Colossus of Rameses

Primary source (singular)	Plural	Description
1 pyramid		huge, triangular shaped building
2	tombs	place where the dead were buried
3 mastaba		flat-roofed rectangular tomb
4 monument		important buildings from the past
5	statues	images of people carved from stone
6	stela	engravings on slabs of stone
7 painting	paintings	
8 sarcophagus		richly decorated coffins for pharaohs
9	ostraca	clay engraved with hieroglyphics
10 artefact		

Primary sources

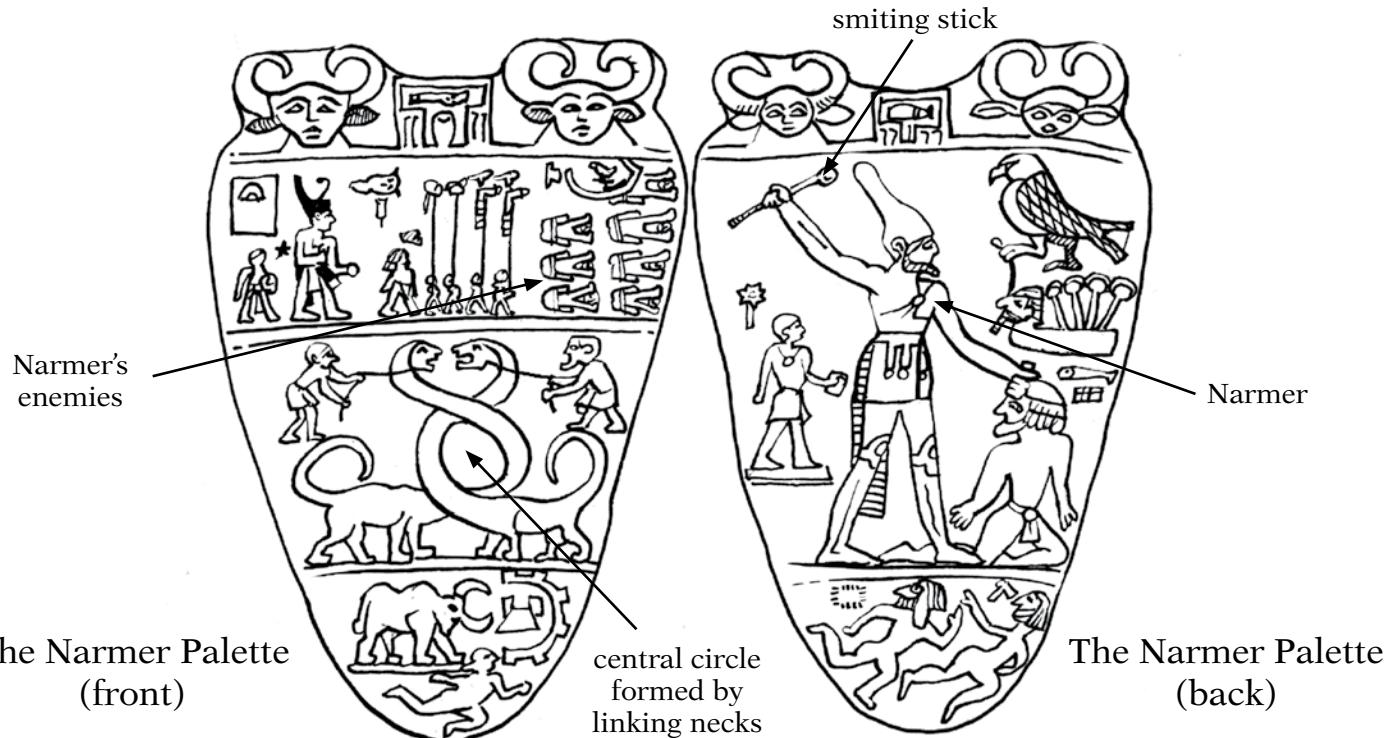
We can study artefacts to find out more about life in Ancient Egypt. Remember, artefacts from the time being studied are called **primary sources**.

-  Write a brief description of each of the primary sources shown in the table. The first one has been done for you.

Primary source	Description
 the Great Pyramid of Khufu	The Great Pyramid of Khufu is a tall, triangular building made of huge blocks of stone. Inside it is a pharaoh's tomb. It is the largest of the three pyramids at Giza. It is around 4000 years old.
 Tutankhamun's sarcophagus	
 golden pectoral necklace	
 the Great Sphinx	

The Narmer Palette (1)

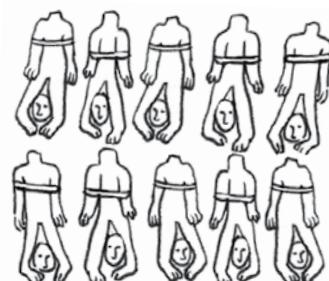
The Narmer Palette is a small, flat dish used to hold paints or inks, either for painting tombs or for applying make-up. It is one of the oldest **artefacts** we have from Egypt.



The Crown of Lower Egypt and the Crown of Upper Egypt make the Double Crown of unified Egypt.



The bull, a symbol of the pharaoh's power



Captured enemies of Egypt

The Narmer Palette (2)

In ancient times, before there had been any **pharaohs** (powerful kings), Lower Egypt and Upper Egypt were ruled separately. The two regions were first united under a single government by a king called Narmer. About 2500 years ago, an Ancient Greek historian called Herodotus wrote about Narmer. When archaeologists found an artefact called the **Narmer Palette**, historians realised that Herodotus had been right about this king's name and his achievement of joining the land of Egypt.

 Look at the symbols and their meanings on the Resource sheet 'The Narmer Palette (1)', study the Narmer Palette, then answer these questions.

1 What did Herodotus believe?

2 Why do you think the creatures in the central panel on the front are shown linking necks? _____

3 What other animal symbol represents the power of the pharaoh?

4 What is Narmer holding in his left hand? _____

5 What has happened to Narmer's enemies (on the top right of the front side)? _____

6 Why would the Narmer Palette show the enemies in this way? _____

7 Which part of the Palette would have been used to hold paint or ink? _____

Objectives

- To learn about the geography of Egypt and its key regions
- To understand the importance of the Nile river to Egypt.

Prior knowledge

Students should be able to find the African continent and the land of Egypt on a map.

Background

Ancient Egypt consisted of two regions: Lower Egypt in the north (comprising the marshy delta where the Nile flows into the Mediterranean Sea) and Upper Egypt in the south (the desert region through which a thin, fertile strip of agricultural land runs on either side of the Nile).

The Egyptians were fortunate to have a land with a lot of natural resources, including gold and other precious minerals. The Nile with its regular floods was by far the most valuable resource of all. The floodwaters left behind a layer of rich, black soil, which was replenished each year. This allowed the Egyptians to grow crops and keep herds of animals. The way the Egyptians adapted to the Nile's changes was the key to their development into a powerful empire.

Starter activity

Present to students a map showing Egypt's position on the African continent. Discuss the geography of Egypt with them. Discuss what a delta is. Explain the way that direction was described – that Upper Egypt actually lies to the south, but was given its name because it is closer to the source of the Nile.

Resource and Activity sheets

The Activity sheet 'The land of Egypt' helps students familiarise themselves with the geography of Ancient Egypt by having them trace the map into their workbooks.

After students have read the Activity sheet 'The Nile river', have them practise saying the key words aloud. Discuss the importance of water in a desert country.

The Activity sheet 'The agricultural calendar' allows students to think about how life in Egypt was influenced by its geography and climate. Ask students to discuss the following question with a partner: How might the Egyptians have been able to predict the flood levels each year? Then present the answer (below):

The Nileometer was a structure built near the river. It had a series of steps that measured and marked the flood levels each year. Through his government, the pharaoh had the data recorded. Mathematics was applied so the pharaoh could predict the flood's cycles and levels each year – telling people where to plant and where to build safely. They could also control the rising waters with a system of canals and levee banks. Because this 'power' seemed so mysterious, this reinforced people's belief that the pharaoh was a god.

The two-page Activity 'Using the Nile's resources' illustrates the various ways that Ancient Egyptians used the Nile's resources and how it was so central to Egyptian life. Discuss the activities shown in the illustration with students.

Extension activity

Explain to students that nowadays the Nile's inundation no longer occurs, because of the building of the Aswan Dam (Lake Nassar). Have them discuss the likely effects this has had on agriculture in Egypt. Discuss where they could find more information about this.

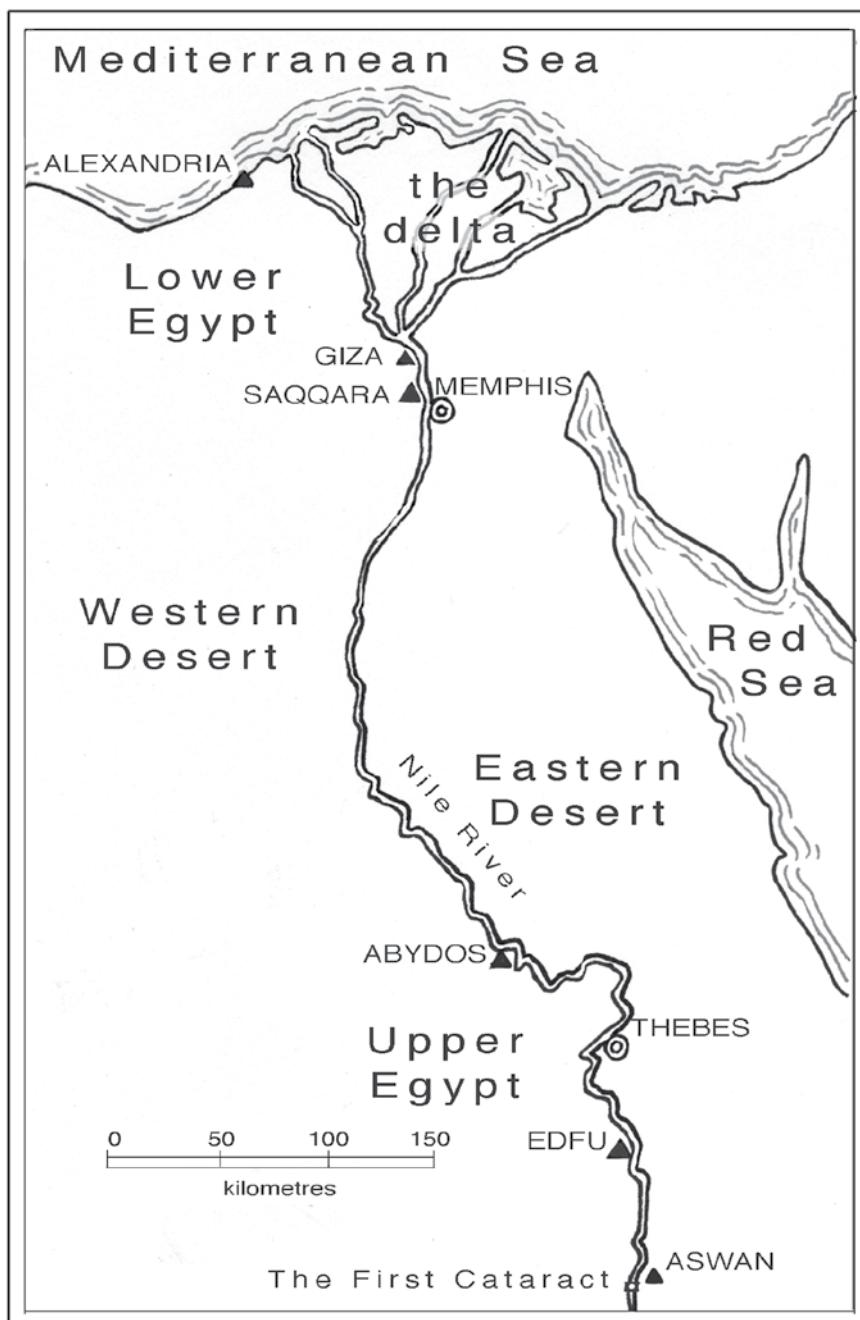
Answers

The agricultural calendar February – time to plant and tend crops; June – harvesting of crops; July – free time; August – free time; September – free time; October – flood time

Using the Nile's resources (2) **1** drinking water; **2** fertile soil; **3** water for washing; **4** water for crops and herds; **5** fish and waterfowl to eat; **6** swimming to cool off; **7** transport; **8** mud for making bricks; **9** papyrus for paper; **10** bulrushes for weaving

The land of Egypt

The land of Egypt lies in North Africa. The Ancient Egyptians built a powerful civilisation that lasted for over 3000 years. Today, the people of Egypt enjoy modern lifestyles very different to those of their ancestors, but the land still looks similar to how it was in the ancient past. Around 450 BCE, a Greek historian called Herodotus named Egypt the ‘Gift of the Nile’, because the river made it possible for people to live in Egypt.



- 1 Trace this map into your workbook. Colour it to create your own map of Egypt as it was in ancient times.
- 2 Label the following features:
the Nile river
the Mediterranean Sea
Upper Egypt
Lower Egypt
Memphis (capital city)
Thebes (capital city)
Giza
the Eastern desert
the Western deserts
Alexandria
Edfu

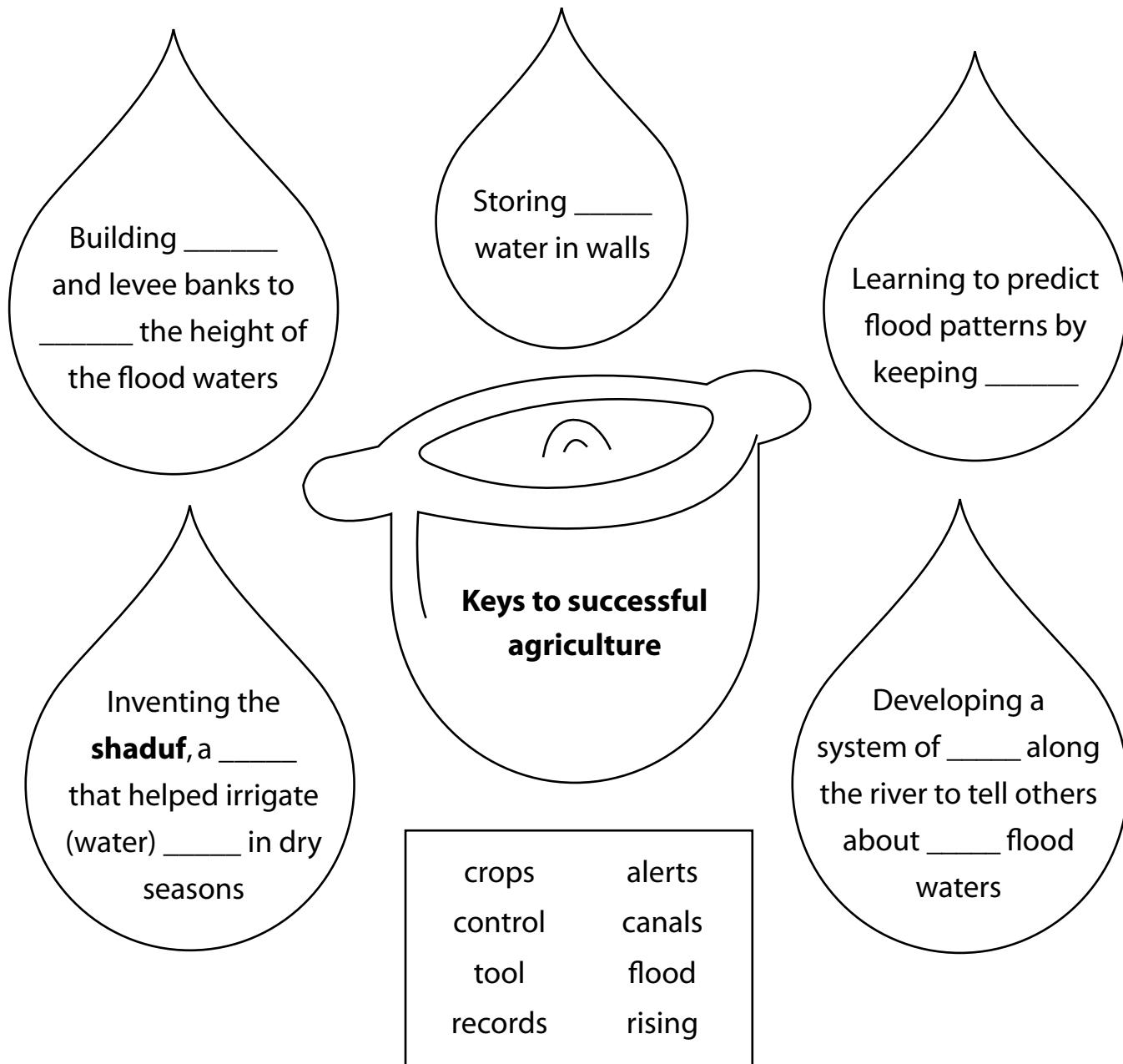
- 3 Use symbols to make a key for your map. For example, you might use crowns to show where the capital cities are located.

The Nile river

The Ancient Egyptians built a powerful desert civilisation because of the Nile river. The Nile stretches for over 6400 kilometres, flowing from south to north. The Nile breaks into lots of smaller streams at a place called the **Nile delta**. The delta region is part of the territory once called Lower Egypt, which lies at the northern end of Egypt. Upper Egypt lies to the south.

The Ancient Egyptians called the flooding of the Nile river ‘the **inundation**’. The way they learnt to adapt to the Nile’s changing flood levels made them successful at farming.

 1 Use the words in the word list to complete the water droplets.



The agricultural calendar

In a desert country such as Egypt, water is the most precious resource. The Nile river provided plenty of fresh water for all sorts of purposes. It also provided many other benefits to ordinary people and to Egypt as a nation. By understanding the flood patterns of the Nile river, the Egyptians were able to produce the food crops they needed to survive. Egyptian society was built around three phases that were governed by the Nile:

- flood time (when water and mud covered the land),
- seed time (when the waters were going down),
- harvest time (when the crops were fully grown).

Between July and September each year, farm workers had time to do other things, including working for the government on public building projects. When the floodwaters returned in October, they covered the land with a new layer of fertile soil. After the waters receded and the soil had dried, the land was ready for planting again.

 1 Write these six descriptions of farming activity into the correct months.

flood time	free time	time to plant and tend crops
free time	harvesting of crops	free time

February

June

July

August

September

October

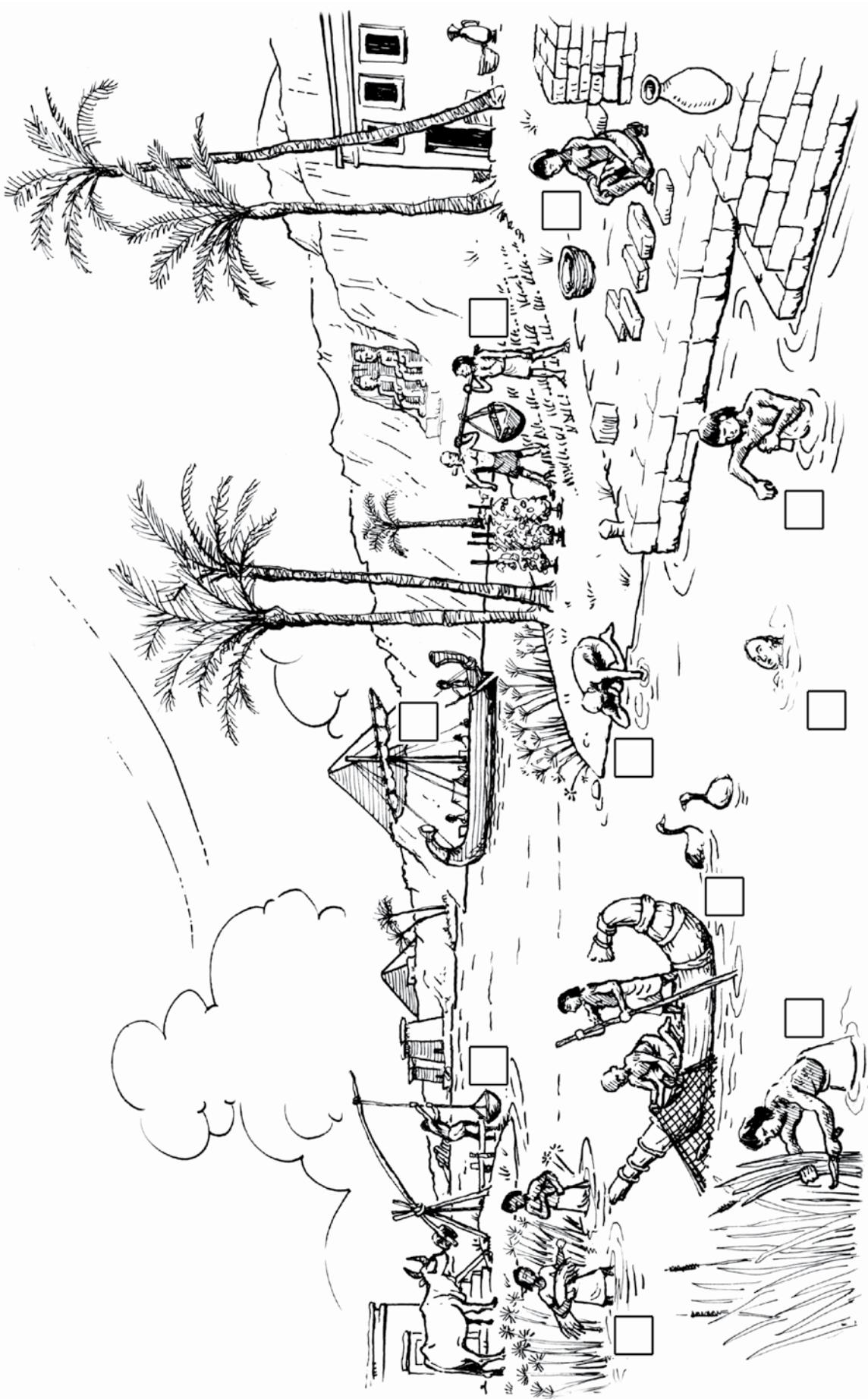
2 How might the Egyptians have been able to predict the flood levels each year?
Discuss this question with a partner, then share your ideas with the class.

Activity sheet – ‘The Gift of the Nile’

Achieve!

Using the Nile's resources (1)

This picture shows the variety of ways that the Egyptian people used the Nile river.



Using the Nile’s resources (2)

 To complete this task about how the Nile was used by the Egyptians, use the clues below to work out the missing letters. Then match each activity to where it is shown in ‘Using the Nile’s resources (1)’ by numbering the boxes.

1 dr_n k_n g water

add two  s

2 fert_le so__

add two  s and an ‘l’

3 _ _ _ _ _ for washing
(tawer)

unscramble the first word

4 shaduf collects water for crops
and h_ _ _ s

the missing word means
'groups of animals'

5 f_s_ and w_t_r_o_l to eat

the second word is a bird similar to a duck

6 s_i_ _ ing to cool off

a leisure activity

7 t_r_a_n_____

the last five letters spell a word that means
'something people play'

8 mud for making b_ _ _ ks

these are used in building

9 _ _ p_r_u_ for paper

add the letters ‘p a y s’ in order

10 _ _ _ r_u_s_h_e_s for weaving

add a male cow minus an ‘l’

11 Colour the illustration in.

Objectives

- To learn about the natural resources of Ancient Egypt
- To learn how the Ancient Egyptians used these resources
- To gain an understanding of the importance of agriculture and livestock in ancient communities.

Prior knowledge

Students should know what a natural resource is, and be familiar with the basic geography of Egypt.

Background

Egypt was a land blessed with natural resources. The Nile river provided water and fertile soil, which enabled the Egyptians to farm grain crops, vegetables and livestock. Fish, waterfowl, mud and plants were also available. The Egyptians made linen, sandals, pottery, furniture, jewellery and other everyday items. Most people ate well, and the predictable growing seasons enabled many to pursue other forms of work and leisure activities. With the wealth generated from selling and trading food, the early Egyptians could afford to spend time and manpower on mining operations for gold, gems and building stone.

Starter activity

Ask students to make a list of the natural resources that may have been available to the Ancient Egyptians. At the end of the lesson, have them check off their predictions and see how many they got correct.

Resource and Activity sheets

Distribute the Resource sheet 'Egypt's mineral and rock resources'. Ask students to take turns reading a paragraph aloud. Discuss the variety of resources available, and generate a list of dot points that summarise how they would have affected daily life in Egypt. Students are asked to think about what a miner's life may have been like and write a description of a typical day in their workbooks.

The Activity sheet 'Gold and gemstones (1)' introduces students to the ways gold and gems were used. After they have completed it, have them form groups and draw mind maps about the uses of gold in our society today compared to Ancient Egypt. Share responses with the class. After students complete the Activity sheet 'Gold and gemstones (2)' ask them to practise pronouncing the names of the gemstones aloud.

The Activity sheet 'Egypt's plant resources' familiarises students with the ways Ancient Egyptians used the key natural resources of papyrus, bulrushes, mud, flax and date palm fibre.

The two-page Activity 'Egypt's food resources' introduces students to the resources Egyptians relied on for food and then has them study the tomb painting 'Fowling in the marshes'. If you can find one, show students a coloured picture of the painting. Discuss the range of colours used.

The Activity sheet 'Organising resources' is a classifying activity which reinforces some of the terms learnt in this unit. As a class, brainstorm different uses of these resources.

Extension activity

Revisit the Activity sheet 'Egypt's plant resources' and have students brainstorm some additional uses for bulrushes, papyrus, mud, flax and date palm fibre. Have them make a list of possible uses for each one.

Answers

Gold and gemstones (2) amethyst, carnelian, jasper, lapis lazuli, onyx, turquoise

Egypt's food resources waterfowl, hunter, papyrus, fish, cat.

Organising resources Metals: copper, iron, tin, gold, lead; Building stone: basalt, granite, limestone, sandstone; Gems and decorative stones: amethyst, quartzite, carnelian, jasper, alabaster, turquoise; Other minerals: topsoil, natron, mud, gypsum, ochre, flint; Food: waterfowl, fish, dates, figs, hares; Natural fibres: papyrus, bulrushes, flax, date palm fibre

Egypt's mineral and rock resources

Read the following paragraphs.

- Ancient Egypt was a land rich in natural resources. A valuable mineral resource during flood season was the mud from the Nile. This was mixed with straw, moulded into block shapes and dried in the sun to make building bricks.
- Miners worked in the desert to supply Egypt with metals such as gold, copper, tin, lead and iron. Workers dug out minerals by hand, using tools made of flint – which was another useful natural resource.
- **Natron**, a mixture of natural salts, was used by the Egyptians to make dried foods and to mummify dead bodies. Another useful mineral resource was a chalky substance called **gypsum**, from which plaster was made to coat the inside walls of buildings.
- Stone for constructing buildings and monuments was an important resource in Egypt. The Egyptians quarried building stone and gathered other useful mineral resources from around their region. They used sandstone, limestone, granite and basalt to make monuments, including pyramids, temples, **obelisks**, statues, figurines and other sculptures.

 1 Think about what it would have been like to be a miner in Ancient Egypt. In your workbook, describe a typical day in your working life.



Gold and gemstones (1)

The Egyptians also invested their resources, time and labour in mining for gold and precious gemstones. Carnelian, jasper, quartzite, amethyst, alabaster, onyx, lapis lazuli and turquoise were used to decorate objects and buildings, as well as in jewellery making. Gold and other precious materials were used:

- to create a great display of wealth and power
- to honour the gods of Egypt and the pharaoh
- to ensure that buildings and certain objects would last
- in jewellery, to make people look more attractive

-  1 Think about the ways we use gold and precious stones in our society today. In what ways do we use gold differently to the Egyptians? Write your answer in your workbook.
- 2 Colour these gemstones according to the key provided.

Colour key

jasper – yellow

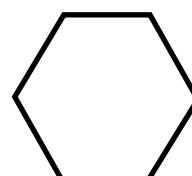
lapis lazuli – rich blue

amethyst – light purple (or lilac)

carnelian – pinkish-red

turquoise – blue-green (or aqua)

onyx – black



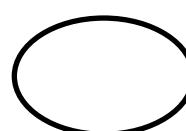
carnelian



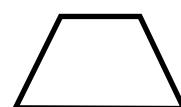
jasper



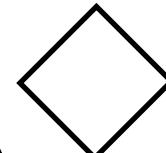
turquoise



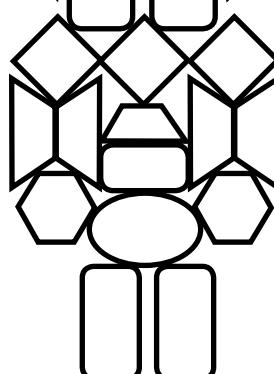
onyx



lapis lazuli



amethyst



- 3 Colour the necklace according to the colour key provided.

Gold and gemstones (2)

This picture of a necklace is a maze that contains the names of six precious and semi-precious gemstones.

- 1 Trace a path through the maze by linking letters to form the names of these gemstones. Be careful, don't go the wrong way.



- 2 Write the names of the six gemstones in these spaces as you find them in the maze. Then colour the necklace in the six colours of these gemstones.

Egypt's plant resources

The Ancient Egyptians made good use of the resources nature provided for them.

Papyrus was used to make paper for writing and was woven into ropes used in boat-making. **Bulrushes**, another kind of river reed, were woven into mats, baskets and other useful items. **Mud** was used to build houses.

Linen for clothing, drapes and sails was woven from **flax**, which is a grass crop that grew well in Egypt. The flax seeds were crushed for their oil, which was useful for cooking.

The tough fibre from date palm trees was used to make all sorts of woven items, including sandals. Wild animals and birds, including hares, waterfowl and fish provided food, and dates and palm sugar from the **date palm tree** were useful for sweetening foods.

 1 In the table below, list one or more uses for each of the resources listed.

Resource	Uses
mud	
papyrus	
flax	
bulrushes	
date palm trees	

Egypt's food resources (1)

The yearly flooding of the Nile provided Egypt with fertile, black soil. The Ancient Egyptians used this to grow grass and grain crops. Success in agriculture allowed them to raise herds of animals (livestock). Farmers grew emmer (a type of wheat), barley, oats, corn and feed for their livestock, which included cattle, sheep and goats. They also grew vegetables and fruits, including grapes, figs and dates.

Egyptians loved to hunt. They would paddle small boats into the water-filled marshes to catch the fish and various wild birds that lived there. They trained cats to help them catch the **waterfowl**, including wild ducks and geese, an important source of meat and eggs. This activity was called 'fowling'.

-  1 On the next sheet is a representation of a famous tomb painting called 'Fowling in the marshes'. Unscramble the missing words, write them into the colour key, then use it to colour in the painting.

Scrambled words

pyrapus shif act
awterwolf tunehr

Colour key

Colour the _____ with white bodies and light blue wings.

Colour the skirt of the _____ white, his skin reddish brown, his hair black and his neckpiece yellow, white, blue and red.

Colour the seated female figure in the same way.

Colour the _____ plants with brown tips and blue stems.

Colour the _____ grey and the _____ yellow.

Egypt's food resources (2)

Below is a representation of the famous tomb painting called 'Fowling in the marshes'. The painting shows an Egyptian, Nebamun, in a boat with his wife and daughter. He is hunting birds in the marshes in the Nile.

- 1 Use the colour key on the previous page to colour in the painting.



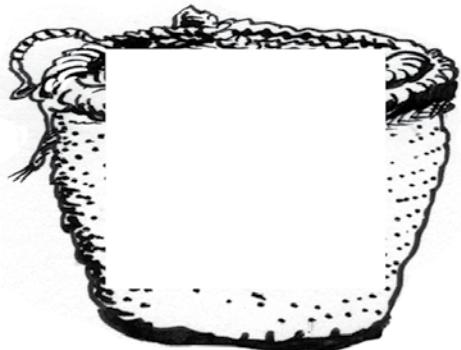
Organising resources

Egypt is a land rich in natural resources.

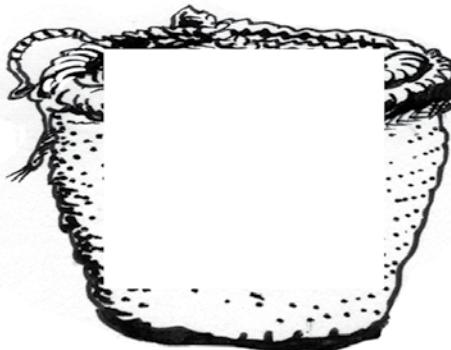
- ☞ 1 Organise these natural resources into their correct groups by writing them in the correct baskets. Use the number clues to help you.

basalt	tin	carnelian	bulrushes	sandstone	ochre
dates	gypsum	copper	lead	jasper	date palm fibre
mud	iron	limestone	flax	hares	waterfowl
gold	papyrus	alabaster	topsoil	flint	quartzite
fish	amethyst	granite	natron	turquoise	figs

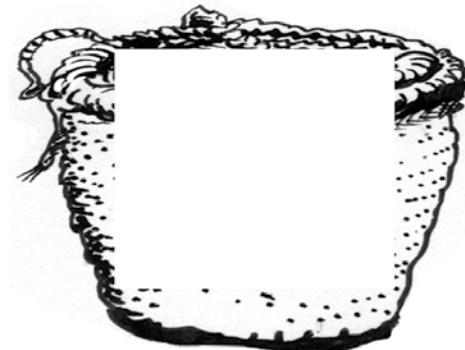
Metals (5)



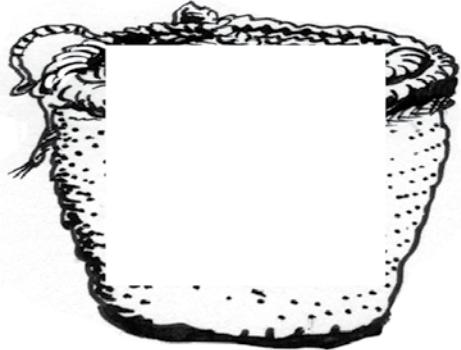
Building stones (4)



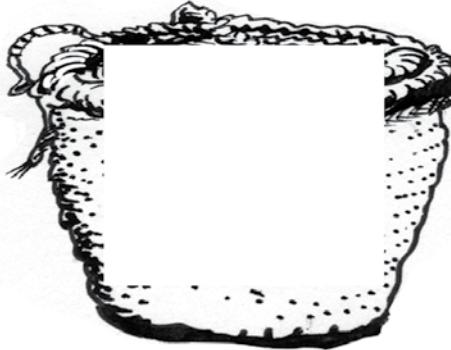
Gems and decorative stones (6)



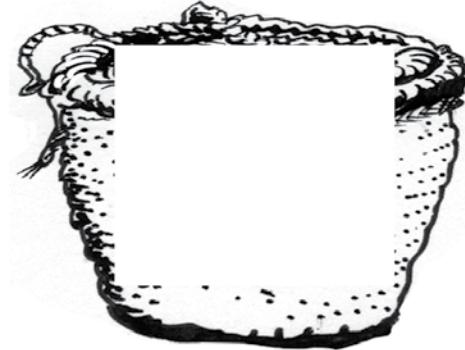
Other minerals (6)



Food (5)



Natural fibres (4)



- ☞ 2 Imagine you live in Ancient Egypt. What clever uses could you make of some of these resources? Write your ideas in point form in your workbook.

Objectives

- To understand the roles and responsibilities of a pharaoh
- To understand the structure and hierarchy of Ancient Egyptian government

Prior knowledge

Students should understand the importance of the Nile river as a system for transport and communication throughout Egypt.

Background

The government of Egypt had two aspects: human and spiritual. The human face of the government was a highly organised system of bureaucrats that worked within a specific chain of command. The spiritual side of government relied upon presenting the pharaoh as a god figure. This greatly influenced people's opinions of the pharaoh and his government, their loyalty and their preparedness to obey.

The pharaoh governed Egypt through bureaucrats called *nomarchs*, who were each in charge of a territory (*nome*). A chain of command existed among various administrators that enabled effective government throughout Egypt. Writing on portable papyrus scrolls and using river transport made long-distance communication possible, and thus the bureaucrats were able to control and monitor distant regions. News, laws and the pharaoh's messages and proclamations travelled up and down the Nile via traders and administrators. This sustained the strong central government, civil order and a sense of unity as a nation.

Starter activity

Write the word 'pharaoh' on the board and ask students what words and images come to mind. What do they know about pharaohs? At the end of the unit, revisit this activity and discuss the way that the class's views about the pharaohs have changed.

Resource and Activity sheets

The Activity sheet 'The god-kings' and the Activity sheet 'Being pharaoh' are designed to help students think about the impact that god-like status had on the life of a leader. The questions at the end of the Activity sheet 'The god-kings' can form the basis of a class discussion. Encourage students to refer back to it when completing the Activity sheets 'Being pharaoh' and 'The government'.

The Activity sheet 'The government' gives students a word bank of modern terms for ancient jobs. This will help students to build up their vocabulary, as well as their understanding of the role of the nomarch in Ancient Egypt.

The Activity sheet 'The importance of writing' guides students through creating a hieroglyphic alphabet, which they can experiment with to create a coded message.

Extension activity

Have students write a proclamation as pharaoh, decreeing that their subjects must dedicate themselves to voluntary work for the government on one day each month. Begin the activity by asking students to think about how they will phrase this proclamation to ensure maximum cooperation. How could they use their god-king status to influence their subjects?

Answers

Being pharaoh 3 the flail; 4 sceptres, thrones, furs, lions, ostrich

The government taxation officer, accountant, security guard, police commissioner, judge, general, human resources executive, project manager, public relations officer



The god-kings

The power and status of Egypt's **pharaohs** (leaders) grew over time, until people believed that the pharaohs were not just kings, but gods. It suited the pharaohs to present themselves as gods, because it made the people fear, respect and obey them. Pharaohs enjoyed very wealthy lifestyles, and many fought hard to keep their family in power. Some aspects of a pharaoh's role are listed below.

Government aspects

- He was the chief ruler of Egypt.
- He made the laws and could enforce them, including punishing disobedience.
- He controlled the country's wealth and workers with the help of one or two **viziers** (prime ministers).
- He was the sole owner of all the land and controlled each **nome** (territory) through administrators called **nomarchs**, who collected taxes and organised workers.
- He controlled the Egyptian army and owned all the military resources.
- He was the head of the priesthood.

Spiritual powers

- He was believed to be a descendant of the sun-god Re (one of the oldest gods).
- He was believed to control the flooding of the Nile river.
- The spirit of Horus, an important falcon-headed god, was believed to enter him when he came to the throne.
- He was believed to become one with Osiris, the god of the underworld, when he died.

 Think about what it was like to be a pharaoh, and answer the following questions in your workbook.

- 1 Why did the pharaohs present themselves as gods?
- 2 What do you think might have happened if people realised that the pharaohs didn't have spiritual powers?
- 3 Do you think it was right that the pharaohs led people to believe a lie so that they could maintain their power?

Being pharaoh

The pharaoh was the most powerful person in Egypt. To keep this power within one family he had to marry someone in his immediate family. Pharaohs therefore usually married their sisters or half-sisters.

- 1 How would you feel about having to marry your sister or brother?

Circle an emoticon.



yay!



yuk!

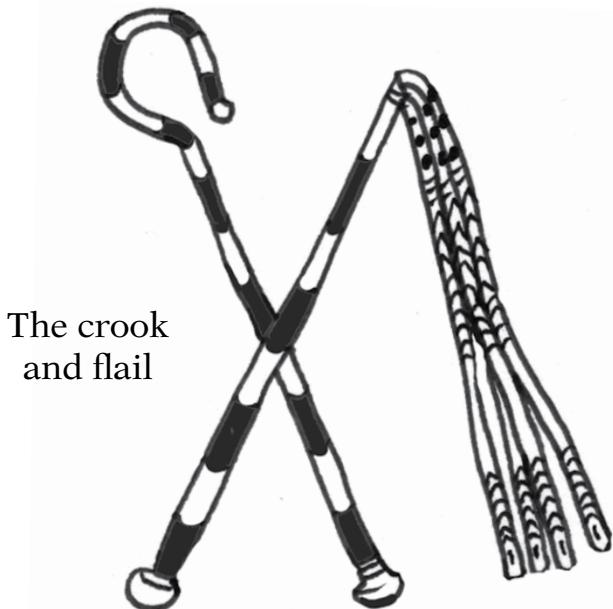


grrr!

- 2 Write down how you would feel if people worshipped you as if you were a god?

I would feel _____

- 3 The **crook** was a shepherd's stick and the **flail** was a whip. These items symbolised the pharaoh's role as the protector and the punisher of his people. Which one do you think represented the pharaoh's power to discipline the people?



- 4 Use these words to fill in the blanks in the sentences below.

lions thrones furs ostrich sceptres

Pharaohs carried _____ and sat on golden _____.

They wore patterned skins and _____ from wild animals, including _____ and leopards.

Slaves kept them cool with large fans made from _____ feathers.

The government

The land of Egypt was separated into territories called **nomes**. Each nome was supervised by an administrator called a **nomarch**. The nomarchs were under the command of the pharaoh's **viziers** (prime ministers). Nomarchs were a bit like the mayors of today, but with a lot more individual power.

security guard

accountant

taxation officer

human resources executive

judge

project manager

police commissioner

general

public relations officer

-  1 Look at the list of jobs performed by nomarchs. From the box above, select the title we would use today to describe the person who does that job.

- collecting taxes from the people _____
- managing the nome's money and resources _____
- protecting the people in their nome _____
- keeping law and order _____
- interpreting and applying the law _____
- organising military troops _____
- appointing and supervising workers _____
- overseeing public building projects _____
- passing on messages from the pharaoh _____

The importance of writing

The Egyptians had two important resources that allowed them to develop written language. These were **papyrus**, which they used to make paper, and **ochre**, which they mixed with oil or water to make paint. Historians call the picture-writing of the Egyptians **hieroglyphics**. **Scribes** (writers) used a pointed reed dipped in ink to draw on papyrus and tomb walls. We call this type of writing instrument a **stylus**. Because papyrus scrolls could be rolled up and carried around, writing became portable. This allowed people to communicate over long distances. Boats were used to deliver messages from the capital city, up and down the Nile river to distant towns.

-  1 Copy the hieroglyphics into your workbook. Invent six more symbols of your own and make each represent one letter of the alphabet.



-  2 Make up a short coded message. Give a friend the code so they can decipher it.

Objectives

- To examine the social hierarchy structure of Egyptian society
- To emphasise the key importance of written language to the advancement of a society

Prior knowledge

Students need no prior knowledge to undertake these activities.

Background

The social strata of Ancient Egyptian society included slaves, farmers and labourers, general workers, the military, administrators and bureaucrats, the nobility, the priesthood and royalty. The lower classes were encouraged to believe that it was the will of the gods that they remain in their roles, but occasionally people rose above the class into which they were born.

The development of written language, mathematics, a system of weights and measures, and the ability to write everything down and keep records ensured that the administration could plan ahead and keep things in order.

The use of papyrus scrolls that could be easily carried enabled the network of officials – viziers (prime ministers), nomarchs (local governors), administrators, scribes, priests, nobles, military leaders and others – to sustain communications throughout the land.

The cooperation and unity of the people were ensured by emphasising – through the powerful and wealthy priesthood – the importance of loyalty to the gods and their appointed human leaders.

Starter activity

Using the whiteboard, ask the class to contribute ideas to a mind map about Egyptian society. In what ways was it different to ours? How was it similar?

Resource and Activity sheets

The Activity sheets 'Social hierarchy' and 'The noble class' can be set for independent reading. Revise with the class the technique of summarising by locating and paraphrasing the main points of a text, then ask students to make some point form summary notes in their workbooks before they complete the activities. Note: This may require a double lesson.

The two Activity sheets on 'Workers' are a puzzle activity. Set a time limit of 20 minutes for students to complete them. Check their answers at the end.

The Activity sheet 'Women' can be set for individual reading. The students are prompted to discover the name of Hatshepsut and then reflect on her story. Collect the sheets for marking and provide them with feedback.

The Activity sheet 'Slaves' includes an extended writing task. You could set a time limit for this in class, or you could make this an ICT activity, requiring students to present it as a word-processed document or a PowerPoint presentation.

Extension activity

Have the class expand the mind map created in the starter activity, writing a series of detailed points of comparison between our society and that of the Ancient Egyptians.

Answers

Social hierarchy Social hierarchy pyramid: pharaoh; priests and scribes; nobles and military leaders; wealthy traders and merchants; skilled craftsmen and farmers; peasants and labourers; slaves

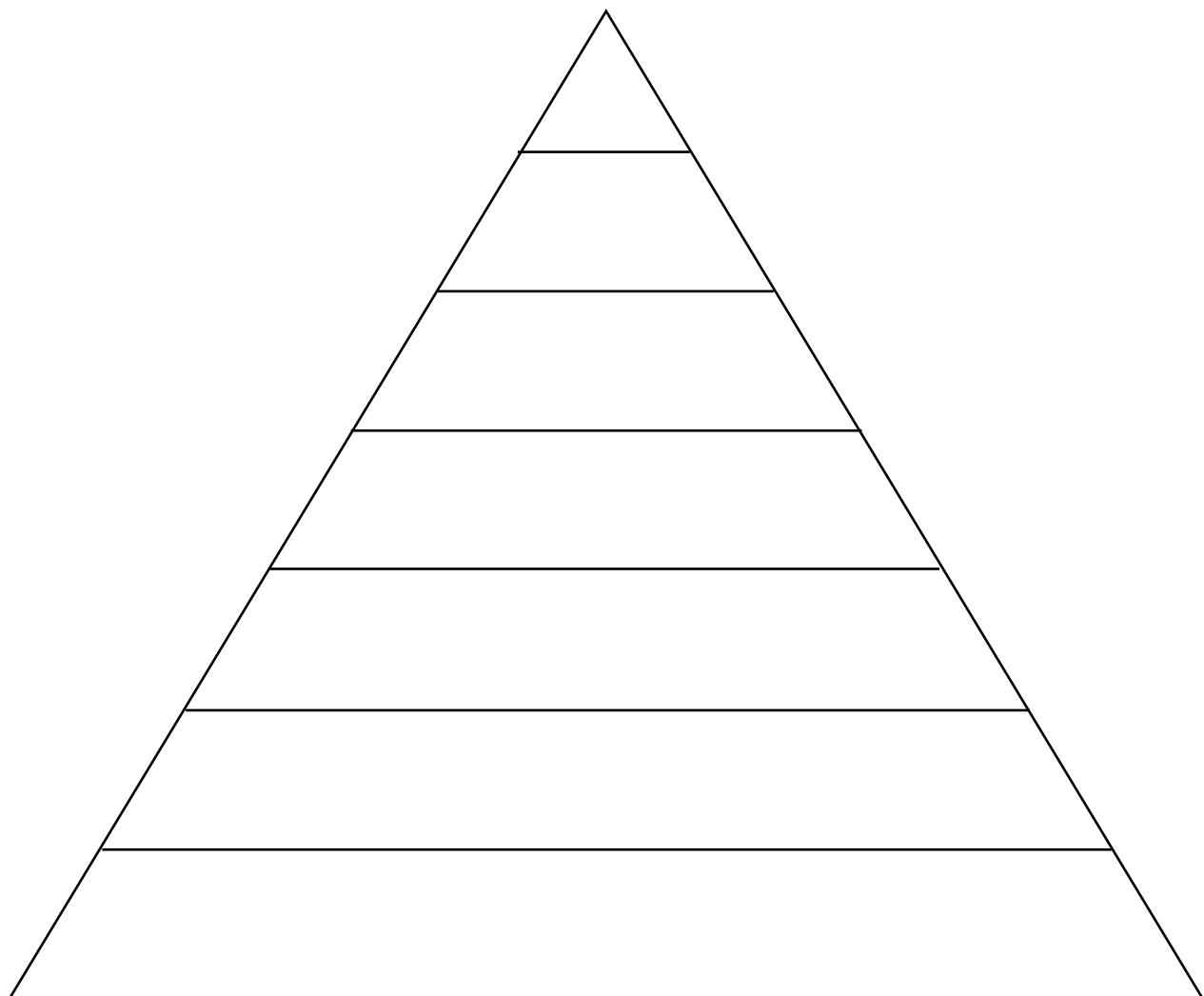
Workers (2) Word find solutions: building the pyramids; digging up precious stones; guarding the temples; painting tombs

Social hierarchy

In Egyptian society people were thought of as members of particular groups, rather than as individuals. Some groups were believed to be more important than others. This was a good thing if you were born into the **royal family** or were part of the **noble class**. But it wasn't very good if your parents were **working-class** people or **slaves**. This type of class system is based on luck. Interestingly, most people respected the system and knew their place within it.

-  1 Use the following information to fill in the pyramid diagram to show the order of society:

The pharaoh was at the top, followed by priests and scribes. Next came the nobles and military leaders. In equal fourth position were wealthy traders and merchants. The next group was made up of skilled craftsmen and farmers. Under them were peasants and labourers, and last of all were slaves.



The noble class

In Egypt, people had different lifestyles according to the amount of wealth they had, just like people do today. The most **privileged** (fortunate) class in society was made up of people we call **nobles**. A person could be considered a noble for a number of reasons.



I am the pharaoh's first cousin. I wear fine clothing and jewellery and my husband and I have already had expensive tombs made for when we die. Servants cook, clean, bring us trays of food and do all the housework.



I hold an important position in the pharaoh's government. I am a **vizier**, which is similar to the role of prime minister.



I am a highly honoured military leader – commander in chief of the pharaoh's army. As a noble man, I enjoy more privileges than many other people in Egypt.

I was lucky enough to be born into a wealthy noble family. Because my parents are nobles, I am too. I live with my family in a lovely home that is richly decorated and well furnished. Our house has a beautiful garden and a swimming pool with lotus flowers floating on the water.



- 1 How would the lifestyle of a vizier differ from the life of a slave? Write a short paragraph about the differences in the following things:

- their work
- their clothing
- their family life.
- their homes
- their leisure activities

Workers (1)

This is a three-part puzzle about the kinds of jobs people did in Ancient Egypt. The puzzle grid is on a separate page.

- 1 Separate these letter chains into 23 separate jobs. Write them into the spaces below.

scribecraftsmanweavercookpotterbrickmakerjewellerstonemasonbaker

goldsmithfarmercarpenterwinemakerboatbuildersculptor

fowlertradersoldiermineradministratorhandmaidenmerchantfisherman

- 2 Find each of these words in the puzzle on ‘Workers (2)’. Words may be written across, down, backwards and diagonally. Cross the words off your list (above) as you find them. Circle the words as you find them in the puzzle grid.
- 3 The leftover letters spell out four specific projects that workers were employed by the pharaoh to perform. The first letter after each eye symbol begins the key phrase. Write them in the spaces below.

Workers (2)

 Follow the instructions on 'Workers (1)' to complete this puzzle.

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

Women

-  1 Complete the following passage using the words in the box below.

husband inheritance payments custody choice name

Egyptian law gave women a number of important rights.

A woman had the right to:

- own land in her own _____
- receive an _____ from her father
- leave this inheritance to any person of her _____
- divorce her _____ under certain circumstances
- _____ of her children if there was a divorce or separation
- support _____ from the children's father after a divorce or separation.



- 2 As a general rule, women could not hold a position in government. Interestingly, one Egyptian woman actually ruled Egypt as pharaoh. Use the clues below to find out her name.

- — — — — — — — — — — — — — — — — —
- The first three letters spell something you wear on your head beginning with 'h'.
 - The next four letters are spelt like the word 'sheep', but with only one 'e'.
 - The last three letters spell a word that sounds like 'soot' but has a 'u' instead of two 'o's.

This female ruler wore a false beard as a symbol, and presented herself as **pharaoh**. They accepted her as their ruler, and she built up a powerful trading empire, which greatly increased Egypt's wealth. But to do this, she had to take the throne by force from her stepson, Thutmose III. When he grew older, Thutmose may have had his stepmother murdered. He then removed every trace of her name from monuments and other written records. But he could not remove her memory completely.

-  3 Why do you think Thutmose wanted to erase the people's memories of his stepmother?

Slaves

Some people in Egypt were served by **slaves**. Historians are not sure whether these workers were forced into slavery, or whether they were low-paid servants. It seems that slaves in Egypt were not considered to be the 'property' of a master. Rather, they were employed to perform certain duties that wealthier people did not wish to do.

Activities of slaves

The activities of slaves included watering, planting and harvesting crops, cleaning the house, chopping firewood, moving cows to new grazing areas, feeding goats and pet cats and dogs, and moving bricks, timber and equipment for use in building projects.

 1 Summarise this information by finding some examples from the paragraph above to fill these spaces:

- farming duties such as _____.
- household jobs, like _____ and _____.
- caring for animals, such as _____ and _____.
- transporting materials and products. For example, _____.

Sometimes people became slaves because they had a debt that they could not afford to repay. Others were prisoners of war, or had committed a crime that required punishment. If your parents were slaves, usually you would become a slave too.

<p>2 Imagine you are a slave living in Ancient Egypt. Your name is Anut and you work for the pharaoh. Your duties are to take care of the pharaoh whenever he makes a public appearance. Write three things you would do in your typical day.</p>	<p>1 _____ _____ _____</p> <p>2 _____ _____ _____</p> <p>3 _____ _____ _____</p>
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Objectives

- To understand the way the Egyptians lived in ancient times
- To find similarities and differences between ancient and modern lifestyles

Prior knowledge

Students need no prior knowledge to undertake these activities.

Background

In some ways, daily life in Ancient Egypt was quite similar to the lifestyles of middle- or working-class people today. Their clothing, food, leisure activities, homes and equipment were not so different from ours. However, the religious aspects that governed Egyptian life meant that Ancient Egyptians held a worldview that most people today do not share. Life expectancy was low – around 40 years of age. People often died of illness or injuries that would be easily treatable in hospital today. Many women and children died in childbirth. War, disease epidemics and natural disasters claimed lives that today could be saved in similar situations.

Starter activity

Discuss our modern, Western dietary habits and ask students to think about what the Ancient Egyptians might have eaten. What types of food do students guess might have been common in Ancient Egypt? Ask them to make a list of foods that might grow (or be available) in the region today.

Activity and Resource sheets

Before having students read and complete Activity sheet 'Lifestyle', read them this information:

The people of Egypt believed that they were pleasing the gods by working hard and by obeying the pharaoh and his government. The pharaoh was presented not merely as a king, but as a god. He was therefore the head of the priesthood as well as the administrative government and the military.

Discuss the impact that believing the pharaoh was a god would have had on daily life.

The Activity sheet 'Food and drink' includes some language tasks. Read the text aloud and allow students time to complete these tasks.

The Activity sheet 'An Egyptian feast' presents students with an imaginary scenario in which they are asked to prepare a feast. Before they begin this activity, review what they have found out so far in the unit and give them some ideas about what forms of food and entertainment were available.

Allow two lessons for students to complete the three Activity sheets on Egyptian clothing. Have students complete the tasks in pairs and compare their ideas.

Extension activity

Ask students to write a whole menu for an Ancient Egyptian feast, building on the Activity sheet 'An Egyptian feast'. The dishes can be given invented names, and students should choose one or two dishes for which to write recipes and cooking methods.

Answers

Lifestyle 9, 8, 3, 11, 5, 2, 10, 12, 7, 1, 4, 6



Lifestyle

-  1 In the brackets, write the number that matches a synonym (a word with the same meaning) for each word.

The Ancient Egyptians lived active and busy lives. The most important goal () for the average family was working to obtain () enough food to eat. Food was adequate (), but few people seem to have overeaten in Ancient Egypt. People lived in houses () that had a number of separate rooms and furnishings to make their lives comfortable. The housework was shared () between men and women, with men taking care of the washing () of clothing. People cooked, raised children (), cleaned, studied and taught skills to each other, grew gardens and kept pets. And of course, they worked in jobs () outside of the home. Many farmers raised () crops and tended herds. Other jobs included building (), stonemasonry, metalwork, carpentry, weaving, trading in merchandise (), boat-building, fishing, painting, writing, civil () administration, working as a scribe and being a soldier.

Synonyms

- 1 construction
- 2 laundering
- 3 sufficient
- 4 products
- 5 divided
- 6 public
- 7 grew
- 8 get
- 9 aim
- 10 kids
- 11 dwellings
- 12 employment

- 2 Using vowels (a,e,i,o,u) fill in the missing letters to complete the following paragraph.

The Ancient Egyptians enjoyed a variety of leisure activities. They enjoyed playing g_m_s, spending family time together, pl_y_ng and listening to m_s_c, d_nc_ng, f_st_ng and c_l_br_t_ng more than 60 f_st_v_ls and public holidays each year. Entertainers danced, sang and played m_s_c_l instruments, including fl_t_s, harps, lyres, drums and cymbals. Exotic animals such as m_nk_ys and baboons were trained to perform tricks. _cr_b_ts and pretty dancing girls also entertained at parties.

- 3 In your workbook, describe a trick you think the Ancient Egyptians might have trained the monkeys and baboons to perform.

Food and drink

 1 In the following text, circle all the words that name **meats, vegetables, herbs** and **spices**.

2 Draw squares around all the words that name **fruits**.

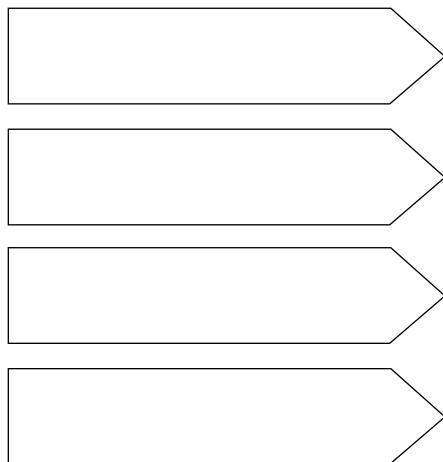
3 Underline all the other **foods** and **drinks** that are mentioned.

- Ancient Egyptian people ate a simple diet of vegetables, fruits, dairy products, eggs, meat and fish. They ate salad vegetables, including cucumber, lettuce and radishes, and cooked vegetables, including beans, peas, cabbage, leeks, onions and garlic. They also used corn, chickpeas, olive oil, bak tree oil and salt.
- They grew emmer (a type of wheat) and barley – these grains were ground into flour for making flat bread and barley cakes.
- Food was roasted, fried, boiled, baked, grilled or stewed. Spices and condiments included mustard, cumin, dill, coriander, cinnamon, rosemary, wild marjoram and vinegar.
- Food was prepared on the floor or on low tables and was cooked, served and stored in clay dishes. Among the wealthy, gold, silver and bronze dishes, pots and cups were used.
- The wealthy ate much better diets than the poor and working classes.
- Fruits that grew in Egypt included pomegranates, figs, melons, dates and grapes.
- Meat was eaten only occasionally, and included lamb, goat, hare and duck. Fish was more common, because of the Nile river.
- Beer was made from fermented bread and wine was made from grapes. Milk and cheese were produced from the herds of cattle and goats the Ancient Egyptians kept. Eggs were harvested from wild birds, including ducks and geese.
- Honey and palm sugar were readily available to sweeten foods. A sweet root called **chuba**, which grew near the Nile, was also used as a sweetener, and carob was used to add taste. Raisins were made from grapes and added to barley cakes to make sweet treats.
- People generally ate with their fingertips. Bowls of scented water were used to wash fingers and hands when they became greasy.

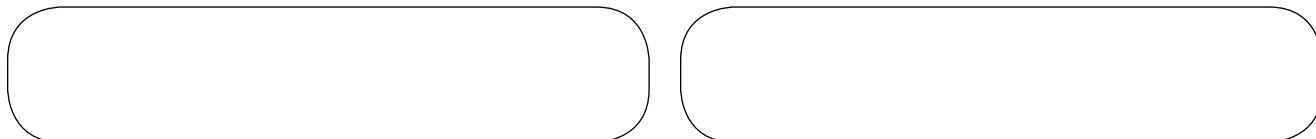
An Egyptian feast

-  1 Using the foods listed in 'Food and Drink', imagine you must prepare a feast for some people from the noble class. Choose ingredients for a main course, dessert and drinks.

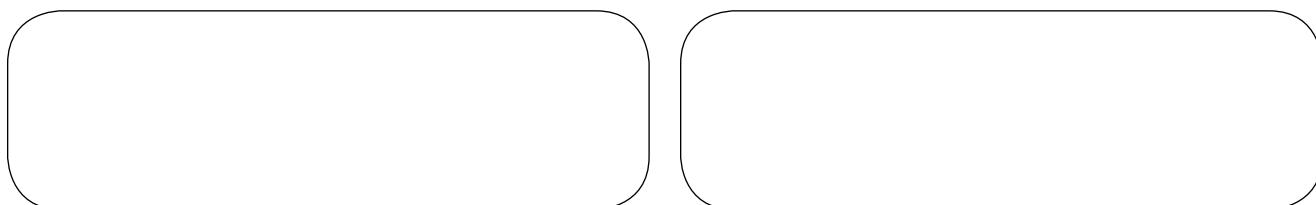
Name of the dish: _____

Ingredients**How you will prepare the meal****What are you planning to serve for dessert?**

Your name for this dessert	Ingredients in this dessert

What about drinks?

-  2 Use the information from the Activity sheet 'Lifestyle' to plan the entertainment for the evening. Describe two acts you will use.



Egyptian clothing (1)

In Ancient Egypt, clothes were made of linen. This fabric was woven from the flax plant that the Egyptians farmed. It was usually white, but was sometimes dyed different colours. **Noble** men wore knee-length skirts and some also wore **tunics**. Men from the lower classes wore **loincloths**, which were much shorter. These enabled them to move about freely as they worked in the heat of the Egyptian sun.

Women wore long dresses and shawls.

Both men and women wore cloaks in the cooler months.

Royal and noble people sometimes wore **animal skins** over their shoulder. Everyone wore sandals made from **flax** or **date palm fibre**, and sometimes used leather to make their shoes last longer. Children mostly wore no clothes at all.

Both men and women wore jewellery made of gold and silver, make-up on their faces, and elaborate **wigs**. For parties and other special occasions, people would dress up in their finest clothes.

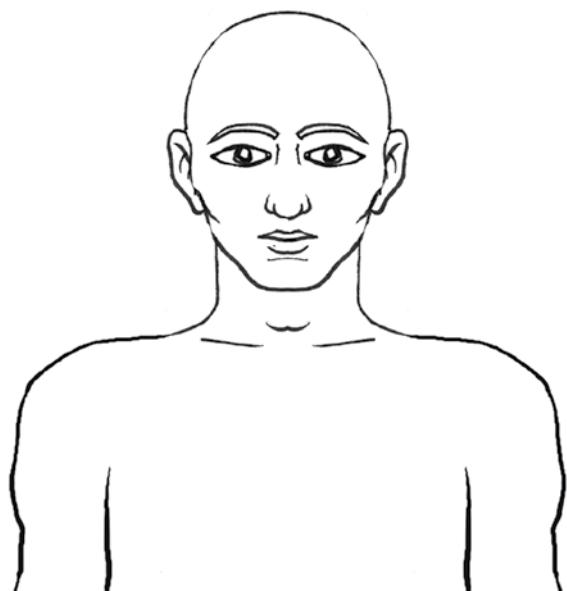
People would apply fragrant oils to their skin to make themselves smell nice, and some women wore wax cones filled with fragrance on their heads. As the lady became warmer throughout the event, the wax would melt, sending the fragrance trickling down their hair or wig, giving off a pleasant smell.



pectoral necklace



wig



The Egyptians used different colours of **ochre**, mixed with oil or water, to make paints used in tomb paintings. Ochre was also used as make-up by both women and men. An oily, black eye make-up was used to help protect the eyes from the desert sand. It was made from an ochre called **kohl**.

Draw and colour this person's face in Egyptian style make-up. Add some hair or a wig.

Egyptian clothing (2)

☞ Write descriptions of these items of clothing.

1

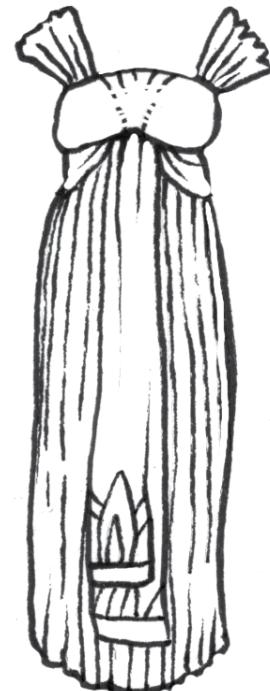
Describe how it looks: _____

Who would wear it? _____

Which social group would it be worn by?

What is it made of?

Special design features:



2

Describe how it looks: _____

Who would wear it? _____

Which social group would it be worn by?

What is it made of?

Special design features:



Egyptian clothing (3)

1 Describe the person that would wear this piece of clothing.

Who would wear this skirt? _____

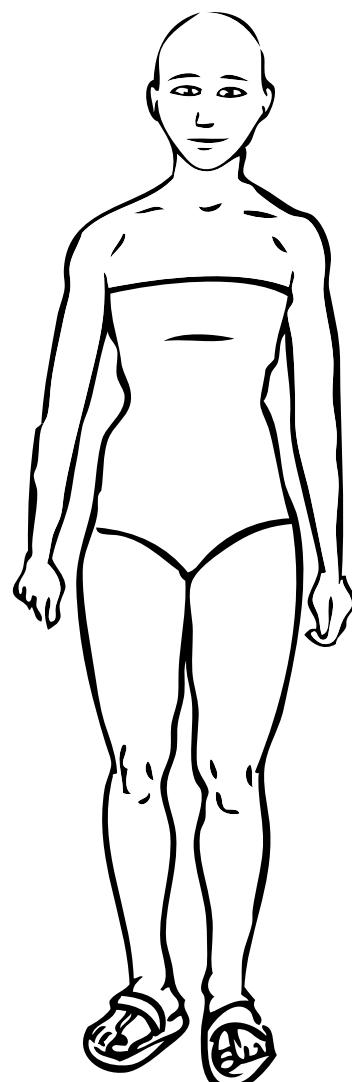
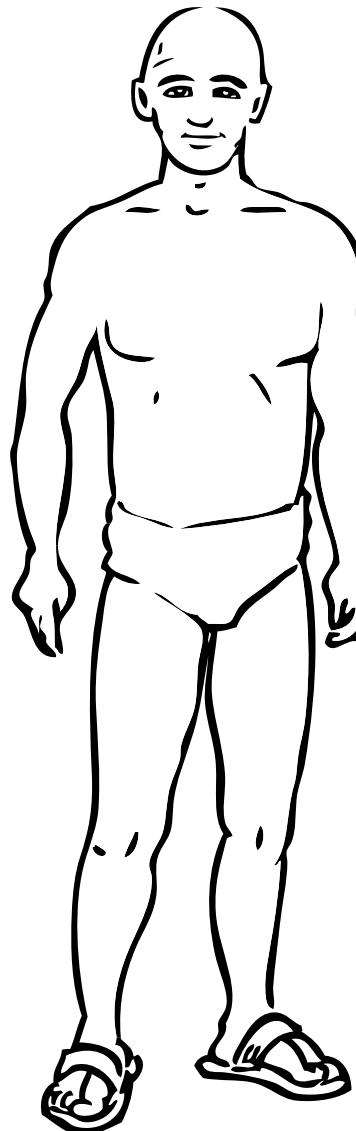
Which social group would it be worn by? _____

Special design features: _____



2 Trace these figures into your workbook and add clothes, wigs and jewellery to them to create two of the following characters:

- a priest
- a princess
- a pharaoh
- a vizier
- a slave girl.



Objectives

- To describe and detail some of the deities from Ancient Egyptian mythology
- To investigate the ways in which worship of gods affected the lives of ordinary people

Prior knowledge

Students should understand that the Ancient Egyptians were pantheistic – that is, they believed in a multitude of different gods and goddesses, many connected with the natural world.

Background

The Ancient Egyptians believed that their gods protected them throughout their lives. In the tomb of Thutmose III, archaeologists found a list of 740 gods and goddesses. Generally, people worshipped just a few special gods and goddesses that were related to life in their own region. However, as communication developed and different religious ideas spread, one god might gradually take on the characteristics of another, until some merged together or one god developed multiple names.

Starter activity

Ask students to consider why there were so many gods and goddesses in Ancient Egyptian mythology. Discuss the information provided in the 'Background' section with students. Prompt them to think about how some gods merged with others.

Resource and Activity sheets

The Activity sheets 'Egyptian gods' and 'Egyptian goddesses' introduce students to some of the most important Egyptian gods and goddesses. Once students have completed their reading, ask them to discuss the reasons why some of the gods and goddesses were more widely worshipped than others.

Read the Activity sheet 'The priesthood' together as a class, and then talk about the impact that the priests had on the pharaoh and government of Egypt. Compare this with the impact priests had on the common people.

In the Activity sheet 'Serving the gods', students must rearrange sentence fragments and words into complete sentences. First discuss with them how they should use the rules of grammar to help them complete this task.

Extension activity

Ask students to select one god or goddess and write a research project answering the following question: What impact did serving this deity have on the daily lives of ordinary Ancient Egyptians? Students could present their work in the form of a PowerPoint presentation.

Answers

Egyptian gods 1 Horus 2 Osiris 3 Thoth

Egyptian goddesses child, Sekhmet

The priesthood 1 the running of temples; 2 food, gold, silver, precious stones and other valuable objects; 3 the New Kingdom (around 1350 BCE); they had more power than Akhenaten; 4 sandstone, limestone and granite, because they would last a long time.

Serving the gods 1 The cult of Isis was popular for many centuries in Egypt. 2 The cult of Amun was a very powerful group of priests. 3 They controlled a large treasury containing gold donated by ordinary people. 4 People brought offerings and gifts to honour the gods. 5 Worshippers wrote poems for the gods and sang songs to them. 6 Offerings included objects such as gold, silver and precious stones. 7 Priests charged people money to have their prayers offered to the gods.



Egyptian gods

The Ancient Egyptians worshipped local and national gods and goddesses. They prepared offerings, which they brought to the temples. People believed it was very important to show loyalty to the gods, to pray to images of them and to give them praise and attention.

-  Match the following descriptions to the illustrations of the gods.
Label each illustration with the name of the god.

Muri

I am a scribe, so I worship the ibis-headed god
Thoth. He is the patron of writing and scribes.



1 _____

Seti

Being a vizier, I only worship the god **Horus**. He is easy to spot, as he has the head of a falcon and wears the double crown of unified Egypt. This shows that he is worshipped across the whole land. Horus is the protector of the pharaoh.



2 _____

Mundah

I am getting to be an old woman. Lately, I have been bringing offerings to **Osiris**, the god of the afterlife. I hope that this will please him enough that he will give me safe passage through the underworld to the afterlife when I die.



3 _____

Egyptian goddesses

People had different reasons for choosing to worship certain gods. Some gods and goddesses, such as Amun, Horus, Osiris and Isis, were worshipped across the whole land of Egypt, while others were local to particular regions.

- 1 Complete the following descriptions of the goddesses of Egypt that people worshipped. Use the pictures of the goddesses to help you.

Jas

At least one girl from each generation of our family has been a priestess in the cult of **Isis**. Our great mother goddess has more temples built in her honour than any other goddess. Isis is the sister and wife of the god of the underworld, **Osiris**.



Hathor

Weni

My wife and I really want to have a _____. I am praying to **Hathor**, the goddess of fertility. Hathor is easy to recognise because she has the horns of a cow and a sun disk over her head.



Isis

Akh'amun

My family and I worship _____, the lion-headed goddess. She is also linked with the cat goddess Bastet, who is the patron of our city, Bubastis.



Sekhmet

The priesthood

Priests were very important members of Ancient Egyptian society. They supervised the running of **temples**, where ceremonies and **rituals** were carried out to honour the gods and goddesses. The priests employed at temples decided who could visit and answered people's questions about the gods through a system of **offerings**. They would charge people money to have prayers offered, and accepted food and other objects as offerings to the gods. This filled up the temples with huge reserves of gold, silver, precious stones and other valuable objects. As a result, the priesthood grew wealthy and powerful.

In the New Kingdom (around 1350 BCE), the priests of Amun had more power than the **pharaoh** himself. This prompted the pharaoh Akhenaten to declare that everyone stop worshipping all other gods except his own.

Temples were built to stand the test of time. They were made of huge columns, hand-carved from **sandstone**, **limestone** and **granite**. Many of these colossal structures, such as the temple of Hatshepsut at Deir el-Bahri, are still standing today.

 Read the text above and then complete the following sentences.

- 1 Priests supervised _____.
- 2 They would accept offerings such as _____ for the gods.
- 3 The priests of Amun became powerful in _____. They upset Akhenaten because _____.
- 4 Temples were built from _____, because _____.

Serving the gods

Religion was central to the Egyptian way of life. Different groups (cults) of priests or priestesses were employed to serve in the temples. Each priest or priestess was devoted to a particular god or goddess. Most people prayed to their gods each day, asking them for help in their everyday lives. They believed that praising them and giving offerings would make the gods reward them.

 Rearrange these sentence fragments and write them out in the correct order.

1 was popular for many centuries in Egypt the cult of Isis

2 the cult of Amun group of priests was a very powerful

3 a large treasury they controlled donated by ordinary people containing gold

These sentence fragments have not been separated into phrases. Can you work out what order they should be in to form a proper sentence?

4 People brought to honour the gods. offerings and gifts

5 and sang songs to them. wrote poems Worshippers for the gods

6 objects such as Offerings included gold, silver and precious stones.

7 prayers offered Priests charged people money to have their to the gods.

Objectives

- To outline the unique beliefs and customs that led to the development of Egyptian mummification, tomb-building and other funerary practices
- To develop a sense of empathy with people from the past

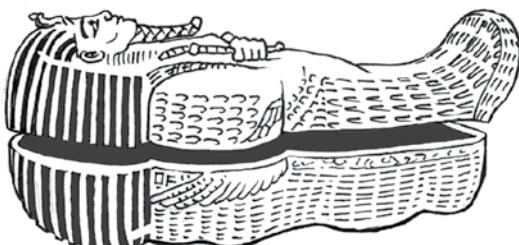
Prior knowledge

Students should have some knowledge of the process of mummification made famous by the Ancient Egyptians.

Background

The Ancient Egyptians believed in an eternal life after death. It was very important to the Egyptians that the body of a deceased person be preserved. This was done through mummification so that the *ba* (a part of the soul) would have a recognisable body to which it could return after its flight at death. Another aspect of the soul, the *ka*, also needed a physical object to which it could attach itself. This could be inside the mummy, in a statue or figurine, or even in a painted image of the person. The third part of the soul, the *akh*, was believed to be the aspect that faced judgment for the person's conduct while they were alive. The *akh* could only travel to the afterlife once judgment was complete.

The Book of the Dead was a series of paintings that represented the 'manual' that could help the deceased person to navigate through the underworld to the afterlife. Living people believed that they could be affected by the akhs of the dead. They would leave offerings and pray to the gods for their dead relatives to ensure that they didn't become angry with them.



Starter activity

Present this information to the class:

People believed that servants and various possessions could be used in the afterlife, so many people were entombed with furnishings and other objects from their houses, as well as statues of servants (or sometimes live slaves).

Discuss this custom, explaining how it would have affected how people viewed death in Ancient Egypt.

Resource and Activity sheets

The Resource sheet 'Tombs' gives students information about how Ancient Egyptian burial practices evolved. They are then prompted to draw a flowchart of this development in their workbooks, with illustrations. You could sketch examples of these illustrations on the whiteboard for students to follow.

The Resource sheet 'Preserving the dead' introduces students to the beliefs of the Ancient Egyptians about the soul. Discuss the ways in which these beliefs are similar and different to those of some religions today. Explain the link between these beliefs and mummification – the importance of preserving the physical body

For the Activity sheet 'Mummies', ask students what they already know about the process of mummification. Then have them complete the maze to find out the three key stages. Students then answer questions to get them thinking further about this information.

Have students look at the painting 'Fowling in the marshes' (page 24) and ask them to verbally describe what they see. Examine the style of painting and drawing in the work, before completing the Activity sheet 'Egyptian art'. If possible, extend the drawing activity by providing painting materials and making the task a creative project.

Extension activity

Get students to draw their own 'Mummy maze' puzzles. Have them exchange these with classmates, so they each get to complete another puzzle.

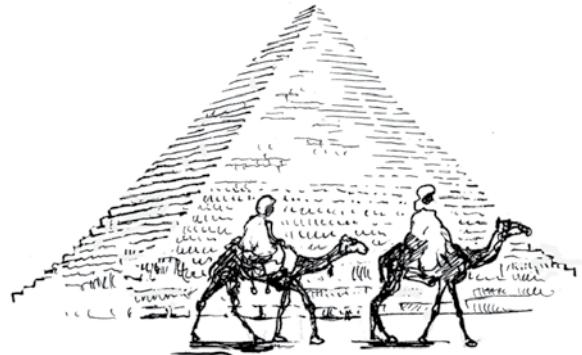
Answers

Mummies (maze) crocodile, cat, person

Egyptian art sculpture, pottery, natural, paintings, coloured, plaster, perspective, angle, chest, feet, sculptors, adults, pharaoh, statues

Tombs

Pyramids were massive triangular-shaped buildings that were the tombs of the pharaohs. Historians know quite a lot about how the Ancient Egyptians learnt the art of pyramid building, because they studied some of the failed attempts. When pyramid building became too expensive, the Egyptians used tombs cut into the rocks at places such as the Valley of the Kings.



Early tombs

The earliest tombs were simple sandpits dug in the desert. Before the Egyptians began making mummies, the bodies would quickly dry out because of the hot sand and sun. Later, rectangular coverings called **mastabas** were built over the top of sandpits to mark and protect the graves.

Building pyramids

In later times, people began building tombs that were made of one mastaba on top of another, each one slightly smaller. This formed a **step pyramid**, like the one found at Saqqara. Early attempts to create a triangular-shaped pyramid failed because of mistakes in measurements. One attempt created the Bent Pyramid. It has a rounded top and unevenly sloping sides.

A true pyramid

Eventually, the Ancient Egyptians perfected pyramid building, to create the Great Pyramid of Khufu and many other pyramids throughout Egypt.

- 1 Draw a flowchart showing the development of tomb building in your workbook.
Use these labels and add pictures.

sandpit
mastaba
step pyramid
bent pyramid
a true pyramid

When pharaohs in the Old Kingdom built their pyramids, nobles scrambled for burial sites as close as possible to the structures. They believed that being buried near a god-king would help them to pass the judgment of the dead and enter the afterlife.

Preserving the dead

The Ancient Egyptians believed in a life after death that would go on forever. It was very important to the Egyptians that the body of a deceased person be preserved. They treated and wrapped dead bodies to make them last a long time. We call these bodies **mummies**, and the process of making them is called **mummification**.

The Egyptians believed that people had three aspects to their soul. In writing and paintings, they drew them like this:

the ba



The *ba* was the personality – it was unique to the individual, and could be compared to the idea of a person's 'spirit'. It could roam the earth during daylight hours while Re the sun god was shining, then had to return to the **underworld** at night. The *ba* flew away from the body when the person died. If it was to return to the body later, it would need to be able to find and recognise the right body.

the ka



The *ka* was the '**life force**' of the person that is common to all living humans – the 'breath' that made them alive. The *ka* entered the body at birth and was the force that **preserved** life. It was the same for each person. It was believed that at death, the *ka* needed a body to use for its eternal home – hence the need for mummification. Ancient Egyptians knew that the original physical body of a person eventually decayed away, but they believed the *ka* needed the shell created by the cloth wrappings and the decorated coffin as a physical place it could return to **eternally**.

the akh

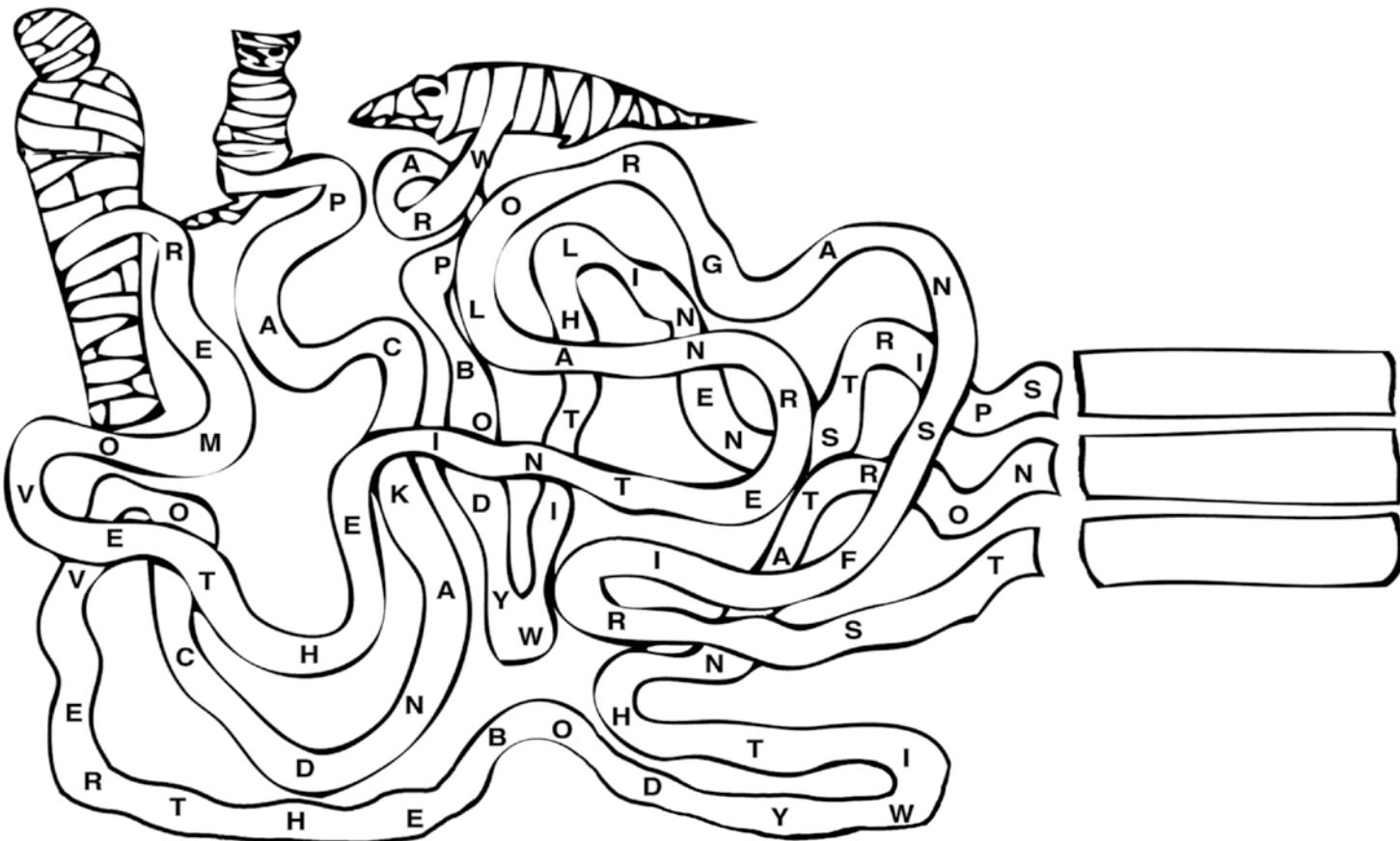


The third part of the soul, the *akh*, was believed to be the part that faced **judgment** for the person's conduct while they were alive. The *akh* could only travel to the **afterlife** once judgment was complete.

The Egyptians also mummified certain animals for ceremonial reasons. Many mummies of cats have been found in tombs, along with preserved crocodiles and birds. It is believed that the Egyptians wanted these animals to accompany them into the afterlife.

Mummies

- 1 Trace the bandages of these mummies to the name boxes. Write 'person', 'cat' and 'crocodile' in the space at the end of each bandage.



- 2 As you trace the paths, the letters in the bandages spell out the three stages of mummification. Write them out on these lines.

Stage 1 (person): _____

Stage 2 (cat): _____

Stage 3 (crocodile): _____

Refer to the Resource sheet 'Preserving the dead' to answer the following questions.

- 3 Write one reason why it was important to the Egyptians to preserve the body of a deceased person.

- 4 How did the Egyptians make bodies into mummies?

Egyptian art

 1 Insert these missing words into the passage.

angle	sculptors	paintings	pharaoh	pottery	chest	adults
feet	coloured	natural	statues	plaster	sculpture	perspective

Ancient Egyptian art included painting, _ c _ _ _ _ _ _ _ , metalwork, jewellery-making, woodwork, _ _ t t _ _ _ and other creative pursuits. Some artists did their work for the royal household, while others produced artwork for ordinary people. Artists used the n _ _ _ _ _ world and their spiritual beliefs for inspiration. Artwork sometimes showed aspects of ordinary life, which has helped archaeologists to discover many details about the way of life of the Ancient Egyptians.

The main sources of our knowledge of Ancient Egyptian society are p _ _ _ _ _ g s. The people left behind many paintings on the walls of tombs, showing people going about their daily activities. The images were brightly _ _ l _ _ r _ _ , although they are now somewhat faded. They were painted using ochre mixtures on white _ l _ s _ _ _ that was made from gypsum, a white, chalky substance, mined in the region.

Egyptian artworks were painted in an unusual way. Ancient Egyptians used p _ _ _ _ _ c t _ _ e differently. They preferred to show each aspect of an object or person from its best a _ _ _ _ . Therefore, the images appear one-dimensional to us, similar to cartoon illustrations. In paintings of human forms, the shoulders, c h _ _ _ , waist and thighs are shown from the front, but the head, arms, legs and f _ _ _ are shown from the side.

Both painters and s c _ _ _ _ o r s used size to show the social level and ages of people. Children were shown smaller than a _ _ _ t s, and leaders and nobles were shown larger than other people. The _ _ _ _ _ o h was shown larger than everybody. A number of huge s _ a _ u _ s of some pharaohs, including Rameses II, still exist today.

 2 In your workbook, draw a human figure in the Egyptian painting style.

Objectives

- To outline the weapons and equipment used in military pursuits in Ancient Egypt
- To trace the improvements in the technology of Egyptian military forces in ancient times

Prior knowledge

Students need no prior knowledge to complete these activities.

Background

Egypt considered most of her neighbours potential enemies because of their relative poverty and frequent food shortages in comparison to the fertile Nile valley. Raiders could enter Egypt from the western delta area, via the desert. Egypt went to war with the Semitic people known as the Hyksos (who came from the Caucasus mountains in Asia). They also fought against the Hittites and the Mitanni. Egyptian pharaohs conquered and enslaved many Nubians – their closest neighbours. The Greeks and the Romans eventually invaded Egypt by sea.

Egypt's military goals included conquering other nations, bringing slaves into Egypt and taking booty. The Egyptian government imposed tribute on people it conquered. This practice provided the empire with an ongoing source of income. Just as importantly, it kept their enemies from being able to afford to rebuild their armies – thus reducing the threat of revolt and attacks on Egyptian soil.

The Egyptians used weapons made of copper and bronze. These were no match for the iron weapons of later conquerors, but were sufficient to defend their borders and wage foreign campaigns in earlier times. They also had military boats that carried large grappling hooks.

The introduction of the horse-drawn chariot made hand-to-hand combat more difficult, as the chariots had to draw alongside each other, sometimes fighting while moving along. The composite bow allowed the Egyptians to keep their defensive lines further back from the enemy, which put them out of range of the enemy's inferior bows and arrows.

Starter activity

Begin by showing the class a map of the region and discussing where the Egyptian's enemies came from (refer to the 'Background' for assistance). Discuss the reasons why Egypt would have needed to develop methods of fighting on land and at sea. Which borders would have been the most difficult to defend and why?

Resource and Activity sheets

The Resource sheet 'The warrior pharaohs' includes an illustration of a horse-drawn chariot. Point out the features of the design, and discuss how this vehicle could have both helped and hindered a person's progress in battle. Ask students to consider why the majority of armed forces in the ancient world moved to using soldiers on horseback, rather than chariots. Have students complete the Activity sheet 'Conflict within Egypt' and consider the motivation behind the Egyptians' tactics.

Students should use the Resource sheet 'Weapons of warfare' to complete the Activity sheet 'Identifying weapons'. Collect and mark their written descriptions. Provide written feedback about their use of adjectives to complete the descriptions.

Extension activity

Ask students to conduct some further research on the Battle of Kadesh. How did the official account of the battle differ from what historians have since found out about the event?



The warrior pharaohs

Egyptians were generally a peace-loving people. But the **pharaoh** needed to protect his nation from **invaders**. At various times, the Canaanites, the Assyrians, the Hittites, the Hyksos and the Mitanni all threatened to invade Egypt.

Winning battles

Certain pharaohs, including Thutmose III and his son Amenhotep II, were successful in defeating their neighbours. These pharaohs battled their enemies, took some people captive, then made the defeated countries pay money and goods (**tribute**) to Egypt for many years.

Warrior pharaohs

Being a successful pharaoh wasn't easy. The **warrior pharaohs** actually went into battle, leading their troops from the **chariot** at the very front of the ranks. It was a brave (or foolish) thing to wage war against an enemy, particularly one with a large army. But Thutmose III and Amenhotep II did so successfully, and were able to expand Egypt's **empire** by winning battles on land and sometimes at sea.



Occasionally, a person born into a lower class in Egypt could rise up through the ranks of society because of their abilities as a soldier. This was achieved by a military general called Horemheb, who was the first person not born into royalty to become pharaoh. He achieved this high status because of his accomplishments as a military leader.

Conflict within Egypt

During one difficult period of Egyptian history, a foreign people called the Hyksos had come to live in the land. Historians once believed that the Hyksos had entered Egypt by staging a violent invasion. But more recent research suggests that they may have come peacefully at first, perhaps in small numbers, but soon grew to be a threat to the nation's security and way of life. The Hyksos were from a region north-east of Egypt. A number of different pharaohs tried to remove them. It was King Ahmose who finally drove them out.

 Use the Resource sheet 'The warrior pharaohs' to answer the following questions.

The Hyksos brought the **horse-drawn chariot** to Egypt. Before the time of the Hyksos, the Egyptians went into battle on foot.

- 1 How would the horse-drawn chariot have changed the way military battles were fought by the Egyptians?

The Hyksos also invented a special weapon called a **composite bow**, which fired arrows a longer distance than Egyptian bows.

- 2 How might the composite bow have helped the Egyptians win more battles?

- 3 How do you think the Egyptians might have benefited from taking their enemies captive?

- 4 Why do you think the Egyptians decided to battle their enemies when it was so dangerous to do so?

Weapons of warfare

Soldiers used sharp, stabbing weapons made of bronze and copper in hand-to-hand combat. However, these were no match for the iron weapons used by invaders, which would eventually bring an end to the Egyptian empire.

Examples: swords, blades, spears and daggers

weapons

Long distance weapons included bows and arrows and curved wooden throwing sticks that worked like boomerangs.

Examples: bows and arrows and throwing sticks

Other attacking weapons used by the Egyptians were designed to deliver heavy blows to their opponents. These weapons were made of bronze, flint and wood. They were very heavy.

Examples:
maces and axes

Identifying weapons

- 1 Read about weapons on the Resource sheet 'Weapons of warfare', then complete the table by describing the weapons shown.

Weapon	Description
	
	
	
	

Objectives

- To learn about trade between Egypt and her neighbours
- To apply logic and problem-solving skills in evaluating the relative worth of certain commodities
- To learn about the concept of diplomacy in politics

Prior knowledge

Students should be familiar with the geography of the African continent, the Mediterranean area and the Middle East. They should know what papyrus was used for.

Background

Ancient Egypt's wealth of food resources enabled the nation to engage in lucrative trade with the countries around the Mediterranean Sea and in the Middle East, as far as Asia Minor (Turkey).

When the pharaoh Thutmose II died he had a young male heir, who would become Thutmose III. This boy's mother was a secondary wife of the pharaoh. Thutmose II's Great Royal Wife was Hatshepsut. At the time of his father's death, Thutmose III was too young to rule, so Hatshepsut became what is called a *co-regent* – an arrangement where a young heir could have an adult rule in his place until he grew to adulthood. Queen Hatshepsut was a successful ruler and advanced the kingdom considerably during her years as pharaoh. But it seems Thutmose resented her success and popularity. He took the throne upon Hatshepsut's death when he was twenty-one.

Queen Hatshepsut expanded Egypt's trading empire during her reign. Sending commodities by ship was a common means of transporting traded items, but it was fraught with dangers, including piracy and shipwrecks. Trade was also carried out across land borders, with camels being the main beasts of burden used to bring goods in and out of Egypt.

Starter activity

Pose these discussion questions to the class: How did the Egyptians acquire things that could not be found or made in Egypt? Timber was a key resource that was in short supply – which nations could have provided the Egyptians with the timber they needed, in return for other goods? What safety concerns might have arisen in trading food in and around Egypt? What measures could traders take to minimise the risk of food spoiling while it was being transported?

Resource and Activity sheets

The Activity sheet 'Egypt's trading partners' asks students to reflect on the uses of certain commodities. After completing the writing exercise, have students exchange their sheet with a partner. Ask them to read their partner's answers and correct any mistakes.

The Activity sheet 'Trading with the neighbours' builds on the Activity sheet 'Egypt's trading partners'. Have students complete the activity and compare their answers with a partner. Discuss as a class the possible monetary value of each of the commodities (in the quantities given) in today's market.

The Activity sheet 'Booty and tribute' can be read aloud to the class. Have students answer the written questions, and ask them to evaluate the justice or injustice inherent in this system. Who wins and who loses? Discuss.

The Activity sheet 'The first peace treaty' presents students with a scenario in which the pharaoh and the Hittite king meet and discuss the terms of a treaty, and asks them to write about it. You could add details to this scenario as background for the writing task. Ask students to adopt a particular storytelling voice that would be appropriate for a pharaoh. If time permits, have students spend an additional lesson copying their work onto a 'scroll' to present it for marking.

Extension activity

Have students draw a map of the entire region where Egypt conducted trade. They could use the internet to find out more information about the trading partners of Egypt. They should label the various countries involved, draw symbols for each of the commodities traded in the relevant countries, and mark trade routes between Egypt and her neighbours.

Egypt's trading partners

The Ancient Egyptians traded to obtain goods that were not available in Egypt. Timber was in short supply, and was one of the main **commodities** (products) traded. The main commodity that Egypt's neighbours wanted was food – grains such as wheat, corn and barley. These were Egypt's main **exports**. An export is a commodity that is sent out of a country. Egypt also exported gold, linen, papyrus, glass, and sculptures and other objects made of stone.

-  Complete these sentences to show how the countries that traded with Egypt might have used these commodities.

1 linen

Neighbouring countries may have used linen for _____

2 papyrus

Neighbouring countries may have used papyrus for _____

3 glass

Neighbouring countries may have used glass for _____

Trading with the neighbours

Egypt didn't only send out **exports**. The government also obtained essential items from neighbouring nations. Items that are brought into a country are called **imports**. Egypt imported these items from neighbouring countries.

Nubia	gold	incense	slaves			
Palestine	oil jugs	pottery dishes				
Byblos	timber	metals				
Punt	monkeys	baboons	leopard skins	perfumes	ebony	ivory
Greece	olive oil	wine	marble			

Queen Hatshepsut built up trade between Egypt and neighbouring countries during her reign. Although she is remembered as one of the only female pharaohs, and for her dispute with her stepson Thutmose III, Hatshepsut made some important new trading relationships with Egypt's neighbours.

 Imagine you were an Egyptian trader. How much Egyptian grain would you pay for each of these commodities? Enter numbers to show how many sacks of grain you would trade.

1 two leopard skins I would trade _____ 20 kilogram sacks of grain.

2 a tonne of cedar wood I would trade _____ 20 kilogram sacks of grain.

3 twelve bottles of wine I would trade _____ 20 kilogram sacks of grain.

How much Egyptian linen would be a fair exchange for each of the following?

4 100 litres of olive oil I would trade _____ metres of linen fabric.

5 10 Nubian slaves I would trade _____ metres of linen fabric.

Booty and tribute

When the Egyptian army defeated an enemy nation, the soldiers were ordered to find and take as much property as they could find. Anything that was taken from an enemy in a time of war was called **booty**.

Booty might include gold, silver, precious gemstones, jewellery, items made from ivory or other expensive materials, weapons, cloth, tents and chariots. Booty could also include slaves, captive citizens, horses, cattle and other animals.

When an enemy had been defeated in battle, the pharaoh made the people of that nation pay a special tax called **tribute** to the government of Egypt. Every year, the pharaoh would send his representatives to collect the tax. It was sometimes paid in the form of seed, grain from the harvest of crops, animals, equipment or other valuable items.

 Read the text above and then complete the following sentences.

1 Booty is _____.

2 Booty could include items such as _____.
_____. It could also include people and animals,
such as _____.

3 Tribute is _____.

4 This could take the forms of _____.
_____.

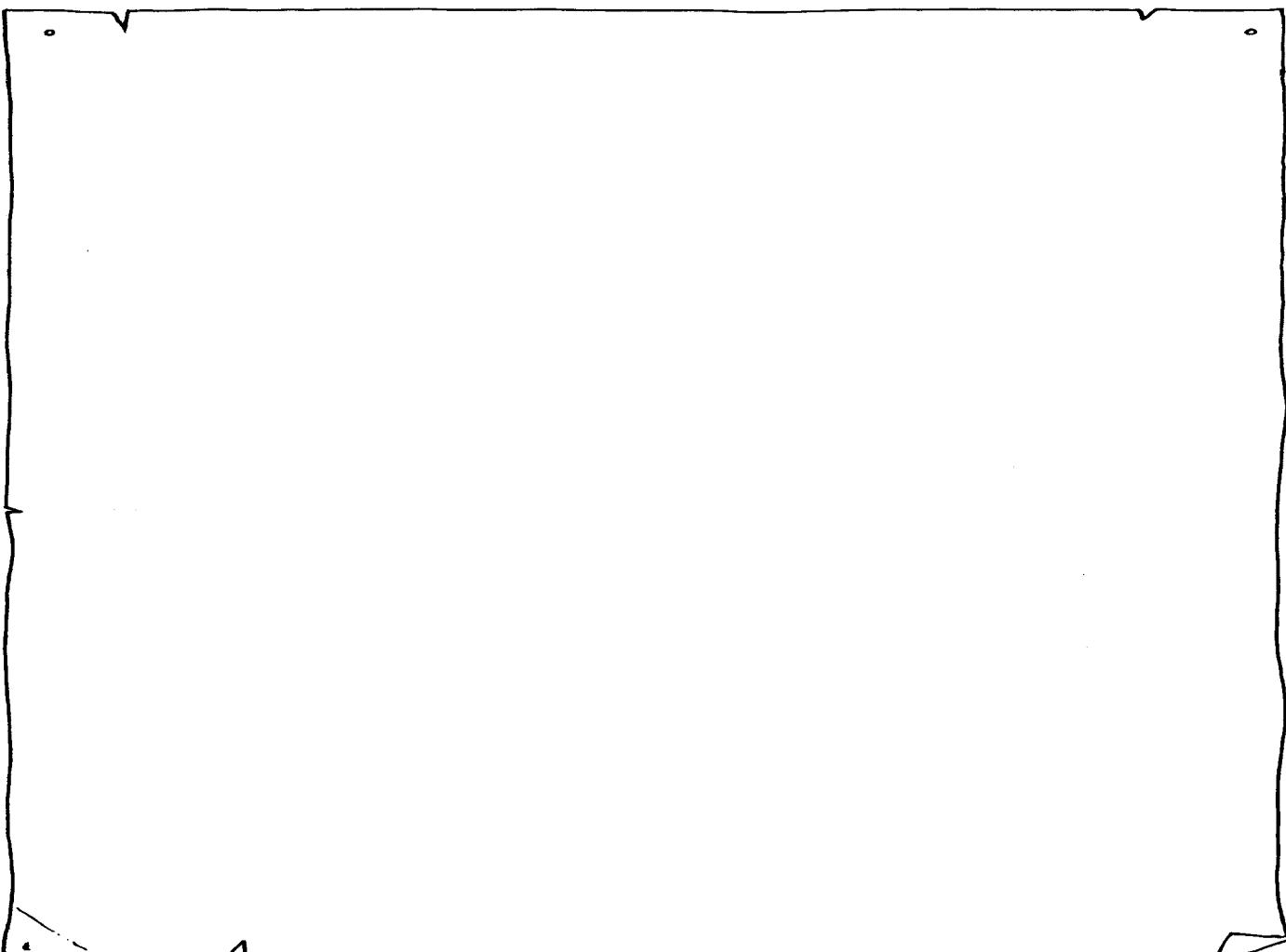
5 Tribute was collected by _____.

The first peace treaty

At the height of Egypt's power, Rameses the Great signed the world's first documented peace treaty. Rameses wanted to reach an agreement that would benefit both him and his enemies, the Hittites. This type of politics is called **diplomacy**. The Egyptians and the Hittites agreed:

- upon the exact borders and territories belonging to each country
- not to attack each other
- to help each other if either country was attacked
- to help each other in emergencies
- to give up any rebels or political prisoners hiding within their borders.

-  1 Imagine you are Rameses the Great. Use your imagination to write a creative journal entry about the day you signed this treaty with the Hittite king. Explain why you are so happy about it.



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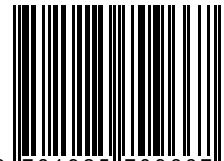
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