



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks *Sample Pages*

These sample pages from this eBook are provided for evaluation purposes. The entire eBook is available for purchase at

www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit

<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at

<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at

<http://socialstudies.com/newsletter/>

*Copyright notice: Copying of the book or its parts for resale is prohibited.
Additional restrictions may be set by the publisher.*

TABLE OF CONTENTS

<i>Teacher Introduction</i>	v
<i>Overview: Ancient Egypt</i>	vii

LESSONS:

1. Egyptian Architecture	
<i>Teacher Page</i>	1
<i>Student Worksheet</i>	3
2. Egyptian Religion and the Afterlife	
<i>Teacher Page</i>	7
<i>Student Worksheet</i>	11
3. The Importance of the Nile	
<i>Teacher Page</i>	15
<i>Student Worksheet</i>	17
4. A Historic Battle	
<i>Teacher Page</i>	21
<i>Student Worksheet</i>	23
5. Egyptian Daily Life	
<i>Teacher Page</i>	27
<i>Student Worksheet</i>	31
Culminating Activities	35
Appendix	
<i>Answer Key</i>	39
<i>Rubrics</i>	41
<i>Related Web Sites</i>	47
<i>Suggested Curriculum Materials</i>	49

DOCUMENT-BASED ACTIVITIES ON ANCIENT EGYPT TEACHER INTRODUCTION

Description:

This activity book covers some of the significant topics in a unit on ancient Egypt, as well as introducing students to some new topics that they might not otherwise learn about. They'll explore such well-known architectural features as the pyramids, the Sphinx, and obelisks, and they'll investigate the importance of the Nile in ancient Egyptian civilization. They'll learn about Egyptian attitudes toward death and read some religious texts that were placed in coffins. They'll also read a poem describing a historic battle, which will help them envision how wars were fought and how the Egyptian kings regarded their enemies. Finally, they'll pretend to be archaeologists investigating Egyptian daily life and will analyze a variety of examples of artifacts and ruins.

Unit Objectives:

Knowledge: students will

- compare the architecture of the Old and New Kingdoms, and hypothesize how one work of Egyptian architecture might have been constructed
- read excerpts from religious texts that were placed in coffins, and discuss attitudes toward death and the afterlife
- read a hymn in honor of the Nile, and discuss the practical and spiritual importance of the Nile to the ancient Egyptians
- read and answer questions about a battle between the pharaoh Ramses II and the Hittites
- draw conclusions about Egyptian daily life based on photographs of artifacts and ruins

Skills: students will

- analyze, evaluate, and interpret primary source documents
- use evidence to draw conclusions

Prior Knowledge Required:

Students should be familiar with the location of Egypt and the fact that ancient Egyptian civilization lasted more than sixteen centuries, from the Old Kingdom (c. 2686–2181 BCE) through the New Kingdom (c. 1554–1070 BCE).

Lesson Format:

Each lesson consists of two parts: a teacher's page and a student handout or worksheet. The teacher's page contains an overview, objectives, materials (including Web addresses), directions, discussion questions, and an extension activity. Each student handout contains an introduction, directions, Web addresses, and questions to be answered about the primary sources.

Assessment:

Students should be assessed on how accurately they answer factual questions and how thoughtfully they answer open-ended questions. An answer key containing suggested answers can be found in the Appendix. Point values are not assigned to questions on the worksheets to allow teachers to evaluate students according to standards that have been previously developed and maintained in the classroom. It is recommended, however, that teachers evaluate each student worksheet in conjunction with that student's participation in class discussions. Suggested rubrics are included in the Appendix.

Additional Sources:

The Appendix contains answer keys, an annotated list of Web sites on ancient Egypt, rubrics, and supplementary materials available from <http://www.socialstudies.com/>.

Egyptian Religion and the Afterlife Teacher Page

Overview:

The Egyptians put a great deal of time and care into assuring that they would successfully reach the afterlife when they died. They even placed special texts in coffins, on papyrus, or in pyramid walls to help the deceased person on this journey. Much of this writing consisted of excerpts from the Coffin Texts and the *Book of the Dead*. These texts are groups of spells that helped protect and provide for a person in the afterlife. An individual would select and purchase parts of the text to be placed in his coffin.

In this lesson, students will read and answer questions about excerpts from the Coffin Texts and the *Book of the Dead*. They'll conclude by discussing Egyptian attitudes toward death and the afterlife.

Objectives:

Students will:

- look at pictures of coffins with hieroglyphic text
- read and answer questions about excerpts from the Coffin Texts and the *Book of the Dead*
- discuss Egyptian attitudes toward death

Web Sites Used in this Lesson:

Tour Egypt Feature—The Coffin Texts:

<http://touregypt.net/featurestories/coffintext.htm>

Vignette from Hunefer's *Book of the Dead*:

<http://www.thebritishmuseum.ac.uk/egyptian/ea/gall/hunefer.html>

Have students look at the pictures on these pages before they do the activity sheet.

The Coffin Texts: <http://alexm.here.ru/mirrors/www.enteract.com/jwalz/Eliade/168.html>

The *Book of the Dead*: <http://www.touregypt.net/bkofdead.htm>

Students will read part of “The Declaration of Innocence” and the entire text of “[The Chapter of] Making the Transformation into a Hawk of Gold.”

Strategies:

Introduce students to this lesson by having them read the first paragraph of the introduction on the worksheet.

Have students look at the pictures at <http://touregypt.net/featurestories/coffintext.htm> and <http://www.thebritishmuseum.ac.uk/egyptian/ea/gall/hunefer.html>. The first picture

shows a coffin inscribed with the Coffin Texts, and the second shows a papyrus with part of the *Book of the Dead*. Explain that they'll be reading excerpts from these texts in this lesson.

Have students look at the Book of the Dead table of contents at <http://www.touregypt.net/bkofdead.htm>. Ask them to scroll through this page and read some of the chapter titles. They can click on a few of the links to see the full titles. Point out the following definitions:

- Osiris: god of the underworld
- Un-Nefer: another name for Osiris
- Sahu: the spiritual body of a person that lived in the afterworld, after judgment was successfully passed on that person
- Tuat: the otherworld (underworld)
- Khert-Neter: home of the dead people
- Ra: god of the sun (also known as Re)

Briefly discuss some of the topics and ideas covered in the *Book of the Dead*. What were the Egyptians concerned about when a person died? What did they think happened when they died?

Have students complete the worksheet.

Wrap-Up:

Discuss students' responses to the questions on the worksheet.

Also discuss these questions: What attitudes did ancient Egyptians have towards death? What did they think happened when they died? Do you think they feared death as much as many people in our culture do today? Why or why not?

As an option, have students write essays answering these discussion questions.

Extension Activities:

Have students link to "Heart Scarab" at http://artworld.uea.ac.uk/teaching_modules/egypt/funerary_art/mummification/welcome.html and read the section on how Egyptians treated the heart during the mummification process. Then have them read "The Chapter Of Not Letting The Heart Of A Man Be Snatched Away From Him In Khert-Neter" from the *Book of the Dead* (<http://www.touregypt.net/bkofdead.htm>). Discuss the significance of the heart and the reasons why the *Book of the Dead* contained special chapters regarding this important organ.

You might also want to have students conduct research and create presentations on specific aspects of Egyptian burial customs and practices, including mummification. The following Web sites will be helpful:

The Quest for Immortality—Treasures of Ancient Egypt
<http://www.nga.gov/exhibitions/2002/egypt/imagelist.htm>

The Ancient Egyptian Concept of the Soul
<http://www.touregypt.net/magazine/mag05012001/magf3.htm>

Egyptology Online: The Afterlife
http://www.egyptologyonline.com/the_afterlife.htm

Odyssey Online: Egypt
<http://carlos.emory.edu/ODYSSEY/EGYPT/homepg.html>

The British Museum Egypt Collection
<http://www.thebritishmuseum.ac.uk/egyptian/ea/collection.html>

Ancient Egypt (British Museum site)
<http://www.ancientegypt.co.uk>

Egyptian Religion and the Afterlife Student Worksheet

Introduction:

Ancient Egyptians had a strong belief in life after death and made elaborate preparations for their journey into the afterworld. You're probably familiar with mummies and the pyramids, but have you ever noticed the hieroglyphic writing that was often placed in coffins, on papyrus (paper), or on pyramid walls?

Directions:

In this activity, you'll read some excerpts from the Coffin Texts and the *Book of the Dead*. Each of these texts is a group of spells that helped protect and provide for a dead person in the afterlife. An individual would select and purchase parts of the text to be placed in his coffin.

All Web links for this lesson can be found at:

<http://www.socialstudies.com/ancientlinks.html>

The Coffin Texts

<http://alexm.here.ru/mirrors/www.enteract.com/jwalz/Eliade/168.html>

Read the text on this page then answer the following questions. Remember that this text speaks to a regular person who has just died—not necessarily a pharaoh. Here are some vocabulary words to help you:

- Osiris: god of the underworld
 - Anubis: god of funerals; sometimes known as the son of Osiris
1. Imagine that you're an ancient Egyptian. You're quite old, and you know you won't live much longer. You've just read or heard this text. How might it make you feel about your impending death? Why?

 2. What do you think is the purpose of this text? Why would the Egyptians have written it in their coffins?

The *Book of the Dead*

<http://www.touregypt.net/bkofdead.htm>

Click on “The Declaration of Innocence,” the third chapter in the book (<http://www.touregypt.net/bod3.htm>).

Skip the introduction, and scroll down to the heading “Declaration of Innocence Before the Gods of the Tribunal.”

Read the italicized part of the Introduction (the first paragraph).

Read the first fifteen sentences of this section, through “I have not stolen bread.” Here are some vocabulary words to help you:

- rapacious: extremely greedy and aggressive
 - sullen: gloomy, dull, or somber
 - transgressed: sinned
 - perjury: lying
3. Name at least five things that a dead person had to promise upon entering the Hall of Justice shortly after death.
4. Why do you think this text was an important part of the *Book of the Dead*?

