

Journeys in Ancient Egypt



Information for Teachers

Below you will find all the additional information you will need to plan for your visit. A worksheet is used in this session. **Please find below the animal's activity worksheet, and the Gallery worksheets to photocopy and ensure you have enough copies for every child to bring on the day of your visit.**

Adult helpers can be briefed using the helper's notes below. There is no limit to the number of helpers you can bring and they are free of charge.

The session will begin with an introduction to the whole class or both classes if you are bringing two, they will then be divided into two groups, or four if you have 2 classes, for the activities. See the appropriate timetable on the next page.

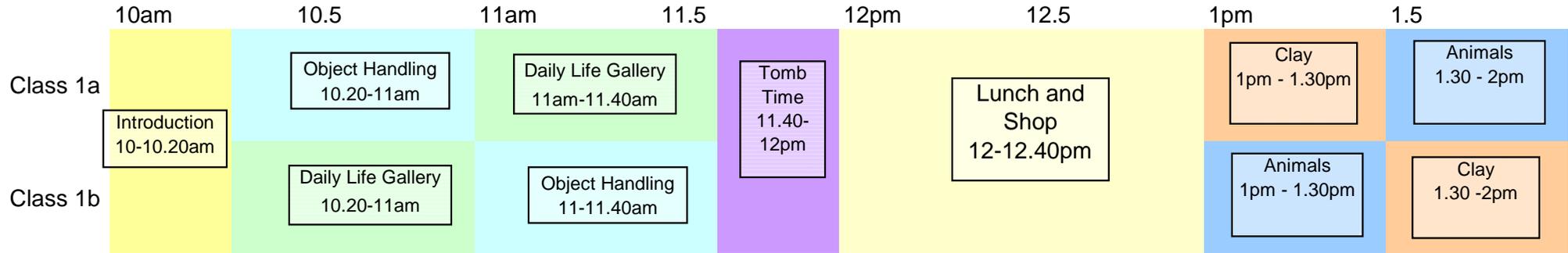
Helper's Notes

Thank you for offering to help with the Journeys in Ancient Egypt session at Ipswich Museum. You do not need to know anything about the history of Ancient Egypt. The activities are designed to get the children's imaginations working, thinking and questioning, so please support their learning by not telling them the answers straight away.

The class will be asked to behave sensibly when they are in the museum. Many of the objects in the collection are fragile but we have selected some that can be handled by children. We would be grateful if you could ensure that everything is treated carefully.

Timetables

One Class



Two Classes



Activities

Object Handling

Taking on the role of Petrie, the archaeologist and collector, the children will discover and investigate a number of real Egyptian items that have been found in tombs. This section of the workshop will be led by a member of our team.

Daily Life Gallery

This is an opportunity for you to explore the Egyptian Gallery. There are a number of exciting interactive tasks designed to get the pupils thinking about what daily life was like in Ancient Egypt. A member of our team will introduce the activity and check on you from time to time but you will need to lead these activities with the help of the instructions provided.

Tomb Time

In the depths of the gallery the children will conclude the museum-led part of their day by discovering the Ancient Egyptian's journey to the afterlife. From sand burials to sarcophagi, the group will learn about their rituals from mummification, to the weighing of the heart to reach Osiris in the underworld. This section of the workshop will be led by a member of our team.

Clay

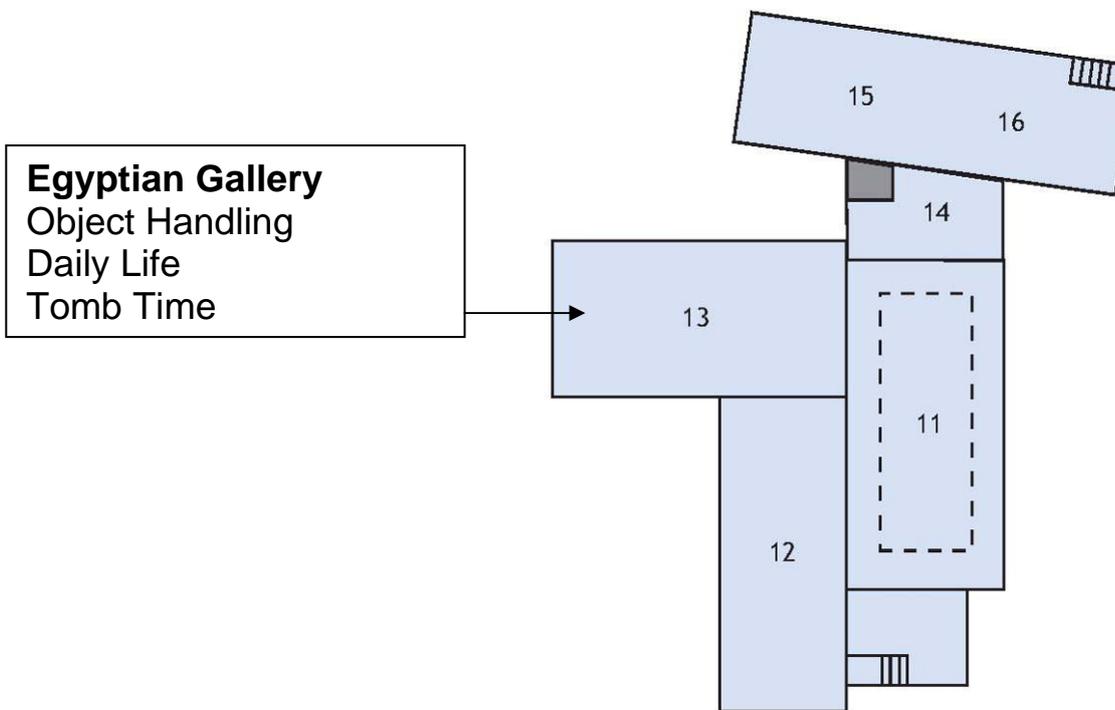
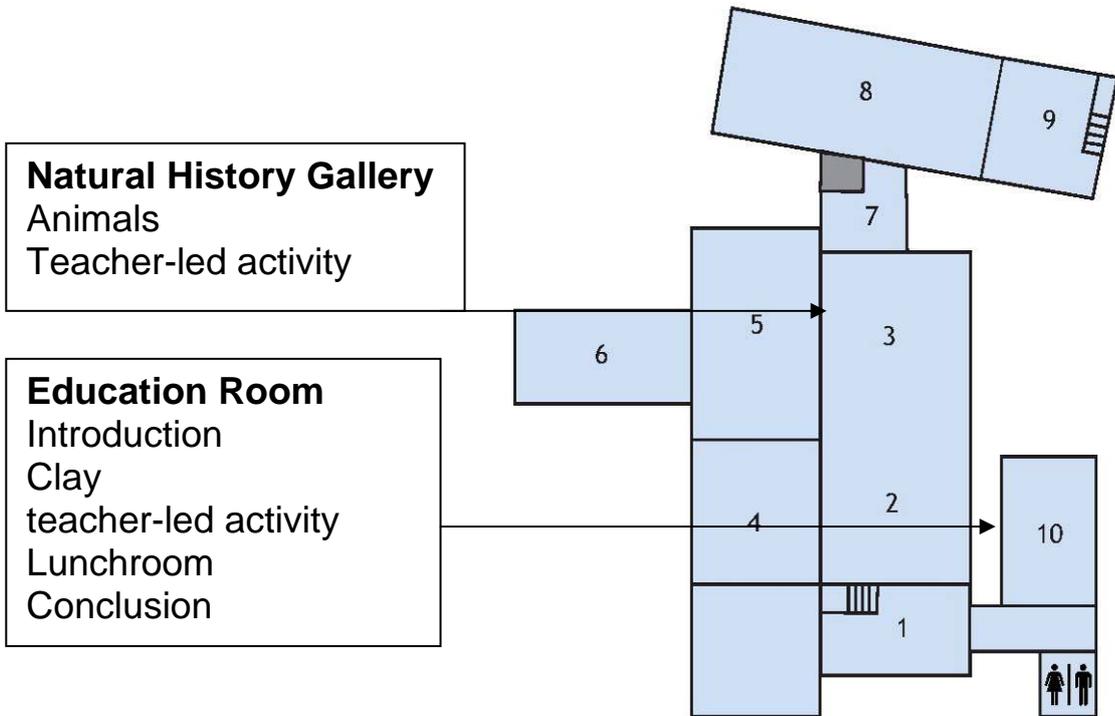
Journey to the banks of the Nile to fetch clay and fulfil the Pharaoh's command to make a clay shabtis or amulet for his tomb. If you have already completed the Animals teacher-led activity then the children will be making the clay amulets they have designed, otherwise they will be making a clay shabtis. You will need to lead these activities with the help of the instructions provided **(copies of these can be seen below should you feel you need them)**.

Animals

Explore the Natural History Gallery by looking at the animals that inspired the Ancient Egyptian Gods. Find the box of natural history objects and images of gods and see if you can match them. Be inspired to design your own god using the worksheet and animals in the gallery. This drawing can then be the basis of their clay amulet if they have not already done the clay activity. You will need to lead these activities with the help of the instructions provided **(copies of these can be seen below should you feel you need them)**.

Plan

Please see the plan below including the rooms where activities take place. It is useful to note the location of the toilets. The Education Room will be used as a lunchroom.



Copies of Instructions

Potter's Clay Activity

Education Room

30 minutes

This section of the day is led by the teacher/helpers. It consists of two activities...

1. Visit to the Nile (5mins)
2. Clay Shabtis or Amulets activity (20mins, 5mins to wash hands and clean workshop)

Visit to the Nile

Role-play

- The teacher/helper should read out the message on the papyrus to the children. This is a command from the Pharaoh asking them to visit the Nile, collect clay, and make Shabtis (or amulets if you have already been in the Natural History Gallery), for his tomb.
- The pupils should cut a piece of paper and write their name on it. They must then travel behind to the table and collect their clay and return to their workshop.

Clay Shabtis or Amulets

- In their workshop (at the tables) they should take inspiration from the laminated images and use their tools to make a Shabtis.
If your group have already done the animal activity then they can use their drawings to make clay amulets of their gods.
- Once they have finished, they should leave their clay figures on named paper plates on the drying table. These can be placed in bags and taken back to school at the end of the day.
- Make sure the pupils finish what they are making 5mins before the end of the 30 minute session to allow time to wash and dry their hands.
- The workshop needs to be left clean and tidy for the next group.

Animals Activity

Natural History Gallery

30 minutes

This section of the day is led by the teacher/helpers. It consists of two activities...

1. Look at the Natural History objects from the box and match with god image
2. Be inspired by the animals and design your own god.

Object Handling

Form a circle on the floor in the activity area near the mammoth. There is a box with natural history objects and laminated images.

1. Lay the images on the ground in the middle of the circle.
2. Pass round the natural history objects reminding children of the object handling skills they talked about during the introduction. Does anyone know what these animal parts are and what animal they come from?
3. Ask pupils to put their hands up if they can decide which image the object matches. The pupil you choose can pick it up and turn it over to find out the god's name.

The objects are as follows...

- Hippopotamus Tusk – matches to Taweret (goddess of pregnant women and child-birth)
- Ram's Horn – matches to Khnum (ram headed god of water or building)
- Scarab Beetle – matches to Khepri (scarab headed god of the rising sun)
- Cow's inner horn – matches to Hathor (cow goddess of love, happiness, dancing and music)

Choose an animal and make it into your own God

While the children are sat in the circle pass out a worksheet, clipboard and pencil each. Ask them to write their names on the sheet. They can choose any animals they like and decide what they will be the God of. Remind them that it does not have to look exactly like the animal, and it could be half one animal and half another, or part-human.

This will become the inspiration for making their amulet if they are 2nd group to do Clay activity

Suggested classroom activities:

Make your own feather-fan (Art and Design))

Decorate your own egg containers (Art and Design)

Research on the internet the stories that are associated with the Egyptian Gods (ICT)

Write a story to go with the God you drew (Literacy)

Please print a copy of the following worksheets for every child in your group for their visit.

Your Name _____

This animal is a _____ . It is the god of
_____ and its name is _____

Draw your god here



Exploring the Egyptian Gallery

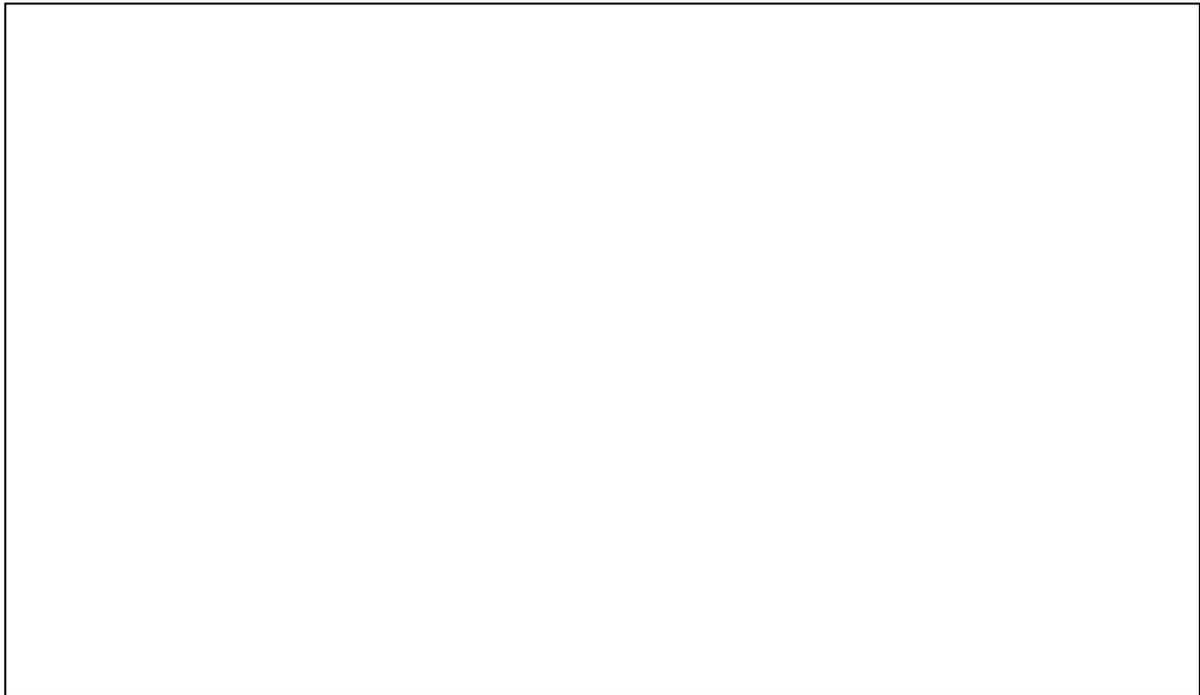
In the gallery find the large picture of the person on the sheet.
Look in this area for the activities and answers. Tick things you do.



Symbols and gods

Use the special pens to draw on the **tomb wall** painting.

Find and draw your favourite Egyptian god.



My god is _____. It is the god of

Make a rubbing of your name in hieroglyphs.



Making things

Find and feel the stone, wood, pottery and basketry materials on the wall. **Now find and draw** something made from each material.

Wood	Stone
Basketry	Clay

Use the **spinning cubes** to find out what they made clothes from?



Jobs

Find people doing these things on the **Nile picture wall**.

woman grinding corn man cooking children playing

people farming man fishing

What job would you have liked to do? _____

Make the **farming year jigsaw**

What did farmers do when the Nile flooded? Tick the right one:

Have a holiday Build the pyramids go to sleep

Explore the tomb. Tick each one when you have found out what it was for?





Who was most important?

Try on the **dressing up clothes**. Are you rich or poor?

Find and draw 3 things that show the Ancient Egyptians cared about looking good or draw yourself dressed up.

Build the **pyramid jigsaw**

Who was the most important person in Ancient Egypt? _____

Find and sit on the stool

Who do you think sat on a stool like this? _____