

Egypt Packet



Name

Team

The Egyptian Scavenger Hunt

Name _____ Date _____

Greeting adventurers and welcome to the Egyptian Scavenger Hunt. You will explore ancient Egypt by accessing a wide range of websites. You are encouraged to work with your classmates, friends, and family members to answer the questions.

All of the websites listed below can be found at alaska-kids.com/egypt.html

The last letter in each clue is the first letter to the answer in the next clue.

1. Website: Egyptian Mummies Subject: Egyptian Gods

Who was the Egyptian God of the Sun?

2. Website: Funerary Objects

What object was placed on a mummy to protect it from evil?

3. Website: Tools of War

What weapon did Egyptian hunters use to hunt rabbits and water fowl?

4. Website: Egyptian Tomb Adventure

What is the name of the southern valley in Egypt? The Valley of the _____?

5. Website: The Great Pyramids

How many wonders of the ancient world existed?

Hint: Write out the number

6. Website: Pharaohs

How old was Tutankhamun when he became pharaoh?

7. Website: Egyptian Art

What is the name of the boy in the portrait?

8. Website: Pyramids of Giza

The shape of the ancient Egyptian pyramids is a reference to the rays of the _____?

9. Website: Egyptian Pharaohs

Who was the first true pharaoh of Egypt?

10. Website: Writing Instruments

What material was used to create early writing instruments?

11. Website: Kids Gen

Subject: Curse of the Mummy

What will "... come on swift wings to him who disturbs the Peace of the King?"

12. Website: King Tut One

Subject: Puzzles

What popular Egyptian god had a falcon head?

13. Website: Egypt for Kids

Subject: Table Manners

What worked its way into almost everything in ancient Egypt, including food?

14. Website: Rosetta Stone

What is the name of the common script of Egypt?

15. Website: Ancient Egypt- Cats

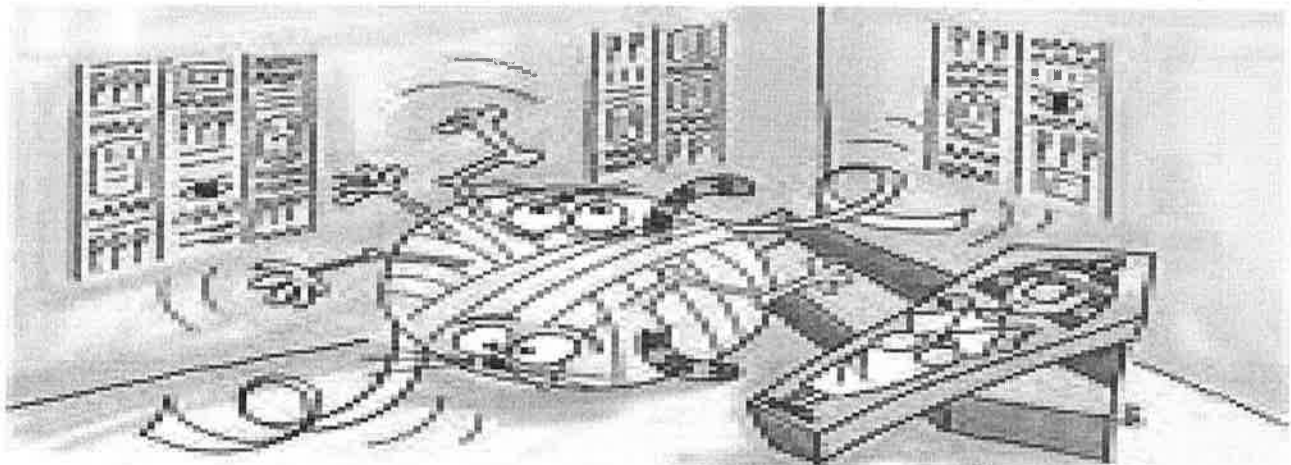
What animal was closely connected to Egyptian gods and goddesses?

Solution: Extra Credit

Unscramble the first letters of the first three answers and answers # 7 and #12 to find out where the ancient Egyptians believed the soul resided.

Fact ^{OR} Fiction

The Egyptian mummification process used about 1200m of bandage.



The mummy Pharaoh's pet cats started to get bored in their master's newly furnished tomb, so they started playing his favourite game, ball.

Fact: Exact bandage length would depend on the availability of bandage and quality of the wrapping. About 300 m² of cloth was used, from which the ancient Egyptian embalmers would choose the best quality and cut into strips for the wrapping.

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Your Opinion

What would you like to learn about ancient Egypt?

What was your Egyptian favorite website and why was it your favorite?

Social Studies: Egyptian Civilization

Chapter 4, Lesson 1: The Nile Valley

Name _____ Date _____

1. What is the world's longest river? p. 135
2. What is another word for waterfalls? p. 135
3. The yearly flooding (of the Nile River) deposited _____ along each bank, making the soil _____. p. 135
4. Give an example of how the Egyptians used irrigation to control the Nile. p. 136
5. The Egyptians believed that the sun was a god who was born each _____ and _____ each night. This cycle led the Egyptians to believe that their own _____ would continue in an _____, or life after death. p. 137
6. The Egyptians built _____ as places to worship their gods and stone _____ to hold the bodies of rulers who had died. p. 138
7. The Nile served as a _____ connecting Egyptian settlements. p. 138
8. What invention allowed Egyptians to travel upstream on the Nile River? p. 138

Extra Credit

Visit Mr. Kinder's Egypt website, alaska-kids.com/egypt.html, and write your name using the hierogenerator and play at least two Egypt games. Attach the print out of your name or write the characters on the back of this page.

Social Studies: Egyptian Civilization

Chapter 4, Lesson 2: The Old Kingdom

Name _____ Date _____

1. Which Egyptian ruler united Lower and Upper Egypt? p. 143
2. What is the definition of dynasty? p. 143
3. Write the following phrase in hieroglyphs: You see life p. 144
4. At first, the Egyptians used _____ mostly for _____ purposes. In fact, hieroglyphic means _____. p. 144
5. What was the purpose of the pyramids? p. 145
6. The _____ remained in the body because the Egyptians believed that the heart was the _____ of the _____. p. 146
7. The Egyptians believed that the _____ of a dead person appeared before the god _____ and group of _____. The judges placed the dead's person's _____ on one side of a scale and a _____, the symbol of _____, on the other side.
8. What device helped scientists decode hieroglyphs? p. 147

Social Studies: Egyptian Civilization

Chapter 4, Lesson 3: The Middle Kingdom

Name _____ Date _____

1. What happened to Egypt after the end of the Old Kingdom? Please list the two challenges that impacted Egypt before it was reunited in 2040 BC. p. 151
2. How did Amenemhet protect Egypt? p. 151
3. Egyptian artists revived the _____ style of the Old Kingdom and began crafting the finest _____ ever made in Egypt. Writers of the time produced Egypt's earliest _____. p. 151
4. What resources did Egypt have that it used to trade to other nations? p. 152
5. What is the definition of cost-benefit analysis? p. 152
6. The _____ had superior _____ technology. They fought from horse-drawn _____, wore body _____, and used a stronger kind of _____. p. 153
7. The Hyksos brought important cultural changes in Egypt. Besides superior weapons, the Hyksos introduced _____, upright _____, and new musical _____-the lyre and the lute. p. 154
8. Which female pharaoh ruled longer than any other female pharaoh? p. 155

Social Studies: Chapter 4, Lesson 4

Ancient Egypt: The New Kingdom

Name _____

Date _____

Synopsis

This handout is a study guide of your textbook lesson. Please complete the numbered sections. You are welcome to work with a Study Buddy to complete the handout. The handout will be graded.

Timeline 6000 B.C. to B.C. /A.D.



Vocabulary

Directions: Please write the definitions from the glossary. The glossary page numbers are listed.

pharaoh (R103) A ruler of ancient Egypt.

1. reign (R104) _____

2. rural (R104) _____

People

Directions: Please fill in the blanks from the Biographical Dictionary.



3. Hatshepsut (R86) Female Egyptian pharaoh who expanded Egyptian routes.

Thutmose III (R90) He continued Egypt's conquests after Pharaoh Hatshepsut. During his rule, the Egyptian Empire grew to its largest size and was its wealthiest.

4. Amenhotep (R84) Egyptian ruler who changed his name to Akhenaton. He and Nefertiti, his wife, urged the Egyptians to worship only one god, the

Nefertiti (R88) Wife of Akhenaton.

Akhenaton (R84) Egyptian ruler who changed his name from Amenhotep. He and Nefertiti, his wife, urged the Egyptians to worship only one god, the Aton.

5. Tutankhamen (R90) During his brief reign as pharaoh, his ministers restored the old
_____ of Egypt. Tutankhamen is perhaps best known
for the discovery of his gold-filled tomb.

Ramses the Great (R89) Egyptian pharaoh perhaps best known for the temples he ordered built.

Places

Directions: Please fill in the blanks from the Gazetteer.

6. Nubia (R95) An ancient land in Africa that extended along the _____ River
From Egypt's southern border near present-day Khartoum, Sudan.
- Akhetaten (p. 160) Akhenaton moved ancient Egypt's religious capital to this city where he
built large religious temples to the Aton.

Directions: Please complete the following sentences.

Children in History: Egyptian Children (p. 159)

7. In ancient Egypt children were considered to be gifts of the _____.

Kings of the Great House (p. 159)

8. The power of the pharaohs was based in large part on _____.
9. By 1450 B.C., Egypt controlled lands from the fourth cataract in Nubia all the way north to the
_____ River in southwest Asia.



A Time of Change (p. 160)

10. By about 1250 B.C., Egypt was slipping into decline. It was losing land to the _____ peoples, invaders from Asia Minor and lands near the Mediterranean Sea.

Egyptian Society (p. 161)

11. Historians have compared the structure of ancient Egyptian society to that of a _____.
12. Most of Egypt's slaves had been captured in _____.
13. Egyptian women could own property and _____.

Egyptian Art and Architecture (pp. 162-163)

14. Over time, Egypt's rulers stopped building pyramids, which became too _____
to construct.

Treasures of Tutankhamen (pp. 164-165)

15. Who is the Egyptian god of the underworld? _____



Papyrus































Papyrus is a plant that grows only in the Nile River Valley. The Egyptians used these to make a type of paper. The plant stalks were soaked in water, then put into piles laying across each other. After a few days, they would pound them flat and made something like paper. Around 3000 BC, Egyptians began writing with ink on papyrus. They were the only civilization that used this until 1000 BC. At this time, the people from West Asia, who still used clay tablets for writing, began to purchase papyrus from Egypt. Greeks and Romans also began buying papyrus from Egypt. It was very expensive. One sheet cost the equivalent of \$20 today.

Make your own papyrus paper

Mix an equal amount of Crayola® School Glue and water in a flat bowl. Tear a brown paper bag into strips. Lay a paper towel on the newspaper. Dip strips one at a time in the glue mix. Lay them on the paper towel with their edges overlapping. Press the strips smooth. Arrange more strips going across the first layer. Press smooth. Air-dry your paper.

Decorate your paper. Use Crayola Gel Markers to decorate your Egyptian Papyrus Paper. Write your name in hieroglyphics (the ancient Egyptian form of writing). Draw the Great Sphinx (an ancient Egyptian monument that looks like a king with a lion's body). Or design a treasure map and set up a treasure hunt with your friends. Have fun!

<http://www.crayola.com>







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

 man, person
 woman
 people
 child, young
 old man, old, lean on
 official
 excited person, the dead
 king
 god, king

 god, king
 goddess, queen
 high, rejoice, support
 praise, supplicate
 force, effort
 eat, drink, speak, think, feel
 lift, carry
 weary, weak
 enemy foreigner

 enemy, death
 lie down, death, bury
 mummy, likeness, shape
 head, nod, throttle
 hair, mourn, forlorn
 eye, see, actions of the eye
 actions or conditions of the eye
 nose, small, joy, contempt
 ear

 tooth, actions of teeth
 force, effort
 offer, present
 arm, bend arm, crease
 tree
 plant, flower
 vine, fruit, garden
 wood, tree
 corn

 grain
 sky, above
 sun, light, time
 night, darkness
 fire, heat, cook
 air, wind, sail
 stone
 copper, bronze

 sand, minerals, pellets
 water, liquid, related actions
 sheet of water
 irrigated land
 land
 road, travel, position
 desert, foreign country
 foreign (country or person)
 town, village, Egypt

Egyptian Mummies: Sarcophagus

Next week you will have the opportunity to mummify a stuffed animal. To prepare for the transition of your loved one to the afterlife you will create a sarcophagus for your animal. Today you will create Egyptian drawings and hieroglyphs to adorn the outside of the sarcophagus. Please refer to the websites listed below for ideas.

sarcophagus A stone coffin, especially bearing sculpture or inscriptions.

The Egyptians prepared a **sarcophagus** (coffin) for the deceased. The coffin was brightly colored with scenes from the person's life and/or pictures of relatives and loved ones.

Mr. Kinder's Egypt Website
alaska-kids.com/egypt.html

Recommend links for sarcophagus decoration ideas

- Sarcophagus (under Tombs)
- Interactive hieroglyphs (under Ancient Egypt)
- Hierogenerator (under Games)
- Coloring Pages (under Games)

Please feel free to explore the other websites for additional ideas.



Next week you will mummify a stuffed animal.

To personalize the mummy project the following supplies are requested:

- A used stuffed animal, approximately 6" to 24" long
- A shoe box or other container for the stuffed animal
- Small jars, plastic preferred, to hold the animal's stuffing

The stuffed animal will be significantly altered during the mummification process.

Snapshots at jasonline.com



"Okay, folks, that's a wrap!"

Mummy Mania

Name _____ Date _____

Synopsis

Ancient Egyptians honored the deceased with an elaborate burial ceremony. They meticulously prepared the body, not simply for burial but for a long journey into the afterlife. In this activity you will prepare a beloved stuffed animal for the afterlife, based on the ancient Egyptians values and customs.

Required Supplies

Stuffed animal (the animal will be significantly altered)

Scissors

Drawing paper

Markers, colored pencils, or crayons

Small jars or zip lock bags

Salt

Newspaper

Plastic wrap

Small rocks

Toilet paper

Rubber bands or string

Shoe box or other small container

off the mark .com by Mark Parisi



Vocabulary

- *ceremonial* A system of ceremonies, rites, or formalities for a specific occasion.
- *canopic jar* A jar used in ancient Egypt to contain the entrails of an embalmed body.
- *hieroglyphics* A figure or symbol with a hidden meaning.
- *natron* A mineral, hydrated sodium carbonate (type of salt).
- *amulet* A small object worn to ward off evil, harm, or illness or bring luck.
- *Osiris* In ancient Egyptian culture Osiris was the king and judge of the dead.
- *sarcophagus* A stone coffin, especially bearing sculpture or inscriptions.
- *mummy* The dead body of a human being or animal preserved by embalming.
- *tomb* An excavation in earth for the burial of a corpse; a grave.
- *Aaru* The Egyptian heavenly paradise. The god Osiris was the ruler.

How to Prepare a Stuffed Animal for Mummification

1. *What the ancient Egyptians did: The Egyptians removed the brain and threw it away, as it was not considered to have any value.*

What you will do: Cut the stuffed animal on the nose and remove part of the stuffing to symbolize the brain. Throw the stuffing in the trash.

2. *The Egyptians removed all of the internal organs from the body, except for the heart. They believed that the heart was the place where the person's soul resided.*

Carefully cut open the stuffed animal's stomach and remove the stuffing from the torso region. Do not remove any stuffing from the head or limbs.

Draw a heart and place it inside the stuffed animal's torso.

3. *The Egyptians placed the organs in a ceremonial vase, called a canopic jar. They painted pictures of the person on the vase, using bright colors.*

Place the stuffing into small jars or zip lock bags. On the outside of the jars, draw scenes that might have occurred in the stuffed animal's life, or you may write sayings in hieroglyphics.

4. *The Egyptians spread a special kind of salt, called natron, all over the body and inside the body to preserve it from decay. They let the natron dry out the body for 40 days.*

Sprinkle some salt on the stuffed animal, on both the outside and inside.

Please wait 40 seconds, to symbolize the 40 days that the Egyptians waited.

5. *The Egyptians waited until the body was dry then they stuffed the body with linen or sand to give it a more human shape. They also put items of value, like gold, jewelry, and food inside the body. The items could be used by the deceased in the afterlife to purchase things and live comfortably.*

Stuff the animal with newspaper and put items that you think are interesting or valuable inside the stuffed animal. Put in items that the stuffed animal might need in the afterlife. Draw small pictures of things that the animal valued in life and put them inside the animal.

6. *To protect the body from harsh weather, the Egyptians coated it with a thick layer of tree sap. This coating kept water from leaking into the body and prevented the desert heat from destroying the body.*

Carefully cover the stuffed animal with plastic wrap.

Make sure there are no places where water can get in.

7. The body was now ready for the ceremonial cloth wrapping. The Egyptians wrapped the body, beginning with the feet and gradually worked their way to the head. They placed magic stones, called **amulets**, between the strips of cloth as they went. The amulets had phrases of good luck written on them from their family and friends. The Egyptians placed a special phrase on the mouth that the person might have spoken when he or she was alive.

Carefully wrap the stuffed animal with toilet paper, beginning at the feet. Place some small stones or rocks in the wrappings. Write a few, 3-4, phrases with good luck messages and/or advice and add them to the stones. Add a special phrase that the stuffed animal might have said and place it on the animal's mouth.

8. After the body was wrapped a special ceremonial mask was placed over the head. The mask helped the God of the Dead, **Osiris**, identify the person in the afterlife.

Draw a picture of the animal's face. The picture should show the animal in its' best condition, just like the Egyptian masks did. Attach the mask to the face with a rubber band or string.

9. The Egyptians prepared a **sarcophagus** (coffin) for the deceased. The coffin was brightly colored with scenes from the person's life and/or pictures of relatives and loved ones.

Decorate a box with scenes from the stuffed animal's life. You may include pictures of family members or people who loved the stuffed animal.

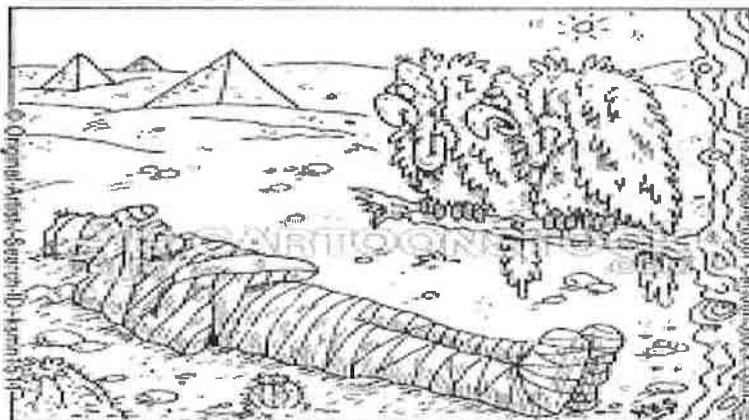
10. The preserved body, called a **mummy**, and the canopic jars were carefully placed into the sarcophagus for burial in a **tomb**. The sarcophagus was sealed for the long journey to **Aaru**.

Carefully place the wrapped stuffed animal into the decorated box.

Place the canopic jars near the animal's hands/paws for easy access in the afterlife.

Additional Resources

A master list of websites on Egypt <http://www.alaska-kids.com/egypt.html>



"I'm not eating that! It's probably full of preservatives!"

Ancient Egypt: Test Study Guide

Synopsis

The test is open notes and closed book. Students are expected to use their completed Egypt packet on the test. Students may use handwritten notes that they created on the test. The test is divided into three sections: Multiple Choice (10 questions), Matching (5 questions), and True and False (10 questions). There will also be an extra credit short answer question.

Multiple Choice Questions

1. Which of the following was NOT a form of irrigation used by the ancient Egyptians? (p. 136)
2. What was the primary purpose of pyramids? (p. 145)
3. Where did the Egyptians place the deceased's organs? (p. 146)
4. Which group of people were on the bottom of the Egyptian social hierarchy pyramid? (p. 161)
5. Who was the Egyptian God of the Sun? (p. 137)
6. What was one of Egypt's main trade resources? (p. 138)
7. What animal did the Hyksos introduce to the Egyptians? (pp. 153-154)
8. Where did the ancient Egyptians believe the soul resided (lived)? (p. 146)
9. The power of the pharaohs was based, in large part, on their... (p. 159)
10. What were some challenges that Egyptians faced after the end of the Old Kingdom? (p. 151)

Matching Topics

Students will need to know the major accomplishments of the following Egyptian rulers. This is the most difficult part of the test. Please be sure to write down all of their accomplishments.

- Narmer (p. 143)
- Amenemhet (p. 151)
- Hatshepsut (p. 155 and 159)
- Amenhotep (also known as Akhenaton) (p. 160)
- Ramses II (the Great) (p. 160)

True and False

Write down the definition, if it's a vocabulary term, or facts about the topic.

- Rosetta Stone (p. 147)
- Egyptian soul and how to earn life forever (p. 146)
- Egyptian children (p. 159)
- Osiris (p. 146 and 165)
- Dynasty (p. 143)
- Hieroglyphs (p. 144)
- Delta (p. 135)
- Pharaoh (p. 159)
- Reign (p. 159)
- What invention helped Egyptians travel upstream on the Nile River (p. 138)

