

# Ancient Cultures Mini Series



## Ancient Egypt

Learning Packet





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# How To Use This Packet

This packet is designed to offer activities, projects, and resources to accompany watching the short educational video about an object in the Ancient Egyptian gallery at Glencairn Museum. It's designed for you to do as much or as little of the packet as you would like! You can do every single activity or just half of one, whatever works for you, your students, or your family.

Parts to do before you watch the video:

- Introduction
- What Do You Already Know?
- Build a Timeline

Parts to do while watching the video:

- True or False?
- Draw What You See

Parts to do after you watch the video:

- Dive Deeper
- Explorer's Notebook



## Introduction

How do the objects of ancient cultures demonstrate the worldview of the culture that created them, and reflect their religious beliefs and daily practices? Human beings have shared common hopes and fears throughout time and across cultures. Through discovered objects, let's explore examples of common human concerns that people in Ancient Egypt faced that might not be so different from ours today.

What is a goal that you have? Draw or write about it.

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What is something that you ask for help with? Draw or write about it.

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## What Do You Already Know?

In order to understand the significance of the objects from the Ancient Egypt that survive today it is important to think about how the people of these cultures saw the world and their place in it. Before watching the Ancient Egypt video, let's think about what you already know about Ancient Egypt!

Here is a map of Ancient Egypt.





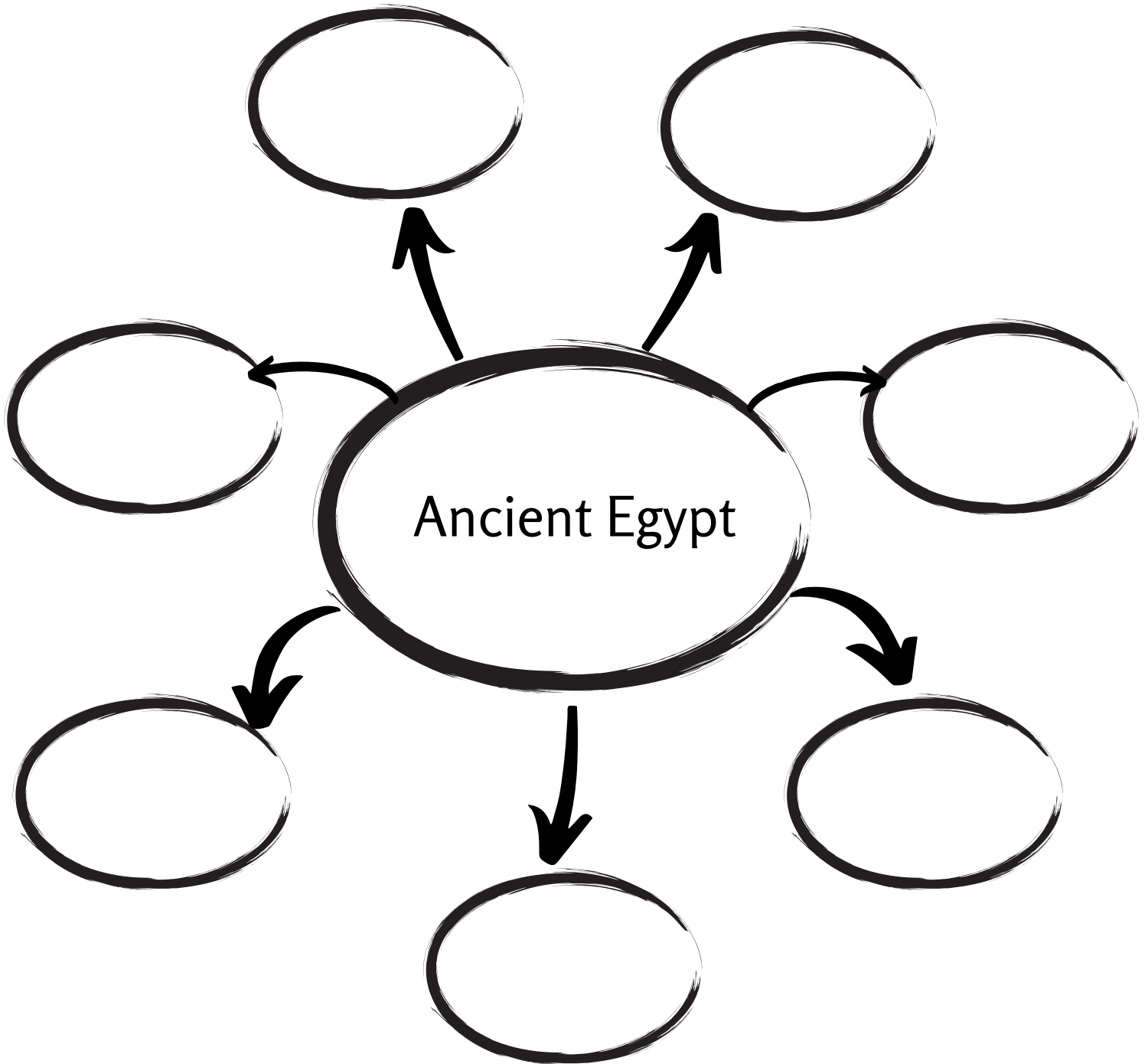
## What Do You Already Know?

Using the map on the previous page, and the chart on the next page, brainstorm a list of what you might know about Ancient Egypt. This could include:

- The names of different places in Ancient Egypt
- Ancient Egyptian beliefs
- The practices and rituals they were known for
- The locations they inhabited or moved to
- What kinds of buildings and structures they created
- Types of artwork and objects that the Ancient Egyptians created
- Sources of food and particular dishes
- Organization of society
- Anything else that comes to mind!



## What Do You Already Know?





## Build a Timeline

These activities will help you to make a timeline of some of the major events that happened in Ancient Egypt and how some of the Ancient Egyptian objects at Glencairn Museum fit into that timeline. Ancient Egypt lasted for thousands and thousands of years, so you won't cover everything on your timeline, but it's a good start!

### Illustrated Timeline

Using the list of events on page 8, make a timeline and draw illustrations of the events on it. You can add more events and illustrations by doing your own research.

### Sorting

Using the artifacts on page 6, the key on page 7, and the list of events on page 8, sort the objects and events into chronological order on a timeline. Chronological means in the order that they happened.

### Other Civilizations

Ancient Egypt wasn't the only civilization in the world at the time. People all over the world were farming, hunting, building cities, and worshipping gods. With the help of a grownup, do some research and see what you can learn about what was happening in Asia, the Americas, Europe, and Australia at the same time. Add to your timeline!





Coffin lid of  
Sema-Tawy-iirdis  
305-30 BCE



Spirit Door  
2350-2300 BCE



Wadjet Eye Amulet  
1570-1070 BCE



Head of the Goddess  
Sakhmet  
1391-1351 BCE



Mummy Shroud  
332 BCE-395 CE



Male Torso  
380-343 BCE



Pendant of Hathor  
30 BCE - 395 CE



Clay Bowl  
3100-2750 BCE



Figure of woman  
using a headrest  
1539-1292 BCE



## List of Events

3500 BCE: Hieroglyphics begin to develop as a writing system

3100 BCE: King Menes unites the Red Kingdom and the White Kingdom into a single kingdom

2589 BCE: King Khufu rules Egypt

2560 BCE: The Great Pyramid at Giza is built

2500 BCE: The Great Sphinx at Giza is built

1806 BCE: Queen Sobekneferu becomes the first queen of Egypt

1492 BCE: Queen Hatshepsut rules Egypt

1334 BCE: King Tutankhamun rules Egypt

753 BCE: According to legend, the city of Rome is founded

332 BCE: Egypt is conquered by Greece

48 BCE: The Library of Alexandria is burnt to the ground

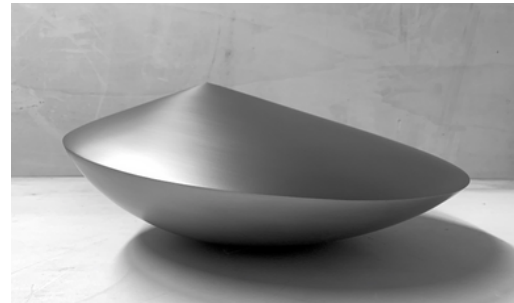
30 BCE: Egypt conquered by Rome



## Connecting Artwork

Ancient Egyptian art and objects are still inspiring people today!

The shape and color of this sculpture by the artist and sculptor Armen Agop can remind us of the black clay bowl from around 3000 BCE!



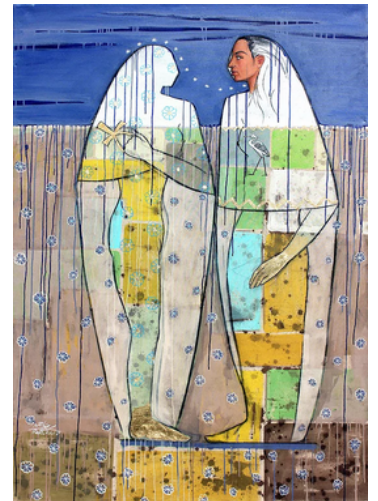
Transcontemporary



Komio11

This statue by artist Tarek El-Komi has broad shoulders and a long torso that melts into a pedestal. It can remind us of the statue of a male torso that is on display at Glencairn.

Reda Abdelrahman's painting from a series called Legend can remind us of ancient Egyptian artwork. Can you find an ancient Egyptian symbol in this painting? The symbol of the ankh represents life. The figures have also been painted in portrait, or from the side, like many ancient Egyptian carvings.



Legend 2014

Choose one of these artworks, or do your own research to find a modern artist who is inspired by ancient Egyptian art, objects, and culture. Using the objects on page 9, can you design your own piece of art that is inspired by an object from ancient Egypt?



## True or False?

As you play the video, listen for these facts. Circle true or false under each statement to show that it really is a fact or to show that it is made up and not true.

1. We don't know who this coffin was made for.

TRUE or FALSE

2. Osiris was the King of the Underworld.

TRUE or FALSE

3. Ancient Egyptians mummified people to use up extra linen.

TRUE or FALSE

4. Anubis was the god of pyramids.

TRUE or FALSE

5. Egyptians put time and effort into burial preparations.

TRUE or FALSE

Check the answer key on page 10 to see how you did!



## True or False? Answer Key

1. We don't know who this coffin was made for.

TRUE or FALSE

This coffin was made for a man named Semairdis.

2. Osiris was the King of the Underworld.

TRUE or FALSE

3. Ancient Egyptians mummified people to use up extra linen.

TRUE or FALSE

Ancient Egyptians mummified people so that they would get into the afterlife.

4. Anubis was the god of pyramids.

TRUE or FALSE

Anubis was the god of mummification.

5. Egyptians put time and effort into burial preparations.

TRUE or FALSE



## Draw What You See

A great way to understand what you're learning about is to draw a picture of it. As you play the video, make some drawings of the things you're seeing and hearing about. You can draw a mummy, a priest wearing a dog mask, or anything you'd like!



## Dive Deeper

Ancient Egyptian civilization began in 4800 BCE, and continued for thousands of years until 641 CE. One of the ways that we can learn about and understand the lives of the people who lived during that time, is by looking at objects that still survive today.

### Object Observations

Follow the link below to an image of an ancient Egyptian object in Glencairn's collection. Print, project, or zoom in on the image to view it in detail. Using the questions as prompts, have a discussion as a class or in small groups. [bit.ly/3dKIQBG](https://bit.ly/3dKIQBG)

- What do you notice?
- What do you think the object is made of?
- What do you think this object was used for?
- What do you think it tells us about the people who made it? What about the people who owned it or looked at it?
- Do you recognize anything about the object that is familiar to you?
- If you owned this object, what would it mean to you? What would you use it for? Where would you keep it?
- Do you think it was touched a lot, or put on display and not touched? What makes you think that?

Once you have had your discussion, visit [bit.ly/3uDfgpx](https://bit.ly/3uDfgpx) to find out more about this object. How close were your observations and thoughts to the way ancient Egyptians viewed and used this object?



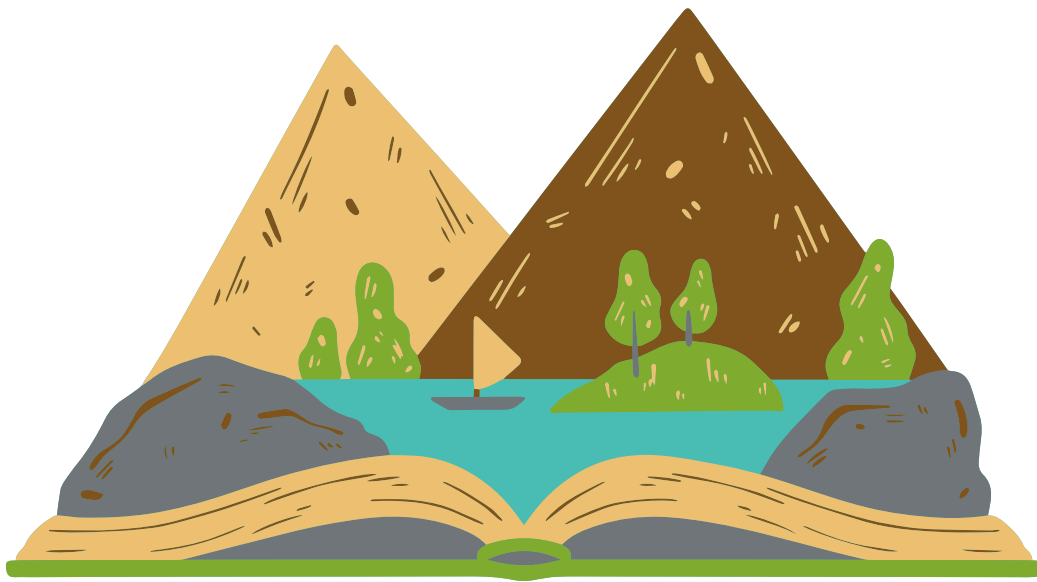


## Dive Deeper

### Activities to Try

- Humans have needed the same things to survive for thousands of years. Make a list of all the things you need to survive. Next to each item, write or draw how you get each thing today in the 21st century. Next, add how you think an ancient Egyptian person may have made sure they had each of those things thousands of years ago. How does your life compare to the life of an ancient Egyptian?
- Humans have always sought protection for themselves and their loved ones. In ancient Egyptian culture, amulets were often used for many different protective purposes. An amulet is a small object that someone wears or carries to bring good luck or protection. Ancient Egyptian amulets were often carved with, or were in the shape of, specific symbols. Research and learn more about some of these symbols here [bit.ly/3tHbavC](https://bit.ly/3tHbavC). If you were to think of a new amulet, what would it look like? What would it be carved with? What would it protect against? Why? Create your new amulet as a drawing or model.

# Explorer's Notebook



*A Multisensory Experience  
Inspired by an Ancient Egyptian Spirit Door*

Hello, explorers!

Today, you are exploring a spirit door from a large tomb built by ancient Egyptians. In ancient Egypt, spirit doors were places where the “ka” or soul of the tomb owner could pass through, connecting the world of the dead with the world of the living. The word “door” makes it sound like it should be able to open, but most spirit doors from Ancient Egypt are made of thick stone and do not open.



Spirit Door of Tepem'ankh,  
Limestone, Giza, Western  
Cemetery, Tomb D. 20, Old  
Kingdom, 5th Dynasty

Ancient Egyptians left food and drink in front of these doors so the souls of the tomb owners could get food and drink to be well fed in the afterlife.

The picture above shows just one portion of three stone carvings from the tomb's walls. The other two pieces are in museums in Europe. Look at the map on the next page to see where the other two museums are, and where Glencairn Museum is.



Have you ever traveled somewhere far from your home?

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Have a good adventure!

# Exploration 1:

## Carving Your Name

The writing system that the ancient Egyptians used looks very different from the one used in English today. They used small pictures called hieroglyphs. They did have paper called papyrus that they could write on, but you can see on the spirit door that these hieroglyphs are carved into stone. It would be very hard to carve your name into stone, so you can use something else instead to do this exploration!

You will need:

- A styrofoam plate, styrofoam packing material, OR clay (see additional activity for recipe on page 21)
- A dull pencil
- The hieroglyph chart (provided)

Directions:

- If you choose to use clay, roll it out in front of you so that it is smooth and flat, but not too thin. If you are using a styrofoam plate, you can skip this step!
- Using the hieroglyph chart on page 19, find the symbols to spell out your name. You might want to practice on a piece of paper a few times -- these hieroglyphs can be tricky!
- You might notice that there are two hieroglyph options for some of the letters. There are also many, many more

hieroglyphs than you see on the chart! You can choose whichever hieroglyph you like best if more than one is shown.

- Once you've practiced, use the dull pencil to carve your name onto the plate or the clay. Be careful not to poke all the way through!
- You can decorate the plate or clay if you would like and then put it on display!

# Hieroglyph Chart































 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

Image via [https://commons.wikimedia.org/wiki/File:Hieroglyph\\_picture\\_write\\_alphabet.jpg](https://commons.wikimedia.org/wiki/File:Hieroglyph_picture_write_alphabet.jpg)

Can you read your carved name by feeling it with your fingertips instead of looking at it? What does your name feel like? Draw it here.



What other ways can you think of to read your carving besides seeing and feeling?

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## Additional Activity: Making Clay

If you would like to, you can make your own clay to carve your name into. You can add food coloring to this recipe to make fun colors!

You will need:

- A grownup to help you with the hot water
- 2 cups of flour
- 1 cup of salt
- 1 cup of hot water
- 1 tablespoon of vegetable oil (optional, makes the clay smoother)

Directions:

- Stir the flour and salt together in a large bowl.
- Add the water (and oil if using) and stir thoroughly.
- Wait until the mixture is a comfortable temperature to touch and then knead it until it is smooth and not sticky. This step can take a little while, so be patient!

## Exploration 2: Making Maamoul

Maamoul is a sweet pastry or cookie filled with walnuts, dates, and sometimes figs. Walnuts, dates, and figs were eaten in ancient Egypt, and sometimes they are even found in tombs, as it was believed that the soul of the tomb owner would eat them. Today, in Egypt and around the world, many people make and eat maamoul to celebrate on holidays like Eid-al-Fitr, which is an Islamic holiday, Purim, which is a Jewish holiday, and Easter, which is a Christian holiday.



What foods do you eat on holidays or important days in your life?

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## Maamoul Recipe

There are many traditional maamoul recipes that are special to different families and cultures. This recipe offers you just one way to explore making maamoul easily at home.

You will need:

- A grownup to help you with using the oven

For the pastry:

- 4 cups of flour
- 2 sticks butter
- 2 tablespoons of orange flower water (orange juice with a little bit of orange zest can be substituted)
- 3 tablespoons of chopped walnuts
- 2 tablespoons of milk

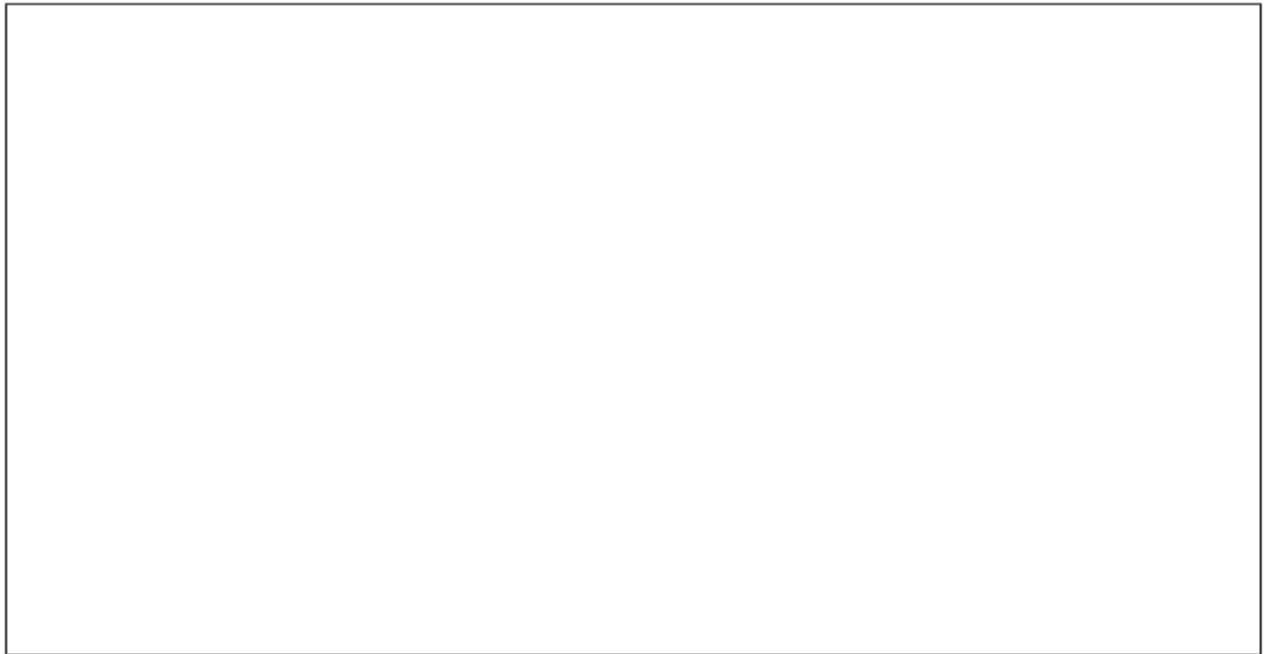
For the filling:

- 2 cups of walnuts
- 1 cup of chopped figs
- 2 tablespoons of orange flower water (orange juice with a little bit of orange zest can be substituted)
- 1 teaspoon of cinnamon
- 2 teaspoons of powdered sugar

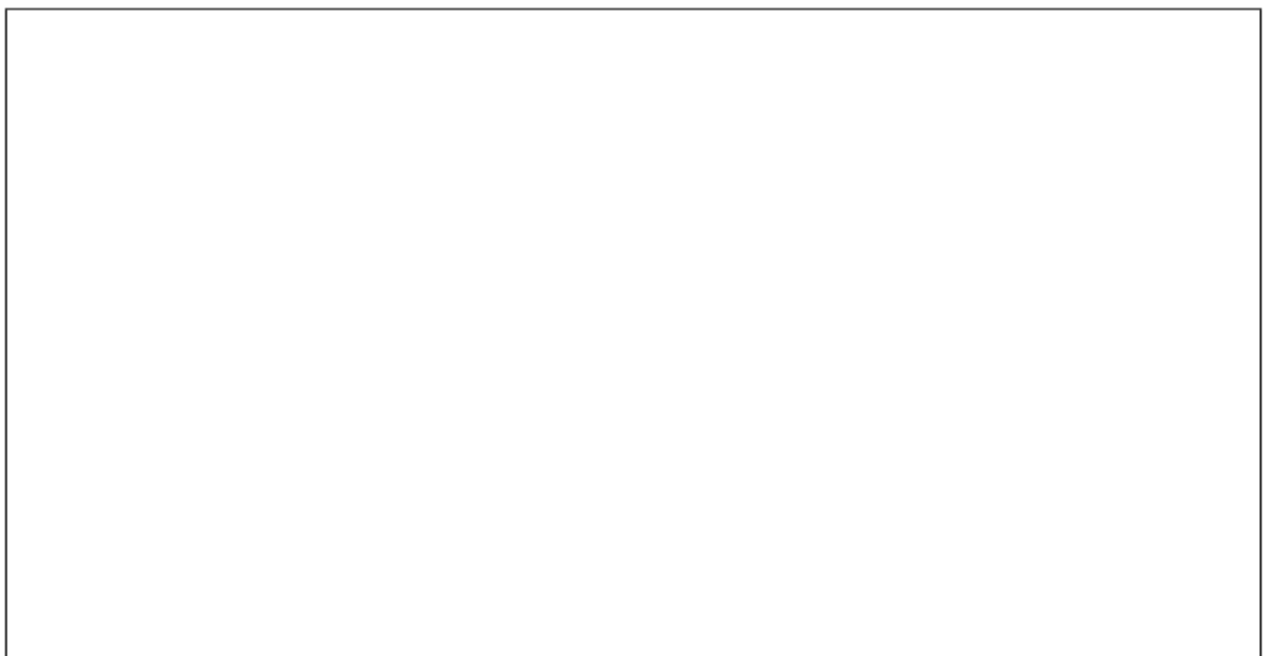
## Directions:

- Preheat the oven to 350°F.
- Rub the butter and flour together until you have fine crumbs. Add the orange flower water and milk, and knead into a pliable dough. Set aside.
- Soften the figs with warm water if they are dried. Mix the walnuts and figs to form a fairly fine paste. Add the orange flower water, cinnamon, and powdered sugar and mix well.
- Divide the dough into golf ball sized lumps and flatten into a circle. Drop a tablespoon of the filling into the middle of each circle of dough. Press the edges of the dough together, encasing the filling.
- Bake the maamoul for 20 minutes or until golden brown on a parchment paper covered or greased tray. Ask a grownup to help with moving the tray in and out of the oven.
- Allow to cool well before serving and then enjoy topped with powdered sugar.

What did you smell as the maamoul was cooking? You can write about it or draw a picture here.



What does the maamoul taste like? Have you ever tasted something like it before? Write about or draw what it reminds you of here.



## Exploration 3: The Music of Ancient Egypt



The ancient Egyptians played all sorts of music with instruments that are similar to some instruments we still have today.

For instance, they had flutes and drums, some of which have survived in tombs. In Egypt today they have a kind of flute called an arghul, and a kind of drum called a darbuka.

Today, we are going to make our own version of an ancient instrument called a sistrum. A sistrum might remind you of a rattle or a maraca. This instrument was a part of many rituals and the sistrum is closely connected to the worship of several Egyptian goddesses.

You will need:

- An grownup to help you
- A wire coat hanger
- Wire cutters
- Strong tape, like duct tape or electrical tape
- Additional wire or string
- Beads, buttons, or washers
- Two popsicle sticks

Directions:

- Straighten the hook of the coat hanger, sandwich it between the two popsicle sticks, and tape it together securely to form the handle.
- Bend the rest of the coat hanger into an upside down “U” shape and use tape as necessary to hold the shape in place.
- Attach two or three pieces of wire or string to one side of the “U.”
- String the beads, buttons, or washers onto the strings or wires and secure the strings or wires on the other side of the “U.”

What sort of sound does the sistrum make when you shake it?  
Can you make it make different sounds?

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## Exploration 4: Cutting and Coloring



Even though this spirit door is all one color now, it was probably painted bright colors in the past. What colors do you think this spirit door might have been?

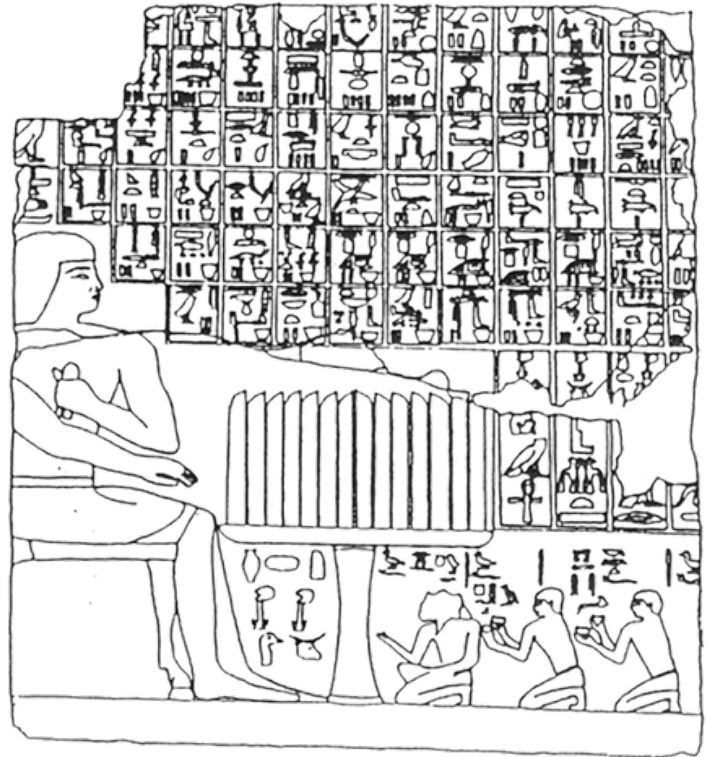
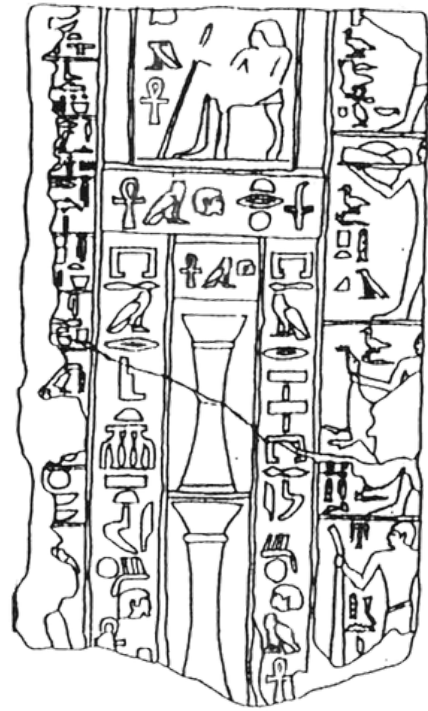
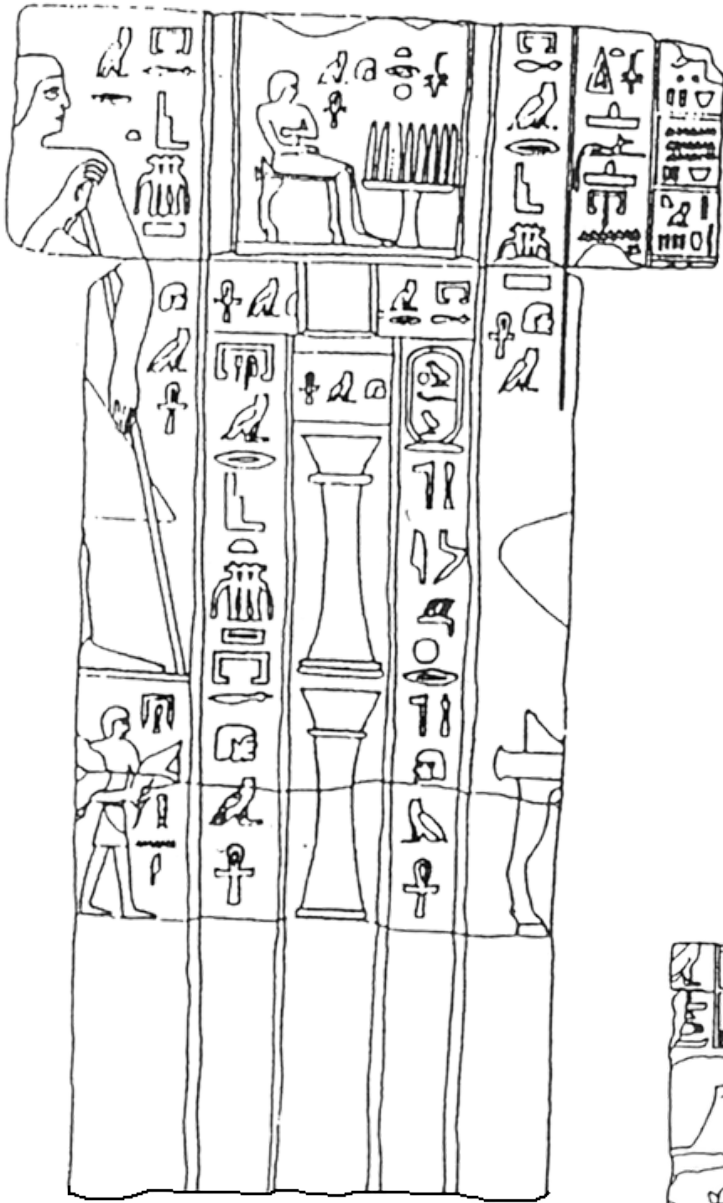
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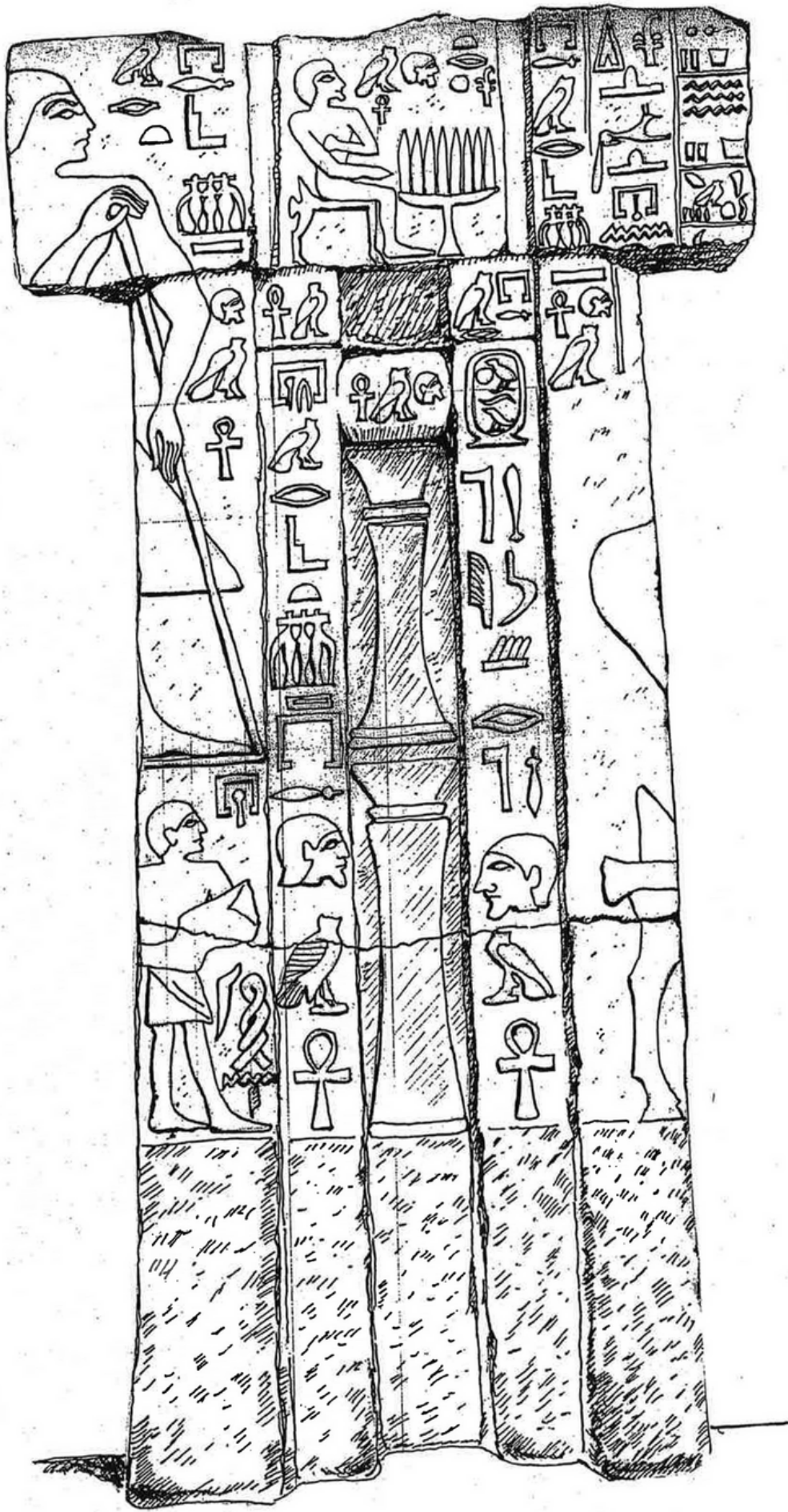
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On the next page, you can color the spirit door however you would like. Then, you can cut out the shapes and try to see how they fit together thousands of years ago. To see if you were right, check out this picture [bit.ly/2YdfHt4](http://bit.ly/2YdfHt4).





The next page has a larger image of the part of the door in  
Glencairn's collection for you to color.



## Exploration 5: The Size of a Pyramid

The spirit door was originally in a pyramid next to one of the largest pyramids in the world, the Great Pyramid of Giza in Egypt. Let's figure out just how big the Great Pyramid of Giza is.



Do you know what a pyramid looks like? How can you make your body into the shape of the pyramid? Draw a picture here.

A large empty rectangular box with a thin black border, intended for a student to draw a picture of a pyramid or their body in the shape of a pyramid.

There are 203 steps leading up to the top of the Great Pyramid. How many steps are in your house or school?

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Each side of the Great Pyramid is about 756 feet long. How many steps does it take you to walk around your house or classroom?

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## Sources

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### Credits

Developed by Fiona Dwyer for Glencairn Museum  
Bachelor of Special Studies Student  
Devised and Ensemble Based Theatre in Marginalized Communities  
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