

MELBOURNE WINTER MASTERPIECES

TUTANKHAMUN

AND THE GOLDEN AGE OF THE PHARAOHS

AN EXHIBITION FROM
**NATIONAL
GEOGRAPHIC**



EDUCATION KIT

Middle Years Geography

The following materials have been produced by the education team at Melbourne Museum to support teacher and student learning in the key themes of this exhibition.

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The exhibition is organised by the National Geographic Society, Arts and Exhibitions International and IMG, with cooperation from the Egyptian Supreme Council of Antiquities

Image: Canopic Coffinette of Tutankhamun. Not the Funerary Mask.



Western Australia Education Kit: Middle Years Geography

These educational materials were developed for teachers and students in the middle years of schooling who are visiting the *Tutankhamun and the Golden Age of the Pharaohs* exhibition at Melbourne Museum.

Acknowledgements

Melbourne Winter Masterpieces is a Victorian Government initiative and is exclusive to Melbourne, Australia.

This exhibition is organised by the National Geographic Society, Arts and Exhibitions International and IMG, with cooperation from the Supreme Council of Antiquities of the Egyptian Ministry of Culture.

On-site education activities and kits were researched and developed by Pip Kelly, curriculum writer, and Liz Suda, Program Coordinator, Humanities, Melbourne Museum.

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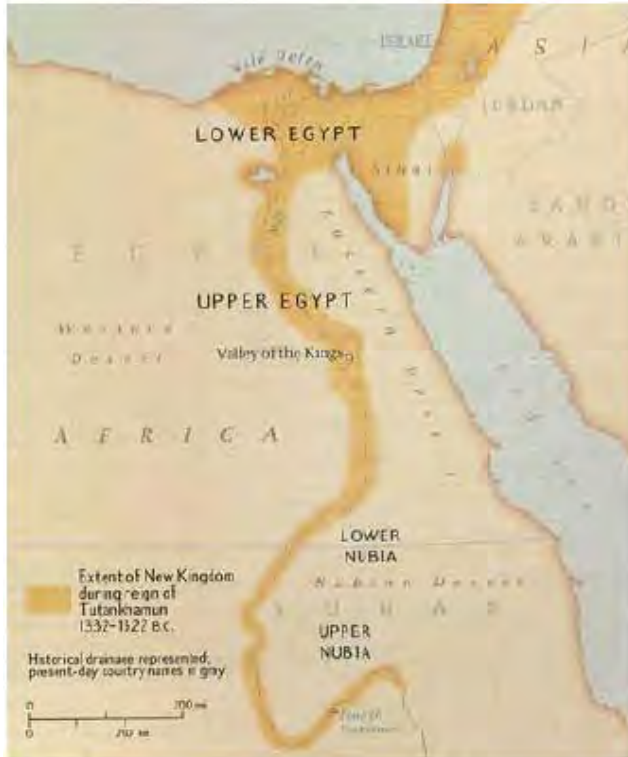
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Middle Years Geography

How important was the River Nile to life in Ancient Egypt?

Web-Based Learning Activities



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Canopic Coffinette of Tutankhamun © Andreas F. Voegelin

Western Australian Teacher Notes

These 'Web-based learning' activities have been designed to focus on the subject disciplines of Geography and History. The 'Web search' is an interdisciplinary activity, designed for students in Years 5-10. Student activities will focus around the essential question '*How important was the River Nile to life in Ancient Egypt?*'

Essential questions provide a focus for framing learning activities and units of study. Sets of sub-questions have been generated in order to answer the essential question. These questions are structured to facilitate students to engage, explore, explain, elaborate and evaluate their findings as per the e5 Instructional Model. The study of ancient Egypt can focus on numerous themes. These Web-based learning activities have been designed to allow students to investigate different areas of ancient Egyptian civilisation as they conduct research to answer the essential question. They have a particular focus on using geography to interpret the past.

The Web-based learning activities could be used to engage students in ancient Egypt before visiting the exhibition, or could be used after viewing the exhibition to conclude a unit of study.

Please note that the activities require access to the Internet. It is recommended that all web links be checked to ensure they are live before each lesson. Some scaffolding should be used to ensure that students select appropriate websites and sources in their research, and that they keep a record of sources accessed. Each 'expert' group will also be provided with some 'extension' activities that could be completed after a visit to the exhibition.

Blank maps of Egypt will be required to complete the exercises (available for printing here): www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=africa&Rootmap=egypt&Mode=b&SubMode=w).

Western Australian Curriculum Links

Society and Environment

The study of Society and Environment in the Western Australian curriculum lends itself very well to the study of ancient Egypt as a case study. Students are able to engage in comparative studies, employing cross-disciplinary learning skills including historical thinking and geographical understanding to gain a comprehensive knowledge of ancient Egyptian civilisations.

Investigation, Communication and Participation

Students investigate the ways in which people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

1. Place and Space

Students understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.

2. Resources

Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.

3. Culture

Students understand that people form groups because of their shared understandings of the world, and, in turn, they are influenced by the particular culture so formed.

4. Time, Continuity and Change

Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

5. Natural and Social Systems

Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.

6. Active Citizenship

Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability.

Learning Outcomes

By completing the activities in this kit students will:

- develop a greater understanding of ancient Egypt
- develop their geographic mapping skills
- gain a greater understanding of how geographic features can influence societies
- develop their skills and gain experience in using the Internet as a research tool
- work successfully as individuals and in teams to answer the essential question

They will also refine their understanding of the following key geographic spatial concepts:

- location
- distribution
- region
- movement
- scale
- spatial association
- spatial change over time
- spatial interaction

Brainstorming Activities

Think, Pair and Share

Work individually, in pairs, then with the class to share what you already know about ancient Egypt.

The Nile: The Gift of Egypt

Ask students to complete this work sheet individually, then create a class list of responses.

Web-search Formats

These 'Web-search' activities can be undertaken in various different formats. Suggested formats are given below.

Community of Inquiry

- Students work individually or in pairs to complete the 'Web search' (the questions for all five 'Teams' which appear in the Student Instructions).
- Once all students have completed the 'Web search', they can conduct a community of inquiry. Detailed instructions can be found here:
<http://museumvictoria.com.au/education/community-of-inquiry/>

Jig Saw

- Pairs or small groups of students form a Team – Team 1, Team 2, etc.
- Each Team is allocated an 'area' of the 'Web-based activities', and they then work together to complete their research.
- Members of each Team then form Expert Groups with members from other Teams. One student from each Team goes to each Expert Group.
- Each Expert Group is to study one of these topics:
 - the geography of ancient Egypt and the Nile River
 - farming the Nile
 - religious beliefs and the Nile
 - daily life in the Nile Valley
 - transport and trade on the Nile
- The Expert Groups then share and discuss their findings and their overall response to the essential question.
- Findings can be presented in a range of different formats. Some suggestions include: a radio interview, an essay, a PowerPoint presentation, in newspaper format, as a web page or as a video news report.

Discussion group

Once the students have conducted their research and the Final Task – either in a Community of Inquiry or through their Teams and Expert Groups – the students can present what they have learned about ancient Egypt in the format of a 'televised' panel discussion. The setting: At an upcoming (imaginary) TV show set in Egypt, geographers and historians will hold a discussion on the topic '*How important was the River Nile to life in Ancient Egypt?*'

Vocabulary

Each group will be provided with numerous terms to define. Students can also add their own terms to their glossary. The complete glossaries could be used to play bingo or memory games, or as revision for a test. For assistance, students can access an extensive online glossary with over 400 entries at www.globalegyptianmuseum.org (click on the 'glossary' hyperlink on the home page).

Student Instructions and Activities

The Challenge

At an upcoming (imaginary) TV show set in Egypt, geographers and historians will hold a discussion on the topic *'How important was the River Nile to life in Ancient Egypt?'*

Along with several other schools, your class has been invited to participate in this televised discussion, presenting your arguments as part of a team of experts. You will first need to conduct research to enable you to participate. The best class presentation will win a mystery prize.

The first task will be to conduct research based on information at the exhibition and on the Internet (following our web links) to support your argument. You will then present your conclusions as if you were part of the televised debate.

Each Team will focus on and research one of the specific areas below in order to answer this question.

- the geography of Egypt and the Nile River
- farming and the Nile
- religion and links to the Nile
- daily life in the Nile Valley
- trade relations and the Nile

The Teams, once their work is done, will be split up into new Expert Groups, who will complete the Final Task in this kit. Once these Groups have completed their work, they are ready to participate in the televised discussion group.

Brainstorming Activities

Before you start your research, you must do the following brainstorming activities:

- Complete the Think, Pair and Share activity below.
- Complete 'The Nile: The Gift of Egypt' student worksheet which follows.

Think, Pair and Share Activity

Think

Do some brief research to answer the questions below on a separate piece of paper. Please ensure your responses are in your own words and not directly lifted from the Internet. Use the web links provided in the exercises below to do your research. You can also use search engines to find other web links, but keep a record of all links used.

- Where was ancient Egypt located?
- When did ancient Egyptian civilisation exist?
- What facts do you know about ancient Egypt? (Can you list place names, key dates, names of artefacts, or other information about ancient Egyptian civilisation?)
- How did geography influence ancient Egyptian civilisation?
- What do you want to find out about ancient Egypt?
- Where did you find out the answers to these questions? Which of these sources do you consider trustworthy?

Pair

Working with a partner, compare your responses to the questions above.

Share

As a class, share your answers and discuss your responses to the questions.

The Nile: The Gift of Egypt

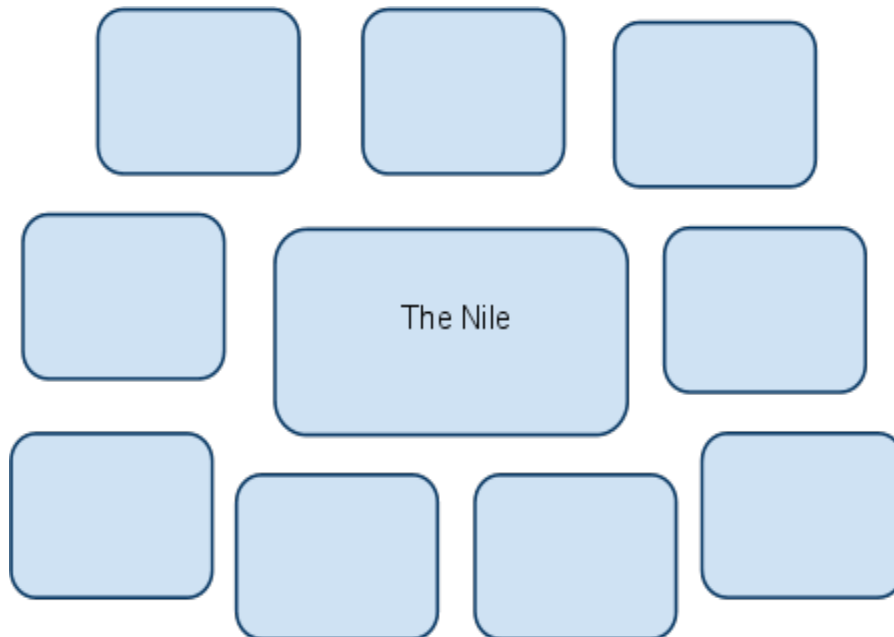
1. What do you already know about the Nile?

Use this space to list some things you already know about the Nile:



2. Why do you think the Nile was so important to the ancient Egyptians? (Think about how the ancient Egyptians used the Nile.)

Complete the diagram below by writing points in each space that help explain why the Nile was so important to the ancient Egyptians.



Have a Guess!

Take a guess at the answers to the following questions about the Nile, then check your answers against information from reliable sources on the Internet.

3. What is the length of the Nile?

My guess: _____ km Actual length: _____ km



4. Which countries does the Nile flow through? (Hint: There are seven of them.)

My guess: _____

Actual countries: _____

5. Where are the sources of the Nile located?

My guess: _____

Actual locations: _____

6. Where is the Nile Delta located?

My guess: _____

Actual location: _____

7. In a famous quote Egypt was referred to as 'the gift of the Nile'. Find out who first wrote these words, and then decide whether you agree or disagree with this statement. Give reasons for your response.

Further Inquiry

What else would you like to know about the Nile? List three questions you'd like answers to.

1. _____

2. _____

3. _____



Team 1: The Geography of Egypt and the Nile River

How did the geography of Egypt shape ancient Egyptian civilisation?

Why was the Nile so important to ancient Egyptian civilisation?

Task 1: Let's Explore

Take a look at the following websites, then answer the questions below:

<http://www.ancientegypt.co.uk/geography/home.html>

<http://en.wikipedia.org/wiki/Egypt> (scroll down to 'Geography')

Where was ancient Egypt located?

What countries border modern Egypt?

What is Egypt's climate like? (Refer to average rainfall and temperatures.)

What factors might impact Egypt's climate? (Think about its latitude, prevailing winds, bodies of water and landforms.)

How would you describe the Egyptian landscape?

Why is Egypt considered an arid country?

What are the characteristics of deserts?



Task 2: Let's Explain

Go back to this web page:

<http://www.ancientegypt.co.uk/geography/home.html>.

Explain why the ancient Egyptians referred to the two types of land in their country as 'black land' and 'red land'.

Look at these two web pages then answer the questions below:

http://en.wikipedia.org/wiki/Upper_Egypt

http://en.wikipedia.org/wiki/Lower_Egypt

Why was the north of Egypt referred to as 'Upper Egypt' and the south as 'Lower Egypt'?

What were the differences and similarities between Upper and Lower Egypt?

Natural Resources

What types of rocks, minerals and precious stones were commonly used in ancient Egypt?

Use the websites below to conduct some research into this question and fill out the table below.

(These websites contain a lot of detailed information, so just look out for the main rock types.)

www.eeescience.utoledo.edu/Faculty/Harrell/Egypt/Stone%20Use/Harrell_Stones_text.htm

www.reshafim.org.il/ad/egypt/timelines/topics/mining.htm

Rock, mineral, or precious stone	Where sourced from?	Used for?

Task 3: Let's Elaborate

Creating an Overlay Map of Ancient Egypt

You are to create an overlay map of ancient Egypt (a map with a layer of extra information which is placed over it on transparent paper). For this activity you will need a blank outline map of Egypt. You will then trace the three types of geographical information shown beneath the headings Overlay 1, 2 and 3 (below) onto three separate pieces of tracing paper. Next, you will position them over your blank map to create your overlay map. .

Note: Ensure all your maps include BOLTSS (border, orientation, legend, title, scale and source).

You can print out a blank map of Egypt here. If you're not able to do this, ask your teacher for a blank map.

www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=africa&Rootmap=egypt&Mode=b&SubMode=w

Use this site to view different types of maps of Egypt. Use the drop-down menu to change maps, and click on the icons on the maps to find out more information.

www.ancientegypt.co.uk/geography/explore/main.html

Use this site to zoom in on the physical terrain of Egypt.

<http://maps.nationalgeographic.com/maps>

Overlay 1

This overlay shows the location of ancient Egypt (including Upper and Lower Egypt).

Overlay 2

This overlay shows the location of key landforms (such as bodies of water, desert areas, mountains, etc), and the cultural features and settlements of ancient Egypt (such as the Valley of the Kings, Thebes, Karnak, Alexandria, Memphis, Kush, Nubia, the pyramids and other archaeological sites). Conduct some research and add three landmarks of your own choosing to this overlay.

Overlay 3

This overlay shows the location of the Nile River and the Nile Delta.

Understanding your Overlay Map

Based on the research you did to create your overlay map, answer the questions below.

Describe the spatial association between the location of settlements and cultural features in ancient Egypt, and the location of the Nile.

How did Egypt's terrain and physical features help to make it a more powerful country?

Task 4: Let's Evaluate

Complete the 'Final Task' that appears on the last page of this kit.

Field Trip Activities

While looking at the exhibition, consider these questions:

- Which objects found in Tutankhamun's tomb reveal to us the importance of the Nile in ancient Egypt?
- Examine the maps of ancient Egypt displayed in the exhibition. What information do they depict?
- What materials are the artefacts made from? Identify different types of rocks and think about where they might have been sourced from.
- Can you find any depictions of Hapi (Hapy) or Osiris in the exhibition? If so, where and how are they depicted?
- Which objects in the exhibition make reference to Upper and Lower Egypt?

Extension Activities

- What role does the Nile play in Modern Egypt?
- How has the Nile been modified by humans in modern times?
- What positive and negative impacts has the Aswan Dam had on the physical and human landscape?
- What other major rivers of the world have been modified by humans?
- Which rivers play a significant part in the Australian landscape? How?
- Research the geological history of Egypt, focusing on rock types and sources.
- Explore and explain how Aboriginal people have lived in the Australian desert. Compare and contrast with how ancient Egyptians adapted to living in a desert.
- Compare and contrast the geographical characteristics of ancient Egypt and modern Egypt, in relation to population distribution, location and size.

Explore and complete the following online activities:

Take me there: Egypt

www.childrensmuseum.org/takemethere/index.php

Click on the 'Games' hyperlink in the top menu of this home page. Now click on the bottom right arrow, and select the Nile River Eco Tour to take a virtual trip down the modern Nile. You'll be able to examine water quality, biodiversity, and the food chain.

www.ancientegypt.co.uk/geography/story/main.html

Discover more about Egypt's geography though this 'choose-your-own adventure' style interactive story.

The Jeweller of Memphis

www.ancientegypt.co.uk/geography/activity/main.html

Discover where different materials come from in Egypt by helping a jeweller find materials to make rings, necklaces and bracelets.

Theban Mapping Project

www.thebanmappingproject.com/

Click on the link to 'Atlas of the Valley of the Kings' and discover where Tutankhamun's tomb is located. Take time to watch the movie.

Vocabulary

Define all the terms below. Add other relevant words to your glossary as you conduct your research.

source	Luxor
delta	gold
cataract	lapis lazuli
Upper Egypt	ebony
Lower Egypt	silver
river	prevailing winds
desert	landforms
wetland	arid
lagoon	latitude
sand dunes	oasis
igneous rocks	canyon
climate	turquoise
precipitation	clay
Thebes	tributary
Karnak	



Team 2: Farming the Nile

How did the ancient Egyptians farm using the Nile?

Why was the Nile so important to the ancient Egyptians?

Task 1: Let's Explore

Read through these websites then answer the questions below.

www.ancientegypt.co.uk/geography/home.html

www.bbc.co.uk/history/ancient/egyptians/egypt_importance_01.shtml#three

Why did the ancient Egyptians describe the two dominant land types as 'black land' and 'red land'?

What was each land type used for?

Read through each of these web pages, then answer the questions which follow.

www.pbs.org/empires/egypt/newkingdom/farming.html

www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml

www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.topic.details&language_id=1&trait_item_id=10000039 (Click on and read about each of the subtopics.)

www.touregypt.net/egypt-info/magazine-mag07012001-magf5.htm

What crops did the ancient Egyptians grow?



How did they produce these crops?

What animals did the ancient Egyptians eat?

Use these web pages to research ancient Egypt's 'papermaking' technique.

www.mnsu.edu/emuseum/prehistory/egypt/dailylife/papyrus.html

www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml#three

How did the ancient Egyptians use papyrus?

Task 2: Let's Explain

Start looking into ancient Egypt's resources here:

www.pbs.org/empires/egypt/newkingdom/resources.html

What natural resources were available in ancient Egypt?

What were they used for?

How did natural resources help ancient Egypt become a world power and maintain that status?



The Ancient Egyptian Calendar

Learn more about the ancient Egyptian calendar at these websites:

http://en.wikipedia.org/wiki/Egyptian_calendar

www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml#two

Explain the characteristics of the ancient Egyptian calendar in the New Kingdom. What units was it divided into and of what length were these units?

The ancient Egyptians divided their calendar into three seasons. Describe these seasons and when they occurred relative to our Modern Calendar.

- Akhet _____
- Peret _____
- Shemu _____

What work did farmers carry out during each of these three seasons?

Describe the annual flood cycle of the Nile. Why was this important in ancient Egypt?

Learn about how ancient Egyptians used the Nile.

www.pbs.org/empires/egypt/newkingdom/farming.html

www.britannica.com/EBchecked/topic/537571/shaduf

How did farmers utilise the water of the Nile? Refer to dykes and shadufs.

Task 3: Let's Elaborate

Conduct some research of your own. What were the impacts if the Nile River rose particularly high during the flood season? What were the impacts if it failed to rise at all?

Find some images on the Internet of harvesting and farming in ancient Egypt. Insert these images into a Word document.

- Explain what is shown in the images, where the images are from, and when they were produced.
- How do these images demonstrate the importance of the Nile in ancient Egypt?

Task 4: Let's Evaluate

Complete the 'Final Task' on the last page of this kit.

Field Trip Activities

While looking at the exhibition, consider these questions:

- Are there any artefacts in the exhibition that relate to the ancient Egyptian calendar or farming practices?
- Identify an artefact in the exhibition that provides insight into farming practices in ancient Egypt.
- Which artefacts provide us with information about the kinds of natural resources that were available in ancient Egypt?

Extension Activities

- How have humans altered the Nile in modern times?
- How has this impacted on the Nile's flow?
- How do Australian farmers use rivers in agriculture?
- In Australia, what do we use rivers for besides agriculture?
- Which other world rivers have been significantly altered by humans?
- Write a journal article from the point of view of a farmer in ancient Egypt. Use this site as a guide: www.pbs.org/empires/egypt/special/lifeas/farmer.html.
- Explore famous papyrus artefacts from ancient Egypt, including sections of the *Book of the Dead*.

Vocabulary

Define all the terms below. Add other relevant words to your glossary as you conduct your research.

papyrus, lotus flowers, shaduf, inundation, silt, kemet, linen, natural resource, irrigation, dykes, Akhet, Peret, Shemu, flood, farmer, skiff, reeds, valley



Team 3: Religious Beliefs and the Nile

What role did the Nile play in ancient Egyptian mythology and religion?

Why was the Nile so important to the ancient Egyptians?

Task 1: Let's Explore

Visit this web link to view a simplified animation of the ancient Egyptian creation myth:

www.ancientegypt.co.uk/gods/story/main.html

Look at the following web pages to find further general information on ancient Egyptian beliefs.

http://en.wikipedia.org/wiki/Ancient_Egyptian_religion

www.touregypt.net/featurestories/religion.htm

How important was religion in everyday life in ancient Egypt?

What were some of the key characteristics of ancient Egyptian religion?

What is mythology? What were some ancient Egyptian myths?

Task 2: Let's Explain

How was the Nile connected to death, burial and afterlife beliefs in ancient Egypt?

How were boats used for ceremonial purposes?

Use an Internet search engine to find out your information. Make sure you note your sources.

Task 3: Let's Elaborate

The ancient Egyptian gods were linked to the Nile. Using the following web pages, conduct some research into these gods and their connection with the Nile.

www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml (Scroll down to 'Nile gods' for some information about Hapi (Hapy), Ra (Re) and Osiris.)

www.ancientegypt.co.uk/gods/explore/main.html (Use this site to click on the Hapi and Ra picture-links and explore their connections to the Nile.)

<http://en.wikipedia.org/wiki/Hapy>

<http://en.wikipedia.org/wiki/Osiris>

<http://en.wikipedia.org/wiki/Ra>

www.touregypt.net/featurestories/hapi.htm

Who was Hapi?

Why was he an important god?

How is he portrayed in images from ancient Egypt?

How was he connected to the Nile?

Who was Ra (also known as Re)?

Why was he an important god?

How is he portrayed in images from ancient Egypt?

How was he connected to the Nile?



Explain the role of the Nile in the daily journey of the sun god.

Who was Osiris?

Why was he an important god?

How is he portrayed in images from ancient Egypt?

How was he connected to the Nile?

Explain the role of the Nile in the ancient Egyptian creation story.

What other references to the Nile are there in religious stories/myths/objects? (Find references to the Nile as representing a lotus flower. Explain.)

Task 4: Let's Evaluate

Complete the 'Final Task' found on the last page of this kit.

Field trip Activities

While looking at the exhibition, consider these questions:

- Identify and describe two artefacts in the exhibition that symbolise a connection between religious beliefs and the Nile. Sketch these artefacts.
- Find the canopic chest of Tjuya. Find the image of Hapi (Hapy) on the left-hand side of the chest. How is Hapi represented?

Extension Activities

- Explore how other religions or cultures have used natural features in their creation stories.
- Why do you think natural features have played such an important role in religion and mythology?
- Create your own god or goddess and write a creation story with images.
- Conduct an Internet search for the *Hymn to the Nile* recorded in 2100 BCE. What insights does the hymn give you into the importance of the Nile to the ancient Egyptians?

Vocabulary

Define all the terms below. Add other relevant words to your glossary as you conduct your research.

Hapi (Hapy)	goddess
Re/Ra	divine
Osiris	pacification
Maat	State
pharaoh	rituals
deity	religion
dynasty	myth
Amun	mummy
pantheon	afterlife
god	tomb

Team 4: Daily Life in the Nile Valley

How did the ancient Egyptians survive in a land of sand for thousands of years?

What role did the Nile play in daily life in Egypt?

Why was the Nile so important to the ancient Egyptians?

Task 1: Let's Explore

Start your research using this web page: www.historyonthenet.com/Egyptians/society.htm.

How was ancient Egyptian society structured?

Search for an image on the Internet that shows the hierarchical structure of ancient Egyptian society, and insert it here:

Investigate food and drink production in ancient Egypt. Use these web links to help you:

www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml#three

www.reshafim.org.il/ad/egypt/timelines/topics/food.htm (Click on the square icons at the bottom of the page.)

What did the ancient Egyptians eat and drink? Create a list of staple food and beverages.



Where did they source these products?

How important was the Nile in the production of these foods?

Use this web page to start researching ancient Egyptian clothing:

www.eternegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.module&story_id=&module_id=220&language_id=1&ee_messages=0001.flashrequired.text

Describe the clothing worn by people in ancient Egypt. What was it made from? What is the raw material used to make this fabric and where was it obtained?

Insert some images of clothes worn in ancient Egypt in the box below:

Task 2: Let's Explain

Choose two groups of people from ancient Egyptian society. Use an Internet search engine to research how these groups used the Nile in everyday life.

Group 1:



Group 2:

Task 3: Let's Elaborate

Use this web link to start learning about transportation in ancient Egypt:

http://eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.module&story_id=&module_id=144&language_id=1&ee_messages=0001.flashrequired.text

What did ancient Egyptians use boats for?

What types of boats were produced and what were they made from?

How were boats able to move upstream and downstream on the Nile?

What were skiffs? How were they made?

What objects were transported along the Nile in ancient Egypt?

What role did the Nile play in the construction of the pyramids?

Task 4: Let's Evaluate

Complete the 'Final Task' found on the last page of this kit.

Field Trip Activities

While looking at the exhibition, consider these questions:

- Find, describe and then sketch three objects in the exhibition that symbolise the importance of the Nile in daily life in ancient Egypt.
- On a separate piece of paper, describe the model sailing ship and model papyrus skiff found in Tutankhamun's tomb. Refer to their size, what they are made from, and the images painted on them. Why do you think these objects were buried with Tutankhamun?

Extension Activities

- Visit this website: www.bbc.co.uk/history/ancient/egyptians/human_gallery.shtml. Choose a member of ancient Egyptian society to explore. Write a journal entry from that person's perspective, based on what you think his/her life would have been like.
- Use this web link to play the ancient game of Senet: www.ancientegypt.co.uk/life/activity/main.html.

Vocabulary

Define all the terms below. Add other relevant words to your glossary as you conduct your research.

transportation	pharaoh
skiff	farmer
mud brick	noble
daily life	priests
flax	craftsmen
linen	slaves
hierarchy	farmers



Team 5: Transport and Trade on the Nile

Why was the Nile important for trade in ancient Egypt?

Why was the Nile so important to the ancient Egyptians?

Task 1: Let's Explore

Use this web page to begin learning about transportation in ancient Egypt:

<http://hubpages.com/hub/The-importance-of-the-River-Nile-in-Ancient-Egyptian-Civilization> (Scroll down to the 'Transport' subheading.)

How did the ancient Egyptians trade with other countries?

Describe the types of boats used for transportation and trade.

Task 2: Let's Explain

Use these web links to learn about trade in ancient Egypt:

www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml#three

www.reshafim.org.il/ad/egypt/trade/index.html

www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.module&story_id=&language_id=1&module_id=193&ee_messages=0001.flashrequired.text

Which regions did ancient Egypt trade with?

What products were exported from ancient Egypt to other countries?

What products were imported from other countries into ancient Egypt?

What other transport methods were common in ancient Egypt?

How did the transportation of objects help develop ancient Egyptian civilisation?

Task 3: Let's Elaborate

Creating an Overlay Map of Ancient Egypt

You are to create an overlay map of ancient Egypt (a map with a layer of extra information which is placed over it on transparent paper). Your map will show what regions ancient Egypt traded with and what materials were traded, and you will use the information to answer the questions below.

For this activity you will need a blank outline map of Egypt. You will then trace the two types of information shown beneath the headings Overlay 1 and 2 (below) onto two separate pieces of tracing paper. Next, you will position these over your blank map to create your overlay map.

Note: Ensure all your maps include BOLTSS (border, orientation, legend, title, scale and source).

You can print out a blank map of Egypt here. If you're not able to do this, ask your teacher for a blank map.

www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=africa&Rootmap=egypt&Mode=b&SubMode=w

Conduct some research, starting at the following web page, before putting your overlays together:

www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.module&story_id=&language_id=1&module_id=193&ee_messages=0001.flashrequired.text

Overlay 1

This maps shows areas of ancient Egypt (Upper Egypt and Lower Egypt), the countries ancient Egypt traded with (such as Anatolia, Afghanistan, Byblos, Canaan, Crete, Cyprus, Kush and Punt) and bodies of water (Red Sea, Mediterranean Sea).

Overlay 2

This map shows where various trade materials were sourced from (such as bronze, ebony, gold, incense, ivory, lapis lazuli, olive oil and timber).

Understanding your Overlay Map

Based on the research you did to create your overlay map, answer the questions below.

Describe the trade distribution pattern of the regions with which ancient Egypt traded.

How do you think that the Nile helped to 'unify' ancient Egypt, and transform it from numerous city-states into one country?

Task 4: Let's Evaluate

Complete the 'Final Task' on the last page of this kit.

Field Trip Activities

While looking at the exhibition, consider these questions:

- Are any objects in the exhibition made from materials not found in Egypt? If so where do you think these materials were sourced from?
- How is trade in ancient Egypt represented in the exhibition? Look for symbols, text panels, and objects that deal with trade along the Nile.

Extension Activities

- In today's world, what means of transport are used in international trade?
- What are the main export industries of modern Egypt?
- Is the Nile as important to modern Egypt as it was to ancient Egypt?
- Conduct some research into what a felucca is and its origins.
- Conduct some research on the Internet to answer these questions:
 - Which countries are Australia's main trading partners?
 - What products and raw materials does Australia import and export? (List just the main ones.)

Vocabulary

Define all the terms below. Add other relevant words to your glossary as you conduct your research.

bronze

olive oil

ebony

timber

gold

trade

incense

papyrus

ivory

felucca

lapis lazuli

Final Task for Expert Groups:

How important was the River Nile to life in Ancient Egypt?

Now that you have become something of an expert on the Nile in ancient Egyptian times, it's time to evaluate and answer our big question '*How important was the River Nile to life in Ancient Egypt?*'

Using the information gathered in your team-based research, you will need to work together to present your findings. Your class will be reforming from Teams into Expert Groups. An Expert Group is made up of one member from each Team.

Your Expert Group might like to think about these questions:

- Would ancient Egyptian civilisation even have been possible without the Nile?
- How important was the Nile in helping ancient Egyptian civilisation to thrive?

Your Expert Group will need to include:

- an introduction outlining your Group's response
- four pieces of evidence (based on your research) to support your response
- a conclusion

Presentation options:

- a PowerPoint presentation
- a brochure
- a newspaper article
- a video news report
- a radio interview
- a website
- another option that you have discussed with your teacher