

# ANCIENT EGYPT

LONDON  
GRID FOR LEARNING



Includes amazing virtual reality experience!

Explore History with incredible  
AR ActiveLens augmented reality





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Computeam develops **Active**Lens books for KS1, 2 & 3 and cross-curricular projects for primary schools.

Computeam have produced the Ancient Egypt **Active**Lens book, combining the traditional worksheet with the latest mobile device and augmented reality technology.

We really hope you enjoy using our **Active**Lens resources and we would love to hear about your experiences using them. You can contact us at:

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# Introduction

## What is an **Active** Worksheet?

At Computeam we believe in blending technology seamlessly into the learning experience. We want to make sure that when technology is used in the classroom, it enhances pupils' learning whilst still providing the engagement and wow factor we have come to expect from today's hi-tech devices. With this in mind we created the **Active** Worksheet, a blend of the traditional worksheet and cutting edge augmented reality technology.

Using the free Ancient Egypt **Active**Lens augmented reality app for iOS and Android, we can bring the worksheet to life with videos, audio, 3D models and animations. Words can't describe how powerful the **Active** Worksheet is, so follow the directions below to get the Ancient Egypt **Active**Lens app on your device and see them in action yourself.



## How To:

The Ancient Egypt **Active**Lens app is free for both iOS and Android devices, including smartphones and tablets. Follow the instructions below to get the **Active**Lens app onto your device:

1. Open the App Store if you're using an iOS device or the Google Play Store if you're using an Android device.
2. Search for "Ancient Egypt **Active**Lens"
3. When you have found the app, download it to your device.

4. When the app has finished downloading, open it.
5. When the app is open and running, tap start, then focus the camera onto an **AR**tefact image. **AR**tefact images are tagged with the symbol below.



*Please note that you must point the camera at the image, not the icon above!*

6. The **AR**tefact image will trigger an augmented reality 3D model, video, audio track or animation.
7. If you ever need reminding of how to use the app simply tap the "Instructions" button on the app. This will play a short video explaining how to use the app.

## Using this **Active** Worksheet Pack

Active Worksheet Packs come with a set of Active Worksheets and an accompanying Teacher Guide. The Teacher Guide contains instructions for activities the class can complete using the **AR**tefacts in the Active Worksheets.

**AR**tefact = Augmented Reality Artefact

Alternatively you can use the Active Worksheets as a starting point and develop your own lessons around them.

## What you will need:

- iOS or Android Device with rear-facing camera.
- The free Ancient Egypt **Active**Lens app.

## Why use **Active** Worksheets?



Active Worksheets allow you to unify different pedagogical approaches and strategies and accommodate pupils' preferred learning styles in a single resource.

### Individual or Group Work

**Active** Worksheets can be given out to each pupil in your class or to a group of pupils. Our worksheets and activities are flexible and allow for both individual and group work exercises. This also gives flexibility in the number of devices you have available in your classroom.

### Learning Styles

As our worksheets can deliver video, audio and 3D models & animations, you can tap into each individual's preferred learning style using a single resource. This also helps EAL and/or SEN pupils who may struggle reading or listening to a resource.

### Seamless ICT integration

Using **Active** Worksheets the ICT becomes an almost invisible tool to enhance the learning experience. Pupils are no longer focusing on the device itself, but through it into the worksheet and its varied resources.

## VIRTUAL REALITY

### Discovery in the Desert

What would it feel like to uncover a lost temple or a monument buried in the sand, lost for generations? Imagine the excitement you would feel as you peer through a gap in the stones or maybe even crawl inside! Would you be scared? Or just excited?

Download our Virtual Reality app to experience the wonder of discovering a ctional temple or palace. Listen to the sound of the wind and sand as you wander through the ancient building and listen to the famous poem Ozymandias by Percy Shelley.

#### You will need:

1. A Google Cardboard headset
2. A Smartphone
3. Free App. Search for Ancient Egypt VR app on the Apple App Store or Google play.

# List and Description of Active Resources

**AR**tefact = Augmented Reality Artefact

## Worksheet 1 - Building the Great Pyramid

- **AR**tefact 1 - A 3D model of the Great Pyramid under construction. The animation shows the blocks moving up the ramps and into place on the pyramid.
- **AR**tefact 2 - A 3D model of the completed Great Pyramid, which when tapped will reveal the inner corridors and burial chambers in 3D.

## Worksheet 2 - To Bury a King

- **AR**tefact 3 - a 3D model of Ramesses III's tomb in the Valley of the Kings. The inner passages and burial chambers of the tomb are shown in 3D beneath the surface.

## Worksheet 3 - Book of the Dead

- **AR**tefact 4 - A 3D animation of the famous "Weighing of the Heart" spell from the Book of the Dead.

## Worksheet 4 - Hieroglyphics

- **AR**tefact 5 - Scanning the cartouche will translate the hieroglyphics, revealing the cartouche to belong to Tutankhamun.

## Worksheet 5 - The Pharaohs

- **AR**tefact 6 - A 3D model of the famous statue of Ramesses II which can be found in the British Museum. You can rotate the statue by dragging the model with your finger.

## Worksheet 6 - Woman in Ancient Egypt

- **AR**tefact 7 - A 3D bust of Nefertiti, who will look at you and follow you as you move your device around it. Tapping the bust will make Nefertiti speak.

## Worksheet 7 - The Gift of the Nile

- **AR**tefact 8 - A 3D animation of the Nile flooding the Nile Basin around the city of Luxor. This is created using accurate satellite information of the region, showing just how extensive the Nile floods were.

## Worksheet 8 - Mere Mortals

- **AR**tefact 9 - A 3D model of an ancient Egyptian farmhouse, including the family's cat roaming the property.

## Worksheet 9 - The End of Ancient Egypt

- **AR**tefact 10 - An accurate 3D recreation of the Lighthouse of Alexandria, including a lit beacon.

## Worksheet 10 - Discovering Egypt

- **AR**tefact 11 - A 3D interactive model of an excavation in Egypt. Tapping the archaeologist will make him speak, whilst tapping the highlighted objects in the dig will excavate them and reveal some information about them.

## Gods of Egypt - Mini Cards

- **AR**tefacts -A series of mini cards referencing some of the most well known Egyptian gods. Each card reveals a 3D scroll with an illustration and more information about each god.

## 3D Tracker - Sarcophagus

- **AR**tefact - When you have constructed the box, tracking it will reveal a 3D sarcophagus. Tapping the sarcophagus will remove the lid, allowing you to see inside.

# Activity Map



Activity: Measuring in Royal Cubits

Building the Great Pyramid

Activity: Death Mask



To Bury a King



Activity: Guidebook for the Afterlife

The Book of the Dead

Activity: Ancient Writing



Hieroglyphics



Activity: Rulers of Egypt

The Pharaohs

Activity: Ahead of their Time



Women in Ancient Egypt



Activity: Floods of Tears

The Gift of the Nile

Activity: Mud Bricks



Mere Mortals



Activity: End of an Era

The End of Ancient Egypt

Activity: Time Detectives



Discovering Ancient Egypt

# Teacher Guide

## Active Worksheet 1 | Building the Great Pyramid

### ACTIVITY | MEASURING IN ROYAL CUBITS

The Egyptians were the first recorded culture to use a “standard measure”. This was the Royal Cubit. A cubit was seven palms in length, with each palm divided into four fingers. A cubit was around 525 mm in length.

### WHAT YOU WILL NEED

- Measuring tapes
- Rulers
- Meter sticks
- Clickwheel

### MEASURE THE CLASSROOM

Using your measuring equipment, measure the classroom, or another appropriate place in the school. The pupils can then convert their measurements into Egyptian Royal Cubits.

#### Egyptian Buildings in Royal Cubits

Great Pyramid: 280 cubits tall

Temple of Karnak: 45 cubits tall

Sphinx of Giza: 38 cubits tall

Colossus of Memnon: 34 cubits tall

## Active Worksheet 2 | To Bury a King

### ACTIVITY | DEATH MASK

Death masks were very important to Egyptians, as they believed that after death, the soul needed to recognise its body before it returned to it. Death masks with a good likeness ensured that the soul would recognise its body.

### WHAT YOU WILL NEED

- Death Mask resource sheet
- Optionally:
  - Scrap newspaper/paper
  - PVA glue
  - Paints

### CREATE YOUR OWN MASK

Using the Death Mask resource sheet, pupils can design their own mask. As an extension, papier mache techniques can be used to make their mask more 3D.

## Active Worksheet 3 | Book of the Dead

### ACTIVITY | GUIDEBOOK FOR THE AFTERLIFE

The Book of the Dead was a series of spells and inscriptions that rich and powerful Egyptians would be buried with in their tomb. It acted both as a guide and a protector for the person’s soul as they travelled through the afterlife. It contained spells which supposedly allowed the person’s soul to automatically pass tests such as the famous “Weighing of the Heart”.

### WHAT YOU WILL NEED

- Book of the Dead resource sheets
- Paper
- Colouring pencils/felt-tips
- Scissors
- PVA glue

### COLOURING BOOK OF THE DEAD

Using the Book of the Dead resource sheets, pupils can colour in and cut out their own characters to create their own Book of the Dead spells. Alternatively pupils can use the resource

sheets as source material to draw their own figures. Pupils should write what their scene depicts and how it will help them travel through the afterlife.

### ActiveWorksheet 4 | Hieroglyphics

#### ACTIVITY | ANCIENT WRITING

Hieroglyphics are some of the most recognisable of ancient Egyptian cultural artefacts, alongside the Pyramids and Tutankhamun's death mask. Hieroglyphs represent a complex writing system that uses symbols for single letters, sounds, and whole words. They could also be written or read in any direction.

#### WHAT YOU WILL NEED

- Hieroglyphic Alphabet resource sheet
- Pens/pencils
- Paper

#### MAKE YOUR MARK

Using the Hieroglyphic Alphabet resource sheet, pupils write their own name using hieroglyphic symbols. To extend this activity, pupils can colour in their hieroglyphs, or even artificially age their paper to make it look like it's just been lifted from an ancient tomb.

### ActiveWorksheet 5 | The Pharaohs

#### ACTIVITY | RULERS OF EGYPT

Tutankhamun is perhaps the most famous Pharaoh, but he was far from the most powerful or influential of Pharaohs. Ramesses II is considered to be one of the most powerful Pharaohs, leading Egypt through a golden age. Cleopatra is perhaps just as famous, for leading Egypt at the end of its power through Roman conquest.

#### WHAT YOU WILL NEED

- Computer/tablet device
- Paper
- Pens/pencils

#### FIT FOR A KING

Pupils research a chosen king or queen of Egypt. Through their research they should compile a list of important facts and figures that relate to that Pharaoh in particular. For example, the span of years they reigned Egypt, how old they were when they died, did they build any famous monuments? *The Pharaohs* ActiveWorksheet can be used as a template for information pupils can include.

### ActiveWorksheet 6 | Women in Ancient Egypt

#### ACTIVITY | AHEAD OF THEIR TIME

Women in Egypt had more equality with men than compared with many ancient civilizations, and had many rights that women only gained in recent times, such as the legal right to own property. Egypt also had women rulers long before Britain.

#### WHAT YOU WILL NEED

- Women in Egypt ActiveWorksheet
- Green screen kit, or green material/green wall
- iPad with TouchCast app (there are no equivalent Android apps although
- Optional:
- Dressing up/role-play clothes

#### LONG LIVE THE QUEEN

The Women in Ancient Egypt ActiveWorksheet displays a 3D bust of Nefertiti that gives a short account of her life and her power. For this activity, pupils should research another famous Egyptian Queen, Hatshepsut, and create a short biography

## TEACHER GUIDE

in a similar style. Using a green-screen and the free TouchCast app on an iPad, film pupils recording their biography. The TouchCast app includes a full autocue so pupils can create and rehearse a script before the final take!

The green-screen can be turned into a number of Egyptian backdrops. These can be found on the internet or pupils can create their own in a variety of media. Artwork can then be photographed on the ipad and then used as a backdrop. These can include model diarama's (an excellent extension activity).

### Active Worksheet 7 | The Gift of the Nile

#### ACTIVITY | FLOODS OF TEARS

The ancient Egyptians believed the annual Nile floods were caused by the tears of Isis, mourning the death of her husband Osiris. In reality, huge rainfall in parts of Africa further south, such as Ethiopia, caused the flooding in the much flatter plains of Egypt. The inundation made Egypt's farmland incredibly fertile.

#### WHAT YOU WILL NEED

- Computer/tablet device
- Paper
- Pens/pencils

#### BIG RIVERS

The Nile is the largest river in the world. How does it compare to the next largest, the Amazon? Pupils should research both the Nile and the Amazon rivers, comparing and contrasting their features, such as length, the amount of water that passes through them, and the kind of geography the rivers occupy. Alternatively, look at the geography and history of a local river.

Pupils can produce a fact sheet showing the features of the rivers and how they have changed over time.

### Active Worksheet 8 | The End of Ancient Egypt

#### ACTIVITY | END OF AN ERA

The ancient Egyptian culture slowly died out after its conquest by Rome, and the spread of Christianity through the country. Even the knowledge of how to read hieroglyphics was lost for over a thousand years until the discovery of the Rosetta Stone. It is thanks to the ancient Egyptian monumental architecture, their mummies, and their carved writing that we know so much about them today.

#### WHAT YOU WILL NEED

- What you need
- Pens/pencils
- Paper/writing book

#### THE END OF BRITAIN?

Pupils should imagine a time when Britain is no more. What monuments would be left for future humans to investigate and dig up? What could future humans learn about us? Pupils can write a short story describing Britain as a person from the future.

### Active Worksheet 9 | Mere Mortals

#### ACTIVITY | MUD BRICKS

The great monuments of Ancient Egypt remain today partly because they are mostly built from stone. What about the dwellings of everyday Egyptians, the workers who built the monuments but who also worked as farmers and fishermen along the Nile? Their houses were probably built of mud bricks from Nile mud with straw added to make them more solid. They were left to dry in the sun before use. Mud bricks are still used around the world today.

## WHAT YOU WILL NEED

- A 'form' (a frame to pour the mud in). Use the mud brick resource sheet.
- Soil
- Water
- Straw (try it without or alternatives)
- Patience!

Make the form out of cardboard (for a single brick) or make a more permanent form out of wood to make multiple bricks.

Gather soil from any area permitted, making sure it is free of minibeasts and any other unwanted objects!

Make mud by mixing the soil with water to the consistency of thick mud.

The template provided will produce a miniature mud brick so if you are adding straw, make sure it's cut to small enough strands. You can experiment with the bricks to see what other materials would work. Is dried grass a good equivalent? Are bricks without straw significantly less solid?

Spoon the mud into the form and pat it down to make sure there is no air in the mud (that will make it weaker). Make sure there is a sturdy base under the form (cardboard is good enough for the smaller bricks).

Leave in a dry, warm place (like a window ledge) for 2 to three weeks!

**Please Note:** Although the bricks may be very sturdy, they should not be used to build any significant structures.

## Active Worksheet 10 | Discovering Ancient Egypt

### ACTIVITY | TIME DETECTIVES

Imagine that archaeologists and historians came to your school to tell the story of your local area (maybe they already have!). What are the landmarks, monuments and events that would define it? How far back can you trace the history?

## WHAT YOU WILL NEED

- A web browser

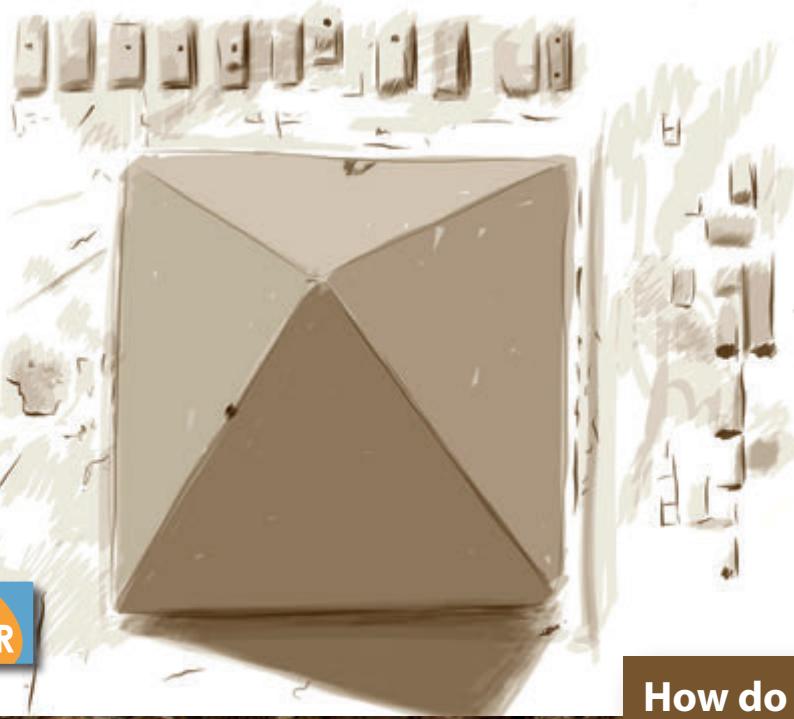
This activity is primarily a research project, using various sources to collect information. This is an opportunity to discuss the use of different sources (primary, secondary and tertiary).

Information discovered on the internet should be treated with caution and should be subjected to verification from other sources. Look for opportunities to visit monuments or see artefacts in local museums / libraries if possible.

This history and computing activity encompasses digital literacy and information technology, providing opportunities to research safely on the internet and assess the information found.

Information can then be output in a variety of ways from simple reports, digital scrapbooks, presentations or even in film!

# Building the Great Pyramid



No one really knows how the pyramids were built. Archaeologists have to look at the *evidence* to see how it could be done. The most likely theory is that some kind of ramp was used. Archaeologists have experimented with different types of ramp and they believe that the best design would have zig-zagged around the pyramid shape as it got higher. Point your tablet at the pyramid to see what this may have looked like!

**How do you think they were built?**

## DID YOU KNOW?

- ▲ The Great Pyramid is built from about 2.5 million stones
- ▲ It took about 10 to 20 years to build around 2500BC
- ▲ When it was finished it was 146.5m tall
- ▲ The tallest building in the world for 4000 yrs

There are two main chambers inside the Great Pyramid. A third chamber was started and was carved into the rock below the pyramid but never finished. The pyramid was built as a tomb, probably for the pharaoh Khufu. When it was finished, it would have been encased in polished, white stone called limestone. The pyramid would have been an even more incredible sight, glistening in the Egyptian sun!



The ancient Egyptians measured in royal cubits. They were between 523 to 529 mm long. The pyramid was 280 cubits high when it was finished.

There are about 65 tombs in the Valley of the Kings although they aren't all kings! No one knows if there are more to be uncovered. The very latest discovery was in 2011 by archaeologists from Switzerland. The tomb is that of a temple singer called Nehmes Bastet, the daughter of the high priest of Amun. Nehmes' coffin and mummified body were still inside!

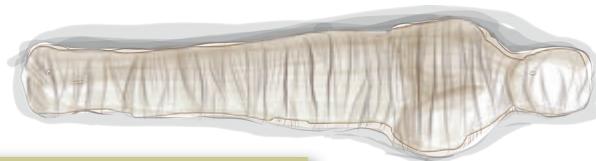


**Ramesses III** ruled for 31 years from 1186 BC to 1155 BC. He was a Pharaoh of the 20th dynasty, which lasted for about 120 years. There is strong evidence that there was a plot to kill him! Documents have been discovered that show the plot was led by one of his wives, *Tiye*. No one knows for sure if the plot succeeded, however the mummy of Ramesses III (above) was examined in 2011 and shows evidence that his throat was cut.

Point your tablet at the picture of the tomb entrance to reveal how deep and winding Ramesses' tomb goes into the valley.

## Mummification

Mummies are the remains of people or animals that have been preserved. Egyptians believed in an afterlife which is why they spent so much time preserving the body, so the person could live in it after death. They only left the heart inside as they thought it was the source of their emotions and their intelligence. The body was first stuffed and dried out with *Natron*, a salt that absorbed all the moisture from the body. Once it had dried out, the stuffing was removed and the body was wrapped in linen and placed inside a sarcophagus (a coffin).



## The Tomb of Ramesses III





The Ancient Egyptians believed that when they died, their soul would have to travel through the underworld, passing a number of trials, before they could reach the afterlife. The Book of the Dead was a collection of spells which would help the person pass these trials easily and reach the afterlife.

## The Journey of the Dead

Egyptians believed that after death, their soul would have to go on a journey before reaching the afterlife. The Book of the Dead contained information about this journey, and spells to help them pass any trials they encountered.

- ☥ Enter the tomb and descend to the underworld. On this first part of the journey, the dead could start to move again and talk.
- ☥ The dead learn about the mysteries of the gods and the places they lived. They are made to live again and are born with the morning sun.
- ☥ The dead travel across the sky in the sun ark, and travel to the underworld as the sun sets. They now appear before Osiris to be judged.
- ☥ After passing judgement, the dead may now pass into the afterlife to live amongst the gods.

**Osiris** was the god of the underworld and afterlife

## Realm of the Dead

The Duat (pronounced "do aht") was the underworld and realm of the dead in Ancient Egyptian religion. Burial chambers such as the tombs in the Pyramids and the Valley of the Kings were thought to be places that connected the Duat to the world of the living. The Duat was thought to have looked much like the living world, with buildings, rivers, mountains and trees.



## A Heavy Heart?

The Weighing of the Heart was the final judgement the dead had to pass before passing into the afterlife. The dead person's heart, representing their soul, was placed on a scale. On the other end of the scale was a feather, which represented truth and justice. If the heart balanced with the feather, the person was granted entrance to the afterlife. If the heart was too heavy, then it was eaten by a terrifying creature called "Ammit", or "the Gobbler". The person then ceased to exist.



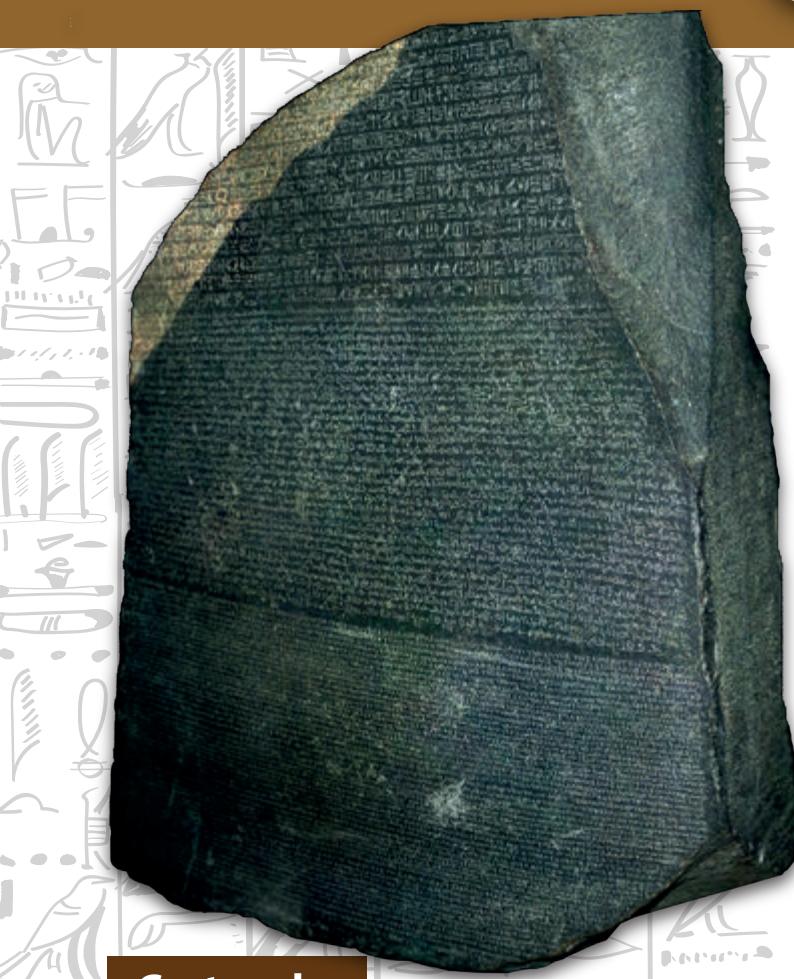
Anubis weighs the heart

# Hieroglyphics

Just like we use the letters of the alphabet to read and write today, the Ancient Egyptians used hieroglyphics.

Egyptian hieroglyphics are little pictures and symbols that can represent a sound, like "sh", or a whole word or name.

## The Rosetta Stone



### Cartouche

If you were a Pharaoh of Egypt, your name was written in hieroglyphics in a special way, with an oval surrounding it. This meant the name inside the oval was a royal name. Some Pharaohs wore special amulets which had their cartouche carved into them which was supposed to protect them from evil spirits.



It was nearly 2 000 years after the end of the Egyptian kingdom that people discovered how to read hieroglyphics again. During this time people didn't understand the history of the Ancient Egyptians, what they believed in or who ruled them as kings and queens. It was only when the Rosetta Stone was discovered by Napoleon's soldiers in 1799 that people began to decipher what hieroglyphics meant.

### Cracking the Code

The Rosetta Stone is special as it has the same text carved into it in three different languages, Egyptian hieroglyphics, Egyptian Demotic, and ancient Greek. People understood ancient Greek, and could use that to translate the Egyptian hieroglyphics. Although this sounds simple, it took 20 years after the discovery of the stone to fully translate the hieroglyphics!



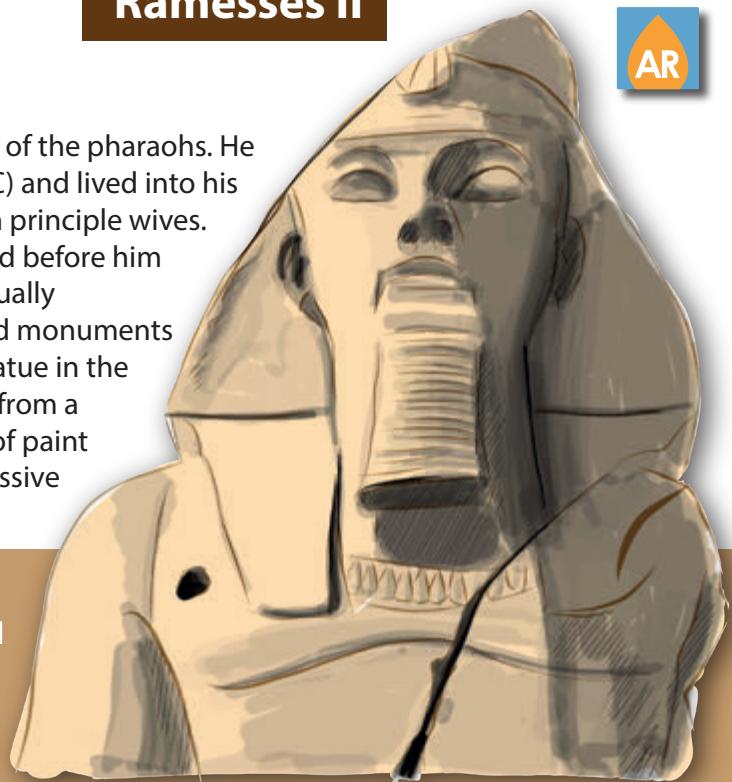
## Ramesses II



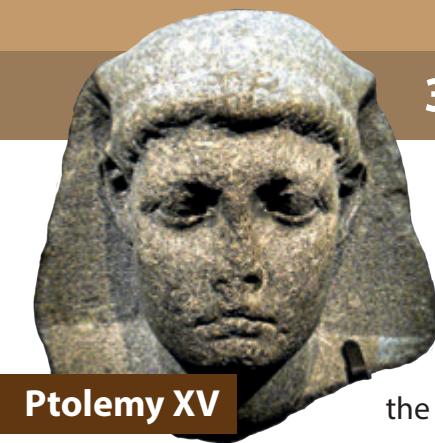
Ramesses II was one of the greatest and best known of the pharaohs. He ruled during the nineteenth dynasty (1292 - 1186 BC) and lived into his nineties, fathering at least 85 children with his seven principle wives. He lived so long that twelve of his crown princes died before him and it was his thirteenth son, Merenptah who eventually succeeded him as pharaoh. He had more statues and monuments made to himself than any other ruler. The famous statue in the British Museum is only the upper half. It was carved from a single piece of granite and there are still fragments of paint visible that would have made it an even more impressive sight!

### What is a Pharaoh?

A pharaoh is a king or ruler. The word is Greek and is based on an Egyptian word for 'great house'. When it was first used, it referred to the great palace of the king, not the king himself!



### 3 000 years | 31 Dynasties | 170 Pharaohs



Ptolemy XV

There were at least 170 pharaohs covering 31 Dynasties. The first known to Egyptologists is Narmer (also known as Menes). The last ruler of Egypt was Ptolemy XV, the 3 year old son of Cleopatra who he reigned with until the Romans took over in 30 BC. It is thought he was the son of Julius Ceasar, although this was disputed at the time and has never been proven. It is possible that he was murdered by the Romans at just 17 years old although again, there is no real proof.

### Gods on Earth

Pharaohs were considered to be a living god, usually 'Horus' the god of the sky and the protector of the rulers of Egypt. Many Pharaohs claimed to be the living image of other gods throughout the 31 dynasties.



Photo: Carsten Frenz

### Tutankhamun

'King Tut' is perhaps the most well known pharaoh because his tomb was discovered, still virtually untouched by Howard Carter in 1922. Tutankhamun died in 1323 BC, probably from complications of a broken leg and malaria. He became pharaoh aged just 9 years old! His name means "living image of Amun". Amun was king of the gods and god of the wind.

Despite being equal in law, many household tasks were still carried out by women



It might sound strange to most of us today, but in the past around many parts of the world, women were thought of as less important than men. This meant they weren't allowed the same freedoms as men. Sadly, this is still true for many women today.

However, unlike much of the rest of the Ancient World, women in Egypt were equal to men, holding many of the same basic human rights.

## Women as Pharaoh



Women in Egypt could even be Pharaoh, with many famous examples including Hatshepsut, Cleopatra (left) and Nefertiti. Hatshepsut was the first woman Pharaoh and ruled between 1478 BC and 1458 BC.

## Nefertiti

Nefertiti, whose full name is Neferneferuaten Nefertiti, was Queen of Egypt alongside Akhenaten, who briefly changed the Egyptian religion to worship only one god, the Aten. It is thought by some that they ruled Egypt together as husband and wife. After Akhenaten's death, it is rumoured that Nefertiti may have ruled Egypt alone as the Pharaoh Neferneferuaten before being succeeded by Tutankhamun.

Point your tablet at Nefertiti to hear what she has to say (and hear how to pronounce her full name)!

### Ancient Egyptian women could:

#### Purchase and own property

It is not until 1870 in Britain that the Married Women's Property Act is passed, which allowed married women to own their own property.

#### They could divorce their husbands

It is not until 1857 with the passing of the Matrimonial Causes Act that women could more easily divorce their husbands.

#### They could own and manage their own businesses

In 12th century England, only widows or spinsters (unmarried women) could own and run a business.

#### Serve as witnesses and jurors in court cases

Women could only serve as a juror in UK courts after 1919.



The Nile flooded every year and although the height varied, it was an average of 7.5 meters or 25 feet deep. This meant that huge areas around the Nile river were flooded every year, completely changing the landscape. The flood was known as the '*inundation*' (which means an 'overwhelming amount' in this case - water!). The annual flooding dominated the ancient Egyptian calendar and led to the emergence of three seasons based on the flood, the planting and growing of crops and finally, the harvesting of grain.

## AKHET



### Season of the Inundation

The waters of the Nile began to rise between July and November.

## PERET



### Season of the Emergence

The flood levels began to fall between January and May, leaving behind a rich 'silt' perfect for growing crops.

## SHEMU



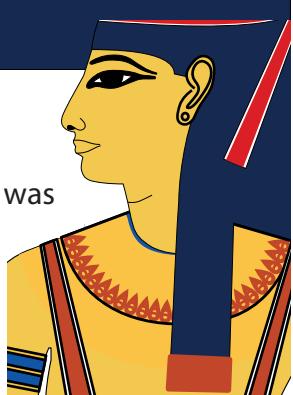
### Season of the Harvest

Between May and September the crops grew and were harvested from the fields.



## The Tears of Isis

Ancient Egyptians believed that the inundation of the Nile was caused by the goddess Isis' tears as she mourned the death of her husband, Osiris.

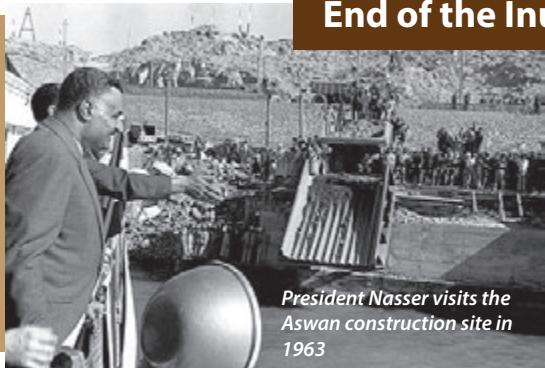


## Where did the water come from?

Although the ancient Egyptians did not know it, the water that flooded the Nile came all the way from Ethiopia! Heavy rain in the summer and melting snow meant that water built up and surged all the way down the Nile, flooding the flatter area of the riverbank in Egypt (the Nile Basin).

Point your tablet at the picture of the Nile inundation above to see how much of the Nile Basin flooded.

## End of the Inundation



President Nasser visits the Aswan construction site in 1963

In 1970 the Aswan high dam was finished and from 1971 there have been no annual floods in Egypt. As well as being able to control the water flowing through the Nile delta, the dam generates electricity and provides many benefits to everyday Egyptians. Because the inundation no longer happens, farmers now have to use fertilisers instead of the natural silt that made Egypt so fertile.

# ANCIENT EGYPT

# Mere Mortals

When people talk about ancient Egypt, they often only talk about the pharaohs and nobles whose mummified bodies and tombs have been discovered. These are the Egyptians that were mostly written about and who left the incredible artefacts and buildings we see today. But what about the ordinary Egyptians? These are the men, women and children who built the great monuments, grew and harvested food and lived out their own remarkable lives along the great river Nile in the dry heat of ancient Egypt.

## Farming

Many Egyptians were farmers who grew crops and kept animals along the banks of the Nile river. The annual flooding of the Nile left farmers with a rich and fertile soil that meant crops and animals thrived all along the river.

Farmers grew many crops such as barley, wheat, vines and pomegranates. As well as farmers, there were many skilled workers who helped build the incredible buildings and monuments that we see today.

## Dead and Buried

Ancient Egyptians believed in an afterlife and burial was very important to everyone, from peasants to pharaohs. Only nobles and the rich could afford to be mummified. Ordinary ancient Egyptians were probably wrapped in linen and buried in the desert along with some personal objects and food.

*Many of the skills are still in use today. Here, a skilled modern Egyptian craftsman is carving a pot from solid alabaster*

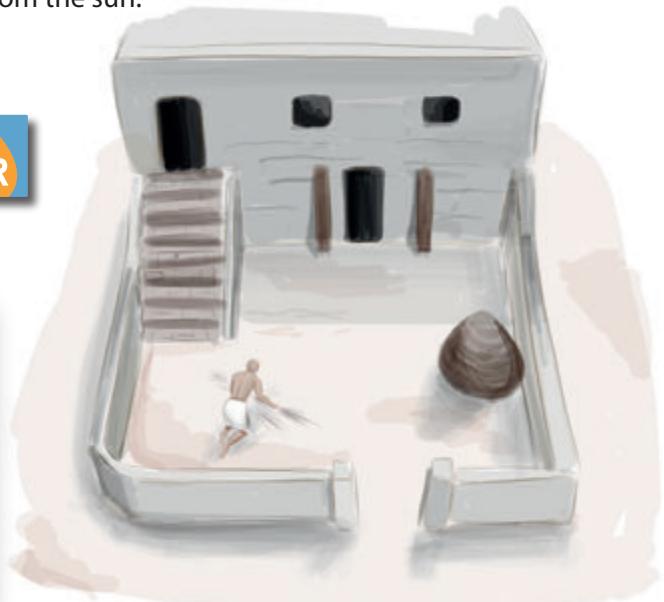
## No Slave Labour

It was believed for many years that the great buildings and pyramids of ancient Egypt were built by slaves. Evidence shows that this is not true.

When the Nile was flooded from June to September, Egyptians weren't able to work in the fields and it is believed that this is when they worked on the incredible monuments left behind by the great Pharaohs and rulers of Egypt.

## Living in the Sun

Ordinary Egyptians lived in houses built of mud and straw bricks. They had flat roofs and open courtyards, perfect for the hot conditions along the Nile river. Cooking would have been done out in the open and the roofs would have been used as an additional space with a fabric cover over the top to protect them from the sun.





*Egypt's last pharaohs, Cleopatra and her son, Caesarian*

## Roman Rule

Egypt became part of the Roman Empire in 30 BC, after the Romans defeated Antony and Cleopatra in the Roman Civil War. The Romans relied heavily on Egypt for grain, and wanted to protect this vital source of food by making it part of their own empire.

Even though Egypt was now part of the Roman Empire, it did not mean its ancient traditions such as mummification and worshipping of the gods stopped. It was not until Christianity arrived in Egypt in the 4th Century AD that Ancient Egyptian culture as we know it came to an end.

Much of the religion and culture of Ancient Egypt does not survive today. There

**Why don't Egyptians build pyramids today? Why don't they believe in the same gods that the ancient Egyptians did thousands of years ago?**

are many reasons why so much has been lost, but the conquering of Egypt by different empires of the ancient world contributed greatly. Modern Egypt is now a mainly Muslim state with a very strong and ancient Christian tradition. The amazing artefacts and monuments left behind have attracted visitors and tourists from all around the world for centuries.

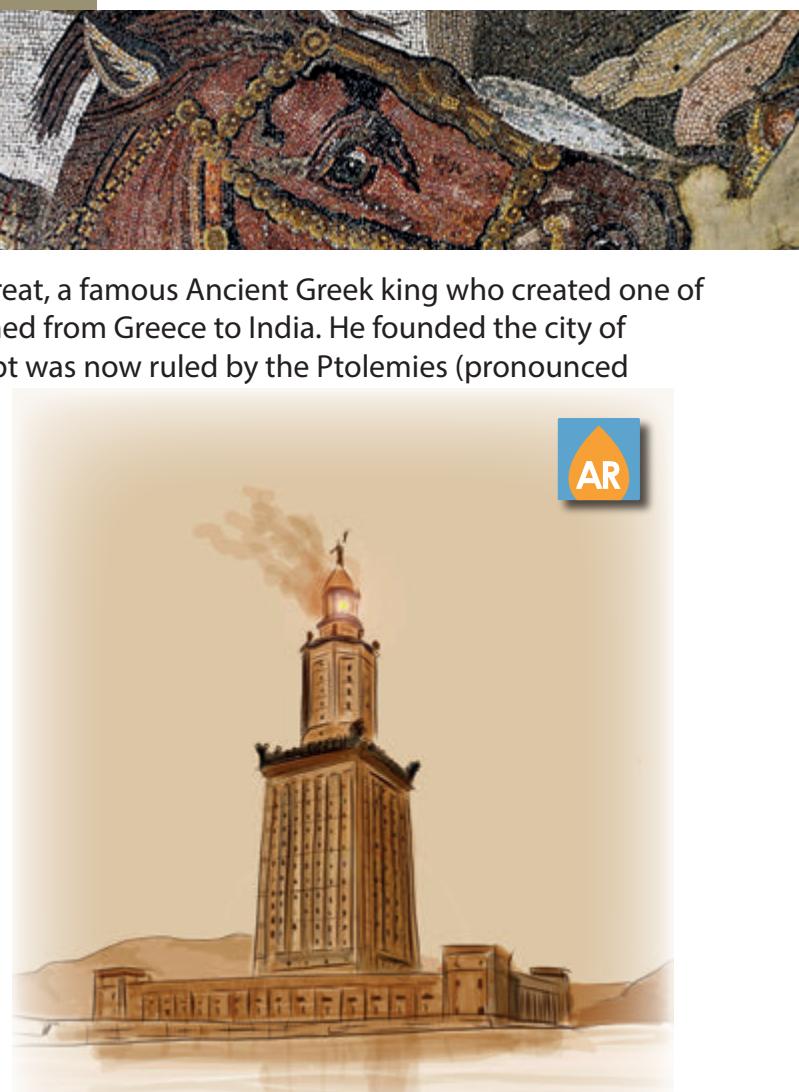
## Alexander the Great

Egypt was conquered in 332 BC by Alexander the Great, a famous Ancient Greek king who created one of the largest empires of the ancient world that stretched from Greece to India. He founded the city of Alexandria which became the Egyptian capital. Egypt was now ruled by the Ptolemies (pronounced "Tol-uh-meess") for 300 years until 30 BC.

## Lighthouse at Alexandria

The city of Alexandria was home to the famous Lighthouse of Alexandria, one of the seven wonders of the ancient world. It does not survive today as it was destroyed by earthquakes a thousand years ago. The lighthouse was thought to be between 120-137m tall, that's 30 metres taller than Big Ben and only 10 metres smaller than the great pyramid! It too was one of the tallest buildings in the world for hundreds of years after it was built. Its light could be seen from 29 miles away as it guided ships into the great harbour at Alexandria.

Point your tablet at the picture to see what this amazing structure would have looked like.





# Discovering Ancient Egypt

Why do we know so much about the Ancient Egyptians if they lived so long ago? It's partly because they left behind so many amazing buildings, monuments and writings which tell us how they lived and what they believed. But it's also that people have always been excited by the Ancient Egyptians. Even Romans born thousands of years after the construction of the Pyramids were fascinated by the Ancient Egyptian culture, and this has continued through history.

Archaeology is a precise science, with lots of measuring, recording and analysis of historic sites and excavations. Flinders Petrie is one of the people responsible for making archaeology the science it is today.

Flinders Petrie



Petrie's studies of Ancient Egyptian sites used techniques such as sequence dating, which allowed archaeologists to make a very good estimate of how old an object was. Most of his collection can still be seen today in the Manchester Museum.



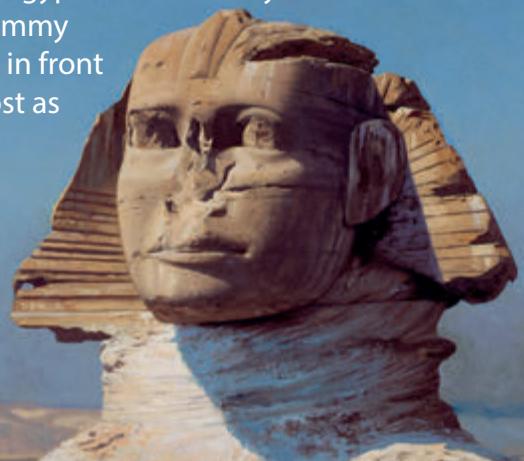
## Howard Carter

Howard Carter is one of the most famous Egyptologists. Carter and his team discovered an unopened tomb in the Valley of the Kings, near Luxor. The tomb belonged to Tutankhamun, probably the most famous of the Ancient Egyptians. There were hundreds of artefacts inside the tomb, and a death mask made of solid gold.

## Egyptomania

After Napoleon's invasion of Egypt and the flood of artefacts that were brought back with his armies, many people in Europe became fascinated by the Ancient Egyptians. The study of this ancient culture became fashionable. The Victorians even held "Mummy Unwrapping Parties", where an Egyptian mummy was unwrapped in front of an audience. Much important knowledge was destroyed and lost as this so called "Egyptomania" took hold in Europe.

*Napoleon in front of the Sphinx in 1799 (painting by Jean Leon Gerome about 1868)*



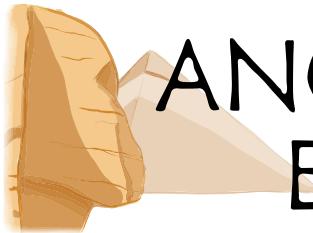


# ANCIENT EGYPT

## Gods of Egypt Cards 1

These mini cards interact with the Ancient Egypt ActiveLens app. Try cutting them out and pointing your device at them!





# ANCIENT EGYPT

## Gods of Egypt Cards 2

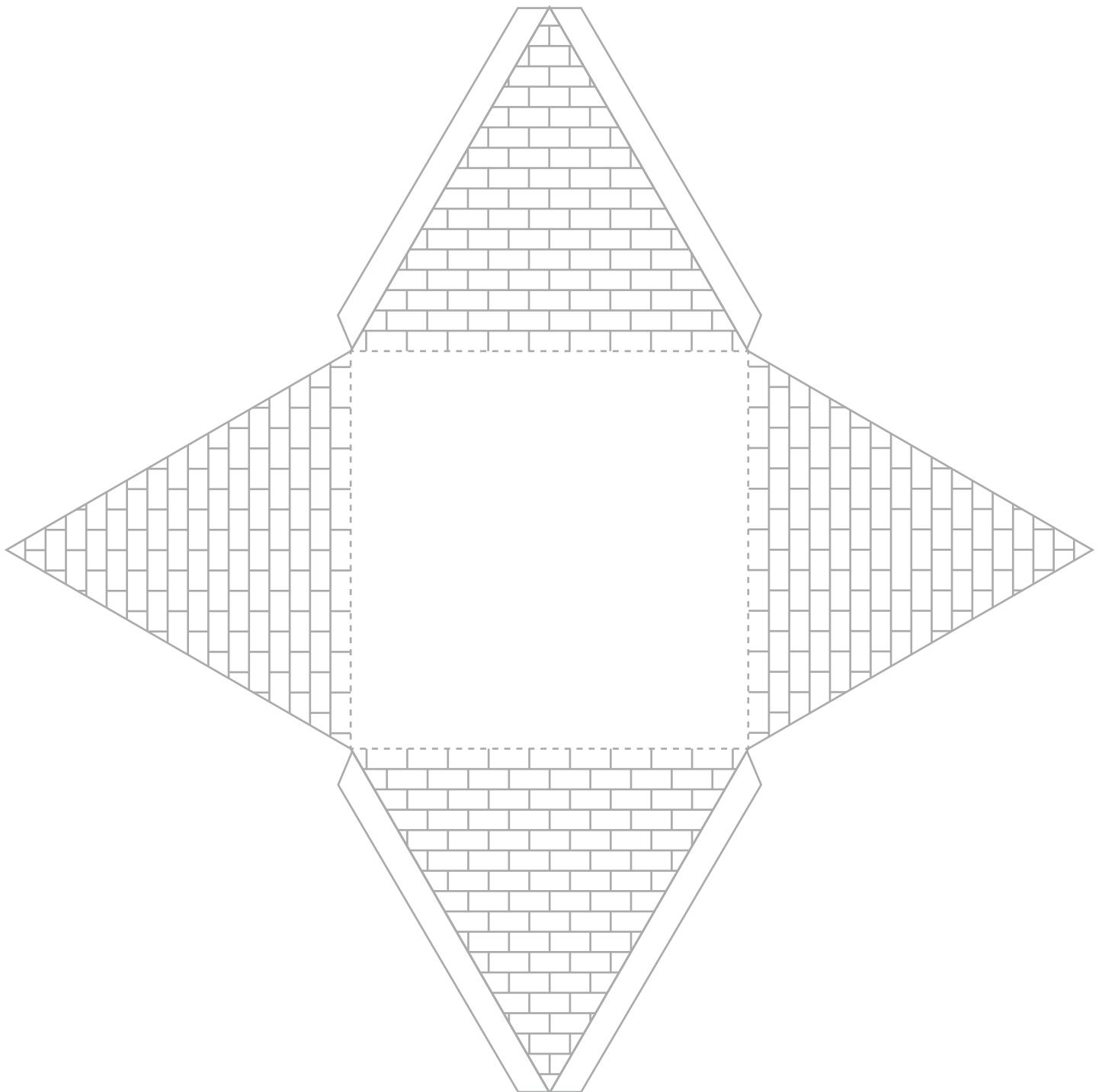
These mini cards interact with the Ancient Egypt ActiveLens app. Try cutting them out and pointing your device at them!





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EGYPT

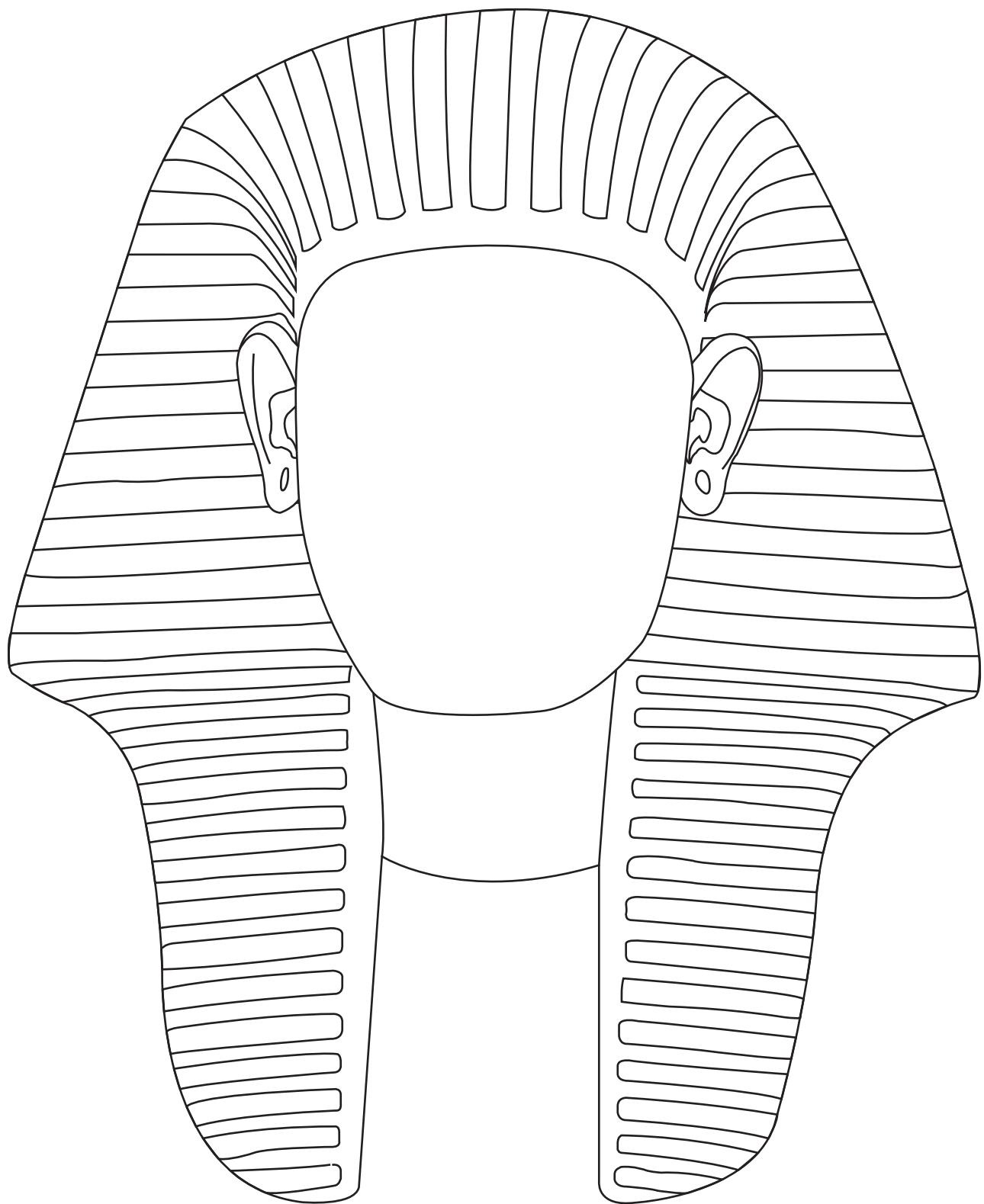
Pyramid Model





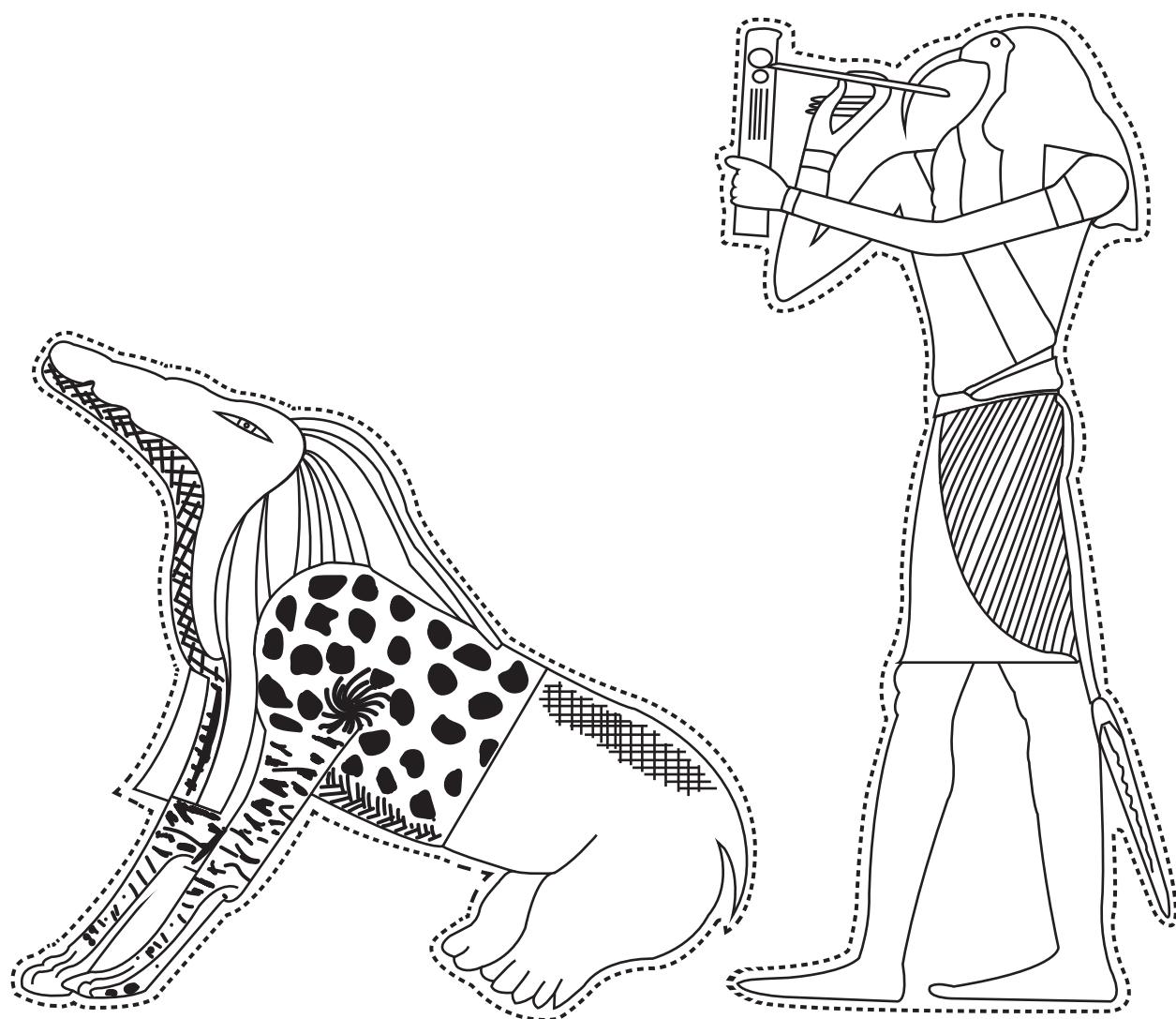
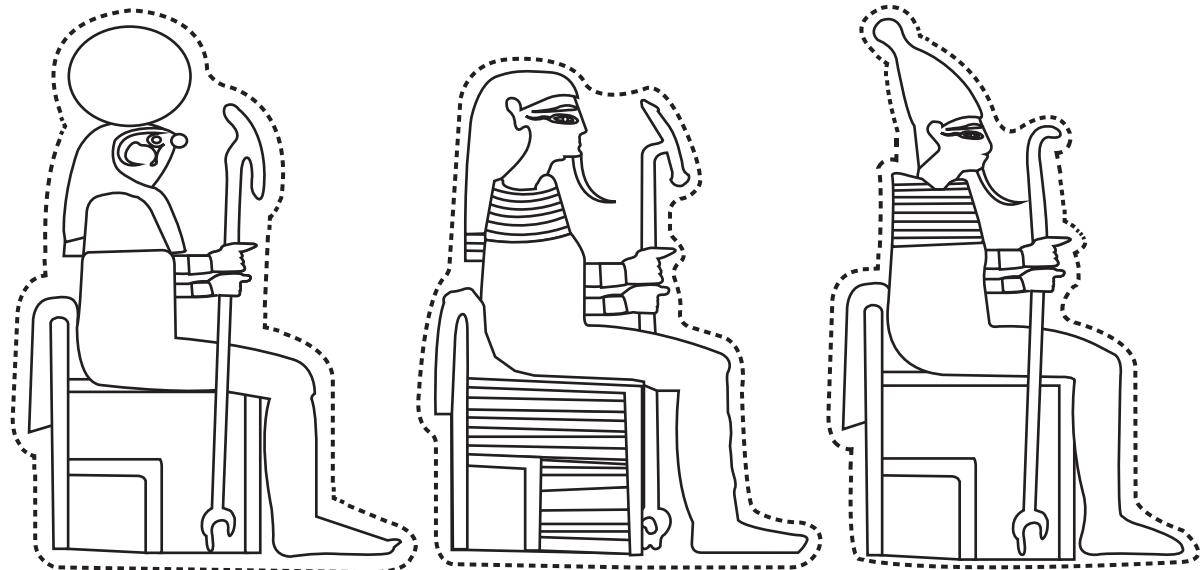
# ANCIENT EGYPT

## Death Mask





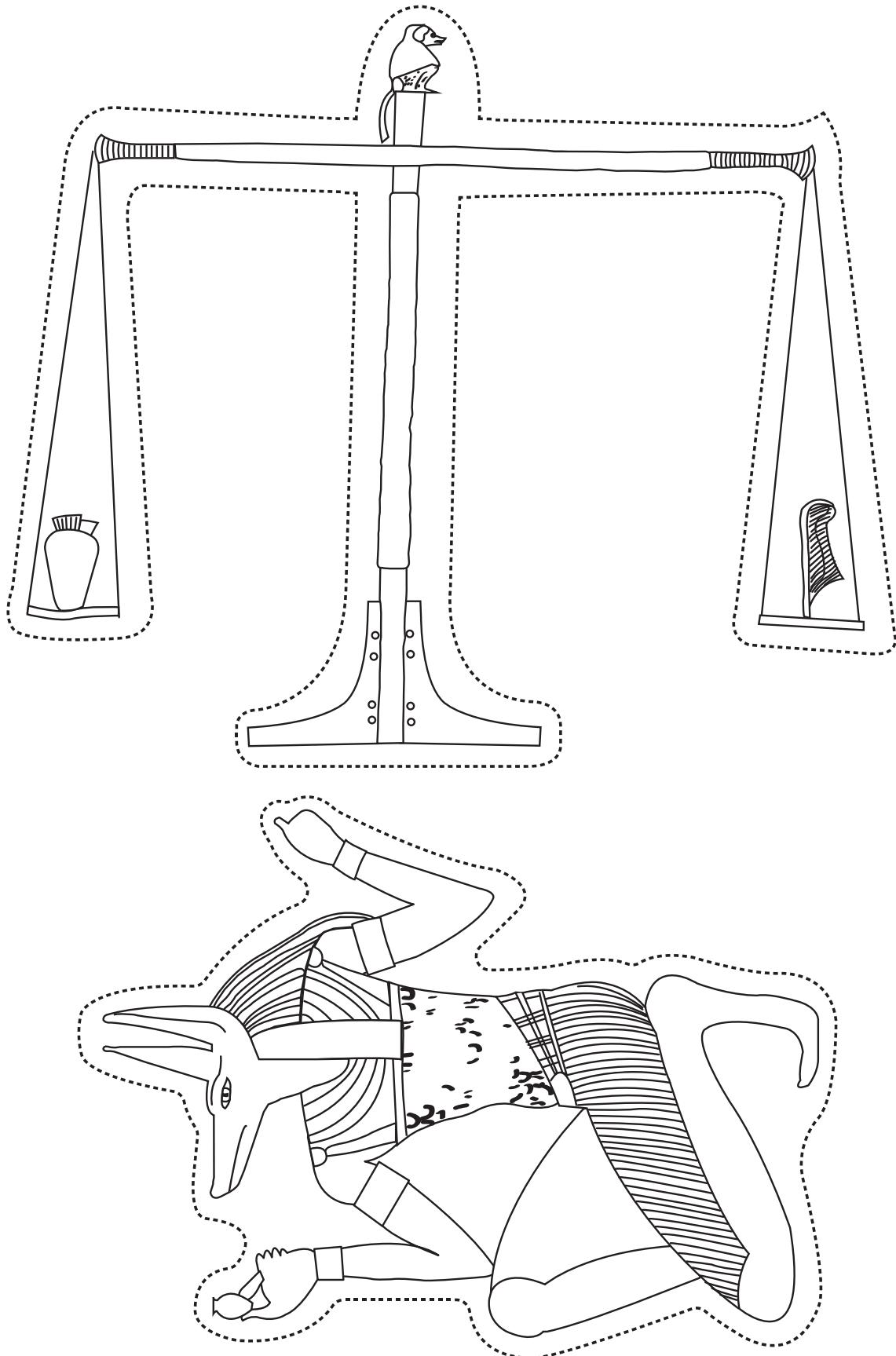
## Book of the Dead: 1

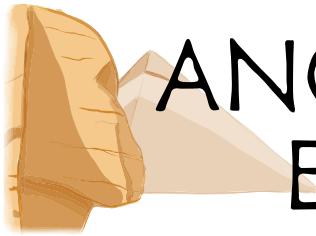




# ANCIENT EGYPT

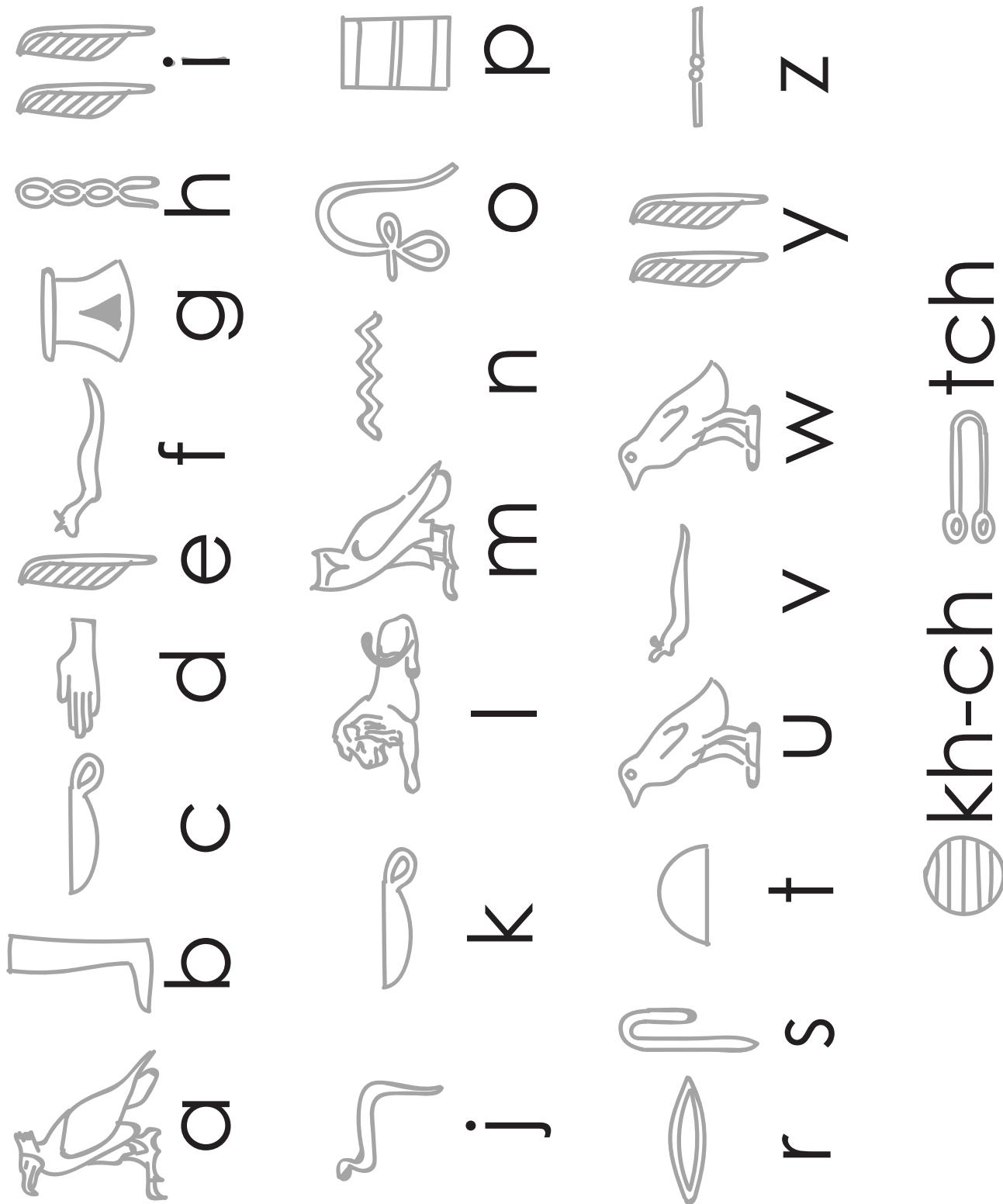
## Book of the Dead: 2





# ANCIENT EGYPT

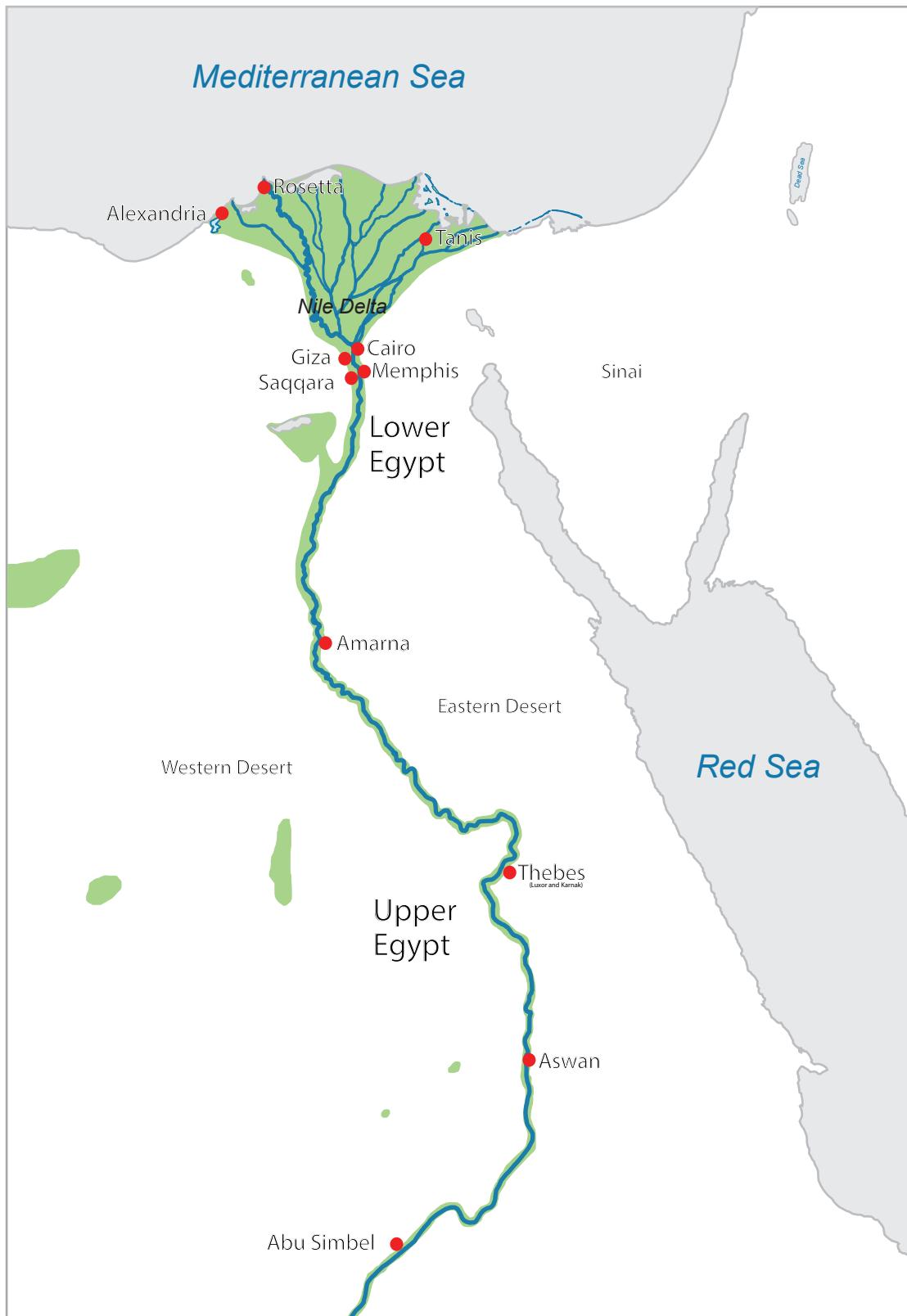
# Hieroglyphics Alphabet





# ANCIENT EGYPT

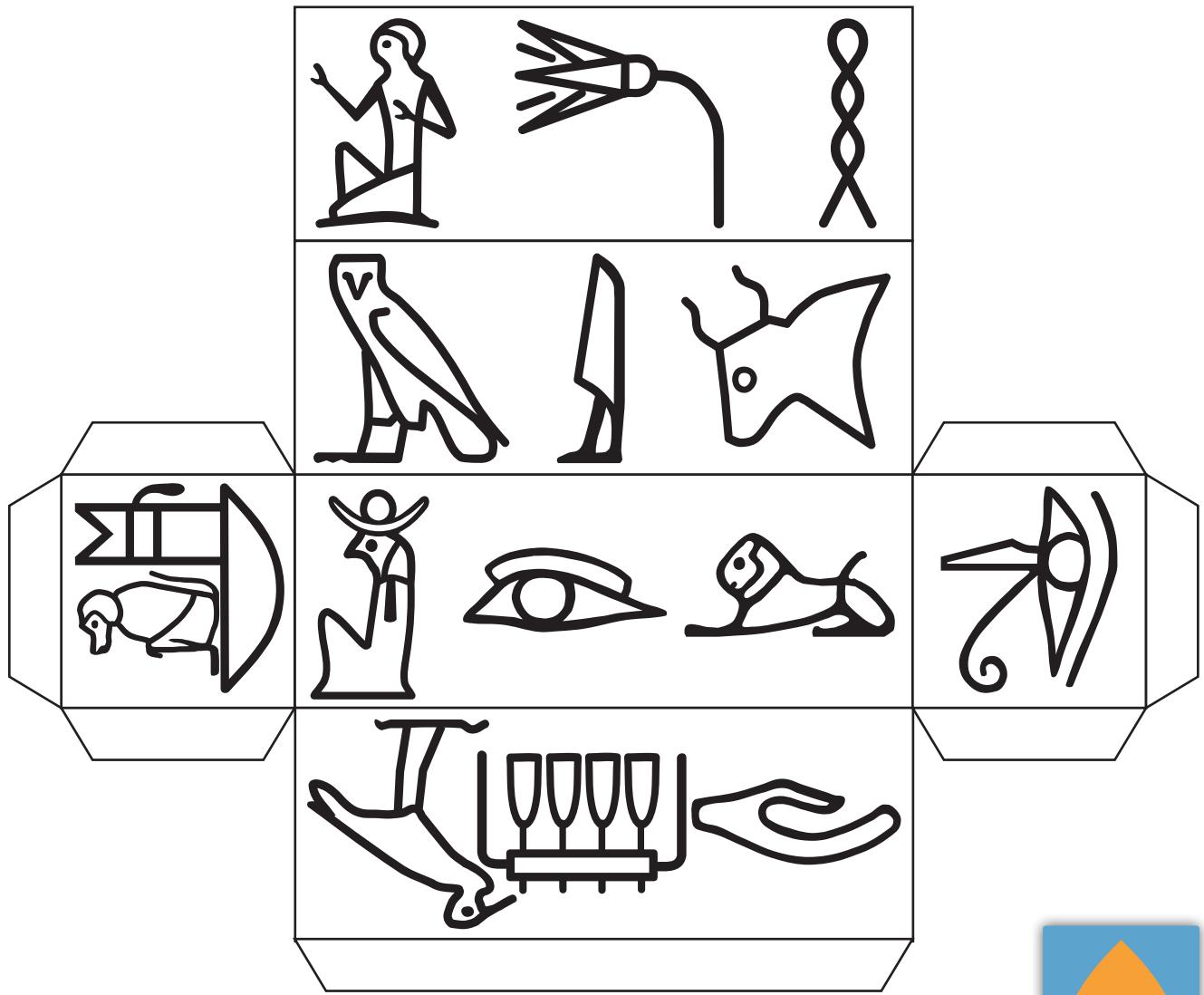
## Map of Egypt





## 3D Tracker

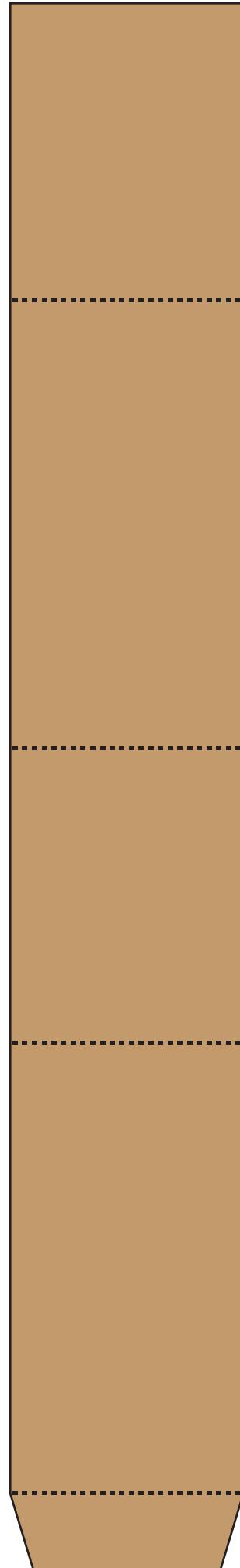
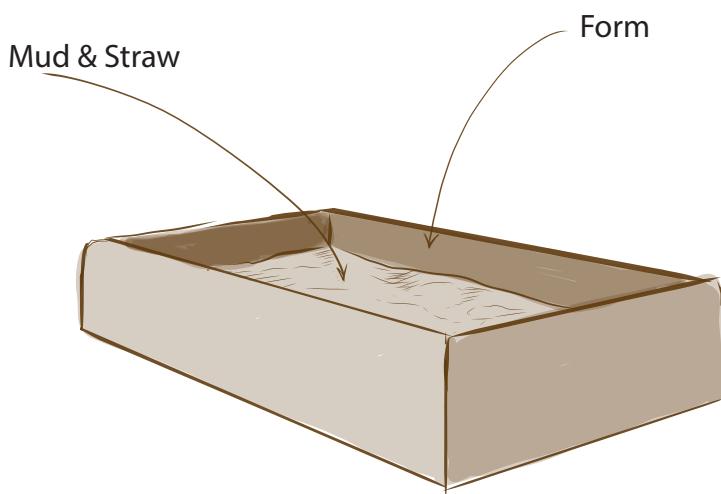
This is a special 3D tracker that you will need to cut out, fold and stick together to make a cuboid. Using the Egypt ActiveLens app, point your device at the box. What can you see?





## MAKE A MUD BRICK

- Make the form out of cardboard (for a single brick) or make a more permanent form out of wood to make multiple bricks.
- Gather soil from any area permitted, making sure it is free of minibeasts and any other unwanted objects!
- Make mud by mixing the soil with water to the consistency of thick mud.
- The template provided will produce a miniature mud brick so if you are adding straw, make sure it's cut to small enough strands.
- Spoon the mud into the form and pat it down to make sure there is no air in the mud (that will make it weaker). Make sure there is a sturdy base under the form (cardboard is good enough for the smaller bricks).
- Leave in a dry, warm place (like a window ledge) for 2 to three weeks!



FORM TEMPLATE

# ANCIENT EGYPT

What would it feel like to uncover a lost temple or a monument buried in the sand, lost for generations? Imagine the excitement you would feel as you peer through a gap in the stones or maybe even crawl inside! Would you be scared? Or just excited?

Download our *Virtual Reality* app to experience the wonder of discovering a fictional temple or palace. Listen to the sound of the wind and sand as you wander through the ancient building and listen to the famous poem *Ozymandias* by Percy Shelley.



#### You will need:

1. A Google Cardboard headset
2. A Smartphone
3. Free App (search for *Ancient Egypt VR* app on the Apple App Store)

## TAKE THE CHALLENGE!

Read the description on the right of this page (make sure you have also explored the ancient building in virtual reality). Now write your own story of discovery! Tell us what you found, how you found it and who you were with (perhaps you were alone). You could turn your story into a script, paint the scene and with a green screen, make a movie! Let your imagination flow and make sure the reader knows *exactly* how you felt.



## DISCOVERY IN THE DESERT

The sand tingles and stings the exposed skin on your face. You pull the scarf tighter around your mouth as the sand whips into your face, blown by the wind that has lifted the dunes into the air and into your lungs. You can barely see through the goggles pressing tightly around your eyes. Just walking against the wind is making your breath short and hard. Yet you are happy. Your heart is beating with excitement and anticipation. The effort of walking and breathing as you push forward through the sandstorm, mingles with your excitement and you feel your heart beat even faster and harder.

Out of the swirling sands you glimpse it. Surely you are right. Could this be the lost monument? Just as the wind drives a plume of sand across your view, you see it again, the angular stone, just visible above the surface, unmistakably the work of human hands. The sight of this hint of an ancient life amidst the desert spurs you on and you drop your head out of the wind, grit your teeth and push even harder forwards.

Your hand reaches forward and you touch carved stone. You no longer care about the sandstorm and you tear the scarf and goggles from your face. The noise and chaos slips away from your mind and you are transfixed with what lies before you, heavy and magnificent, buried in the Saharan sand. Your hands move over the rough carved stone, the first to touch it in how many years or centuries? The exhaustion and effort hits you and you throw the scarf back over your mouth and sink to your knees, your mind full of the excitement of discovery and the promise of new knowledge.