

A Journey Through Ancient Egypt

Teacher's Study Guide

© Rosicrucian Egyptian Museum

0318

A JOURNEY THROUGH ANCIENT EGYPT

MUSEUM EXPEDITION DESCRIPTION



“A Journey Through Ancient Egypt” prepares you for an expeditionary field trip to the Rosicrucian Egyptian Museum. This includes a suggested ten-day classroom study plan prior to, and following, your museum visit. These ten days of classroom study are designed to help students *experience* history rather than memorize it. The material covers the five most important periods of time in the history of ancient Egypt: the Early Dynastic Period, Old Kingdom, Middle Kingdom, New Kingdom, and Greco-Roman Period. This material is a tool to help you, the teacher, prepare for your expedition. This will enable both students and chaperones to derive the maximum benefit from the visit, and will enhance their museum experience. The highlight of the program is an hour-and-a-half long expedition through the Rosicrucian Egyptian Museum. Your students will “travel” back to ancient Egypt as “Junior Archaeologists” and view authentic artifacts from the daily life and rituals of the ancient Egyptians that they have studied.

The Museum Expedition format is based on the latest pedagogies and museum practices. We welcome your input! Active participation by teachers, chaperones and students is key to this approach. As part of the Expedition, it will be optimal for the chaperones to take the time to explore our online research tools and identify their areas of interest to the students (e.g. the afterlife, daily life, kingship, temples, other ancient Near-Eastern cultures, arts, sciences, etc.). Ideally, the students will be assigned to the chaperone whose declared interest most nearly match the students’ own. Then, a focused expeditionary group can be formed for the museum visit.

PROGRAM MATERIALS AND RESOURCES

To supplement the class textbook and enhance the Museum Expedition experience, the Rosicrucian Egyptian Museum provides this Teacher’s Guide. In it, you will find the manual outlining our suggested ten-day curriculum. This manual and the accompanying Student Handouts Booklet contain optional activities such as:

- A crossword puzzle
- Art activities
- Vocabulary identification exercise
- Information about Egyptian gods and goddesses
- The Expedition Field Guide
- Investigation topics to answer before and during your Museum Expedition

Both the Guide and the Booklet may be duplicated and distributed to both students and chaperones. Through the use of these materials, you and your students can enjoy this exciting period of history while fulfilling a required social studies unit.

We also strongly recommend that you, your students, and your chaperones take full advantage of our online resources at www.egyptianmuseum.org. Some of the teaching tools available are:

- Virtual Galleries and a Virtual 360 Museum Tour
- Interactive Ancient Egyptian Map and Timeline
- Pages on the Deities of Ancient Egypt
- Downloadable and Online Museum App, which includes an audio tour
- Downloadable Museum Catalog

Teacher, chaperones, and students are welcome to listen to the MP3s of our audio tour on their own personal digital devices if they choose to continue to explore the museum after 2:00 p.m.

The museum features interactive teaching tools including, but not limited to:

Hidden Clues: On yellow paper in black frames throughout the museum, these clues can only be seen when viewed under a blue light. These blue lights are made available to each chaperone on the Museum Expedition.

Rosetta Stone Search: At the Rosetta Stone Museum Cast, students may use the magnifying lens to identify the cartouche of King Ptolemy V, which enabled Champollion to begin deciphering Egyptian Hieroglyphs.

Push Button Talks: There are push button talks (about 2-3 minutes long) available on the following subjects:

- **Gallery B (Daily Life):** Birthing Room
- **Gallery C (Kingship):** Cleopatra
- **Gallery D (Religion):** Polytheism, the Step Pyramid, and Monotheism

Passport Stamping Stations: Each gallery has a podium with a stamp attached for students to use in their passports as they record their expeditionary journey to ancient Egypt. Passport templates may be found at the end of this Guide, as well as at our web page For Educators: www.egyptianmuseum.org/for-educators. The passports can be assembled in the classroom. Complimentary passports are also available at the admission desk. If you prefer not to use the passports during your visit, just let us know when you check in.

Mummy Science Center: Video and displays on the scientific work done on our mummies.

We welcome your suggestions for more interactive opportunities!

HOW TO USE THIS MANUAL

“A Journey through Ancient Egypt” has the potential to develop a lifelong appreciation of great ancient cultures in your students. You may wish to use all or part of these provided materials depending on the time available. All activities for before your Museum Expedition are optional, but will definitely enhance the field trip experience.

MATERIALS PROVIDED

This teacher’s Guide has many sections:

- General teacher’s information
- Daily planners
- References and instructions for student activities in the student handout booklet, with answer keys when appropriate
- Additional optional student handouts
 - ♦ Information on the gods and goddesses of ancient Egypt
 - ♦ Summaries of the major time periods in ancient Egyptian history
 - ♦ Rosicrucian Egyptian Museum Expedition Quiz

The accompanying Student Handout Booklet contains:

- Crossword puzzle
- Vocabulary matching exercise
- Expedition Field Notes (to be provided for the students on day one should you choose to do the Field Notes Project):
 1. **Choose** if you want students to create their field notes on the computer or using scissors, paper and glue.
 2. **Provide** each student with a copy (either on paper or electronically) of the project directions, a field notes template, and an Investigations and Artifacts page.
 3. **Have** students create their Field Notes to bring with them on their museum visit.

GENERAL TEACHER INFORMATION

This section contains:

- Background information on the Rosicrucian Egyptian Museum
- How to make a visit to the Rosicrucian Egyptian Museum a success
- A ten-day lesson plan overview
- Teacher and student resources

THE ROSICRUCIAN EGYPTIAN MUSEUM

The Rosicrucian Egyptian Museum offers guests a chance to travel back in time and discover the mysteries of ancient Egypt. With the largest collection of authentic Egyptian artifacts on display in western North America, the museum allows guests the chance to examine the fascinating objects and ritual items the Egyptians used in their everyday lives. The museum has over 4,000 authentic ancient artifacts on display and is the only Egyptian museum in the world housed in authentic Egyptian style architecture.

WHY THERE IS AN EGYPTIAN MUSEUM IN SAN JOSE...

The Rosicrucian tradition traces its origin to the United School of Philosophy which was begun during the Eighteenth Dynasty by Thutmose III and Hatshepsut. This established a natural connection to ancient Egypt.

Fascinated by this ancient culture, the first president of the Rosicrucian Order, H. Spencer Lewis, began collecting Egyptian, Assyrian, and Babylonian artifacts over eighty-five years ago. In 1932, a wing was added to the administration building to house the growing collection, and the original Rosicrucian Egyptian Museum was opened to the public.

It was the desire of H. Spencer Lewis and his son, Ralph Lewis, to share the experience of learning about ancient cultures that fueled the construction of the current museum building in 1966.

“It is our inheritance of language, science, and art that has made it possible for us to make the advances we recognize today ... It is remarkable how many things commonplace to us, which we think are of our own times, actually began in Egypt. Everything from beer to taxes, with a world of other things in between, began in Egypt.”

- H. Spencer Lewis

HOW TO MAKE YOUR EXPEDITION A SUCCESS

Before you and your class visit the Rosicrucian Egyptian Museum, please read and share the instructions and preparations throughout this booklet. These guidelines will help make your visit a success.

Our artifacts and mummies have survived thousands of years. To ensure they will last for future generations, we have provided some helpful suggestions. These guidelines have been established for the safety and enjoyment of all museum guests.

Preparation Check-In

- To ensure a speedy check-in for your expedition, please arrange a location to store your student's backpacks, food, and water, as these items will not be allowed inside the museum. These are usually stored on the bus or in cars.
- Please arrive at least 15 minutes before the start of your expedition.

Museum Conduct

- In order for everyone to have a safe and enjoyable trip, we require that guests have 1 adult chaperone for every 7 students under the age of 18. Chaperones are responsible for the safety and conduct of the students they are supervising.
- Students must stay with the chaperones assigned to them **at all times**.
- We hope that your visit will be a fun and enjoyable experience. To ensure that all guests to the museum on the day of your expedition have a similar experience, please encourage children not to touch the exhibits, displays or statues and to speak and walk softly as if they were in a library.
- Please ensure that students do not climb on the statues or columns outside the museum or throughout Rosicrucian Park. This is not only for the sake of the statues and columns, but for the safety of the students.
- A variety of animals make Rosicrucian Park their home. For their health and safety, and that of the students, please encourage students not to feed or harass the birds, squirrels or fish.
- Student groups may eat lunch outside on the park grounds with the exception of:
 - In the Peace Garden
 - In front of the museum
 - In the Akhnaton Shrine
- Please ensure that everyone deposits their gum in the trash cans, and places their cell phones on silent, before entering the museum.
- In order to keep our emergency exits clear, please encourage your chaperones to make sure students do not sit on or block the stairs.
- To ensure that our artifacts will be available for generations to come, **flash photography and video filming are not allowed in the museum**.
- Please be advised that we cannot provide refunds for cancellations, no-shows, or late arrivals. Date and time changes cannot be made once reservations are confirmed.

TEN-DAY LESSON PLAN OVERVIEW



This ten-day lesson plan overview should be considered a guide only. Once you are familiar with the program, you may elaborate upon the basic material based on the needs of your students. We strongly suggest that students complete the ancient Egyptian periods and vocabulary activities before their museum visit. Students with this previous knowledge will better enjoy and understand the museum's artifacts and exhibits.

CLASSROOM ACTIVITIES

Before beginning, please carefully read the Teacher's Planner at the front of each classroom activity section. Each planner includes lesson objectives, time needed, materials required, activity directions, and background information. The student activity and answer keys follow the teacher's editions.

Day 1

(45-60 minutes)

Discuss and complete "My Journey Through Ancient Egyptian Vocabulary"
Understanding Word Definitions

Handout or otherwise provide for each student Expedition Field Note materials (should you choose to use them). Each day, students should note artifacts, themes, and persons that they will search for during their Museum Expedition.

Day 2

(30-45 minutes)

Read description and perform Gods and Goddesses of Ancient Egypt activity
Writing and Essay

Day 3

(30-45 minutes)

Read and discuss the Early Dynastic Period
Working with the Atlas: Geographical Skills



Day 4

(30-45 minutes)

Read and discuss the Old Kingdom
Building a pyramid

Day 5

(45-60 minutes)

Read and discuss the Middle Kingdom
Discuss and complete “Crossword Puzzle”

Day 6

(30-45 minutes)

Read and discuss the New Kingdom
Mummification Process

Day 7

(30-45 minutes)

Read and Discuss the Greco-Roman Period
Creating the “Rosetta Stone”

Day 8

(30-45 minutes)

Review five main periods of ancient Egypt
Finalize Expedition Field Notes Booklet

Day 9

Museum visit

Day 10

(45-60 minutes)

Discuss museum visit
Review
Expedition quiz
Conclude course



DAY 1 TEACHER'S PLANNER

Objective:

- Learn vocabulary words important to the study of life in ancient Egypt.
- Begin researching artifacts in the museum collection according to students' interests.

Skill:

- Vocabulary
- Language use

Time:

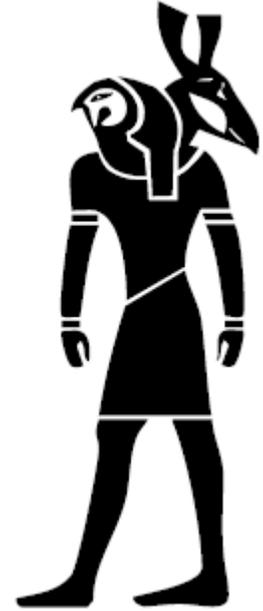
- 45-60 minutes

Materials:

- "My Journey through Ancient Egypt Vocabulary" worksheets
 - Envelope
 - Dictionary
- Egyptian Museum Online Artifact Search -
www.egyptianmuseum.org/search-collection

Directions:

1. **Print** "My Journey through Ancient Egypt Vocabulary" from the Student Handout Booklet and cut out vocabulary words and definitions. Place them in an envelope. Create one envelope for every group of 5 students in your class. Use an uncut sheet as your answer key.
2. **Distribute** "My Journey through Ancient Egypt Vocabulary" envelopes.
3. **Explain** to students that it is helpful to first learn the new words used in each new area of study.
4. **Divide** the class into groups and pass out envelopes.
5. **Matching** the words with their respective definitions, students are encouraged to look up words in the dictionary. Any artifacts of interest to the students should be noted in their Expedition Field Notes. The notes will help to locate the artifacts in the museum during the visit. Students are also encouraged to conduct additional research on these artifacts using texts or online resources, like those provided on our website.
6. **Presentations** of the definitions found by students will be made to the class upon the completion of their assignments. If the definition is one of many for the word, but is inappropriate for the material and context of your studies, give and explain the correct definition (see answer key).
7. **Build** sentences using the students' newly defined words.



JOURNEY THROUGH ANCIENT EGYPTIAN VOCABULARY

Term

Definition

Akhnaton

Son of Amenhotep III. Ruled during the Eighteenth Dynasty. Focused on one central deity, the Aten. Changed the capital and artwork of Ancient Egypt.



Altar

An offering place where items for worship, such as food and linen, were placed.



Amulet

Jewelry worn for magical purposes; usually representing different gods and goddesses.



Ankh

The symbol for eternal life.



Canopic Jar

The lungs, liver, intestines, and stomach were placed in these jars during the mummification process so they would be preserved for eternity.



Cartouche

Oval hieroglyphic symbol encompassing a royal name.



Terms

Definitions

Cuneiform

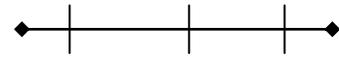
Writing system used in ancient Mesopotamia.



Dynasty

Line of hereditary rulers.

Khufu Khafre Menkaure



Hatshepsut

Presumed to be the first female pharaoh. She reigned during the Eighteenth Dynasty.



Hieroglyphs

Most well-known writing system of the ancient Egyptians.



Ka

One of the aspects of the soul. It translates to a person's double, spirit, or soul. In artwork, it is commonly shown as a man or woman carved into stone.



Khafre

Pharaoh during the Fourth Dynasty who is best known for his pyramid at Giza. He was the son of the famous Pharaoh Khufu, builder of the Great Pyramid of Giza.

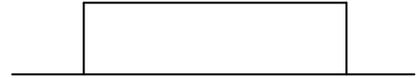


Term **Definition**

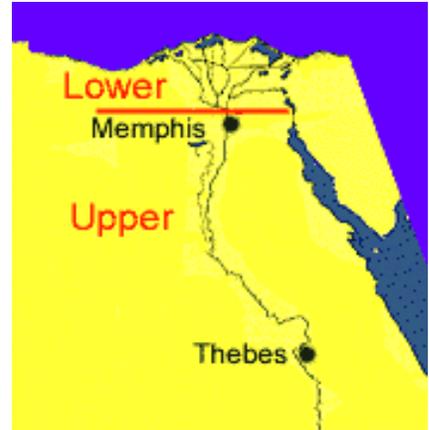
Kohl Eye paint or liner made from a type of lead that, when mixed with water, could be applied to the eye with a finger or rounded stick.



Mastaba Bench shaped tomb.



Memphis Political capital located in Lower Egypt.



Mummy Preserved human or animal remains. A mummy is meant to be the resting place for the ka in the afterlife.



Natron Naturally occurring desert salt that was used to dry out the body during the mummification process.



Nile The river that flows south to north through Egypt, and is a life-giving resource. The Nile floods annually, which provides silt for agriculture.



Term **Definition**

Nome Provinces or regions in Egypt.



Papyrus Type of plant that was layered to make paper on which scribes would record important information and stories.



Ptolemy The last ruling family of Egypt. They were of Macedonian descent. The most famous member was Cleopatra VII, the last pharaoh of Egypt.



Ramses II Also known as Ramses the Great, he reigned for sixty-seven years during the Nineteenth Dynasty and conquered the ancient Egyptian enemy, the Hittites. He lived to be around ninety-six years old, and had 156 children and 200 wives.



Sarcophagus Decorated coffin intended for the elite.



Scarab More commonly known as a dung beetle. A symbol used to represent the god Khepri, who pushed the sun across the sky every day.



Term

Definition

Senet

Popular board game played by the ancient Egyptians. To play this game was to prepare oneself for the afterlife.



Shabti

Figure placed in tombs to be used as servants in the afterlife.



Sistrum

A musical instrument which was used in temples to please the deities.



Stele

An upright stone or slab with an inscribed surface.



Thebes

Religious capital located in Upper Egypt.



Tutankhamun

The boy-king who took power at the age of nine during the Eighteenth Dynasty. His solid gold sarcophagus is a famous example of royal burial treasures. He was Akhnaton's son.



Uraeus

Sacred serpent figure found predominantly on the headdress or crown of the pharaoh. Commonly associated with the protector goddess Wadjet.



DAY 2 TEACHER'S PLANNER

Objective:

- Learn the basics of ancient Egyptian religion.
- Learn the names of some ancient Egyptian gods and goddesses.
- Choose a god or goddess to search for in the museum.

Skill:

- Creative writing

Time:

- 30-45 minutes

Materials:

- “Gods and Goddesses of Ancient Egypt” information sheets.
- Deities of Ancient Egypt information site - www.egyptianmuseum.org/deities-overview



Directions:

1. **Distribute** “Gods and Goddesses of Ancient Egypt” information sheets.
2. **Read** out loud, ask each student to choose a description of one god or goddess.
3. **Review** names and descriptions of the gods and goddesses to make sure students understand them fully and properly.
4. **Write** about one god or goddess of their choosing, ask each student to create a short story.
5. **Search** for artifacts in the museum representing the god or goddess each student has chosen to add to their Expedition Field Notes. Each of the gods and goddesses are represented by artifacts on display. Have each student record their findings in their notes.

GODS AND GODDESSES OF ANCIENT EGYPT

Amun

A primeval god, the Egyptians interpreted his name as “the hidden one.” As Amun-Re (or Ra) he was identified with the sun god. Known as “King of the Deities,” he is associated with the hawk and the ram. His Karnak temple was one of the most glamorous.



Anubis

The god of mummification and embalming. He also protected the mummy from evil forces in the night and conducted the “weighing of the heart” in the Hall of Judgment before Osiris and the forty-two deities. He is associated with the jackal.

Bastet

The cat goddess worshipped at the city of Bast (Greek: Bubastis). She was connected with the moon and in a myth became the eye of the moon. She was one of the most popular household deities.

Bes

A protective spirit who averted evil. His most important attribute was the sa, the symbol of protection. Bes was usually portrayed as a dwarf with a huge bearded head, protruding tongue, flat nose, shaggy eyebrows and hair, large projecting ears, long thick arms, and bowed legs.

Hathor

The name of the goddess means “House of Horus.” She was a sky goddess in earlier times, and she appeared as a cow, a symbol of fertility. She was also the goddess of dance, music, and love. Hathor is one of the oldest known goddesses of Egypt, symbolizing the great mother or cosmic goddess, who conceived, brought forth, and maintained all life.

Horus

Horus is associated with the hawk, and may be depicted as a hawk with or without the double crown of Egypt or as a man with a hawk’s head. He is the god of Kingship.

Isis

Daughter of Geb and Nut, sister of Osiris and Seth, and Osiris’s wife. Isis was more popular than any other goddess in Egyptian history. It was Isis that found the pieces of her brother/husband, Osiris, put him back together and gave birth to their son, Horus. Isis was the goddess of love and magic. As the protector of little children, she is also associated with motherhood. She is depicted as a woman with a throne on her head.

- Maat** The goddess Maat was the personification of the basic laws of all existence; she embodied the concepts of law, truth, justice and world order. In the Hall of Judgment at the “weighing of the heart,” the heart of the deceased was placed on the scales of justice balanced against the feather of Maat, the symbol of truth. She was usually depicted as a woman with an ostrich feather on her head.
- Nut** Nut was the daughter of the air god Shu. She was also the sister and wife to Geb (Earth). She was the personification of the vault of heaven and the Milky Way. Nut was considered to be a protector of the dead and at times was depicted as a cow.
- Osiris** The most well known figure in Egyptian history and the Lord of the Underworld. He was a god of agriculture, resurrection, and eternal life. Osiris had many titles including *Wennefer*, i.e., “the perfect one.” His brother Seth envied his popularity and murdered him, dismembered him, and scattered the pieces throughout the Nile Valley. His wife, Isis, found the pieces and through magic conceived their son Horus. Osiris then became the god of the Underworld. Osiris is usually depicted as a mummified man.
- Sekhmet** Lioness-headed goddess of war and of the desert. The ancient Egyptians called her “the mighty one.” She was the protector of the king whenever he went into battle, and conversely, she was also a goddess of healing.
- Sobek** Crocodile-headed god of the Nile. The ancient Egyptians believed that the waters from the Nile came from his sweat.
- Thoth** The ancient Egyptians called this god *Djehuty*. The ibis bird and the baboon were associated with Thoth. Thoth was “lord of the moon,” “the lord of time,” and “recorder of years.” As the god who invented writing, he was the protector of scribes. As a protector of Osiris, he also became helper of the dead. When the Greeks came to Egypt, they assimilated Thoth to their god of magic, Hermes, and he became known as Hermes Trismegistus.

DAY 3 TEACHER'S PLANNER

Objective:

- To learn the basics of early Egyptian history.
- Note areas from which they would like to search for artifacts in the museum.

Skill:

- Geography

Time:

- 30 to 45 minutes

Materials:

- Early Dynastic Period description sheet
- Interactive Ancient Egypt Timeline - www.egyptianmuseum.org/explore-time-periods
- Interactive Map of Ancient Egypt - www.egyptianmuseum.org/interactive-map
- World atlas
- Pencils
- Colored pencils
- Paper



Directions:

1. **Read** the description of the Early Dynastic Period to the students.
2. **Find** Egypt on the map in the world atlas.
3. **Draw** the Nile River and mark Upper and Lower Egypt.
4. **Mark** cities such as: Cairo, Alexandria, Thebes (Luxor), Giza, Saqqara, Abu Simbel.
5. **Identify** the neighbors of modern Egypt.
6. **Note** in their Expedition Field Notes any areas of Egypt or Mesopotamia from which the students would like to search for artifacts in the museum.

NEOLITHIC AND EARLY DYNASTIC PERIODS

Neolithic and Early Dynastic Egypt, 4500-2650 BCE

Egypt's long prehistory prior to 3000 BCE is revealed mostly through archaeological remains such as ceramics, stonework, jewelry, weapons, and skeletal remains from early cemeteries.



The environment in northeast Africa changed significantly between 8000 and 2500 BCE from a more temperate climate, with grassland and some rainfall, the region became the mostly arid desert known today.

The earliest signs of civilization appear in southern Egypt and northern Sudan between 12,000 -10,000 BCE in the form of flint-inlayed sickles, but this culture does not appear to have been entirely successful.

Two elements of the Neolithic Period that are particularly important:

First, from 4500-3000 BCE, technologies developed at an extraordinary pace. This inspired trade and competition, eventually leading to the introduction of written language and monumental architecture (ca. 3500-3200 BCE). After 3500 BCE, there was extensive trade and communication all along the Nile and north to the coast of Palestine and south into Nubia (modern Sudan). Trade also took place with Mesopotamia (modern Iraq).

Second, strong political centers arose in **Upper** and **Lower** Egypt and competed for military power and territory, leading eventually to local kingships and wars to unify the land under one house (pharaoh). The earliest formal sense of royal conflict and ceremony appear on votive offerings from Upper Egypt, which were shown in temples and decorated tombs.

It was **Narmer** (who may also have been **Menes**), the local ruler of Nekhen, who conquered Lower Egypt and united the two lands, thus beginning the Dynastic Era. In the first two dynasties, called the Early Dynastic Period, from 3000-2650 BCE, most of the typical characteristics of ancient Egyptian culture were formalized. This included the language, architecture, art styles, administrative organization, calendar, weights and measures, and major public royal activities. Significant remains in all these areas have allowed archaeologists to piece together a good part of this intriguing puzzle.

DAY 4 TEACHER'S PLANNER

Objective:

- To learn the basics of the Old Kingdom.
- Note themes, ideas or persons from this period to search for during the Museum Expedition.

Skill:

- Art
- Math

Time:

- 30-40 minutes

Materials:

- Old Kingdom description sheet
- Interactive Ancient Egypt Timeline - www.egyptianmuseum.org/explore-time-periods
- Interactive Map of Ancient Egypt - www.egyptianmuseum.org/interactive-map
- Heavyweight paper
- Scissors
- Ruler
- Pencils
- Colored pencils
- Colored paper
- Glue

Directions:

1. **Read** the Old Kingdom description to students.
2. **Distribute** heavyweight paper, rulers, scissors, pencils, etc.
3. **Design and build** their own pyramid.
4. **Decorate** the outside of the pyramid and glue it together.
5. **Note** in their Expedition Field Notes any Old Kingdom themes, items or persons that they would like to search for related artifacts at the museum.

OLD KINGDOM

The Old Kingdom, Third to Sixth Dynasties, 2650-2150 BCE

After the tumultuous growth of the preceding centuries, the **Old Kingdom**, beginning with the **Third Dynasty**, was a period of balance and building.

It was dominated by the famous **King Djoser** and **Imhotep**, Djoser's chief councilor and architect. It was Imhotep who oversaw the construction of the **Step Pyramid** complex at Saqqara. This monument represented the first great work of architecture in stone (ca. 2630 BCE).

During this time, the first large temple to the sun god Ra was built at Heliopolis. Quarrying expeditions were sent to the Sinai region for copper and turquoise as well as to Nubia for gold, incense, ivory and ebony.

The **Fourth Dynasty** (ca. 2575-2465 BCE) was the great age of the pyramid builders: Sneferu, Khufu, Khafre and Menkaure. Khufu, Khafre, and Menkaure built the Great Pyramids on the Giza Plateau. These kings ruled through a powerful and extensive centralized government which their immediate family members would help to manage. The results can be clearly seen represented in the Giza plateau's massive pyramids, great temples, and cemetery for members of the royal family and administration.

During the **Fifth Dynasty** (ca. 2465-2325 BCE), the royal pyramids lessened in size, while the temple complexes and symbolic decorations of the tombs increased in importance. Also during this time, the royal family's monopoly on power was lost, resulting in the increasing influence of provincial officials in more remote regions. This is when the sun god Ra rose to dominance.

In the **Sixth Dynasty** (ca. 2325-2150 BCE), the administrative and social systems became decentralized as the culture grew in size and complexity. This, combined with environmental instability (low Nile floods), broke the unifying power of the central government. This resulted in a return to independent city-states that were in competition for dwindling resources. This decentralization made Egypt vulnerable to outside attack. This is also the time when the first **rock-cut tombs** appeared near the provincial capitals, even as far away as Aswan.

The Old Kingdom ended with the Sixth Dynasty and the **First Intermediate Period** followed. It was a time of uncertainty and troubles during the Seventh to Eleventh dynasties (ca. 2150-2040 BCE). After this, the Middle Kingdom emerged.

DAY 5 TEACHER'S PLANNER

Objective:

- To learn the basics about the Middle Kingdom.
- To refresh vocabulary words.

Skill:

- Vocabulary
- Language Use

Time:

- 30-45 minutes

Materials:

- Middle Kingdom description sheet
- Interactive Ancient Egypt Timeline
www.egyptianmuseum.org/explore-time-periods
- Interactive Map of Ancient Egypt -
www.egyptianmuseum.org/interactive-map
- “Crossword Puzzle” activity sheet
- Pencils

Directions:

1. **Distribute** the “Crossword Puzzle” activity sheet.
2. **Complete** the puzzle with students not using their vocabulary sheets. If their vocabulary sheets are needed, students should do so only after having tried to solve the puzzle without them.
3. **Discuss** the answer to the questions after students have finished.
4. **Assign** students to create their own crosswords at home using no more than ten words. Write the descriptions of the words used in the crossword puzzle.
5. **Ask** students to note in their Expedition Field Notes any Middle Kingdom themes, items or persons for which they would like to search for related artifacts at the museum.



MIDDLE KINGDOM

The Middle Kingdom, Eleventh-Thirteenth Dynasties, 2040-1640 BCE

After the upheavals of the First Intermediate Period (between the Old Kingdom and the Middle Kingdom), Egypt went through an actual and symbolic reunification at the beginning of the Middle Kingdom. This time it was a ruler from Thebes in Upper Egypt named Mentuhotep who reunited the country. The **Eleventh Dynasty** was a time of political reconciliation and agricultural reorganization. Thebes became the greatest city in the land.

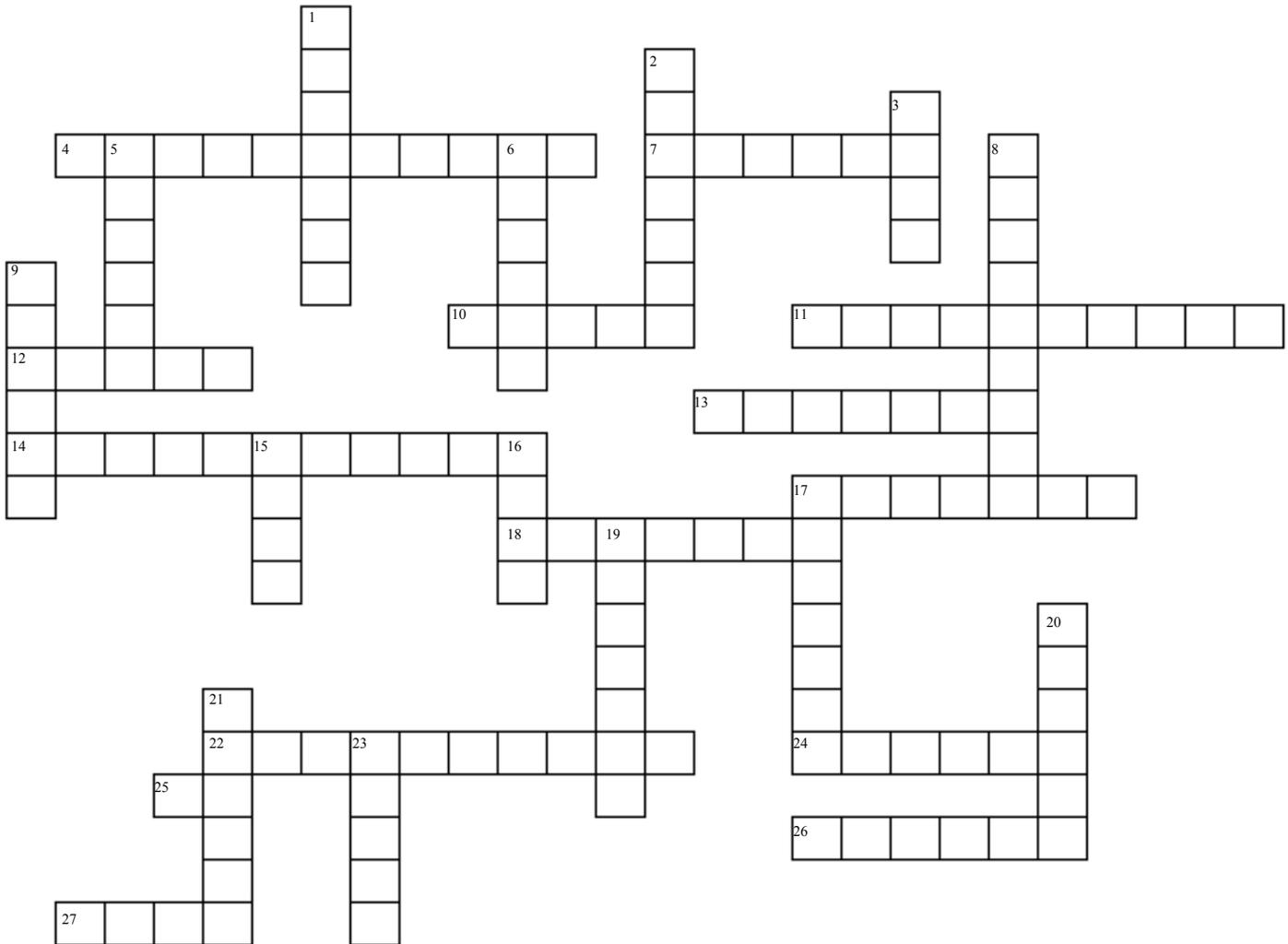
With the beginning of the **Twelfth Dynasty** (ca. 1991-1783 BCE), the quality of life and high aesthetic levels of the Old Kingdom were re-attained. Its six great kings (Amenemhat I, Amenemhat II, Amenemhat, Senwosret I, Senwosret II, and Senwosret III) instituted some remarkable policies, including:

- Creating a new capital in the area of Memphis.
- Instituting a formal program of regencies between kings and sons, lasting several years.
- Implementing agricultural reforms and reclaiming extensive lands in the Fayum Oasis, where the Suez Canal is today.
- Formally developing a body of didactic, instructional literature for bureaucrats.

During this time, Ancient Egypt experienced a literary renaissance. The Egyptian language became widely used in non-religious or magical contexts such as fictional stories, letters, and wisdom literature.

These powerful kings ruled for long periods of time, usually thirty to fifty years. They built Old Kingdom-style pyramid complexes near their capital or home city. The complexes, however, were built from mud brick instead of stone. Eventually, their power also became decentralized and the tendency toward provincialism brought about the decay of the centralized authority. A group of Semitic-speaking people, the Hyksos, moved into the Nile Delta from the region that is now Israel. They became the rulers of parts of Egypt after royal authority collapsed.

CROSSWORD PUZZLE



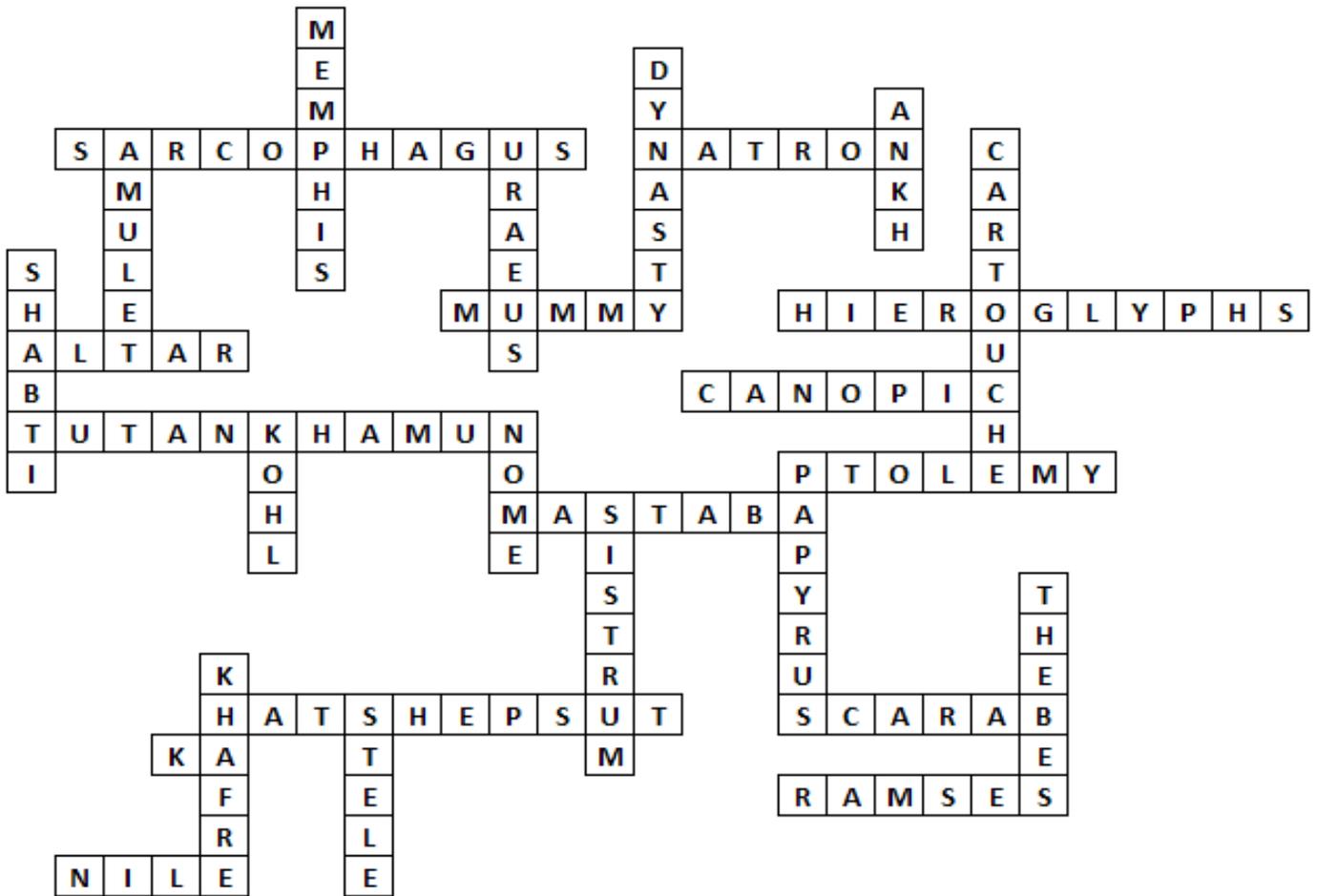
Down

1. Capital of Lower Egypt, Sekhmet's domain, where the rulers rule and politics remain.
2. Kingship passed down to all your kin, where the old ends the new begins.
3. We all keep searching but what are the odds, It means eternal life and is held by the gods.
5. I find my place upon your neck, my only aim is to protect.
6. I sit atop the pharaoh's head and fill his enemies with dread.
8. A single rope encircling me, this symbol marks my nobility.
9. Killing servants is such a waste; these figures bravely took their place.
13. Four jars stacked high with things dry and old, but don't be surprised if these items aren't gold.
15. Black as night and layered on thick, once applied with a finger but now with a stick.
16. My family does not wish to roam; this is a city, the place I call home.
17. Along the Nile grows a weed so strong, it's list of uses a mile long.
19. Listening to this instrument rattle could turn the goddess Sekhmet away from battle.
20. Capital of Upper Egypt, land of death. Where Osiris fought his enemy, Seth.
21. I built a pyramid in the Giza Plateau, mine's not the biggest but my name you should know.
23. Tiny pictures are carved on this stone so that my story can be known.

Across

4. I'm sometimes made of gold but more often I'm wood. I protect the mummy better than linen ever could.
7. Found in Egypt, it's very important, this substance is extremely absorbent.
10. All wrapped up and smelling nice, on its way to the afterlife.
11. These little figures go on and on, their true meaning found by Champollion.
12. This is the place you offer food, in hopes the deities will be in a good mood.
14. I was young when I was crowned, but to this day my name's renowned.
17. This royal family was one of the best, but one is more famous than the rest.
18. I look like a bench but wait, don't sit! Underneath is a tomb down a great, giant pit!
22. I am a queen, the first and best; a fact I hope you won't protest.
24. Small, green, round, winged; protecting the heart of Egyptian kings. Crawling, rolling, pushing dung; mimicking the rising sun.
25. I am the spirit, I like to fly free, but when I need rest the body is key.
26. I am just a man, who some call "The Great" my monuments are many and my temples ornate.
27. The Wadj Wer or The Great Green, my drinking water is not so clean.

CROSSWORD ANSWER SHEET



Down

1. Memphis
2. Dynasty
3. Ankh
5. Amulet
6. Uraeus
8. Cartouche
9. Shabti
13. Canopic
15. Kohl
16. Nome
17. Papyrus
19. Sistrum
20. Thebes
21. Khafre
23. Stele

Across

4. Sarcophagus
7. Natron
10. Mummy
11. Hieroglyphs
12. Altar
14. Tutankhamun
17. Ptolemy
18. Mastaba
22. Hatshepsut
24. Scarab
25. Ka
26. Ramses
27. Nile

DAY 6 TEACHER'S PLANNER

Objective:

- To learn the basics of the New Kingdom.

Skill:

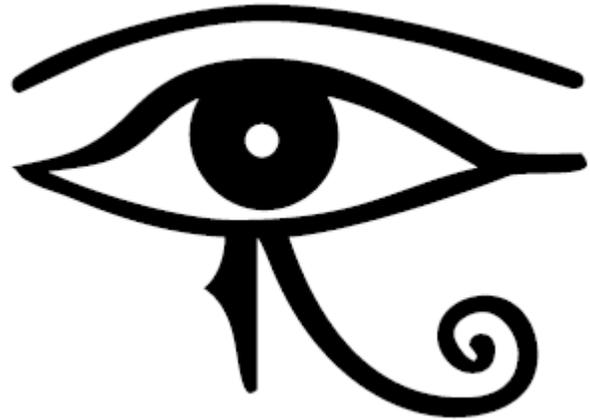
- Creative writing
- Art

Time:

- 45-60 minutes

Materials:

- New Kingdom description sheet
- Self-hardening clay
- Sharp pencil
- Paints
- Interactive Ancient Egypt Timeline - www.egyptianmuseum.org/explore-time-periods
- Interactive Map of Ancient Egypt - www.egyptianmuseum.org/interactive-map



Directions:

1. **Read** the description of the mummification processes (found under the heading: “Mummification in the New Kingdom”) to the students.
2. **Explain** the importance of preserving the body for ancient Egyptians.
3. **Make** a clay pot
 - Knead the clay until it is easily worked.
 - Make a flat, round base for the pot. Keep the remaining clay in a ball so it does not dry out.
 - Score the rim of the base with a pencil so the clay will stick properly.
 - Take some clay from the ball and roll out two long coils of the same thickness.
 - Use the coils to build up the sides of the pot. Make a third coil before using the second, and so on, to ensure they are all the same length. Score the top of every coil as you go.
 - When you have completed your pot, smooth the outside and inside for a perfect finish.
 - Add a rim.
 - Allow the pot to dry according to the directions on the package.
 - Paint your pot dark red to look like terra cotta from the Nile Valley.
4. **Write** an essay about what necessary items they would take to their tomb for use in the afterlife. Have them include drawings showing some of these items.
5. **Note** in their Expedition Field Notes any New Kingdom themes, items or persons for which to search for related artifacts in the museum.

NEW KINGDOM

The New Kingdom, Eighteenth to Twentieth Dynasties, 1550-1070 BCE

Soon after 1580 BCE, the Egyptian princes of Thebes succeeded in expelling the Hyksos (“Rulers of Foreign Lands”) and liberating the country. This began the period of Egyptian history known as “The Empire Age.”



Once again, there was a reunification and the pharaohs consciously revived the traditions of the early Twelfth Dynasty. Art regained the traditional aesthetic it had possessed during the reign of King Senwosret I.

For almost 500 years, the country was enriched by victorious wars, like the campaigns of Thutmose III and Ramses II. Egypt enjoyed a period of prosperity and building activity unmatched in its history. Innumerable stone temples and rock-cut tombs were built, many of which are still standing in Egypt today.

The Eighteenth Dynasty, 1550-1307 BCE

Egypt was freed from the Hyksos by Ahmose, ruler of Thebes. His victorious military campaigns extended Egypt’s borders. Egypt spread north across all of Palestine and parts of Syria to the Euphrates and Orontes Rivers. In the south, the empire reached for the Fourth Cataract, some 500 miles south of Aswan.

All of the early kings of the dynasty up to Amenhotep III played some part in these wars. Military operations were lessened during the reign of **King Hatshepsut**, wife and half sister of Thutmose II, who was appointed regent during the minority of her nephew, Thutmose III.

She was not satisfied with merely being a regent. She appointed herself pharaoh and reigned for twenty-two years in Thutmose’s stead. She can be seen in temple reliefs dressed as a man before her ancestral deities, fulfilling the pharaoh’s responsibilities. She chose to focus on the internal development of Egypt instead of military expansion. Together, Hatshepsut and Thutmose III united the priesthods of Egypt under her own vizier, Hapuseneb. After Hatshepsut's death, Thutmose III resumed the military policies of his ancestors. He went on to become a renowned warrior.

Much of the wealth of Egypt’s military conquests had been donated to Egypt’s central temples. During the reign of Thutmose III’s grandson, Amenhotep III, these donations had greatly increased the power and wealth of the priesthood of Amun at



Karnak Temple. The priesthood's power became so extensive that it began to interfere with the activities of the Royal House. Partly in response to the priests' rising power, Amenhotep III began enacting profound cultural changes regarding the idea of the divinity of the king. His son, Akhnaton (Amenhotep IV), and his Queen Nefertiti expanded upon these ideas and effectively limited the priesthood's power.

Akhnaton appointed himself sole high priest of a new **monotheistic** faith. This new religion saw the physical sun disk as the only symbol of divine power that the Egyptians should worship as their unique creator.

The names of most of the other deities were removed from monuments. The court left Thebes, the city of Amun, and took up residence in the newly created capital of Akhnaton (El Amarna today) in Middle Egypt near Hermopolis. There was new found freedom from the old traditions in the fields of art, sculpture, architecture, and literature. Images became more naturalistic and architectural forms related more to human needs.

This period lasted only twenty years or so. The new town of Akhnaton was abandoned in the time of the young **Tutankhamun**, the name of Akhnaton was obliterated, and the old deities were restored to their former state. Everything went back to the **polytheistic** practices of prior periods.

Nineteenth and Twentieth Dynasties, 1307-1070 BCE

As the dynasties changed, the throne passed to military leaders. The power first went to Horemheb, Prime Minister of Tutankhamun, then to Seti I, and eventually to Ramses II (The Great). The Egyptian armies marched to Palestine and Syria to consolidate the weakened empire that was now threatened by the Hittites, a more powerful enemy than Thutmose III had ever confronted.

The climax of this period was the long reign of Ramses II, which lasted 67 years. This king built more monuments that have survived than any other pharaoh. Even though Ramses had more than 100 children, he still outlived his thirteen eldest sons. There were nine more kings following Ramses II, most of whom ruled no more than a few years.

Soon after his death, the country was attacked by a large confederation of dispossessed peoples from the eastern Mediterranean called "The Sea Peoples." Merneptah and Ramses III successfully warded off the danger around 1185 BCE and helped Egypt to regain part of its glory and its empire.

In the following period, during the reigns of Ramses IV to XI, there is evidence that Egypt suffered from severe economic difficulties such as inflation, famine, and political setbacks. People started to rob the tombs in the Valley of the Kings, the workers went on strike, and there were administrative and judicial scandals.



Countless foreigners, including a large portion of people from the East, settled on the banks of the Nile as farmers, prisoners of war, or political refugees.

The victories of this period resulted in the capture or recapture of rich Syrian cities. The conquering of these cities brought inhabitants and herds, as well as the imposition of an annual tribute payable by towns that sought the protection of Egypt against its enemies. This wealth poured into the royal treasury and into officials' pockets.

The chief beneficiaries of these victories, however, were the deities who had given the pharaoh the power to conquer. One major change during the New Kingdom was the economic growth of the temples. Gifts of land also increased, along with the number of buildings.

During this time, prosperous, learned scribes for whom “a book is better than a painted stele on a wall covered with inscriptions,” took inspiration from the texts of the Middle Kingdom.

The New Kingdom ended in crisis. The country split into two lands, one in the south ruled by the high priests of Amun at Thebes, and the other a dynasty of weak kings at Tanis in the eastern Delta (tenth century BCE).

Mummification in the New Kingdom

The preservation of the body was essential to the ancient Egyptians. They believed without a body, a person's soul might not be able to fully accomplish the journey into the afterlife. The mummification process was performed differently during different time periods and it reached its height of expression in the New Kingdom.

During the New Kingdom, once a person died and if they were wealthy enough, their body was taken to an **ibu** so that it could be ritually purified. Then it was brought to the **per nefer**, or good house. In the per nefer, one of the priests would remove the brain through the left nostril. Then the lungs, liver, stomach, and intestines were removed via a small incision on the left side of the abdomen. These organs were then individually mummified and placed in canopic jars. Once the internal organs were removed, the body cavity was filled with natron salt. The entire

body was covered with natron and it was left to dry for about forty days. After it had completely dried out, the body could be wrapped. It took about fifteen days to place all of the wrappings on the body. Start to finish, it took about seventy days to make a mummy. Once this process had been completed, the Opening of the Mouth Ceremony would be held. This is where the deceased was told: “You are young again, you shall live again, you shall be young again forever.” Then the deceased was placed in the tomb, hopefully for all eternity.

Late Period, 712-332 BCE

After the Third Intermediate Period, Egypt was unified again under a combined Nubian and Egyptian kingship. Most of the power, however, lay with the local families in Thebes. For instance, the priest Mentuemhat was called “the Prince of the City,” and his tomb was on a grander scale than any of the New Kingdom tombs.

Egypt was attacked three times by the only other strong state in its area, Assyria, in 671, 667, and 663 BCE. Lower Egypt was eventually taken. Fighting continued for some time, but Egypt eventually gained its independence again under the Kushite kings, who made up the wealthy Twenty-fifth Dynasty, which ruled from 712-657 BCE. Its prosperity continued into the Twenty-sixth Dynasty, which ruled from 664-525 BCE.

Egypt was invaded again in the Twenty-sixth Dynasty, this time by the Persians, in 525 BCE. The Persian rule was cruel, and was only tolerated until the Egyptians found strength to drive them out. When the Greeks defeated the Persians in the Battle of Marathon in 490 BCE, the Egyptians began their resistance, which lasted eighty years. The entire country was freed from Persian rule by 400 BCE.

The Persians continued to attack Egypt, however, and by 343 BCE the country fell under their control again. Persian rule was so harsh and brutal that the people of Egypt were willing to accept any alternative. In 332 BCE, the young Macedonian King Alexander the Great defeated the Persians and was anointed pharaoh in a ceremony in Memphis at the age of 24. This began the Greco-Roman Period of Egyptian history.

DAY 7 TEACHER'S PLANNER



Objective:

- To learn the basics of the Greco-Roman Period and its connection to Egypt's subsequent history.

Skills:

- Creative problem solving
- Language

Time:

- 45-60 minutes

Materials:

- Greco-Roman description sheet
- Interactive Ancient Egypt Timeline - www.egyptianmuseum.org/explore-time-periods
- Interactive Map of Ancient Egypt - www.egyptianmuseum.org/interactive-map

Directions:

1. **Explain** the importance of the Rosetta Stone to the students.
2. **Write** their own message in their language.
3. **Exchange** their message with other students and attempt to decipher the code.
4. **Note** in their Expedition Field Notes any Greco-Roman Period themes, items or persons for which to search for related artifacts in the museum.

GRECO-ROMAN PERIOD AND BEYOND

Greco-Roman Period, 332 BCE-642 CE

Egypt was conquered by Alexander the Great in 332 BCE, yet the culture of ancient Egypt - its language, religion, art, and customs - continued to flourish for many centuries. Very gradually, it transformed itself into a new culture, that of Greco-Roman and Coptic Egypt.

Alexander's general, **Ptolemy**, founded a new dynasty. These rulers always spoke Greek, not Egyptian, as their first language. Their capital and new international trading center was Alexandria, located at the western tip of the Delta. This became the intellectual, philosophical, scientific, cultural, and spiritual capital of the Mediterranean world during the time of the Ptolemaic Period.

The Ptolemaic Dynasty was responsible for a long period of prosperity and expansion abroad. Many remarkable agricultural and economic innovations occurred, including the increased number of yearly crop harvests from an average of two to three bumper crops per year. Many purely Greek settlements and trading cities were built that were connected by the Silk Road to Syria, Persia, India, China, and Japan. Egypt also increasingly experienced rebellion from the native Egyptians due to the hardships imposed on them from other cultures.

Macedonian Greek rule ended with the self-inflicted death of the famous **Cleopatra VII** (30 BCE). After her death, Egypt officially became part of the Roman Empire. However, many Egyptians chose to adhere to their traditional ways for another 500 years.

The history of Egypt did not end with Cleopatra. During the next 600 years, Egypt was the leading scientific, cultural, and religious province of the Roman Empire. It was ruled first from Rome (ca. 30 BCE-330 CE), and then from Constantinople (ca. 330-642 CE). During this Roman and Byzantine Period, Egyptian culture and language interacted with the Greco-Roman world and evolved into the form we call "Coptic," a term from the same root as the word "Egypt." By the middle of the seventh century, the majority of Egyptians were Coptic Christians. The Coptic language is native Egyptian written in Greek letters (with some adaptations).

After Islamic rulers took over in the seventh century, the Coptic and Arabic languages, cultures, and faiths lived together in Egypt. It was not until between the tenth and twelfth centuries that the majority of Egyptians began to speak Arabic as their first language. Coptic, however, is still used liturgically today in the Coptic Christian Church.

Islamic Period and Modern Egypt, 642 CE to today

The Arab general Amr Ibn el-As liberated Egypt from the Romans in 642 CE. Jews and Christians welcomed the Muslims as fellow “People of the Book.”

The Great Muslim Empires from the Umayyad Caliphate to the Ottoman Empire ruled over Egypt for almost 1,200 years, until the Europeans – first the French and then the British – invaded in the late eighteenth and early nineteenth centuries. The French entered Egypt under Napoleon in 1798 but were defeated by the British and the Turks in 1801.

In 1805, an Ottoman Commander of Albanian origin, Muhammad Ali, established a dynasty that ruled until 1952.

The Suez Canal was built between 1859 and 1869. This project nearly bankrupted Egypt and led to a gradual British takeover. In 1882, British troops defeated the Egyptian army and took control of the country. In 1914, Britain formally made Egypt a British protectorate. This period was a golden age of science, but a dark time for Egypt. Archaeologists excavated at will but banned native Egyptians from the profession.

The independent-minded Egyptians resisted the British through active and passive methods. In 1922, Egypt gained its independence, although British influence remained strong until 1953.

In 1953, following a coup, the country became a republic. Today, Egypt’s official name is the Arab Republic of Egypt.

DAY 8 TEACHER'S PLANNER

Objective:

- To refresh the knowledge about the main time periods of ancient Egypt.
- To prepare students for their museum visit.

Time:

- 30-45 minutes

Material:

- Field Notes Template
- Investigation and Artifacts page

Directions:

1. **Assist** the students with finishing their Expedition Field Notes on the computer or using assorted craft supplies.
2. **Verify** that each student has a copy (either on paper or electronically) of the project directions, a Field Notes Template, and an Investigations and Artifacts page. Note: the Field Notes project is optional and not essential to the overall enjoyment and success of your expedition.
3. **Finalize** students Expedition Field Notes to bring with them on their museum visit.



DAY 9 TEACHER'S PLANNER

Objective:

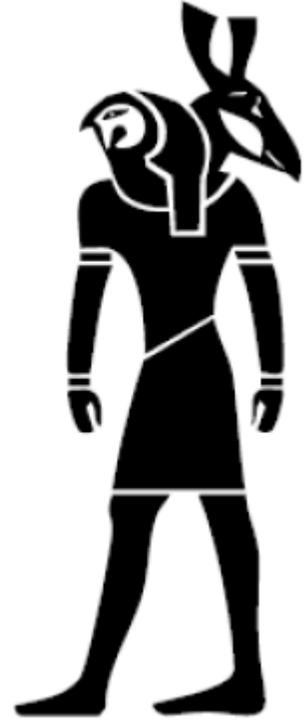
- To experience ancient Egypt first hand.

Time:

- 90 minutes in museum plus travel time.

Materials:

- Expedition Field Notes (should you choose to use them)
- Pencils
- “Passports” (optional Expedition Souvenirs, not governmental passports) may be downloaded from www.egyptianmuseum.org and made in the classroom. Complimentary passports are also available at the admission desk.
- Museum App, available for mobile and online browsers; includes the Museum's Audio Tour - <https://app.cuseum.com/rosicrucian-egyptian-museum>



Directions:

1. **Explain** the rules of the museum to the students.
2. **Gather** in the columned area to the right of the museum doors 5 minutes before the start of your expedition.
3. **Discover** the wonderful world of ancient Egypt and **have fun!**

DAY 10 TEACHER'S PLANNER

Objective:

- To test students' understanding of ancient Egypt.

Skill:

- Memory

Time:

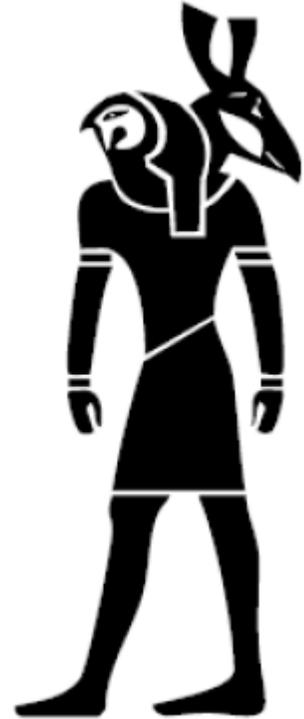
- 15-20 minutes

Materials:

- Field trip quiz
- Pencils

Directions:

1. **Distribute** Rosicrucian Egyptian Museum Expedition Quiz
2. **Review** correct answers with students.



Rosicrucian Egyptian Museum Field Trip Quiz

- 1.) What goddess represented both war and healing?
A. Bastet
B. Sekhmet
C. Anubis
D. Hathor
- 2.) What could have been an offering made at an ancient Egyptian temple?
A. Food
B. Linen
C. Incense
D. All of the above
- 3.) Who was the Step Pyramid built for?
A. Khufu
B. Ramses
C. Djoser
D. Cleopatra
- 4.) What was the name of the god whom Akhnaton worshiped?
A. The Aton
B. Anubis
C. Amun
D. Ammut
- 5.) Who was Akhnaton's Great Royal Wife?
A. Hatshepsut
B. Nefertari
C. Nefertiti
D. Cleopatra
- 6.) Who was the patron deity of kings?
A. Amun-Ra
B. Horus
C. Isis
D. Sekhmet
- 7.) The famous Cleopatra was actually Cleopatra _____.
A. V
B. X
C. III
D. VII
- 8.) A piece of protective jewelry was called an _____.
A. Amulet
B. Omen
C. Offering
D. Trinket
- 9.) Many gods and goddesses were organized into _____.
A. Cliques
B. Teams
C. Families
D. Quads
- 10.) Who was supposed to answer any call to work that the deceased received in the afterlife?
A. The mummy
B. Shabtis
C. Osiris
D. Scarabs

- 11.) What is a sistrum?
A. Water fountain
B. Musical Instrument
C. Piece of jewelry
D. Way to play a guitar
- 12.) Mothers would make offerings to this god in order to keep their children from being eaten by crocodiles.
A. Hathor
B. Serket
C. Sobek
D. Tawaret
- 13.) ___ was a popular ancient Egyptian game.
A. Senet
B. Checkers
C. Chess
D. Candy Land
- 14.) What plant was used to make paper?
A. Date Palm tree
B. Fig tree
C. Lotus
D. Papyrus
- 15.) Who conducted the deceased (the tomb owner) through the 42 Negative Confessions and The Scales of Judgment?
A. Isis
B. Anubis
C. Nut
D. Horus
- 16.) Who built Deir el Bahri?
A. Hatshepsut
B. Tutankhamun
C. Ramses II
D. Cleopatra
- 17.) What is inside of the baboon mummy?
A. Bones
B. Gold
C. A jar
D. A Cat
- 18.) About how old was Sherit when she died?
A. 22
B. 4½
C. 15
D. 45
- 19.) What was placed inside canopic jars?
A. Food
B. Canopics
C. Letters
D. Mummified organs
- 20.) What did a Ka need in order to survive in the afterlife?
A. Television
B. Gold
C. Food
D. Chocolate

Rosicrucian Egyptian Museum

1. B
2. D
3. C
4. A
5. C
6. B
7. D
8. A
9. C
10. B
11. B
12. C
13. A
14. D
15. B
16. A
17. C
18. B
19. D
20. C



What new piece of information did you learn while at the museum?

What do you want to know more about?

Excavation Field Notes

Archaeologist: _____



Field Site: Rosicrucian Egyptian Museum

Date: _____

What artifacts would you like to find while exploring the museum?

What famous historical figures do you hope to see?

Who is your favorite god or goddess? What do they do?

What was your favorite artifact in the museum?

Object Type: _____

Time Period: _____

Material: _____

Purpose: _____

Other Information: _____

Artifact Sketch

