

Focus Questions

Egyptian Cat Mummies

1. Retell the BTN *Egyptian Cat Mummies* story using your own words.
2. Why was mummification important to ancient Egyptians?
3. What did embalmers use to treat the bodies ready for mummification?
4. Which internal organ wasn't removed during the process? Why?
5. What is a sarcophagus?
6. Why were cats mummified during ancient Egyptian times?
7. What was the name of the goddess of cats?
8. What animals other than cats have been found in ancient Egyptian tombs?
9. Illustrate and aspect of the *Egyptian Cat Mummies* story.
10. What did you learn watching the BTN story?

Egypt Exploration

1. Summarise the *Egypt Exploration* story.
2. How long ago were the pyramids built?
3. Why were the pyramids built?
4. What valuable objects were kept inside the pyramids?
5. Describe the inside of a pyramid.
6. What are researchers using to find out more about the pyramids?
7. What are they hoping to discover?
8. The great pyramid of Giza is made up of more than _____ million blocks.
9. Illustrate an aspect of the *Egyptian Exploration* story.
10. What was surprising about this story?

Tutankhamun Exhibition

1. Discuss the BTN story as a class. What points were raised in the discussion?
2. Finish the following sentence: King Tutankhamun was an Egyptian _____.
3. About how many years ago did King Tut live?
4. How old was he when he became king?
5. What happened to King Tut's body when he died?
6. Where was the tomb of King Tut found?
7. Who discovered the tomb?
8. What was surprising about this story?
9. Name three facts you learnt watching the BTN story.
10. Illustrate an aspect of the BTN story.

Teacher Resource

Ancient Egypt

Focus Questions

1. Retell the BTN *Egyptian Cat Mummies* story using your own words.
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8. What animals other than cats have been found in ancient Egyptian tombs?
9. Illustrate and aspect of the *Egyptian Cat Mummies* story.
10. What did you learn watching the BTN story?

Activity

Class Discussion

Hold a class discussion asking the following:

- What do you THINK about what you saw in the story? What does this video make you WONDER?
- Think of three questions you have about the BTN story.
- What did you learn watching the BTN story?

Activity

Glossary of key terms

Students will develop a glossary of historical terms and concepts that relate to ancient Egypt. Below are some key terms and concepts to get you started:

Pharaoh	Tomb	Mummified
Afterlife	Archaeology	Sarcophagus

Key Learning

Students will develop a deeper understanding about how and why ancient Egyptians mummified people and animals.

Curriculum

HASS – Year 7

How historians and archaeologists investigate history, including excavation and archival research.

Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.



Ancient Egypt Research

Define: What do I want to know?

Key questions to research

Students can choose one or more of the following questions or come up with their own:

- How do we know about the ancient past?
- What are some characteristics of Egypt's ancient societies?
- Why is it important to conserve the remains of the ancient past in Egypt?
- What were the roles of key people in ancient Egyptian society (such as the nobility, bureaucracy, women and slaves)?
- Why were the pyramids built? Consider the significant beliefs, values and practices of the ancient Egyptians.
- Why were some people in ancient Egypt mummified?
- What did ancient Egyptians believe about death and the afterlife?

Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- [Prezi](#) presentation
- Create an infographic using [Canva](#)
- Create a website using [Wix](#)

Evaluate: What have we learnt?

Each group reflects on what they have learnt about ancient Egypt during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- What I would do differently next time...

Activity

Mummification

Students will investigate the influence in ancient Egypt of religious ideas and beliefs about an afterlife. They will explore the significance of the afterlife to ancient Egyptians by investigating mummification.

Here are some possible questions for students to research:

- Who was mummified in ancient Egypt?
- Why were they mummified?
- Why is the mummification process important?
- What was the embalming process?
- What did the dead person take to the afterlife and why?
- Why were mummies and sarcophagi's important to ancient Egyptians?



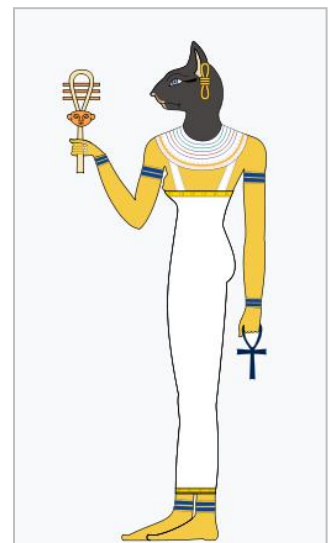
Students can find out more about the embalming, wrapping and burial of the body [here](#). The [Clickable Mummy interactive](#) gives students a peek under the wrapping of a mummy.

Activity

Egyptian Goddess Bastet

Students will learn more about the Egyptian goddess Bastet who took the form of a cat. Ask them to research the answers to the following questions:

- Who was Bastet?
- Who was Bastet's father?
- In ancient Egyptian mythology, what powers did Bastet have?
- Why were cats important in ancient Egypt?
- What characteristics do you think a cat goddess would have?
- What was Bastet's name in Hieroglyphics?



Activity

The following videos will help students to learn more about ancient Egypt.



EGYPT EXPLORATION

[Egypt Exploration video](#)



TUTANKHAMUN EXHIBITION

[Tutankhamun Exhibition video](#)



MUMMIES

[Mummies video](#)



[How were Mummies made in Ancient Egypt?](#)

Useful Websites

ABC News – Egyptian archaeologist uncover ‘unique’ beetle, cat mummies, sealed Fifth Dynasty tomb
<https://www.abc.net.au/news/2018-11-11/egyptian-archaeologists-uncover-cat-mummies-in-newly-discovered/10485974>

BTN – Mummies

<http://www.abc.net.au/btn/story/s2661729.htm>

BTN – Tutankhamun Exhibition

<http://www.abc.net.au/btn/story/s4856436.htm>

BTN – Egypt Exploration

<http://www.abc.net.au/btn/story/s4345716.htm>

Akhet – Interactive mummy

<http://www.akhet.co.uk/clikmumm.htm>

ABC Education – Wonders of Ancient Egypt

<http://education.abc.net.au/home#!/digibook/1505264/the-wonders-of-ancient-egypt>

Teacher Resource

Egypt Exploration

Focus Questions

1. Summarise the *Egypt Exploration* story.
2. How long ago were the pyramids built?
3. Why were the pyramids built?
4. What valuable objects were kept inside the pyramids?
5. Describe the inside of a pyramid.
6. What are researchers using to find out more about the pyramids?
7. What are they hoping to discover?
8. The great pyramid of Giza is made up of more than _____million blocks.
9. Illustrate an aspect of the *Egyptian Exploration* story.
10. What was surprising about this story?

Activity

How do we know about the ancient past?

Finding out about the ancient past can be difficult. Some ancient peoples and civilisations have left behind evidence of the past which help us learn about how they lived. But often our knowledge and understanding of the ancient past is incomplete.

How do we know about the ancient past? Brainstorm ideas as a class.

- Scientists make discoveries, like finding ruins which help us understand how people used to live.
- Scientists use new technologies and new methods to investigate ancient structures like the pyramids.
- We can look at artefacts in museums, libraries and art galleries (primary sources).
- We can look at documents, like reports and newspapers, which can be found in the library or on the internet (secondary sources).

Other than the Great Pyramids of Egypt, think of some examples of evidence or places which help us understand the ancient past. For example:

- Aboriginal rock art in Australia
- Discovery of the remains of Mungo Man at Lake Mungo
- Giant *moai* statues on Easter Island
- Stonehenge in England

Key Learning

Students will develop their historical knowledge and understanding of ancient Egypt. Students will identify a range of questions about the past to inform a historical inquiry on ancient Egypt.

Curriculum

History – Year 7

The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)

Key features of ancient societies (farming, trade, social classes, religion, rule of law)

The Mediterranean world

Physical features of [ancient](#) Egypt (such as the River Nile) and how they influenced the civilisation that developed there

Roles of key groups in [ancient](#) Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion

Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs



Activity

Unlock the mystery of the Egyptian pyramids

The Pyramids of Giza is the only remaining Wonder of the Ancient World. Why do you think the pyramids are listed as one of the seven wonders of the ancient world? Brainstorm in pairs and then share your ideas as a class.

- it is a mystery how they were built
- it has amazing architecture
- it is something that must be seen
- it was built during the ancient times
- it is the oldest and largest of all the pyramids in Egypt

Activity

Profile

Create a profile of the Ancient Pyramids of Egypt using a range of sources of information.

	The Ancient Pyramids of Egypt
Where is it? Locate using Google Maps	
What civilisation built it?	
How was it built?	
What did it look like when it was built?	
What does it look like now?	
What was it used for?	
Is it damaged? How and why was it damaged?	
Should it be conserved?	
Picture (photo or sketch) Now and then.	

Activity

Historical inquiry – In-depth research

1. Begin this activity by developing a glossary of ancient Egypt terms and words. Download the *BtN Pyramids* story transcript to get your started. Start by brainstorming words as a class using a mind map to record your responses and then find definitions for each word. Consider using pictures and diagrams to illustrate meanings.

Archaeologist	Hieroglyphs	Egyptology	Afterlife
Chamber	Mummy	Great Pyramid of Giza	Pharaoh
Artefact	Nile River	Tomb	Evidence
BCE	era	Excavation	Ancient

2. Students will determine a focus for their inquiry into ancient Egypt and develop a key question to guide their historical inquiry (below are some example key questions).
 - What does the term “ancient times” mean? Find a definition.
 - What is technology? Look at technology invented and used in Egyptian ancient times compared to now. How is it similar or different?
 - What inventions (tools and equipment) were used to build the Egyptian pyramids? What evidence do we have?
 - How were the pyramids at Giza built (what do historians know/believe)? Is there a definitive answer? Why or why not? Why is it a mystery? Make up an alternative explanation for the building of the pyramids at Giza.
3. Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way.
 - Primary sources – Through using primary sources, that is a document like a diary, paintings or a physical object such as stone tools, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.
 - Secondary sources – Secondary sources are documents written after an event has occurred, providing “second-hand” accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

As part of their research, students will need to:

- Use historical terms and concepts in their presentation and refer to evidence and sources.
- Write down the name of the source of the information.
- Look for facts and opinions that answer their inquiry question/s.
- Write down using their own words facts and opinions from the source.

Useful Websites

ABC News – New bid to find hidden chambers, unravel `secrets' of Egypt's pyramids

<http://www.abc.net.au/news/2015-10-26/experts-in-new-bid-to-unravel-secrets-of-egypt-pyramids/6883862>

ABC News – Egypt's Queen Nefertiti may lie concealed in Tutankhamun's tomb, says archaeologist

<http://www.abc.net.au/news/2015-10-01/queen-nefertiti-may-lie-concealed-in-king-tutankhamun-tomb/6821738>

Behind the News – Mummies

<http://www.abc.net.au/btn/story/s2661729.htm>

Akhet – Clickable Mummy

<http://www.akhet.co.uk/clikmumm.htm>

Ancient Egypt – The Mummification Process

<http://www.ancientegypt.co.uk/mummies/story/page2.html>

Australian Museum – How were ancient Egyptian mummified?

<http://australianmuseum.net.au/how-were-ancient-egyptians-mummified>

ABC Education – The Wonders of Ancient Egypt

<http://splash.abc.net.au/home#!/digibook/1505264/the-wonders-of-ancient-egypt>

BBC History – Egyptians

<http://www.bbc.co.uk/history/ancient/egyptians/>

Behind the News – Egypt Trouble (resource)

<http://www.abc.net.au/btn/resources/teacher/episode/20130806-egypttrouble.pdf>

ABC Education – Enigma of the Pyramids

<http://splash.abc.net.au/home#!/media/1479393/enigma-of-the-pyramids>

Teacher Resource

Tutankhamun Exhibition

Focus Questions

1. Discuss the BTN story as a class. What points were raised in the discussion?
2. Finish the following sentence: King Tutankhamun was an Egyptian _____.
3. About how many years ago did King Tut live?
4. How old was he when he became king?
5. What happened to King Tut's body when he died?
6. Where was the tomb of King Tut found?
7. Who discovered the tomb?
8. What was surprising about this story?
9. Name three facts you learnt watching the BTN story.
10. Illustrate an aspect of the BTN story.

Activity

Class Discussion

Hold a class discussion asking the following:

- What do you **THINK** about what you saw in the *Tutankhamun Exhibition* story? What does this video make you **WONDER**?
- Think of three questions you have about the BTN story.
- What did you learn watching the BTN story? Leave your comment on the BTN *Tutankhamun Exhibition* story page.
- Why is it important to research ancient history?

Glossary of key terms

Students will develop a glossary of historical terms and concepts that relate to ancient Egypt. Below are some key terms and concepts to get you started:

Pharaoh	Tomb	Mummified
Valley of the Kings	Archaeology	Sarcophagus

Students will add definitions to the glossary as they come across unfamiliar words throughout the BTN *Tutankhamun Exhibition* story. Students will demonstrate their understanding by writing their own sentences using historical terms and concepts from the glossary.

Key Learning

Students will develop their historical knowledge and understanding of ancient Egypt. Students will identify a range of questions about the past to inform a historical inquiry on ancient Egypt.

Curriculum

HASS – Year 7

The role of a significant individual in ancient Egyptian, Greek or Roman history.

How historians and archaeologists investigate history, including excavation and archival research.

Key features of ancient societies (farming, trade, social classes, religion, rule of law).

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.

The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there.

The significant beliefs, values and practices of ancient Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.

Activity

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- Scientists make discoveries, like finding ruins or artefacts which help us understand how people used to live.
- Scientists use new technologies and new methods to investigate ancient structures.
- We can look at artefacts in museums, libraries and art galleries (primary sources).
- We can look at documents, like reports and newspapers, which can be found in the library or on the internet (secondary sources).

Students will then complete one or more of the following activities to learn more about the discovery of Tutankhamun's tomb in Egypt.

- Create a timeline to show significant events in ancient Egypt. Include events like the development of hieroglyphic writing, first pyramid built, first writing on papyrus, mummification first used and King Tut buried in the Valley of the Kings.
- Where is Tutankhamun's tomb? Find using Google Maps. When and how did archaeologist Howard Carter discover Tutankhamun's tomb?
- What technologies did scientists use during the discovery of Tutankhamun's tomb?
- What were scientists able to find out about Tutankhamun by studying his tomb and the artefacts in his tomb?
- Write a news report as if you were covering the discovery of Tutankhamun's tomb by Howard Carter.
- What do artefacts tell us about ancient history? Choose an artefact from King Tut's tomb that interests you. Conduct a mini historical investigation to find out more about it.

Activity

What objects do you think you would find inside the tomb of a great pharaoh from Egypt? As a class read and discuss the "[Top 10 things you might find in a Pharaohs tomb – in pictures](#)". Students will then respond to the following:

- What important objects were found in King Tutankhamun's tomb? What might this tell us about beliefs and society during Ancient Egyptian times? Learn more about Tutankhamun's treasures [here](#).
- What things are important to you and your culture? Make a list of important items you would include in your tomb. Give reasons for your choices.
- Design and illustrate your own comic strip explaining your top 10 items.
















Activity

Latin meaning of hieroglyph

As a class, discuss the origin of the word 'Hieroglyph'. Did you know that the word hieroglyph comes from the Greek *hiero* 'holy' and *glypho* 'writing'? In the ancient Egyptian language, hieroglyphs were called *medu netjer*, 'the gods' words' as it was believed that writing was an invention of the gods.

Deciphering hieroglyphs

Visit an Egyptian exhibit at your local museum, or use the internet to find a photograph of an ancient Egyptian artefact (Example – [Australian Museum](#)). You will most likely discover that hieroglyphs can be seen on many ancient Egyptian artefacts. Choose one ancient Egyptian artefact with hieroglyphs and use this [document](#) to help decipher the messages you discover.

A		vulture	Use the vulture hieroglyph for 'air' or 'heaven'. Use the vulture hieroglyph for 'air' or 'heaven'.
B		ankh	Use the ankh hieroglyph for 'life' or 'gold'.
C/K		basket	Use the basket hieroglyph for 'basket' or 'gold'.
C/S		folded cloth	Use the folded cloth hieroglyph for 'gold' or 'gold'.
CH		hide	Use the hide hieroglyph for 'hide' or 'gold'.
D		hand	Use the hand hieroglyph for 'hand' or 'gold'.
E		eye	Use the eye hieroglyph for 'eye' or 'gold'.
FV & PH		horned viper	Use the horned viper hieroglyph for 'gold' or 'gold'.
G		post stand	Use the post stand hieroglyph for 'gold' or 'gold'.
H		shabti	Use the shabti hieroglyph for 'gold' or 'gold'.
I/Y		reed leaf	Use the reed leaf hieroglyph for 'gold' or 'gold'.
J		cobra	Use the cobra hieroglyph for 'gold' or 'gold'.
K		khepri	Use the khepri hieroglyph for 'gold' or 'gold'.



[Egyptian hieroglyphs](#), Australian Museum

[Ancient Egyptian funerary cone](#), Australian Museum

Using hieroglyphs

Students will use Egyptian hieroglyphs to write their name and then display their artworks around the classroom. Alternatively, students can use Egyptian hieroglyphs to write a secret message, which can then be deciphered by a classmate.

Useful Websites

ABC News – Sydney lands King Tutankhamun exhibition before it heads back to Egypt for good
<http://www.abc.net.au/news/2018-06-11/king-tutankhamun-treasures-are-sydney-bound/9857448>

National Geographic Kids – Tutankhamun Facts
<https://www.natgeokids.com/au/discover/history/egypt/tutankhamun-facts/>

BTN – Egypt Exploration
<http://www.abc.net.au/btn/story/s4345716.htm>

Australian Museum – How were ancient Egyptians mummified?
<https://australianmuseum.net.au/how-were-ancient-egyptians-mummified>

ABC Education – The wonders of Ancient Egypt
<http://education.abc.net.au/home#!/digibook/1505264/the-wonders-of-ancient-egypt>

BBC – Egyptians
<http://www.bbc.co.uk/history/ancient/egyptians/>