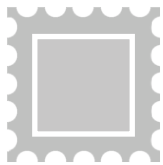


Introduction



When we study history from its beginning, one of the first civilizations we find is Ancient Egypt. While there are many other ancient peoples, Egypt is always listed as one of the most important. It endured longer than any of its neighbors, and in so doing, it established itself as a foundation that the story of ancient history could be built on. For century after century, the Egyptians built stone monuments and pyramids, carved countless pictures and hieroglyphs, recorded stories and important information on papyrus scrolls, and in the process preserved for future generations pieces of a story that would otherwise barely be remembered. The stability of their geographic location — surrounded by deserts but living along the fertile Nile River — allowed them to maintain their culture comparatively undisturbed for long periods of time. Here they farmed, built, and raised their families. They also, importantly, figured prominently in several stories from the Bible, making them an integral part of God’s divine plan as it was laid out in the Old Testament. For these reasons and many others, they are one of the most important civilizations we can take time to study.

Each lesson in this Project Passport includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the **“Additional Resources”** section. This study can also act as an excellent accompaniment to any world history program.

You will want to print out the **“Travel Tips”** teacher helps beforehand and brief yourself on the lessons and supplies needed. A three-page **“Travel Planner”** is offered for ease of seeing at a glance what’s coming in each lesson, aiding in your planning and preparations ahead of time. You will want to preview the **“Travel Itinerary”** pages in advance to help you with gathering the materials for the projects you choose to do. Many of the supplies are household items you will have around the house. There will be some projects that require items that you will need to track down before the lesson. The Travel Tips have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Some projects require the child to exercise research skills to provide information, while others have text provided. When using the provided text, encourage the child regularly to read it aloud, or at least follow along with you if you read it aloud. Also included is lesson text for your **“Guide Book.”**

You will find each lesson is called a **“Stop.”** Although each stop is numbered, **it does not mean that you have to stick to one day per stop.** Feel free to stretch them out as needed! Like any stop on a tour, your time will vary according to what you need to complete your goal, driven by your project choices. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit your needs!

Several stops have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., lap book or the newspaper). These particular ongoing projects take a bit longer to complete, however they result in pieces that your child will be very proud of. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, illustration-related activities, or a form of creative writing.

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together. Remember, history has too many aspects and interests — it can not be fully taught in twelve years, or even a lifetime! Our goal is to engage a child to love learning history, so that it will become a lifelong passion. If you find your child lingering on a topic he or she is interested in, follow it a little longer! In turn, if he has little interest in a topic and wants to move on, go ahead. The key is to provide exposure to your child. With that he will discover new thoughts and ideas that will spark an interest and feed the desire to know more. By taking cues from your child’s interests, it will allow you to spend more time delving into areas that intrigue him, bringing more delight to the subject. Ultimately, *have fun with the study!*

Acknowledgements

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<http://www.videoblocks.com>

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Travel Tips



Welcome! We hope your travels with Project Passport will transport you to a time in history full of interesting people to meet and amazing locations to visit! Like any international travel plan, you will be provided with the means to make your own passport and luggage folder and a tour book of history, itineraries describing what is at each stop, and much more. In order to make your travels more comfortable and easy to manage, please review these tips before boarding:

****IMPORTANT!**** When printing these PDF pages, make sure that your printer dialog box does NOT have chosen or selected an option that could shrink the pages. Depending on your version of Adobe Reader®, this can appear in different terms. For example, “scale to fit paper” and “shrink oversized pages to paper size” will automatically shrink the whole page slightly, throwing off the measurements of several of the projects that have been designed at a specific size. Some dialog boxes will offer a choice of “none” (i.e., “no shrinking”) which is what you would want to use.

■ Keep a pencil sharpener handy (preferably electric) when using colored pencils for coloring in the maps, figures, etc. When children have their tools in good form they are more apt to do better work. Stubby pencils lead to less control of detail and coloring out of lines, often resulting in the child’s discouragement. This will help avoid it altogether!

■ When folding card stock or paper, scoring the paper first helps make a clean fold! You don’t need fancy tools to score paper—a ruler and a large paper clip will do! Anything with a firm, smooth, blunt edge will work. The key is not to have it so sharp that it rips the paper, nor so weak that it bends easily. Just line the ruler up with the fold line and firmly run the rounded end of the paper clip along the ruler. This will create a natural point that the paper will want to bend at.

■ Keep a cutting surface on hand for using your exacto knife. A self-healing mat is a great choice and can be found at most art and craft stores. When that is not available, a thick piece of cardboard will work just fine! You may also want to wear some type of safety goggles or glasses and use a strait edge to cut lines. PARENTAL GUIDANCE is strongly suggested when using an exacto knife.

■ Don’t throw away potential scrap paper! When using glue sticks, you will want to keep lots of it handy. When preparing to glue, place your image face down on the scrap paper and run the glue stick from the center out over the edges. DO NOT use the same place on the scrap paper for more than one image as it can get glue on the front of the next image. Carefully place the image where you want it and set a CLEAN sheet of scrap paper over the top of it before rubbing it down. This will prevent the oils of your hands from creating unwanted smears.

■ Take a good look at the lists of materials needed on the project pages ahead of time so you can gather any odd items before they are needed. Many of these projects will use what you have around the house or will consistently use the same items (listed in our “Often Used Items” list below). However, projects, such as those included in the **“Souvenir Craft Cards,”** will often require more unique items you may not have on hand.

OFTEN USED ITEMS TO HAVE ON HAND AHEAD OF TIME:

(Many of these items are offered in bulk for a more affordable price at discount warehouses)

- | | |
|---|--|
| - white printer paper | - colored pencils |
| - colored printer paper | - colored file folders |
| - white card stock | - lamination sheets <i>(optional—for protection of projects/game boards)</i> |
| - colored card stock | - a 1-1/2” or 2” 3-ring binder <i>(per child)</i> |
| - glue sticks and liquid glue | - a larger 3-ring binder for the teacher |
| - double-sided sticky tape | - short paper fasteners |
| - corrugated cardboard <i>(a discarded shipping box will do! Cut it up as needed)</i> | |

Travel Tips Continued ...

Should you help in project preparation ahead of time? We found a few different options worth noting with our test families. Some children preferred to have projects ready to go with each lesson, which meant a little more “mom-time” in preparing them.

There are several projects in Stop #1 that we have you print entirely and prepare first. We do this as these projects will be added to at many stops, and all you have to do is pull it out and it's ready to go. We have you prepare your passport and luggage folder, which, once those are made, will be utilized in all Project Passport studies. You will also prepare the basic components for a few other projects, saving you time in the future. Examples of this are the **“Snapshot Moments in History”** (timeline) and the newspaper in Stop #2. By assembling these at the beginning, you can add figures or articles throughout various stops. We also have you print out all the postcards at Stop #1. You will only hand them out periodically, but by grouping them to print, it saves on card stock.

Age, maturity, and each child's ability to focus will most likely play a part in how much authority you give them over each project. You know your child's burn-out point, and may want to gauge how much you prepare according to how much your child can handle. You may find that some projects, such as the snapshot timeline, are just plain easier for you to have put together ahead of time, as the child can focus on the figures and filling it instead.

Also, bear in mind that some projects utilize dangerous components, such as an exacto knife, hot glue gun, or cooking with a stove or oven. Again, you are the best judge of your children's maturity and what they can handle to use. Some of these areas may need more parent participation.

Key of codes for pages:

- 1) You are given lesson text to include in your **“Guide Book.”** Stops are numbered 1-25. Page numbers with a number after them have more than one page. (e.g. 3-1, 3-2, 3-3. etc.)
- 2) Project directions are found on the **“Travel Itinerary”** pages and are labeled with the same stop number. Those with a letter after them have more than one page. (e.g. 3-A, 3-B, 3-C. etc.)
- 3) Master pages are labeled with an “M,” the stop number, and the page number. M-1-5 (Stop #1, master 5)
- 4) Teacher keys are labeled with a “TK,” the stop number, and the page number. TK-1-5 (Stop #1, teacher key 5)
- 5) There are icons on the Travel Itinerary pages that will tell you what kind of project it is. Some may include more than one, such as an edible project in 3-D, or one to be stored in your Scrapbook of Sights:

SS = “Scrapbook of Sights” **LB** = Lap Book  = Snapshot Moments  = Postcard  = Audio Tour
 = Active Participation  = Newspaper  = Game  = Edible Project **3-D** = 3-Dimensional Project

How should the materials be organized? Right below “Acknowledgements/Bibliography/Usage” on the menu are PDFs for use with 3-ring binder covers that offer a clear vinyl pocket to slide a cover into. The Guide Book cover is provided in both color or black and white for the teacher, as well as a spine choice to fit different size binders. Having a 3-ring binder available will help to keep your Guide Book text, Travel Itinerary pages, and any additional pages in an orderly fashion. The size of the binder is entirely up to you, and should be based on the number of pages you choose to keep in it. You may want to keep a copy of the **“Travel Planner”** schedule at the front of the binder for quick glances.

For the children, Stop #1 has you prepare the **“Scrapbook of Sights,”** the student 3-ring binder that will house many of his or her projects. There is a black and white cover and a spine available to color in, as well as a spot for the name and date. A 1-1/2” to 2” binder should suffice to hold their projects. If your binder contains pockets, you may wish to include the newspaper or other loose paper projects within them.

Additional Resources

Should you wish to include more resources to enrich your studies, here is a helpful list of books and videos that your local library may carry. You do not need to read them all—choose what you would like or your child shows interest in!

*** CAVEAT:** Although these resources are helpful, we do not necessarily agree with everything that is contained within them, especially anything referring to evolutionary thinking. However, this can lead to wonderful opportunities for discussion with your children! Also bear in mind that, as with all published works, each book or video is biased according to the beliefs and research of the author or publisher. It is wise to compare more than one source. Whenever possible, try to read from an autobiography or first-hand account for an accurate view. Also, some of these books may contain views or biases that we at Home School in the Woods do not agree with, but other aspects of the book make it worth reading.



BOOKS:

When it comes to books on Ancient Egypt, your library may have a section dedicated to the topic. Below are several choices in various reading levels. Choose what is appropriate for your child. You can assign reading to the student in addition to this study, or choose a good story to use as a read-aloud with the whole family!

Non-Fiction:

The Annals of the World, James Ussher
Josephus The Complete Works, Flavius Josephus
Ancient Egypt (DK Eyewitness Books), George Hart
Mummy (DK Eyewitness Books), James Putnam
Science in Ancient Egypt, Geraldine Woods
The Mystery of the Hieroglyphs, Carol Donoghue
A Child's History of the World, V.M. Hillyer
Tut's Mummy: Lost...and Found (Step into Reading), Judy Donnelly
Mummies, Tombs, and Treasure: Secrets of Ancient Egypt, Lila Perl Yerkow
You Wouldn't Want to Be a Pyramid Builder!: A Hazardous Job You'd Rather Not Have, Jacqueline Morley
You Wouldn't Want to Be an Egyptian Mummy!: Digusting Things You'd Rather Not Know, David Stewart
Pharaohs and Pyramids (Usborne Time Traveller Series), Tony Allan
Egyptian Town, Scott Steedman
Unwrapping the Pharaohs, John Ashton, David Down
Pyramid (DK Eyewitness Books), James Putnam
Historical Atlas of Ancient Egypt, Bill Manley
The Riddle of the Rosetta Stone, James Cross Giblin
Mummies Made in Egypt, Alike

Historical Fiction, Literature, and Biographies:

Mummies in the Morning, Mary Pope Osborne
Tales of Ancient Egypt, Roger Lancelyn Green
The Golden Goblet, Eloise Jarvis McGraw
Herodotus and the Road to History, Jeanne Bendick
Egyptology: Search for the Tomb of Osiris, Emily Sands
The Pharaohs of Ancient Egypt (Landmark Books), Elizabeth Payne
Picturesque Tale of Progress -Beginnings 1, Olive Beaupre' Miller & Harry Neal Baum
Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C. (The Royal Diaries), Kristiana Gregory
The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs, Tamara Bower
Boy Of The Pyramids: A Mystery Of Ancient Egypt, Ruth Fosdick Jones
God King: A Story in the Days of King Hezekiah, Joanne Williamson
The Cat of Bubastes, G.A. Henty
Pyramid, David Macaulay
Tirzah, Lucille Travis
Tales of Ancient Egypt, Roger Lancelyn Green
Mara, Daughter of the Nile, Eloise Jarvis McGraw



AUDIO/AUDIO BOOKS:

Jim Weiss, Greathall Productions: *The Cat of Bubastes*, G.A. Henty
Egyptian Treasures: Mummies and Myths



VIDEOS/DVD: Attention parents: Although some of these movies are unrated or "G" rated, you will want to consider that these movies may still contain violence and/or possible inappropriate scenes for young viewers. Movies that are geared toward more mature audiences with ratings of PG and PG-13 are left to your discretion for viewing. Please preview to determine if suitable for your audience.

The Prince of Egypt *The Ten Commandments*
Drive Thru History Holy Land Volume 1 DVD: Egypt to Qumran (Covenants, Kings, and the Promised Land)



MUSIC: You may be asking, why is there no music listed? If you recall, the ancient Egyptians did not leave a record of what their music was like! All we have are the images of the instruments they used. However, if you search on YouTube, you may find modern interpretations to listen to!

Travel Planner: Quick Stop Itinerary - 1

Destination: **Ancient Egypt**

Date to Begin Travel: _____ Length of Stay: **6-12 weeks**

Passengers: _____

Preparations and Stops We Will Be Making:

Stop 1 - Laying the Foundation (Packing for the Trip)

SS  

- Have each passenger do the following: create a passport, prepare the "luggage" folder, prepare the "Scrapbook of Sights," prepare the "Snapshot Moments" timeline, and "Wish You were Here" Postcard Greetings (SS)
- This stop will also include creating a map you will be adding to along your journey: "Mapping Upper & Lower Egypt" (SS)
- Familiarize yourself with the Travel Tips, individual itineraries, and materials you will need for chosen activities along the journey

Stop 2 - Laying the Foundation - Part II

SS    **LB** 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- The Unification of Upper and Lower Egypt (LB)
- Add to "Mapping Upper & Lower Egypt" (SS)
- Prepare the newspaper "The Kemet Chronicle"
- Audio Tour: "Touring Down the Nile"

Stop 3 - Everyday Life – Part I

SS   **3-D** **LB** 

- Add to Snapshot Moments (SS)
- Souvenir Craft Card: "Dress Like an Egyptian!" (Girl) (SS)
- Souvenir Craft Card: "Dress Like an Egyptian!" (Boy) (SS)
- Making Mud Bricks
- Add to Newspaper "The Kemet Chronicle"
- Dining Out Guide (LB)
- What did Egyptians Wear? (SS)

Stop 4 - Everyday Life – Part II

SS    **LB**

- Add to Snapshot Moments (SS)
- The Social Pyramid of Egyptian Authority (SS)
- Jobs in Ancient Egypt (LB)
- Add to Newspaper "The Kemet Chronicle"
- Play the Game of Senet (SS)

Stop 5 - Everyday Life – Part III

SS    **LB** **3-D** 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: "Make a Mummy & Sarcophagus" (SS)
- Audio Tour: "Interview with an Embalmer"
- Add to Newspaper "The Kemet Chronicle"
- Egyptian Mummies (LB)
- Souvenir Craft Card: "Make Canopic Jars" (SS)

Stop 6 - Agriculture, Trade, and Transportation

SS **3-D** 

- Add to Newspaper "The Kemet Chronicle"
- Souvenir Craft Card: "Make a Reed Boat" (SS)

Stop 7 - Education

SS   **3-D**

- Add to Snapshot Moments (SS)
- Souvenir Craft Card: "Make a Papyrus' Scroll" (SS)
- Add to Newspaper "The Kemet Chronicle"

Stop 8 - Literature and Writing

SS    **3-D** 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- The Rosetta Stone & Hieroglyphs (SS)
- Add to Newspaper "The Kemet Chronicle"
- Souvenir Craft Card: "Make a Cartouche" (SS)
- Audio Tour: "Visiting a Temple School"


Stop 9 - The Sciences


SS **LB**

- The Egyptian Calendar (LB)
- Egyptian Numbers and Measures (SS)

SS = "Scrapbook of Sights"


LB = Lap Book

 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

 = Active Participation

Travel Planner: Quick Stop Itinerary - 2

Stop 10 - Medicine and Disease

SS   LB

- Add to Snapshot Moments (SS)
- The Ebers Papyrus (LB)

- Add to Newspaper "The Kemet Chronicle"

Stop 11 - Ancient Egyptian Arts

SS  

- Add to Snapshot Moments (SS)
- Draw like an Egyptian! (SS)

- Add to Newspaper "The Kemet Chronicle"

Stop 12 - The Great Builders

SS    LB 3-D 

- Add to Snapshot Moments (SS)
- Add to "Mapping Upper & Lower Egypt" (SS)
- Souvenir Craft Card: "Make a Step Pyramid" (SS)
- Flip Book for "How to Get the Sarcophagus into the Burial Chamber"
- Add to Newspaper "The Kemet Chronicle"
- "Wish You were Here" Postcard Greetings (SS)
- Pyramid Facts (LB)
- Audio Tour: "Building a Pyramid"

Stop 13 - Religion and the "gods"

SS LB 3-D

- Add to "Mapping Upper & Lower Egypt" (SS)
- The Weighing of the Heart (LB)
- The Ten Plagues of Egypt (LB)
- Diorama of an Egyptian Temple

Stop 14 - Governing the Land

SS   3-D

- Add to Snapshot Moments (SS)
- Hierarchy of Egyptian Government (SS)
- Add to Newspaper "The Kemet Chronicle"
- Souvenir Craft Card: "Make a Shaduf" (SS)

Stop 15 - The First Dynasties

SS    LB 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- The Nomes of Ancient Egypt (SS)
- Add to Newspaper "The Kemet Chronicle"
- Manetho (LB)
- Audio Tour: "An Interview with Imhotep"

Stop 16 - From Chaos to Order and Back Again to Chaos

SS    

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Vocabulary Matching Cards
- Add to Newspaper "The Kemet Chronicle"
- Add to "Mapping Upper & Lower Egypt" (SS)

Stop 17 - A Land Divided

SS    3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: "Make a Hyksos Chariot" (SS)
- New Kingdom Conquests (SS)
- Add to Newspaper "The Kemet Chronicle"
- Add to "Mapping Upper & Lower Egypt" (SS)
- Egyptian Weapons & Warfare (SS)
- Audio Tour: "Hyksos Delays..."

Stop 18 - The New Kingdom Begins


SS    

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Pharaohs of the 18th Dynasty (SS)
- Add to Newspaper "The Kemet Chronicle"
- The Recording of History

SS = "Scrapbook of Sights"


LB = Lap Book


 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

 = Active Participation

Travel Planner: Quick Stop Itinerary - 3

Stop 19 - Egypt's Most Famous Woman

SS    3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: "Dress Like a Pharaoh!" (SS)

- Add to Newspaper "The Kemet Chronicle"
- Add to "Pharaohs of the 18th Dynasty" (SS)

Stop 20 - The Conquering Pharaoh

SS  

- Add to Snapshot Moments (SS)
- Add to "Pharaohs of the 18th Dynasty" (SS)

- Add to Newspaper "The Kemet Chronicle"

Stop 21 - Akhenaton and Tutankhamen

SS    LB 3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to "Pharaohs of the 18th Dynasty" (SS)
- The Amarna Letters (LB)

- Add to Newspaper "The Kemet Chronicle"
- Add to "Mapping Upper & Lower Egypt" (SS)
- Souvenir Craft Card: "Sculpt Some Artifacts!" (SS)
- Audio Tour: "A Visit with Akhenaton"

Stop 22 - Egypt Fades Away

SS    LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- The Ramesside Period (SS)

- Add to Newspaper "The Kemet Chronicle"
- Add to "Mapping Upper & Lower Egypt" (SS)
- The Battle of Kadesh (LB)

Stop 23 - Ancient Egypt and the Bible

SS   LB 

- Add to Newspaper "The Kemet Chronicle"
- Add to "Mapping Upper & Lower Egypt" (SS)
- The Chronology Debate (SS)

- "Wish You were Here" Postcard Greetings (SS)
- Fitting Egypt into the Bible (LB)
- Audio Tour: "The Exodus"

Stop 24 - Bringing Back the Past

SS   3-D 

- Add to Newspaper "The Kemet Chronicle"
- The Narmer Palette (SS)
- Discover Ancient Egypt: Do an Archaeological Dig!

- "Wish You were Here" Postcard Greetings (SS)
- File Folder Game: "Tomb Dash!"

Stop 25 - Final Stop — Packing Up!


— ALL —


- Finish Outstanding Projects
- Create Travel Brochure

- Add to Passport and Luggage
- Assemble Lap Book

SS = "Scrapbook of Sights"


LB = Lap Book


 = Snapshot Moments

 = Postcard


 = Audio Tour

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

 = Active Participation

Now that we have taken a good look at how ancient Egyptians ate and dressed and where they lived, let's take a peek at some other aspects of life along the Nile. For example, what jobs did the Egyptians work? What kind of games did they play? What were their families like? But for starters, let us see what kind of social system the Egyptians had. In other words, let's see who was in charge of whom.

The “Pyramid” of Egyptian Authority

Egypt was a rich and comfortable land for many centuries. Its people were successful and powerful, and like so many other nations in history, a single leader ruled them all. Below him were the rich and well-to-do, and below them were the poor. There was, in fact, a kind of “pyramid” of society in Egypt, with fewer people at the top and more and more people as you went down.

At the top of the pyramid was — can you guess? — the pharaoh. Yes, the head honcho of all of Egypt was the pharaoh, and his word was law. Not only that but at times in Egyptian history the pharaoh even personally owned much of the land, making most of the people serfs, who spent their days working *the pharaoh's* land and paying *him* taxes from the crops they harvested. However, not all of the land was the pharaoh's. For example, the land given to the priests and their temples did not belong to him.

After the pharaoh came all of the upper government officials, noblemen, and priests. Next down on the social pyramid were the scribes, skilled craftsmen, traders, artists, and soldiers; followed by the largest group, the farmers. Egypt was overwhelmingly made up of farmers. The very bottom of the social pyramid technically was made up of slaves and servants, but at many points of their long history Egyptians do not seem to have owned an exceptionally large number of these. Most Egyptians lived trapped in the social level they were born into, although some did manage, through education or good fortune, to work their way up the pyramid, while others, through misfortune, slipped further down.

Family

The father was the head of the ancient Egyptian household, however that does not mean that the mother was placed in a lowly position no better than a servant, as in so many other cultures of the time. Egyptian women were held in very high esteem and had a respected role as the wife and mother of a household. They were allowed to eat in public and to go out unattended. This may sound normal to those of us living thousands of years after them, but in ancient times women were often not allowed to do these things. The ancient Egyptians' reverence for women is a unique part of their history. For instance, women were allowed to own land and wealth, to conduct their own business, and a few even became pharaohs, although the overall participation of women in the government was rather small.

Marriage was fairly simple in ancient Egypt. While pharaohs were known to have many wives, most Egyptians seem to have married just one spouse. Once girls reached the age of twelve, and boys just a little older, they were considered eligible to marry. There is no record of a specific ceremony that they followed, but it seems that love was a real factor for many Egyptians in their choice of a husband or wife. Once married, the couple usually did not wait long to start a family, as children were considered a great blessing to rich and poor alike. This also meant that ancient Egyptian families were big! All in all, it seems that Egyptian home life was happy, with parents

delighting in each other and their children.

Jobs and Careers

From a very early age, boys and girls were prepared for adulthood. Whenever their parents could afford it, children, most often boys, would be sent to school. This was done in the hopes that they could work as a scribe or perhaps get some other higher-up government job. For the most part, though, boys went to work with their fathers in the fields or shops, and girls learned home-making from their mothers.

As we've already learned, the overwhelming majority of ancient Egyptians were farmers. They spent their days in fields — usually owned by the pharaoh or some other wealthy landowner — performing the exhausting work of a farmer in ancient times. However, as the Egyptians got better with their farming and irrigation techniques, they began to produce more than enough food, which meant some of them were able to branch out and work on other things.

So what other jobs did the ancient Egyptians work when they weren't farmers? Many of the other careers available were for craftsmen who worked in metals, glass, pottery, weaving, carpentry, papermaking, shipbuilding, and more. These were often government jobs. Many men were also traders and merchants, travelling up and down the Nile selling their wares.

In addition to their regular jobs, most Egyptians were expected to put a certain amount of their time towards the pharaoh's projects as a part of their taxes. This could mean that they helped in brickmaking, irrigating public lands, building a pyramid or temple, or working in the mines.

Mining was extremely hard and expensive, but the Pharaohs had so much manpower at their disposal that they sent swarms of workers into mines both near and far in search of stones and minerals. Mining, however, was a very unpleasant task, and while some of the workforce may have been made up of simple Egyptian farmers working to pay their taxes, slaves and criminals who had been sentenced to a life of backbreaking toil worked in the most dangerous quarries.

While men worked their jobs and paid their labor taxes, women were generally expected to tend to the home. This was a very demanding job. Remember, the average Egyptian family was not a small one. The mother of the home was expected to care for the children, cook the meals from scratch, and make clothing, again from scratch. Rich families could hire servants to help with this, but the average woman did the work herself.

In addition to maintaining a household, women could at times be found running family farms if their husbands were away or even their own personal farms that they had inherited. They also served as singers, dancers, musicians, priestesses, perfume makers, gardeners, weavers, servants for the wealthy, and professional mourners. That's right, professional mourners. They would be hired to act sad at the funerals of people they didn't even know!

Entertainment

So, we've seen what typical Egyptian workers might be doing for their jobs, but what did they do in their spare time? How did they unwind? At first glance, the pictures that have been uncovered in tombs might give you the idea that the ancient Egyptians were a serious people, focused mostly on things like the afterlife. But if you look closer at some of the clues and artifacts that have been discovered, it becomes obvious that in life the ancient Egyptians were a happy people, who certainly knew how to have a good time.

They played many games that are easy to recognize, and some that are common to this day,

such as checkers, dice, wrestling, boxing, and bullfighting. Other games were played that are distinctly Egyptian, such as the board games Senet and Hounds and Jackals. Children played with tops, marbles, bouncy balls, dolls, and animal toys, some of which were very elaborate, having moving mouths or wheels.

Storytelling, both spoken from memory and read from papyrus, was very popular. Magicians busily plied their craft. The rich threw elaborate banquets where great quantities of food and drink were prepared, while singers, dancers, and acrobats entertained the audience. The guests were often draped with flowers or had perfumed cones placed on their heads in order to fight against the smell that so many people gathered together created.

As in all ancient cultures, hunting and fishing were both popular sports that served the double purpose of also providing food. Men fished in boats or from the shore using nets, hooks, and spears. Sometimes these fishermen sought larger game, such as hippos or crocodiles. They stalked birds using boomerangs and may have even trained cats to retrieve them. On the land, hunting parties pursued hyenas, lions, wild cattle, and other prey using spears and bows and arrows.

While some animals were hunted, others were kept as pets. An Egyptian household could house any number of pets. Some were more recognizable to us, like cats and dogs, but others were more unique, such as monkeys or gazelles. All together, once the workday was over, the Egyptians seem to have had happy families and a host of different activities, games, and pets to keep them entertained.

Stop 4 - Everyday Life - Part II

SS    LB

1. Snapshot Moments:

SS 

Color, cut, and place the following figures:

"Fish & Game License," "Live Wrestling Admission Ticket" (timeline extras M-1-23), and "Gamers Membership Card" (timeline extras M-1-24)

2. Add to Newspaper: "The Kemet Chronicle"



Add text or drawings to the announcement for *"Tax Time!"* on page 2 of the newspaper.

3. The Social Pyramid of Egyptian Authority

SS

The Ancient Egyptian social structure was a "hierarchy," organizing society into classes or groups. These groups start at the top with the most influential person (pharaoh), growing in number with each step down to the largest group (slaves and servants). Isn't it funny that it happens to take the shape of a pyramid?

- SUPPLIES:
- one copy of M-4-1 printed on white or colored card stock
 - one copy of M-4-2 and M-4-3 printed on white paper (You may want to print the images of bricks on tan or ivory paper)
 - one copy of M-4-4 printed on colored paper
 - scissors - colored pencils - double-sided sticky tape - glue stick

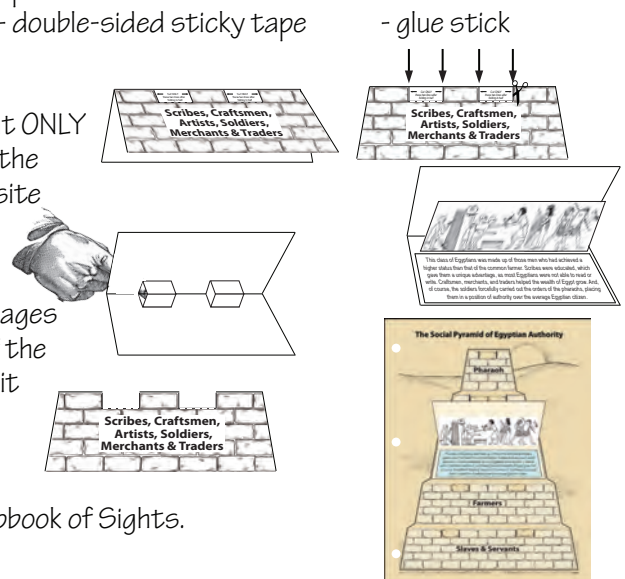
DIRECTIONS:

1. Color and cut out the brick sections. Fold in half and cut **ONLY** on the two sides indicated within the bricks, to create a base for the pop-ups. Open the paper and push the bricks through in the opposite direction and fold closed again. When you open the paper, it will create the supports to hold the drawing.

2. Color and cut out the illustrations and the text from pages M-4-3 and M-4-4. Adhere the illustration flush to the bottom of the tabs. Adhere the text to the space below each illustration. When it is closed, it will look like the picture shown to the right.

3. Adhere each brick portion to the base (M-4-1).

Once completed, three-hole punch and place in your Scrapbook of Sights.



4. Play the Game of Senet

 SS

The Ancient Egyptians were fond of playing games! In fact, they loved them so much, they made sure to include them in the burial chambers for entertainment in the afterlife! The game of Senet was found in King Tut's tomb. Although we are not sure how it was played, historians have developed a couple of ideas. From there, many people have branched off with versions of their own.

- SUPPLIES:
- one copy of M-4-5 and M-4-6 printed on white or colored card stock
 - one copy of M-4-8 and M-4-9 printed on white or colored paper (DIRECTIONS FOR PLAY)
 - scissors - colored pencils - double-sided sticky tape
- OPTIONAL: You have a choice for your throwing sticks:
- one copy of M-4-7 printed on white or colored card stock **OR**
 - 4 wooden craft sticks - markers

(Continued)

Play the Game of Senet (Continued):

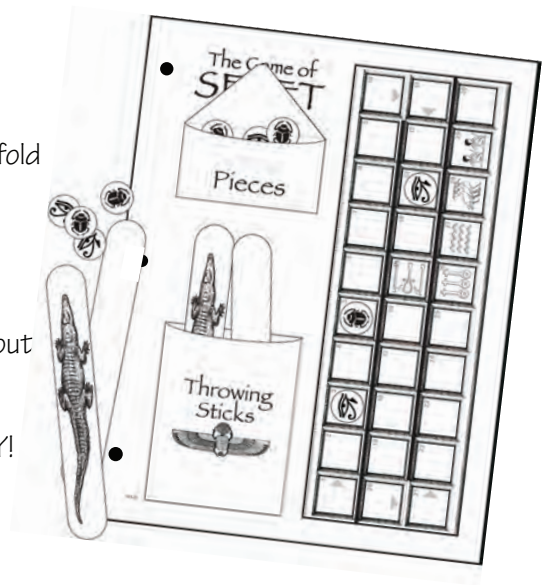
DIRECTIONS:

1. Color the pockets and pawns (M-4-6) and the game board (M-4-5) if desired. Cut out the "Throwing Sticks" pocket and score and fold tabs. Adhere the front to its back. Score and fold the "Pieces" pocket. Make a slit where the line is on the front. This will allow you to tuck the top into it, holding the pieces inside. Adhere both pockets to the game board base where indicated.

2. If you chose the printed throwing sticks, color and cut them out. Remember! One side remains blank! Score and fold on the dashed line and adhere the two halves together, making a thicker stick. OR, if you chose the wooden craft sticks, draw or make designs on ONE SIDE ONLY!

3. Now comes the fun part — playing the game! There are two pages of instructions. It may seem daunting at first, but once you begin to play you will get the hang of it!

Once completed, three-hole punch and place in your Scrapbook of Sights.



5. Jobs in Ancient Egypt

LB

There were a variety of jobs during early Egyptian times, no matter what class you were in! In fact, if you remember, working certain jobs was a form of paying your taxes to Pharaoh, too. This project shows you just a handful of the various areas you could work in.

SUPPLIES:

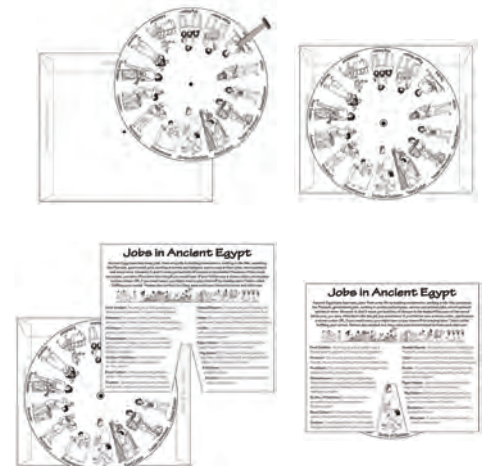
- one copy of M-4-10 and M-4-11 printed on light-colored card stock
- one copy of M-4-12 printed on white card stock
- scissors
- colored pencils
- double-sided sticky tape
- a paper fastener
- clear tape

DIRECTIONS:

1. Color and cut out the wheel of job descriptions on M-4-12. Cut out the BACK portion of the pocket (M-4-11). Pop the paper fastener through the black dot in the center of the wheel. Place that over the pocket piece and pop it through the dot indicated. You may want to tape the fastener on the back to hold it in place.

2. Color and cut out the front of the pocket (M-4-10). Score and fold the tabs. Using double-sided sticky tape, carefully adhere the tabs around the wheel to the spaces indicated on the back of the pocket. You want the wheel free-turning within the pocket when completed.

Once completed, store in a zip-lock bag for inclusion in your lap book at the end of the trip.



Satiahi's Salon & Spa Receipt:

Satiahi's Salon & Spa

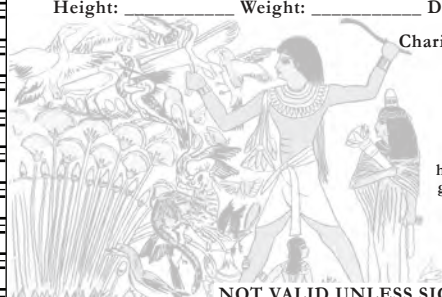
Beautifying Egyptians for over 40 years

- Henna Treatment
- Milk & Honey Facial
- One beaded wig
- One bottle of perfume: Oprium
- 3 sets of grain, 2 pomegranates, and 1 goat




Thank you for your patronage!
Come again soon!
WIGS • COSMETICS •
FRAGRANCE • and more!

Fish & Game License:

ANCIENT EGYPT RESIDENT FISH & GAME LICENSE	
Issue Date: _____	
Name: _____	
Address: _____	
Height: _____	Weight: _____ Date of Birth: ____/____/____
Chariot License #: _____	
	
PERMISSION TO HUNT GAME & FOWL: lions, gazelles, stags, rhinoceri, wild boar, antelopes, deer, ibex, rabbits, red foxes, hyenas, hippopotami, ostrich, quail, ducks, geese, pigeons, herons, and cranes	
PERMISSION TO FISH: Nile perch (blue tilapia), catfish, eels, carp, and mullet	
NOT VALID UNLESS SIGNED	

Live Wrestling Admission Ticket:

No. 767 GEN. ADMISSION	AN EGYPTIAN EXTRAVAGANZA! LIVE WRESTLING
	 Second Month of Akhet, the 13th day in the fourth year of the rule of Amenhotep III Bell time: Sundown • Thebes

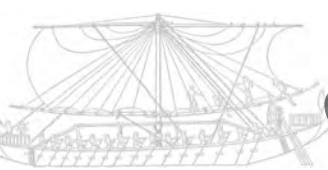

King Tut's Tours Coach Ticket:

COACH TICKET	USED IN OTHER STOPS
	KING TUT'S TOURS "Where we bring Ancient Egypt to life!" The best at bringing you the sights of Egypt! ...of the Nile!

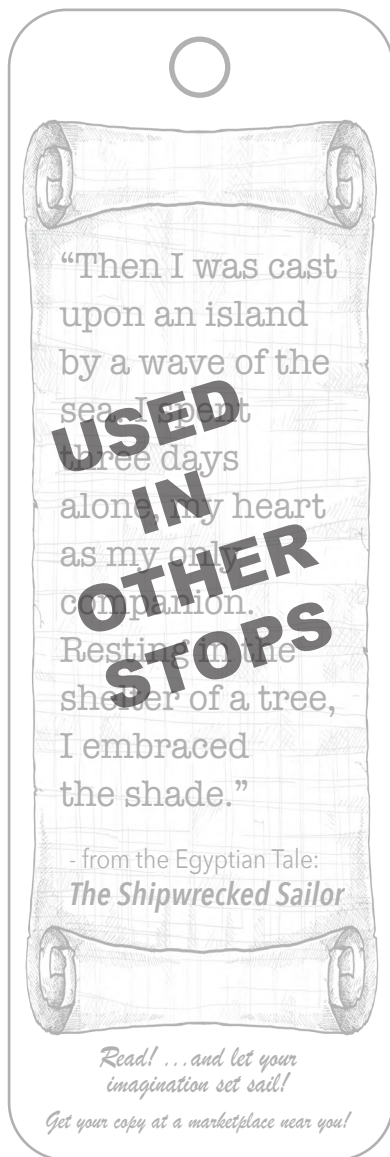
Scribe's Business Card:

USED IN OTHER STOPS	Manni the Scribe Offering services as scribe and teacher Portfolio available by request Contact me at: _____ 
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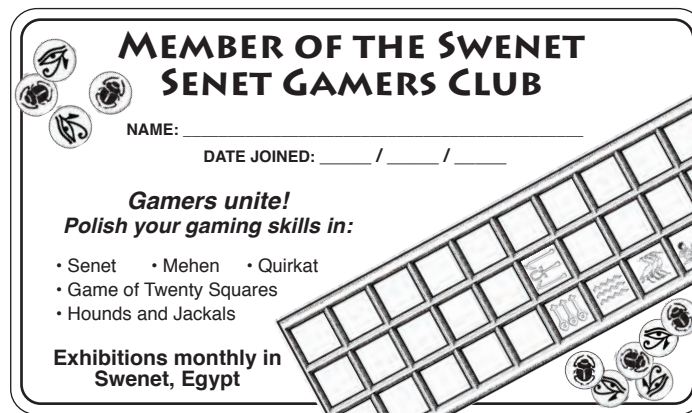
Boat Trip Boarding Pass:

Etesian Excursions Providing daily boat trips up and down the Nile and cruises for all occasions! Daily cruises departing from Memphis: 8:00 am • 11:00 am • 1:00 pm Stops Include: The Pyramids of Giza, Tell el-Amarna, and the Great Sphinx 	USED IN OTHER STOPS	ADMITTED SEPT 27 We're glad to have you aboard!  ADMIT ONE
BOARDING PASS		

"The Shipwrecked Sailor" Bookmark:



Gamers Membership Card:



Ostraca with Fraction:





2400 BC

2000 BC

5th & 6th Egyptian
Dynasties

Pepi (Pepy) II

9th, 10th, & 11th
Egyptian Dynasties

Mentuhotep II
reunites Egypt

"Fish and Game License"

11th & 12th Egyptian
Dynasties

7th & 8th Egyptian
Dynasties

The Shipwrecked Sailor
is written



Queen Hatshepsut

"Live Wrestling Admission Ticket"

Bas relief of Hatshepsut's
expedition to Punt is carved

Amenhotep II

Battle of Megiddo

Thutmose III

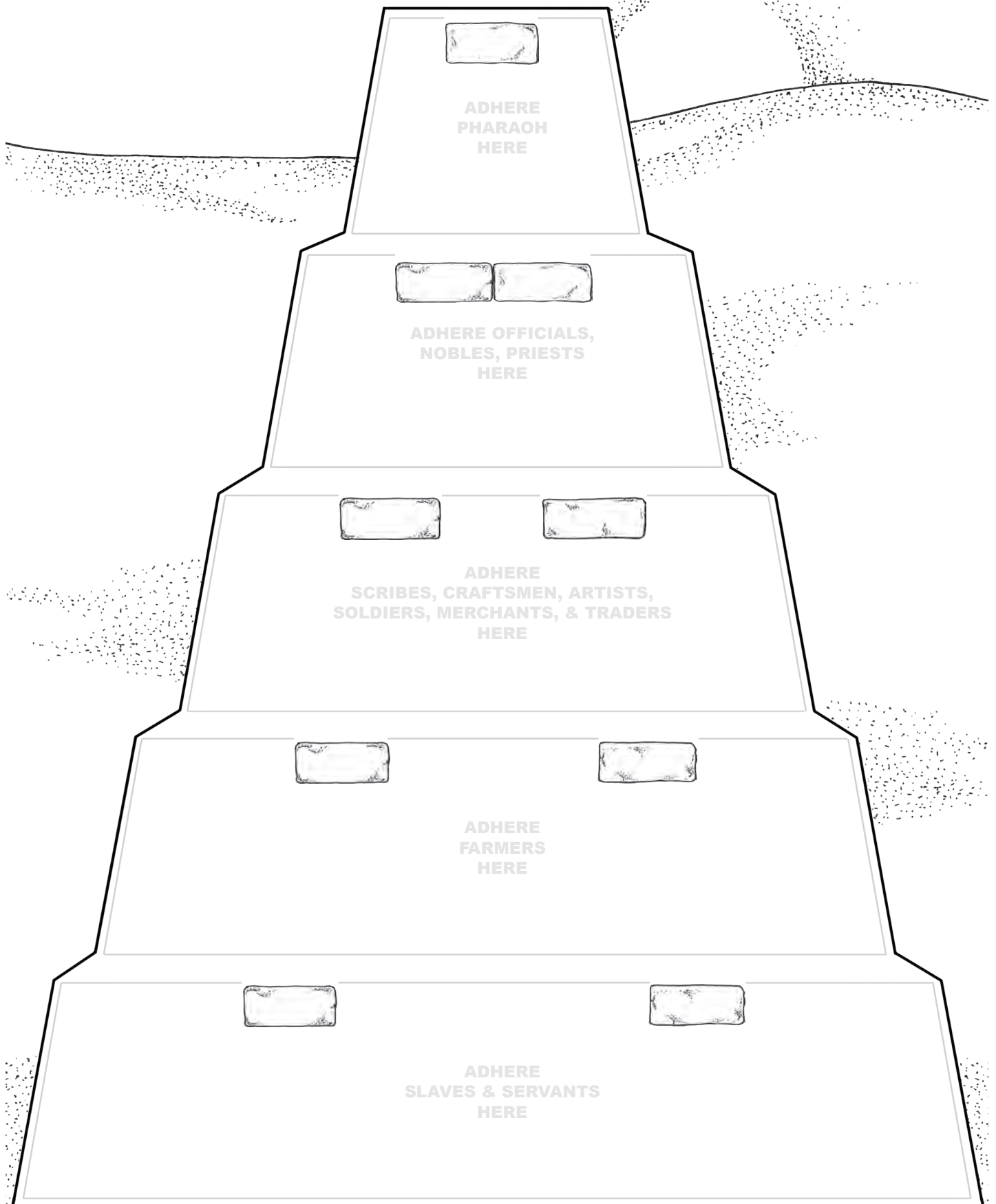
Thutmose IV

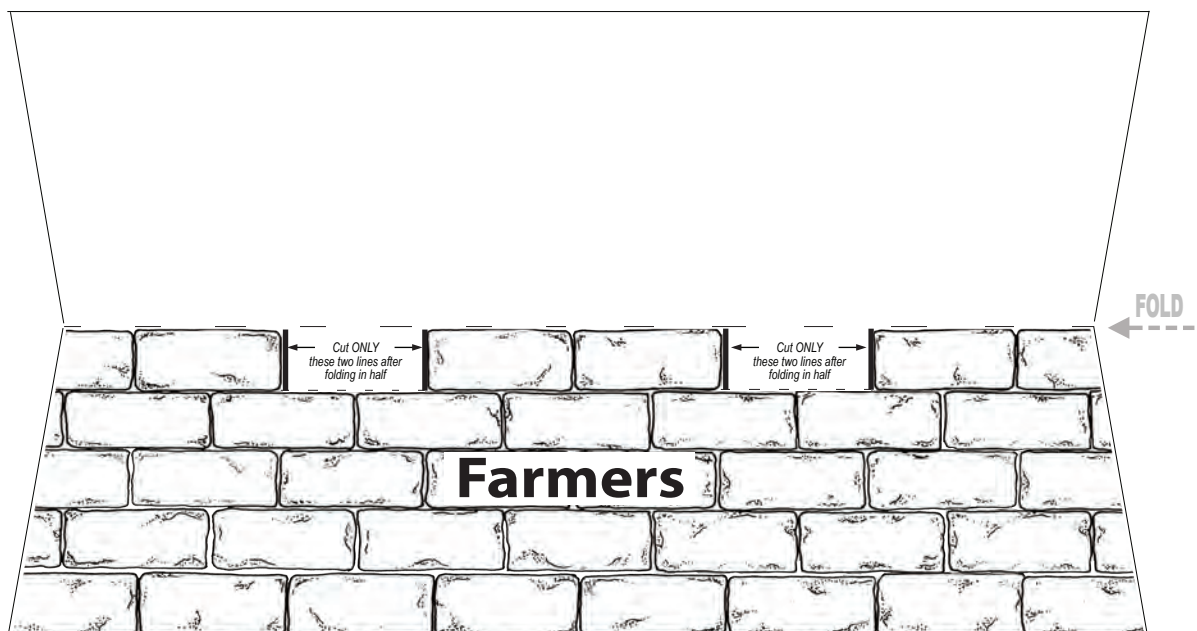
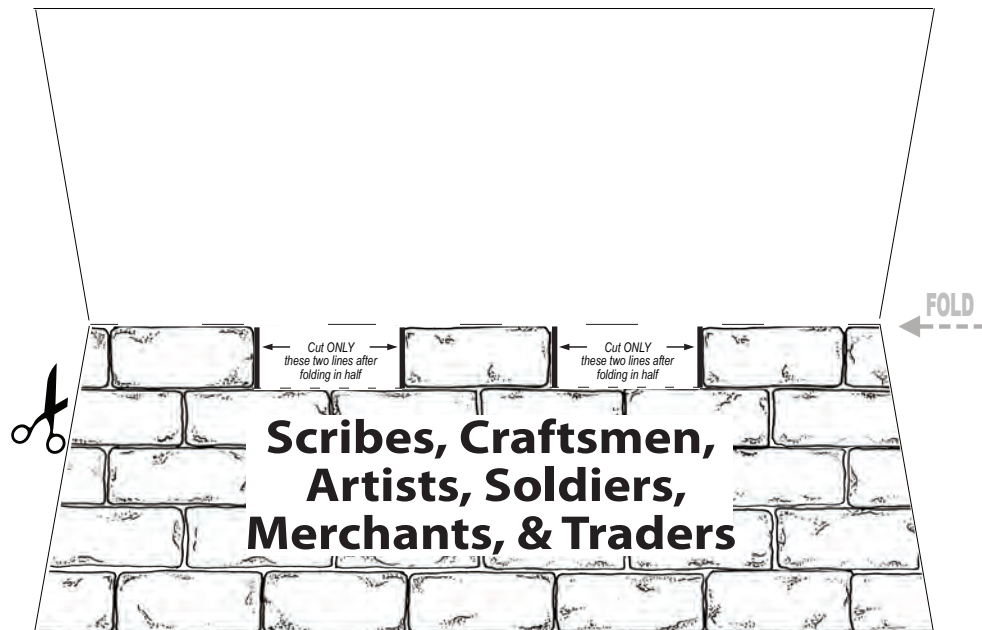
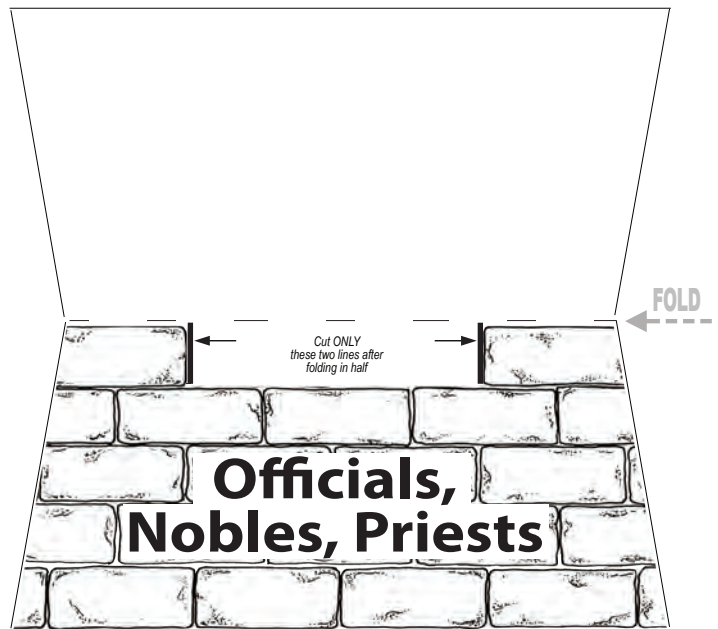
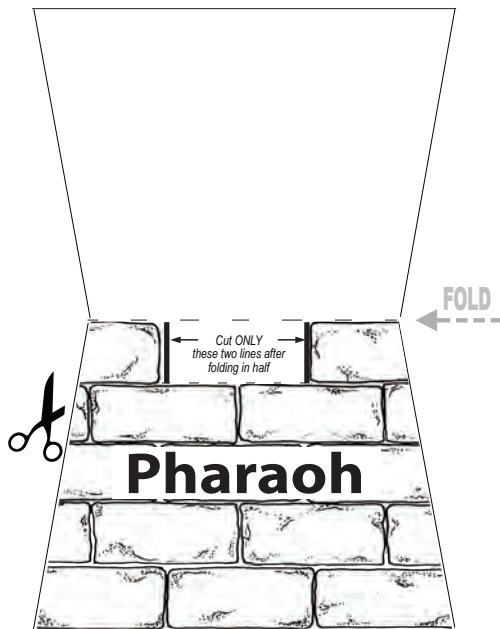
New Location! Valley of the Kings

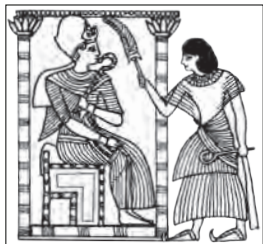
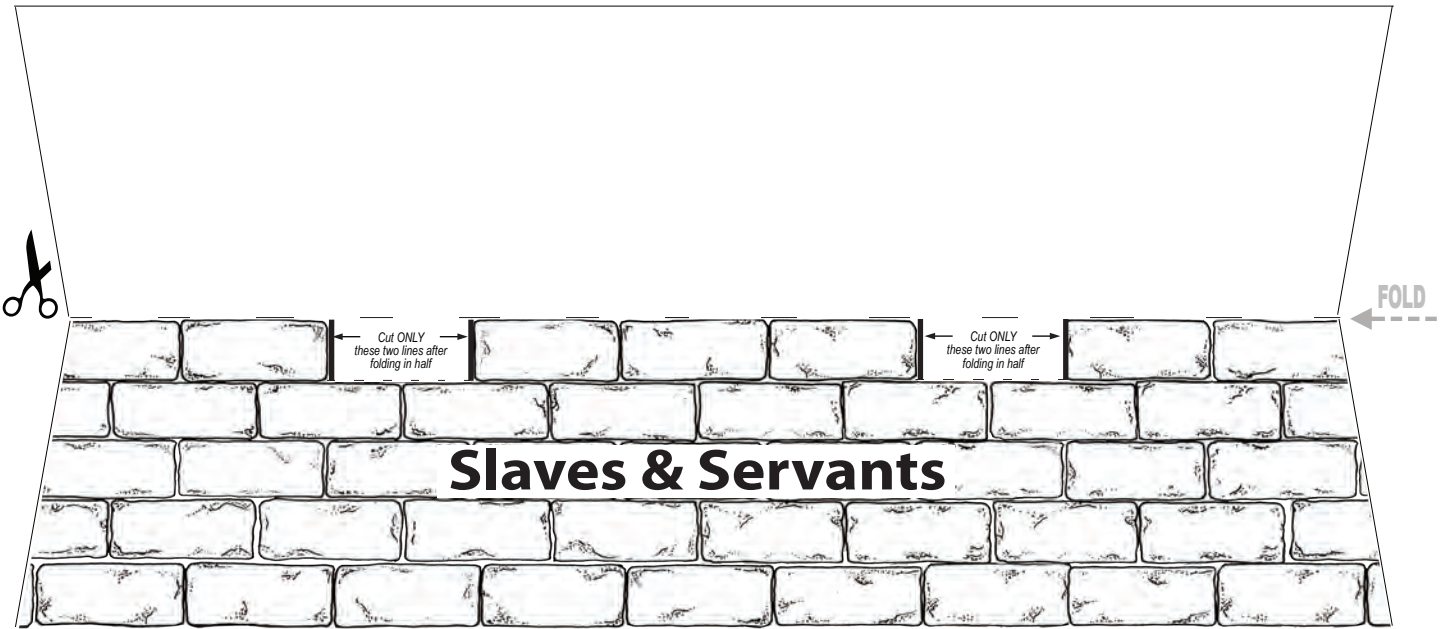
Embalmers say, "Preserving for eternity is our goal!"

(Report to your local Government Official for Assignment)

The Social Pyramid of Egyptian Authority







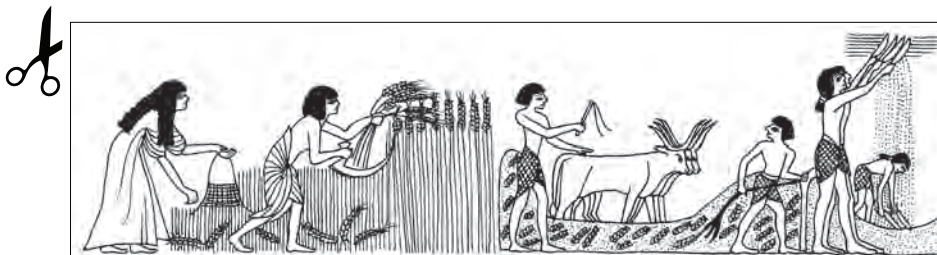
Pharaoh



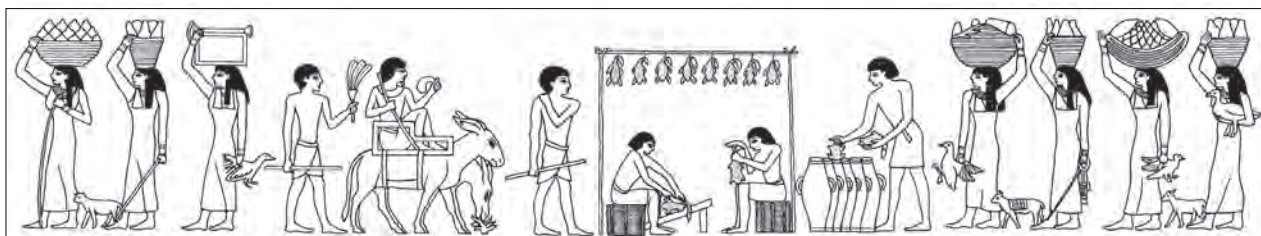
Officials, Nobles, Priests



Scribes, Craftsmen, Artists, Soldiers, Merchants, & Traders

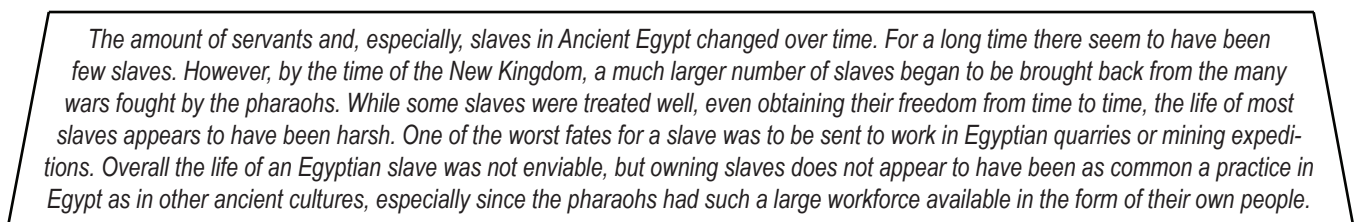
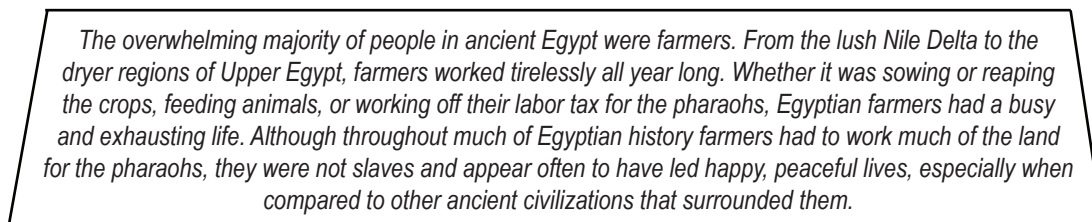
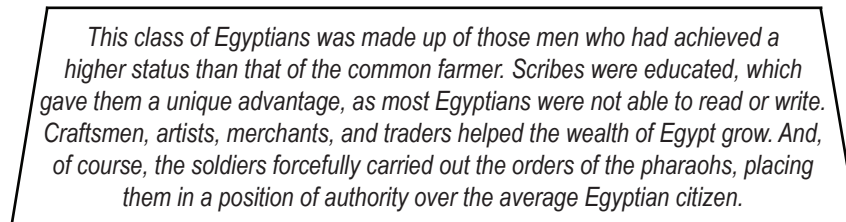
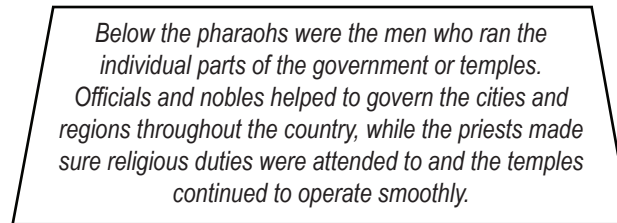
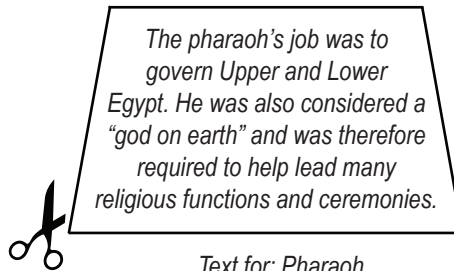


Farmers



Slaves & Servants

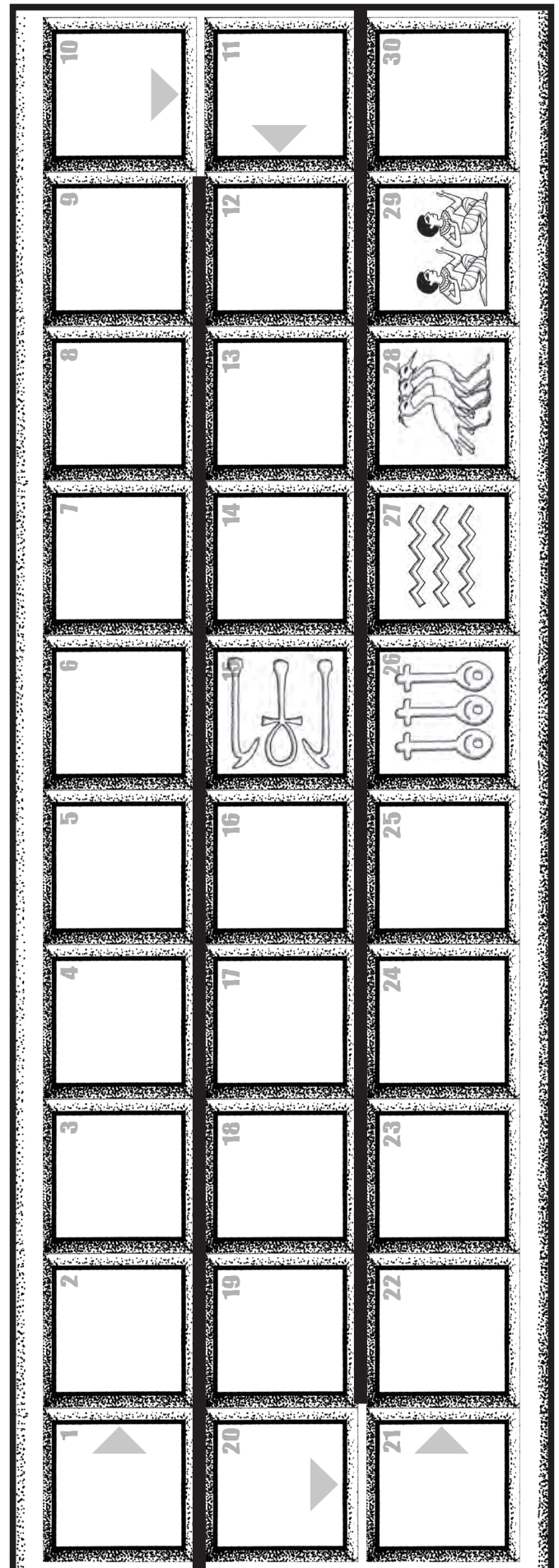
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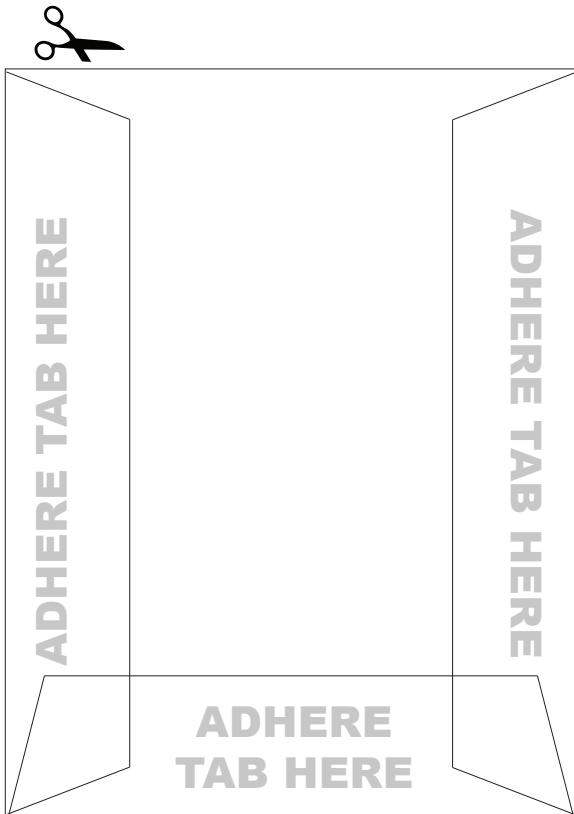
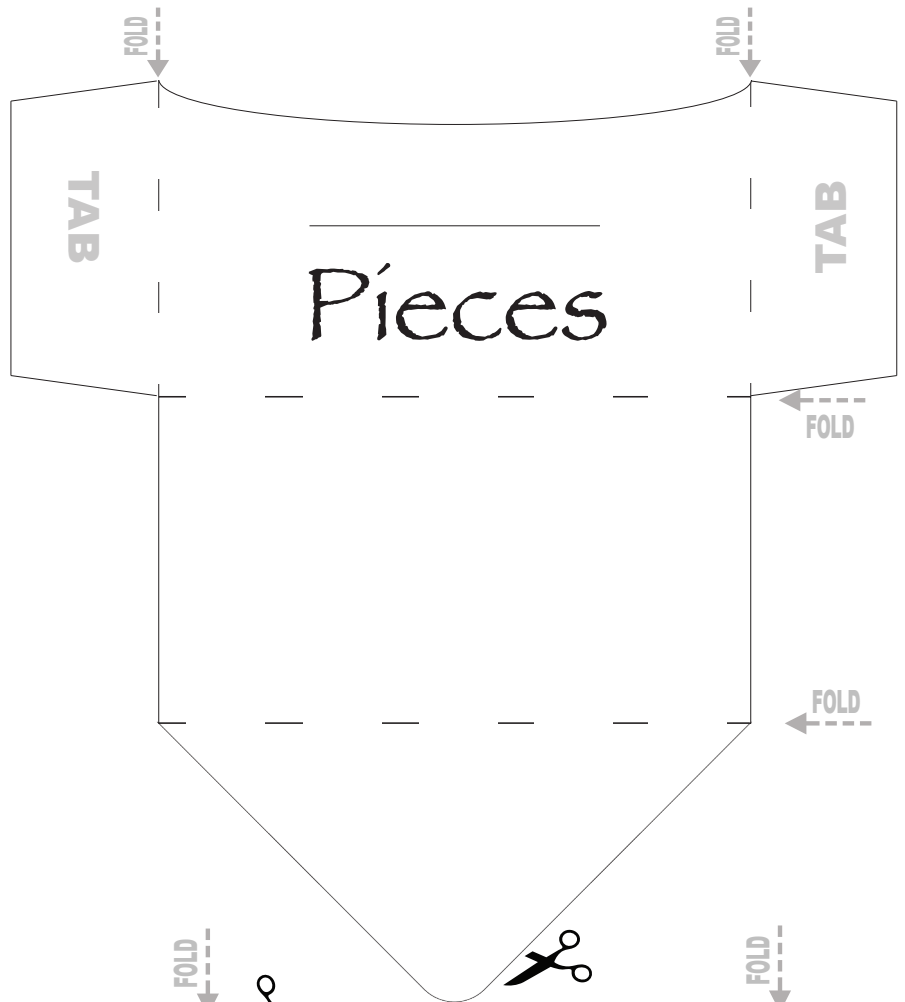


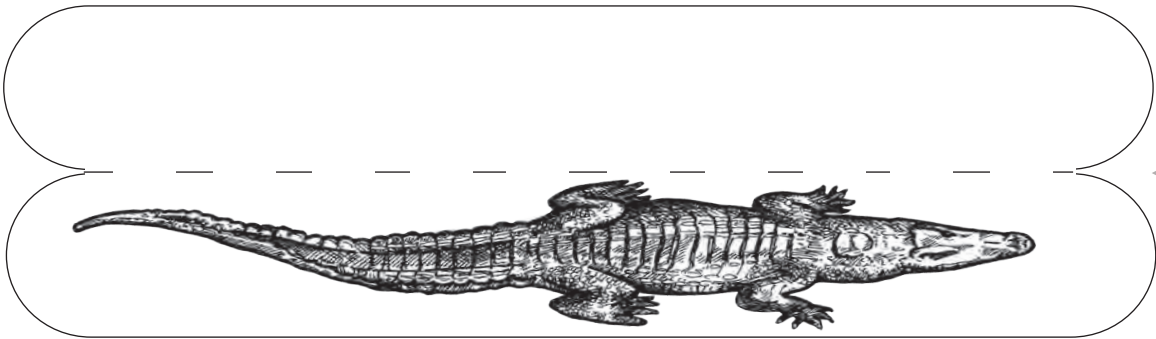
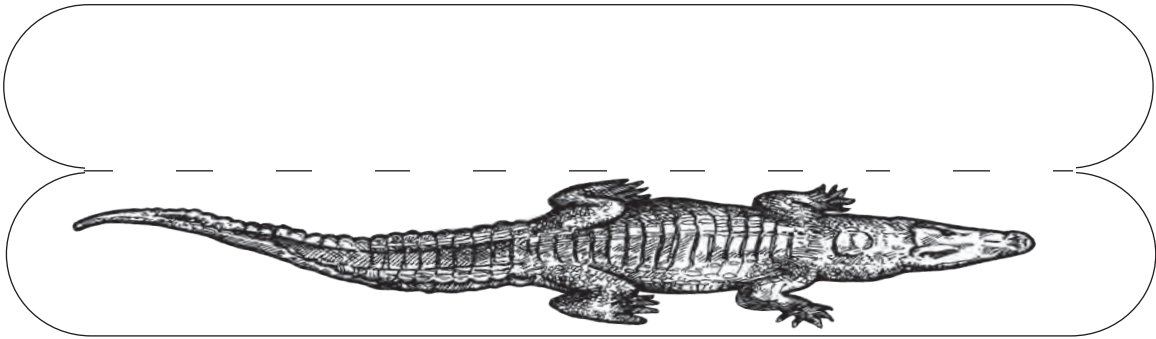
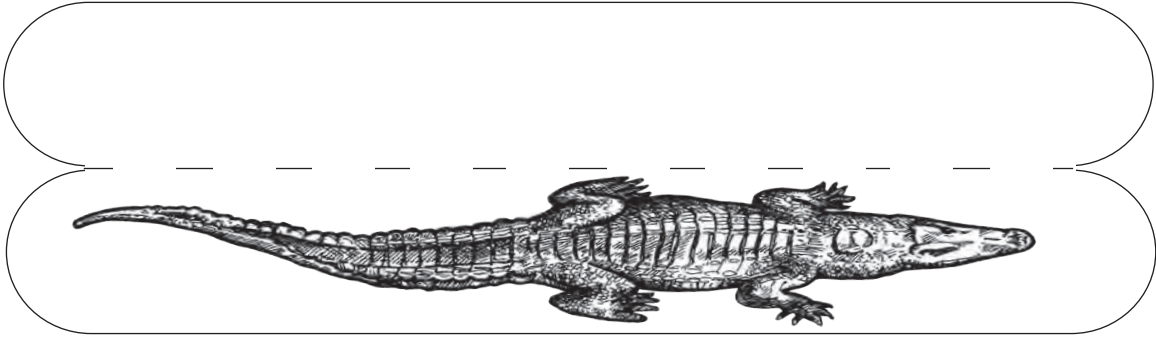
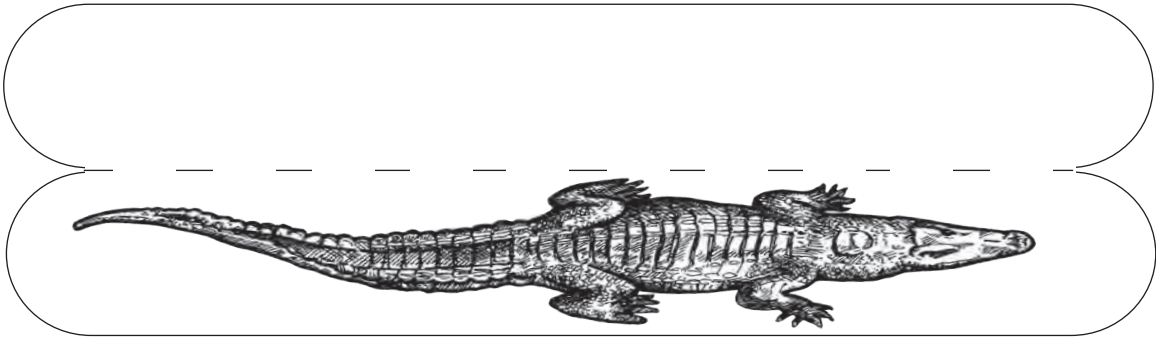
The Game of SENET

PLACE
"PIECES"
POCKET HERE

PLACE
"THROWING STICKS"
POCKET HERE



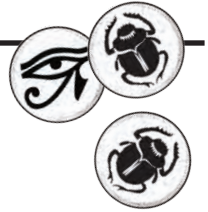




FOLD





Rules for SENET



Lore: Senet is an archaic board game that was used by the Egyptians as both a hobby and a spiritual activity, simulating one's journey to the afterlife through the netherworld. All tiers of society played it, from people of high renown to common folk.

Objective: The goal of Senet is to move all of your pawns in a reverse "S" pattern from their starting spaces until they exit the opposite side of the board. You move your pawns by spending movement points that you obtain from the outcomes of the throwing sticks. To put it in ancient Egyptian terms, it's a big race to beat your opponent to the afterlife!

Setup: Place the pawns on spaces 1-10 (the top side of the board), starting with a Udjat Eye  on space 1 followed by a scarab on space 2 . Continue alternating between the Scarabs and Udjat Eyes through space 10. You should have four throwing sticks, each with a blank side and a marked side. The Scarab player goes first.

A Turn: On your turn, toss the four throwing sticks and determine the outcome. Depending on the specific outcome, you may gain an "extra throw."

Possible Outcomes:

1 blank, 3 marked = 1 movement point and an extra throw*

2 blank, 2 marked = 2 movement points and your turn ends

3 blank, 1 marked = 3 movement points and your turn ends

4 blank = 4 movement points and an extra throw*

4 marked = 5 movement points and an extra throw*

* An extra throw is resolved after you use up the points from your previous throw. That is, you cannot accumulate points from throw to throw, and you can never have more than five movement points from each throw.

Example: Jonah throws 1 blank and 3 marked. He then moves one of his pawns 1 space and then throws again. This second throw, the outcome is 3 blank and 1 marked. He moves the same pawn 3 more spaces and his turn is over.

Movement: Once you have determined the outcome of your throw, you may select the pawns that you wish to move. You can only move forward. You may disperse the amount of movement points among each of your pawns in any amount. For example, if you throw 4 blank sticks, you would have 4 movement points. You may then move a single pawn 4 spaces, two pawns 2 spaces each, one pawns 3 spaces and another pawn 1 space, etc. Multiple pawns — both yours and your opponent's — cannot occupy the same space.

You can also move through yours and your opponent's pawns if you wish, as long as you have enough movement points to land on an empty space.

There are two possible resolutions to movement. The first is landing on an empty space and the pawn's move is done. The second is attacking an opponent's pawn. Your pawn attacks when it ends its movement on a space containing one of your opponent's pawns. You then move your opponent's pawn back to the space where your pawn had started.

Example: Sam has thrown 3 blank and 1 marked. He selects a pawn to move 3 spaces. This places him on a space with one of his opponent's pawns. He then moves his opponent's pawn 3 spaces backwards to the space where his pawn began.

It is important to understand that you **MUST** spend all of your movement points in a turn, and you **MUST** make a valid move with them. An invalid move is a situation in which you cannot spend all of your movement points, due to any reason. If this situation happens, your pawn that is closest to space 30 switches places with the closest of your opponent's pawns behind it. However, if none of your opponent's pieces are behind any of your pieces, nothing happens.


Defending: There is a way that your pawns can protect each other from being attacked by your opponent's pawns. This is "defending." Your pawns are defended when there are two or more of your own pawns adjacent to each other in a row. Your pawns, however, are never defending each other if they are separated by walls (the bold lines on the board).


(continued)


Rules for SENET continued...

Example: Jonah has a pawn 2 spaces behind Sam's pawns that are directly in line with each other. Jonah has 3 movement points and wishes to move forward. Though he cannot attack either of Sam's pawns because they are defending each other, Jonah can still move his pawn one space forward, remain behind Sam's pawns, and spend the other two points on different pawns (A). If Jonah had 4 movement points, he would be able to move past Sam's two defended pawns entirely (B).




Unique Spaces: The middle space (**space 15** , the **House of Rebirth**) and the last five spaces on the game board are unique spaces. Each of these spaces has a symbol on it, except for the last space on the board, space 30. Each unique space has different effects, which are explained in full below.


Space 26 on the bottom row is the **House of Happiness** . To enter this space with any of your pawns, you need to throw the exact number of movement points needed to land on the space. For example, if one of your pawns is 3 spaces away from space 26, then you would need EXACTLY 3 movement points from a throw to make it to that space. It is impossible to move past space 26 before you've entered it. This applies to every pawn. On your next turn, you may resume moving the pawn normally. Additionally, when you start your turn with one of your pawns on this space, if you throw 4 marked sides, you may spend all 5 movement points on the pawn to have it exit the board, skipping over all of the next unique spaces.

Space 27 is the **House of Water** . If for any reason one of your pawns lands on this space, you must choose one of the following:

1. Leave your pawn there and for each of your next turns, you may not move any of your other pawns, and any pawns that are defended by each other are no longer defended. This applies for each turn until you throw 4 blank sides. Once you throw 4 blank sides, you must move the pawn on space 27 off the board (by moving it forward 4 spaces) and then take your extra throw because you threw 4 blank sticks.

2. Move your pawn to space 15 (the House of Rebirth) and skip a turn. If one of your pawns is already on space 15, place the pawn on the nearest space behind it.

Space 28 is the **House of Three Truths** . A pawn may only leave this space (moving off the board) when you throw 3 blank sides.

Space 29 is the **House of Re-Atoum** . A pawn may only leave this space (moving off the board) when you throw 2 blank sides.

Space 30, the **Re-Horakty (House of Horus)**, has no unique symbol. However, if a pawn is on this space, it must throw exactly 1 blank in order to leave that space (moving off the board).

If one of your pawns is attacked on spaces 28, 29, or 30, you are not sent back to your attacker's starting space. You are instead sent to space 27 to choose option 1 or 2. If a pawn is currently occupying space 27 when this happens, you automatically go to space 15, and space 15 rules would apply.

Landing on space 15 has no effect. It is simply the landing space as a result of space 27.

Winning the Game: You win Senet when you move all of your pawns off of the board before your opponent does.

Congratulations! You have successfully beaten your opponent to the afterlife!

TAB C

Jobs in Ancient Egypt

Ancient Egyptians had many jobs, from army life to building monuments, working in the Nile, assisting the Pharaoh, government jobs, working in tombs and temples, service and artisan jobs, entertainment, and much more. However, it didn't mean you had lots of choices in the matter! Because of the social structure, you were often born into the job you would have. If your father was a stone cutter, you became a stone cutter. OR, if you owed taxes, you might have to pay them off by trading labor. That's called fulfilling your *corvée*. Women also worked, but they were even more limited to home and child care.



TAB A

- Foot Soldier:** An army job, a foot soldier was a forced labor in payment of taxes to the pharaoh
- Armorer:** The weapon smith crafted spears, swords, maces, knives, bows, arrows, and battle axes
- Architect:** The chief organizer of building pyramids, palaces, tombs, temples, and towns
- Stonemason:** A stone carver who worked with a hammer, wedge, chisel, saw, and mallet, splitting stones for building monuments and making sculptures
- Scribe of Outlines:** An artist who drew on walls using a grid, in preparation for the colorist
- Reed Cutter:** A Nile worker who gathered reeds in the marsh from morning to night
- Traders:** Traveling merchants who brought back goods and wares from other countries

TAB B

- Sandal Bearer:** An important job of holding the Pharaohs precious sandals when not on his feet
- Vizier:** Second to the Pharaoh, the vizier ran the government, appointed officials, and enforced laws
- Scribe:** A professional writer who kept records, collected taxes, performed general accounting, made lists, and ordered supplies
- Paper Maker:** A person who transformed the papyrus plant into scrolls for writing
- Wig Maker:** With wigs worn by everyone, the wig maker made, decorated, and scented hair pieces for all stations of society
- Embalmer:** A doctor-priest who mummified bodies for burial
- Mourner:** A person hired to grieve and cry when someone died



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