Ancient Egypt Web Quest

Introduction
You and a partner are time-travelling historians who have been given the job of discovering the answers to many questions and mysteries about the geography, history and culture of Ancient Egypt and completing several tasks along the way.

The Tasks
Follow the instructions as you travel from site to site.

1. Write Your Name in Hieroglyphs and Explore Ancient Egypt’s Writing System
The Egyptians wrote in hieroglyphics. Use one of the following websites to learn how to write your name in hieroglyphs. On your answer sheet, copy from the computer screen-- Click “Print Screen” and then “Paste” the picture of your name in hieroglyphics on your answer page.

OR  Online Hieroglyphics Translator--http://quizland.com/hiero.mv

Next, go to the website below and use the interactive site to explore hieroglyphs. Be sure to read ALL the information and complete ALL the tasks. Then, you must take the quiz at the end of the activity and get a perfect score before you can move on to the next task. Be sure to show Mr. Markowski your perfect score-- Click “Print Screen” and then “Paste” the picture of your perfect score on your answer page.

http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/hieroglyphs/

2. Examine an Egyptian Artifact
Pick one of the following Egyptian artifacts to examine. Click on the artifact name to go to that object and carefully examine the 3D object. Be sure to turn it around and examine the front, back, top, bottom and all sides of the item. Then, answer the Middle School Standard Artifact Analysis questions below.

Canopic jar lid -  http://www.ucl.ac.uk/3dpetriemuseum/3dobjects/UC30116
Eye amulet -  http://www.ucl.ac.uk/3dpetriemuseum/3dobjects/UC8504
Comb -  http://www.ucl.ac.uk/3dpetriemuseum/3dobjects/UC4308
Foot cover for a mummy -  http://www.ucl.ac.uk/3dpetriemuseum/3dobjects/UC45893
Bowl -  http://www.ucl.ac.uk/3dpetriemuseum/3dobjects/UC16049
Name tag for a mummy -  http://www.ucl.ac.uk/3dpetriemuseum/3dobjects/UC28077
MIDDLE SCHOOL STANDARD ARTIFACT ANALYSIS QUESTIONS

1. Using your senses, make as many observations as you can about the object in the viewer. Think about the texture, color, shape, size, decoration, and markings on the object. Write your observations on your answer sheet.

2. Look again at the object. Does it contain other clues for you? Does it have handles, wheels, switches, knobs or moveable parts? List the items you see in your second observation:

3. Let’s now conduct some interpretation (fancy words for guessing):
   a. How was the object made (by hand? by machine?) What makes you think so?
   b. Is it a household item, a farming tool, an item used in manufacturing or business? Is it a recreational item? Does it connect to religion? To Fashion? What clues led you to your choice?
   c. Who might have used this object? Men? Women? Children? Workers? What makes you think that group used it?

4. **STOP AND THINK**: Review your answers to #’s 1, 2, and 3 and read the description of the object written by the experts. **Write a paragraph in which you suggest what the object is, how it was made and what it might have been used for. Support your ideas with the evidence you have gathered through your observations.**

   **EXAMPLE:** My object is egg-shaped, brown with white stripes at each end. It is made of leather. It has laces on one side and a valve for filling it with air. The stitches along the seams seem to be machine stitches. The word “WILSON” is printed on one side over the valve. I think that the object is a football which would probably have been most used by men or boys. (As always, type your answer on your answer sheet in Google Classroom.)

3. **Geography: Explore Ancient Egypt**

   Go to the web site below and use the interactive map to explore Ancient Egypt. Be sure to read all the information and complete the map labeling task given. Then, you must take the quiz at the end of the activity and get a perfect score before you can move on to the next task. Be sure to show Mr. Markowski your perfect score—Click “Print Screen” and then “Paste” the picture of your perfect score on your answer page.

   http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptianmap/

Now, go to the following web site and answer the 2 questions below, using complete sentences.

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

   a. What was the "Black Land" and why was it important? What was the key geographical feature that was important to life in Ancient Egypt?

   b. What was the "Red Land". (explain why the Red land helped and hindered the Egyptians)

4. **History: Timeline of Ancient Egypt**

   Go to the web site below and use the interactive timeline to travel through time to discover the treasures and leaders of Ancient Egypt. Be sure to read all the information and complete the tasks given. Then, you must take the quiz at the end of the activity and get a perfect score before you can move on to the next task. Be sure to show Mr. Markowski your perfect score— Click “Print Screen” and then “Paste” the picture of your perfect score on your answer page.

   http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptiantimeline/
5. Social Hierarchy: Egypt Odyssey Online—People

Go to the website to find the answers to the questions below. Be sure to go to each social group’s page to help find the answers. Type your answers on your answer sheet.

http://www.carlos.emory.edu/ODYSSEY/EGYPT/people.html

   a. Fill in the social pyramid showing the hierarchy for the people of Ancient Egypt.
   b. Where does the word “pharaoh” come from and what does it mean?
   c. How do we know the artifact (carving) on the Pharaoh page is of Seti I?
   d. How do we know the picture from The Book of the Dead on the Government Officials page is of a priest?
   e. What was The Book of the Dead for?
   f. What did soldiers in Ancient Egypt do during peace time?
   g. What job opportunities did scribes in Ancient Egypt have?
   h. What was papyrus used for?
   i. Name three things Egyptian merchants/traders brought to other countries.
   j. Name three things Egyptian merchants/traders brought back from other countries.
   k. Give three examples of crafts artisans practiced.
   l. In addition to plowing, planting and harvesting, name two things Egyptian peasant farmers were required to do.
   m. Could a person buy themselves out of slavery in Ancient Egypt?
   n. Constructed Response: Now that you’ve looked at the Social Hierarchy of Ancient Egypt, describe why a pyramid is used to show the social classes in Egyptian society. Based on what you have learned, which social group was most important to the strength and prosperity of Egyptian society? Explain your answer. Be sure to provide details and examples in your response.

6. Daily Life in Ancient Egypt

Using the website below write down 10 things that are different for poor and rich Egyptians. Type your differences on the chart on your answer sheet. Be sure to write complete sentences.

Egyptian Life - http://www.ancientegypt.co.uk/life/story/main.html

7. The Rosetta Stone

The Rosetta Stone was an important archaeological find that helped historians understand a lot more about Ancient Egypt. Answer the following questions on your answer sheet. Be sure to write complete sentences for the first three and write a well-constructed paragraph for the last question. Use the website below to find the answers.

   a. What was the Rosetta Stone?
   b. Where and when was it found?
   c. Who deciphered it?
   d. Constructed Response: Explain in a well-written paragraph why this artifact was so important to our understanding of Ancient Egyptian life.

The Rosetta Stone - http://www.ancientegypt.co.uk/writing/home.html
8. Egyptian Religion and Gods (Mythology)

Go to the web site below and use the interactive chart to discover more about the gods of Ancient Egypt. Be sure to read all the information and complete the challenge. Then, you must take the challenge at the end of the activity and get a perfect score before you can move on to the next task. Be sure to show Mr. Markowski your perfect score -- Click “Print Screen” and then “Paste” the picture of your perfect score on your answer page.

Do the following Matching section on your answer sheet as well.

1. Anubis a. god of chaos
2. Bastet b. goddess of medicine and of wars & pestilence
3. Bes c. god of the underworld
4. Horus d. god of childbirth
5. Isis e. god of creation
6. Osiris f. god of wisdom and writing
7. Ra g. god of the sky
8. Sekhmet h. goddess of motherhood, magic and love
9. Seth i. god of funeral and death
10. Thoth j. goddess of cats, women and children

Use the following website to complete this task:
http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptiangod/

9. Mummification

Making a Mummy: Go to the website below and use the interactive site to learn how to make a mummy and prepare the pharaoh for his tomb. Be sure to read all the information and complete the task. Then, you must take the quiz at the end of the activity and get a perfect score before you can move on to the next task. Be sure to show Mr. Markowski your perfect score -- Click “Print Screen” and then “Paste” the picture of your perfect score on your answer page.

http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/

Mummification: Use the websites/links below to answer the following questions in complete sentences. Egyptian Mummies (http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm) | Two Stages of Mummification (http://www.ancientegypt.co.uk/mummies/story/main.html)- click on both the embalming and the wrapping link.

a) How long did the mummification process take? - Hint
b) What was the first step in the mummification process? - Hint
c) Why was the heart left inside the body? - Hint
d) What was placed in canopic jars? - Hint
   What four gods were associated with the canopic jars? – Hint or Hint
e) How was all the moisture removed e body? - Hint
f) What was the next step after all the moisture was removed from the body? - Hint
g) What material is painted on the bandages to glue them together? - Hint
h) What were the amulets meant to protect against? - Hint or Hint
i) Why did the Egyptians practice mummification? - Hint
10. **Build a Pyramid Simulation**

   Go to the website below and play the pyramid challenge game. On your answer sheet, list at least 15 things you had to consider and decide on to build the pyramid. Play the game. After playing the game, report whether you were fired from building the pyramid or hired to successfully build the pyramid. Type all your answers on the answer sheet.

   [http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml](http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml)

11. **Welcome to Eternity Travel--Plan Your Afterlife**

   Go to the website below and plan your trip to the afterlife. Be sure to read through every section of the web site and make your selections for tomb, mummification, mummy case, and afterlife extras. You only have 3300 debens (ancient Egyptian currency) to spend, so make your choices carefully. (There are also bonus debens available if you read the “Did you know?” page of the website) On your answer sheet, write your selections and cost totals out in a receipt/check out format. Also, write a paragraph discussing why an elaborate trip to the afterlife could only be afforded by the wealthy?


12. **Ancient Egypt Jeopardy – Review Game**

   Go to the website below and play the Ancient Egypt Jeopardy Game with your partner. Be sure to record your scores and show Mr. Markowski the final scores---- Click “Print Screen” and then “Paste” the picture of your final scores on your answer page.


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“Farewell, Student”

(in Hieroglyphs)