



# EGYPT

**A simulation of ancient Egyptian civilization**

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Our appreciation to ARELENE WOLINSKI, San Diego Mesa College Professor of Egyptology, for her many astute suggestions to improve our simulation as well as her permission to use illustrations from her book—*Ancient Egypt, Personal Perspectives*.

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**Interact**  
10200 Jefferson Blvd.  
Culver City, CA 90232-0802  
ISBN 978-1-57336-218-4

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“  
... the longest  
river in  
the world ...

”

Situated on the Nile—the longest river in the world—Egypt is one of the great river civilizations of ancient history. Egyptians followed the seasons of the river that gave their culture life: inundation, planting, and harvest. Egyptians believed in the divinity of their pharaoh, had many gods, and sought an eternal afterlife that recreated their life on earth. They built great monuments to their gods and believed in an afterlife. Many of these monuments still exist today. Egypt is a unique civilization when compared to the West. While participating in this simulation, your students will learn Egyptian history, architecture, art, geography, and language. Specifically, your students will experience the following:

### **Knowledge**

- Geography, resources, and climate of ancient Egypt and the Nile River
- Ancient Egyptian history, beliefs, customs, architecture, art, and language
- Various levels of contributions in society: nobility, priests, artisans, scribes and farmers
- Achievements of ancient Egyptians

### **Attitudes**

- Appreciation for the greatness of human achievements in ancient Egypt
- Understanding the role of hieroglyphic writing in the development of Egypt's stable culture
- Realization of important political and social role of religion in Egyptian society
- Making connections between moral behavior in ancient Egypt and in our own times
- Enjoyment of “tales well told” from another place and time while discovering common human emotions, dreams, and laughter

### **Skills**

- Group collaboration, organization, and decision making
- Critical thinking
- Research techniques
- Language arts: reading, writing, speaking, and listening
- Art appreciation
- Math history
- Note taking
- Application of information to complete multi-task projects

“

... six divisions of  
the Nile River ...

Teaching  
Tip →

Of course, time requirements may require you to cover only some of the six phases or to exclude some of the recommended activities within each phase. See the *TIME COMMITMENT* section which begins on page 4 of this tab section.

KEMET/DESHRET  
Sixth

SCRIBE SCHOOL  
Fifth

This EGYPT simulation, organized into six major phases called “cataracts,” has students travel north through these six divisions of the Nile River created by periodic narrowing and tumbling of the water over rocks. Students will earn Travel Points as they sail the Nile River from its source in Central Africa, through the Sixth Cataract, all the way to the First Cataract, and then on to the delta where it flows into the Mediterranean Sea. Students will spend about one week or less on activities to successfully navigate through a particular cataract, each of which focuses on a major aspect of Egyptian history, culture, and/or geography. In these cataract phases, students are organized as citizens of one of five important cities of ancient Egypt: Memphis, Abydos, Hermopolis/Akhetaten, Bubastis, or Thebes.

The requirements to navigate each cataract successfully are briefly described below:

### SIXTH CATARACT: KEMET/DESHRET

#### (The Black Land/The Red Land)

After reading a short background essay on the geography and climate of Egypt and the Nile River, each city creates a three-dimensional map of the Nile River including major landmarks, cities, cataracts, delta, hippos, crocodiles, papyrus marshes, quarries, farms, and land characteristics. Students also learn about their particular city, create city standards depicting their patron god or goddess, and make collars and *uraeus* or *nekhbet* headbands to show their position in society. They learn about the clothing of ancient Egypt and make headdresses to wear under their *uraei* or *nekhbets*. They also create posters showing virtues of ancient Egyptians and then participate in a “carousel” viewing and discussion.

### FIFTH CATARACT: SCRIBE SCHOOL

Each student studies Hieroglyphs, the making of papyrus, and the life of a scribe in Egypt. They learn to write their own Egyptian name on a *cartouche* and to translate ancient texts which give clues for completing their final task at this cataract. They calculate using the Egyptian number system and create math problems to challenge another city. They read background essays on the religion of ancient Egypt and play the Sarcophagus Game, requiring them to use their knowledge of the mummification process and the gods to earn eternal life “at the weighing of their heart against the feather of truth.”

ARTISAN WORKSHOP  
Fourth

#### FOURTH CATARACT: ARTISAN WORKSHOP

Members of each city read a myth of ancient Egypt and use Egyptian-style art techniques to create a tomb painting and write a poem about the myth. Students also make a mask to represent themselves in eternal life so their *ba* (i.e., earthly personality) can recognize their *ka* (i.e., eternal life force).

PYRAMID  
Third

#### THIRD CATARACT: PYRAMID

After studying the construction techniques of Egyptians, each nome is assigned to a level of society: nobility, priests, government workers, scribes, artisans, other laborers, and farmers. Each level then builds a pyramid of accomplishment indicating its class level importance to ancient Egyptian life.

PALACE  
Second

#### SECOND CATARACT: PALACE

Students research, memorize information about a famous Egyptian person or Pharaoh, create a costume appropriate for the character, apply the appropriate makeup, and participate in a “wax museum.” Here they are “frozen” statues which can be activated to animatedly tell their stories to classroom visitors—at the end of which they suddenly freeze back and assume once again their waxen statue poses.

FESTIVAL  
First

#### FIRST CATARACT: FESTIVAL

To traverse this final cataract, city plays city in two ancient Egyptian games—“Senet” and “Snakes.” The city which has traveled the farthest on the Nile River by the end of the inundation competition wins the double crown of Egypt with its noble son of Ra being crowned Pharaoh of Upper and Lower Egypt. This new Pharaoh then begins his/her reign over all at an Egyptian banquet held to honor the patron deities and each city’s workers.

## CATARACT ACTIVITIES TIME COMMITMENT - 1

“  
... you simply  
do not have  
time to cover all  
the ...

When you first examine the six-cataract tab sections in this notebook, you may be concerned that you simply do not have enough time to cover all the intriguing activities with your students. Therefore, we advise you to study the following pages which outline either a 23-day or a 15-day schedule of activities. We have also identified some activities that can be omitted entirely. Modify and customize these schedules to fit your class and time situation.

### 23-DAY SCHEDULE ACTIVITIES

#### SIXTH CATARACT: KEMET/DESHRET—5 DAYS

##### (The Black Land/The Red Land)

- Construct Egyptian history time line (optional) to be worked on throughout EGYPT (Days 1-21)
- Hear Egyptian Creation Myth (Day 1)
- Learn about their *nome*: Thebes, Abydos, Bubastis, Memphis, Hermopolis/ Akhtaten (Day 1)
- Construct *nome* standards (Days 1-5)
- Make collars—called *menats* (Days 1-5)
- Read about clothing of ancient Egyptians (Day 2)
- Make a khat—cloth head scarf—to wear under headbands (Days 2-5)
- Learn geography of Egypt, plants, animals, boats and farms on the Nile, mines, and quarries (Day 2)
- Create a three-dimensional map of the Nile River including major landmarks, cities, cataracts, the delta, animals, marshes, and farms (Days 2-4)
- Make Manners for Ancient Egyptians posters (Day 5)

#### FIFTH CATARACT: SCRIBE SCHOOL—7 DAYS

- Start Egyptian Masks (to be ready for Fourth Cataract) (sometime before Day 9)
- Assign Famous Egyptians of History and Myth for wax museum (Second Cataract), read about scribes (Day 6)
- Behave as a scribe (Days 6-11)
- Read about papyrus (Day 6)
- Read about Hieroglyphs (Day 7)
- Write name in a cartouche (Day 7)
- Calculate in the Egyptian number system (Day 8)
- Write math problems to challenge another city (Day 8)
- Read about ancient Egyptian gods (Day 9)
- Read about mummification (Day 10)
- Read about Book of the Dead (Day 11)
- Answer questions and do projects to earn eternal life on the SARCOPHAGUS GAME BOARD (Day 12)

## CATARACT ACTIVITIES TIME COMMITMENT - 2

### FOURTH CATARACT: ARTISAN WORKSHOP—4 DAYS

- Read about Egyptian symbols and masks (Day 13)
- Construct a mask (Days 13-15)
- Read a myth of ancient Egypt (Day 14)
- Study Egyptian-style art (Day 14)
- Create a tomb painting and a poem of the myth (Days 14-16)

### THIRD CATARACT: PYRAMID—2 DAYS

- Read about pyramids (Day 17)
- Read about nobility, priests, government workers/scribes, artisans, or farmers (Day 17)
- Make folded paper pyramid dioramas showing the Egyptian important way of life at a given level in society (Days 17-18)

### SECOND CATARACT: PALACE—2 DAYS

- Research a famous ancient Egyptian (Days 6-19)
- Participate in an animated wax museum (Day 20)

### FIRST CATARACT: FESTIVAL—3 DAYS

- Read about Egyptian food and banquets (Day 21)
- Compete against other nomes playing Senet and Snake (Days 21-22)
- Optional activities for those out of game competition (Days 21-22)
  - Write an evaluation of this EGYPT simulation
  - Write a myth of Egypt
  - Draw themselves as an Egyptian in the Egyptian style
  - Create a crook and flail for the crowning of Pharaoh of Upper and Lower Egypt.
- Festival to celebrate the *nome* which travels farthest on the Nile River and has the honor of crowning the Pharaoh of Upper and Lower Egypt (Day 23)

## CATARACT ACTIVITIES TIME COMMITMENT - 3

### 15-DAY SCHEDULE ACTIVITIES

#### SIXTH CATARACT: KEMET/DESHRET—4 DAYS

- Hear Egyptian Creation Myth (Day 1)
- Learn about their *five nomes* (Day 1)
- Construct *nome* standards to help build team identity and gain important knowledge about Egypt (Days 1-4)
- Read about clothing of ancient Egyptians (Day 2)
- Read about geography of Egypt, plants and animals, boats on the Nile, farming on the Nile, mining and quarries (Day 2)
- Create three-D maps of the Nile River including major landmarks, cities, cataracts, the delta, animals, marshes and farms (Days 2-4)

#### FIFTH CATARACT: SCRIBE SCHOOL—5 DAYS

- Read about scribes (Day 5)
- Behave as a scribe (Days 5-8)
- Read about papyrus (Day 5)
- Read about Hieroglyphs (Day 6)
- Write name in a cartouche (Day 6)
- Calculate in the Egyptian number system (Day 7)
- Read about ancient Egyptian gods (Day 8)
- Read about mummification (Day 8)
- Read about Book of the Dead (Day 9)
- Questions only on the SARCOPHAGUS GAME BOARD (Day 9)

#### FOURTH CATARACT: ARTISAN WORKSHOP—3 DAYS

- Read about Egyptian symbols and masks (Day 10)
- Read a myth of ancient Egypt (Day 11)
- Study Egyptian-style art (Day 11)
- Create a tomb painting and a poem of the myth (Days 11-12)

#### THIRD CATARACT: PYRAMID—2 DAYS

- Read about pyramids (Day 13)
- Read about nobility, priests, government workers/scribes, artisans, or farmers (Day 13)
- Make folded paper pyramid dioramas showing a level of society's importance to Egyptian life. (Days 13-14)

#### SECOND CATARACT: PALACE

- Omit this cataract

#### FIRST CATARACT: FESTIVAL—1 DAY

- Read about Egyptian food and banquets (Day 15)
- Honor the *nome* which travels farthest on the Nile River by crowning the Pharaoh of Upper and Lower Egypt (Day 15)

## CATARACT ACTIVITIES TIME COMMITMENT - 4

### ONE OR MORE ACTIVITIES THAT CAN BE OMITTED

#### SIXTH CATARACT: KEMET/DESHRET

- Construction of Egyptian history timeline
- Making collars—called menats—and headbands
- Making a khat—cloth head scarf—to wear under headbands
- Construction of Manners for Ancient Egyptians posters

#### FIFTH CATARACT: SCRIBE SCHOOL

- Construction of Egyptian Masks for 4th Cataract
- Research about famous Egyptians of History and Myth for wax museum
- Writing math problems to challenge another city
- Play on the SARCOPHAGUS GAME BOARD

#### FOURTH CATARACT: ARTISAN WORKSHOP

- Construction of personal masks

#### SECOND CATARACT: PALACE

- Research about a famous ancient Egyptian and participation in the wax museum.

#### FIRST CATARACT: FESTIVAL

- Competition against other nomes playing Senet and Snake and the concurrent activities for those out of game competition
- Banquet

If you have very severe time constraints, the above activities can be omitted. However, the more varied and participatory the activities, the more enriching the EGYPT simulation will be for your students. We recommend including as many as you possibly can to provide the most enrichment to your students.



“  
*... the Sixth  
Cataract ... the  
farthest point  
up the Nile  
River ...*  
”

Welcome to EGYPT and the Sixth Cataract. Cataracts are fierce, swift rapids that historically protected Upper Egypt and made travel difficult on the upper reaches of the Nile. We begin on the Sixth Cataract, our farthest point up the Nile River. Your students will be earning Nile Travel Points to travel down the Nile towards Lower Egypt and the crown of the Two Lands. They will participate in activities that are intended to build team spirit while encouraging individual creativity and responsibility. This cataract includes activities that enable students to understand a culture whose philosophy, geography, and orientation to everyday life were quite different from ours today.



- All directions in EGYPT are meant to suggest, not dictate.
- We have provided a great deal of material from which you can select those lessons and activities that meet the needs of your curriculum and students. Feel free to vary any of these to fit your situation.
- Depending upon time you have available and your students' age/abilities, you choose what you want your students to experience.
- In all cataracts, you will need to decide how you will distribute the Nile Travel Points. Suggestions are given throughout.

## **T**eaching ip →

*Student groups may want to decorate their folders with appropriate group symbols after they get their nome descriptions.*

### ■ Setup Directions

1. **Student Grouping** Decide how you will group your students and how many groups of three to six students you want. (This simulation is designed for five groups of five to six students each, but you can alter these numbers to fit your class.)
2. **Group Work Folders** Set up manila folders for student work—one for each group—with the following titles:
  - Nome of **Thebes**
  - Nome of **Memphis**
  - Nome of **Abydos**
  - Nome of **Bubastis**
  - Nome of **Hermopolis/Akhetaten**
3. **Understanding the nomes and EGYPT** Carefully read one of the nome handouts in this tab (pp. 16-25). You need to understand what a **nome** is, what the **General Rules for Egyptians** are, what a typical beginning nome **Assignment** is, and what a nome's **Rules** are.