

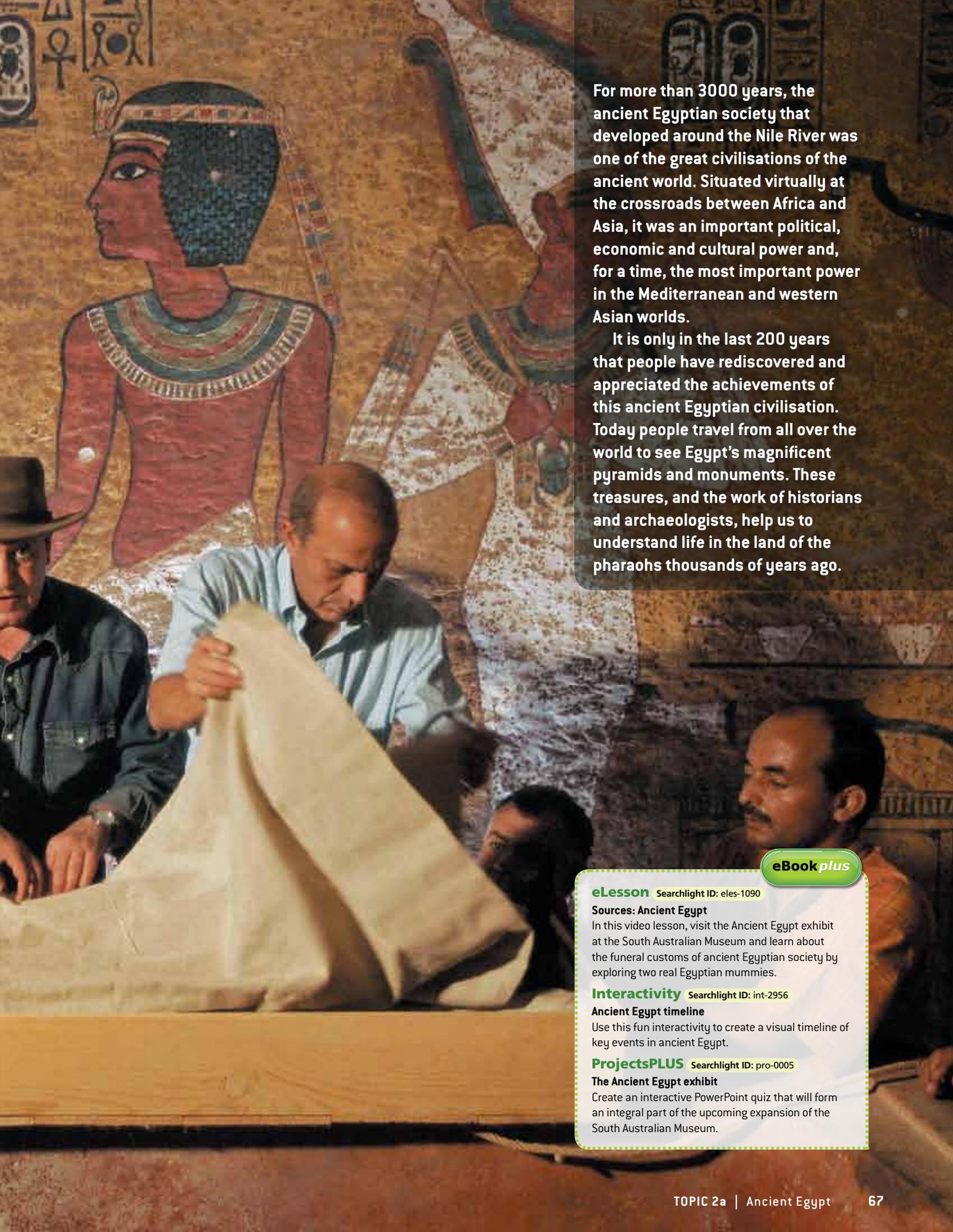
TOPIC

# 2a

## Ancient Egypt



November 2007: archaeologists with Tutankhamun's remains



For more than 3000 years, the ancient Egyptian society that developed around the Nile River was one of the great civilisations of the ancient world. Situated virtually at the crossroads between Africa and Asia, it was an important political, economic and cultural power and, for a time, the most important power in the Mediterranean and western Asian worlds.

It is only in the last 200 years that people have rediscovered and appreciated the achievements of this ancient Egyptian civilisation. Today people travel from all over the world to see Egypt's magnificent pyramids and monuments. These treasures, and the work of historians and archaeologists, help us to understand life in the land of the pharaohs thousands of years ago.

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**eLesson** Searchlight ID: eles-1090

**Sources: Ancient Egypt**

In this video lesson, visit the Ancient Egypt exhibit at the South Australian Museum and learn about the funeral customs of ancient Egyptian society by exploring two real Egyptian mummies.

**Interactivity** Searchlight ID: int-2956

**Ancient Egypt timeline**

Use this fun interactivity to create a visual timeline of key events in ancient Egypt.

**ProjectsPLUS** Searchlight ID: pro-0005

**The Ancient Egypt exhibit**

Create an interactive PowerPoint quiz that will form an integral part of the upcoming expansion of the South Australian Museum.

# 2a:1 Chronology

Pyramids, gods and mummies are all part of what makes us curious about life in the ancient Egyptian world. In investigating these things, you will be travelling back to the time when the pharaohs ruled Egypt, from c.3100 BCE to c.30 BCE.

The position of pharaoh was usually passed from father to son, so families of rulers, or **dynasties**, ruled Egypt for many years. A new dynasty started when a new leader emerged and took power from the old leader.

Time travel to ancient Egypt, and any other past civilisation, makes much more sense if you understand its **chronology**: the order in which things happened. This is not the main thing you want to know about ancient Egypt, but it is a tool that will help you understand the things that most interest you.

Knowing ancient Egypt's chronology will help you identify where particular periods, events, people and practices fit into the story of the ancient Egyptian world.

## Kingdoms and dynasties

In the third century BCE, the ruler Ptolemy I asked a priest called Manetho to write a history of Egypt. Manetho organised his history around the dynasties. Using surviving excerpts from Manetho's work and checking these against other sources, historians have developed a chronology of ancient Egypt that is based on thirty dynasties, three kingdoms — the Old Kingdom, the Middle Kingdom and the New Kingdom — and three intermediate periods.

When used in this way, the word *kingdom* refers to periods when particular dynasties had strong control throughout Egypt. *Intermediate periods* were times when:

- Egypt's main government was weak and unable to control its economic resources
- local rulers were more powerful and often competed with one another
- Egypt might also be threatened by powers outside its own borders and non-Egyptians may have occupied part of the country.

Over time, historians have debated and revised many of the key dates within this chronology. They still do not agree, and they are continually revising ancient Egypt's chronology as people discover new evidence about the time spans of particular periods and pharaohs. This is why you will find that different books give different dates and time spans for periods of ancient Egypt's history and for the reigns of its rulers.

## The value of chronology

Although it is not completely accurate, the chronology is useful. It gives us an idea of the sequence of ancient Egypt's key events and the age of some of its great monuments. The headings, dates and key features of this chronology are outlined in source 1.

Historians and archaeologists would like to find a better system. The reason for this is that, over the last fifty years or so, they have found more and more sources of information on ancient Egypt. To fully make sense of their discoveries, they would like to create a chronology that is organised around changes in Egyptian culture and society, rather than around rulers and events that might be much less important than social changes.

### ACTIVITIES

#### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 What is the value of knowing the chronology of a civilisation?
- 2 What labels do historians use to distinguish between Egypt's periods of stable government and periods of change and disruption?
- 3 What problems do historians have with the chronology of ancient Egypt? Why is it useful despite these problems?

#### DEVELOP SOURCE SKILLS

- 4 Use **source 1** to identify:
  - a the name and approximate dates of the earliest period shown
  - b the periods that match the following dates: c.2055–1650 BCE; c.1570–1070 BCE; c.2686–2181 BCE
  - c one thing that occurred during each of the periods in part **b**
  - d where Manetho would fit on the timeline
  - e evidence of Egypt's strengths and weaknesses.

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Use the **Ancient Egypt timeline** interactivity to create a visual timeline of key events in ancient Egypt. **int-2956**

Check your eBookPLUS **weblinks** to find more information or activities related to this section.

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Complete the **worksheet** for this section, located in your eBookPLUS resources.

### Late Dynastic Period, c.750–332 BCE

- Dynasty 26: great artistic achievements — trying to recreate Egypt's golden age
- 525 BCE: Persians gain control of Egypt until 404 BCE, when the Egyptians regain some of their former lands
- 332 BCE: Alexander the Great brings Egypt under Greek control



### New Kingdom, c.1570–1070 BCE

- 'Golden age' of peace, prosperity, architectural and cultural achievement, and strong government
- Egypt takes more land outside its borders
- Increased business and government contact with Near East and Crete

### Second Intermediate Period, c.1650–1570 BCE

- Hyksos people control part of northern Egypt
- Hyksos people's horse-drawn chariot and compound bow help Egyptian military skills

### Middle Kingdom, c.2055–1650 BCE

- Peace and prosperity, though pharaohs are less powerful
- Takeover of part of Nubia
- Barriers and forts built to control trade and immigration

### Old Kingdom, c.2686–2181 BCE

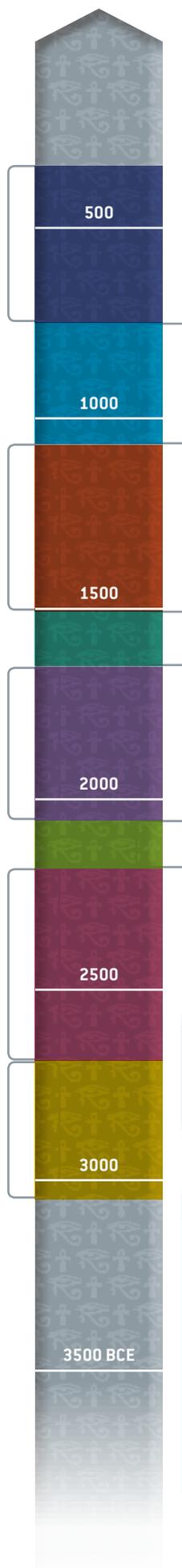
- Pharaohs build magnificent royal tombs
- Egyptians extend power to Nubia in the south and to what is now Libya in the east

### Early Dynastic Period, c.3050–2686 BCE

- c.3050 BCE: Menes unites Lower and Upper Egypt
- Pharaohs establish their power and importance over other people
- Creation of government system enabling pharaohs to control all Egypt from Memphis
- From c.2900 BCE decreased rainfall causes crop loss and starvation



**Source 1** Timeline showing the main dates and periods in the chronology of ancient Egypt



### Ptolemaic Period, 332–30 BCE

- 331 BCE: Alexander the Great establishes Alexandria (new capital)
- 323 BCE: death of Alexander leads to period of conflict
- 305 BCE: Ptolemy becomes pharaoh
- Ptolemy founds library and museum at Alexandria, making it a centre of learning and culture
- 30 BCE: Cleopatra VII dies; Rome takes control of Egypt

### Third Intermediate Period, c.1070–750 BCE

- Assyria threatens Egypt's army



### First Intermediate Period, c.2181–2055 BCE

- Local rulers seek power over the pharaoh and one another
- Egypt eventually reunites under Mentuhotep II

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- Egypt — the Old Kingdom
- Egypt — the Middle Kingdom
- Egypt — the New Kingdom

## ACTIVITIES

### AN ONGOING TASK

As you learn about ancient Egypt, aim to get a clear idea of:

- its important events and people
- the order in which they appeared
- the time period to which they belonged
- how you would rank them from most to least important.

Check your knowledge of this at the end of the chapter.

# 2a:2 Physical features

Egypt is in north-east Africa. Libya is to its west; in the south, Egypt lies within the huge Sahara Desert. Egypt's eastern land bridge across the Sinai Peninsula links it to Israel, Jordan and Saudi Arabia

and places it at the crossroads of Africa and Asia. With the Mediterranean Sea to its north, Egypt links Africa with southern Europe.

## Source 1

Map showing the River Nile and key geographical features, resources, cities and monuments of ancient Egypt. Inset map shows modern Egypt's location within north-east Africa.



## The gift of the Nile

The Nile River is the most important feature of the Egyptian landscape. It is one of the longest rivers in the world and flows 6500 kilometres from its source in the mountains of Ethiopia to its **delta** at the Mediterranean Sea.

The Nile River made it possible for people to settle, develop a society and survive in Egypt's hot, dry climate. It provided food and water; rich soils for growing crops; a home for different types of bird, plant and animal life; and a place to enjoy many leisure activities.

**Source 2** Fragment of a painting from the tomb-chapel of Nebamun, a scribe who died c.1350 BCE. It shows him hunting in the marshes of the River Nile.



For more than 3000 years, the ancient Egyptian society that developed around the Nile River was one of the great civilisations of the ancient world. While it was influenced by Mesopotamia through trade and technological achievements, Egyptian civilisation developed its own individual culture and society.

### The Nile highway

In ancient times, the Nile River, flowing from one end of Egypt to the other, was the country's main transport and communication route. Sailing *down* the Nile towards Giza was much easier than sailing *up* the Nile to Aswan. This was because anyone sailing down the Nile was moving in the direction of the current and anyone sailing up the Nile had to rely on the wind (which blew from the north) or take on the difficult task of sailing against the current.

**Source 3** Late-twentieth-century photo showing the Nile River valley



The Nile carried many different forms of river transport for a range of purposes. Wealthy Egyptians could cruise the Nile at a leisurely pace in their wooden ships. Pyramid and temple builders would send huge flat barges to transport stone from quarries to building sites. These barges were pulled along slowly by work teams located on the river banks. Cargo boats carried grain and other supplies. Ordinary people fished from small rowing boats near the shoreline.

### The Nile flood

In ancient times, the Nile River flooded every year. This flood resulted from the torrential rains that came in late spring to the mountains of Ethiopia in east Africa. The rainwater then flowed into the river known as the Blue Nile. The Blue Nile flowed north, merged with the White Nile and then flowed on towards Egypt. By summer, the surging floodwaters had reached Egypt's First Cataract — a waterfall forming the geographical boundary that marked the beginning of the Nile River valley and the area known as Upper Egypt.

When the Nile valley flooded, the river rose as much as ten metres in some areas. The people who lived in the Nile valley took refuge in their mud huts on the 'tortoise backs' — mounds of earth that had built up from centuries of these floods. As well as protecting people from all but the worst floods, the mounds trapped the floodwaters for many kilometres.

The floodwaters left behind thick layers of mud that created fertile farming land for planting grain. These were the 'Black Lands'. The Egyptians also used mud mixed with straw (for strengthening) to create bricks for their houses. The remaining 90 per cent of land was the desert area known as the 'Red Lands'. This separated Egypt from its neighbours and protected it from enemy invasions.

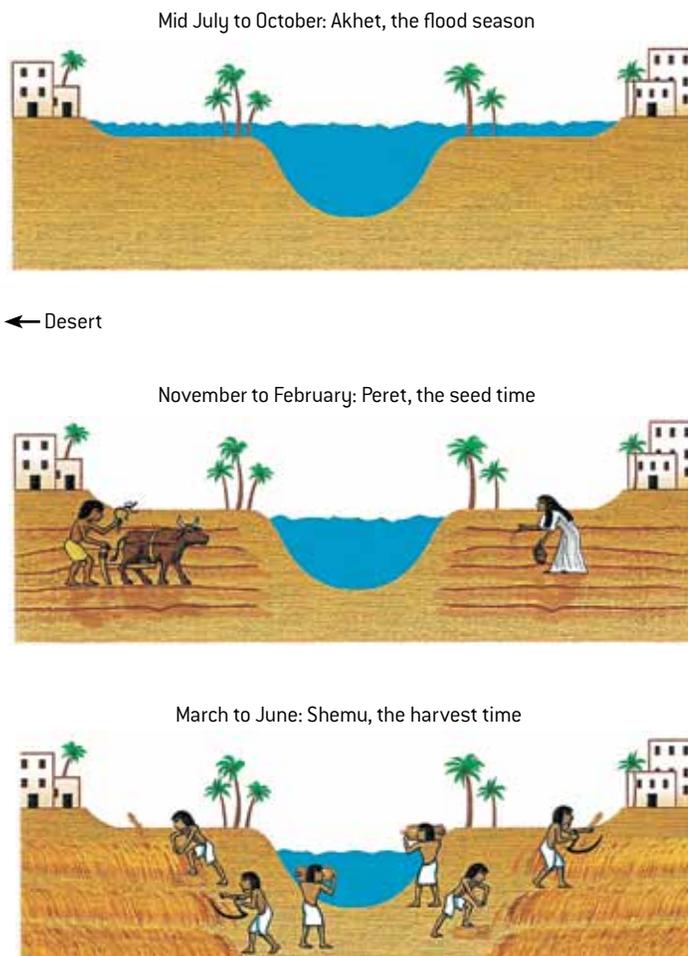
The rise and fall of the Nile River created three distinct seasons (see source 4) and became the basis of the farmer's calendar.

The extent of the annual flood was very important because:

- an eight-metre flood would produce the thick black mud that created fertile, crop-growing areas
- a flood any greater than this would destroy a great deal of property
- a flood any less than this meant that the soils would be too poor to produce enough food for people to eat.

Each year in late May or early June, officials used a series of staircases called nilometers to begin checking the level of the river (see source 5).

**Source 4** A diagram showing the importance of the Nile flood and the three distinct seasons it created



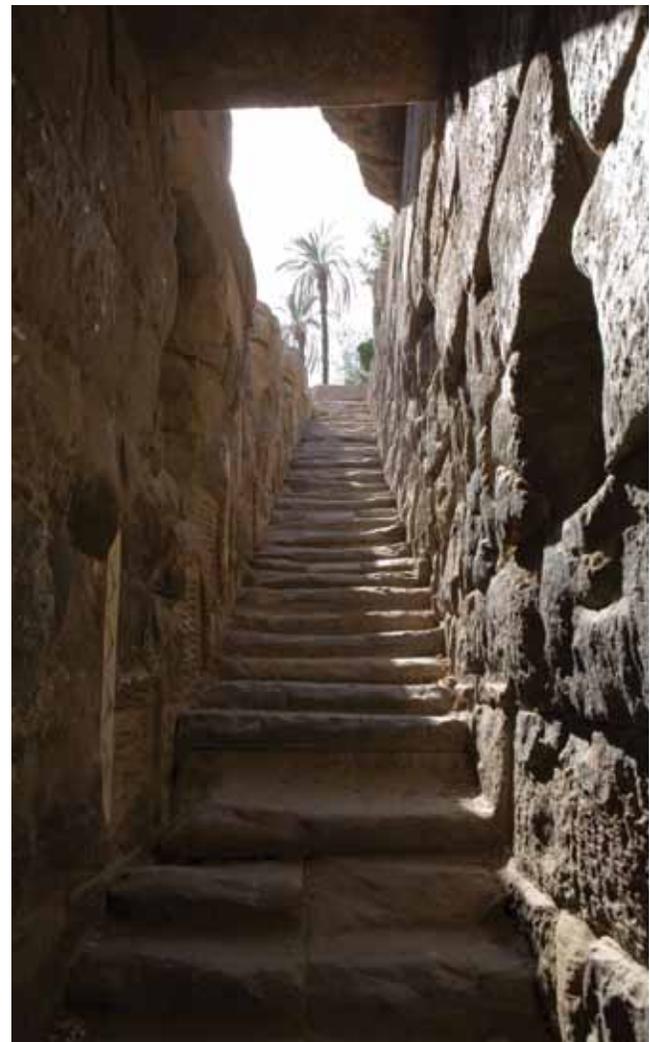
## Hapi — god of the Nile flood

Hapi or 'running one' was the god of the flood. People talked of the beginning of the annual flood as 'the arrival of Hapi'. They associated him with signs of fertility, such as vegetation, fish and birds.

Artists depicted Hapi with a large belly and female breasts to symbolise the fertility of the Nile and with blue or green skin to symbolise the water he would bring them. They also showed him bringing food offerings, or as a pair of gods tying together the lotus symbol of Upper Egypt and the papyrus symbol of Lower Egypt.

People built many temples to Hapi in the area around the First Cataract, and the priests there devised many ceremonies to honour him, including processions featuring Hapi's statue. With the approach of the flood season each year, people threw gifts into the Nile and asked Hapi to grant their wish that the flood would be at the right level.

**Source 5** Photo showing the nilometer at Elephantine Island, Aswan. It rises 90 steps from the river bank. Rectangular openings in its side walls assist measurement.



**Source 6** *Hymn to the Nile*, a poem written during the Middle Kingdom period that shows that the Egyptians treated the Nile as a god

Hail to you beloved Nile who comes from the earth to keep Egypt alive.  
 You make the barley grow  
 And bring the wheat to life so the temples can be full of offerings.  
 When the Nile is very low then everyone is poor.  
 The food offerings to the gods are few in number.  
 A million people perish.  
 Greed is everywhere.  
 Even the rich man looks worried.  
 Everyone carries a weapon.  
 When you are flowing, offerings are made to you, dear god.  
 Oxen are sacrificed for you,  
 Birds are fattened for you,  
 Lions are hunted for you,  
 Fire is provided for you.  
 Hail to you, beloved Nile,  
 You make Egypt green,  
 You make men and cattle live.

**Source 7** Wall carving showing two figures representing Hapi, the god of the Nile flood



**delta:** the area where a river splits into separate streams before flowing into the sea

## RETROFILE

The official Egyptian calendar was a 12-month calendar, with each month consisting of three ten-day weeks. The Egyptians held religious festivals in the remaining five days. Each year this calendar became more and more out of step with the natural calendar because it did not allow for a leap year.

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- List three reasons why the Nile was a 'gift' to the ancient Egyptians.
- List the advantages and disadvantages of the Nile flood.
- Hieroglyphs are picture-like symbols that ancient Egyptians used in their writing. Use evidence from the text to explain why the hieroglyph for 'going north' is a boat with sails down, , and the hieroglyph for 'going south' is a boat with sails up, .

### DEVELOP SOURCE SKILLS

- Use **source 1** to:
  - locate the Nile River and the Nile delta
  - locate the two cities that were capitals of ancient Egypt
  - locate two areas where stone was quarried
  - provide three pieces of information to describe the location of the Great Pyramid and the Sphinx
  - name and describe the location of another important monument.
- Use **source 2** to identify what is available for Nebamun to hunt.
- Identify key features of Egypt's geography shown in **source 3**.
- Use **source 4** to work out during which months:
  - people would do work other than farming
  - people sowed seed and ploughed the land
  - people would harvest their crops.
- Explain how you think the nilometer shown in **source 5** would have worked.
- Use your knowledge of ancient Egypt's chronology to work out the dates during which someone created **source 6**.
- In what ways is **source 6** useful to our understanding of ancient Egyptian attitudes to the Nile River?
- List the features of Hapi that you can identify in **source 7**.

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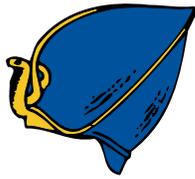
Check your eBookPLUS **weblinks** to find more information or activities related to this section.

According to legend, Menes (or Narmer), a king of Upper Egypt, united Lower and Upper Egypt about 5000 years ago. People called him 'lord of the two lands'. Over time, Egypt's kings began to wear a new double crown that combined the red crown of Lower Egypt with the white crown of Upper Egypt. From New Kingdom times onward, people called their ruler *pharaoh*, meaning 'great house'.

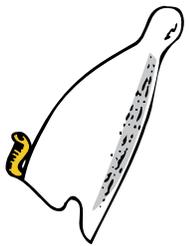
**Source 1** A modern artist's drawing of the pharaoh's crowns



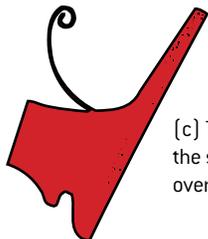
(a) The nemes — a soft headcloth usually made of linen



(d) The khepresh — the blue war crown worn when the Egyptian pharaoh went to war as the head of the army, used from the eighteenth dynasty onwards.



(b) The white crown — the symbol of power over Upper Egypt



(c) The red crown — the symbol of power over Lower Egypt

Pharaohs ruled Egypt for over 3000 years. Usually, a woman ruled only if she was a close relative of the previous pharaoh and the heir was too young to rule in his own right. She needed the support of influential men. Hatshepsut was one of the few female pharaohs.

## The pharaoh's power

People called their leader pharaoh because it was disrespectful to address him by his own name. The pharaoh was so powerful that he alone decided what was the law, and his people believed he could make laws for the entire universe.

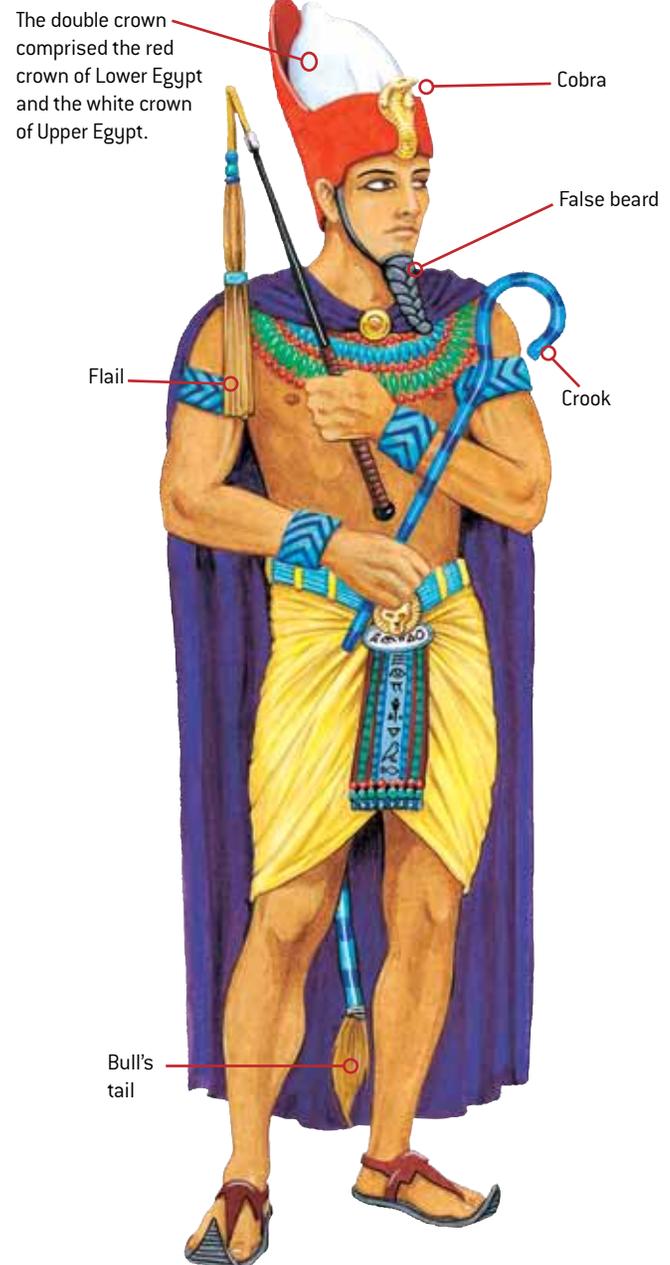
The pharaoh was the main landowner in Egypt. He demanded heavy taxes in the form of goods from those wealthy Egyptians whom he allowed to own land.

In different periods of time, people viewed the pharaoh as a god, as their protector and as their

leader in battle. They believed he was descended from Re, the sun god, and that the spirit of the god Horus lived within him. They expected him to make sure that:

- the Nile flooded as required
- people had enough food to eat
- the gods looked kindly on them
- Egypt's army could defend it against any enemies
- truth, or *Ma'at*, was at the heart of Egyptian life.

**Source 2** A modern artist's impression of a pharaoh with the symbols of his power. The *ankh* † was another symbol of the pharaoh's power.



## Rights, freedoms and the law

The word *Ma'at*, and the goddess who represented it, stood for justice, truth, order and balance — ideas at the heart of ancient Egyptian society. People believed that the gods had brought order and justice to their world and that, for their society to survive, the pharaoh had to uphold these.

The pharaoh had to make sure that Egypt's laws were guided by *Ma'at* and expressed the will and goodness of the gods. Those who did not live according to *Ma'at* would suffer ill fortune in this life as well as in the **afterlife** (life after death).

In theory, every free person could expect to be treated equally regardless of his or her place in

**Source 3** Papyrus showing the goddess *Ma'at* with her wings and feather of justice



society. The law gave both men and women an individual legal identity and virtually the same legal status and legal and economic rights. Both sexes had the right to:

- purchase and sell land
- make contracts
- participate in court cases
- divorce their partners.

By contrast, women in ancient Greece did not have an individual legal identity and could try to gain legal rights only by acting through a male relative.

Slaves had rights that did not exist in any other ancient society. They were people who, due to debt, war or the pharaoh's orders, lost their freedom for a limited period of time and could pay to regain it. *Ma'at* required that they be well treated and their children be born 'free'.

## The pharaoh's wives

Pharaohs began marrying in their childhood and usually had many wives, including their sisters, half-sisters and other female relatives. Pharaohs believed this custom had several advantages:

- it encouraged the loyalty and support of other family members
- it kept property and wealth (which were passed down from mother to daughter) within the family
- it kept the blood line 'pure'
- it was what the gods did.

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 List three ways people showed respect for the pharaoh's power.
- 2 Name the gods with whom people thought the pharaoh was linked.
- 3 Which of the pharaoh's duties needed god-like powers?
- 4 Why might the idea of *Ma'at* have motivated the pharaoh to act in the people's best interests?

### DEVELOP SOURCE SKILLS

- 5 List the symbols of the pharaoh's power shown in **source 2**.

### QUESTION, RESEARCH AND COMMUNICATE

- 6 Devise questions to investigate key information about the female pharaoh Hatshepsut. Number your responses to put them into a logical order and then use your information to write a 10–15 line paragraph on the pharaoh.

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Complete the **worksheet** for this section, located in your eBookPLUS resources.

# 2a:4 Society and everyday life

## Roles in society

The position of pharaoh was the most important role in ancient Egyptian society. To rule effectively, the pharaoh needed the support and efforts of other key people, especially:

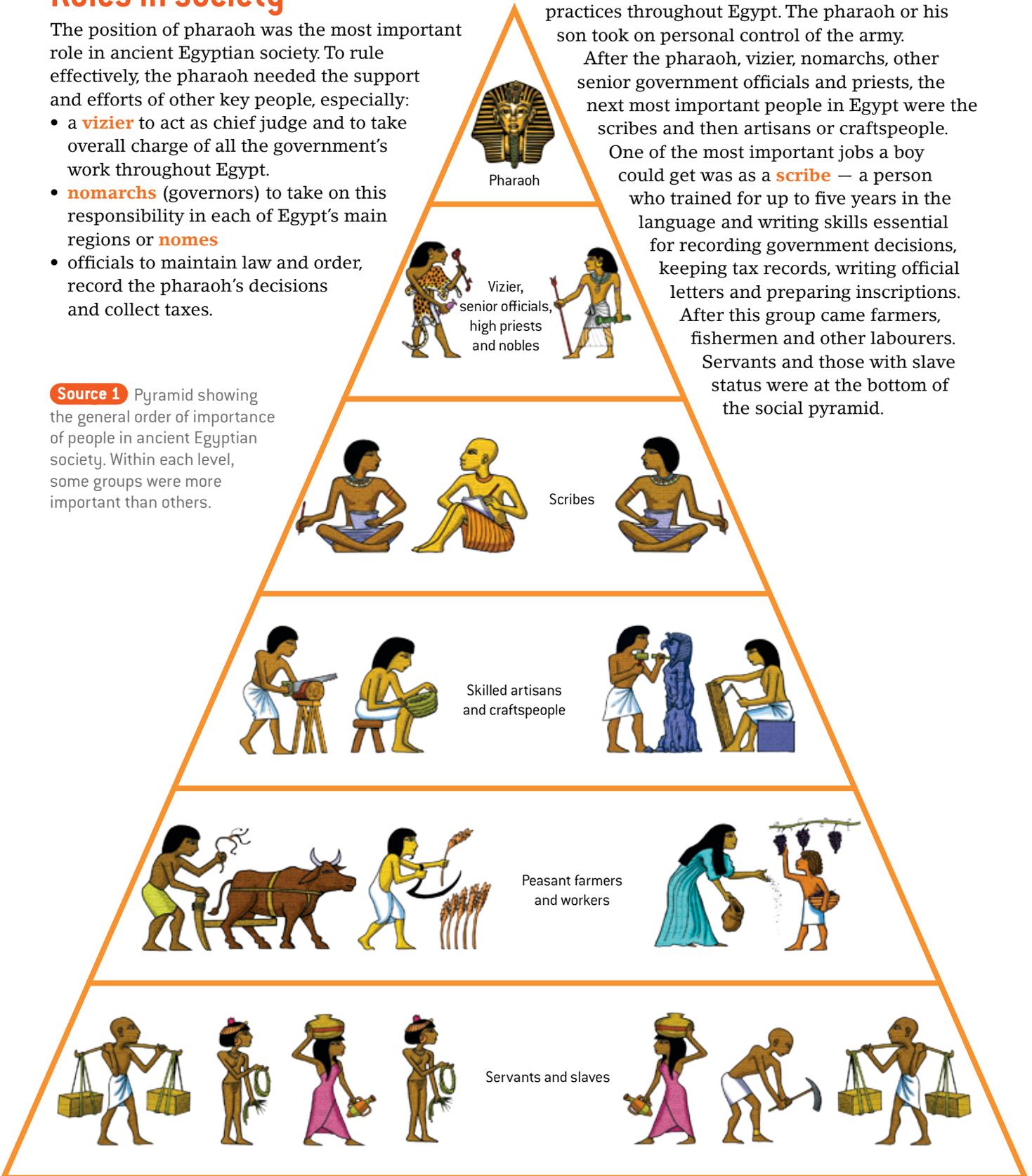
- a **vizier** to act as chief judge and to take overall charge of all the government's work throughout Egypt.
- **nomarchs** (governors) to take on this responsibility in each of Egypt's main regions or **nomes**
- officials to maintain law and order, record the pharaoh's decisions and collect taxes.

**Source 1** Pyramid showing the general order of importance of people in ancient Egyptian society. Within each level, some groups were more important than others.

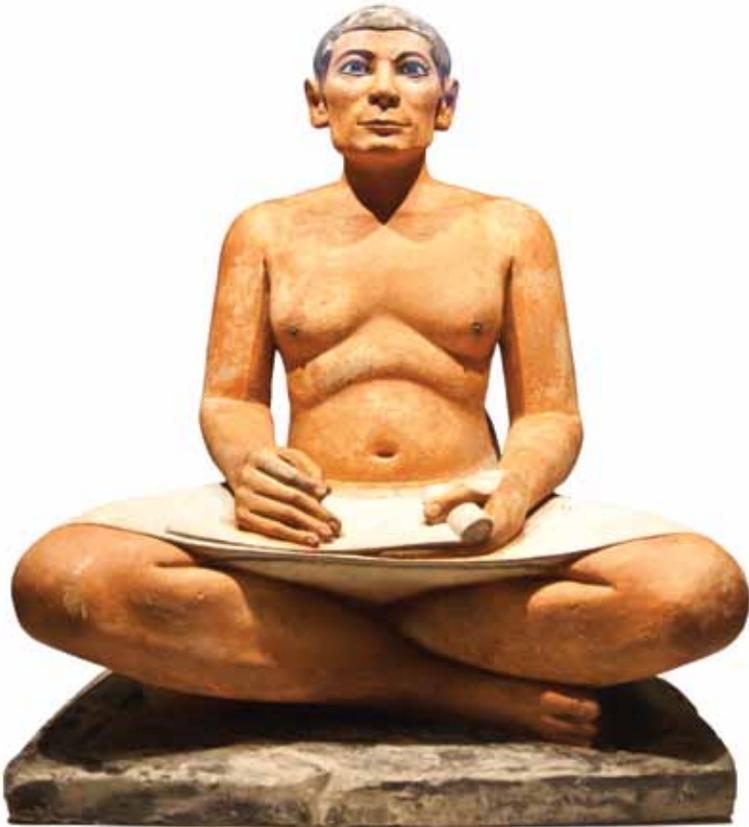
Priests and priestesses supervised religious practices throughout Egypt. The pharaoh or his son took on personal control of the army.

After the pharaoh, vizier, nomarchs, other senior government officials and priests, the next most important people in Egypt were the scribes and then artisans or craftspeople.

One of the most important jobs a boy could get was as a **scribe** — a person who trained for up to five years in the language and writing skills essential for recording government decisions, keeping tax records, writing official letters and preparing inscriptions. After this group came farmers, fishermen and other labourers. Servants and those with slave status were at the bottom of the social pyramid.



**Source 2** Sculpture depicting a scribe in the traditional cross-legged pose with a papyrus scroll on his lap



## Everyday life

Archaeologists have investigated many different types of artefacts (objects made by humans) to try to learn about the experiences of life in ancient Egypt. The remains of buildings, documents, monuments and artwork have helped them to learn a lot about the lives of the wealthy and powerful. It is harder to find out about the lives of ordinary people because the remains of their lives are fewer and more fragile. Unlike the wealthy and powerful, ordinary people did not intend their houses and earthly possessions to last beyond their own lifetime. Therefore we can get only an incomplete understanding of everyday life in ancient Egypt.

## Women's experiences

Unlike parents in ancient Sparta or ancient China, Egyptian parents did not view the birth of a girl as a disappointment. People had great respect for the goddesses of Egyptian religion and they had important roles. For example, Sekhmet, a female god, was the goddess of war. People believed women had many of the same qualities as the female gods.

Despite this, Egyptian society did not always treat women as men's equals. The pharaoh's

son succeeded him as pharaoh. If there were no sons, the new pharaoh was the husband of one of the Great Royal Wife's daughters. Women were responsible for the home and child-rearing. Women who worked outside the home often worked in 'female' jobs, such as in textiles.

Usually the female partner provided one-third of the goods listed in a marriage agreement and the male partner provided two-thirds. If a couple divorced, the husband still had to support his former wife, as society saw her as dependent on him. If a couple shared ownership of a property, the husband could barter (exchange) it for something else without his wife's permission.

The legal right to work and own property gave Egyptian women greater independence than women in other ancient societies. A woman was therefore not always dependent on her husband for her survival, and she had the freedom to take part in life beyond the home. However, women were limited in the kinds of work they could do, and were less likely to be educated than men. Men could gain a higher status and income because they were more involved in the world beyond the home.

## Family life

Family life was important to the ancient Egyptians. Parents arranged their children's marriages but there was no formal marriage ceremony. When the parents had agreed on terms, the couple would live together and 'start a house'. Girls married from about 12 years of age and boys from about 14 years.

The pharaoh had many wives, although only one wife had the status of Great Royal Wife, from whose sons the next pharaoh would be chosen. Pharaoh Rameses II had eight wives and possibly 162 children!

Most men had one wife and it was common for a couple to have eight or more children. Each partner had control over his or her own property. Divorce was expensive but possible, especially if a man had abused his wife.

## Children's lives

Most children worked; at about eight years of age, they began to learn a trade or became involved in farm work. Boys tended to learn the same kind of work their fathers did.

The skills children learned helped support the family's way of life and enabled them to provide for their parents in old age. Few people had the chance to learn to read and write, although some temples did provide lessons in which boys could learn reading, writing and arithmetic.

## Housing

Egyptians mainly built their towns and villages on high ground within or looking down on the farming land of the Nile valley. They used sun-dried mud bricks mixed with straw as the main building materials. When houses began to fall apart, people would knock them down and rebuild over the remains — making the land higher still.

People designed houses to help cope with Egypt's hot climate. For example:

- They had flat roofs with vents to let in cool breezes from the north.
- In a two-storey house, the kitchen was often on the top floor so that people could take advantage of the cool air coming through the vents and gain some relief from the heat of cooking as well as the climate.
- Roofs often had a terrace so people could sleep and eat outdoors during a summer breeze.
- Window openings in the house itself were small and set high into the walls to minimise the impact of heat and glare. For this reason, rooms could be quite dark.

**Source 3** A fragment of a wall panel c.1350 BCE from the tomb-chapel of the scribe Nebamun at Luxor. It depicts a pond and a garden, two features of a wealthy person's home.



## Wealthy people's houses

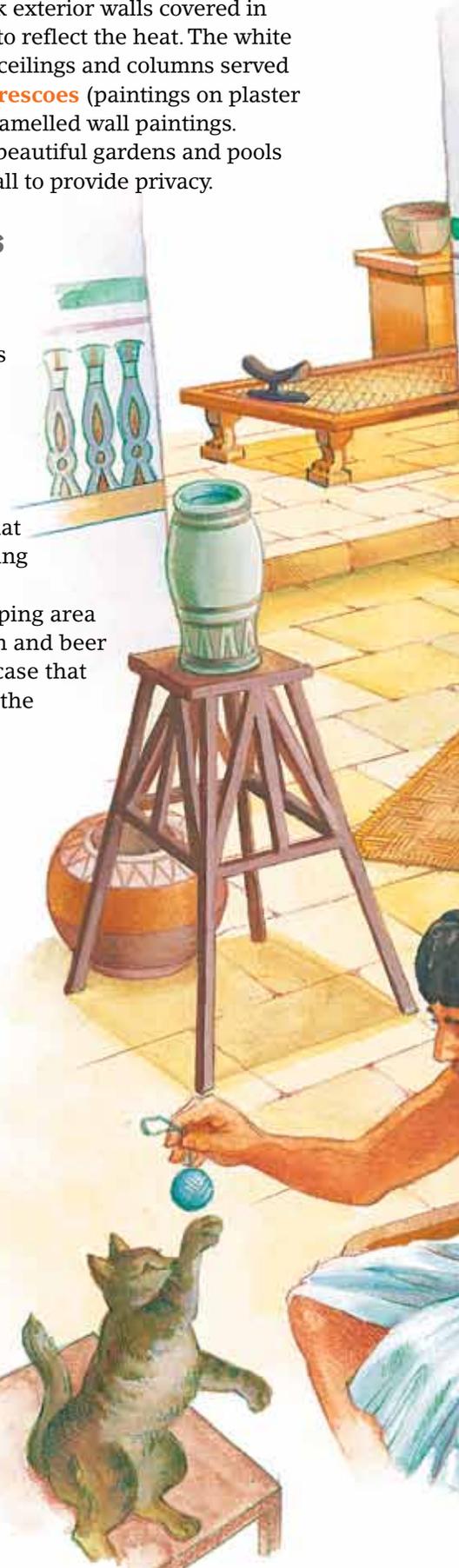
Luxury and comfort were important features of the lives of wealthy people. They lived in large (often two-storey) houses with thick exterior walls covered in white limestone plaster to reflect the heat. The white plastered interior walls, ceilings and columns served as bases for decorative **frescoes** (paintings on plaster walls or ceilings) and enamelled wall paintings. Outside there would be beautiful gardens and pools surrounded by a high wall to provide privacy.

## Ordinary people's houses

What we know about ordinary people's homes mainly comes from clay models that archaeologists have found in tombs.

They included:

- a living/eating area that could become a sleeping area at night
- another separate sleeping area
- storage areas for grain and beer
- often an outside staircase that led up to a terrace on the flat roof.





## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 Describe the differences in the roles of vizier, nomarch and scribe.
- 2 Identify similarities and differences between the lives of Australians you know today and the lives of people in ancient Egypt.
- 3 Describe what builders did to make houses suited to Egypt's weather conditions.

### DEVELOP SOURCE SKILLS

- 4 What information does **source 1** provide about ancient Egypt's social structure?
- 5 Is **source 3** a primary or secondary source on ancient Egyptian housing? What types of information could a historian gain from it?
- 6 Describe the features of the home you see depicted in **source 4**. What else would you expect this home to contain?

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Check your eBookPLUS **weblinks** to find more information or activities related to this section.

**Source 4** A modern artist's drawing depicting the interior of the home of a wealthy Egyptian family. It is based on images from wall paintings, drawings and papyrus scrolls and on furniture that has survived from ancient Egypt.

# 2a:5 Working life

## Farming

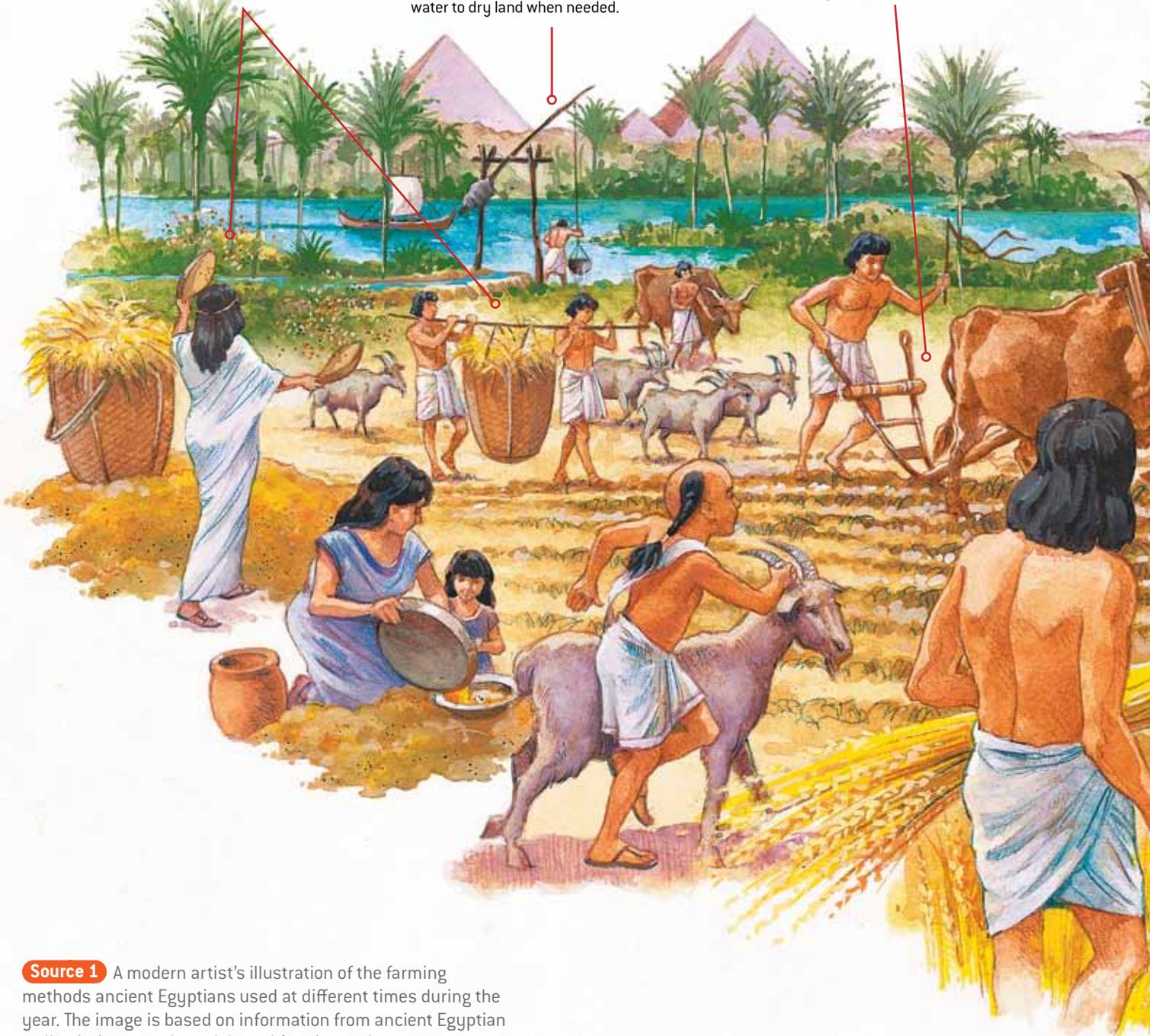
Most men and many women were farmers. They worked on the pharaoh's land and could also rent or buy land for themselves. Farmers produced wheat and barley for making bread and beer or flax to

make linen. They also planted beans, cucumbers and leeks and cultivated grape vines from which to make wine. Other important crops were dates, figs and pomegranates.

Farmers used wooden scoops to throw the grain into the air so that it could be separated from the chaff [the grain's outer covering] before being loaded into bags for storage.

Workers used the shaduf to raise water to dry land when needed.

Farmers used a hoe or light plough to prepare the soil on the fields, being careful not to disturb the sand that lay beneath the rich silt left by the flood.



**Source 1** A modern artist's illustration of the farming methods ancient Egyptians used at different times during the year. The image is based on information from ancient Egyptian wall paintings, tomb models and farming tools.

The year's farming work began when the floodwaters receded. Officials organised work parties to dig irrigation channels between each field. They directed excess water into irrigation channels and, using a *shaduf* to raise the water, they could irrigate dry land when needed. Workers also built **dykes** and repaired **sluices** so that they could direct water to crops grown further inland. Tax officials came around once a year to collect up to half of what was grown.

The number and type of animals a farmer owned was a sign of how wealthy he or she was. In addition to sheep and oxen, Egyptian farmers also kept cattle, geese, ducks, pigs and goats. Cattle were the most valuable livestock, both as work animals and as sources of meat, milk and hides.

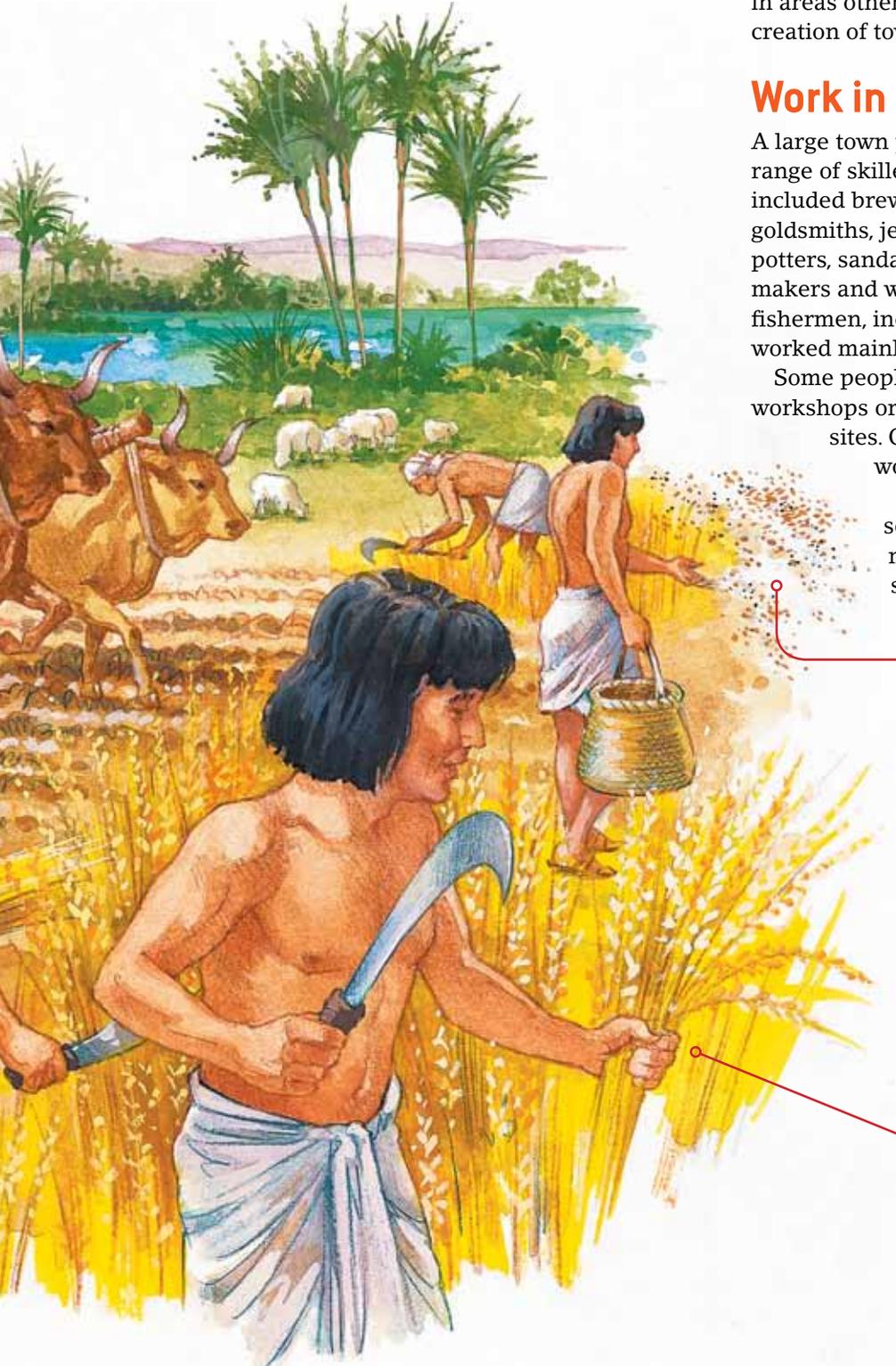
The fertile farming land resulting from Egypt's annual flood meant that the Egyptians could grow enough food for themselves and for trading with others. This also meant that some people could work in areas other than farming and so enabled the creation of towns.

## Work in towns

A large town provided employment for a wide range of skilled workers – mainly men. These included brewers, builders, coppersmiths, doctors, goldsmiths, jewellers, metalworkers, paper makers, potters, sandal makers, stonemasons, weavers, wig makers and woodworkers. There were also artists, fishermen, incense roasters and priests. Women worked mainly as stallholders in the marketplace.

Some people worked in the pharaoh's palace workshops or offices or on one of his huge building sites. Others worked outdoors, in local workshops or in their own homes.

Working as a scribe was a highly sought-after job, but one available mainly to those who were sons of scribes.



Seed was spread across the tops of the fields and herds of sheep were sent in to press it into the ground.

At harvest time, they used sickles (a tool with a curved blade) to cut the grain and oxen to crush and separate it from the husk.

## Skill builder

### Locating, selecting and organising historical information from sources

/// Sources and their captions provide information that, with careful reading, we can easily identify and understand. Annotating a source (adding comments to explain it) is a helpful way of locating and organising the information it provides. Source 2 provides information on the type of source this is, its approximate date, the creator, and his purpose and message. In particular, the words the writer uses provide clues to the relationship between a particular worker and his boss, showing that Sennefer is able to speak harshly to Baki and to give him orders.

Practise this skill by finding another written source and annotating it in a similar way.

**Source 2** A letter from Sennefer, the mayor of Thebes, [c.1427–1400 BCE] to Baki, a farmer who rented land from him

Creator of source

The mayor of the southern capital Sennefer speaks to the tenant-farmer Baki son of Kyson to the following effect. This letter is brought to you to tell you that I am coming to see you when we moor at Hu in three days' time. Do not let me find fault with you in your duties. Do not

Purpose of source

fail to have things in perfect order. Also, pick for me many plants, lotuses and flowers, and others worth offering. Further, you are to cut 5000 boards and 200 timbers; then the boat that will bring me can carry them, since you have not cut any wood this year — understood?

On no account be slack. If you are not able to cut them you should approach Woser, the mayor of Hu.

The tone of language shows Sennefer's authority over Baki.

Pay attention: the herdsman of Cusae and the cowherds who are under my authority, fetch them for yourself in order to cut the wood, along with the workmen who are with you. Also, you are to order the herdsmen to prepare milk in new jars in anticipation of my arrival — understood? You are not to slack, because I know that you are a *wiwi*, and fond of eating in bed.

From a papyrus known as Papyrus Berlin 10463, now at the Egyptian Museum in Berlin.

## Artists and sculptors

We can still see much of the artwork of ancient Egypt on tomb and temple walls, in massive sculptures of human figures, in coffin decorations and funeral masks, and in jewellery.

Egyptian artists worked to a formula to create images of the human figure. This created a recognisable style, but not figures that looked realistic. The main features of this included:

- working from a square grid with a specific number of squares allocated to each part of the body (18–21 squares for the body overall) so that proportions could be carefully worked out
- showing the most important people as larger than anyone else
- showing bodies with the eyes and upper body facing the front
- showing the head, arms and lower body side on
- usually showing the left leg in front of the right.

Egyptian sculptors also worked within limits when depicting the human figure. They designed their figures to be seen from the front and showed them in static rather than active poses. They rarely showed spaces between parts of the sculpture.

The tomb of Queen Nefertari, Rameses II's Great Royal Wife, discovered in 1904, is an excellent source of information about ancient Egyptian art. Its wall paintings, columns and ceilings show typical painting styles, colours and subject matter.

**Source 3** Wall painting from the tomb of Nefertari in the Valley of the Queens showing Nefertari offering gifts to the goddess Isis



When construction was complete, the rubble was removed so that stone-workers could smooth, shape and carve designs into the completed capitals (top section of columns).

Artists painted decorative patterns onto the capitals.

Workers cut stone into suitable sizes and shapes for use in the construction of the columns.

Workers used timber planks and ropes to transport stone for the final level of the columns to the building site.

**Source 4** A modern artist's impression of how builders and craftspeople created and decorated columns for Egyptian buildings. It is based on the work of experimental archaeologists, on analysis of unfinished buildings and on column styles found on Egyptian monuments.

## Building work

Building grand temples and monuments was an important part of ancient Egyptian culture. The remains of unfinished buildings have enabled archaeologists to work out the methods builders devised for transporting stone, constructing very tall buildings and organising their decoration. By filling buildings with rubble after constructing each layer of a wall or pillar, they created an area from which people could work on the next stage. They worked upwards during the construction phase and downwards during the decoration phase.

**dyke:** a wall or mound of earth built to hold back the waters of a river

**sluice:** a channel in which the flow of water is controlled by a gate or some other device

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 Identify similarities and differences between the working lives of people today and those of people in the ancient Egyptian world.

### DEVELOP SOURCE SKILLS

- 2 Use **source 1** to identify:
  - a the following three activities of the farming season: ploughing the land, sowing the seed and collecting the crop
  - b five 'tools' that workers used in their farming tasks
  - c who participated in farming work.
- 3 Use **source 2** to answer the following questions:
  - a What does Sennefer say is the reason for sending this letter?
  - b What message is he giving to Baki?
  - c Which words and phrases does he use to convey this message?
  - d No one knows the exact meaning of the word *wiwi*. What do you think it might mean and why do you think this?
  - e What evidence of Baki's relationship with Sennefer does the source provide?

## Beliefs and values

The ancient Egyptians saw signs of gods all around them. They believed that:

- there were hundreds of gods and goddesses who controlled every aspect of their daily lives, as well as the world of the afterlife
- the gods created them and their world out of nothingness and would return it to nothingness if they did not please the gods
- the gods could take animal form, human form or a combination of both.

Egyptian paintings often show the gods with a human body and the head of a particular animal.

Every nome, city and village had its own god and built a special temple or place of worship to honour it. People called on special gods to help them in various situations in life. For example, people

**Source 1** A modern artist's drawing showing some of the main Egyptian gods, their characteristics and their responsibilities



God	Anubis	Horus	Isis	Osiris	Thoth
<b>Shown as</b>	Man with head of a jackal	Man with head of a falcon	Woman wearing sheath-style dress with a throne-shaped headdress or a sun disc and cow's horns	Green-skinned man with mummy-like lower body; he holds a crook and flail and wears the white crown with feathers on either side	Man with head of an ibis, sometimes with crescent moon and lunar disc on top of it
<b>Role</b>	God of the underworld and mummification	God of the sky and also of hunting; protector of the pharaoh and the city of Memphis	Goddess of rebirth and reincarnation and protector of the dead	God and judge of the dead in the afterlife; giver of life	Mediator between good and evil; god of writing, wisdom, learning and measurement

believed that the goddess Taweret could protect women from evil forces during childbirth. Sekhmet was the goddess of war; Hathor was the goddess of love and beauty.

Stories about the gods helped to explain some of the world's mysteries. People explained sunrise as the god Re starting on a boat journey towards the west. Another story was that Nut, the goddess of the heavens, swallowed the sun at the end of each day and then gave birth to it again the next morning.

## Animal worship

Ancient Egyptians believed that the gods appeared in real life in the form of animals. By worshipping falcons, they showed their respect for the god Horus; by worshipping baboons and ibises they showed their respect for the god Thoth. A person could be condemned to death for deliberately killing a sacred animal.

People believed that cats represented the gods Bastet and Pakhet. Many cat owners mummified their pets after death. Archaeologists have found hundreds of thousands of mummified cats in burial sites near ancient Egyptian cities.

### Skill builder

#### Identifying perspectives, values and attitudes

/// People's comments often unintentionally give us an understanding of the person's perspective, values and attitudes. We can see this in source 2 below. The words in brown show perspective; pink shows attitude; and green shows values

**Source 2** An extract from the writings of Greek historian Herodotus Halicarnassus, c.484–425 BCE. His writings were one of the main sources of information on ancient Egypt for more than 1000 years.

What happens when a house catches fire is most extraordinary: nobody takes the least trouble to put it out, for it is only the cats that matter; everyone stands in a row, a little distance from his neighbour, trying to protect the cats, who nevertheless slip through the line, or jump over it, and hurl themselves into the flames. This causes the Egyptians deep distress. All the inmates of a house where a cat has died a natural death shave their eyebrows ...

## Practices

Throughout the year, festivals and holidays broke up the Egyptians' ten-day week. People took time to pray, make offerings to the gods and enjoy the singing, music and feasting that were part of important religious celebrations.

From the time of the female pharaoh, Hatshepsut, in the New Kingdom period, people began to celebrate two important religious festivals. These were the Beautiful Feast of the *Opet* and the Beautiful Feast of the Valley. The *Opet* festival was the more important of these.

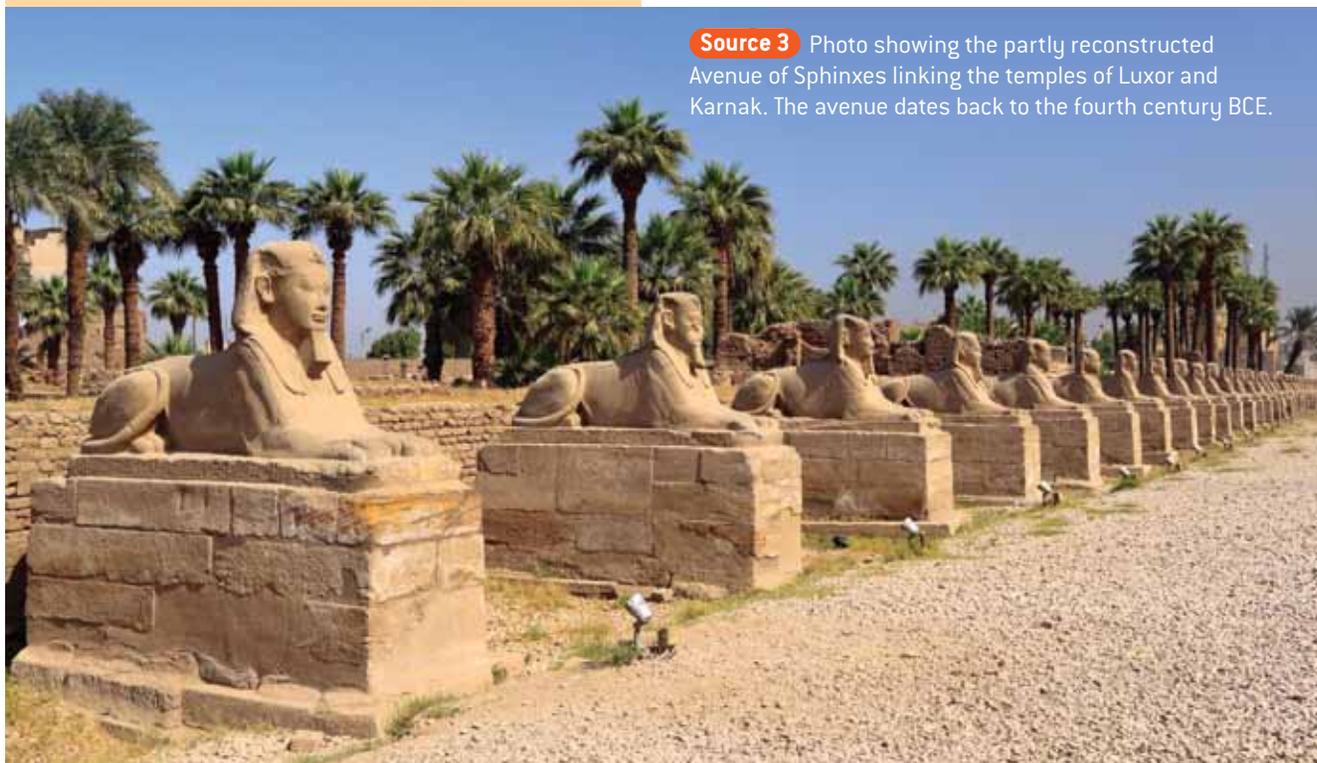
### The Beautiful Feast of the Opet

The *Opet* (secret chamber) festival took place during the flood season. During Hatshepsut's time, it lasted for about 11 days. By the time of Ramesses III, it had grown into a 27-day event.

The highlight was a procession in which the pharaoh, high priests and important officials accompanied the statues of Amun-Re, his wife and son on a river journey from the temple at Karnak to the inner chamber at the temple at Luxor and back again. People crowded the procession route and enjoyed the singing, food and drink and general holiday atmosphere.

The festival symbolised renewal of the land, the power of the gods and Amun Re's approval of the pharaoh. It also reminded people of their links to the gods.

**Source 3** Photo showing the partly reconstructed Avenue of Sphinxes linking the temples of Luxor and Karnak. The avenue dates back to the fourth century BCE.



## The Beautiful Feast of the Valley

The Beautiful Feast of the Valley was celebrated from the Middle Kingdom onwards and took place annually during Shemu, the harvest season. Priests took images of the gods Amun-Re and Mut and their son Khonsu across the Nile from Karnak to Thebes, where the gods visited the temples and shrines to the dead.

People in smaller boats followed behind and later offered food and drink to their dead relatives. The day was one of feasting, music and celebration as people wanted to feel closer to their loved ones.

**Source 4** A digital recreation by Mark Millmore c.2007 depicting the basic layout of a New Kingdom temple and the nature of its decoration



## Temples

The Egyptians built many temples to keep their gods happy and to provide places where people could worship their statues and offer gifts to them. To begin with, temples were small mud-brick buildings.



Once builders began to use stone, temples became larger and had architectural features that showed the importance of the gods. The temples also provided dramatic backdrops for religious ceremonies.

In the Old Kingdom, temples mainly consisted of a wall enclosing a courtyard. In here there was a small building for the temple sanctuary that housed the shrine supporting a statue of the god.

During the Middle Kingdom, architects began to include a hall with columns (to support the heavens) leading to the sanctuary. By the time of the New Kingdom, major temples had become huge.

They now had:

- a massive gateway entrance called a **pylon**
- a courtyard
- a **hypostyle hall** — a room full of columns that looked like papyrus plants reaching towards the sun
- a second hall
- a sanctuary
- a sacred lake outside the temple.

### RETROFILE

The Luxor government has begun work on a project to excavate and reinstate the sphinxes that used to line the 2.7-kilometre procession route between Luxor and Karnak. Doing this requires the removal of the shops, houses and churches that were built on top of the route in later eras and the compensation of their owners. The goal is to establish the city of Luxor as an open-air museum.

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 What did the ancient Egyptian gods look like?
- 2 Why did the ancient Egyptians want to please their gods?
- 3 Which gods might be helpful to someone:
  - a having a bad hair day
  - b wanting victory in battle?

### DEVELOP SOURCE SKILLS

- 4 Use **source 1** to answer these questions.
  - a What feature of their appearance do three of the gods have in common and what different feature do the other two share?
  - b Which headdress is Isis wearing here?
  - c Which god do you think scribes might offer gifts to? Give reasons for your answer.
- 5 Identify the perspective, values and attitudes that Herodotus reveals in **source 2**.
- 6 Compare the usefulness of **sources 3** and **4** for our understanding of religious practices in ancient Egypt. In your answer, mention which source is primary and which is secondary for this investigation.

eBookplus

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Tomb decorations, coffins, the preservation of bodies and the range of objects buried with the dead show us that death and the afterlife were very important to the ancient Egyptians.

## Embalming and mummification

The Egyptians believed in properly preparing a body so that it could live on in a similar way in the afterlife. The body had to be preserved. Someone had to:

- prepare the body so that Ba, the bird representing the person's spirit, could still recognise it and reunite with it before journeying on to the afterlife
- ensure that Ka, the person's life energy, would have food and drink for the next life
- arrange for some of the dead person's possessions to accompany the preserved body. Depending on the status of the dead person, these possessions could include clothes, jewellery, furniture, work tools and, for wealthy Egyptians, **ushabti** dolls. Poor families relied on Egypt's hot, dry climate to preserve the bodies of the loved ones they buried in the desert sand. Wealthy Egyptians used **embalming** and **mummification** to preserve bodies.

**Source 1** An extract from Herodotus' *The Histories*, in which he describes the mummification process. Herodotus lived in the fifth century BCE.

They take first a crooked piece of iron, and with it draw out the brain through the nostrils ... while the skull is cleared of the rest by rinsing with drugs; next they make a cut along the flank with a sharp Ethiopian stone, and take out the whole contents of the abdomen, which they then cleanse, washing it thoroughly with palm wine, and again frequently with an infusion of pounded aromatics. After this they fill the cavity with the purest bruised myrrh, with cassia, and every other sort of spicery except frankincense, and sew up the opening. Then the body is placed in natrum for seventy days, and covered entirely over. After [that], the body is washed, and wrapped round, from head to foot, with bandages of fine linen cloth, smeared over with gum, which is used generally by the Egyptians in the place of glue, and in this state it is given back to the relations, who enclose it in a wooden case which they have had made for the purpose, shaped into the figure of a man. Then fastening the case, they place it in a sepulchral chamber,

Egypt's embalmers usually established their businesses on the west bank of the Nile River. This was the direction of the setting sun and, so they believed, the land of the dead. The embalming process took 70 days. The first 40 days were spent drying out the body and then the embalmer began the more detailed work that would prepare the body for the journey to the afterlife (see source 2).

**Source 2** A modern artist's drawing (below right) of the mummification process with instructions for the embalmer

### Step 1

Have your jackal mask ready so you can dress up as the god Anubis. Learn the prayers and magic spells from the Book of the Dead. Chant these over the dead body as you work.

### Step 2

Wash the dead body with water or palm wine.

### Step 3

Use a long hook to pull out the brains through the left nostril. Throw them away.

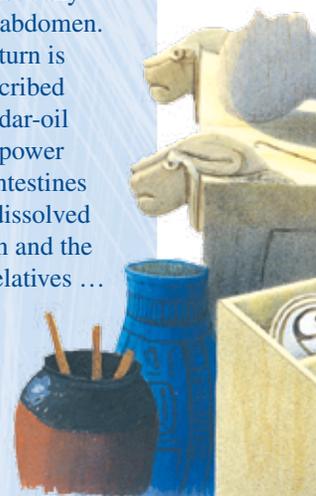
### Step 4

Cut the left side of the stomach and remove the liver, lungs, intestines and stomach. Leave the heart as it contains the personality.

upright against the wall. Such is the most costly way of embalming the dead.

... [T]o avoid expense ... Syringes are filled with oil made from the cedar-tree, which is then, without any incision or disembowelling, injected into the abdomen. The passage by which it might be likely to return is stopped, and the body laid in natrum the prescribed number of days. At the end of the time the cedar-oil is allowed to make its escape; and such is its power that it brings with it the whole stomach and intestines in a liquid state. The natrum meanwhile has dissolved the flesh, and so nothing is left ... but the skin and the bones. It is returned in this condition to the relatives ...

The third method of embalming, which is practised in the case of the poorer classes, is to clear out the intestines with a clyster, and let the body lie in natrum the seventy days, after which it is at once given to those who come to fetch it away.



### Step 5

Cover the internal organs with **natron** to absorb all moisture. Rub the dried organs with oils and resin and wrap them in linen bandages. Put each organ in the correct **canopic jar**.

### Step 6

Cover the body with natron for 40 days to dry. Rub the dried skin with palm oils and ointments. Pack the stomach cavity with perfumed linen and sew up the wound.

### Step 7

Place a magic charm over the stomach wound and a scarab (beetle-shaped charm) over the heart. Then wrap the body with linen bandages dipped in gum. Wrap every part separately. You will need about 370 square metres of linen. Put amulets and charms such as ankhs (☩) in with the bandages. The dead person's soul will need these during its journey to the Kingdom of Osiris.

### Step 8

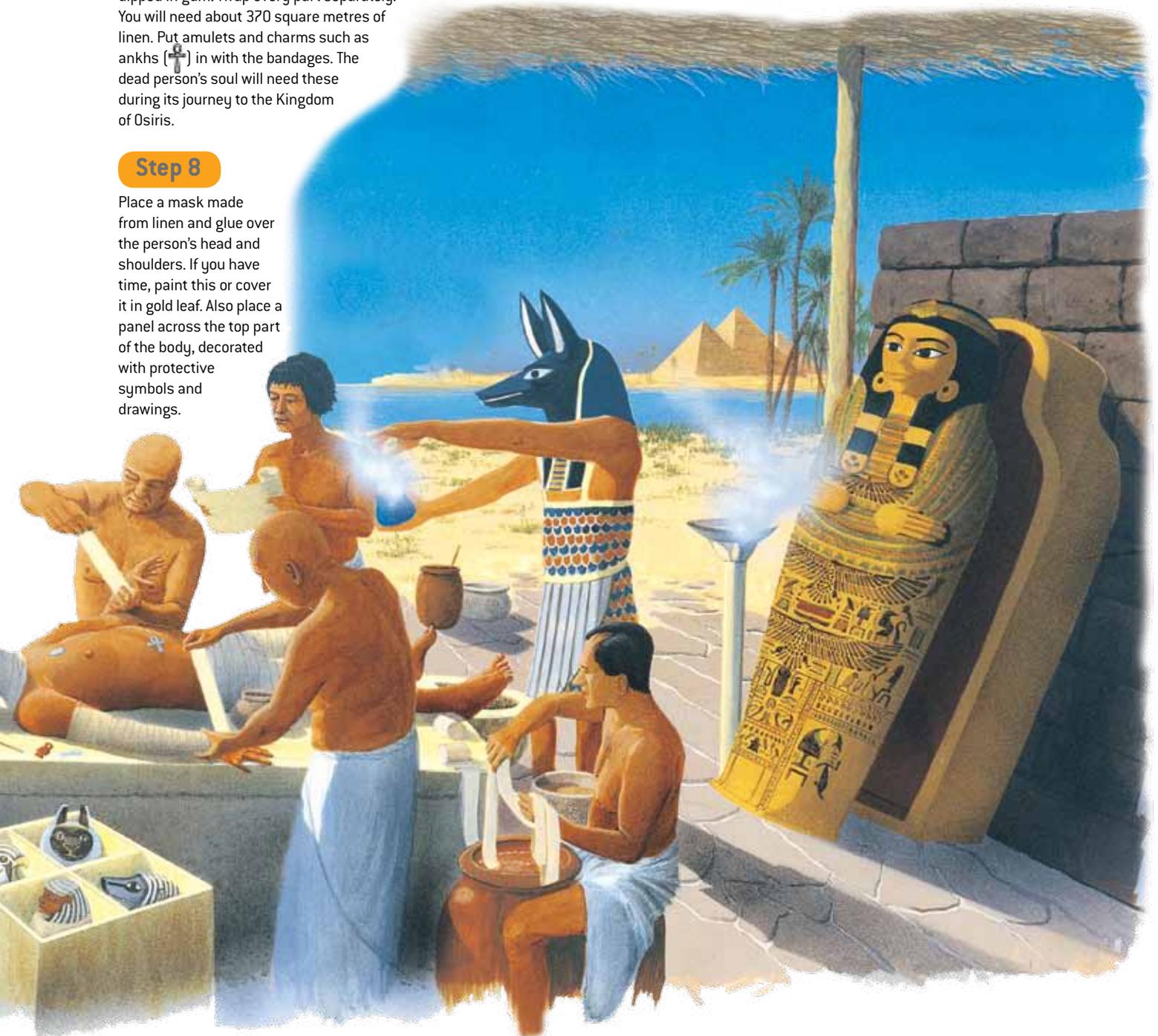
Place a mask made from linen and glue over the person's head and shoulders. If you have time, paint this or cover it in gold leaf. Also place a panel across the top part of the body, decorated with protective symbols and drawings.

### Step 9

Place the wrapped mummy in a body-shaped coffin decorated with jewels, paintings and inscriptions of spells. Paint the coffin so it looks like the person within when he or she was alive. Be flattering!

### Step 10

The mummy and the canopic jars are ready. Your chief priest will accompany the funeral procession to the tomb so he can conduct the ceremony to open the mummy's mouth. The person's soul needs to talk in the afterlife. Remember, the professional mourners will be noisy!



# Judgement and the afterlife

The Egyptian *Book of the Dead* consists of **papyrus** scrolls containing more than 200 spells. These spells were like good wishes or prayers to help the deceased person survive the journey to the afterlife. The Egyptians believed this journey was full of dangers such as poisonous snakes, fire-filled lakes and even executioners. Knowing the correct spells was an important safeguard, so people often recorded them on coffins.

During the funeral, a priest conducted the important ceremony called ‘the opening of the mouth’. To do this, his attendants placed the coffin in an upright position. The priest then touched the ears, eyes, mouth, nose, legs and arms of the image painted on it. This ritual symbolically ‘freed’ the person’s senses so that he or she would be able to hear, see, breathe, speak, smell and generally come to life again.

## Skill builder

### Locating information in a source and identifying its meaning

It would be hard for you to just look at source 3 and magically come up with its meaning. You need to look, think and use your knowledge of Egyptian gods and the journey to the afterlife. You could also conduct a little more research on the source itself. Once again, using annotations, like those shown above and below this source, helps you to locate and record what you identify bit by bit. In this way, the full meaning of the source — its depiction of Hunefer’s journey to the afterlife — becomes clearer.

**Source 3** An illustration from *The Papyrus of Hunefer*, created c.1285 BCE, showing different scenes from the journey to the afterlife

The dead man, Hunefer, offers gifts to the gods.

Fourteen judges to whom Hunefer will explain his life. Some judges hold the ankh (symbol of life).



The god Anubis leads Hunefer to the weighing of the heart.

Hunefer's heart

Anubis weighs the heart against the feather of justice. Ammit is ready to eat the heart if it weighs more than the feather.

The god Thoth is ready to record the decision.

The god Horus leads the dead person to the afterlife.

The four sons of Horus atop a lotus flower. Their role was to protect the dead person's organs.

The god Osiris, his wife Isis (in red, behind) and her sister Nephtys (in green, in front) are ready to welcome Hunefer to the afterlife.

The most important test in the journey to the afterlife was the 'weighing of the heart' held in the Hall of Two Truths. People believed that the gods put the dead person's heart on a balance and weighed it against the feather representing Ma'at, the goddess of justice. The heart had to weigh less than the feather to allow the person into the afterlife. If the heart was heavier than the feather of Ma'at, the person would be sent to be eaten by the monster Ammit, a name meaning 'devourer' or 'bone-eater'. Ammit had the head of a crocodile. From the front, she had the body of a lion and from the rear the body of a hippopotamus.

**canopic jars:** pottery jars used to store the intestines, liver, lungs and stomach of the preserved body

**embalming:** the use of spices and salts to preserve a dead body

**mummification:** the preservation of bodies by drying them, packing them with minerals and wrapping them in linen cloths

**natron:** a mineral used to preserve bodies

**papyrus:** a plant made into flattened strips on which to write

**ushabti:** dolls depicting servants, who would supposedly do any work that the god Osiris might ask the dead person to do in the afterlife

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 In the following jumbled table, match the number for each name or term in the left column with the letter indicating its correct meaning from the right column.

Name/term	Meaning
1. afterlife	a. a person's life energy
2. Ammit	b. a bird representing a person's spirit
3. Ka	c. life after death
4. ankh	d. beetle-shaped charm
5. Anubis	e. mineral used to preserve bodies
6. natron	f. dolls taken into tombs to be used as servants in the afterlife
7. papyrus	g. god of the underworld and of mummification
8. Ba	h. devourer or bone-eater
9. scarab	i. a material for writing on
10. ushabti	j. a charm symbolising eternal life

- 2 What types of sources have provided information about death and the afterlife in ancient Egypt?
- 3 Why did ancient Egyptians believe that the bodies of the dead should be preserved and what were the main methods of doing this?
- 4 What was the *Book of the Dead* and how and why did people use it?
- 5 Who performed the 'opening of the mouth' ceremony? What did this person do and what was the purpose of these actions?
- 6 Why was the weighing of the heart an important test? How might this belief affect people's behaviour while alive?
- 7 In what ways are ancient Egyptians' beliefs about the afterlife similar to or different from religious beliefs you know of in our time?

### DEVELOP SOURCE SKILLS

- 8 Are **sources 1** and **2** primary or secondary sources on ancient Egyptian mummification? Give reasons for your answer.
- 9 a What information from **source 1** is included in **source 2**? What do you conclude from this?  
b What additional information does **source 1** provide?
- 10 What characteristics make it possible to recognise the gods in **source 3**?
- 11 Use your knowledge of Egyptian beliefs about the afterlife to explain the ways in which **source 3** is useful for people trying to understand this topic.

### COMPREHEND AND COMMUNICATE

- 12 Imagine you are an Egyptian embalmer. Design a poster advertising your skills and the different types of preservation you offer. Your poster should include detailed information on:  
a what you promise to achieve  
b the processes involved  
c the importance of having the work done by a professional.
- 13 Using the information in the sources and in the text, compete in groups to present a roleplay, acting out the processes involved in embalming, mummification and the journey to the afterlife. Your roleplay should:  
a show the roles of key people involved in this process  
b provide detailed information about the rituals involved in the journey to the afterlife  
c incorporate appropriate use of props to help convey your message.

#### eBook plus

In the **Sources: Ancient Egypt** eLesson, visit the Ancient Egypt exhibit at the South Australian Museum and learn about the funeral customs of Ancient Egyptian society by exploring two real Egyptian mummies. **eles-1090**

#### eBook plus

Check your eBookPLUS **weblinks** to find more information or activities related to this section.

Complete the **worksheet** for this section, located in your eBookPLUS resources.

# 2a:8 Site study: Giza

For many people, it is the image of the three pyramids and the Great Sphinx at Giza, south-west of Cairo, that best symbolises the world of ancient Egypt.

**Source 1** The pyramids at Giza



The largest pyramid is the pharaoh Khufu's Great Pyramid — one of the seven wonders of the ancient world. The other two are the smaller pyramid of Khufu's son, the pharaoh Khefre, and the much smaller pyramid of his grandson, the pharaoh Menkaure. Workers constructed them during the third and fourth dynasties of the Old Kingdom.

The Great Pyramid covers an area of about five hectares and was originally 146.5 metres high. Today, it is the largest stone monument on Earth. It represents an amazing technical and building achievement. Its sides, built at an angle of 51.5 degrees, align almost exactly with true north, south, east and west. Its granite base was originally finished with a covering of white limestone.

## Building techniques

People today are surprised that the ancient Egyptians could create huge pyramids, buildings and statues without modern tools and technology. The architects and builders of the Old Kingdom period established the main features of ancient Egypt's grand architecture, including:

- the use of cut stone as the main building material
- thick, inwardly sloping walls with few openings, which made buildings more stable
- carved, painted and sculpted decoration on walls
- the use of columns — often designed to copy the shapes of particular plants and flowers — to provide support.

In later periods, architects and builders adapted these key features to create new and improved building designs. The remains of their buildings and monuments show us the skills of:

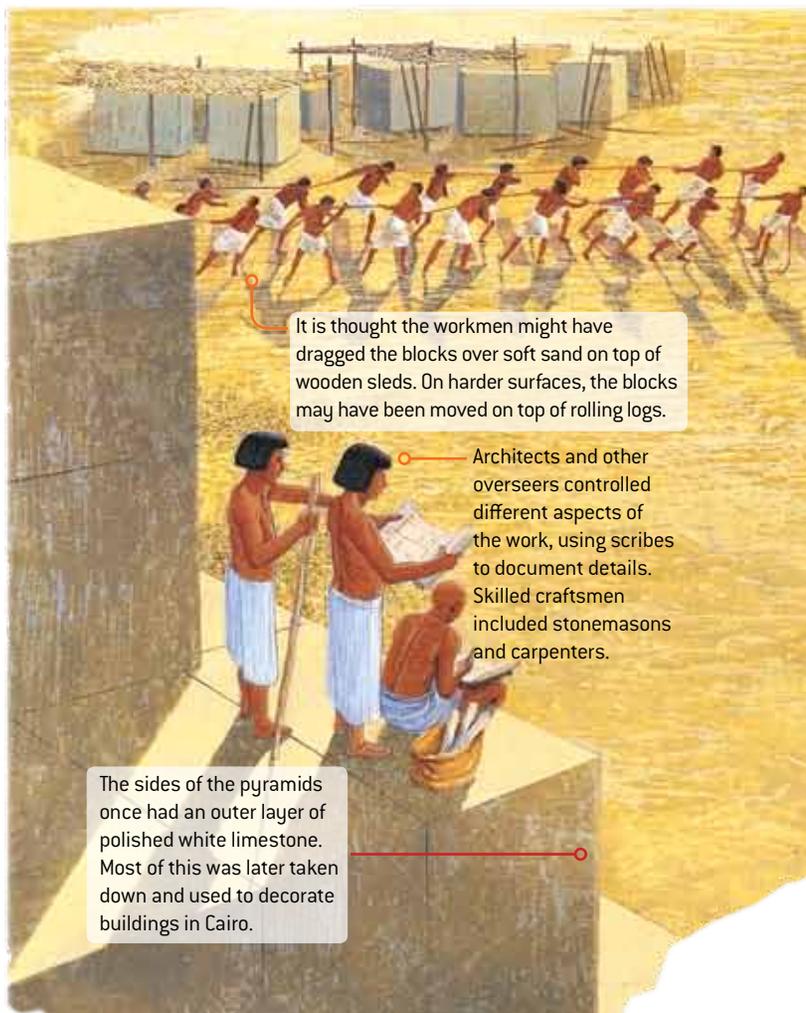
- the architects and mathematicians who worked out designs and measurements
- the stonemasons who created the blocks from which the structures were made
- the workers who carried out the hard labour
- the craftspeople whose decorations enhanced the final product.

## Why people built them

The Egyptians built pyramids as tombs to protect the mummified bodies of their pharaohs. They built them on the west side of the Nile River in the path of the setting sun. Modern historians think that designers may have used the triangular shape of the four sides of these huge structures to indicate the pharaoh's journey to the afterlife.

Although ancient observers of the pyramids accepted that they were tombs for the pharaohs, writers from the nineteenth century onwards have come up with a number of other hypotheses:

- God inspired the Egyptians and gave them the knowledge of building techniques they would not have had otherwise.

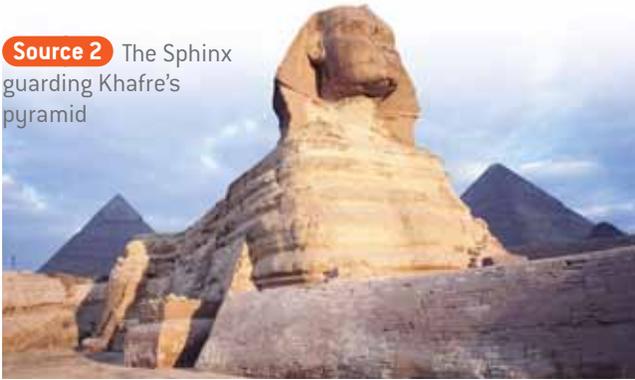


It is thought the workmen might have dragged the blocks over soft sand on top of wooden sleds. On harder surfaces, the blocks may have been moved on top of rolling logs.

Architects and other overseers controlled different aspects of the work, using scribes to document details. Skilled craftsmen included stonemasons and carpenters.

The sides of the pyramids once had an outer layer of polished white limestone. Most of this was later taken down and used to decorate buildings in Cairo.

**Source 2** The Sphinx guarding Khafre's pyramid



- The Egyptians created the Great Pyramid initially as an observatory, with angles in line with the star systems of Alpha Draconis and Alpha Centauri, and only later used it as a tomb.
- The precise measurements used in building the pyramids are actually a code for predicting the future.

Archaeologists and historians continue to investigate and learn more about them.

**Source 3** A modern artist's impression of the building site at Giza, c.2550 BCE. It is based on research into building techniques used in ancient Egypt, and paintings and tools from the time that provide evidence of these.

Huge sand ramps may have been erected to drag blocks up to higher levels.

Some granite blocks are thought to have come from rock faces in Aswan, and the limestone from quarries to the east. Both probably reached the site via barges on the Nile.

It would have taken 20 000–25 000 full- and part-time workers (not slaves) about 20 years to build the Great Pyramid.

Blocks may have been cut by driving wooden stakes into the stone and wetting them. As the stakes expanded, they may have split the rock.

Between 200 and 300 granite blocks would have been set in place every day.

Workers made sure the edges of blocks were square.

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 Write a short paragraph to explain the significance of the Great Pyramid at Giza.

### DEVELOP SOURCE SKILLS

- 2 According to **source 3**, what were the main forms of work that had to be done to build the pyramids at Giza and what materials did the workers use?

### RESEARCH AND COMMUNICATE

- 3 Using the 'W' questions to guide you, research the pyramids of Giza and the Great Sphinx that stands nearby. Work in groups of 3–5 to put together a PowerPoint presentation to inform people about these structures from the ancient world.

Check your eBookPLUS **weblinks** to find more information or activities related to this section.

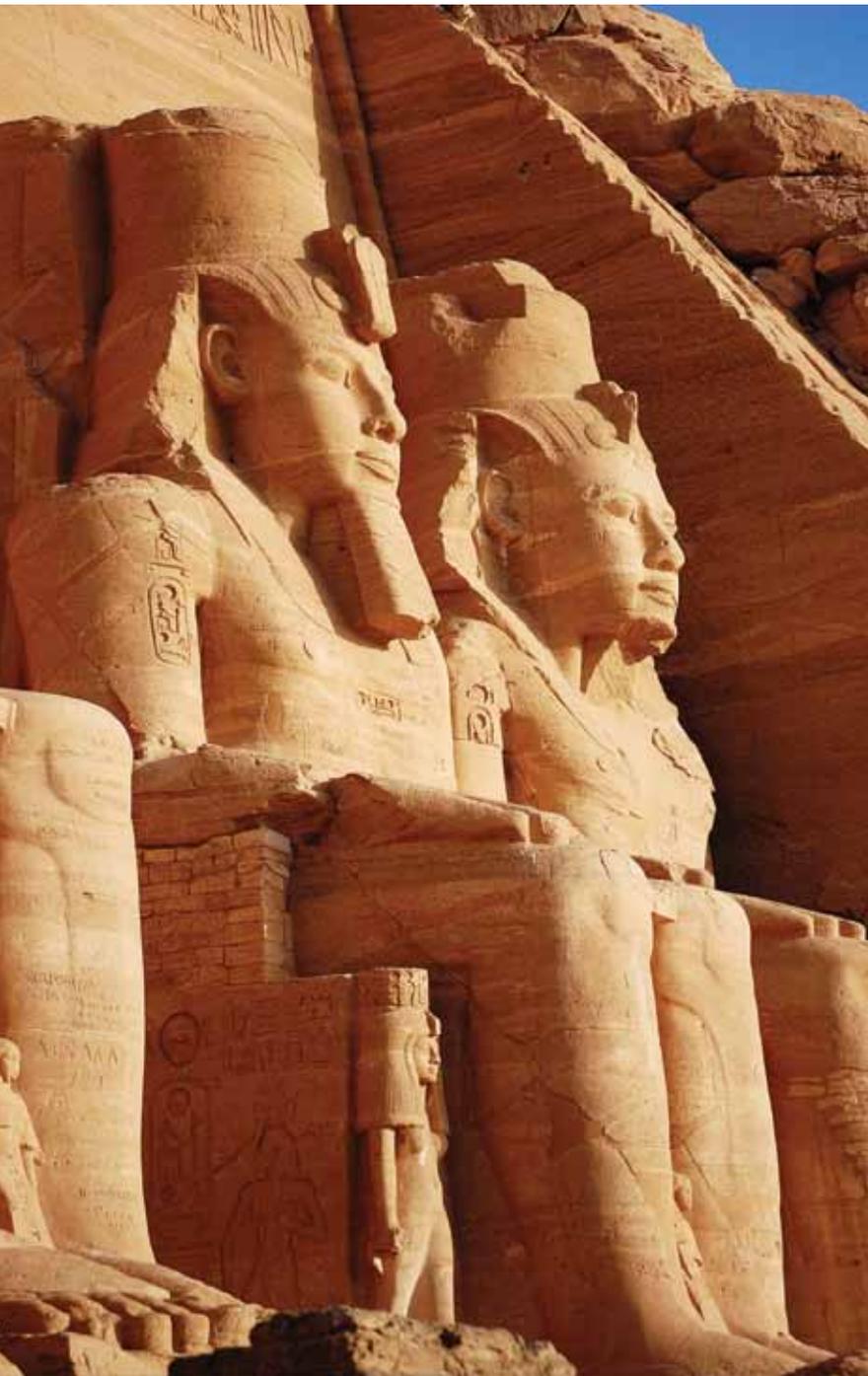
**eBookplus**

Complete the **worksheets** for this section, located in your eBookPLUS resources.

# 2a:9 Rameses II

Rameses II (c.1304–1213 BCE) is probably one of the best-known personalities of the ancient Egyptian world. Known also as ‘Rameses the Great’, he was the third pharaoh of the nineteenth dynasty and ruled Egypt for 66 years, from c.1279 BCE until 1213 BCE. Rameses succeeded his father Seti I as pharaoh during the New Kingdom period, about

**Source 1** Two of the four sculptures of Rameses II at the entry to his temple at Abu Simbel



44 years after the death of the young eighteenth-dynasty pharaoh Tutankhamun.

In keeping with ancient Egyptian customs, Rameses had many wives and partners. He is known for having married Nefartari, considered one of the most beautiful women of her time. With her and his other wives (four of whom were his daughters), he is said to have fathered at least 100 children.

## Rameses II's building projects

From the third year of his reign onwards, Rameses embarked on massive building projects from the north to the south of Egypt. These included:

- the creation of a new capital city called Pi-Rameses, in the Nile delta
- the Ramesseum, his memorial temple
- the completion of the hypostyle hall at Karnak, begun by his grandfather Ramses I and continued under his father, Seti I
- the temple complex carved from the cliffs at Abu Simbel
- many existing buildings that he enlarged and redecorated with new statues, paintings and inscriptions to himself.

Builders created more monuments in Egypt for Rameses than were created for any other pharaoh. They are of huge size and grand style and their survival has made his name known to generations of people who have come after him.

## Military skills

Rameses II ruled Egypt during a time when it still controlled many areas beyond its own borders, and he often had to fight enemies who were trying to take Egypt's lands.

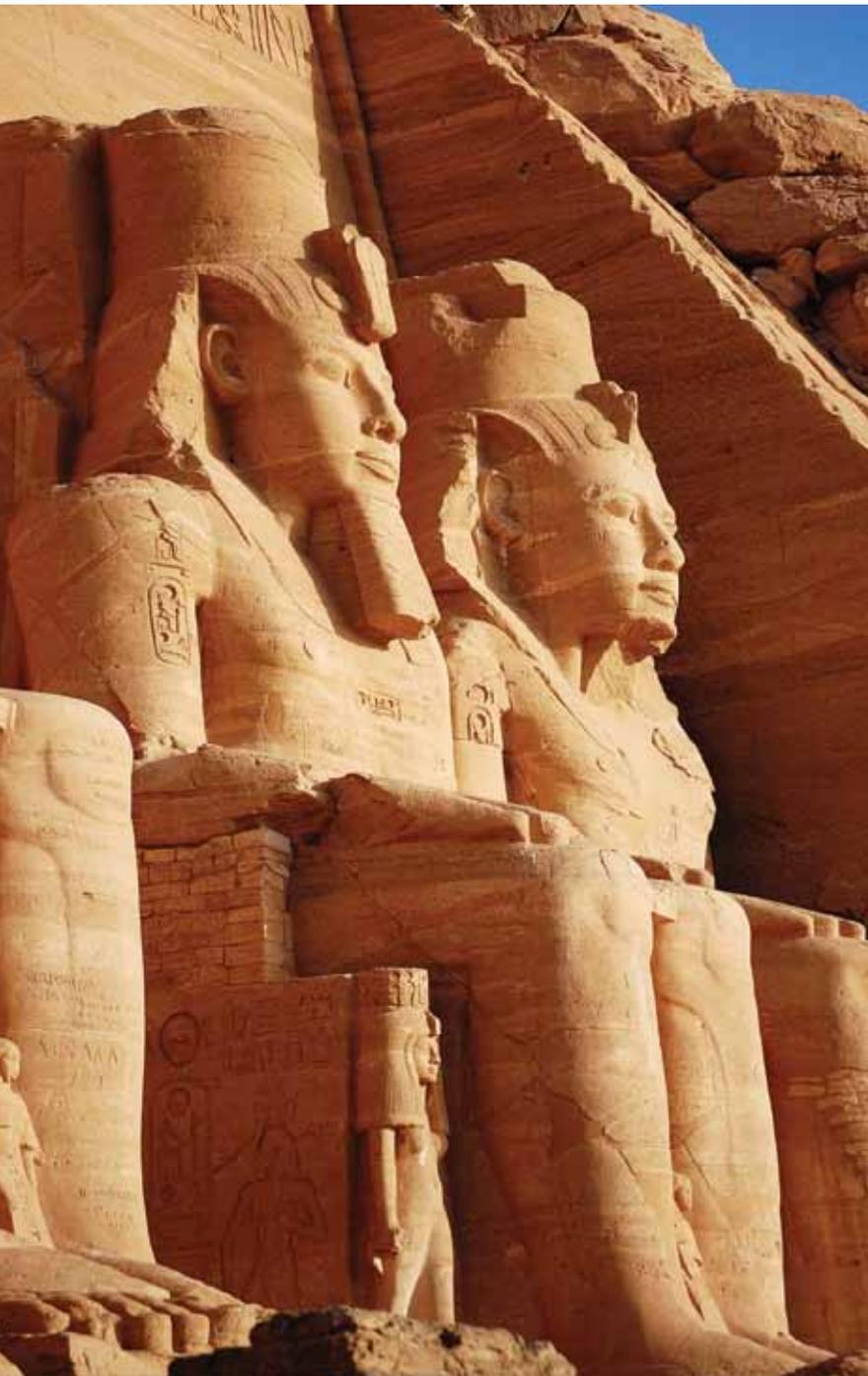
The Battle of Qadesh in Syria (see section 2a:10) was one of the main battles Rameses II fought against Egypt's enemy, the Hittites. The battle took place in 1274 BCE. Both sides claimed victory, but in reality neither side won decisively either then or in the nearly seventeen years of warfare that followed.

Rameses II eventually came to a peace agreement with the Hittite leader Hattusilis III. This was the first known peace treaty in history.

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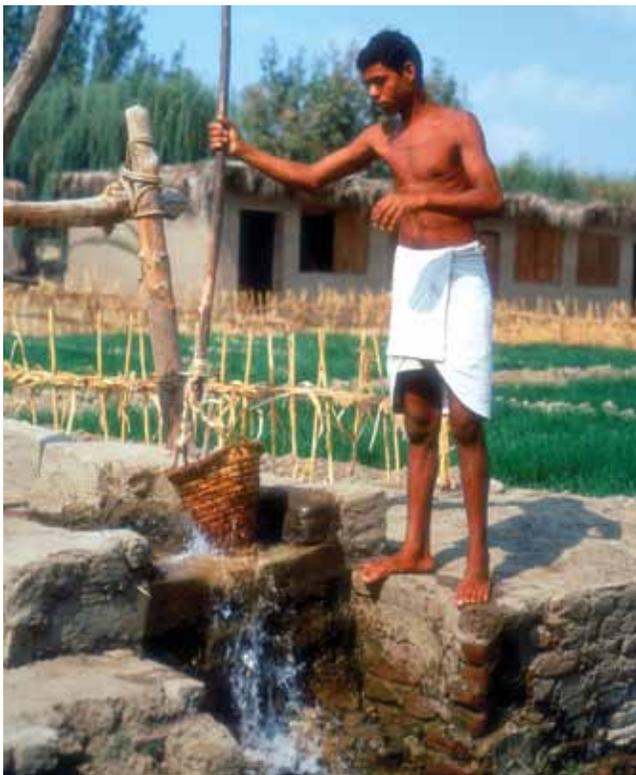
# 2a:10 Contact, trade and warfare

Ancient Egyptians' contact with peoples beyond their borders came through migration, trade, war and invasion. All of these allowed opportunities for new learning and the exchange of ideas and goods.

## Migration

Migrants from Sumer to Egypt brought ideas for writing and also for using wheels on vehicles. The most important ideas the two cultures shared were those about digging canals and creating dykes. In Egypt, this meant that farmers could redirect the Nile's floodwaters to land beyond the area that experienced the immediate effects of the flood. The **shaduf**, an important tool for moving water, also came from Sumer.

**Source 1** A shaduf in use at a modern-day historical village near Cairo

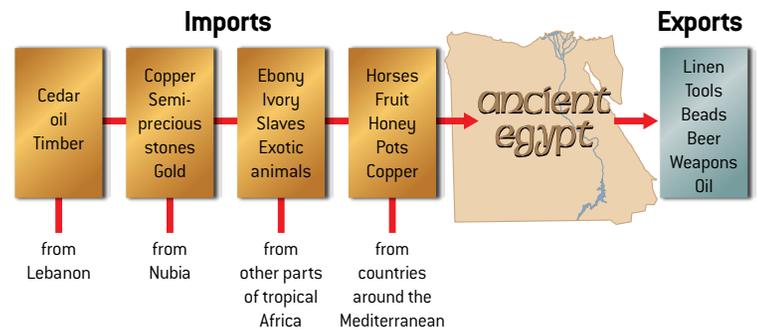


## Trade

Much of Egypt's contact with other nations came through trading expeditions to Sinai and Lebanon, and to places along the Red Sea, as far away as Punt (Somalia) and the area we call Ethiopia. The Egyptians traded extra wheat, barley and flax, rope and papyrus. In return, they brought in a wide range of goods, including honey and cedar oil for

use in embalming; trees to provide incense used in religious ceremonies; copper, silver, ivory and semi-precious stones; ostrich eggs and feathers; and timber, weaponry and slaves.

**Source 2** Diagram showing ancient Egypt's trading partners, imports and exports

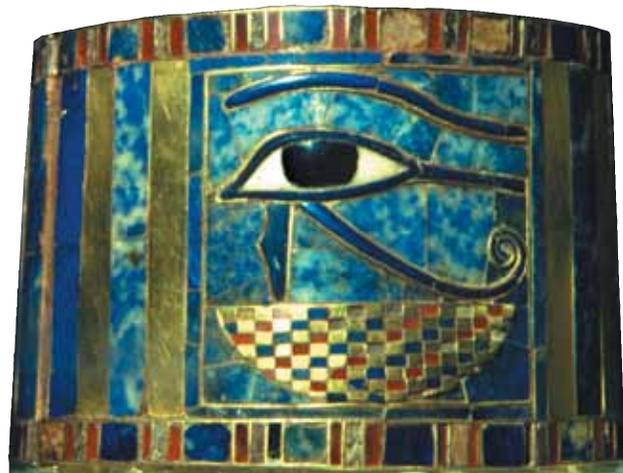


## Trade with Punt

One important achievement of the female pharaoh Hatshepsut (c.1501–1483 BCE) was to encourage trade with other areas of Africa. About one-third of the way through her reign, she sent a trading expedition to Punt on Africa's east coast. It sailed the length of the Red Sea and celebrated its arrival in Punt with a feast shared with the local chief and his wife. This voyage is recorded on the walls of Hatshepsut's temple at Deir el Bahri.

The trading that followed gave the Egyptians the opportunity to swap rings and beads for ivory and gold; fragrances such as myrrh; rare timbers such as ebony; and various forms of eye cosmetics. The traders also brought back apes, greyhounds, monkeys, leopard skins and slaves.

**Source 3** An ancient Egyptian bracelet. The symbol it depicts is the *udjat*, which people believed offered protection from harm.



Few people could trade and travel outside Egypt's borders. Poor Egyptians could not afford the carts, horses or camels needed for long-distance travel. They travelled by donkey or on foot along the poor roads leading to the local market. For them, most contact with the outside world came through contact with merchants selling goods at village markets, through the influence of migrants and as a result of invasion.

## War, expansion and invasion

### The Old Kingdom

The Old Kingdom pharaohs established strong central government. They extended their influence beyond Egypt's borders through extensive and

profitable trade with Nubia, Egypt's southern neighbour. Towards the end of the Old Kingdom, Egypt began military campaigns into Libya.

After the **civil war** (war between opposing groups within the same country) of the First Intermediate period, pharaoh Mentuhotep II reunited Egypt and began the Middle Kingdom period.

### The Middle Kingdom

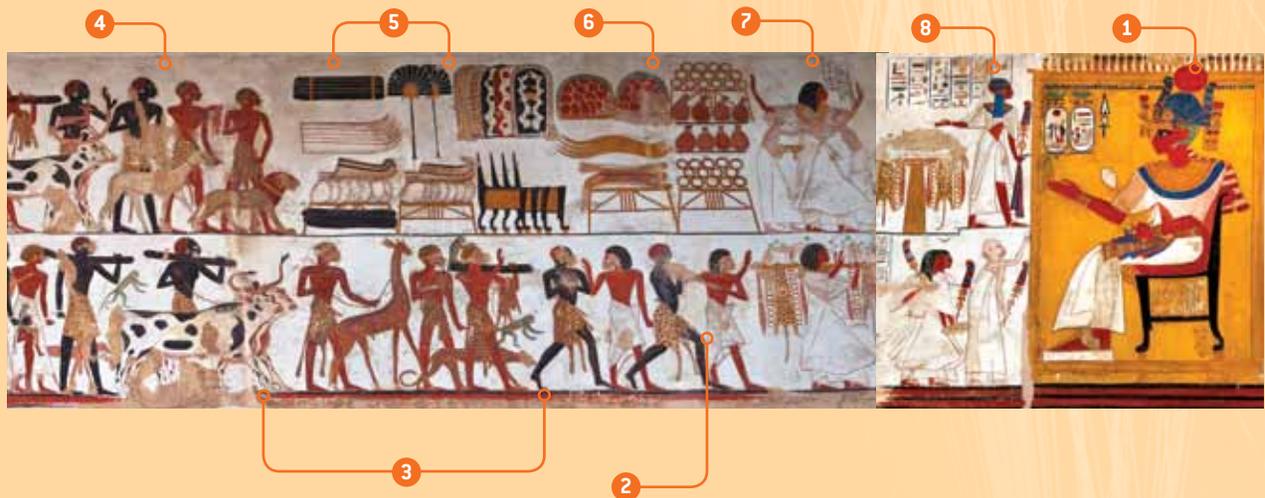
From the time of pharaoh Amenemhet I, c.1990 BCE, Egypt began to reassert its power. It expanded its borders into northern Nubia as far as the second cataract (see source 1 in section 2a:2). By establishing forts along the Nile further south of this, it increased its control of trade with the rest of Africa.

#### Skill builder

##### Locating information in a source and identifying its meaning

Looking at source 4 below, you should be able to identify the pharaoh and also the Nubians. The annotations provide you with specialist knowledge of the meanings of some of the gestures used in Egyptian art, and a frame-by-frame description of what is happening.

**Source 4** Plaster cast of a wall relief from a small temple at Beit el Wali in Nubia. The image shows Nubians bringing gifts to the pharaoh Rameses II after Egypt's victory in the battle of Beit el Wali. Nubia's governor built the temple in honour of Rameses II.



- 1 The pharaoh Rameses II with the symbols of his authority. One arm rests on his lap, a pose indicating that he is waiting to receive offerings from the defeated Nubians.
- 2 The vizier extends his arm in greeting to the pharaoh.
- 3 Nubians bring gifts of a gazelle, a giraffe, a lion and a pair of oxen.
- 4 Nubian soldiers give up their weapons to indicate that they accept their defeat and will not fight again.

- 5 Ivory, ebony wood, and fans made of ostrich feathers show the benefits that Egypt will gain from this victory.
- 6 Tables piled high with goods are another sign of the benefits Egypt gains from control of Nubia.
- 7 Arms held out with palms facing away from the body are a sign of joy. Here, the Egyptian governor of Nubia rejoices as he receives his reward of a gold necklace.
- 8 One of Rameses' sons points to all the Nubian offerings.

Despite this invasion, the Egyptians had little contact with the Nubians, and relations between the two groups were peaceful. This was partly because Egypt allowed Nubians to serve in minor roles in the forces that protected Egypt's forts and to maintain their control of the resources in the desert areas adjoining them. Over time, the Nubians began to adopt many of Egypt's religious and cultural practices.

**Source 5** A twenty-first-century artist's depiction of a scene from the Battle of Qadesh

Egypt's wealth and good supply of natural resources made it a target for countries wanting to control Egypt's riches. Its desert areas and sea borders gave it some natural protection from invasion. Then, around 1650 BCE the Hyksos migrated into and gained control of the Nile delta.

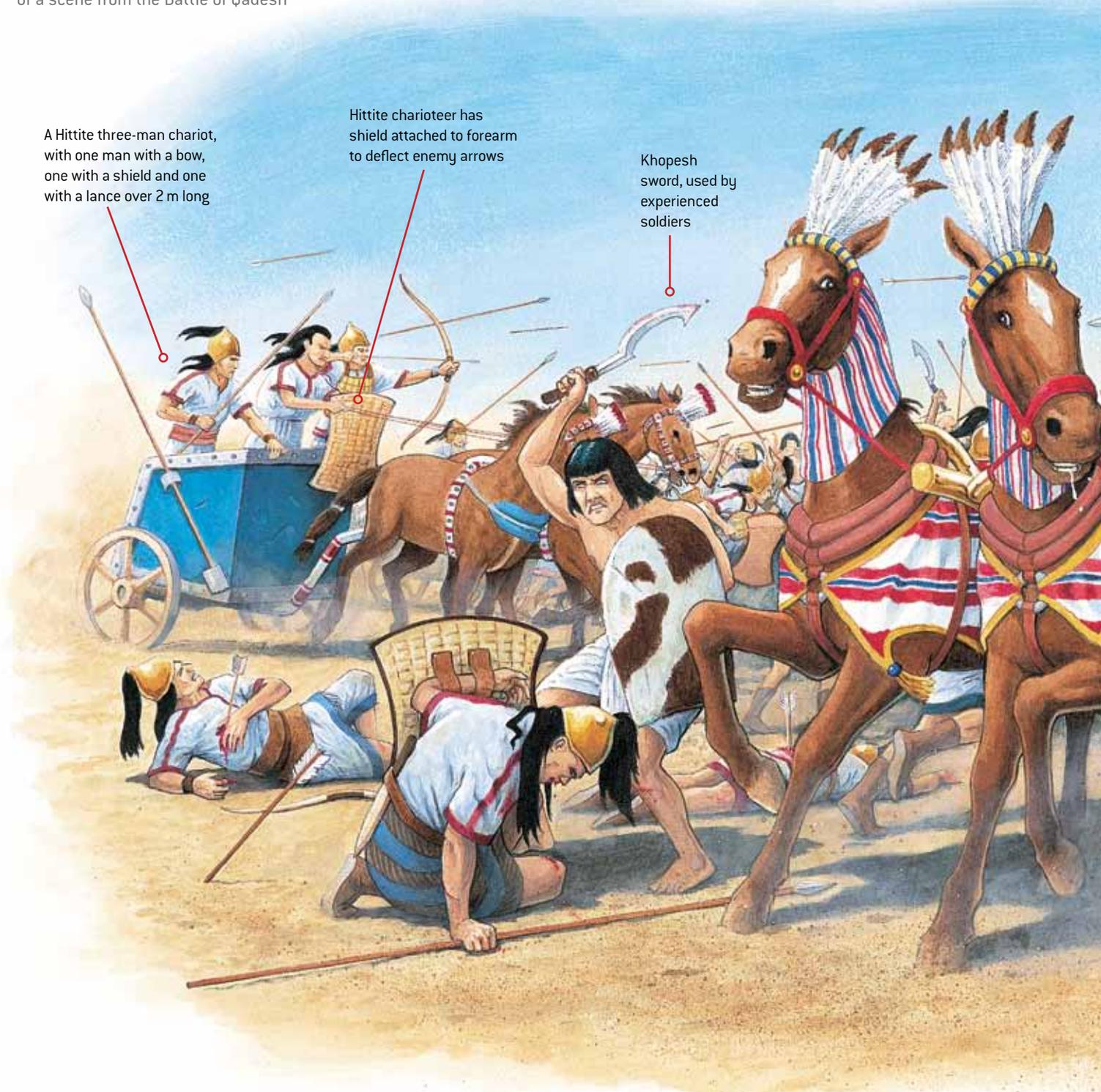
## The Hyksos

The invasion of the Hyksos led to instability of the Second Intermediate period. Egyptians continued to

A Hittite three-man chariot, with one man with a bow, one with a shield and one with a lance over 2 m long

Hittite charioteer has shield attached to forearm to deflect enemy arrows

Khopesh sword, used by experienced soldiers



rule from Thebes. Hyksos rulers governed Egypt's north from their capital at Avaris.

The Hyksos had better weapons than the Egyptians. The Egyptians fought with axes, bows and arrows, daggers, slings and spears, but the Hyksos wore armour, rode on horses and in chariots and fought with curved swords. The Hyksos invasion forced the Egyptians to improve their military

tactics and their weaponry. Pharaoh Ahmose I's victory over the Hyksos marked the beginning of the New Kingdom era.

## The New Kingdom: a 'golden age'

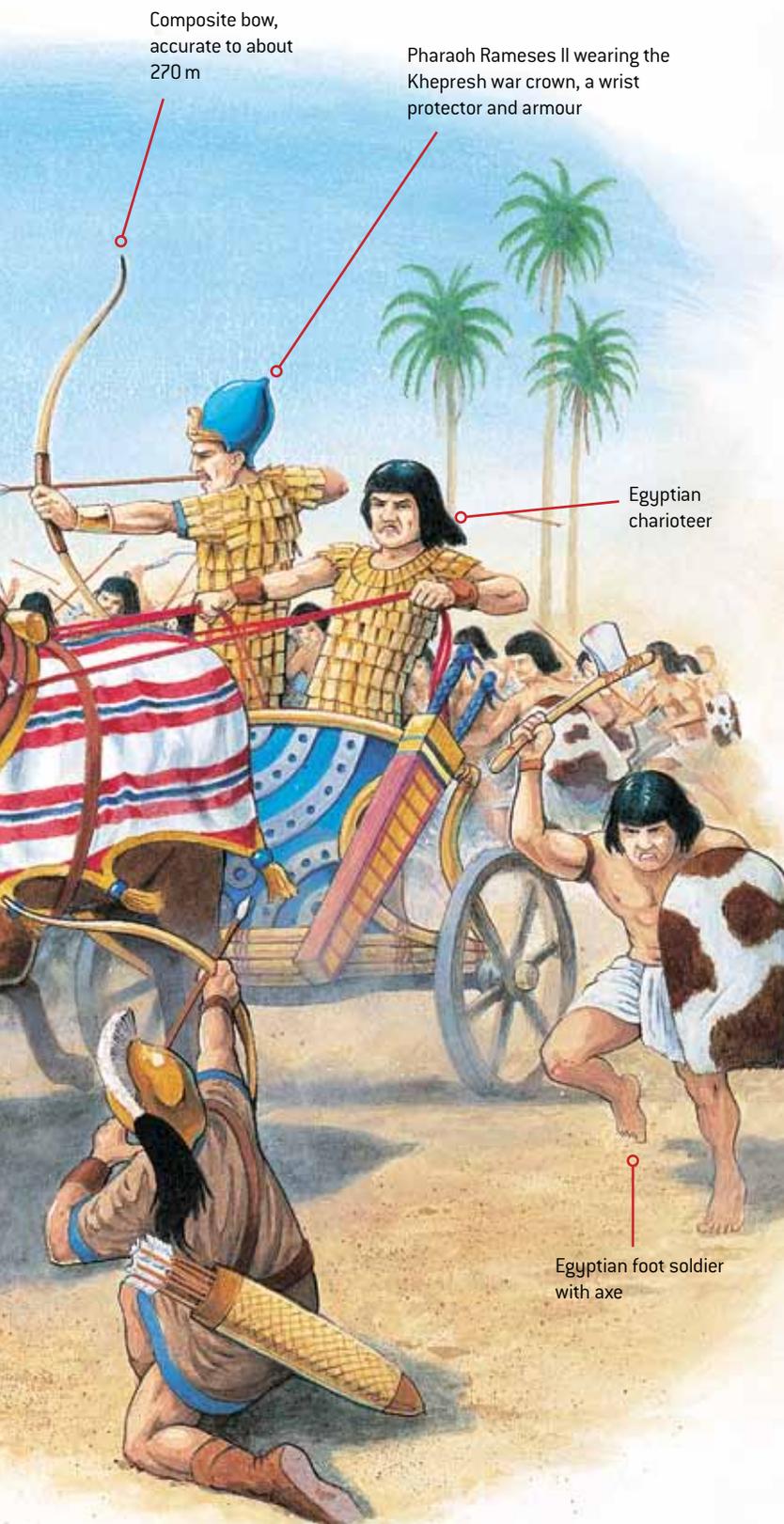
The New Kingdom was Egypt's 'golden age' — a time of magnificent art and architectural, political and economic achievements. Egypt was the most important country in the Western Asian and Mediterranean worlds. The military campaigns of pharaohs Thutmose I, Thutmose II, Hatshepsut, Thutmose III, Seti I and Rameses II created an empire that extended into Palestine, southern Nubia and parts of Syria, and developed and extended Egypt's trading relationships.

## The Battle of Qadesh

The Battle of Qadesh, c.1274 BCE, was a huge chariot battle between Rameses II's army and the troops of the Hittite king Muwatallis II. It became famous because, after claiming victory, Rameses II had sculptors carve versions of the event onto monuments at Abydos, Karnak, Luxor and Abu Simbel. The Hittites also claimed victory.

## Egypt's decline

From the eighth century BCE onward, Egypt fell under the control of Nubians, Assyrians and Persians, with only brief periods of Egyptian control in between. Alexander the Great's Macedonian Greeks conquered Egypt in 332 BCE. This victory began the reign of the Ptolemies, the Greek rulers who were Egypt's last pharaohs.



Composite bow, accurate to about 270 m

Pharaoh Rameses II wearing the Khepresh war crown, a wrist protector and armour

Egyptian charioteer

Egyptian foot soldier with axe

## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 Write a paragraph of 8–10 lines to explain how contact with other peoples affected ancient Egypt.
- 2 Why would historians find it useful to have different versions of the Battle of Qadesh from Rameses II's time?

### DEVELOP SOURCE SKILLS

- 3 Using **source 4** and your own knowledge, write 8–10 lines to explain its meaning. Include information on:
  - a why the Nubians are bringing gifts to the pharaoh
  - b the gifts they are bringing
  - c the attitudes of people shown in the picture
  - d the artist's purpose.
- 4 What do you think was the purpose of the artist in **source 5**? How has he/she achieved this?

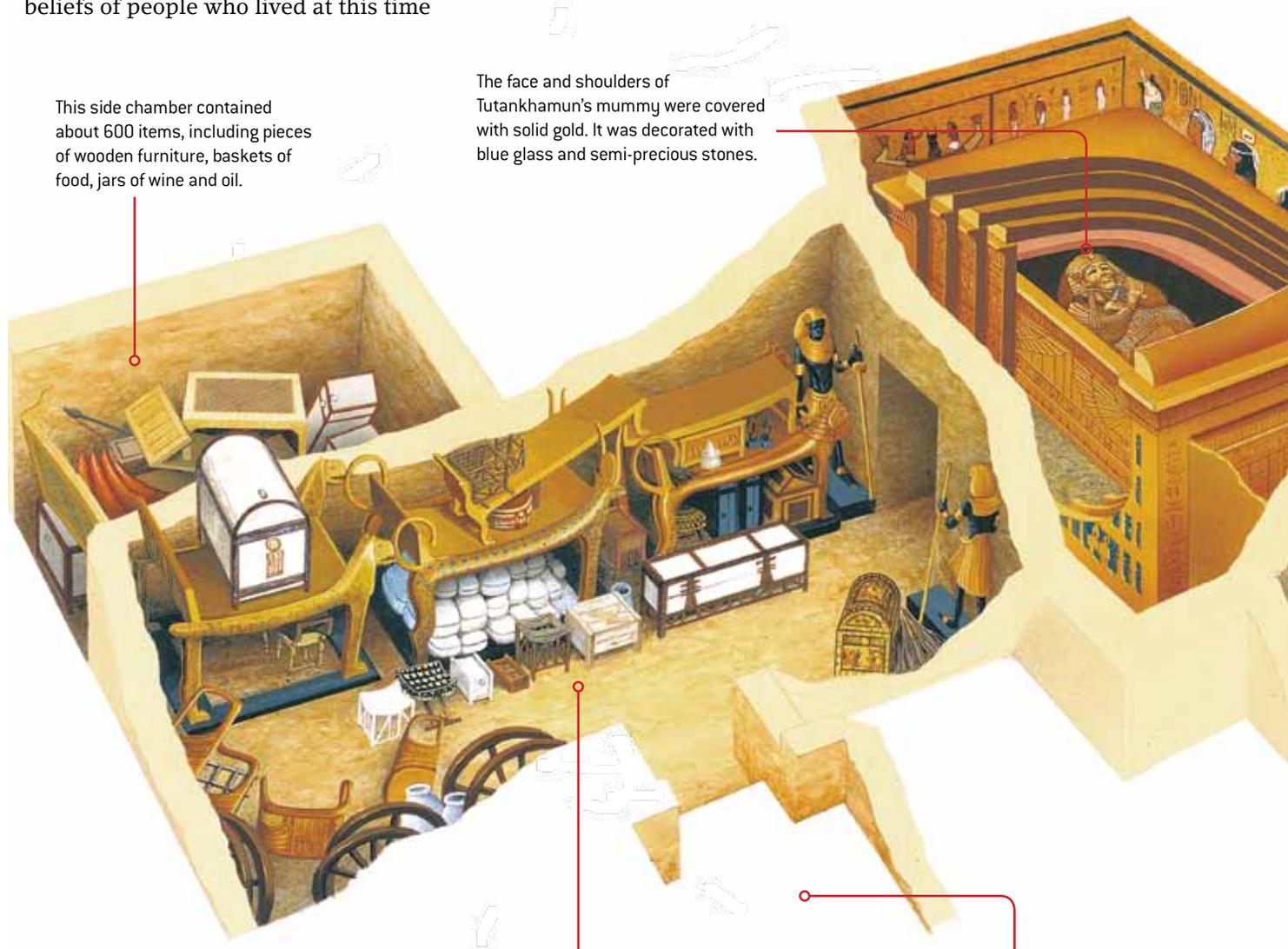
# 2a:11 Ancient Egypt's legacy

The ancient Egyptians were proud of their distinctive culture. They enjoyed control of a specific area of land, spoke a common language, shared religious beliefs and values and lived within a well-organised society. Egypt's culture and prosperity continued for nearly 3000 years. Today, every year, thousands of tourists come to Egypt to experience for themselves the contributions that ancient Egyptian society has made to our world cultural **heritage**. These include:

- monuments such as the Great Pyramid and Great Sphinx at Giza (see section 2a:8) and many magnificent temples
- hieroglyphs that record the experiences and beliefs of people who lived at this time

- sculptures such as those of Rameses II at Abu Simbel (see section 2a:9)
- tomb paintings and papyri that reveal key values, beliefs and practices
- treasures that show us the rich religious tradition at the heart of life in ancient Egypt — in particular, the treasures discovered in the tomb of the young pharaoh Tutankhamun.

The ancient Egyptians also left a legacy for future generations in their ideas and developments in measuring time (the sundial and the water clock), space (the cubit) and quantities (the deben);



This side chamber contained about 600 items, including pieces of wooden furniture, baskets of food, jars of wine and oil.

The face and shoulders of Tutankhamun's mummy were covered with solid gold. It was decorated with blue glass and semi-precious stones.

**Source 1** A modern artist's illustration of the inside of Tutankhamun's tomb. It is based on the tomb itself and on the objects found within it.

The antechamber, the first chamber Carter entered, contained about 700 pieces of furniture including stools, beds and gold couches with animal heads, chairs, a chariot (in bits) and two black and gold life-size statues either side of the entrance. There were also jars of oil, lamps, vases, musical instruments, board games and clothing.

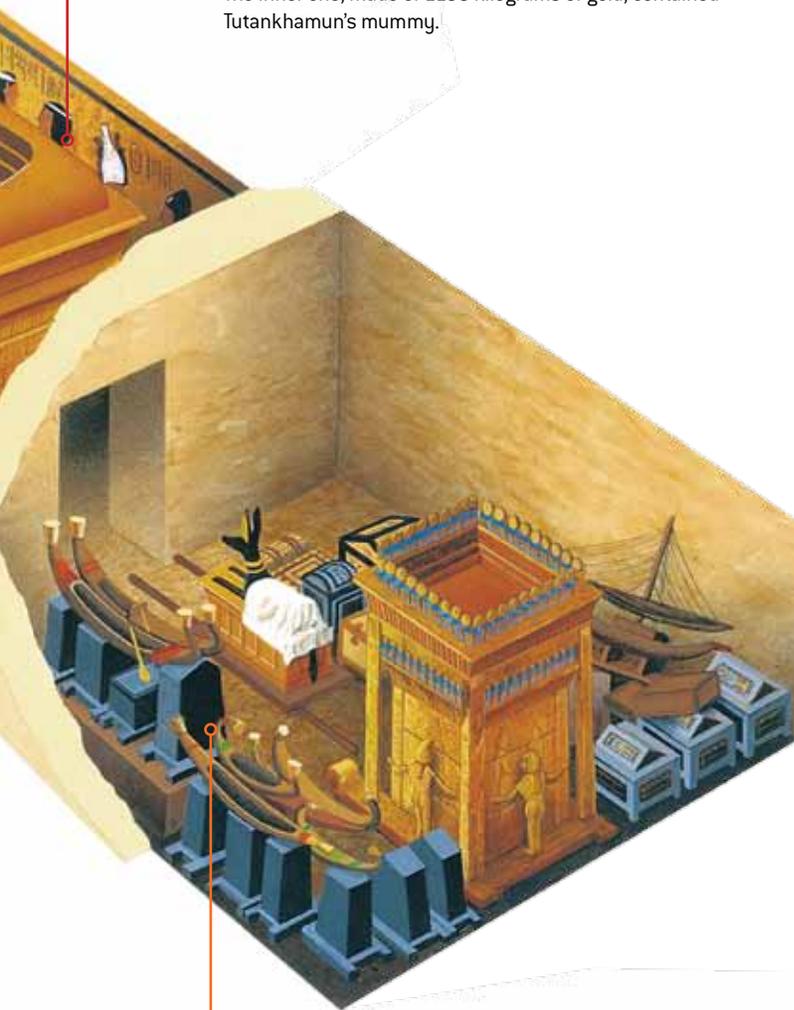
About 200 000 tonnes of rubble had to be removed from this passageway to reach Tutankhamun's tomb.

their observation and learning in astrology and astronomy; their medical knowledge and remedies (judged to be far in advance of other societies of the time); and technological advances such as the potter's wheel.

## Tutankhamun's treasure

The Egyptians buried many pharaohs with great treasures that would accompany them on their journey to the afterlife. Over the centuries, tomb robbers have stolen most of these. One tomb that was not robbed was that of the young pharaoh Tutankhamun, who died c.1323 BCE at the age of 18. Tutankhamun is one of the best known pharaohs.

Inside the gold-covered burial chamber were three other decorated chambers, each inside the other. The inner one was a stone sarcophagus, carved with Tutankhamun's name. Inside this were three decorated, body-shaped coffins. The inner one, made of 1100 kilograms of gold, contained Tutankhamun's mummy.



The treasury chamber contained the pharaoh's treasures. In it was the gold-lined shrine holding the canopic jars. Inside these jars were the pharaoh's mummified internal organs. The chamber also contained gold statues, boats, weapons, a golden throne and chests of jewellery.

The British archaeologist Howard Carter discovered Tutankhamun's tomb in the Valley of the Kings near Thebes in 1922 (see section 1.3). It was made up of four chambers. These contained over 5000 objects that had been buried with the pharaoh, including a large and beautiful collection of jewellery, decorative arts and artefacts. There was also a series of coffins and a face mask, made and decorated to show the importance of Tutankhamun. Nowadays, visitors to Egypt can see much of this collection on display at the Cairo Museum. Many objects have also been shown in international exhibitions which have toured the world since the 1970s.



## ACTIVITIES

### CHECK KNOWLEDGE AND UNDERSTANDING

- 1 What aspect of ancient Egypt's cultural legacy do you find the most interesting? Give reasons for your answer.
- 2 Who was Howard Carter and why was his 1922 discovery significant?

### DEVELOP SOURCE SKILLS

- 3 List the types of things historians could learn from the treasures of Tutankhamun's tomb shown in **source 1**.
- 4 Is **source 1** a primary or secondary source for someone investigating Tutankhamun's tomb? Give reasons for your answer.

### QUESTION, RESEARCH AND COMMUNICATE

- 5 Write a press release reporting the discovery of Tutankhamun's tomb and its significance. You should use the 'W' questions (who? what? when? where? why? and how?) to guide the selection of relevant information from your research. Use the 'why?' question to investigate the importance of this discovery. Choose an appropriate headline and 1922 date for your article. Present this as a word-processed or desktop-published document with text, images and captions.

Check your eBookPLUS **weblinks** to find more information or activities related to this section.

**eBookplus**

Complete the **worksheet** for this section, located in your eBookPLUS resources.



# Practise your historical skills

## COMPREHENSION: CHRONOLOGY, TERMS AND CONCEPTS

1 In section 2a:1 of this chapter, you were asked to undertake 'an ongoing task'. Now test your understanding of ancient Egypt's chronology and the significant periods, events and people within it. Working in a group of two or three people, pool your knowledge and ideas in response to the following instructions (and find out the right answer if you are not sure).

a Match the names of Egypt's time periods to the following dates:

- c.3050–2686 BCE
- c.2686–2181 BCE
- c.2181–2055 BCE
- c.2055–1650 BCE
- c.1650–1570 BCE
- c.1570–1070 BCE
- c.1070–750 BCE
- c.750–332 BCE.

b Create two lists: one of important people and one of important events in ancient Egyptian society. Number the items in each list, giving the lowest number to the one furthest away in time and the highest number to the one closest to us in time.

c Which person/event do you think was the most important in ancient Egyptian society? Give reasons for your answer.

d Follow the instructions below to create a vertical timeline to record your information.

- Close to your margin, draw a vertical column 1 centimetre wide and 16 centimetres long.
- On the right-hand side of the column, put markers at 2-centimetre intervals from the top down.
- Put the date 3200 BCE next to the top marker and the date 500 CE against the bottom marker.
- At the second marker from the bottom, write in BCE and underneath this write CE.
- Write 500 at the marker above this and mark off the remainder of your column at 500-year intervals.
- Draw arrowheads at either end of your column to show that time existed before and continued after the dates shown.
- Using your markers as a guide, draw lines across the column to show the beginning and end of each main time period. Write the names of each period in the column and use a different colour for each section.
- At appropriate places on your timeline, mark in your chosen events and people.
- Come up with a symbol to mark the one you think is most important.

2 Select and record the best answer to complete each of the following statements.

- a The word used to describe a family of rulers is a:
- (a) pyramid
  - (b) pharaoh
  - (c) dynasty.

b The device used to measure the height of the Nile's flood was:

- (a) papyrus
- (b) a nilometer
- (c) a cataract.

c The area near the mouth of a river is its:

- (a) ankh
- (b) silt
- (c) delta.

d An Egyptian process of preserving bodies was:

- (a) embalming
- (b) mummy
- (c) natron.

e The person who was responsible for day-to-day government in one of the regions of ancient Egypt was called the:

- (a) nome
- (b) nilometer
- (c) nomarch.

**Source 1** The image of the pharaoh Tutankhamun as shown on one of the three coffins used for his burial



## ANALYSIS AND USE OF SOURCES

- 3 List between five and ten different types of sources that have helped you learn about Ancient Egyptian society. Explain which are primary sources and which are secondary sources for someone studying this topic. Choose one primary and one secondary source from your list and explain the author's/artist's purpose in creating it.
- 4 Use your knowledge of Egyptian symbols to explain the signs that indicate that the person shown in **source 1** held the position of pharaoh.
- 5 List three topics for which **source 2** could provide useful information. For example, the source provides useful information on 'games played in ancient Egypt'.

## PERSPECTIVES AND INTERPRETATIONS

- 6 What different interpretations have historians put forward regarding Rameses II?

## EMPATHETIC UNDERSTANDING

- 7 Source 4 in section 2a:10 shows the Nubians paying homage to Rameses II after their defeat at Beit el Wali. Why are they doing this and how might they feel about it?

## RESEARCH

- 8 What do potential tourists to Egypt want to know about its cultural heritage? List the questions they might ask. Use these questions to devise a tourist brochure

**Source 2** An ancient Egyptian tombpainting showing Queen Nefertari playing the board game *senet*



encouraging people to visit Egypt and see its contribution to our world cultural heritage. Your brochure should include information about ten places worth visiting and pictures to convince your audience of the value of your recommendations.

## EXPLANATION AND COMMUNICATION

- 9 Investigate the financial and environmental problems that threaten the conservation of one or more of Egypt's heritage sites. Write a report describing these problems and explaining what needs to be done to maintain the site(s) for future generations. Include specific suggestions for how Egypt's cultural heritage can best be preserved.
- 10 *A group task*  
From the list below, each group should choose a different person or event. Research and present a five-minute audiovisual presentation about your choice.
  - The battle of Qadesh
  - Hatshepsut
  - Ramesses II
  - Tutankhamun
  - Nefertari
  - The Hyksos invasion

**eBook plus**

Complete the end-of-topic **worksheets** and **interactivities** located in your eBookPLUS resources.

**Worksheets** doc-11214, doc-11215

**Key terms crossword** int-3254

**End-of-topic quiz** int-3223

## projectsplus

## The Ancient Egypt exhibit

SEARCHLIGHT ID: PRO-0005

### Your task

Create an interactive quiz in PowerPoint that will form an integral part of the upcoming expansion of the South Australian Museum's Ancient Egypt exhibit.

### Scenario

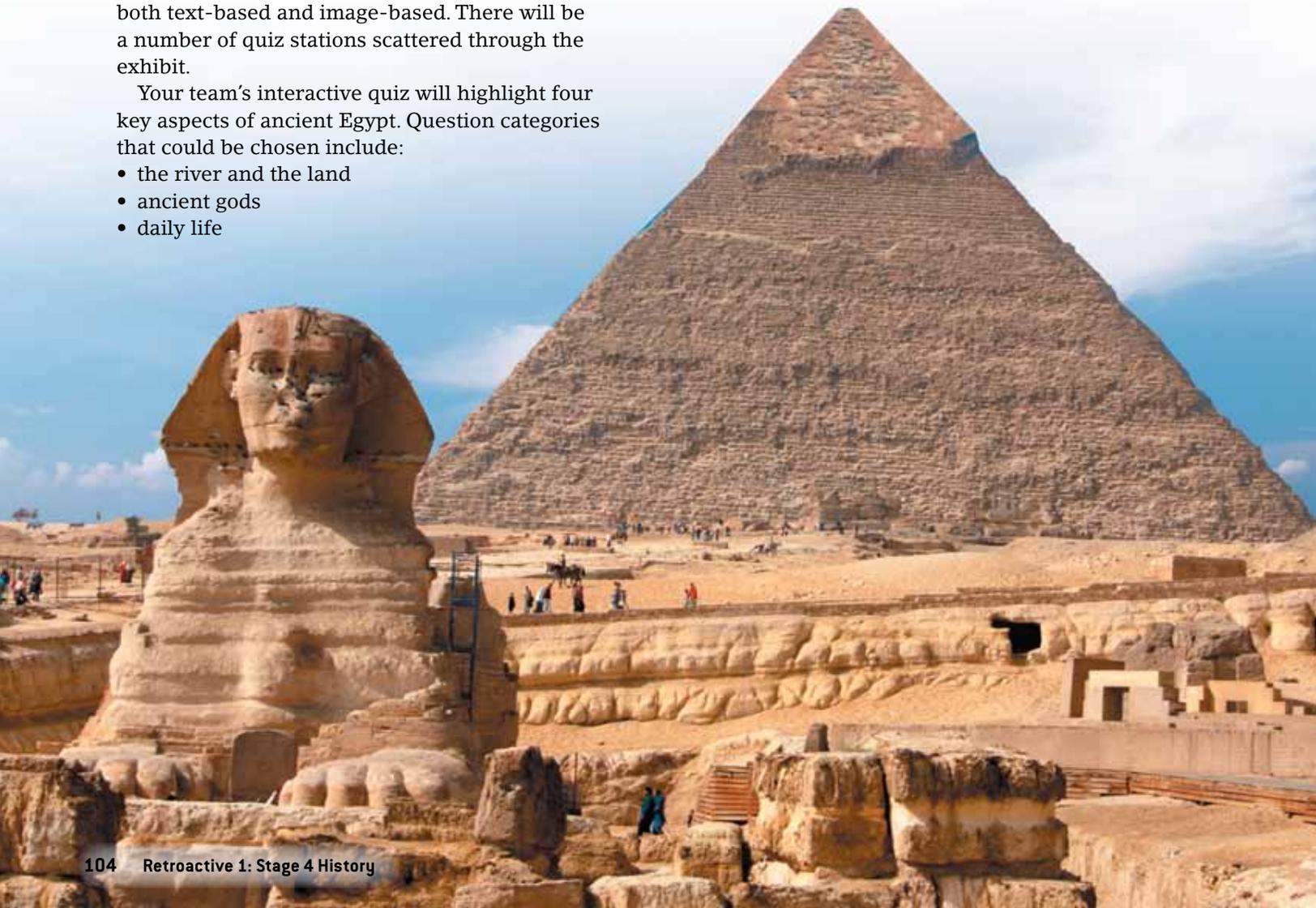
As part of the South Australian Museum curators department, your team has been asked to design an interactive quiz for visiting middle school students (years 7–8). The museum is expanding its Ancient Egypt exhibit to include more fantastic artefacts, visuals and games. Your quiz will feature touch-screen technology and will form an integral part of the museum's display. Questions should be both text-based and image-based. There will be a number of quiz stations scattered through the exhibit.

Your team's interactive quiz will highlight four key aspects of ancient Egypt. Question categories that could be chosen include:

- the river and the land
- ancient gods
- daily life

- the structure of society
- the pyramids
- famous pharaohs
- history
- burial rites and mummification
- men versus women
- Hollywood and ancient Egypt.

Your quiz will involve multiple-choice questions. The contestants win points by correctly answering questions of increasing difficulty within each category, with 100 points for the easiest questions and 500 for the most difficult. In other words, for each category you need five questions of increasing difficulty, with 20 questions in total. You can download a PowerPoint template for the game, and a simple model, from your ProjectsPLUS Media Centre. Each member of the team is expected to contribute questions for each of the categories.



Trade	War	Death	Hollywood and Ancient Egypt
			
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

## Process

- Open the ProjectsPLUS application for this chapter, located in your eBookPLUS. Watch your introductory video lesson and then click the 'Start Project' button and set up your project group. You can complete this project individually or invite members of your class to form a group. Save your settings and the project will be launched.



- Navigate to the Research Forum. Ten question categories have been pre-loaded as topics in the system. Choose four for your game and delete the other topics.
- Using your eBookPLUS as your starting point, research ideas for questions in the categories you have chosen. Make notes about cool facts and intriguing ideas that you discover. Each group member should create at least three multiple-choice questions for each of the categories, some easy, some moderate, some hard. Remember that a good multiple-choice question should have plausible 'wrong answer' options. Enter your suggested questions as articles in the Research Forum. You can view and comment on other group members' questions.
- The group now collaborates to narrow down the questions so that, for each category, there is one 100-point question, one 200-point question and so on, for 300, 400 and 500 points.
- Once the questions have been finalised, you must add them to the PowerPoint game template located in your Media Centre. In your Media Centre you will also find a selection of cartoons to download and use in your PowerPoint game. Assign time for each of your group members to have access to your PowerPoint file, and remember to leave time before the final due date so you can review each other's work and make any changes.
- As a group, review your final project and make any adjustments. Keep the team's quiz consistent: use the same font, the same style of graphics, and so on.
- Print out your research report from ProjectsPLUS and hand it in with your PowerPoint game.

### projectsplus

Your ProjectsPLUS application is available in this chapter's Student Resources tab inside your eBookPLUS. Visit [www.jacplus.com.au](http://www.jacplus.com.au) to locate your digital resources.

#### Suggested software

- ProjectsPLUS
- PowerPoint
- Microsoft Word

#### Media Centre

Your Media Centre contains:

- a PowerPoint game template
- a selection of cartoons and images to add richness to your game
- a game sample with one category completed
- an assessment rubric.