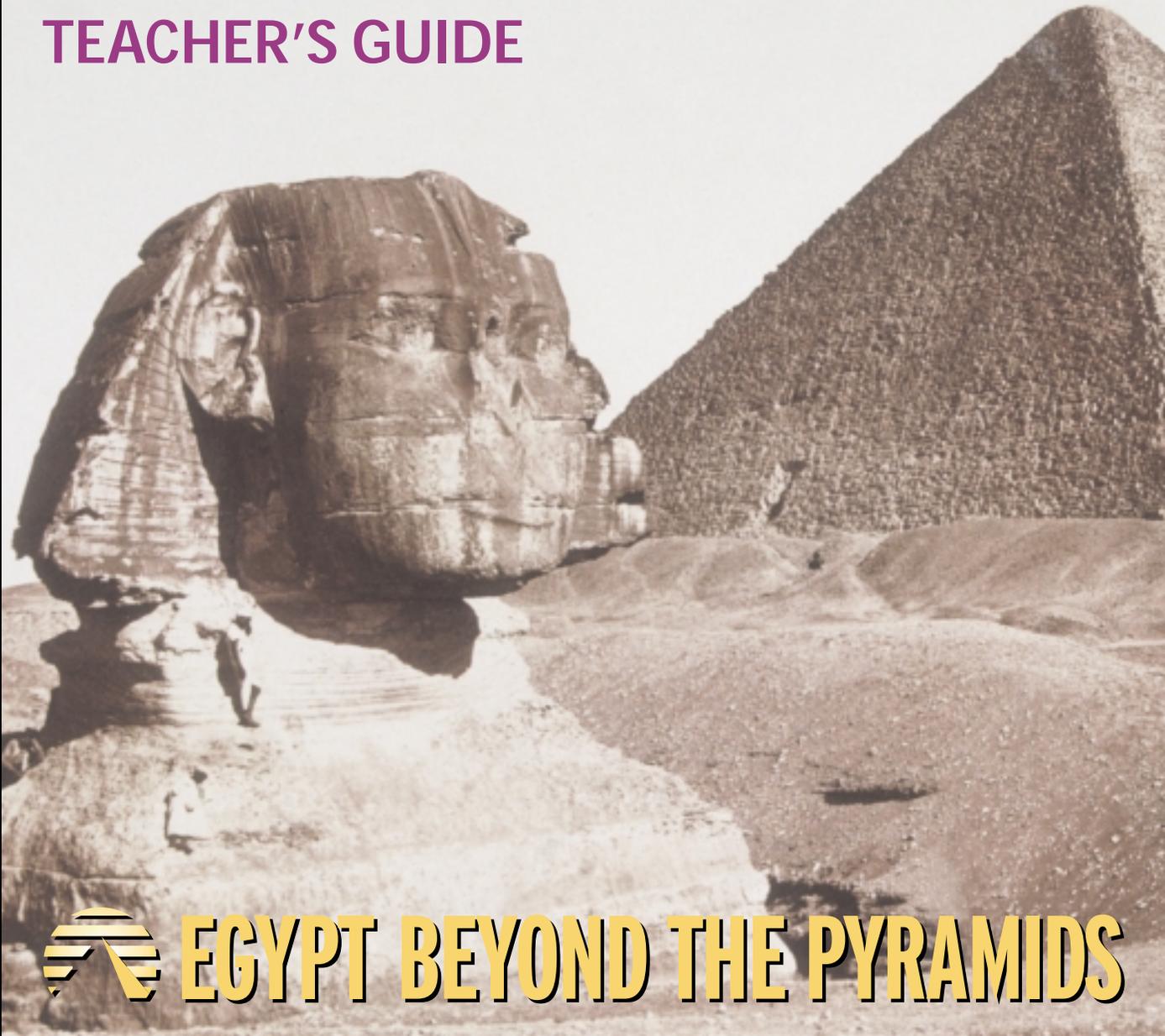


## TEACHER'S GUIDE



## EGYPT BEYOND THE PYRAMIDS

## Egypt Beyond The Pyramids

The mystifying world of ancient Egypt comes to life in this four-part miniseries, *Egypt Beyond the Pyramids*. Within the walls of recently excavated temples and tombs lie secrets that will challenge current ideas about ancient Egypt. Discoveries—from the enormous burial tomb called KV5 to the sacred temples of Karnak—show how ancient Egyptians lived, worked, worshipped, and honored their dead. To provide a deeper understanding of Egypt's past, head archaeologist Dr. Kent Weeks, along with other Egyptologists, leads viewers into ancient temples and tombs—including the resting place of Pharaoh Ramesses II's lost children—some recorded on film for the first time. Epic in scope, *Egypt Beyond the Pyramids* demonstrates that as archaeologists uncover more about the past, their discoveries yield more questions than answers.

### Curriculum Links

*Egypt Beyond the Pyramids* is appropriate for middle and high school classes in world history, ancient history, and art history.

### National History Standards

*Egypt Beyond the Pyramids* fulfills the following National Standards for History: Historical Thinking 1 (Chronological Thinking), 2 (Historical Comprehension), 3 (Historical Analysis and Interpretation), 4 (Historical Research Capabilities), World History, Era 2.



## HOUR 1: MANSIONS OF THE SPIRITS

*Egypt Beyond the Pyramids: Mansions of the Spirits* takes the viewer on an exploration of the magnificent temple of Karnak, home to the Egyptian god Amun; the wonderfully preserved temple of Seti I, dedicated to the cult of Osiris; and the colossal mortuary temples of Queen Hatshepsut and the Ramesseum. The New Kingdom temples originally functioned as the dwelling places of the ancient Egyptian gods. Egyptian gods were routinely fed and clothed in their sanctuaries of worship. With the construction of temples such as the Ramesseum and the temple of Hatshepsut, a significant shift in the function of Egyptian temples took place, from honoring ancient Egyptian deities, to celebrating the living pharaoh. *Egypt Beyond the Pyramids: Mansions of the Spirits* explores this shift in temple function and the complex relationship between religion and government in ancient Egypt.

### Objectives

Students will be able to explain the relationship between religion and the state within Egyptian religious ideology. They will be able to identify and describe the shift in temple function, from the dwelling place of the gods to a place of worship dedicated to the living pharaoh.

### CRITICAL THINKING QUESTIONS

1. It is difficult to unravel the past from the archaeological record. Ritual paraphernalia can be easily identified, but the difficulty lies in the meaning attributed to a ritual instrument. The Coptic religion and language are the closest link we have to the mystifying religion of the ancient Egyptians. What do they teach us about ancient Egyptian ritual?
2. Ancient Egyptians built temples with two purposes in mind: to house the gods and to protect themselves from primeval chaos. How does the architectural structure of Egyptian temples reflect their double function?
3. Fifteen obelisks were placed inside the great temple of Karnak. These magnificent stone monuments were dedicated to the sun god Re. Many ancient obelisks were removed from Egypt during the nineteenth century. The magnificent obelisk that once stood at the entrance to the temple of Luxor, for instance, now resides in Paris. Why was it removed from Luxor? Should cultural treasures such as Egyptian obelisks be returned to their native countries?
4. Dr. Van Siclen claims that “archaeologists hate to find gold because it’s only a problem and it never tells us anything.” The public’s fascination with gold has disrupted a number of archaeological excavations by encouraging looters to search for more hidden treasures. What are the implications of Dr. Van Siclen’s statement? In what ways can the current antiquities trade be curbed?
5. Who built the ancient Egyptian temples? How were they built? How did the earliest Egyptian temples differ from the monumental temples of the New Kingdom?
6. The great temple of Karnak is dedicated to which ancient Egyptian deity? How and why is the small statue of Amun different from other statues dedicated to ancient Egyptian gods?
7. The temple of Seti I is of great importance not only because it is so well preserved, but also because the temple contains a list of Egyptian kings in hieroglyphics. How does this list help archaeologists understand Egyptian history and the Egyptians’ sense of their place in history?
8. How are the remains of ancient Egyptian temples different from what the temples looked like in the past? What are some of the threats endangering the survival of these ancient structures?
9. The New Kingdom brought about the creation of mortuary temples, temples built to commemorate the power and sanctity of the pharaohs, who came to be perceived as spiritual messengers between the gods and the common Egyptian. Temples had previously honored ancient Egyptian gods. What brought about this shift in ideology? Why was the pharaoh now perceived as a living god?
10. Queen Hatshepsut became pharaoh after her husband died. She ordered skilled craftsmen to depict her as a traditional male pharaoh in Egyptian iconography. Describe the male pharaoh characteristics depicted in Queen Hatshepsut’s iconography. What does the acceptance of a female pharaoh say about ancient Egyptian cultural attitudes towards women? Why were the images depicting Queen Hatshepsut destroyed after her death?



# HOUR 1: MANSIONS OF THE SPIRITS

## EXTENDED ACTIVITIES

1. Choose a god or goddess from ancient Egyptian mythology that interests you, and draw or paint the iconographic image of that deity. Act out a myth associated with this deity, using the image you created.
2. Draw an illustrative map of the main ancient Egyptian sites discussed in the film with a key indicating which sites contain pyramids, temples, and/or domestic structures.
3. Prepare an oral presentation on ancient Egyptian religion and ritual. Focus your thesis on whether or not you think that we can achieve an adequate archaeology of religion.

## VOCABULARY

**cacophony:** (n.) harsh sound

**Coptic:** (adj.) relating to the religious sect in ancient Egypt that was one of the earliest branches of Christianity

**cymbal:** (n.) percussion instrument that is made out of brass and is the shape of a dish

**enthrone:** (v.) to place on a throne; to give supreme power

**guise:** (n.) false appearance

**hieroglyphics:** (n.) system of writing that uses pictures and symbols to represent words and sounds

**iconography:** (n.) pictorial or symbolic representation of a specific subject

**libation:** (n.) drink offered to a god, as a sacrifice

**lute:** (n.) guitarlike musical instrument

**morass:** (n.) bog or marsh

**mortuary:** (n.) place where dead bodies are prepared for, or held before, burial or cremation

**muezzin:** (n.) person who announces the Muslim praying hours

**offering:** (n.) gift or sacrifice to a god

**primeval:** (adj.) ancient

**zabala:** (n.) Arabic word for “trash”



## OUR 2: THE GREAT PHAROAH AND HIS LOST CHILDREN

*Egypt Beyond the Pyramids: The Great Pharaoh and His Lost Children* explores tomb KV5, deemed the most important archaeological discovery since the discovery of the tomb of Tutankhamen in 1922. The Egyptologist Kent Weeks uncovered not only the largest tomb ever found in the Valley of the Kings, but also the resting place of Pharaoh Ramesses II's lost children. Ramesses II, the pharaoh of the pharaohs, ruled over Egypt for sixty-seven prosperous and peaceful years. His many accomplishments include the construction of Abu Simbel, the Ramesseum, and several colossal statues in his image. In addition, he fathered more than one hundred children during his lifetime. In 1987, the royal tomb of Ramesses II's lost children was found. *Egypt Beyond the Pyramids: The Great Pharaoh and His Lost Children* tells the story of one of the most exciting archaeological discoveries of the century.

### Objectives

Students will be able to explain the significance of the discovery of the tomb of Ramesses II's lost children. Students will be able to identify the archaeological evidence that confirmed this discovery.

### CRITICAL THINKING QUESTIONS

1. For how long did Ramesses II rule? How did he earn the title "Ramesses the Great"? What were his major accomplishments?
2. Ramesses II declared himself a living god and built a grand temple to celebrate his divinity. How did this bold act reflect a change in ancient Egyptian ideology? How did he handle the secular duties of pharaoh after declaring himself a god?
3. Egyptian pharaohs had many wives and children. Ramesses II fathered more than one hundred children. How is King Ramesses II's relationship with his children different from other ancient Egyptian rulers' relationships with their children?
4. In 1881 the German archaeologist Emil Bruch found Ramesses II's mummy resting outside the pharaoh's tomb with other royal mummies. Why was Ramesses II's mummy removed from its original tomb? Who was responsible for removing pharaonic mummies?
5. Why did the Egyptologist Kent Weeks decide to excavate tomb KV5 after previous archaeologists had described the tomb as insignificant? What intrigued Dr. Weeks about James Burton's drawings of KV5?
6. What archaeological evidence confirmed to Dr. Weeks that Ramesses II's lost children had been buried at KV5?
7. How many funerary chambers have been excavated so far at KV5? How is KV5 architecturally different from other tombs in the Valley of the Kings?
8. Describe the life-sized statue that presides over Ramesses II's children. Why does it preside there? Why was Ramesses II depicted as the god Osiris?
9. Egypt's pharaohs were buried inside pyramids during the Old Kingdom. In approximately 1570 B.C.E., Egyptians began burying their royalty in the Valley of the Kings, near modern-day Luxor. What brought about this change in burial practices?
10. Increasing tourism poses a threat to the stability of the tombs within the Valley of the Kings. How can the threats of tourism be alleviated? Should the number of tourists visiting each individual tomb be limited? Should the fragile tombs be closed to the public? Should full-sized models of the tombs be built for visitors?

### EXTENDED ACTIVITIES

1. Imagine that you are an Egyptologist working in the Valley of the Kings. You have uncovered a new tomb and need to record your finds in a journal. Draw a map of the imaginary tomb and describe in your own words what you have excavated.
2. Imagine that you are a magazine reporter interviewing Dr. Kent Weeks about his recent discovery of tomb KV5. Write an interview with Dr. Weeks in the style of a magazine article.



## HOUR 2: THE GREAT PHAROAH AND HIS LOST CHILDREN

### VOCABULARY

**amulet:** (n.) object worn as a charm to ward off evil

**canopic jar:** (n.) container used to keep the internal organs of ancient Egyptian mummies

**KV5:** (n.) designation for Valley of the Kings Tomb 5, discovered by James Burton in 1925 and re-excavated in 1987 by Kent Weeks; KV5 is the lost tomb of Ramesses II's children

**sarcophagus:** (n.) stone coffin, frequently decorated

**Valley of the Kings:** (n.) complex of great funerary chambers built in the limestone mountains of a barren valley near Thebes, modern-day Luxor; these funerary chambers functioned as the resting place of ancient Egyptian royalty



## HOUR 3: THE DAILY LIFE OF ANCIENT EGYPTIANS

Described as “the gift of the Nile,” ancient Egypt has long fascinated Egyptologists, art historians and art collectors. *Egypt Beyond the Pyramids: The Daily Life of Ancient Egyptians* demonstrates that scholars are no longer interested merely in pharaohs, priests, warriors, and scribes; sites such as Deir el-Medina have brought to life the voice of the common Egyptian individual who lived in this village thirty centuries ago. Extensive fieldwork at Mendes and Deir el-Medina have revealed to archaeologists that sanitation was virtually nonexistent, that the Egyptian daily diet consisted mainly of bread and lumpy beer, and that Egyptian women were responsible for trading produce at the market. The study of gender roles in Egypt also has become a crucial aspect of the study of that society, particularly because Egyptian women achieved legal equality as early as 2700 B.C.E.

### Objectives

Students will be able to describe the daily activities of the average ancient Egyptian; they will learn about Egyptian diet, clothing, makeup, and gender roles. Students will be able to explain how the analysis of field results obtained from the excavation of Egyptian residential sites helped researchers identify the role that average Egyptians played in ancient Egypt.

### CRITICAL THINKING QUESTIONS

1. The domestication of plants and animals was one of the most influential developments in human history. Wheat and barley were Egypt's two staple crops. How did the domestication and harvest of these two crops lead to the development of a complex society in Egypt?
2. While most rivers flow from north to south, the Nile River flows from south to north, and it floods during the months of August and September. Egyptian agriculture depends on the Nile's flood cycle. What technological innovations were used to counteract the river's fluctuations?
3. Egypt's Old Kingdom suffered a drastic decline some 4,000 years ago, after approximately 500 years of prosperity. Chaos ensued in the form of war, disease, and famine. Since there are no written records of the decline of the Old Kingdom, one must search for answers through archaeology. What archaeological evidence indicates that Mendes suffered a catastrophic end? What does the fall of Mendes reveal about the collapse of the Old Kingdom?
4. The Egyptologist Dr. Donald Redford uncovered an Old Kingdom temple in Mendes that was destroyed by a fire. Below the layer of ash, Dr. Redford came across the remains of three individuals lying side by side in contorted positions. What are the implications of these findings?
5. Makeup played an important role in Egyptian daily life. Poor and rich individuals of both sexes wore makeup. What were the practical and cultural functions of makeup in ancient Egyptian society? What role does makeup play in today's Western society?
6. Egyptian women experienced legal equality as far back as 2700 B.C.E. What were some of the benefits Egyptian women enjoyed, and what were some of the duties Egyptian women had to carry out? Compare the benefits and duties that ancient Egyptian women had with the benefits and duties shared by Egyptian men.
7. According to the Egyptologist Dr. Lesko, “the Egyptian woman, who was regarded by her state as a fully independent legal personality, had more legal rights than some women in the United States up until the 1950s.” Do you agree with this statement? Support your argument with specific examples.
8. Marriage and family played an important role in ancient Egyptian society. Describe the significance of marriage to the average Egyptian. What was the accepted opinion of divorce? How is the ancient Egyptian institution of marriage different from concepts of marriage in Ancient Greece and Rome, or even in modern Western societies?
9. Analyze in detail the spatial pattern of an Egyptian residential site. How is an Egyptologist able to recognize a kitchen space, a bedroom area, or a common living quarter inside an ancient Egyptian residential site?
10. Why are ancient rubbish dumps so important to archaeologists? What types of artifacts can an archaeologist typically find inside ancient Egyptian garbage?

## HOUR 3: THE DAILY LIFE OF ANCIENT EGYPTIANS

### EXTENDED ACTIVITIES

1. Write your first and last name in Egyptian hieroglyphs. Write a short essay describing when and under what circumstance hieroglyphics were first deciphered, and indicate what famous inscription enabled Egyptologists to decipher hieroglyphics.
2. Go to an art museum with an Egyptian collection or visit the Web site of a museum with an Egyptian collection. Choose an Egyptian object that interests you; draw it; describe it in words; and research the object's provenance, date, and cultural and/or historical significance.
3. Imagine that you are living in Deir el-Medina as either a skilled tomb worker or a woman who works at home. Describe your daily activities (at home and at work) in a journal or ostrakon entry.

### VOCABULARY

**commodity:** (n.) trade item

**Egyptology:** (n.) study of ancient Egyptian archaeology

**illiterate:** (adj.) unable to read or write

**midden:** (n.) archaeological term for an ancient garbage dump

**niche:** (n.) activity or place particularly suited for a specific individual

**Nile River:** (n.) Egypt's main body of water; it flows from Burundi in East Africa to the Mediterranean Sea in Egypt; the longest river in the world

**ostrakon:** (n.) term used in Egyptology to describe pottery or stone mediums on which ancient Egyptians wrote; typically used in the plural, ostraca

**papyrus:** (n.) tall water plant found in northern Africa; kind of paper made from the stem of this plant

**potsherd:** (n.) archaeological term used to describe a fragment of pottery

**scribe:** (n.) individual who copies manuscripts and documents

**shaduf:** (n.) device used to irrigate fields surrounding the Nile

**vitality:** (n.) ability to live and grow



## OUR 4: DEATH AND THE JOURNEY TO IMMORTALITY

Ancient Egyptians viewed death as part of a cycle; it was perceived as a transitional phase into the afterlife. In order for a person to gain entry into the afterlife, several ceremonies and rituals had to be performed. *Egypt Beyond the Pyramids: Death and the Journey to Immortality* investigates the role of mortuary preparation in ancient Egyptian society. Several different types of mummification were available in ancient Egypt; a family's financial means determined what type of mummification would be performed on a loved one. *Egypt Beyond the Pyramids: Death and the Journey to Immortality* explores the earliest Egyptian sandpit burials, the mastaba tombs of the Old Kingdom, the pharaonic funerary rituals of the New Kingdom, and the great cache of mummies recovered in the Valley of the Golden Mummies.

### Objectives

Students will be able to explain the ancient Egyptian view on death and the afterlife. Students will be able to describe why ancient Egyptians placed such great importance on the completion of complex funerary rites such as mummification.

### CRITICAL THINKING QUESTIONS

1. Interpretation of burials is a central aspect of archaeology. What can the archaeology of death tell us about the world of the living in ancient Egypt?
2. What is the ancient Egyptians' view of death? What is their interpretation of the afterlife?
3. Ancient Egyptians believed that the deceased did not immediately enter the afterlife upon dying but had to gain access to the afterlife by overcoming a number of obstacles. What were these obstacles? According to ancient Egyptian belief, who was responsible for granting or denying individuals the right to an afterlife?
4. What did ancient Egyptians believe happened to those individuals who were denied access to the afterlife? On what grounds were individuals denied an afterlife?
5. What was the function of the *Book of the Dead*? Why were sections of the *Book of the Dead* used as decoration on the walls of ancient Egyptian tombs?
6. Why did ancient Egyptians practice mummification? Why was it important that the Egyptian mummies maintain as close a resemblance to the deceased as possible?
7. The dead were buried in sandpits during the earliest years of Egyptian civilization. When was mummification first introduced? What was the ritual involved in mummification? Explain the process step by step.
8. How did the process of mummification change with the Roman conquest of Egypt in the first century B.C.E.? Did the ancient Egyptian belief in an afterlife change?
9. Where were the common people of ancient Egypt buried? Did they have access to mummification?
10. In 1991, Dr. David O'Connor of New York University's Institute of Fine Arts uncovered a fleet of royal boats inside a complex of mortuary temples near the ancient city of Abydos. Why were these ancient vessels buried inside this complex of temples? What is the symbolic significance of boats in ancient Egyptian mythology?

### EXTENDED ACTIVITIES

1. Imagine that you are an adult living in ancient Egypt during the New Kingdom and are interested in mummifying your pet cat. Write and demonstrate the explanation of the ritual of mummification that you would give to a group of young children who were unfamiliar with the process.
2. Write and perform a short play in which you and a classmate demonstrate the major obstacles an Egyptian soul would have to overcome in order to be granted an afterlife. One student should play the part of the god Osiris while the other student plays the Egyptian soul.



## HOUR 4: DEATH AND THE JOURNEY TO IMMORTALITY

### VOCABULARY

**cache:** (n.) hiding place; hidden treasures or provisions

**decompose:** (v.) to decay

**embalm:** (v.) to treat a corpse with preservatives in order to slow decay

**evisceration:** (n.) process by which a body is emptied of its internal organs

**frankincense:** (n.) sweet-smelling gum resin, from a tree, burned as incense

**mastabas:** (n.) simple rectangular structures with a single burial chamber used as tombs for ancient Egyptians

**mausoleum:** (n.) magnificent tomb

**mummification:** (n.) ancient Egyptian process of corpse preservation achieved through embalming

**myrrh:** (n.) type of gum resin from a tree, burned as incense

**Valley of the Golden Mummies:** (n.) largest cache of mummies ever found, located in the Bahariya oasis.

### RESOURCES

#### MUSEUM WEB SITES

**[www.tourism.egnet.net/culture/abegmus.htm](http://www.tourism.egnet.net/culture/abegmus.htm)**

The official Egyptian tourism site for the Egyptian Museum, in Cairo. The Egyptian Museum has the largest ancient Egyptian art collection in the world, with approximately 120,000 Egyptian objects. The site is divided into seven categories: accessories and jewelry, architectural elements, furniture, mummies, sculptures, tomb equipment, and written documents.

**[www.thebritishmuseum.sc.uk](http://www.thebritishmuseum.sc.uk)**

The British Museum, in London, holds the second largest collection of ancient Egyptian artifacts in the world and includes artifacts from the predynastic period until the Coptic period. This site enables users to conduct their own search, look for the museum's suggested objects of the month, and take a virtual tour of the Egyptian collection.

**[www.mfa.org](http://www.mfa.org)**

The Museum of Fine Arts, in Boston, has the greatest collection of ancient Egyptian art in North America. This site has a section entitled "Explore Ancient Egypt," which is subdivided into overview, archaeology, daily life, hieroglyphs, mummies, style, and learning resources links. Within the learning resources section, there is a time line, a general map of ancient Egypt, and a teacher resource section.

**[www.metmuseum.org](http://www.metmuseum.org)**

The Metropolitan Museum of Art, in New York City, holds approximately 36,000 Egyptian pieces of great historical and artistic value. This site provides photographs of the museum's main Egyptian objects and a time line that gives an overview of the history of the objects found in the museum's permanent collection.



## RESOURCES

### [www.oi.uchicago.edu](http://www.oi.uchicago.edu)

The Oriental Institute of the University of Chicago displays many important pieces such as the colossal statue of King Tutankhamen. This site offers a virtual tour of the ancient Egyptian collection, the photographic archives, and relevant archaeology projects.

### [www.brooklynart.org](http://www.brooklynart.org)

Coffins, mummy cases, lavish sarcophagi, and the remains of a 2,600-year-old mummy are some of the highlights of the Egyptian collection of the Brooklyn Museum, in Brooklyn, New York. This site lists a number of events taking place every Saturday of the month, including films and lectures about the museum's collection.

### [www.ashmol.ox.ac.uk](http://www.ashmol.ox.ac.uk)

The Griffith Institute is part of the Ashmolean Museum of Art and Archaeology, which is associated with the University of Oxford. This site has a section, written for young people interested in ancient Egypt, that includes an online encyclopedia of ancient Egypt for the young reader.

### [www.memphis.edu](http://www.memphis.edu)

The Institute of Egyptian Art and Archaeology is affiliated with the University of Memphis, in Tennessee. This site includes an exhibit of Egyptian artifacts and a virtual tour of Egyptian sites.

## ADDITIONAL WEB SITES

### [www.ancientegypt.co.uk](http://www.ancientegypt.co.uk)

Compiled by the British Museum, this site provides a basic overview of ancient Egyptian civilization. It is subdivided into ten distinct sections: Egyptian daily life, geography, gods and goddesses, mummification, pharaohs, pyramids, temples, time, trade, and writing.

### [www.kv5.com](http://www.kv5.com)

Dr. Kent Weeks organized this site in an effort to highlight the field results from the excavation of tomb KV5. It includes the following topics: Theban mapping project overview, history, virtual reality tour, excavation, finds, personal profile, and progress report.

### [www.educationindex.com/archeol](http://www.educationindex.com/archeol)

This site includes a compilation of many resources, indexes, events, and publications from Hobsons, an international publisher.

### [www.ccer.ggl.ruu.nl/hiero/hiero.html](http://www.ccer.ggl.ruu.nl/hiero/hiero.html)

More than 4,700 hieroglyphic symbols are shown on this site, arranged in categories like mammals, occupations, and objects.

### [www.torstar.com/rom/egypt](http://www.torstar.com/rom/egypt)

Egyptian hieroglyphs are deciphered and explained with the aid of translator tools.

## BOOKS

Hart, George. *Eyewitness Books—Ancient Egypt*. London: Dorling Kindersley, 2000.

Hart, George, (consulting ed.). *Ancient Egypt*. The Nature Company Discoveries Library. New York: Time-Life Books, 1995.

Steedman, Scott. *Pockets—Ancient Egypt*. London: Dorling Kindersley, 1995.

