

Petrie Museum of Egyptian and Sudanese Archaeology

Teachers' Pack

Welcome

This pack supports primary school teachers planning a visit to UCL's Petrie Museum of Egyptian and Sudanese Archaeology.



Exterior view of the museum, photo (CC) Joy of Museums, 2018

The pack has been developed with these key objectives in mind:

● To promote learning about Egypt and to offer new perspectives on daily life in ancient Egypt.

The Petrie Museum specialises in objects about daily life. We want to extend learning beyond popular themes of mummies, Tutankhamun, pyramids, and the afterlife.

● To promote an investigative approach that encourages pupils to observe, think, make choices and draw conclusions. The Petrie Museum is a university museum and supports UCL's Widening Participation mission to raise young people's aspirations towards Higher Education.

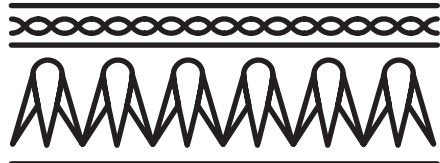
● To place the visit in context and maximise learning by encouraging appropriate pre-visit work, activities that make the most of your visit at the museum, and meaningful follow-up activities.

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Things to think about when studying ancient Egypt



Egypt is in Africa.

It may seem obvious but it is amazing how many people do not realise Egypt is in Africa. Any study of Egypt begins with its geography. Egypt is located in North East Africa, with access to both the Mediterranean Sea and the Red Sea.

Today, Egypt is a modern, thriving country with a unique and vibrant culture. Modern Egyptians speak and write Arabic. The main religion in Egypt today is Islam, with many other faiths co-existing.

Ancient Egyptian civilisation changed enormously over time.

Throughout its history there were many different cultures that made up what we call ancient Egyptian civilisation. Egyptians who lived during the reign of Tutankhamun were as far away in time from the Egyptians who built the pyramids as we are to the Vikings or William the Conqueror. Tutankhamun's subjects may have found the pyramid age as unfamiliar as we do. It is important to remember that things we often group as belonging to ancient Egypt may have been produced hundreds or thousands of years apart and do not represent a single culture.

We cannot be sure what the ancient Egyptians looked like; we can assume they had black or brown skin.

We get information about the way ancient Egyptians looked from a range of representations: people made countless images of themselves on wall paintings, inscriptions, in sculpture. They followed a strict visual code for portraying themselves at the peak of health and beauty. Paintings and sculpture do not necessarily represent reality and should not be taken literally.

There is debate about the ancestral origins of the ancient Egyptians. There are three main views:

1. The modern Egyptian view is that the ancient Egyptians are the same group of people as the modern Egyptians
2. The Afrocentric view is that the ancient Egyptians were black Africans, displaced by later movements of peoples, by Macedonian, Roman and Arab conquests
3. The Eurocentric view is that the ancient Egyptians are ancestral to modern Europe

Although the debate is ongoing, we know they were NOT white and there was an enduring black presence in Egyptian culture. Evidence of the earliest Egyptian civilisation was found in Upper Egypt (near Sudan) and was therefore likely to have been black. At various times black people ruled Egypt, such as the Nubian pharaohs of the 7th and 8th centuries BCE.



Painted wooden coffin, photo courtesy of the Petrie Museum of Egyptian and Sudanese Archaeology, UCL.

It is hard to agree on dates for the start and finish of ancient Egypt.

The year 3100 BCE is one date traditionally used to mark ancient Egypt's beginning. This was when Upper and Lower Egypt are thought to have been united as a single kingdom under the first recorded Pharaoh of Egypt, Narmer. The end of ancient Egypt is set sometimes at the death of Cleopatra in 30 BCE, when Egypt became part of the Roman Empire, or in the early 4th Century CE, when Egypt became widely Christianised.

Many powerful images we have of ancient Egypt come from fictional sources like books, Hollywood films, and advertising. These images stop us from appreciating the reality of life in ancient Egypt.

Archaeology deals with physical evidence from the past, which can be used to challenge assumptions and raise questions about images we get from fictional sources. It is important that we encourage young people to look beyond the stereotypes and to draw their own conclusions from the objects they can see at the Petrie Museum.



Children's workshop in the museum, photo by Gideon Fisher

Recommended reference websites

www.ucl.ac.uk/culture/petrie-museum

There is an online catalogue here of images and information about all 80,000 objects in the Petrie Museum. It is ideal for researching a topic, downloading pictures or getting pupils to create their own online gallery.

www.ancientegypt.co.uk

The British Museum's website on ancient Egypt for children. It has a good range of activities including information about Egyptian life and death, and a comparison of the life of a rich and a poor Egyptian.

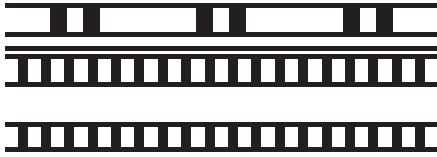
www.discoveringegypt.com

A colourful American website that provides information about Egyptian kings and queens, pyramids and temples and hieroglyphs. Pupils can also send ancient Egyptian e-cards.

<http://www.ucl.ac.uk/museums-static/digitalegypt>

A learning resource developed by UCL for the Petrie Museum, including art and architecture, communications technology, archaeological records, ideology and beliefs, social history, sciences and timelines.

During your visit



We can accommodate one or two classes at a time. When your group has arrived and placed their belongings on the central table, they sit down and one of our Visitor Services Assistants will give a brief introduction. The introduction includes:

- Who was Flinders Petrie
- What are archaeologists and Egyptologists
- Hieroglyphs

The Visitor Services Assistant also goes through the museum rules, which include:

- No running
- No shouting
- No touching the glass
- No going over, under or behind the hand rails
- Only adults can pull out the drawers

Please be aware that there is absolutely no eating or drinking in the museum.

After the introduction teachers lead their students' visit. Please remember to bring any resources for your students to use, you are welcome to bring resources of your own and we have some activities you can download from our website:

www.ucl.ac.uk/culture/petrie-museum/research-learning-petrie-museum

The visit ends with a brief plenary with a Visitor Services Assistant where the children can share comments about what they have seen during their visit.

How to read a label

All objects on display have a label. These labels are made to help you – each label will tell you important information about each object displayed in the museum. It is important to understand how to read the label for an object. Below is an example of an object label with arrows indicating how to read it.

Where the object was found

Gurob

UC16021

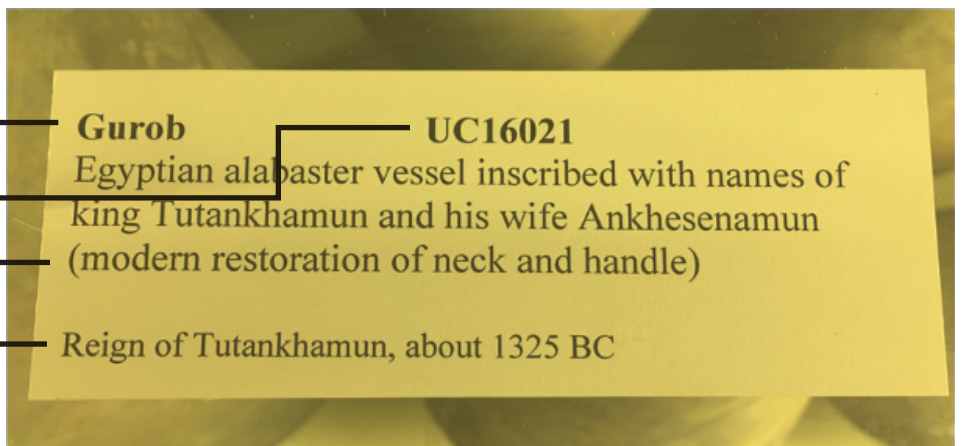
Museum object number

Egyptian alabaster vessel inscribed with names of king Tutankhamun and his wife Ankhesenamun (modern restoration of neck and handle)

Object description

Age of the object

Reign of Tutankhamun, about 1325 BC



Why a preliminary visit is important



We recommend you visit the Petrie Museum prior to your class visit. The museum is located within a large university so it is important you are familiar with its location when you visit with your group. Your familiarity with the museum, important exhibits, and the location of key facilities such as toilets, will ensure the visit runs smoothly. A pre-visit means you will be prepared and know where to take your class as a group.



UCL Main Building, photo © Matt Clayton



We do not have a lunchroom.

You are advised to find in advance a suitable place for lunch. Weather permitting there are a number of squares with gardens near the museum.

Setting objectives for the visit

The activities you give pupils to do during the visit will determine what and how effectively they learn. You could think about setting objectives in three areas:

- Improving knowledge and understanding e.g. of archaeology, life in ancient Egypt, using museums, what is university.
- Developing key/transferable skills e.g. team-work, problem solving, learning how to look at objects, literacy.
- Encouraging personal development e.g. increasing confidence, changing views about history, encouraging extended learning by visiting other museums or bringing their families.

The Petrie Museum is ideally placed to support a range of learning objectives such as:

- Learning how to use museums
- Thinking differently about Egypt and Africa
- Developing a view on ethical and political issues
- Learning about universities

When planning the activities your students will undertake during their visit it may be useful to consider the resources on our website:

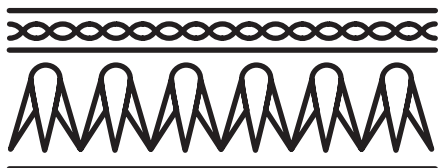
www.ucl.ac.uk/culture/petrie-museum/research-learning-petrie-museum

We recommend setting yourself a reminder to print out copies, bring pencils and whatever you need for your class visit.



Class visit to the museum, photo by Gideon Fisher

Pre-visit activity suggestions



Ask pupils key questions in class which will generate interest and discussion.

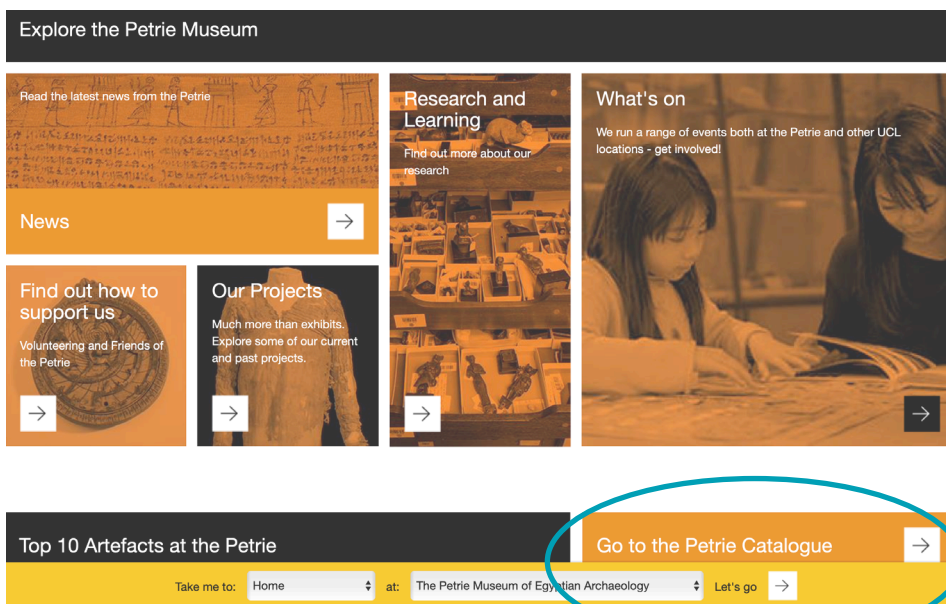
Questions might include:

- Where in the world is Egypt?
- What objects do you think survive today from ancient Egypt?
- What do you think an archaeologist does?
- How are we similar to the ancient Egyptians? (think of 2 ways)
- How are we different from the ancient Egyptians? (think of 2 ways)
- Would you have liked to live in ancient Egypt? (say why or why not)
- Do you think it is right for museums to display human remains?
- Do you think museums in Britain should return ancient Egyptian artefacts to Egypt?

Investigating the museum online

Using UCL's Collections Online catalogue, pupils can see some of the Petrie Museum's objects before and after a visit. They can search for objects that interest them, using keywords such as 'masks', 'jewellery', or 'jars'.

There is a link to the catalogue on the Petrie Museum web site's homepage:



You could show pupils how to do a simple Google-style search for object categories like these above, or titles such as Tarkhan Dress, or descriptions, such as 'stone', 'pottery', 'carved'.

You can also do a more detailed search using Advanced or Expert search. If you select these within Collections Online, you will see a list of terms to choose from. In Expert search, it is possible to search with a museum number:

type the entire number including UC, for example UC16021

You could make a note of object numbers when you see them in the museum and look them up online after your visit.

Learning to look at objects

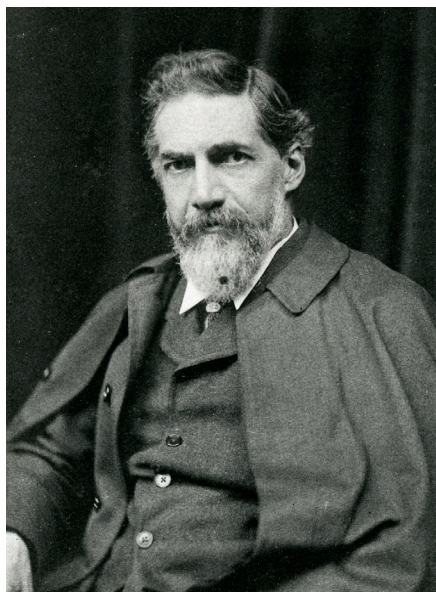
Learning to look at objects for information is a very important skill. You can prepare pupils to look at objects in the museum and help them develop their visual literacy by using everyday objects in the classroom before the visit e.g. a pencil, an exercise book, a football.

Ask pupils to do an object investigation on everyday objects in small groups. They could use the same worksheets or investigations in the museum with artefacts. There is one in this pack.



Calcite jars
photo © UCL Creative Media Services, Tony Slade.

Researching Flinders Petrie



Portrait of Sir William Matthew Flinders Petrie, 1903, photo courtesy of the Petrie Museum of Egyptian and Sudanese Archaeology, UCL.

Pupils could find out about Flinders Petrie, the archaeologist who founded the museum:

The Petrie Museum is named after archaeologist Sir William Matthew Flinders Petrie (1853 – 1942).

Flinders Petrie is thought to have discovered well over a million objects during the course of his archaeological career. He excavated many sites in Egypt, Sudan, and Palestine. He became the first professor of Egyptology in England in 1892. Most archaeologists before Petrie had only been interested in large monuments and treasures from Egypt, but Petrie liked small objects because they showed how ancient Egyptians lived.

One of the reasons Petrie formed the collection was as a resource for teaching and research. Petrie hoped that by bringing objects back to England he could study them thoroughly and improve his and others' understanding of ancient Egypt. Petrie dedicated himself to making sure the public knew about ancient Egyptian culture and the need for conserving what artefacts had been found by archaeologists.

Identifying Stereotypes

Read out the statements from the True or False Quiz, which is at the back of this pack and available to download from our website

www.ucl.ac.uk/culture/petrie-museum/research-learning-petrie-museum.

After each statement, give pupils a chance to call out 'True' or 'False'. This will allow you to see what they already know but also will help to challenge their assumptions and stereotypes about ancient and modern Egypt.

Activities to support your visit are available to download from our website at www.ucl.ac.uk/culture/petrie-museum/research-learning-petrie-museum

They are:

- Schools visit scavenger hunt
- Investigating objects worksheet*
- Comparing everyday life then and now activity
- True or false activity *
- Gods, goddesses and religion activity
- Narmer palette activity

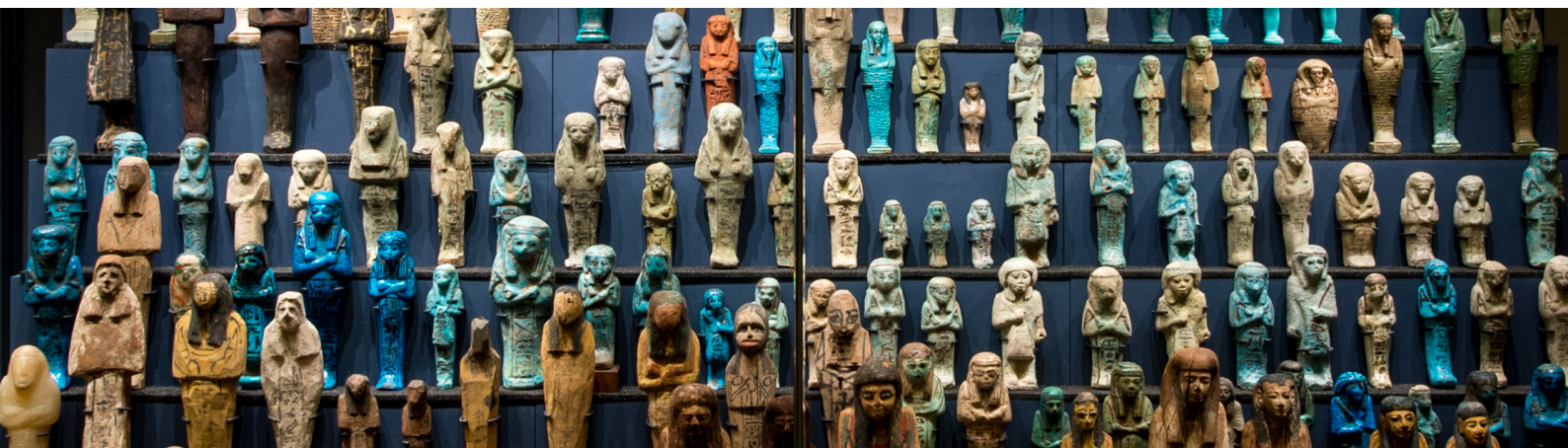
* these activities are also included at the end of this pack

Background Information

About UCL

The Petrie Museum is part of University College London (UCL) and provides an excellent opportunity to introduce pupils to the concept of Higher Education. UCL is one of the three oldest universities in England, founded almost 200 years ago. Established to admit students no matter what their race, religion or class, it was also the first to admit women students.

UCL is committed to giving opportunities to the best students from all backgrounds by supporting them from primary school, secondary school, at UCL and into their careers. The university offers a range of activities through its Access & Widening Participation teams. To find out more see the website www.ucl.ac.uk/widening-participation/about-us



Shabti figurines on display in the museum, photo © Kirsten Holst.

What is special about the Petrie Museum of Egyptian and Sudanese Archaeology?

The Petrie Museum of Egyptian and Sudanese Archaeology has one of the most important collections of ancient Egyptian objects in the world.

The museum contains about 80,000 objects and these objects represent the development of daily life in and around the Nile Valley. There are plenty of easily recognisable objects to see such as mummy cases and death masks. But there are also rich examples of objects illustrating daily life, from earrings and hair curlers to wooden mallets and weights and measures.

The age range of objects spans from the very earliest times of settlement in the Nile Valley 6,000 years ago, to the Greek, Roman and Arabic influences on Egypt, 1,800 years ago up to the present day.

Highlights of the collection include:

- The earliest linen clothing in the world (over 5,000 years old) pictured here
- A bead net dress, one of only two in the world
- Objects from the most famous period of Egypt's history, from the site of Amarna, the city of Pharaoh Akhenaten and his wife Nefertiti. This is where Tutankhamun would have spent his early years
- Stone blocks with hieroglyphic inscriptions



Tarkhan Dress, photo courtesy of the Petrie Museum of Egyptian and Sudanese Archaeology, UCL.

Visitor Information

Petrie Museum of Egyptian and Sudanese Archaeology
University College London
Malet Place
London WC1E 6BT

Tel: 020 7679 2884

Email: museums@ucl.ac.uk

www.ucl.ac.uk/culture/petrie-museum

Public Transport

Train station: Euston

Underground stations: Euston, Euston Square, Warren Street, Russell Square, Goodge Street

Buses: 10, 18, 30, 73, 205, 390 to Euston Square Station; 10, 14, 24, 29, 73,134, 390, to Gower Street

Lunch

We do not have a lunchroom, you are advised to find in advance a suitable place for lunch. Weather permitting there are a number of squares with gardens close-by.

Combining your visit

You could combine your visit with a visit to the British Museum or the Wellcome Collection which are nearby.

The Grant Museum of Zoology at UCL also occasionally hosts pre-arranged school visits for one class at a time. Your Visitor Services contact for the Petrie Museum visit can help with this.



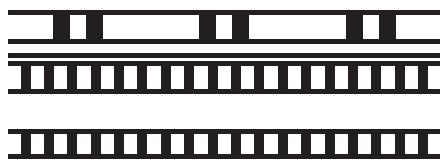
Coach drop-off point



Places to have lunch

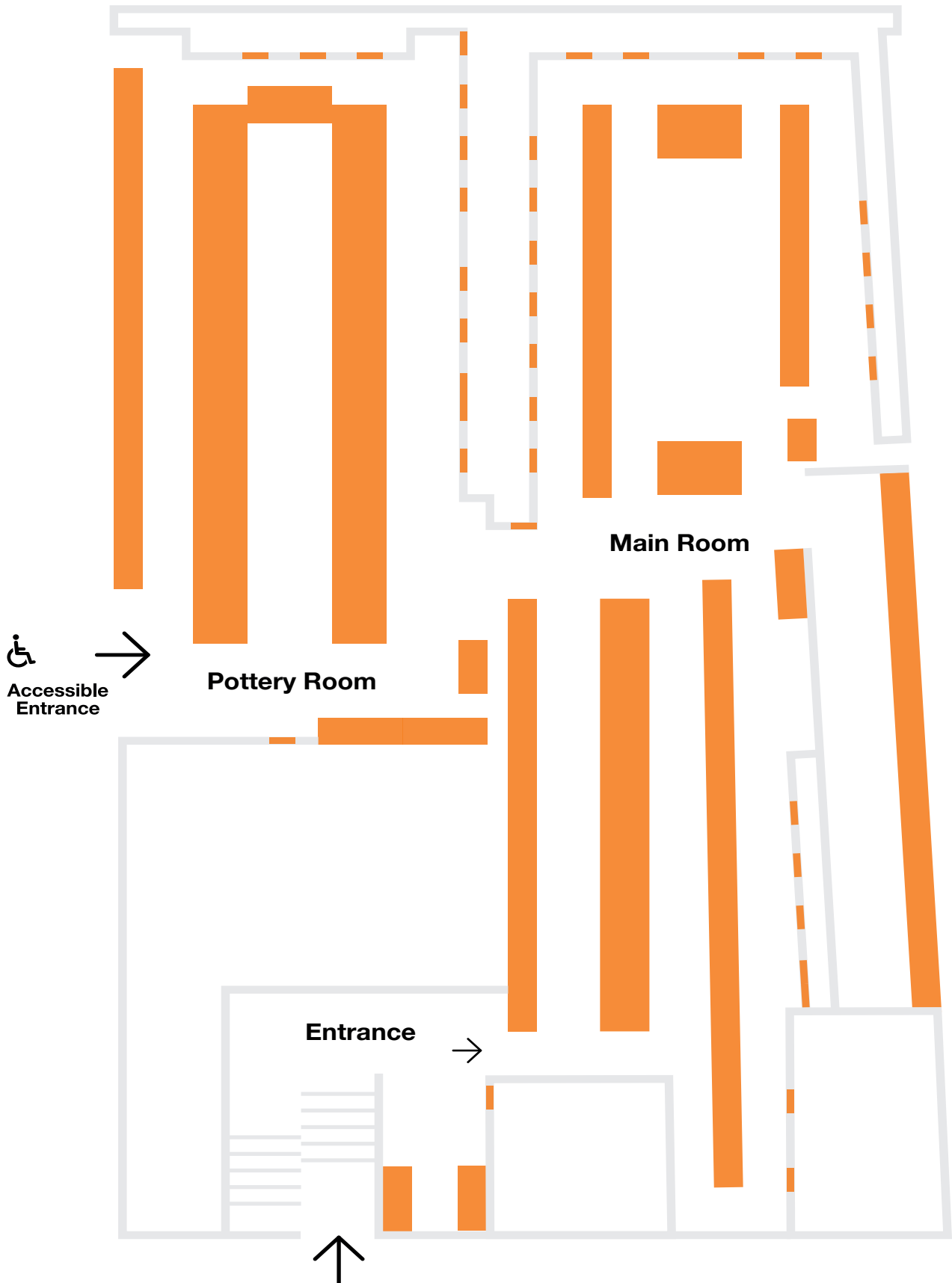


Egyptian History Timeline



Date	Period	Rulers
Before 8000 BC	Palaeolithic	
5200-4000 BC	Fayum Neolithic	
3500-3100 BC	Naqada Period	
3100-2686 BC	Early Dynastic Period: Dynasties 1-2 (Dynasties I-II)	Narmer
2686- 2181 BC	Old Kingdom: Dynasties 3-6 (Dynasties III-VI)	Khufu
2181-2025 BC	First Intermediate Period: Dynasties 7-10 (Dynasties VII-X)	
2025-1700 BC	Middle Kingdom: Dynasties 11-13 (Dynasties XI-XIII)	
1700-1550 BC	Second Intermediate Period: Dynasties 13-17 (Dynasties XIII-XVII)	
1550- 1069 BC	New Kingdom: Dynasties 18-20 (Dynasties XVIII- XX)	Akhenaten Tutankhamun Ramses II
1069-664 BC	Third Intermediate Period: Dynasties 21-25 (Dynasties XXI-XXV)	
664-525 BC	Late Period: Dynasty 26 (Dynasty XXVI)	
525- 404 BC	Persian Period: Dynasty 27 (Dynasty XXVII)	
404-332 BC	Late Dynastic Period: Dynasties 28-31 (Dynasties XXVIII-XXXI) (332-323)	Alexander the Great
323-30 BC	Ptolemaic Period	Cleopatra
30 BC- AD 640	Roman Period	Constantine
AD 640- present	Islamic Period	Saladin

Museum Flooplan
(see over for key)



Museum Floorplan key

Main Room (up the stairs)

On the left-hand side you will find 19 Inscription cases (IC). These are full of stone reliefs usually with writing and pictures carved on them. Like the pots they range in date and the writing ranges from Hieroglyphs, through Greek and ending with Arabic.

Other cases contain a range of objects from the Old Kingdom through to the Roman period in Egypt. You will find weights and measures, small sculpture, tools and weapons and objects of daily use. There is also a selection of Roman mummy portraits and a mummy case.

Cases A - H

On the right of the main room you will find Cases A – H and WEC11. These contain the earliest objects found in Egypt from the Palaeolithic time, through to the Middle Kingdom. You will find examples of flints, palettes, bowls and stone vessels.

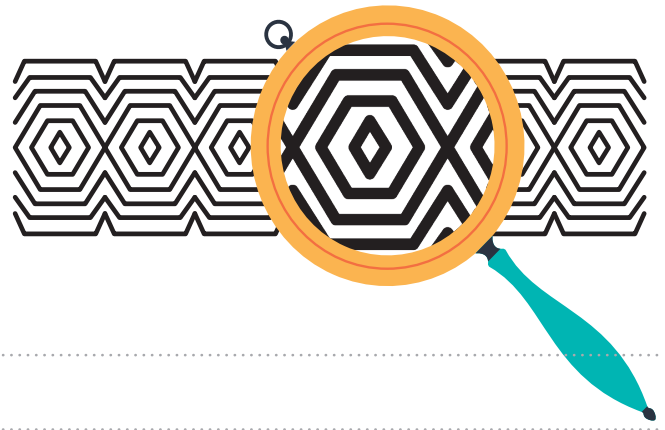
Pottery room

Petrie was called the ‘father of pots’ because he discovered so many different types. The earliest pots start in pottery case 2 (PC) and date from 7,000 years ago and they end in PC 37 with pottery about 1,500 years old. Also, in this gallery you will find linen tunics and a bead net dress. These all come from the Old Kingdom around the time of the Great Pyramid.



Visitors in the Main Room, photo © Kirsten Holst.

Investigating Objects



Description

What size is it?

What colour is it?

What material is it made of?
(for example: glass, clay, wood,
stone, paper, or metal)

What shape is it?

What does it look like? Draw below:



Use

What do you think it is?

Who do you think used it?

How do you think it was used?

When do you think it was used?

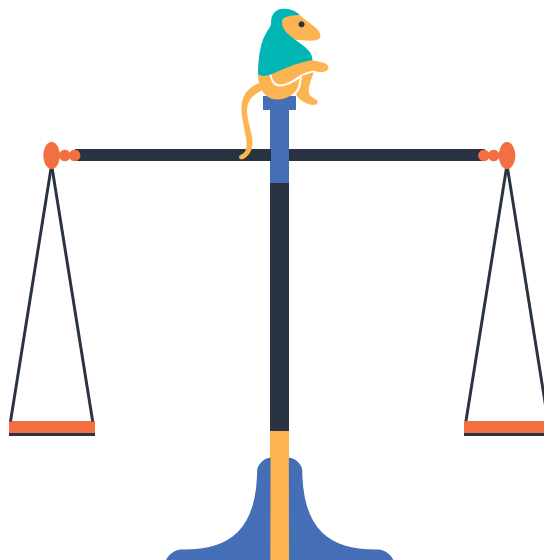
A teaching activity created for
Petrie Museum of Egyptian and
Sudanese Archaeology



CULTURE

By: J. Gibbon

True or False?



Facts and misunderstandings about Egyptians:



circle one answer below

Egyptians today still mummify their dead	True	False
The ancient Egyptians wrote on papyrus	True	False
The mummy's curse does exist	True	False
Egyptians today still read and write in hieroglyphs and Egyptian children learn it in schools	True	False
The period known as 'ancient' Egypt lasted 300 years	True	False
Nearly 100 million people live in Egypt today	True	False
The ancient Egyptians worshipped many different gods and goddesses	True	False
At one time the capital city of Egypt was Memphis. Today it is Cairo	True	False
All the pharaohs of ancient Egypt were men	True	False
The ancient Egyptians were excellent at maths and this helped them to build the pyramids	True	False
The River Thames flows through Egypt	True	False
The pyramids were built as royal palaces for the Pharaohs	True	False
Ancient Egyptian children played with toys and even grown-ups played games	True	False