

# Contents: Tutors' Notes

Welcome and Introduction	1
Booking Information	3

## ANSWERS / GUIDANCE TO ACTIVITIES

### PRE-VISIT AND VOCABULARY

<b>a</b>	Where is Egypt?	4
<b>b</b>	Archaeology: Rescued or Stolen?	6
<b>c</b>	Cultural Diversity in Ancient Egypt	7
<b>d</b>	Islamic Culture and Art	8

### VISIT

<b>a</b>	Background information to Everyday Life in Ancient Egypt	9
<b>b</b>	Cultural Diversity in Ancient Egypt	11
<b>c</b>	Islamic Culture and Art	12

### POST-VISIT

<b>a</b>	Archaeology and the Museum	13
<b>b</b>	Cultural Diversity in Ancient Egypt	14
<b>c</b>	Islamic Culture and Art (notes on the passive)	14



# Tutors' Notes

A warm welcome to tutors and students who wish to visit the Petrie Museum of Egyptian Archaeology. This resource pack provides materials and activity suggestions for tutors and group leaders who work with Entry 3 and Level One ESOL learners; it will also help prepare your students' visit to the Petrie Museum.

**Specifically, the materials will encourage exploration of the following topics when visiting the museum:**

- Objects relating to 'everyday life' in ancient Egypt (focus: listening and speaking)
- Cultural diversity in ancient Egypt (focus: listening and speaking)
- Islamic Art and Culture (focus: reading and writing)

**Students will need some understanding of:**

- Present continuous, simple past and present simple
- Simple question forms
- Prepositions of place
- Nouns and adjectives
- Egypt and its surrounding areas

You may use the activities in any way you wish, you could do one theme on its own and use all the worksheets on the three objects from that subject or choose one object from each of the three topics above.

**Thoughts when planning the Visit**

It is strongly recommended that students work on the pre-visit activities as this will motivate them and provide them with a context for ancient Egypt.

In addition, please discuss with students the following information:

- It is helpful for students to understand what a museum is and what it does since some learners may not have visited one;
- What visitors do at the museum and what your group will be doing (such as speaking quietly, working on the worksheets);
- How the visit is an important part of their language course.

# Tutors' Notes

## **Information on the Activities**

The resource is divided into pre-visit, visit and post-visit activities. It is then divided into three themes comprising three objects and activities each. Each activity should take 10-15 minutes to complete; the class can be divided into three groups or work on their own as the tutor wishes.

## **Pre-visit classroom activities aim at maximizing learning through:**

- Giving information about what they are going to see in the museum
- Reading passages
- Providing learners with the vocabulary they are going to hear or read during the visit that they may not have met before
- Using authentic materials (pictures of many objects from Petrie's collection)

The activities have the advantages of providing topics for discussion and useful skills practice at the same time as raising students' awareness.

## **During the visit activities work sheets include:**

- Yes / No questions
- Asking questions and writing answers
- Describing an object student likes / dislikes
- Finding objects and circling answers
- Matching words and objects
- Spelling words
- Drawing objects
- Phrases 'odd one out'
- It is / is not
- It is / it was
- Comparison of adjectives

## **After visit activities**

- Teaching formal writing
- Discussion about what they saw
- Filling a tutor evaluation form

**Enjoy your visit!**

# Tutors' Notes

## **Trial Period**

This pack will be trialled with ESOL tutors and students between June and September and we would be grateful for any feedback on this resource.

Please contact Debbie Challis – [d.challis@ucl.ac.uk](mailto:d.challis@ucl.ac.uk) or 020 7679 4138.

## **Booking a Visit to the Museum**

- Please call the Petrie Museum on telephone number 020 7679 2884 or email us at [petrie.museum@ucl.ac.uk](mailto:petrie.museum@ucl.ac.uk)
- We will check the date and confirm whether or not the visit is possible
- In the trial period (June to September) you can also contact Debbie Challis – [d.challis@ucl.ac.uk](mailto:d.challis@ucl.ac.uk) or 020 7679 4138 – but bear in mind she works 2 days a week
- Museum address: Petrie Museum of Egyptian Archaeology, University College London, Malet Place, London, WC1E 6BT

# Answers to Activities

## PRE-VISIT ACTIVITY – INTRODUCING THE PETRIE MUSEUM

**Activity – Answer true / false to the following questions:**

- a False
- b True
- c False
- d False

## a ANCIENT EGYPT – WHERE IS IT AND WHAT IS IT?

### Museum Vocabulary

<b>archaeologist:</b>	someone who looks at the history of peoples by looking at the things they left behind
<b>bronze:</b>	a metal made of copper and tin
<b>BC / BCE:</b>	Before the Common Era / Common Era. CE 1 corresponds to 1 AD
<b>collection:</b>	unique objects that form the basis of a museum
<b>copper:</b>	a metal of a light red colour.
<b>curlers:</b>	a thing that bends and twists hair to make it 'curly'
<b>display case:</b>	a case or cabinet built to display museum objects
<b>dynasty:</b>	group of pharaohs, often following from parent to child
<b>examine:</b>	to inspect or consider something in detail
<b>excavation / excavate:</b>	to dig or cut out something from the ground
<b>gallery:</b>	a place that displays collections of objects
<b>hieroglyphs:</b>	formal method of writing the Egyptian language, used especially for religious and official texts in tombs and temples
<b>ivory:</b>	the tusks of an elephant or hippopotamus
<b>medieval:</b>	the middle ages (1000 – 1500 CE)
<b>Middle Kingdom:</b>	the 11th, 12th and 13th Dynasties c.2040 – 1640 BCE
<b>mummy / mummified:</b>	an embalmed (preserved) and dried dead body

# Answers to Activities

<b>New Kingdom:</b>	the 18th, 19th and 20th Dynasties, c.1550 – 1070 BCE
<b>Nile Valley:</b>	the area around the river Nile
<b>object label:</b>	this tells you about the object
<b>Old Kingdom:</b>	the 4th, 5th and 6th Dynasties, c.2575 – 2134 BCE
<b>pharaoh:</b>	the term used to describe the ancient rulers of Egypt. It comes from the Egyptian for 'great house'
<b>prehistory:</b>	the time before the history that we know about
<b>pyramids:</b>	a rectangle where the sides meet at a point to make a triangle
<b>researcher:</b>	someone who studies or researches
<b>site:</b>	a place where there is evidence of past activity (archaeological site)
<b>terracotta:</b>	hard clay
<b>tomb:</b>	a grave

## IDEAS FOR VOCABULARY PRACTICE FOR PRE-VISIT ACTIVITIES

### Group or Pairs

- T** Write a selection of essential museum vocabulary on the board
  - T** Work sheet with numbered boxes up to 8
  - S** Practise using new words
  - S** Practise writing sentences using the new words
  - S** Make as many correct sentences as they can in 10 minutes
  - S** Group member tick box for every complete sentence made
  - T** Winner is the group / pair with the most correct sentences
-

# Tutors' Notes

## b ARCHAEOLOGY: RESCUED OR STOLEN? - CLASSROOM DEBATE

There are no right or wrong answers in this section. The intention is to encourage students to discuss difficult questions, listen and respond and share understanding through speaking and listening.

An idea would be to make prompt cards to help students with planning the debate, for example putting points based on those below on a card and giving it to the students or groups of students to stimulate ideas.

### **Some ideas to think about with regard to excavation and objects are:**

- Archaeology can preserve (keep) the past for the future
- There are benefits for people in Egypt and Sudan today through tourism and work
- Who worked on the excavations? We know about the European archaeologists but there were also Egyptian and Sudanese workers
- Museum and archaeological ethics have changed in the last 100 years
- The British Empire ruled Egypt when Flinders Petrie was excavating there – there is a colonial context
- Excavation can be motivated by feelings of greed and panic – the fear of things being destroyed
- Are there advantages to having some items in museums in a country where more people can see them?

### **Some ideas to think about with regard to the display of human remains (mummified bodies) are:**

- Many Egyptians felt it was important to keep those things which were offered or given to the dead. They felt it was essential to use the names of the dead and they would be horrified to think that mummies would be in a museum without their names
- Tombs were robbed in ancient Egypt and the Egyptians knew the offerings to the dead could not be kept forever. They may not be surprised that the tombs and remains are on display
- Studying human remains helps us to discover more about peoples' lives and deaths, so we know more about who they were
- Many people think it shows lack of respect for the dead to display human bodies in museums – people of the past are not respected by putting them on show
- Some people think that people's past customs and beliefs should be respected as far as possible, therefore mummified bodies should be reburied in Egypt

# Tutors' Notes

## C CULTURAL DIVERSITY IN ANCIENT EGYPT

### Vocabulary from the Reading Passage: 'Cultural Diversity in Ancient Egypt'

<b>admiration:</b>	a feeling of liking or approval
<b>BC / BCE and AD / CE:</b>	Before the Common Era or before the year 0 and Anno Domini / Common Era. CE 1 corresponds to 1 AD. We are in the Common Era, i.e. 2008 CE
<b>beeswax:</b>	The yellow to brown wax made by the honeybee
<b>burial traditions:</b>	customs around burying the dead
<b>cultures:</b>	the customs and traditions of people
<b>diversity:</b>	being diverse or different cultures
<b>dual:</b>	having two like parts or having a double character or purpose
<b>Greek:</b>	a person or culture from Greece
<b>mask:</b>	a covering worn on the face
<b>mummy:</b>	an embalmed (preserved) and dried dead body
<b>oil painting:</b>	a picture made with oil paints
<b>portrait / portraiture:</b>	likeness of a person, especially one showing the face
<b>realism:</b>	showing objects in art or literature as they actually are
<b>Roman:</b>	an inhabitant or the culture of the ancient Roman Empire
<b>symbolise:</b>	show something using an image or form
<b>terracotta:</b>	hard clay
<b>theatre:</b>	a building where plays are performed

#### SUGGESTED VOCABULARY ACTIVITIES

**1 Word association:** Students spend one minute writing down all of the different words they associate with 'ancient Egypt'. They share their words and talk about them. Or put all the above words on one sheet and ask students to circle those they associate with ancient Egypt.

**2 Word match:** Students match words with the definitions.

If you are only working on one object from this theme, please invite students to read the relevant section of the reading passage.

# Tutors' Notes

## d ISLAMIC ART AND CULTURE

### Vocabulary: Islamic Art and Culture

<b>Allah:</b>	Islamic name for God
<b>Arabic calligraphy:</b>	ornate writing in Arabic
<b>devote:</b>	to apply oneself entirely to a particular cause or person.
<b>figurative representation(s):</b>	uses a symbol to show something
<b>flourish:</b>	to grow or expand
<b>Mamluk:</b>	dynasty ruling in Egypt from 1250 to 1517 CE
<b>Mosque(s):</b>	Muslim place of worship
<b>motif:</b>	pattern or decoration
<b>Ottoman Empire:</b>	The Ottomans were in power over many countries
<b>ornamental script(s):</b>	They decorate writing
<b>ornate:</b>	decorative
<b>Prophet(s):</b>	Somebody who tells the future. God may inspire him / her.
<b>Quran:</b>	The main book of religious writings for Muslims

### PRE-VISIT READING ACTIVITY

#### True / False

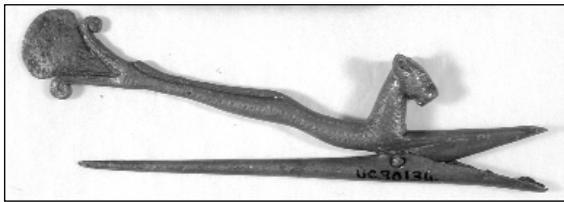
- 1 True
- 2 False
- 3 True
- 4 False
- 5 True
- 6 True
- 7 False
- 8 True

# Tutors' Notes: Visit Activities

## a EVERYDAY LIFE IN ANCIENT EGYPT

### BACKGROUND INFORMATION FOR WORKSHEET – VISIT ACTIVITY: EVERYDAY LIFE IN ANCIENT EGYPT

#### Hair Curler UC30134 Dynasty 18 (1295BCE-1550BCE)



Ancient Egyptians were very proud of their hair and wore it in elaborate styles. They used hair conditioners, setting lotions and dyed their hair with dyes and henna. Women 'permed' or waved their hair by applying a

mixture of soil and water. Then they wrapped it in curlers and sat in the sun to heat the hair.

In the Old Kingdom, both men and women used hairdressers. Parents shaved children's heads to keep them cool, but left a single 'side lock of youth' on the side of the head. Priests also shaved their heads. Men wore moustaches and beards when in fashion. Pharaohs wore false beards to show their royal status. Wealthier people wore wigs made from human hair.

#### Animals

The ancient Egyptians were very fond of animals particularly great cats which were hunted for their skins. Smaller cats were kept as pets. The ancient Egyptians believed that some animals had special qualities. For example, that some gods and goddesses lived inside the bodies of sacred animals and that they shared in the afterlife as humans. After death, sacred animals were treated in the same way as a dead person to humans. They were mummified, sprinkled with oils and perfumes and buried in family tombs.

#### Clothing



#### Deshasheh Dress Fifth Dynasty (about 2400 BC) UC31183

The dress from Deshasheh was excavated by Petrie in 1897.

It illustrates the sleeved version of the woman's long narrow dress that was worn throughout the early dynasties in the Old Kingdom and Middle Kingdom. It differs from the version more commonly shown in art, which has one or two broad straps rather than sleeves.

The dress has a skirt from the high waist to the feet. One piece of linen forms the skirt. Two pieces of material form the bodice and sleeves.

# Tutors' Notes: Visit Activities

The dress has natural pleats which are made by 'wringing' the dried fabric after washing.

The most common cloth was linen made from the stems of flax plants. The strong fibres from older plants made ropes and mats while the fine, soft fibres were used to make cloth. This was very expensive and people had to be careful not to waste it. Old clothes were recycled or mended and when worn out used as wash cloth and mummy wrapping.

Coloured cloth was made either from weaving with coloured thread, embroidering, or dyeing the cloth with natural colours from plants. However, linen bleached white by the sun was the most popular material for clothes.

There was little difference in dress between children and adults except that young children went about naked while older children dressed like their parents. However, there was some differentiation in clothing worn by people doing certain jobs or who came from a certain class. For example, pharaohs wore a traditional kilt but with a variety of crowns and headdresses. His 'Vizier' or Prime Minister, wore a long robe fastened around the neck with a double strap while, the senior priests wore long white kilts and white sandals.

Underwear for both sexes was a simple loin cloth made from linen. Footwear consisted of sandals made of leather or, papyrus woven from palms. In cold weather people wrapped themselves in warm cloaks of wool or heavy linen.

---

## **Kohl Pot UC7100 Late Middle Kingdom (1700BCE-1850BCE)**



Make up was commonly used in Ancient Egypt and focused particularly on the eye using Kohl eyeliner, in order to replicate the appearance of the Sun God, RE.

Kohl was made of burnt almonds and a variety of minerals (black copper oxide, brown ochre, galena (grey-black – metal) lead sulphate or ore (green). These were found in the desert or along the Nile. Pebbles would be used with a pallet to grind the mineral as pigment for makeup. Men, women and children painted their eyes.

This square wooden block was found in Lahun and is a kohl pot for making black cosmetics. The block is divided into 4 kohl compartments. Each contained different forms of cosmetics for use during the different seasons. There is a small knob for a lid at the top. The lid itself has not survived. On the outside is a knob for tying it shut.

---

# Tutors' Notes: Visit Activities

## Answer: Activity 1d

### Display Case

Number	Label Number	Name of Object	Name of Animal
I	UC 34356	Ornament	Crocodile
K	UC 40659	Hair Curler	Dog or Jackal
K	UC 30134	Hair Curler	Lioness
1	UC 16678	Kohl Pot	Bes
K	UC 26936	Hair Curler	Horse

## c CULTURAL DIVERSITY IN ANCIENT EGYPT: VISIT ACTIVITIES

Based on pair work, the while-visit activities focus on examining the objects closely, as well as inviting students to listen and talk with each other. Below is extra information for you on two of the objects:

### Worksheet 1: The Mummy Portrait



#### Portrait of a woman called Isarous, 1st – 2nd Centuries CE

Note how the face stands out, giving it an impression of depth. The face looks like it has been painted. Note the nose, slightly darker than the face, giving it the illusion of being long (and perhaps regal?). Shown in full face, gold ball earrings, and a gold necklace with a pendant. Black hair: a row of snail curls frames the brow; Wears a maroon piece of cloth; Arresting dark brown eyes and strong, thick eyebrows.

### Worksheets 1 and 2

Suggestion: You could get students to compare the two portrait masks.

### Worksheet 1: Terracota Figurine



Note the mitra across his forehead and horns indicate the ruler is dressed as Dionysos.

*This period was called Ptolemaic because at this time Egypt was ruled by kings who all were named after Ptolemy, the first Greek general or ruler of Egypt. At this time many temples were built and the art of the period showed Hellenistic influences in clothing and in the realistic representation of the face.*

# Tutors' Notes: Visit Activities

## d ISLAMIC ART AND CULTURE: VISIT ACTIVITIES

### Worksheet 1



- a object 5
- b object 4
- c object 2
- d object 6
- e object 3
- f no match
- g object 1
- h no match

### Worksheet 2

#### Object A

- 1 Copper
- 2 The Emir Sayfal-Din Janim the Mamluk
- 3 Unknown
- 4 Unknown
- 5 Open answers

#### Object B

- 1 Bone
- 2 A double headed horse
- 3 On both sides
- 4 (1510 CE-641 CE)
- 5 It is not mentioned

#### Object C

- 1 Glass
- 2 Perfect
- 3 Is not mentioned
- 4 Modern period
- 5 Drinking

# Tutors' Notes: Post-Visit Activities

a

ANCIENT EGYPT-WHAT IS IT? / EVERYDAY LIFE IN ANCIENT EGYPT

## Discussion

Find out learners' views of museums before visiting the Petrie Museum?  
Have their views changed following the visit to the Petrie Museum?

---

## Example of an activity

**S** Each take turns to tell the other the difference the visit to the Museum has made to them. Use this structure:

I had always, always.....before, possible, now

But, afterwards; now, after

*Example:*

Before, I always thought you had to pay. Now I know it is free to visit.

---

## Writing activities

Write a card to a friend or family member telling the person about your visit to the Petrie Museum.

**T** On board illustrate how to start and finish writing a postcard.

**S** Write individual message on post card format. Then correct, spelling, grammar and punctuation. (Use photocopy of postcard to practise exercise).

**S** Write final version on museum card (obtained during visit) and post.

---

**A debate or a short essay** putting forward the different arguments, for and against the Petrie Museum holding important objects from other parts of the World. The statements below could be enlarged and printed onto slips of card or paper. The students could then pick them up and sort them into categories – adding a tactile activity. It will help them with the discussions.

---

**IT Activities** – If the students have access to computers. They could work as 'researchers' and develop subject areas of textile production and clothing (or any other theme) by accessing the Museum's web sites: [www.digitalegypt.ucl.ac.uk](http://www.digitalegypt.ucl.ac.uk) and [www.petrie.ucl.ac.uk](http://www.petrie.ucl.ac.uk)

---

# Tutors' Notes: Post-Visit Activities

## b CULTURAL DIVERSITY IN ANCIENT EGYPT

Activities are self explanatory on the student sheet.

## c ISLAMIC ART AND CULTURE: POST-VISIT READING

### Activity 1

**Text A** matches picture 1

**Text B** matches picture 3

**Text C** matches picture 2

---

### Activity 2

1 Text C talks about object 2, glass

2 Object 3. It is a gaming piece made of bone and looks like a doubled headed horse. It is carved on both sides with the heads in profile.

3 Text A talks about object 3. It is a bowl and it is made of copper. It was used at meals and banquets.

4 The calligraphy is written in the middle around the bowl.

---

### Activity 3

Possible answers:

i Considered / seen as

ii Categorized

iii Continued what they were doing / nothing stopped them from what they were doing

---