**The Houston Museum of Natural Science**

Online Curriculum

**Hall of Ancient Egypt**

Knowledge Hunt

6th – 8th Grade

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Thank you again, and we hope you enjoy your field trip to HMNS!

### How to use this guide:

1. Feel free to edit the questions to suit your student group.
2. The Knowledge Hunt is specifically for the Hall of Ancient Egypt.
3. Visitor services and security staff are posted around the Museum and will be happy to assist you in finding any of the locations or objects mentioned.
4. Please ensure that one chaperone is with every group of ten students at all times as they complete these activities.

For TEKS information or questions, contact us at

**[curriculum@hmns.org](mailto:curriculum@hmns.org)**

**Vocabulary**

ancient, archeologists, branches of government, capitol, Christianity, civilization, dilapidated, drought, flood plain, hieroglyphic, mummification, pharaoh, pyramids, ruins, sarcophagus, scripts, temples, ancient

# **Knowledge Hunt**

**Instructions:** Complete the challenges below as you move through the Hall of Ancient Egypt, beginning at the main entrance.

## Entry Room

When you first enter the Hall of Ancient Egypt, you will enter a large room with a timeline of Egyptian history on one wall and two giant statues of Amenhotep II. Use the text panels and timeline to help with the questions below.

### Egypt: Gift of the Nile

On what continent is Egypt located?

What is the name of the river that runs through Egypt?

Every year, the plains surrounding this river flood because of heavy rains in Ethiopia, located south of Egypt. What does this tell you about the direction of the river’s flow?

## The Pillar Room

Move into the next room. Large pillars that form a hallway dominate this room.

Notice that the pillars appear more weathered as you move down the pathway. What percentage of the pillars in this room look brand-new? Show your work.

### Cosmetics

The right-hand wall of the Pillar Room displays kohl pots, which were cosmetic containers used by both men and women in ancient Egypt.

Estimate the radius of the mouth of one of these kohl pots and calculate its circumference (C=2πr).

Why do you think these cosmetic containers have such small openings?

Some ancient Egyptian eye makeup contained lead-based compounds, which could have helped protect the eyes from certain bacterial infections. Given what we know about lead today, argue for or against using these cosmetics.

### Scripts and Writing in Egypt

Find cases relating to writing, scribes, and hieroglyphs.

Define hieroglyph

What was the purpose of the scribal schools?

### Gods in the Home

Locate the case of ancient Egyptian household gods. Answer the questions below.

What was the ancient Egyptian remedy for a stomachache?

Do you think this was an effective medical treatment? Why or why not?

What action would you take today if you suffered from a stomachache?

### Pharaoh: Lord of the Two Lands

At the far end of the Pillar Room on the right is a text panel labeled "Pharaoh: Lord of the Two Lands."

What were three of the pharaoh’s responsibilities?







What are the “two lands” discussed in this text panel?

The pharaoh made laws in ancient Egypt. Which branch of the United States government makes laws?

## Temple Hallway

As you leave the Pillar Room, you will enter a long hallway with many alcoves, which is modeled after an Egyptian temple.

### Temples

The first alcove on the right contains a text panel labeled "Temples." Read the panel and answer the questions below.

What materials did the ancient Egyptians use to construct the temples?

Why did they choose these materials?

### Shabti Figures

Locate the case of shabti figures. Read the information about the Shabti figures and answer the following question.

Many Egyptians had “teams” of shabtis included in their burials, with a ratio of one overseer for every ten shabtis to keep everyone hard at work in the afterlife. How many overseer shabtis would be present for a person buried with 723 shabtis? (Show your work).

## Mummy Alcove (Neskhon’s Room)

Enter the larger room at the end of the hallway.

This room has only three objects: a coffin lid, a full coffin, and a mummy.

Observe the painted signs and symbols on Neskhons' coffin. Identify hieroglyphs that meet the following criteria on the chart and draw them in the provided spaces. You may also use hieroglyphs found in the next room.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| contains an acute angle (example) | contains an arc | contains an obtuse angle | contains a quadrilateral | A hieroglyph I find interesting |
| https://upload.wikimedia.org/wikipedia/commons/thumb/b/b7/Water_hieroglyph.svg/2000px-Water_hieroglyph.svg.png |  |  |  |  |

**Old Kingdom Room**Exiting Neskhons Room to the left, you will enter the room representing the Old Kingdom Period.

### The Old Kingdom - Dynasties 3 – 6, 2682 – 2181 BC (Text Panel)

As you enter the room, find the map on the text panel to your right.

Is Lower Egypt above (north) Upper Egypt or below (south) Upper Egypt?

The areas called Upper and Lower Egypt are opposite of what we would expect because they were named based on the flow of the Nile River.

Does the Nile River flow North to South or South to North?

**Food and Drink for the Tomb**

Locate the artifact labeled “case for a food offering.” This case once contained mummified meat meant to provide a meal in the afterlife.

Based on its shape, can you guess what kind of meat the container held?

What food would you pick for your tomb?

## Middle and New Kingdom Rooms

Many of the artifacts here are things that ancient Egyptians would have wanted to bring with them into the afterlife.

Choose one object and explain why you would want to bring that object into the afterlife.

What object from your life would you want to bring into the afterlife and why?

Choose one object and describe how this object would be a helpful clue to an archaeologist studying how ancient Egyptians lived.

## Coffin Room

Enter the large center room containing several mummies and coffins.

### Mummy of a Man

Find the mummy in the middle of the room.

People came from many different lands to trade and work in ancient Egypt. This mummy has Roman features and shows the diversity of culture in ancient Egypt.

Observe the mummy.

**Coffin and Mummy of Ank-hap**

Locate the “Mummy of Ank-hap" across the room from the “Mummy of a Man.” Observe the mummy and its coffin.

Draw a chart and compare and contrast this mummy with the “Mummy of a Man.”

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## Final Room

**The Rosetta Stone**

Locate the Rosetta Stone and answer the following questions.

What are the three types of writing inscribed on the Rosetta Stone?

How was the Rosetta Stone used to help “decode” hieroglyphs?