

**QUEENSLAND
MUSEUM**
KURILPA BRISBANE

DISCOVERING ANCIENT EGYPT

HASS | Years 5–6

Teacher resource



Acknowledgement of Country

Queensland Museum acknowledges the First Peoples — the Traditional Custodians of the lands, waters and sky where we live and work. We honour their unbroken connection to Country, culture, and community. We pay respect to Elders past, present and future. We recognise our shared history and commit to embedding First Nations voices in Queensland's continuing story.

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Discovering Ancient Egypt

What is Ancient Egypt? Ancient Egypt doesn't just refer to the way the land mass or borders of a geographical location in Africa looked long ago. It was what we call a civilisation — a society of people with a culture and way of life — that existed for over three thousand years. Ancient Egyptian civilisation is very old. It predates the first Chinese dynasty, as well as Mayan, Aztec, Ancient Greek and Ancient Roman civilisations.

Even though this impressive civilisation ended more than two thousand years ago, we can still learn so much about how people lived.

But how?

Ancient Egyptians were prolific and skilled artisans and engineers who made many magnificent monuments (like the pyramids), iconic works of art (seen the Mask of Tutankhamun?) as well as ornate objects like scrolls, jewellery, musical instruments and coffins. Remarkably, many of these artefacts have survived and thanks to careful excavation, collection, 3D-scanning technology and a lot of research, we can continue to put together a history that fascinates modern society.

For thousands of years, Ancient Egyptian pharaohs, dynasties and empires rose to power and fell in defeat. Ancient Egypt pioneered agriculture, architecture, engineering, fermentation, medicine and perhaps most famously, mummification. Civilians lived full lives — creating, worshipping, celebrating, playing and contributing to their communities. How much has life changed for us today?

What else will you discover as you visit and interact with [Discovering Ancient Egypt?](#)

School programs

A Deep Dive into Egyptology: With Dr Jasmine Day

Ancient Egyptian mummification

Years 4–7 students and their teachers have a special opportunity to spend a day at Queensland Museum. Join a fascinating talk by anthropologist and Egyptologist Dr Jasmine Day — author, presenter of Egypt's *Unexplained Files* and expert on Egyptian mummies followed by admission to [Discovering Ancient Egypt](#). How, when and why was mummification invented? The answers may surprise you. Uncover the lost history of this legendary but much-misunderstood practice. (**Note:** Contains images of human remains).

Date: 13 February 2025

Time: 10:30 am

Cost: \$24 per student, which includes entry to *Discovering Ancient Egypt*.

To book, please use this [QTIX school bookings form](#).

Visiting Queensland Museum Kurilpa

Important information

[Discovering Ancient Egypt](#) opens Friday 25 October 2024 and runs until Sunday 17 August 2025. The exhibition is located at Queensland Museum Kurilpa (QMK) on Level 3. You can download a [site map here](#).

For information about school visits, including getting here, timing your visit, supervision and group size, cost and invoicing and facilities and services, [visit our website](#). For convenience, this page also includes links to download a risk assessment and certificate of currency, as well as order lunch packs.

For groups of 10+ students or children, please use this [school booking form](#).

Learning resources

To enrich this experience, Queensland Museum [learning resources](#) may be accessed. Creating a free account means you can save, sort, manage and share your favourite resources (including audio and video, objects, events, fact sheets, images, learning resources and loan kits).

[QM Loans](#) is Queensland Museum's object library that suits Queensland schools and early years. The QM Loans collection features kits and sets of museum objects to support the Australian curriculum, early learning and community engagement. We have 24 locations across Queensland to collect and return your education loans kits, including Queensland Museum Rail Workshops (Ipswich), Queensland Museum Cobb+Co (Toowoomba) and Queensland Museum Tropics (Townsville).

Other learning opportunities

SparkLab

Include a visit to QMK's *SparkLab* while you're here! *SparkLab* is an interactive science, technology, engineering and maths (STEM) space, ideal for 6 to 13 year olds. Exhibits and programs link to Australian Curriculum in the learning areas of Science, Technologies and Mathematics. [Click here](#) for further information and to book your visit.

Future Makers

Future Makers is an innovative partnership between Queensland Museum and Shell's QGC business aiming to increase students' uptake of and performance in STEM-related subjects and careers. It also provides curriculum-aligned learning resources and strategies to inspire teachers and increase confidence delivering STEM activities in the classroom. Find out about workshops, online courses, events and resources [here](#).

Curriculum links

This resource is aligned with [Australian Curriculum](#) HASS, Years 5–6.

Content descriptions

HASS, Years 5–6	
AC9HS5S01 / AC9HS6S01	develop questions to investigate people, events, developments, places and systems
AC9HS5S02 / AC9HS6S02	locate, collect and organise information and data from primary and secondary sources in a range of formats
AC9HS5S04 / AC9HS6S04	evaluate primary and secondary sources to determine origin, purpose and perspectives
AC9HS5S07 / AC9HS6S07	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

General capabilities

Knowledge, skills, behaviours and dispositions:

- critical and creative thinking
- digital literacy
- ethical understanding
- intercultural understanding
- literacy
- numeracy
- personal and social capability.

Learning objectives

Students are learning to:

- pose questions to investigate Ancient Egyptian people, events, places and issues
- examine information to identify
- aspects of Ancient Egyptian daily life
- different Ancient Egyptian perspectives and beliefs
- evaluate how historical items help us learn about the past.

Success criteria

Students will be successful when they can:

- document key information during a visit to the *Discovering Ancient Egypt* exhibition
- reflect on how Ancient Egyptians used to live by identifying and describing historical items
- describe Ancient Egyptian beliefs about and rituals associated with the afterlife
- provide new knowledge about Ancient Egypt, using key information to support your statements.

Teacher notes

Using this resource

- This resource includes learning activities designed in response to a school visit to [Discovering Ancient Egypt](#).
- Enrich student experience by incorporating key resources into teaching and learning.
- Students to complete *Exhibition worksheet* ([Appendix A](#)) during their visit. The *Ancient Egypt glossary* ([Appendix B](#)) resource could also be started during the visit and will be completed during [Lesson 3](#).
- Learning activities are organised into three 1-hour lessons.

Materials

Each student will need:

- a printed copy of Appendix items
- a HB pencil
- an eraser
- their workbook
- slideshow presentation software and internet access.

Learning activities

Lesson 1 and 2: Life in Ancient Egypt

Inquiry questions

- How do items from the past help us learn about the daily life of ancient civilisations?
- Why is water an essential part of life?

Preparation

- Students will have completed their *Exhibition worksheet* ([Appendix A](#)) during their visit to *Discovering Ancient Egypt*. Ensure students have access to these worksheets during this lesson.
- Provide students with a [detailed map](#) of Ancient Egypt and its surrounds. Like the example provided, the map should show how civilisation is built up along the Nile River, as well as the surrounding deserts.

Introductory activity

- Students reflect on their excursion. Invite each member of the class to share their favourite or most memorable part of the *Discovering Ancient Egypt* exhibition.

Learning activities

- In small groups and using their worksheets, students answer the following questions about each item they recorded:
 - Is the item visually appealing? Why or why not?
 - How would you describe the item in one sentence? Include what the item is made from, its scale and other visual features.
 - What was the purpose of the item (who used the item and for what)?
 - What is the modern equivalent, or has the item remained the same?
 - Did you learn something surprising or interesting about this item?
- As a class, discuss answers, electing a member from each group to share any interesting or common group responses. Guide a discussion about how these items provide insight into the daily lives of Ancient Egyptians.
- Share a map of Ancient Egypt, and read the following:

Throughout history, communities have settled and chosen to live close to water. Today, most large cities are still located beside or close to water, and not just because people like surfing! Water sustains life. Surrounded by desert, Ancient Egyptian civilisation depended on the Nile River to survive. The river was an important means of transporting people, food and building materials, as well as providing fertile soil and water for irrigation and planting.

- In pairs or small groups, students choose one of the four important aspects that sustained Ancient Egyptian daily life:
 - water, e.g. annual floods that leave behind silt, irrigation systems
 - food, e.g. crops that were grown for food, fishing
 - trade
 - materials, e.g. mud for bricks, flax for clothing, papyrus.
- Using information from the *Discovering Ancient Egypt* exhibition, as well as further research, pairs or groups will introduce their chosen aspect (water, food, trade or materials), explain what impact the River Nile had, and explain how important their aspect was for Ancient Egyptian's survival. This should be presented to the class as a slideshow (three slides maximum). An accompanying script should be approximately 100 words.
- Allow time to independently research and develop slideshows.
- Students may either add a voice recording to their slideshow and submit digitally or do an oral presentation.

Lesson 3: Death in Ancient Egypt

Inquiry question

- How do items from the past help us learn about the perspectives and beliefs of ancient civilisations?

Preparation

- Students may have started or completed their *Ancient Egypt glossary* ([Appendix B](#)) during their visit to *Discovering Ancient Egypt*. Ensure students have access to these worksheets during this lesson.

Introductory activity

- Encourage class discussion about the mummified bodies (human and animal) that were exhibited in *Discovering Ancient Egypt*. Discussion points could include:
 - the mood evoked with lighting
 - any warnings or methods of display that showed respect for human remains
 - information included and not included on labels, including the omission of the term 'mummies'
 - what we know about those who were mummified
 - anything that was surprising or interesting.

Learning activities

- Students are to complete or improve their *Ancient Egypt glossary* worksheet using the *Think–Pair–Share* method to discuss each term.
 - *Think* — consider your own response to each term in the worksheet, ensuring you have a brief definition or explanation and a comment about how the term relates to Ancient Egyptian perspectives or beliefs.
 - *Pair* — discuss your responses with your elbow partner and listen to their response. Copy down ideas your partner had that you did not.
 - *Share* — with your partner, decide which responses are most valid or important and raise your hand to share these with the class. As you listen to responses from the class, write down any more ideas you like.
- As a class, discuss common themes found in the terms, creating a collaborative mind map on the whiteboard or shared class platform.
- Independently, each student writes a PEEL (point, evidence, explanation, link) paragraph explaining how historical items help us learn about perspectives or beliefs held by Ancient Egyptians. Students should refer to at least two specific items in their explanation.
- Paragraphs can be submitted digitally.

Appendix A: *Exhibition worksheet*

Find at least two exhibition items and complete the following.

Item 1: According to its label, what is the item **called**, and when was it **made**?

What was the item **used for**?

How did the item **help** Ancient Egyptians in their everyday life?

Draw the item, labelling functional elements.

Item 2: According to its label, what is the item **called**, and when was it **made**?

What was the item **used for**?

How did the item **help** Ancient Egyptians in their everyday life?

Draw the item, labelling functional elements.

Appendix B: Ancient Egypt glossary

Complete the table by providing a brief definition or explanation of each term and its relevance to a perspective or belief held by Ancient Egyptians.

Term	Definition/explanation	Perspective/belief
<i>Afterlife</i>		
<i>Canopic jars</i>		
<i>Great Sphinx of Giza</i>		
<i>Mummification</i>		
<i>Pharoah</i>		
<i>Provisions for the dead</i>		
<i>Pyramid</i>		
<i>Shabtis</i>		
<i>The Book of the Dead</i>		

Endnotes

ⁱ Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022). *Australian Curriculum, Humanities and Social Sciences (HASS), Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-5_year-6.

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