

DISCOVERING  
**ANCIENT  
EGYPT**

**History | Year 7**

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

### Term 4 2024 Museum Meet Up Masterclass: Ancient Egypt

Year 7 students and their teachers have a special opportunity to spend the day at Queensland Museum with this immersive learning opportunity, focusing on *The Ancient World* and *Science as a Human Endeavour*. In this unique educational masterclass, students will hear from Queensland Museum Archaeologist Lincoln Morse, who will reveal what really goes on behind the scenes in museums. Students will then participate in an interactive mummification workshop, led by Cultural Historian Damien Fegan.

See curriculum links [here](#).

**Dates:** 29 October, 31 October, 19 November and 21 November 2024

**Time:** 10am – 2pm

**Cost:** \$25 per student, which includes entry to *Discovering Ancient Egypt*.

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

## **Term 2 2025 Museum Meet Up Masterclass: Science & Technology and the Ancient World**

Enter a fascinating world of ancient civilizations with this special masterclass for Year 7 students. Examine the historical evidence of past societies as you learn from an expert archaeologist, then participate in an engaging, hands-on pyramid-building workshop presented by the University of Queensland's RD Milns Antiquities Museum.

**Curriculum links:** History: AC9HH7K08, AC9HH7K09, AC9HH7K010, AC9HH7K011 and Science: AC9S7H01

**Dates:** 3 June and 5 June 2025

**Cost:** \$25 per student, which includes entry to *Discovering Ancient Egypt*.

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

## **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](#) History, Year 7.

### Content descriptions

History, Year 7	
AC9HH7K08	the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past
AC9HH7K11	key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs
AC9HH7S01	develop historical questions about the past to inform historical inquiry
AC9HH7S06	identify perspectives, attitudes and values of the past in sources
AC9HH7S08	create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources

### 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:

- investigate the methods and sources of evidence used by historians and archaeologists to learn about Ancient Egypt
- examine the importance of ethical conservation of the remains, material culture and heritage of the past
- investigate beliefs, values and practices of Ancient Egyptians, with a particular emphasis on funerary customs
- demonstrate understanding of aspects of Ancient Egyptian societies, using historical knowledge, concepts and terms that reference evidence from sources
- identify perspectives, attitudes and values of the past in sources.

## Success criteria

Students will be successful when they can:

- document key information about methods and sources of evidence during a visit to the *Discovering Ancient Egypt* exhibition
- evaluate methods for investigating the ancient past
- respond to contemporary ideas and considerations about the collection of remains, material culture and heritage of the past
- explain customs and practices associated with burial in tombs and techniques of mummification
- develop and answer a question about beliefs, values and/or practices of Ancient Egypt, citing key sources, evidence and theories
- describe the possible meanings of, and attitudes and values shown by, images and symbols in funerary texts.

# 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.
- 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
- coloured pencils or felt pens
- A2 or butchers paper
- their workbook
- word processing software and internet access.

# Learning activities

## Lesson 1: Discovering Ancient Egypt

### Inquiry questions

- How do we know about Ancient Egypt?
- What ethical considerations do historians and archaeologists have when uncovering information about the past?

### 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.

### Introductory activity

- Ancient Egypt is the most studied culture from ancient times. As a class, brainstorm why humankind is interested in collecting items from the past. Discussion could include the following statements:
  - Collecting remains, material culture and heritage of the past helps define where and how we belong in society today.
  - Learning about the rise and fall of ancient societies helps modern societies respond to conflict in appropriate ways.
  - Observing ancient works of art and feats of engineering gives us a sense of wonder.
  - Recording history is what keeps culture alive.
  - We have a responsibility to keep records of memories, through physical objects, language, rituals or storytelling.
- Students can share their favourite or most surprising observation from the class visit to *Discovering Ancient Egypt*.

### Learning activities

- Read the two Queensland Museum articles below:
  - [Preserving the Archaeological Past: Queensland Museum Antiquities Collection](#)
  - [Collecting Ancient Egyptian antiquities during the First World War](#)
- In small groups, students work together to answer the following questions:
  - How have objects ended up in Queensland Museum's antiquities collection?
  - What conservation methods are used to preserve historical objects?
  - How have attitudes about collecting historical objects changed over the last century?

- As a class, discuss answers, electing a member from each group to share group responses. Students capture class responses in their workbook.
- As a class, reinforce ethical considerations of collection and display by going through *Exhibition worksheets*. Students to complete any unfinished components of their own worksheet.
- Students write, speak or sign a short reflection, answering the following question:
  - What do historians or archaeologists have to consider when collecting remains, material culture and heritage of the past?

## Lesson 2 and 3: Funerary customs of Ancient Egypt

### Inquiry questions

- How are sources of evidence used by historians and archaeologists to investigate funerary customs and practices of Ancient Egypt?
- How are Ancient Egyptian's funerary customs and practices associated with their beliefs, attitudes and values?

### Preparation

- Ensure students have access to their *Exhibition worksheet* ([Appendix A](#)) during these lessons.

### Introductory activity

- Students reflect on the previous lesson, discussing their ideas about ethical considerations for collecting, especially when it comes to dealing with human remains.
- Ask students to share their definitions for the word *funerary* ('of or concerned with a funeral or commemoration of the dead').

### Learning activities

- If you haven't played *The Explanation Game* before, the teacher can model the activity using an object (this could be related to the funerary customs of Ancient Egypt, or a whiteboard marker or other object for the purpose of modelling).
  - Teacher identifies an object and uses the following phrasing to point out an interesting feature: 'I notice that.... That's interesting. Why is that?'
  - The class tries to answer the question, proposing possible explanations and reasons for the feature.
  - The teacher asks, 'What makes you think that?'
  - The class support their explanation.
  - If the class needs redirection, you could also ask 'What else could it mean?'
  - Capture the conversation using a table with four columns: 1) initial feature/s observed 2) the question that comes out of the observation 3) various explanations 4) evidence to support the explanations.
- Working in small groups and using the items they included on their *Exhibition worksheets*, students play *The Explanation Game*. Each person in the group should have at least two turns as the initial observer.
  - When students respond to 'Why is that?' they should use their knowledge of Ancient Egyptian concepts and terms to give possible explanations and reasons.

- When students respond to ‘What makes you think that?’ they should build on their explanation, referencing further evidence from the original object or another that they observed.
- Students should add any relevant notes to their *Exhibition worksheet* as they play the game.
- Each group should upload their digital *The Explanation Game* tables to a shared class platform or document their tables onto A2 or butchers paper and display them on the whiteboard/wall.
- As a class, discuss common themes recurring in the sources and brainstorm answers to the following questions:
  - Do you think the evidence in these sources is reliable? What makes it more or less so?
  - Our interpretations are based on the sources we have access to. What evidence do you think is missing, and why?
  - What unanswered questions do you have?
- As a class, create a collaborative mind map to brainstorm how Ancient Egypt funerary customs and practices are connected to beliefs, attitudes and values. Include the following discussion prompts:
  - Who was chosen to be mummified? Who wasn’t? Why?
  - Who was responsible for performing funerary customs and practices?
  - Why was each step of the mummification ritual important?
  - What was included in the burial tomb? Why?
- Independently, students write, sign or speak a statement (50–100 words), reflecting on the perspectives of Ancient Egyptians when it came to death and the afterlife, using at least two sources of evidence to support their statement.

## Appendix A: *Exhibition worksheet*

*Find three items related to funerary customs or practices and complete the following.*

Item 1: According to its label, what is the item **called**?

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How was the item **used** or **treated** during funerary practices?

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What **ethical considerations** are evident in the collection or display of the item?

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**Draw** the item, labelling symbolic elements.

Item 2: According to its label, what is the item **called**?

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How was the item **used** or **treated** during funerary practices?

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What **ethical considerations** are evident in the collection or display of the item?

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**Draw** the item, labelling symbolic elements.

Item 3: According to its label, what is the item **called**?

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How was the item **used** or **treated** during funerary practices?

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What **ethical considerations** are evident in the collection or display of the item?

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**Draw** the item, labelling symbolic elements.

## Endnotes

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<sup>i</sup> Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022). *Australian Curriculum, History, Version 9.0, 2022*, <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-7>.

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