



Leeds
City Museum



LEARNING PACK

Ancient Worlds:
The Ancient
Egyptians

Aim

To understand how we can use objects and other things that were left behind to learn about Ancient Egypt.

Objectives

- To gather evidence about Ancient Egyptian life through the objects at Leeds City Museum
- To learn about the life and death of the mummy Nesyamun and the mummification process
- To organise information and develop chronological understanding
- To be able to make links between the Ancient Egyptians beliefs about precious items for the afterlife and items which the children value
- To look at the impact of Ancient Egyptian life on today

KS2 Curriculum Links

History:

The achievements of the earliest civilisations: in-depth study of Ancient Egypt

English:

Spoken language: Convey ideas confidently using Standard English. Justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. Give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Science:

Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

Art and Design:

Record observations by drawing from first-hand experience; learn about great architects and designers in history

Where?

Ancient Worlds Gallery, 3rd Floor

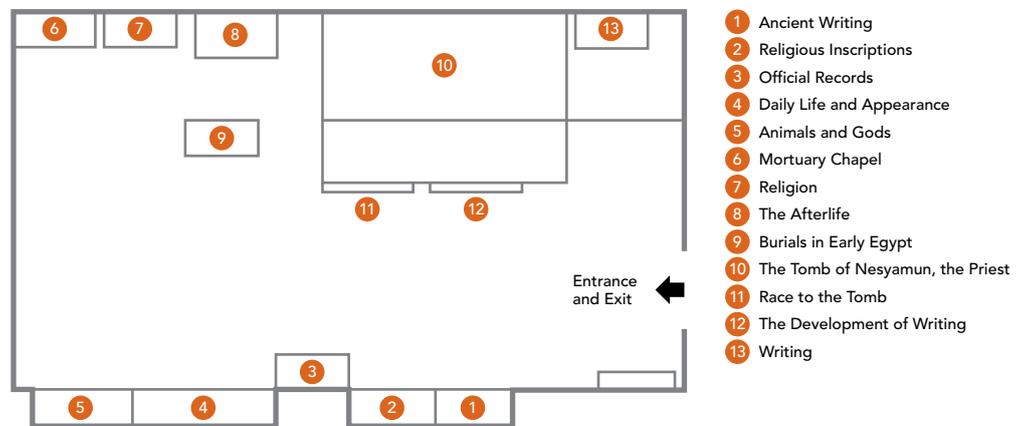
What?

The Ancient Worlds Gallery looks at the Egyptians, Greeks and Romans. The gallery is grouped according to theme, not civilisation and addresses how we learn about the past in general. The four themes are:

- art and architecture
- objects in the earth
- writing
- burials

The following worksheets and teachers' notes will help you to draw out the parts of the gallery that can be used to learn about the Egyptians.

Look for the cat symbol in the gallery showing where Ancient Egyptian objects are displayed.



Top Spot?

Nesyamun, the Leeds mummy.

Photography?

You may take pictures in this Gallery, but please ensure the flash is turned off as it can damage the objects. Photography of the mummy, Nesyamun, is not permitted because of our human remains policy



For more free learning resources from museums, galleries heritage organisations, explore My Learning: www.mylearning.org and search for Ancient Egypt

Before you visit

Ask the pupils to think about how we know about Ancient Egypt. Encourage them to think further than the immediate (internet, books, teachers).

Introduce to them the idea that they will be visiting the Museum to see some of the ways we learn about Ancient Egypt – for example, by exploring objects that were buried in the ground for thousands of years and dug up by archaeologists. Use the 'What is a museum?' worksheet as a starting point.

Some of the things that they will see are objects that the Ancient Egyptians were buried with, for use in the afterlife. Explain that the 'afterlife' is a place that Ancient Egyptians believed their souls would go after death. The 'afterlife' would be a perfect place.

Ask the pupils to complete part one of the 'I can't live without... Things for the Afterlife' worksheet. They can complete part two at the Museum.

Introducing Nesyamun: the Leeds Mummy

You could explain to the pupils that they will see a real mummy, a preserved dead body that is over 3000 years old. Because the mummy is a real dead body, please explain that everyone should behave with respect and be on their best behaviour.

LINKED
WORKSHEETS

1.7 & 1.8: What is a Museum?

2.11: I Can't Live Without... Things for the Afterlife, part 1

During your visit

Make sure you don't miss:

- **Egyptian Life Computer Interactive:** Choose appropriate clothing hair and accessories for different Ancient Egyptians from farmer to priest.
- **Touchy Feely Boxes:** Put your hand in the feely boxes – if you dare! You can feel bandages, what mummy skin may feel like and what a brain might feel like.
- **Egyptian objects:** Look out for objects which tell us about daily life such as jewellery, hair pins, mirrors and tools; and objects which tell us about Egyptian beliefs about death such as shabti, amulets, and prosthetic limbs which would have been added to the mummy to ensure that they were complete for the afterlife.
- **Important animals:** Can you spot some stuffed animals which were important to the Egyptians. Why were they important?

LINKED
WORKSHEETS

2.12: I Can't Live Without... Things for the Afterlife, part 2

2.13: Nesyamun, The Leeds Mummy

After your visit



Ask the students to reflect on their visit. What surprised them about how the ancient Egyptian's lived and died? How do they think they would have felt if they knew they would be mummified in death? Can they imagine what it would have been like to live in ancient Egypt?

Get in touch with Artemis, the school object loans service and the School Library Service to see if they have any resources to support your topic back in the classroom (www.artformsleeds.co.uk).

Look at the impact the Egyptians have had on our society today. Use images of Temple Works, the Egyptian-style Mill in Leeds to show how we use their architectural styles today.



Nesyamun, The Leeds Mummy

Nesyamun is the only mummy remaining at Leeds Museums and Galleries. Three mummies were on display when the Museum was located on Park Row before the Second World War. The other two mummies were destroyed in World War II air strikes on Leeds. Nesyamun is fragile, important and precious.

Nesyamun lived at the time of Ramesses XI (who ruled 1113-1085 BC), in the 20th dynasty. He is the only mummy in the world that can be confidently dated to this period. He was buried with a leather ornament in his bandages which contained the name of Ramesses XI.

Nesyamun was a priest who worked at the Temple of Amun at the Karnak complex. Karnak was in Thebes (modern day Luxor) and employed over 80,000 people!

Nesyamun means 'the one belonging to Amun'. Amun was a very important God, Tutankhamen also worshipped the god Amun. His name means 'living image of Amun'.

We can learn lots of things about the Ancient Egyptians from Nesyamun.

Nesyamun does not have many teeth – why do you think that might be? He ate bread, and in Ancient Egyptians times the bread would have had a lot of grit and sand. This will have worn away at his teeth. He also brushed his teeth with twigs, which means that the teeth he has left are very worn. There are splinters in his gums, further evidence of his dental hygiene.

Look very closely at Nesyamun's fingernails. Compare the colour to his toe nails. You should be able to see tips of white on his fingers – this is because Nesyamun was so important he had henna on his hands and manicured fingernails.

Nesyamun has no hair, this is because priests had to shave their heads (and the rest of their body) every day.

We do not know how Nesyamun died. He is a very unique mummy because his mouth is open. Usually embalmers would not leave the mouth of a mummy open. This might give us a clue about his death: he could have been strangled (although there is no damage to his neck), or he could have suffered an allergic reaction, maybe to an insect that had bitten him.

Nesyamun's coffin is adorned with pictures of him as a priest (particularly on the upper lid) and images of gods that he worshipped (on the bottom lid). It also has hieroglyphics on which tell us about his life as a priest, his name and age, where he worked; and contains spells and blessings from 'The Book of the Dead'.

On the upper lid of his coffin, you can see a hole in the chin. There would have been a beard there, but this has been damaged. Beards represented wisdom to Ancient Egyptians.

NOTE: Human remains can be distressing to some individuals. Please bear this in mind when working with young people in this Gallery.

LINKED
WORKSHEET

2.13: Nesyamun, The Leeds Mummy

Mummification and burial

The Egyptians believed that after death they would live on in the afterlife. As well as needing all their daily items for the next life, they also needed their bodies. They therefore had their bodies preserved or mummified. It took 70 days to fully prepare a body for burial, although if a person was poor they would be mummified in less than a week.



Canopic jar



Anubis amulet

10 embalming tips

- 1 The embalmers first had to remove the moist parts of body which would rot. The brain was removed through the nostrils with a hook and thrown away because it was not believed to be important.
- 2 The internal organs were removed through a cut in the left side of the body. The lungs, liver, stomach and intestines were mummified separately and placed in special containers called canopic jars.
- 3 The heart was left in the mummy in order to be weighed against the Feather of Truth and Justice in the afterlife. If the deceased had done bad things the heart would be heavy and they would be devoured. If the heart weighed the same as the feather the deceased would enter the afterlife.
- 4 The body was covered in a salt called natron for 40 days to dissolve body fats and absorb the moisture.
- 5 Linen was used to pad out the cavities and the body was treated with herbs, oils and resin.
- 6 The body was given make-up, jewellery and a wig. Some turquoise jewellery is displayed in the Gallery opposite Nesyamun.
- 7 Protective amulets were placed on the body like the scarab amulet and the wedjat eye amulet. Look in the case by Nesyamun for examples of winged scarabs and wedjat eye amulets.



Shabti

- 8 The embalmers then wrapped the body in linen bandages; this took 15 days while spells and rituals were performed to ensure safe passage to the afterlife. The body was fitted with a mask and placed in a coffin or series of coffins. Have a look on Nesyamun's coffin to see if you can see Anubis, Osiris and other Egyptian Gods.
- 9 The Opening of the Mouth ceremony took place just before burial. The priest would touch the face of the coffin with special instruments to restore speech, sight and hearing for the afterlife.
- 10 The coffin was then placed in the tomb surrounded by possessions and small model workers called shabtis who would work for the dead in the afterlife. Look out for some shabtis in cases near Nesyamun.

In the Gallery, look out for the touchy feely boxes with brain, skin and bandages to feel.

Ancient Egyptian writing

Ancient Egyptian is one of the world's oldest written languages. Like all languages, it has changed over time. At least 4 different scripts were used to write the ancient Egyptian language: *Hieroglyphics, Hieratic, Demotic and Coptic*.

Hieroglyphs

The word 'hieroglyph' is Greek and means 'sacred carving'. The Egyptian hieroglyphic script is one of the oldest known writing systems in the world and was in use from about 3100BC until about 400AD. A core of roughly 700 symbols was used to write, although later many more were used.

Hieroglyphic symbols did not usually represent the object that was drawn. Instead each symbol represented a sound, which could be a consonant or a mix of consonants, but not vowels. The Egyptians used symbols called 'determinatives' which told the reader what the word related to. For example, the Egyptian word for 'to eat' was 'wenem'. To write this, you would write the symbols for 'w', 'n', and 'm', followed by a picture of a man pointing at his mouth.

Look at the papyri that relate to Ptah-Mes, the 'Keeper of the Granary'. Hieroglyphic script could be written left to right, right to left or top to bottom. You can tell which way to read it because the figures of people and animals always face towards the beginning of the line. Can you work out which way to read the text?

We can read hieroglyphics because of the discovery of the Rosetta stone in 1799. It contained the same inscription in three different scripts; Greek, and two Ancient Egyptian languages (Hieroglyphics and Demotic). Because scholars could understand the Greek script, the code of hieroglyphics could finally be cracked.

LINKED GALLERY
INTERACTIVE

Race to the Tomb



I CAN'T LIVE WITHOUT... THINGS FOR THE AFTERLIFE 1

@ School



Draw 4 things **you** would like to take with you to the afterlife and write your reason why.

I would take _____
because _____



Can you think of anything else you would need for the afterlife?

I CAN'T LIVE WITHOUT... THINGS FOR THE AFTERLIFE 2

@ Leeds City Museum



Hello, I'm **Memhet** the Egyptian owl. The Ancient Egyptians used to be buried with treasures and important things to take to the afterlife. Draw 4 things the Ancient Egyptians would take with them for the afterlife and write why these things were important to them.

This _____ was important
because _____



What was similar with your list of things for your afterlife? What was different?



Leeds
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TALK ABOUT IT



THINK ABOUT IT



WRITE ABOUT IT



DRAW IT



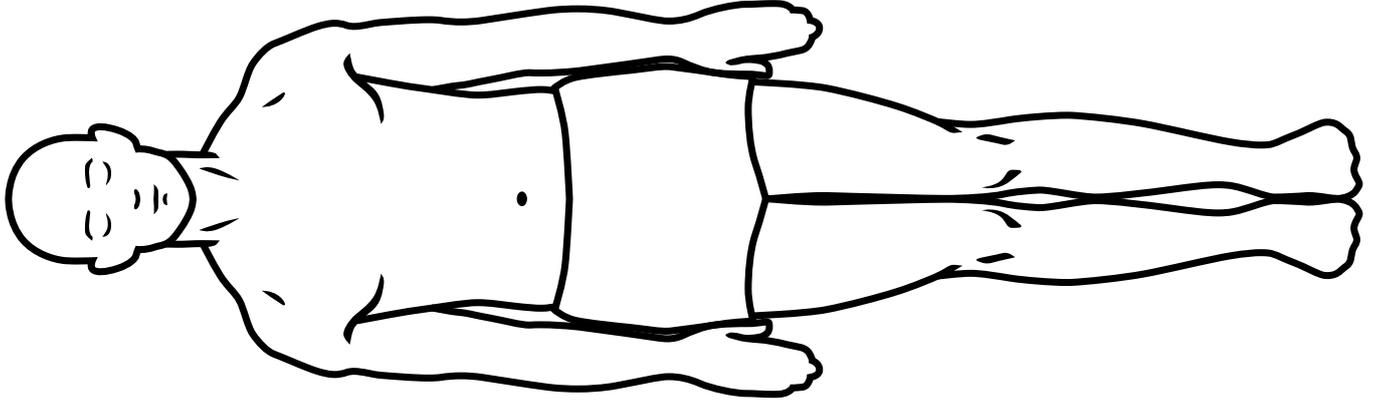
DO IT

2.12

NESYAMUN, THE LEEDS MUMMY



Have a look at Nesyamun. He was alive 3000 years ago. When he died he was made into a mummy.



 **Toothache!**

Look at Nesyamun's mouth.

How many teeth can you see?

What do you think Nesyamun might have used to brush his teeth?

 **Secret messages!**

Look at Nesyamun's sarcophagus. What is the name of the language that the Ancient Egyptians wrote with?

H _____

Can you spot Anubis and Osiris. What are they doing?

Anubis _____

Osiris _____

 **All dried up!**

Look at Nesyamun's skin – is it like our skin?

This is because his skin is dry.

Write some words below that describe what his skin looks like. Think about what colour it is, what it might feel like to touch it...

Can you spot a picture of Nesyamun when he was alive?
Look at the top coffin lid and count 5 sections up from the feet...
What do you think he is doing?

GREAT GODS!



The ancient Egyptians believed that most of their Gods had animal forms. The Gods sometimes had the same character traits as the animal that represented them.



Find the case with the animals in it. Choose three animals to investigate and fill in the table below.

Animal (draw or write)

--	--	--

Name of Egyptian God

--	--	--

Adjectives to describe the animal

--	--	--

The amulet (draw)

--	--	--

Which animal would you choose to represent you? Why?