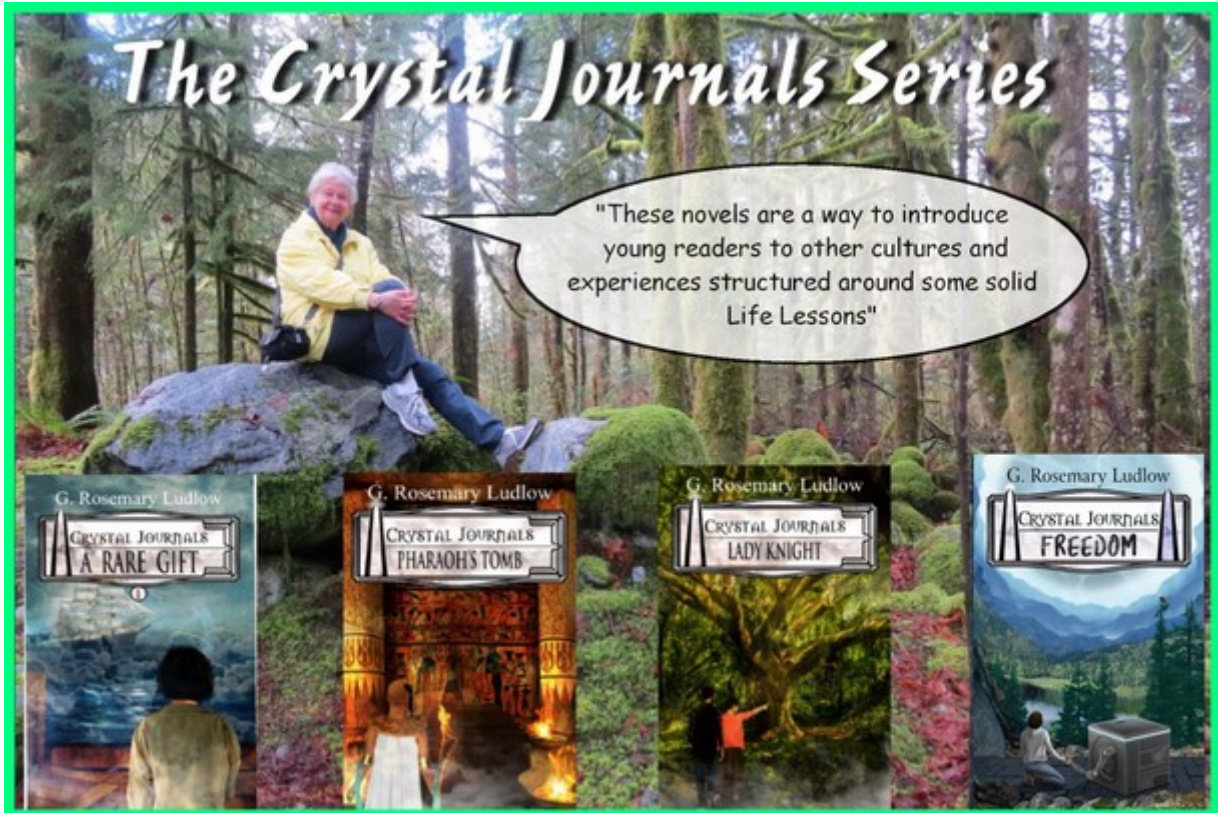


Teaching Activities IDEAS



G. Rosemary Ludlow
CRYSTAL JOURNALS
PHARAOH'S TOMB

Time: 1450 BCE

Locations: Canada

Ancient Egypt

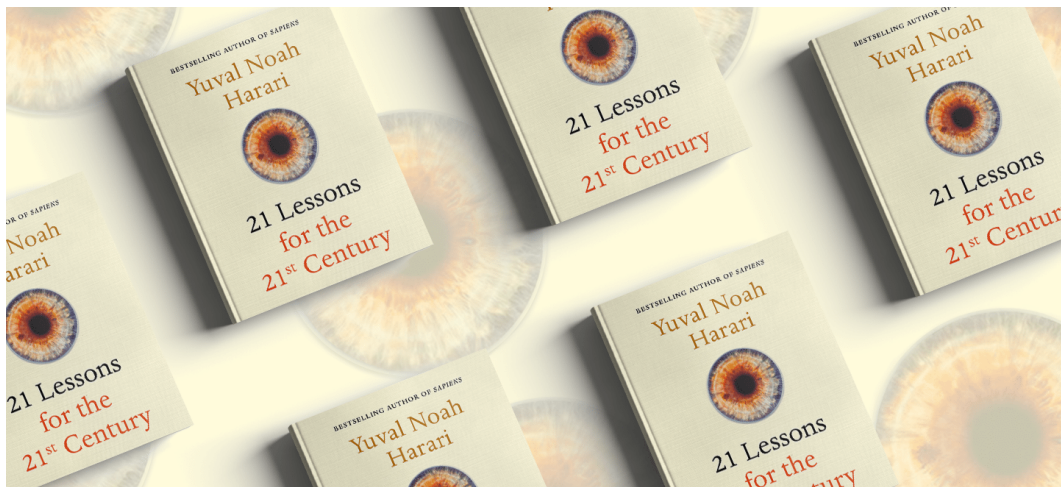
CURIOSITY

CREATIVITY

COLLABORATION

COMMUNICATION

CRITICAL THINKING



Yuval Noah Harari...feels these are the four skills our children will need to flourish in the world to come. I have taken the liberty of adding “Curiosity”

3/7

Ideas for Teaching Activities

Time : 1450 BCE

Location : Canada - Egypt



Life Lessons : Just crying doesn't help the situation.
Basically, it's no good feeling sorry for yourself.
You just need to **do something**

She realizes that she has six months to live in this world and she should **make the most of the experience**. *Page 102*

"You can't spend the rest of your life being miserable. At some point you just have to accept what you can't change and make the most of it." *Page 135*
Only then are you in a position to work out how to get from where you are to where you want to be.

Discussion Points : Hieroglyphics



The difference between Hieroglyphics and Demotic ways **of writing**.

Why would they need two forms?

Look at the **differences**.

Do we have two forms? Printing and cursive.

It could also be useful here to point out that not every language forms their letters as we do. There's the ones that are close like **Greek and Russian**, but then there are the **Asian and Arabic** ones where there are great differences.

This could also lead to showing cuneiform writing. This is a form which would have been in use during **Susan's time in Egypt**. It is very different from the Egyptian.

Alabaster. *Page 57.*

What is it? Why did Egyptians use it? Is it still available today?
Find examples of Alabaster. What is it used for today?



4/7

Ideas for Teaching Activities

Travel on the Nile.

Sometimes they use oars and row on the river
 Sometimes they use sails.
 What makes the difference?

Answer:

*They row North Down river with the current
 They sail south against the current as there is a persistent wind
 that blows from north to south along the Nile.*



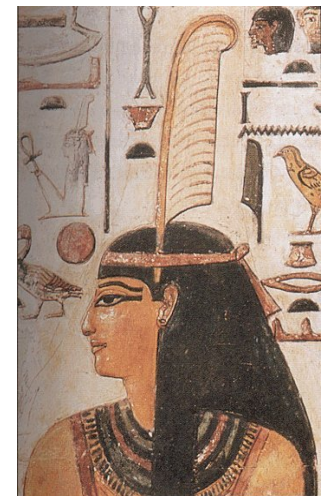
Egyptian gods and their responsibilities. Page 147

Could make an interesting discussion point. List of gods
 their animal likeness and their responsibilities.

Bring out the similarities between **Greek, Roman and Norse pantheons** where the gods were similarly given responsibilities over different aspects of life. It was a way of thought that helped people order their lives. Could bring up some interesting discussions.

Ma at: Page 157

Art: Draw a depiction of her. Find pictures. For older grades a discussion on the **art of the Egyptians**, which was very distinctive or Make a pendant of Ma at for themselves.



Valley of the Kings.

Maps of tombs within the Valley of the Kings.

There are lots of examples and pictures.

They have not found the **tomb of Tutmoses II**
 up until this writing.

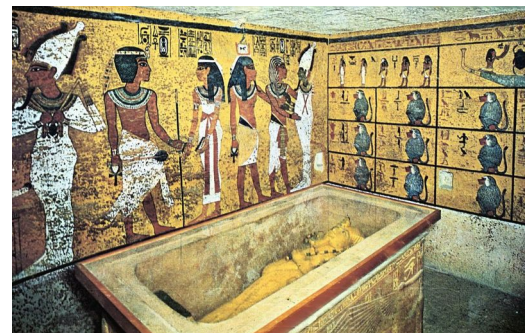
They have his mummy though and it's pretty gruesome.

Mummification: Chapter 12

Description of mummification. Discussion.

There are myriad examples of mummies –
wrapped and unwrapped.

It seems a topic that most kids find totally fascinating.



Ideas for Teaching Activities

‘Magic Words’ Page 29

Why did Susan say people could fly when they used these words? “747 and F18 “. She was trying to impress Harsheer. What other words could she have used for the same effect?

6 months

To get a sense of how that amount of time would look to Susan, think back to all the things that have happened in the last 6 months. Depending on the age of the children, you could bring in current events from the world around them. Make a list. **Then turn it personal.** Make your own list. Birthdays, holidays, trips, visits.

Museum

Visit a local museum with an Egyptian Room. Not all have them, unfortunately. Try to find examples of the things that **Susan used and saw.** (*This could also be conducted on the Web. There are hosts of sites and pictures there.*) Have to watch the era though. The Egyptian culture spanned so many years.

Opet Festival Art project.

Collectively build a little boat like the one used to carry the god. Could also be an individual effort. **Team building:** Stage an Opet parade. Could be class or could be school. Some priests, some officials, vote on Pharaoh, others could be onlookers. All could have a part to play in **preparations and decision making.**

Australian Crawl. Page 97

What is the Australian crawl? What is it called now?
 Why did the **Egyptians swim differently?**
 Where did the Australian crawl come from?
It was Pacific Islanders who swam in that style. So when could it have become known to the rest of the world?
 Why did Djus wonder if she was from Greece (page 97)

Art Project: Page 197

Take a small piece of soap stone and **shape it, polish it and oil it.** This should be an outside project as the dust from the shaping is talcum powder fine. Files, and sandpaper are the best tools for small pieces.

Politics of the Time: Page 223

Do the sentiments expressed by Ahmose **have relevance in our own time?** This could be so wide ranging – and very lively.

Ideas for Teaching Activities

Neferure

There could be a very interesting discussion around this character. What are her motivations? What is her life like? Here's my thoughts as I wrote her.

She is one of the **most negative characters** in the story. Why is she like that? What in her life has made her so unfriendly to a newcomer and willing to cause embarrassment even harm?

She has a domineering, bossy mother who orders everyone around. Including her. Neferure projects this attitude onto her age group. She is the princess royal and so can get away with anything – as long as she doesn't upset her mother. She does have power but has not learned to use it wisely. She knows that she will be **the next queen**, saddled with a much younger husband. Not a particularly happy prospect.

Page 123: "You can't swim better than me. I'm the Princess Royal."

Page 127: How much credence should we put in Dauuf's explanation of why Neferure has it in for Susan?

Neferure's hostility towards Susan began before Susan and Djus had even spoken.

Neferure bullies Susan at the outset. Susan rises above it. Susan never falls under Neferure's influence, which would unsettle her.

Is Neferure jealous of Susan because she and Djus are friends? Very possibly. Djus has moved outside Neferure's sphere of power.

Is Susan jealous of Neferure? Not at all, in fact, she finds that she sympathizes with her plight later in the book.

Neferure is the actual name of Hapshepsut and Tuthmoses II daughter. However she is never listed as **married to Tuthmoses III**. Why not? What happened to her?

Might make an interesting story for the pupils to write.

7/7

Ideas for Teaching Activities

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