

Egyptians

"What am I?" Quiz

This activity consists of a set of cards with pictures and matching "talking" cards. They can be used in a variety of ways. The cards could be handed out so that half the class have the picture cards and the the other half have the talking object cards. Children can take turns to read out their description, pausing after each sentence for those with the pictures to decide if they are the object described. This could also be done more quickly in groups of say six or eight.

Alternatively, six to ten pairs of picture and text could be shared with collaborative groups of three or four. They could then work together to match them up. These groups could then report their findings back to the rest of the class.

The next stage is to persuade the children to work together on devising their own pairs of cards and then trying them out on each other. We have provided elegant pictures for some objects and more rudimentary drawing for others - cards could be redesigned and/or rewritten. New pairs of cards could be developed for other objects. Versions with only one or two sentences could be made.

Lastly we have provided a sorting board and a Connect Four board but no cards. We hope that this might inspire your children to devise new games! Please send us your best examples.

Webaddress: www.collaborativelearning.org/egyptquiz.pdf
Last updated 28th November 2013

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.



Egyptians - What Am I? cards



Bastet

I am a fierce goddess. I protect the kings of Egypt. I have the body of a woman and the head of a lion or cat. Many cats live around my temple in the Nile Delta. When they die their mummies are buried in tunnels.



Boat

We are very important to the Egyptians. We were first made of papyrus reeds and later made of wood. We travel north and south. We are used for hunting, fishing and transporting goods and animals. The sun god travels in one of us.



Coffin

I am made of wood. I have a pair of eyes on the side of me. I have pictures of useful things painted on me. I sometimes have spells "for not doing any work in the kingdom of the dead" painted on me.



Colossi of Memnon

We are two enormous stone statues. We used to guard the memorial temple of King Amenhotep III. After an earthquake in 27BC one of us started to sing in the morning. Many Roman tourists came to listen.



Nemes

Only kings can wear me. I have a cobra in the middle at the front. I have two large flaps at the side. These represent the wings of the sky-falcon god Horus. You can see me on the famous gold mask of Tutankhamen.



Eye of Horus

I am a symbol of healing and power. I am often hidden in the wrappings of mummies. I was once the eye of the god Horus. My wicked uncle tore me apart and threw me in the sea. The wise god, Thoth, put me together again.



Hieroglyph

I am picture of an object. I represent a sound or an idea. I am often carved in stone and wood. You can find me on tombs and obelisks.



Mastaba

I am made of mud brick or stone. I look a bit like a house. I contain lots of useful objects. I have a false door in front. People put offerings of food in front of me. My spirit can come out to collect them.



Nefertiti

I was the wife of King Akhenaten. I lived in 1340BC. I had six daughters. I lived in a new city called Amarna. I am well known, because archaeologists found a painted head representing me.



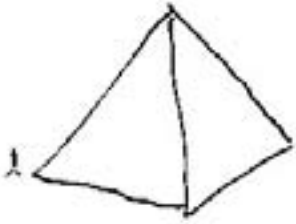
Papyrus



I grow in the delta of the River Nile. I am green and tall. I am very useful. I can be made into paper. In fact the word 'paper' comes from me. I can also be made into mummy masks and boats.



Egyptians - What Am I? cards



Pyramid

I was first built of mud and later of stone. I took a very long time to be built. I am a kind of staircase for the soul of the king to go to heaven. I am 4500 years old. Nobody knows exactly how I was built.



Scarab

I represent a dung beetle. I am usually blue green in colour. I represent the god of changes and transformations. I bring good luck. I am often hung around the neck of mummies.



Waset/Thebes/ Luxor

I am a city. I was the capital of the Middle Kingdom. The great temple of Karnak is nearby. The Valley of the Kings is on the other side of the river Nile.



Osiris

I was the very first king of Egypt. Everybody wants to be like me. I live with all those who lived good lives. I wear a head-dress of horns and feathers. I use a feather to weigh the souls of dead people



Nilometer

I am a set of steps. I am on the bank of the River Nile. When the river rises some of my steps are covered. The priests can then measure how high the river rises. Then they will know if the crops will do well or badly.

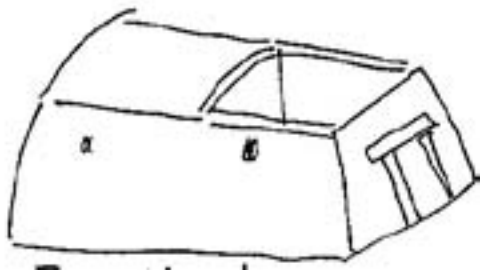


Egyptians - What Am I? cards



Tomb builder/robber

I live in Deir el Medina. I am a mason. I work in the Valley of the Kings. I know where all the kings are buried. That is very useful for my other job, which is dangerous and a secret.



Egyptian house

I am made of mud brick. My walls slope inwards, so floods and earthquakes can't damage me. I am covered in whitewash to reflect the sun. I have a small yard at the back with an oven and a grindstone.



Ushabti

I am made of wax or clay, I look like a mummy but I am very small. I am a spare body. I am buried in a secret place. If my dead person is asked to do manual work, I will do it instead.



Oasis

I am in the desert to the west of Egypt. It takes many days to travel through the desert to get to me. People who cause trouble for the king are sent here. Beautiful grapes and dates are sent from here to Egypt.

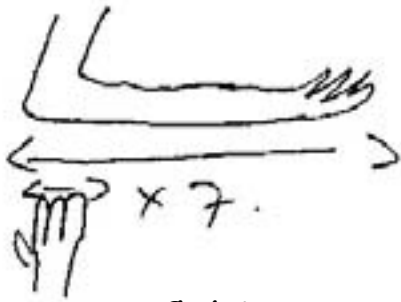


Vizier

I am very important. I wear a long shirt with two straps over the shoulders. I collect all the taxes for the king. I am also in charge of big building projects. Sometimes people like me actually become king

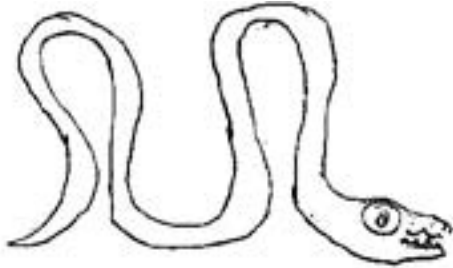


Egyptians - What Am I? cards



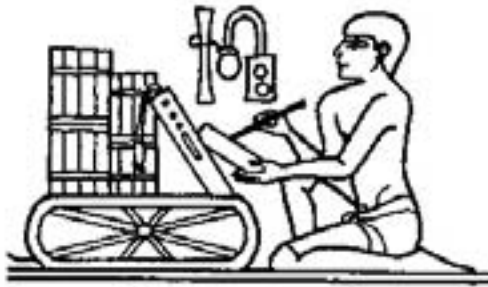
Cubit

I am a unit of measurement. I am about 50 centimetres long. I am as long as the king's forearm. I am divided into seven palms each four fingers wide. I am used for measuring fields so the king knows how much tax people pay.



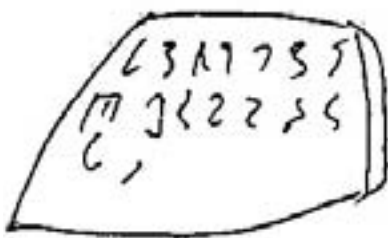
Apophis

I am a monster. I am a huge snake. I am always trying to return the world to chaos. Every night I attack the sun god in the underworld. Usually the Great Tom Cat cuts off my head, but one night I will succeed, so watch out!



Scribe

I have an important job. I visit the farms and measure the fields with my rope of cubits. I also count all the animals and birds that the farmer has. I calculate how much tax the farmer pays.



Letter

I am written on a broken piece of pottery. I am 3000 years old. I was sent from one person to another. The person who sent me got a scribe to write me because he didn't know how to write.



Tawaret

I have the head and body of a hippopotamus, the paws of a lion and the tail of a crocodile. I am a very strong god and I protect people from danger. People put my image on their favourite things.

Egypt - Sorting Board

Gods

Tombs

Places on
the map

Events in
history

Middle
Kingdom

New
Kingdom

Farming

Transport

People

Food and
drink

Gods

Tombs

Gods

Tombs

Places on the
map

Events in
history

Places on the
map

Events in
history

Middle
Kingdom

New
Kingdom

Middle
Kingdom

New
Kingdom

Farming

Transport

Farming

Transport

People

Food and
drink

People

Food and
drink