

PUTNAM!

HIEROGLYPHICS

We can learn a lot about Egyptian life by reading the messages that they left behind on the walls of temples and tombs. This writing is called **hieroglyphics** and it is a form of picture writing. Early on, pictures were used to represent words. For example, the boat on the side of a coffin was believed to actually become the boat that took the deceased into the underworld. Later on however, symbols were written to represent different sounds, very similar to our own alphabet.

Hieroglyphics were a lost language for many, many years. Until 1799, when a French engineer named Pierre Francois-Xavier Bouchard uncovered a stone with hieroglyphic writing on it which served as the key to unlocking this mystery. This piece came to be known as the Rosetta Stone and in 1822, linguist Jean Francois Champollion translated the first words off the stone - the names of Ptolemy and Cleopatra. Their names were written in an oval shape. Some Frenchmen decided to call this oval shape a "cartouche" because to them it looked like a cartridge, or the part of a bullet casing that holds the charge. This shape actually was a loop of rope with a knot at the bottom and contained the name of an important person, like the pharaoh. It represented the universe, or "all that the sun encircles" and showed that the pharaoh was ruler.

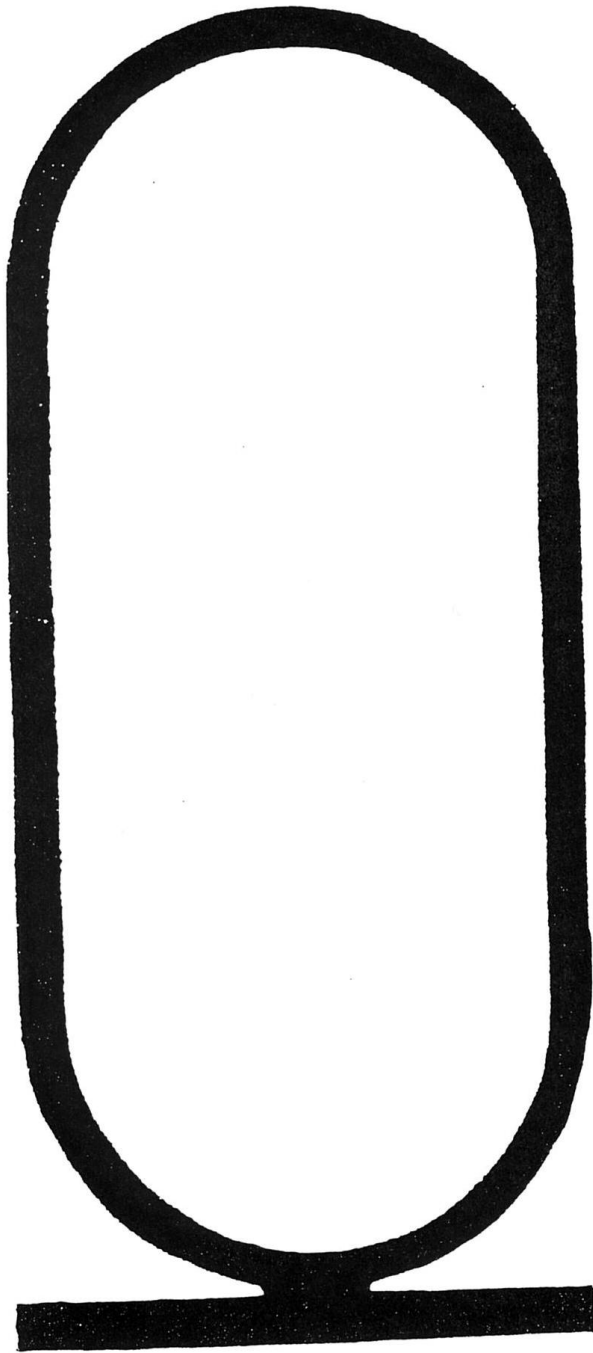
Egyptians created over 6,000 symbols, of which only 700 were used at any one time in history. However, they had only 250 that they used frequently. It took scribes, or those hired as professional writers, ten years to memorize that many symbols. Twenty-four of the pictures came to represent sounds. Just to note, not all linguists agree on which symbols represent which sounds, so you can see how challenging and fascinating this once lost language can be.




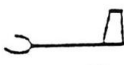











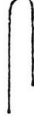






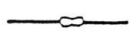

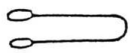
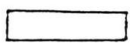
WHEN IN EGYPT...

In order to write like the Ancient Egyptians, keep these points in mind....

- ◆ The symbols represent sounds, not letters, so the "K" sound in "cat" and "kite" are both represented by the basket shape
- ◆ Only write what you hear. If the word has a silent "e" at the end, don't write it.
- ◆ Ancient Egyptians often left vowel sounds out of words. You may put them in if you wish, or leave them out.
- ◆ Direction doesn't matter. You can write left to right, right to left, top to bottom or bottom to top. You make the call.
- ◆ Notice that some symbols represent more than one sound.

WRITE YOUR NAME IN HIEROGLYPHICS



	A E O		M
			N
	A		O U W
	B		
	D		P
	F		Q
	G		R
	H		R
	H		S
			T
	I Y		X
	J		EI
	K		Z
	L		CI T
			S

Mummy Magic

Discover how the Ancient Egyptians used drying as one step in the mummification process.

Try this hands-on experiment with your class. Create a natron-like solution (a dried bleach and salt mixture), cover an apple in this solution, and observe over a period of a few weeks the changes that occur.

Complete instructions can be found at www.tryscience.org/experiments_mummy_athome.html.

My Personal Archaeology

Discover what "artifacts" from your life would tell people.

Have students list or draw ten (10) items in their bedroom or their locker that tell about them--who they are, what they are like, what their special interests are.

Once students have completed their lists, have them circle the fifth item. Ask students to write a journal entry (as if they are an archaeologist) given the following prompt.

"If you were to find this object lying in the street, what would you know about the person who owned it?"

Artifact Detectives

Use clues to make assumptions as to what activity is being described.

Divide students into teams of four. Give each group a bag with a number/letter on it (This is their "group name" on the worksheet).

Each team must pick an "activity" that they hope the other teams will guess.

After picking the activity, each group should create a series of "clues". These can be drawn on index cards, created out of clay, etc. and of a size that will fit in their bag.

Once each group has created their "clue bags", begin to rotate the groups through the bags. Use the worksheet found on the reverse of this sheet for recording their findings.

Each group must identify the objects in the bag and then work together to guess what the "activity" is that is being described.

Discuss how the groups made their conclusions. Explain that this is much like archaeologists who must piece together clues and determine what artifacts were used for or what drawings were supposed to represent.

ARTIFACT DETECTIVES

Name _____

What to Do

1. For each bag passed around, write down the group name and all of the clues.
2. Work with you team to guess the activity from the clues.

Group Name: _____

Clues: _____

Group Name: _____

Clues: _____

Group Name: _____

Clues: _____

Group Name: _____

Clues: _____

Group Name: _____

Clues: _____

Group Name: _____

Clues: _____

