

# HORRIBLE HISTORIES

TWO SHOWS  
LIVE ON STAGE!

## AWFUL EGYPTIANS

### TEACHERS' RESOURCE PACK

The aim of this pack is to give a focus for fun learning around the different themes within *Horrible Histories - Awful Egyptians*. You can use the ideas and approaches before and after seeing the show or reading the book. They cover a wide range of curricular subjects and also explore some circle time issues. We hope you enjoy using the ideas, stories, research, games and exercises within this pack! Please let us know how useful this pack is by emailing us via [office@birminghamstage.com](mailto:office@birminghamstage.com) as we are continually looking to improve and expand our education and outreach programme!

You can view information about *Horrible Histories* and other productions at our website [www.birminghamstage.com](http://www.birminghamstage.com)



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# Egyptian Hierarchy

From looking at the pyramid, see if you can match the people to where they fit on the Egyptian Hierarchy. Match the number to the letter, and write the answer in the space on the pyramid:

(Answers on the next page)

a: Scribes

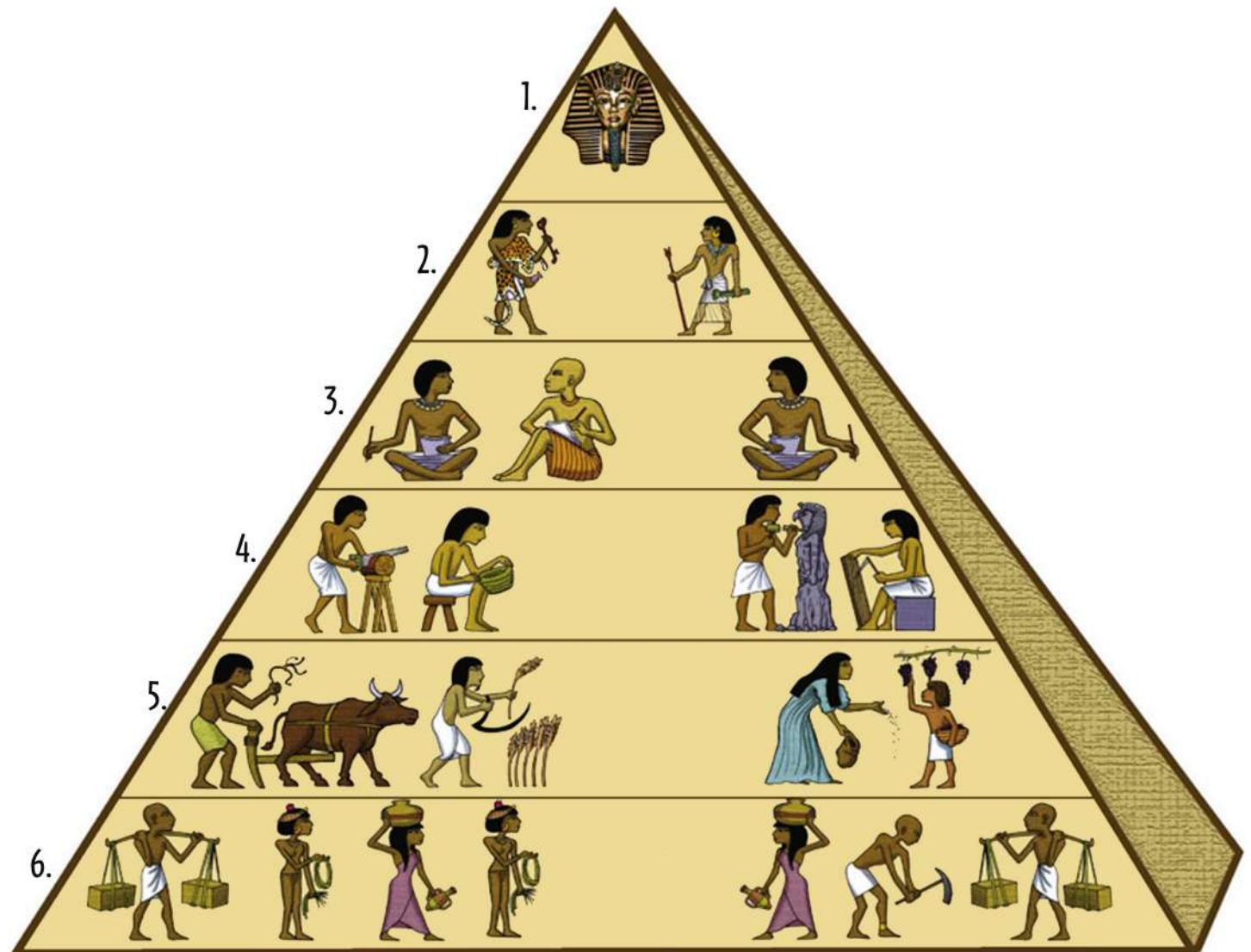
b: Peasant farmers & workers

c: Skilled artisans & craftspeople

d: Servants & slaves

e: Pharaoh

f: Vizier, senior officials, high priests and nobles



# Answers

1 - e: Pharaoh

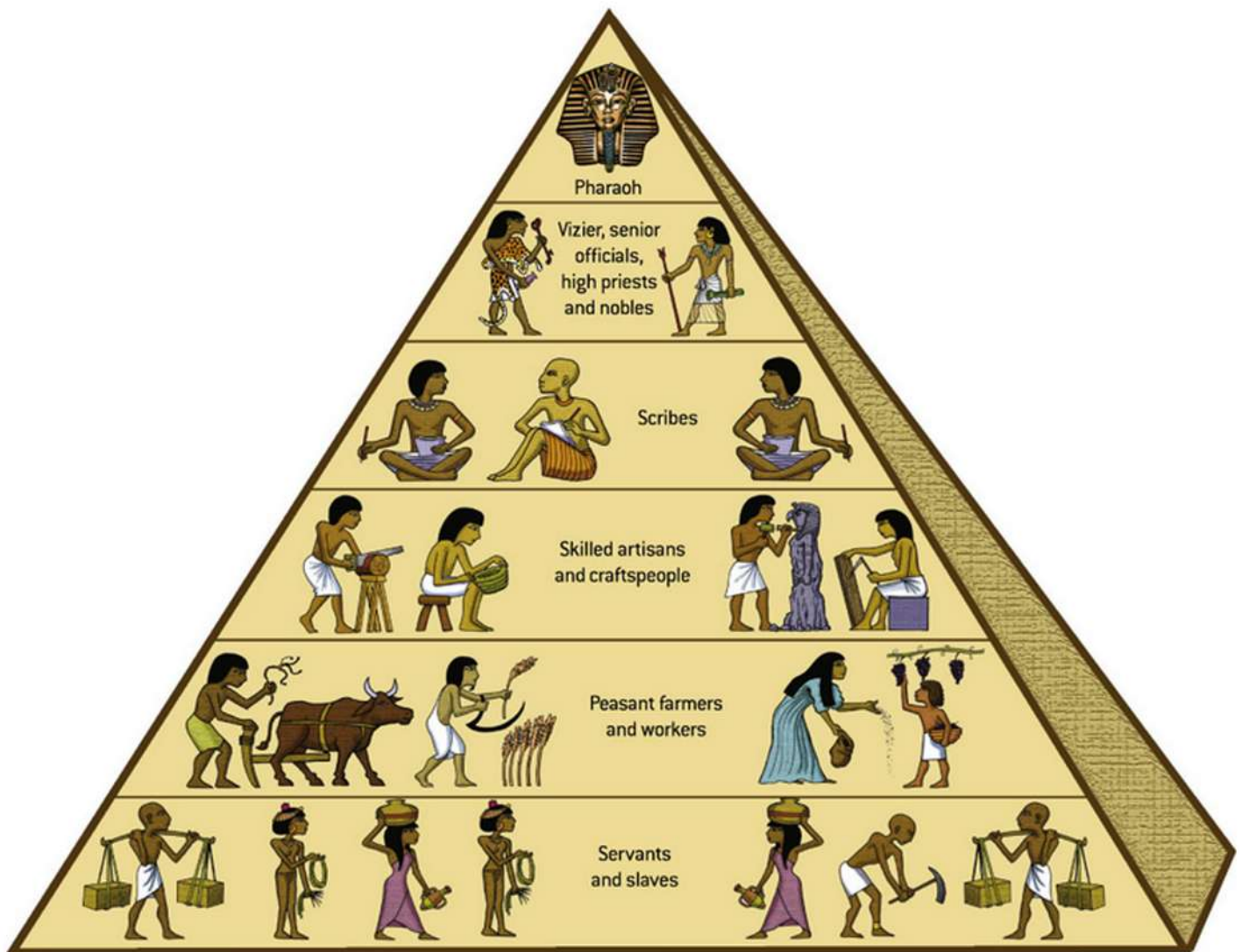
2 - f: Vizier, senior officials, high priests and nobles

3 - a: Scribes

4 - c: Skilled artisans & craftspeople

5 - b: Peasant farmers & workers

6 - d: Servants & slaves



## **Ancient Egyptian daily life...**

### **What did they wear?**

Looking nice and being clean was very important to the Egyptians. Most everyone, men and women, wore jewellery of some type. The rich wore jewellery made of gold and silver, while the poorer people used copper.

### **Where did they live?**

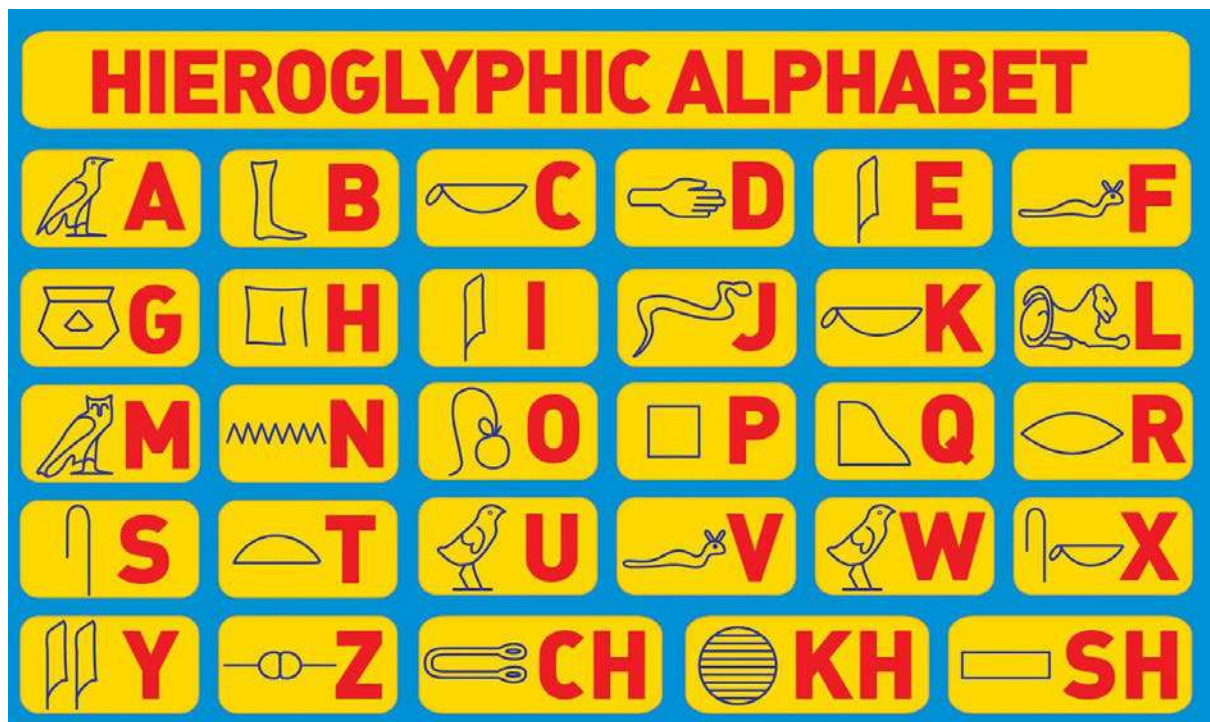
The average family lived in a village of sun baked mud houses. The houses were fairly small with few windows or furniture. They had flat roofs that the people would sleep on in the summer when it was too hot inside.

### **Fun Facts about Ancient Egyptian Daily Life**

- The bread the Egyptians ate was so rough that it caused their teeth to wear away.
- The inside of houses was often painted with scenes from nature or colourful patterns.
- Women could hold important jobs in Ancient Egyptian society including high ranking positions such as priestesses, supervisors, and administrators. Some women reached the highest ranking posts in the land. Hatshepsut was a woman who became one of Egypt's most powerful Pharaohs.
- The average peasant girl married young, around the age of 12.
- Most people bathed daily, often in the Nile River.

# Hieroglyphics

Names were very important in Ancient Egypt. If someone's name was remembered after they died, then it meant that they would survive the afterlife. This is why the pharaohs' names were written in hieroglyphics on their tombs. Each hieroglyphic picture stands for a sound.



Using the chart above try:

1. Writing your name in hieroglyphics:

2. Now try to decode these words:



Answers: 1. Pyramid, 2. Mummy, 3. Pharaoh, 4. Osiris, 5. Egypt

## Egyptian Gods

The ancient Egyptians worshipped a multitude of gods. They believed that it was important to recognise and worship these gods and goddesses so that life continued smoothly.

Here are some examples:



### Isis

She was the goddess of maternity, love and birth. She wears a headdress like a throne was sometimes shown with wings. She was sister to Osiris and she was a very popular god. She was sometimes shown with wings.



## **Osiris**

He was the god of fertility and farming. He also presided over the Judgement of the Dead. He had green skin and carries a whip and a crook. His sister and wife (!) was Isis and they had a son called Horus.

## **Ra**

He was represented as a man with a falcon's head. A sun disc rests on his head. He was a creator deity, which means he gave life to everything and could bring the dead back to life.

## **Horus**

This was the god of the skies and he was represented as a man with a falcon's head. He also wore the double crown.

## **Anubis**

Represented as a man with the head of a jackal. He was god of the cemeteries and dead. He was said to take the dead to the underworld and help with the mummification of corpses.

## **Sobek**

Represented as the body of a man with a crocodile's head and wearing a crown. He was god of the Nile and was a 'nice' god!

## **Thoth**

The god of wisdom, writing and music. He invented languages and all their words. He was represented as a man with the head of an Ibis (a type of bird).

## **Hathor**

She was a very popular goddess as she was the god of joy and music. She is wearing a headdress, a sun disc with Uraeus (a cobra) set between the cow horns.

**Amun**

Represented as a man with red skin and wearing a long hat with two feathers. He was a creator deity.

**Seth** (also known as Set or Sutekh)

Represented as a man with the head of some kind of animal. He was a 'nasty' god as he was the god of violence and pain.

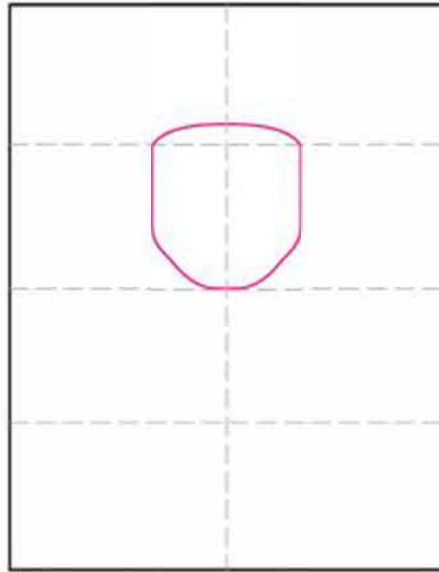
This is only a selection of the Egyptian gods. There were many more.

# Create your own Egyptian God!

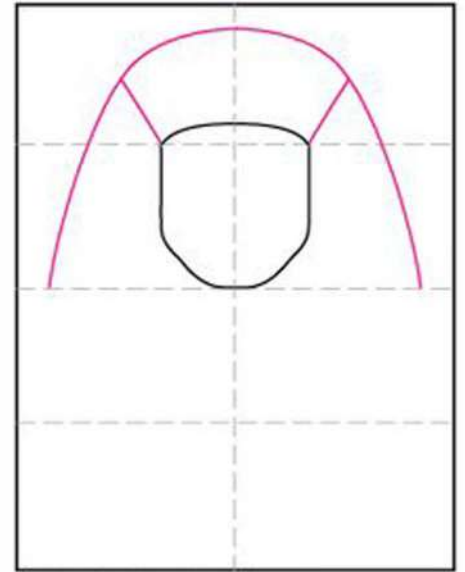
1. Draw an animal's head on a human body
2. Give your God a name
3. What is your God the god of?



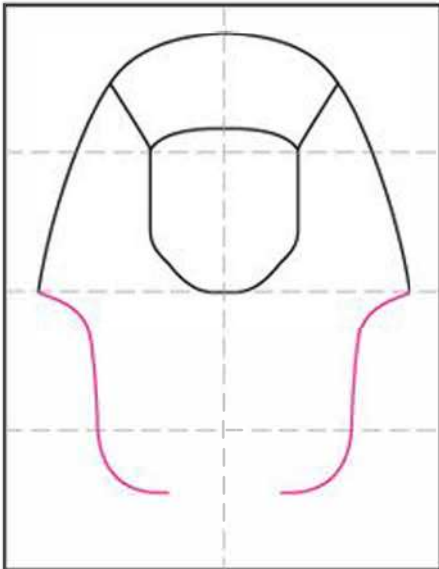
# How to draw Tutankhamun's Golden Mask



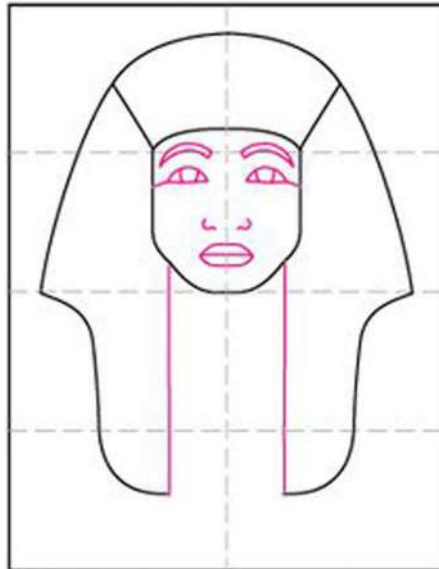
1. Make guide lines. Draw the head.



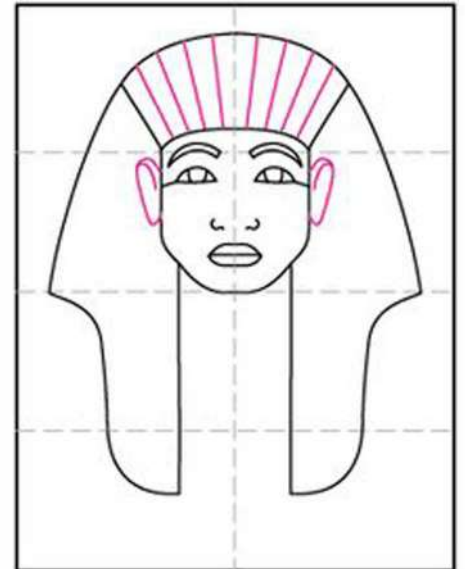
2. Begin the headdress.



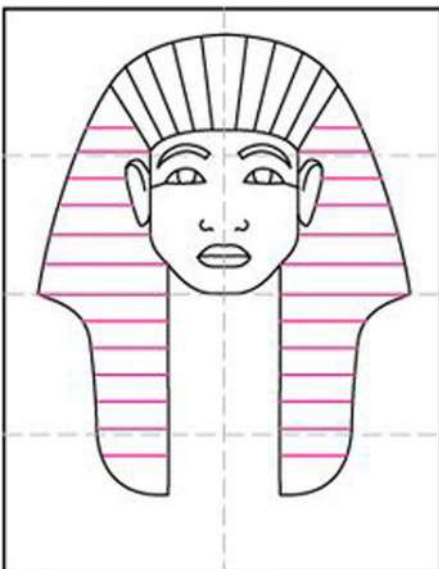
3. Draw symmetrical curves.



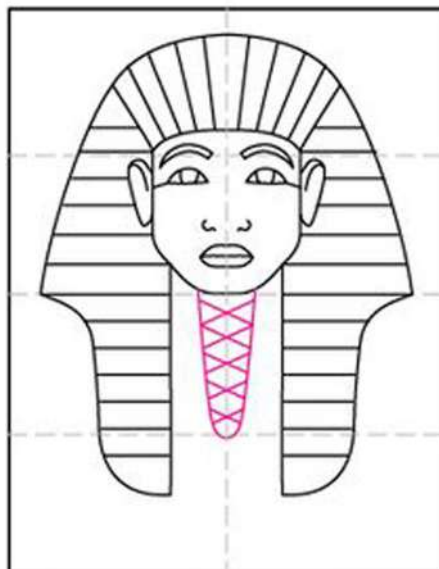
4. Draw straight lines and face.



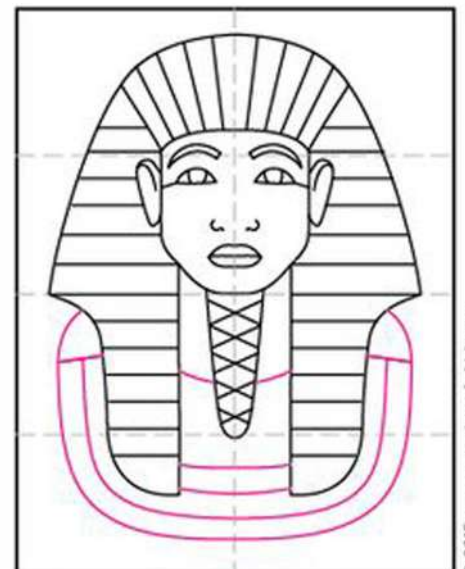
5. Add ears and lines on headdress.



6. Draw horizontal lines.

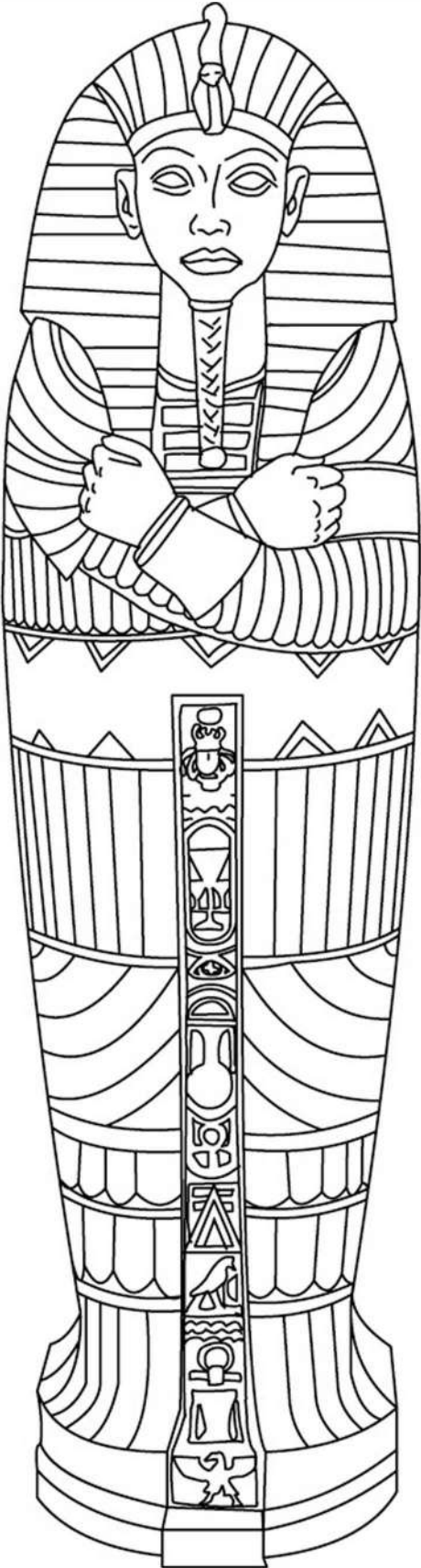


7. Draw beard and X lines.



8. Draw the chest piece.

**Think like a designer and colour in this Mummy's Sarcophagus!**



## Design your own Ancient Egyptian Cartouche



**A cartouche** is an oval frame which surrounds the hieroglyphs that make up the name of an Egyptian God or royal person. The above example is based on the cartouche of Tutankhamun.

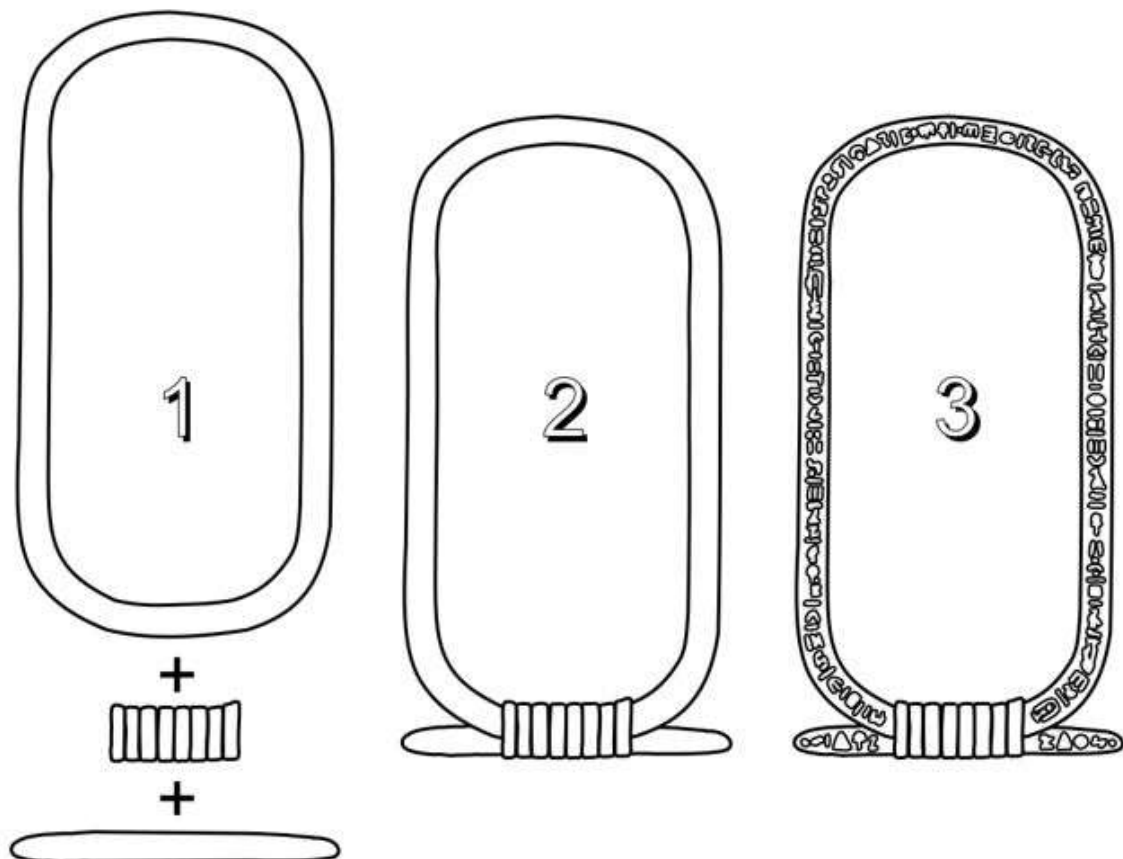
- It represents a looped rope which has the magical power to protect the name that is written inside it.
- A cartouche was meant to protect against evil spirits both in this life and the afterlife.
- It can be arranged both horizontally or vertically depending on the best layout for its design.

## HOW TO CONSTRUCT A CARTOUCHE

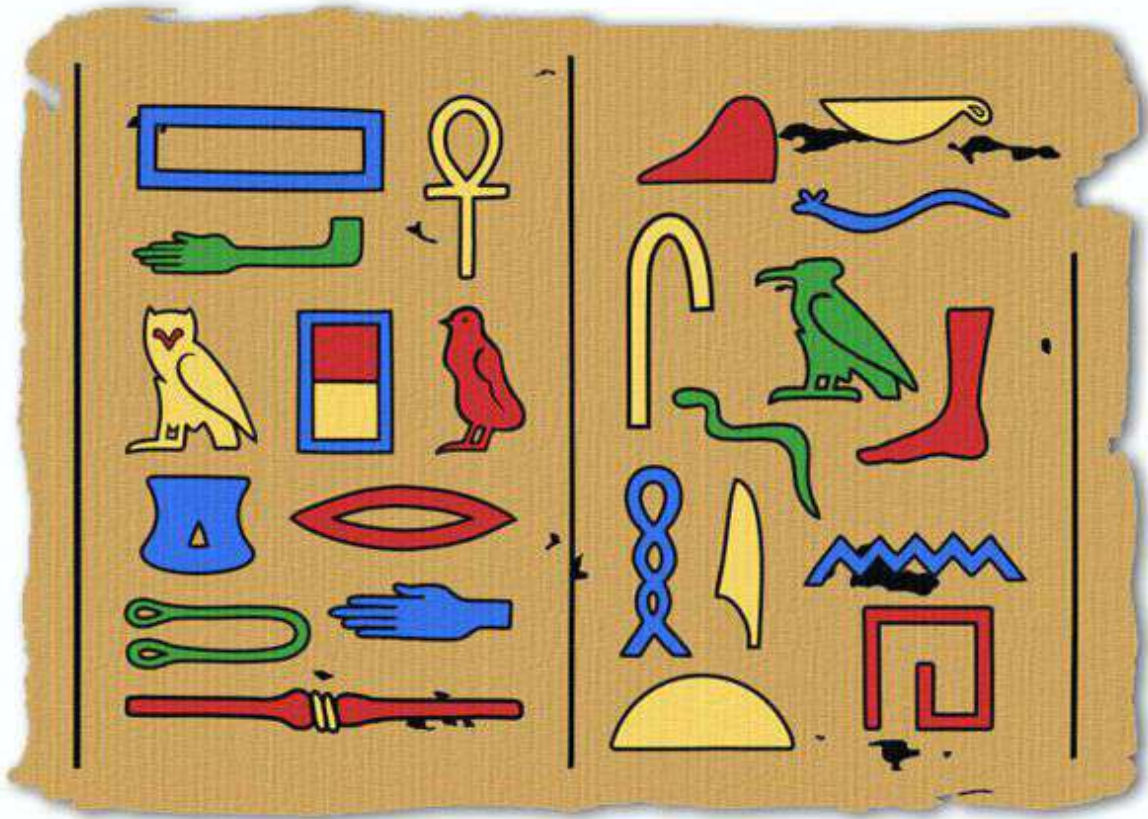
**Illustration 1** - shows the three elements used to construct the cartouche: the oval frame; the stand; and the rope which binds the other two together.

**Illustration 2** - shows the three parts combined to form a basic cartouche frame.

**Illustration 3** - shows the frame of the cartouche decorated with small hieroglyphs.



## The Hieroglyphic Alphabet

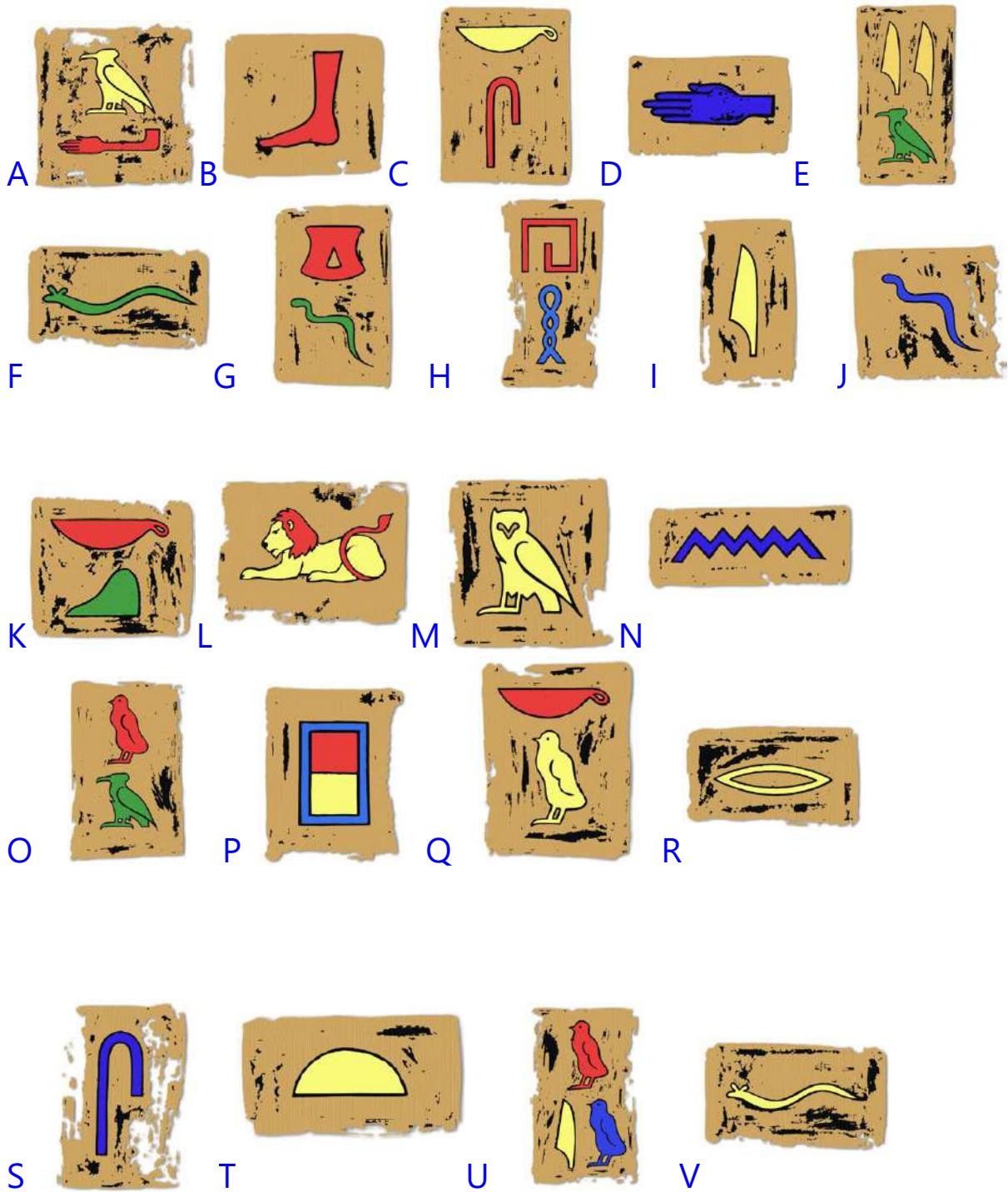


Hieroglyphs are word pictures which represent the sounds of the Ancient Egyptian language.

On the next page you will see all the letters in the Egyptian heiroglyhic alphabet



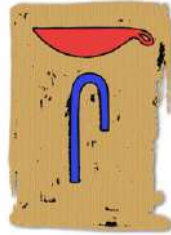
# Egyptian Alphabet A – Z



W



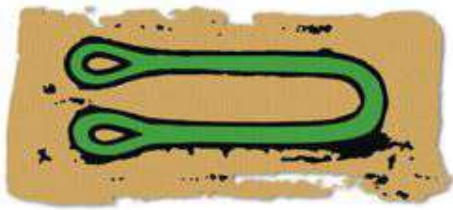
X



Y



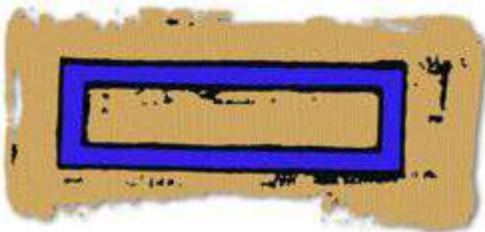
Z



[Hieroglyph - CH](#)



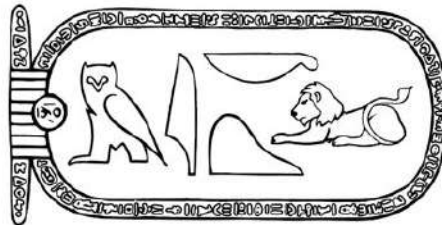
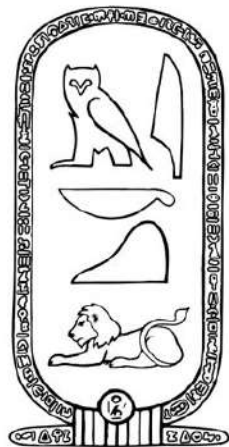
[Hieroglyph - PH](#)



[Hieroglyph - SH](#)



[Hieroglyph - TH](#)



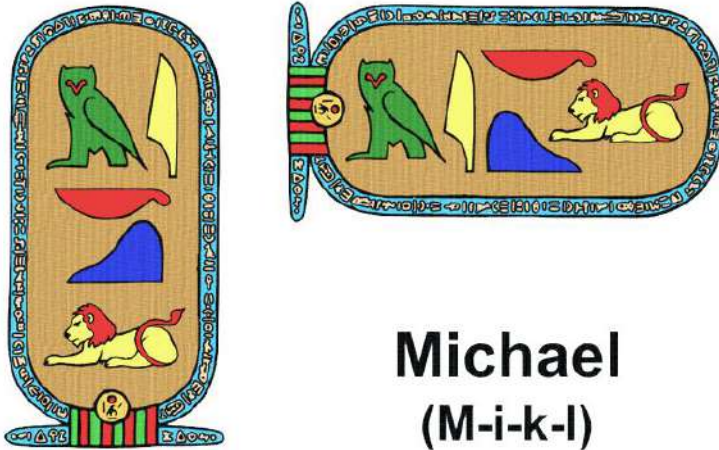
**Michael**  
**(M-i-k-l)**

In this cartouche we have enclosed the hieroglyphs that spell out the sounds of the name 'Michael'. Note that although there are seven letters in the name 'Michael', there are only four basic sounds 'M - I - K - L'. Therefore we only need to use the hieroglyphs that represent those sounds.

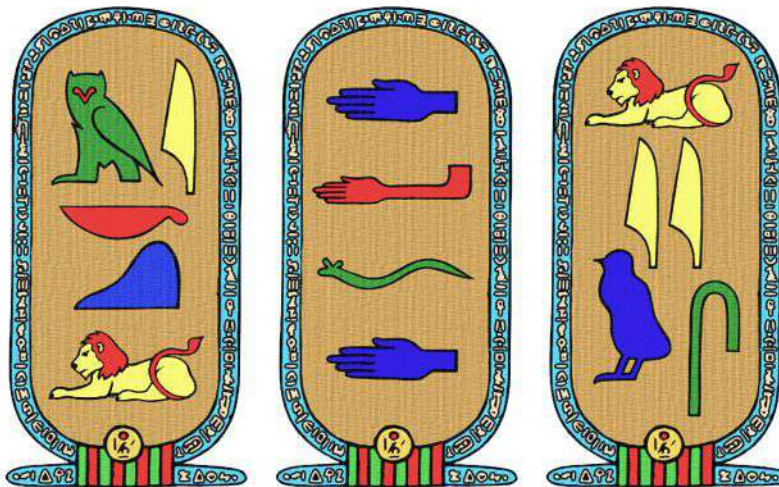
Hieroglyphs should be arranged to create interesting designs instead of the straight lines that we use to arrange our letters and sentences.

## COLORING THE CARTOUCHE

Once the cartouche and hieroglyphs are drawn, you are ready to apply color.



**Michael**  
(M-i-k-l)



**Michael**

**David**

**Louise**

These three cartouches of the names Michael, David and Louise were created using our Hieroglyphic Alphabet to translate English into Ancient Egyptian hieroglyphics.

## Board Games

The Ancient Egyptians liked to play board games for fun. Two of the most popular board games were Senet and Mehen. The game of Senet is thought to be over 5000 years old. It was so popular that many pharaohs were buried with Senet boards, so they would have something to do in the afterlife. Mehen was played on a round board with spaces shaped like a coiled snake.

Senet:



Mehen:



# ANCIENT EGYPTIANS

## INTRODUCTORY ROLE PLAY DRAMA

• Staff in role as Ancient Egyptians • Children Enter • Staff asks if they would like to stay for the day and live as Ancient Egyptians – if they would then they must work hard by passing a test. • If their work is good they can stay and enjoy a typical feast. • The task is to help build one of the Pyramids.

They must consider:

- Quarrying
- Transporting stone
- Dressing stone
- Sculpting statues to decorate in the tomb
- Carving relevant Hieroglyphics on the walls
- Building ramps of earth to get the stone to top of the pyramid
- Digging the burial chamber
- Laying traps to deter thieves etc.

Each child should now choose which job they wish to be involved in and begin to explore it by working on their own in silence. The teacher adopts the role of Supervisor to make sure that they are all working hard.

• When working they can form pairs and then pairs doing similar jobs can join together to form groups (e.g. all children carving statues can work together).

## DEVELOPMENT SUGGESTIONS

- Continue work so that the stone quarries take the stone to the dressers who take it to the builders and so on.
- Jobs should be divided between them in groups and a foreman appointed for each area. (P.E. equipment could represent tools).
- The class are called to give regular reports from each area and to sort any problems e.g. some of the stone is cracked or not delivered.

This work can be continued/ deepened as required alongside continuing work done by the children in class.

Having completed their work they are told they can stay. HOWEVER Tutankhamun has just died, so now they have to help with his burial. They are to prepare offering to the Gods and presents to give the Pharaoh for the afterlife.

## SESSION TWO – PRESENTS FOR THE AFTERLIFE

Task: To ensure that Tutankhamun is provided with the things he needs in the afterlife so he is happy and looks after us well.

- DIVIDE class into small groups to prepare a “ritual” ceremony for Tutankhamun so that he helps us in the afterlife.
- DISCUSS with the class what they might offer – prayer, wine, fruit, gold, silver, chariots, guards, a throne, a bed, a royal barge, servants, swords, dance, flowers etc.
- DECIDE upon how they are going to enter the temple adjoining the Pyramid. E.g. in a line slowly, one at a time with heads bowed and arms crossed across their chests.
- DECIDE where they go when they enter – do they kneel in rows, some standing or kneeling?
- DECIDE whether they say a prayer together as a chorus and then give their individual presents, play music or perform dance as part of the ritual.
- HOW do they leave the temple?
- TEACHER can be in role as the Priest / Priestess and accept their gifts and thank them for their offerings.

### SESSION THREE: THE PRAYER

Task: Class prepare a prayer (performance poem) to send King Tutankhamun off happily to the afterlife

- MAKE a “WORD BANK” with the class using any words associated with their topic to refer to.
- CHOOSE one of the words as a starting point bearing in mind the following: 1.

The emphasis of a poem is often more on rhythm than rhyme 2.

The poem can be amended or altered at any time, so do not try to create the finished article all in one go. 3.

Lines can be repeated several times to good effect 4.

Only key words need to be used e.g. a circle becomes circle.

- PRACTISE speaking the poem together as a class – you will discover whether the poem works or whether changes have to be made.
- ADD in some actions for emphasis on certain words or phrases.

When the prayer has been completed the class are ready to perform it at the Burial Ceremony in the next session.

### SESSION FOUR: THE BURIAL

TASK : The Burial of King Tutankhamun at the same time they will begin to ordain the new Pharaoh.

- CHOOSE some to carry the sarcophagus into the Pyramid with others as guards, High Priests, mourners and servants.
- THE REST of the class are servants ready to serve the meal at the funeral / wake / celebration of the new Pharaoh (THE PHAROAH IS DEAD, LONG LIVE THE PHAROAH!)
- DECIDE what food they are going to serve, who will serve the wine etc.
- TEACHER enters in role as the new Pharaoh
- CLASS gives the new Pharaoh a feast with others giving presents and providing the entertainment (dancing, juggling etc.)



## SESSION FIVE: TABLEAUX of GREAT DEEDS of the PHAROAH

TASK: To create tableaux depicting some of the memorable moments of the Pharoah's Life:

- Coronation of the Pharoah
- Pharoah prepares to fight the Nubian savages
- The middle of the battle
- The victorious Egyptians at the end of the Battle
- The funeral of the Pharoah

The class takes it in turn to share their tableaux to the rest of the class.

DEVELOPMENT Draw a picture of your tableaux

# Script Work

SCRIPT WORK Here is an extract from the Script “Awful Egyptians”

CHARACTERS: Horatio Ignatius STOREY is a maverick explorer who has a passion for the horrible side of history, especially if he can gain from it.

Mr. Sidney SMEARES, the museum curator who loves tests and lengthy factual explanations.

MAISIE is a rebellious schoolgirl

AURIE BILL is STOREY’s much put upon dogsbody cum sidekick

RAMESES THE GREAT. The incarnated spirit of the Pharaoh is a powerful and commanding presence.

WE BEGIN WHERE STOREY AND AURIE HAVE BEEN CAUGHT TRYING TO STEAL THE STATUE OF RAMESES THE GREAT FROM THE MUSEUM

SMEARES: The statuette of Ramesses the Great! The most important artefact in the museum. And you two are trying to steal it!

STOREY: Borrow, not steal. I need to do some research.

SMEARES: Give it to me!

AURIE: It is supposed to have magical properties -

SMEARES: It is the museum’s property. Hand it over.

SMEARES LUNGES FOR THE STATUETTE. AURIE BEATS HIM TO IT AND THROWS IT TO MAISIE. SHE THROWS IT TO STOREY. A COMIC ‘PIGGY IN THE MIDDLE’ ENSUES WITH A FURIOUS SMEARES TRYING TO RETRIEVE THE STATUETTE. FAST-PACED CHASE MUSIC. FINALLY SMEARES CATCHES THE STATUETTE BUT AS HE DOES SO HE IS PUSHED INTO THE SARCOPHAGUS. STOREY SLAMS THE FRONT SHUT.

STOREY: Well that’s shut him up! I think we should get out of here now Aurie.

MAISIE: Were you trying to steal that little statue?

STOREY: Steal? No no! I just wanted to examine it for clues about rotten old Ramesses, a really phoney pharaoh.

AURIE: It's supposed to have magical powers. Some people say it contains the spirit of Ramesses himself. They say that he will come back to curse anyone who interferes with it.

STOREY: Only an idiot would believe all that mumbo jumbo about ancient curses and magic.

AURIE: I believe it!

STOREY: (TO MAISIE) There you are you see!

AURIE: They say that something terrible would happen if the statue was ever united with the sacred sarcophagus.

STOREY: What a ridiculous idea!

MAISIE: Like that one?

AS AURIE AND STOREY HAVE BEEN SPEAKING SMOKE HAS STARTED COMING OUT OF THE SARCOPHAGUS. THE LIGHTS DARKEN AND A STRANGE LIGHT GLOWS AROUND THE SARCOPHAGUS.

SCREEN 5: THE MUSEUM STARTS TO MELT AWAY. THE SCREEN DARKENS.

AURIE: Er, Boss. I think we should get out of here - quickly.

STOREY: (APPREHENSIVE) Yes. Erm, well cheerio young lady – we have to be getting along.

SUDDENLY THERE IS A DEAFENING CRASH OF THUNDER. THE DOOR OF THE SARCOPHAGUS SWINGS OPEN AND LIGHT STREAMS FROM INSIDE. A LARGE SILHOUETTE IS REVEALED IN FULL EGYPTIAN COSTUME. MR SMEARES HAS TRANSFORMED INTO RAMESSES. ACT  
SCENE 1 RAMESSES' REVENGE

SCREEN 6: AN ANCIENT EGYPTIAN TEMPLE MAGICALLY APPEARS IN ITS FULL GLORY - EVERYTHING SEEMS TO GLISTEN WITH GOLD. THE WALLS ARE COVERED IN HIEROGLYPHS. THE TEMPLE SPARKLES WITH INCREDIBLE JEWELS AND MAGNIFICENT OPULENCE.

THERE IS A LOUD FANFARE AND A GOLDEN LIGHT POURS ONTO THE STAGE. GRAND MUSICAL UNDERSCORE.

RAMESSES: Finally, after three thousand years, I have returned so that the world will know my power.

MAISIE: Mr Smeares? Are you alright?

RAMESSES: I am Ramesses the Great, Pharaoh of the Mighty Kingdom of Egypt, Ruler of the Nile, and protector of my people. Worship me! I am a god on earth.

MAISIE: (ASIDE) A god on earth? I think he's a bit full of himself!

RAMESES: The Pharaoh's body is the 'Great House' of a god. Because of our power, the Awesome Egyptian civilisation is the most powerful the world has ever known. We protected the people of Egypt from our enemies. I controlled the weather, the sunrise and brought the flooding of the Nile every year. This gave the farmers enough rich soil for them to grow many crops.

THE MUSIC STOPS ABRUPTLY.

STOREY: Hold on. Hold on. You said that was your job, that only a god-king could bring the water. But the floods came most years anyway, and you didn't have to do any real work. Not like the peasants.

RAMESES: How dare you disagree with the Pharaoh.

MAISIE: That doesn't sound very fair though, Pharaoh.

STOREY: Look at some of the jobs people had to do while you lazy Pharaohs just sat on your throne.

AURIE: The reed cutter stood in the Nile.                      The conditions I worked in were vile-  
The fleas bite my skin,                      And the gnats sting my chin.                      I can't find  
many reasons to smile.

MAISIE: That sounds horrible!

STOREY: There's another job I couldn't stick -                      With your bare hands you have to make  
bricks                      Out of animal poo                      And then what can you do                      If  
you have to eat lunch? You'll be sick!

MAISIE: Making bricks out of animal droppings? That's disgusting!

RAMESES: We looked after our people. In the four months of the year when the Nile was flooded, we gave them work.

STOREY: Yes – working on vast building projects to try and make sure that people wouldn't forget you after you died! That's all your tombs, pyramids and temples were for.

RAMESES: But our buildings were the wonders of the world!

### Using the Script Extract:

- Read through the script extract with your class and discuss the character traits and how they can express these in performance. • Split into smaller groups and get them to read the script again as a group. Ask them to try and put expression and character into their voices – express the need for clarity as they may want to experiment with pitch etc but it is important they can be understood). They may want to swop around and try each character.
- In their groups ask them to create three frozen pictures from the script e.g. their reaction to the sarcophagus opening. Share what they have done with the rest of the group. • Back in their groups ask them to act out the scene without using the scripts as this will encourage expression in delivery of character no matter how short the scene ends up being!

FURTHER DEVELOPMENT The children could try to act out the scene using the script and maybe learning parts of it!

# Rhodopis - The Egyptian Cinderella

Once upon a time there was a girl who got kidnapped by pirates from Greece. Her name was Rhodopis. It meant 'rosy cheeked'. She was taken across the Nile River, and when she reached Egypt she was sold as a slave.

When she saw the other house-girl servants, she felt very different. She has pale skin and her cheeks were rosy. Her hair was gold and curly, and theirs was black and straight. Her eyes were green and theirs were brown. They would tease her and make fun of her. They made sure that she did all the work, like washing clothes, weeding the garden, and making their food for them. But her master was kind and old. When the days were hot, he would sleep underneath a fig tree.

Rhodopis found friends with the animals. But one day her master awakened and saw her dance and said, 'No goddess is quieter!' Then he said, 'Such a gift deserves a reward'. Then he demanded a pair of red-rose gold slippers. When the servant girls saw Rhodopis' slippers they were very jealous.

Then one afternoon, the master of the servant girls learned that the pharaoh was holding court. There would be music, dancing and lots of food. 'Sorry, Rhodopis. You can't go' said Kipa. 'You have to wash the linen, grind the grain, and weed the garden.' So the next day they left to go to court. Kipa was wearing blue beads, the second was wearing coloured bracelets, and the third wore a coloured sash. She was very sad to be left alone at work.

One of Rhodopis' friends was the hippopotamus. When Rhodopis sang to him he would usually enjoy it, and when the serving girls left she sang to him. When he got tired of her singing the same song over and over he splashed her new slippers and she scolded him.

After she cleaned her shoe, she put it behind her and did the rest of her chores. The god Horus came down from the sky as a falcon and took her slipper. Then she started to cry. When the falcon reached the Pharaoh, he gave the Pharaoh the slipper, since it was bright he thought it was scrap of the sun. Then he realized that it was a gift and said, 'All the gods and goddesses give us pharaohs something so we know who is the perfect wife for us.'

Then he immediately set out to find whoever could fit the slipper. A lot of the girls wanted to try the slipper but no one's foot would fit. So he set out to go by the Nile river and finally found the last little house. He raised the slipper and the servant girls knew whose it was, but they tried it on anyway. Neither of their feet fit. Then the Pharaoh saw Rhodopis and asked if she would try the slipper. She did and it fit. Then she became queen.

## Activities:

- Read the story out to your class and ask them to act out different parts of the story in groups.
- Ask your class to draw a picture of Rhodopis and the characters in the story.
- Research the hippopotamus as an animal and find out about it and its natural habitat.
- Design a slipper fit for Rhodopis. (Research different types of footwear from around the world)

## USEFUL WEBSITES TO EXPLORE

[www.mysteries-in-stone.co.uk](http://www.mysteries-in-stone.co.uk)

<http://primaryleap.co.uk/primary-resources/Year+4/History/Ancient+Egypt>

<https://discoveringegypt.com/egyptian-hieroglyphic-writing/>

[www.akhet.co.uk](http://www.akhet.co.uk)

<https://discoveringegypt.com/ancient-egyptian-kings-queens/tutankhamun/>



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