

# I WANT TO BE AN ARCHAEOLOGIST!

## Museum Learning Kit





## About this Resource

This kit is a play-based introduction to the science of archaeology, with a focus on Ancient Egypt. The kit includes objects from the South Australian Museum's education collection to inspire young students. The session comes with a comprehensive guide and suggested script to use with students, but can be adapted to meet the individual needs of your group and to your own teaching style. This lesson can be stand alone, but we would love to see you visit the Museum to see more exciting objects from Ancient Egypt. You can make a booking via the South Australian Museum website.

Please help us care for the objects in this kit. Encourage students to handle them gently and understand that they are special items from the Museum. If any damage does occur, please let us know at [education@samuseum.sa.gov.au](mailto:education@samuseum.sa.gov.au)



## Aims and Outcomes

Museum learning kits aim to extend and enrich children's learning through opportunities to initiate, investigate, manipulate and experiment with a vast array of resources and materials to develop the concepts, skills and flexible mindsets that underpin STEM based learning in the early years. Aligned with the Early Years Learning Frameworks (EYLF), this kit aims to:

- include strategies to support and further develop the concepts of Belonging, Being and Becoming, as children form their own identities and understandings of the world.
- implement the principles and strategies that foster considerate, supportive and respectful relationships and partnerships, to assist all children in achieving learning outcomes.
- plan and facilitate a myriad of activities to assist children in achieving the endorsed learning outcomes:
  - Outcome 1: Children have a strong sense of identity
  - Outcome 2: Children are connected with and contribute to their world
  - Outcome 3: Children have a strong sense of wellbeing
  - Outcome 4: Children are confident and involved learners
  - Outcome 5: Children are effective communicators
- deliver a range of learning experiences that are enjoyable, relevant, authentic, and meaningful, enticing active participation, igniting interest and curiosity, and developing a love of learning.
- create a play-based learning space where children can discover new or existing areas of interests, manipulate materials, test concepts, and explore ideas.
- develop science-based process skills (Observing, Comparing, Classifying, Measuring, Communicating, Inferring, Predicting).
- actively connect knowledge and ideas to tools, in order to design, invent, build, test, modify and produce a product or solution.
- practise creative and critical thinking, explore resources and materials, engage in real-life applications and solutions to connect their thinking to actions, and transfer their understanding.
- broaden problem-solving abilities, critical thinking, reasoning, and application of mathematical concepts.
- enhance the foundations of early years literacy and numeracy, language learning and communication skills.
- create opportunities to play and discover independently and/or collaboratively.
- to encourage dispositions that promote lifelong learning.



## Session Format

The following is a suggested session format for delivering the content in the learning kit.

Teachers will have their own pedagogy and style of facilitating sessions. Please adopt and adapt the session or elements of this plan to suit your style and skill set. This session is not only designed to be fun, engaging, meaningful and relevant to the visiting children, but for the facilitator too!

Set up the activity stations before you start. It can be useful to cover these with a sheet or cloth, so students do not see them before the activity time starts.

**Teacher led – Approximately 20 minutes**

**Guided Activity Stations – Approximately 30 minutes**

**Re-group and conclusion – 5-10 minutes**



# Kit Contents

## Provocation Box

- Egyptian objects from the South Australian Museum
- Letter from Yusuf and Layla
- Magnifying glass
- Hieroglyph stamp
- Paper cup
- Paper plate 'Wesekh'

## Activity Station 1 – Investigation Station

- Additional Egyptian objects from the South Australian Museum
- 5 x magnifying glasses

## Activity Station 2 – Ink Stamping with Hieroglyphs

- Inkpads
- Large hieroglyph stamps
- Hieroglyphics charts

*\*\* Sites will need to provide paper or card for stamping on*

## Activity Station 3 – Can you Build a Pyramid?

- Paper cups

## Activity Station 4 – Design a Wesekh and Cartouche

- Paper plates
- Small hieroglyph stamps
- Hieroglyphics charts
- Inkpads
- Straws

*\*\* Sites will need to provide tape, scissors, and drawing materials*



# Activity Stations – Guides for Educators

## Activity Station 1: Investigation Table

Artefacts not only provide interesting information regarding ancient Egypt, artefacts keep the memory of these people and their stories alive.

## Activity Station 2 – Ink Stamping with Hieroglyphs

Gently press the stamps onto the inkpad and then 'stamp' the paper. Repeat!

Ink stamping encourages creativity, explores design, engages visual perceptual reasoning, involves fine motor skills, bilateral co-ordination, eye hand coordination and it is fun.

## Activity Station 3 – Can you Build a Pyramid?

Challenge students to stack the cups to make pyramid shapes of different sizes.

## Activity Station 4 – Design a Wesekh and Cartouche

A Wesekh is a broad collar necklace worn by ancient Egyptians. A Cartouche is a distinctive nameplate made for the pharaohs who ruled the ancient Egyptian kingdom.

### Directions

1. Cut the paper plate from the outside of the rim to the inside of the rim; then cut all the way around the inner circle (disc), removing the rim but maintaining the circular form.
2. Tape the disc to the edge of the rim, on the opposite side to the starting cut.
3. Decorate the disc by printing with the small hieroglyph stamps. To make the disc a Cartouche, use the stamps that match the letters of your name; print each hieroglyph one under the other, creating a nameplate.
4. Tape a straw at the base of the disc.
5. Use the markers/crayons to decorate the Wesekh – broad collar necklace – and wear it around your neck.



# Session Plan

## Acknowledgement of Country

**"Good morning/afternoon everyone. today we would like to acknowledge Kaurna Country."\***

**"Here is the land, here is the sky.**

**Here are my friends and here am I.**

**We thank the Kaurna people for the land on which we play and learn.**

**Hands up, hands down**

**We're on Kaurna ground."**

**\*Use appropriate term for the country you are learning on.**

## Introduction: Provocation Box

A provocation is an open-ended resource, which evokes a response from children, stimulating curiosity and a desire to actively engage in conversations and activities, to further explore interests and ideas. Provocations can inspire creativity, initiative, imagination, understanding and future thinkings.

With students seated on the mat area, knock on the box – put your ear to the lid ... build excitement and anticipation for what could be inside...

Slowly open the box to reveal... inside the box you will find Egyptian themed artefacts from the South Australian Museum and a letter. The letter is the last thing from the box to be shared in the first reveal.

There is also a selection of materials that relate to the Activity Stations (magnifying glass, hieroglyph stamp, cardboard building block, paintbrush, paper plate) – second reveal.

Strat to reveal and discuss each of the items:

Show each of the Egyptian themed items to the children – turning it so they can see all sides, put it to your ear, gently shake it or tap it with your finger, anything to 'show' you are trying to work out what it might be or where it is from.

**"I wonder what this could be?" or "I wonder what this is used for?" or "I wonder where this is from?"**

Checking the archive box prop once again, you will see an envelope. Reveal the envelope.

**"Oh look there's a letter inside. Maybe the letter will tell us about these things – I'll read it to you?"**

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Read the letter to the students. The letter reads:

**Ahlan young explorers!**

**Have you ever wondered what life was like a very long time ago? Archaeologists do!**

**My name is Yusuf and my friend is called Layla, and we are archaeologists. We are like time travelers who dig up clues from the past. One of the most fascinating places for archaeologists to explore is Ancient Egypt.**

**Imagine a land of pyramids towering towards the sky, mysterious hieroglyphs carved on walls, and powerful pharaohs ruling over a vast empire. Archaeologists have uncovered incredible treasures from this ancient civilization. We have found buildings, temples, golden masks, drawings, game boards, secret tunnels and huge boats!**

**Studying these artefacts, is like piecing together a giant puzzle, helping us to understand a lost world.**

**By sharing stories of the people, places and times gone by, we can bring the past to life.**

**Today it is your turn to be an archaeologist.**

**We wonder what you will discover and what stories you will share with your families and friends.**

**Happy exploring!**

**Ma'asalama**

**Your friends,**

**Yusuf and Layla.**

Explain that Yusuf and Layla are from modern day Egypt and speak Arabic. 'Ahlan' is Arabic for hi, and 'Ma'salama' means bye.



Notes on pronunciation:

Ahlan

A/h/lan

A = Pronounced as a u sound as in 'up'

h = h sound as in hot

lan = lun

Ma'salama

Ma'sa/la/ma

a' = pronounced as a long sound like 'car'

a = pronounced as a u sound as in 'up'

"Wow archaeologists have a very interesting and important job.

I know a song about archaeology, it is called "Archaeology's the Key!" and I'd like to sing it to you."

## Archaeology's the Key!

(Tune: "Twinkle, Twinkle Little Star")

Digging carefully in the ground  
Pots and tools and art are found  
Every piece a puzzle part  
Ancient treasures from the past  
Old stories are a mystery, but  
Archaeology's the key!

Look at the artefacts you have taken from the box –

"So maybe all these things tell us about ancient Egypt and the work of archaeologists?  
That is SUPER exciting!

I know another song about archaeology. There are some actions to do as we sing along.  
These are Auslan sign for some of the important words. Let's learn them together  
before we sing."



## Dig

Hold both hands in a fist shape; tuck thumbs inside the fist so pointer fingers hook around the thumbs; hands one behind the other slightly to your side and angled downwards. Move hands down together and then upwards, in a 'digging' motion.

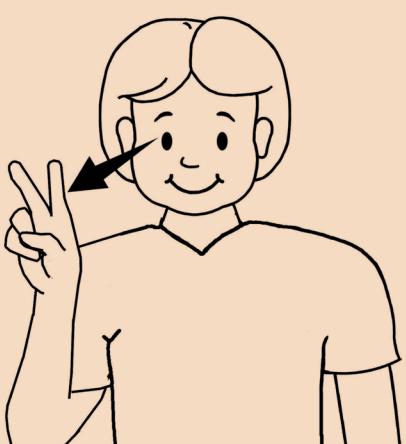
<https://signplanet.net/sign/408>



## Gently

Extend flat hand in front of you, palm facing outwards. Move hand in a downwards circle, twice.

<https://signplanet.net/sign/110>



## Look

Pointer and middle fingers extended from fist in a 'V' shape; place pointer finger near the side of the eye; palm facing away from the face; move 'V' shape in a forwards direction.

<https://signplanet.net/sign/1073>



## We're Digging at the Site

(Tune: "Farmer in the Dell")

"We're digging at the site,  
we're digging at the site.  
Gently, gently oh so gently  
We're digging at the site.

Look, we found a ... (tablet, sphinx and papyrus)

Look, we found a ...

Gently, gently oh so gently

Look we found a ...."

Refer to three of the Egyptian themed artefacts revealed from the box – tablet, sphinx and papyrus.

Holding the shabti artefact from the box, tell the children ...

"This hand carved little doll is called a shabti. We're going to pretend our thumbs are shabtis and we're going to hide them behind our back. Let's sing 'Where is Shabti?'"

## Where is Shabti?

(Tune: "Where is Thumbkin?")

Where is Shabti? Where is Shabti? (Hide hands behind back)

Here I am! Here I am! (Show one thumb, then the other thumb)

How are you today, Shabti? (Bend and straighten one thumb)

Very well, I thank you. (Bend and straighten the other thumb)

Run away, run away. (Hide one thumb behind back, then the other thumb)

You may wish to perform this rhyme first and then ask the group to join in or you may wish to repeat this little action rhyme.

Place the shabti back by the box.

Holding the pharaoh artefact, tell the children ...

"This is what a pharaoh might have looked like. A pharaoh was a King or Queen who ruled the kingdom of Egypt a very, very long time ago. This pharaoh has an action rhyme they would like to do with you."

Invite the children to stand and follow your lead. Match actions to the words.

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## Pharaoh, Pharaoh

(Tune: "Teddy Bear, Teddy Bear")

"Pharaoh, pharaoh, turn around,  
Pharaoh, pharaoh, touch the ground.  
Pharaoh, pharaoh, reach up high,  
Pharaoh, pharaoh, touch the sky.  
Pharaoh, pharaoh, bend down low,  
Pharaoh, pharaoh, touch your toes.  
Pharaoh, pharaoh, wiggle your hips,  
Pharaoh, pharaoh, roll your arms like this.  
Pharaoh, pharaoh, tap your knees,  
Pharaoh, pharaoh, sit down please."

Place the pharaoh by your ear as though a secret is being told....

"Pharaoh would like you to join in another rhyme and it goes like this..."

Demonstrate the actions for the children and then ask them to join in – you might repeat this quick movement task a couple of times.

## Pharaoh in the Pyramid

(Chant: "Toast in the Toaster")

**Pharaoh in the pyramid, getting very hot** (Sitting/bobbing down with arms overhead and hand together)

**Tick tock, tick tock**

**Up you POP!** (Jump up from a sitting/bobbing down position)

Students sit down again.

Refer back to the provocation box prop – second reveal.

**"I wonder what else we will find in the box today?"**

Slowly with a quizzical/thoughtful expression, reveal a magnifying glass, a hieroglyph stamp, a cardboard building block, and a paper plate.

**"Oh I know what these things are, they are some of the things you will be using today when you visit the different learning stations."**

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## Activity Stations

Briefly outline the activities at each Activity Station.

**"Station 1 is our Investigation Table.**

Here you will find books about ancient Egypt and archaeology, along with lots of different artefacts to investigate with magnifying glasses."

Place the provocation objects on the table for students to explore.

**"Ink stamping is our activity at Station 2. Here you will use the hieroglyph stamps to stamp your name or create a story with pictorial characters developed by the ancient Egyptians."**

**"You need to use the blocks and/or cups at Station 3 to build a pyramid"**

**"Station 4 is where you can design a Wesekh and Cartouche, just like the pharaohs who ruled Egypt used to wear."**

Ask for four/five volunteers to use the paper cups to start building pyramids. Remember some pyramids are very big, some are small and some are medium sized.

Have other groups start at the Investigation Table, the Ink Stamping Station and the Pharaoh's Wesekh and Cartouche Station.

Aim for students to rotate through at least three Activity Stations (approx 8–10 minutes per station).

Rotate students through the stations, spending around 5–10 minutes on each depending on interest and available time.

After about 30–40 minutes rotating through the Activity Stations, conclude the activities by asking students to tidy their areas and bringing the group back to the floor.



# Conclusion

Bring everyone back together after the activity stations lead a deep breathing exercise and stretch with a yoga pose:

## Deep Breathing – Pyramid breathing

- Sit or stand comfortably with enough space around you to extend your arms out to either side before reaching them up to make the point of the pyramid.
- As you breathe in, slowly extend your arms out wide to either side and reach them up above your head, bringing your hands together to make the top of the pyramid.
- As you breathe out, slowly release your hands and lower your arms back to your sides. This breathing is slow and intentional.
- Repeat three times.

## Yoga – Pyramid pose

- Find a space and make a star shape, by stepping your feet out wide, and reaching your arms out wide too.
- Turn one foot so it points to the side.
- Keep your arms straight. Bend through your hips, over the foot pointing to the side.
- Rest your lower hand on your shin or ankle and stretch your upper arm up to the sky.
- Hold this pose for a couple of breaths, then return to standing and lower your hands to your sides.
- Turn the other foot to the side and repeat.
- Repeat this gentle stretch a couple of times.



## Glossary

**Arabic** – Arabic is the language spoken in modern day Egypt. 'Ahlan', 'ma'salama' and 'shukran' are Arabic for 'hi', 'bye' and 'thank you'.

**Archaeological site** – Any place where there are physical remains of past human activities.

**Archaeologist** – A scientist who studies prehistoric peoples and their cultures through the recovery and analysis of their artefacts, inscriptions, monuments, etc.

**Archaeology** – Archaeology is the study of ancient and recent human culture, behaviour, and cognition through analysing tangible material remains left from the past.

**Artefacts** – Objects made, modified, or used by humans.

**Cartouche** – A cartouche is an oval with a line at one end, and indicates the hieroglyphs enclosed within represent the name of a Pharaoh.

**Ecofacts** – The organic and environmental remains related to human activity. Plant and/or animal remains can help archaeologists understand diet and subsistence patterns.

**Egypt** – Officially the Arab Republic of Egypt, is a country in northeastern Africa. Bordered by the Mediterranean Sea to the north, Israel and the Red Sea to the east, Sudan to the south, and Libya to the west. Egypt is the one of the sites of early civilization.

**Excavation** – Involves the act of removing earth in order to study materials buried under the surface in order to discover, learn and understand the past.

**Features** – Any immoveable physical settings and material remains indicating past human activities. Features may be intentional or natural – cleared earthen floors; carvings in bedrock to form pits and cists; soil stains indicating a post or hearth; cave paintings or carvings.

**Hieroglyphs** – Stylised pictures of everyday objects, animals, geographic features, body parts, etc. created to represent a word, syllable or sound. The equivalent of a letter in the English alphabet.

**Hieroglyphics** – A system of writing in pictorial characters – hieroglyphs.

**Nile** – The Nile is a major north-flowing river in northeastern Africa, flowing into the Mediterranean Sea, on the coast of Egypt.



**Pharaoh** – A ruler of ancient Egypt, considered to be the divine intermediary between the gods and people.

**Pyramid** – A pyramid is a large structure with four triangular sides that usually slope upward and meet at a point. The base of a pyramid is a rectangle. The pyramids of ancient Egypt were tombs for the pharaohs, housing the mummified body and all the objects required for a good life in the afterlife.

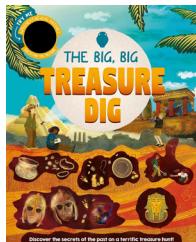
**Shabti** – Hand carved funerary figurines, designed to accompany the deceased to the afterlife as a 'worker', ready to serve and answer the call of their master. Every figurine represented the deceased person and expressed the type of 'work' the shabti could do, for example there were shabti carrying baskets, seed bags, hoes, mattocks, or chisels. The number of shabti corresponded to one's personal wealth. Therefore, the number of shabti found in excavated tombs has helped archaeologists determine the status of the tomb's owner.

**Structures** – The complex immovable material remains that were intentionally created by past humans. These remains range from buildings, walls, roofs, chambers, tombs and tunnels to storage pits, wells and drainage canals.

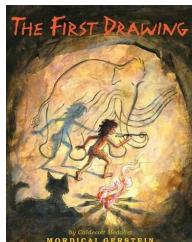
**Wesekh** – Also known as a broad collar, a wesekh is a piece of jewellery that drapes around the neck and upper chest. Worn by royalty, wesekh often included divine symbols or details, and were a status symbol and a representation of Godliness.



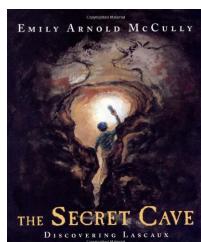
# Suggested Reading List



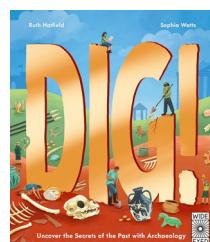
**The Big, Big Treasure Dig**  
IglooBooks



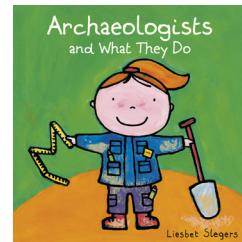
**The First Drawing**  
Mordicai Gerstein



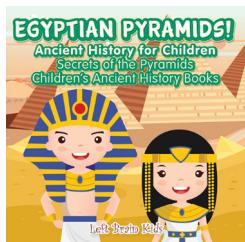
**The Secret Cave**  
Emily Arnold McClellay



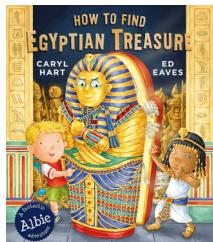
**DIG!**  
Ruth Hatfield



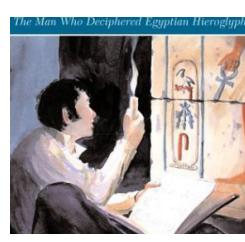
**Archaeologists and What They Do**  
Liesbet Slegers



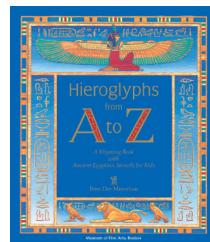
**Egyptian Pyramids**  
Left Brain Kids



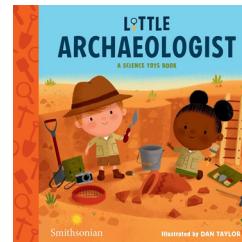
**How To Find Egyptian Treasure**  
Caryl Hart



**Seeker of Knowledge**  
James Rumford



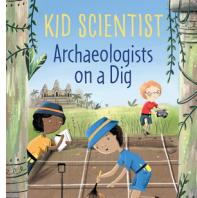
**Hieroglyphs from A to Z**  
Peter Der Manuelian



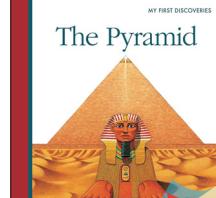
**Little Archaeologist**  
Dan Taylor



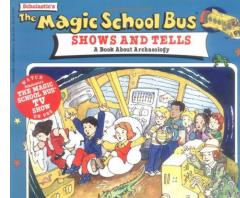
**The Egyptian Princess & The Lost Treasure**  
A. A. Higgins



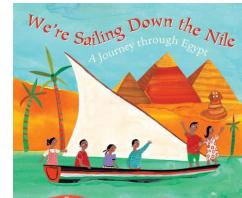
**Archaeologists on a Dig**  
Sue Fliess



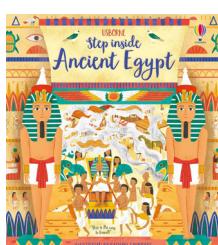
**The Pyramid**  
Philippe Biard



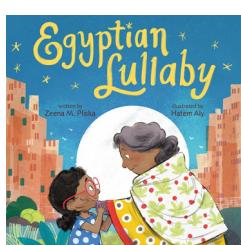
**Show and Tells. A Book About Archaeology**  
Joanna Cole



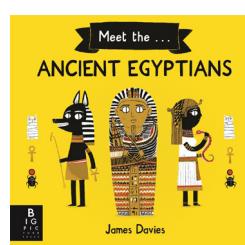
**We're Sailing Down the Nile**  
Laurie Krebs



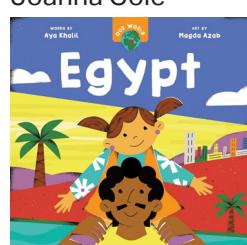
**Step inside Ancient Egypt**  
Rob Lloyd Jones



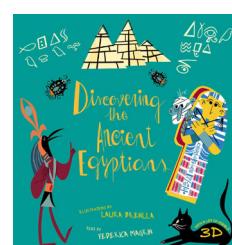
**Egyptian Lullaby**  
Zeena M. Pliska



**Meet the Ancient Egyptians**  
James Davies



**Egypt**  
Aya Kahlil



**Discovering the Ancient Egyptians**  
Federica Magrin