

History 2014

TOPIC 1 UNIT 1 – HUNTER GATHERERS AND HERDERS IN SOUTH AFRICA

1. Read & Discuss:

Many people believe that the first members of the human race lived on the southern part of the African continent. These people, known as the San, lived very simple lives. They survived on the animals they hunted and the plants and roots they gathered. They took just enough of the plants or animals that they needed to survive.

All they carried with them were the stone and wooden tools for their trade, and their bows and arrows. They knew where to find plants and how to dig them from the soil. They knew which plants could cure a stomach ache, treat a snake bite and which plants were best to chew on to hold back the hunger that they sometimes felt before a successful hunt. They were very good hunters and used bows and poison-tipped arrows with which to hunt.

Because they led such simple lives, the San of thousands of years ago did not leave much behind to remind us of how they lived – except through the thousand of rock paintings in caves in many parts of our country.

2. Practical Task:

- a. Start an indigenous plants section in the garden containing plants that the San found useful.

3. Read & Discuss p89 LB

4. Discuss:

- a. How do we find out about the past?
- b. How can we pass on information and learn things without reading or writing words? (The San people (Bushmen) did not read or write)

5. Read: San Stories

LION, JACKAL AND WOLF

The story why Gamm, the lion, wanted to kill the jackal, is a very old one. Like the first human being, Gamm had only a mouth. He came to live with the people on earth.

And the people said to one another: "Just look at lion.... He has only a mouth."

Jackal said: "Wait, I'll fix him."

Jackal took a red-hot bent axe, crept up to lion where he lay sleeping, and chopped him where the other place should be. Lion jumped high into the air. When he stood on his feet again he saw Jackal running away, and shouted: "You.... This is your last day!" And he bounded across the grass in pursuit of jackal. Only a small distance separated the two, and jackal plunged into an antbear hole.

Lion sent for Wolf.

"Go and fetch my assegai," he commanded, "I want to kill jackal in this hole."

Wolf went, but came back and said: "Uncle Lion... I cannot find your assegai."

Lion shouted: "You no-good fathead! Come and guard this hole, I will fetch the assegai myself"

Jackal heard all this.

When Lion was out of earshot he poked his head out of the hole. Wolf tried to grab him, but jackal opened his eyes wide and frightened Wolf.

Wolf shivered, moved his body and staggered to one side.

Jackal jumped past him and fled into the bush.

Lion returned with the assegai and asked: "Wolf, is jackal still here?"

Wolf was in such a state of nerves that he could hardly speak.

Lion spat, stuck his assegai down the hole, and stabbed about in the dark.

When the assegai told him that jackal was no longer in the hole he looked backwards through his hind legs.

But wolf was no longer behind him.

And Lion thought: "Wait; there is a sore spot on my body. My hind legs do not tread firmly when I run. I shall have to outwit Wolf in some other way."

Without pulling out the assegai or looking round, he said: "Brother wolf... this is a very deep hole. Let us go back and fetch a piece of fat biltong with which to entice Jackal."

They walked away and came to where a big omumborumbonga tree grew. There, on a scaffolding, they saw Xau leisurely tying all the fattest pieces of biltong together. Lion shouted: "Come down, you tramp!" But Xau replied: "No thanks, it's nice up here."

Wolf plucked up courage and said: "King Lion... let us make a big fire. Then I'll climb up and push him down."

They made a big fire, but when wolf climbed up to Xau, it was he who was pushed down. And he fell right into the fire which he had made for another. And the lion turned him over and over with the assegai, and then he pulled him out of the fire and threw him on the ground.

Then he stamped his forefeet flat, threw him aside, and shouted.

"You stupid idiot, from now on your tracks will always lie on the by-paths!"

And to this day wolf's tracks are always to be found on the roads.

The Lion and the Jackals

A jackal went hunting on two days and on both days shot an eland. Both times the lion came and stole it from him. Both times the jackal went home and complained about it, and the people at home were hungry.

On the first day the spirit told him not to talk and to be silent. On the second day the spirit told him to stay at home the following day, which he did.

The next day, the spirit caused the bushes and water on earth below to vanish away, so that the eland would come right up before the house. She did this by her power. The jackal shot it close by to the house while the spirit was looking on.

Then the spirit made a tall mountain, with the eland rising dead upon it at the same time. The houses were many upon it, also the people.

The lion came on the ground below and looked and saw no bushes and, on looking further, found that there was no water, and also no stones. He looked about and saw the jackal people far above him. He walked about and sought water round the mountain. He asked the jackal for water to drink. The jackal lied and said that he had no water. The lion asked again for water, but the jackal again said that he was without water.

The lion then asked, "Why do you make such a great fire if you have no water?" He saw the fire up above him.

The jackal showed him eland fat in a dish. The lion wanted it poured into his mouth. The jackal refused saying it was for his children.

The lion asked again that the fat should be poured into his mouth. The jackal said he would do so if he waited a while.

He went and said to the other jackals, "The lion is asking us for fat."

The other jackals told him to get a stone and heat it. The first jackal went to tell the lion to wait. He went back and asked the others if the stone had been heated. They said yes.

They took the stone out of the fire. The others told him to take the fat from the pot which was on the fire and fill up a dish.

The jackal again showed the lion the fat. He said to the lion, "You must not look for fear the fat should go into your eyes. You must shut your eyes and open your mouth."

Another held the wet eland's skin. He held the stone with it, so that his hands would not be burned by it. The first jackal held the dish of fat. He drew back and told the other one that the lion had closed his eyes.

The other jackal dropped the stone into the lion's open mouth. The lion jumped because the stone had burnt his throat, as well as his mouth. He ran away, burning in his inside. He died while he was running away.

The jackal looked and said to the others, "The man lies dead." All the jackals stood and looked. They said that the lion was a strong man. How was it that he was not strong with fire? The jackals said that he seemed to be a strong thing, but he was really only a little thing who had not been able to resist a small stone. They said that they, the jackals, are little things, but the lion has a large body. That they are like a stone.

THE MAN WHO FORGOT HIS AXE

Once upon a time there was a man who preferred to hunt alone. One day he shot a gemsbuck with a poisoned arrow. The country was rather bushy, and he lost the trail.

He searched and searched... But the day was dying. So he went home.

The next morning he took a handful of vulture feathers, threw them into the air, and said:

"There... the vultures are diving from the sky."

He followed the direction in which the feather furthest from him had blown. After a while he saw some vultures sitting in the trees in a spot where he had not searched the previous day.

He hurried there.

He found his buck. He skinned the buck and cut it up. When he got home with the heavy load of meat his shoulders were aching. He said to the other man: "Follow my tracks and fetch the rest of the meat for yourselves."

They wasted no time at his fire. When they reached the buck, they found lion helping himself. Lion raised his forequarters, showed them his teeth, and said: "Who..."

They showed him their heels and, when they were safely home, told the hunter: "Lion is there, so we fled."

The hunter said: "Friends, you must help me. We must shoot that lion."

When lion saw men armed with bows and arrows approaching him, he grabbed some meat and fled. They encouraged one another with words, followed his trail, and saw him.

The man who had killed the gemsbuck shot first. His arrow said: "Doef...."

Lion roared: "That man has shot me," and, with the arrow sticking in his shoulder, charged them. His eyes were fixed on the man who had shot him. That day the men ran as though they had wings on their feet. But the arrow in lion's shoulder weakened him more and more.

He sat down and roared: "My mother...my mother...I'm dying."

The hunters heard him and began to stalk him. They saw his mother weeping by his side. Then they knew that he was dead. The men approached and started skinning lion. His mother saw a small axe lying on one side and hid it. Before they were halfway home one of the hunters said: "I left my axe there, wait for me here."

Lion's mother was still weeping. But they were no longer tears from her heart.

The man came closer and said: "I left my axe here."

She said: "There it is....take it."

Just as he stooped to pick up the axe, she jumped on him and bit him in two...

TIGER, PORCUPINE.... AND XAU

Xau was a man who liked to throw thorns..."

"Throw thorns?"

"...Throw thorns between a man and his best friends. It is an ugly thing that ...something we forbid our children to do. Then one day Xau sat high in a tree trying to see where the gemsbuck cows were grazing. He longed for his beloved who lived in the grass. Suddenly he heard something approaching... He looked... turned his head... and then saw Porcupine and Tiger.

"Porcupine was playing on his harp, singing, "Jicky-jick... And one day when I am king of all the animals, lion will have to carry the ashes away from my camp, and elephant will have to bring me tambootie grass. Jicky-jick... Jicky... Jick... One day when I am king of all the animals, warthog will have to dig roots for me, and antbear will have to kill the ticks with his thick tail."

Tiger was delighted to hear that lion, who always robbed him of his food, would have to carry ashes. And he said to porcupine: "My Brother, you and I have black and white spots. We must always walk together. We must always be friends. I shall be your watchdog, and will see that lion does not leave ashes in your fire-place."

When Xau heard them talk of a watchdog, an idea occurred to him. And he hurried to Tiger with his idea. He gladdened tiger's heart with these lying words: "Man-of-whose-teeth-lion-is-afraid, you are king of all the animals. I am king of the people. Let us walk the same road. Then our wives will not be angry when we visit our friends. When I go to my beloved in the grass seeds, you must keep watch. And when it is your turn I will watch."

But Rain, the woman of heaven, who can see into everyone's heart, saw how Xau wanted to cheat his wife. She was very angry that the daughters of the earth should be cheated in this way, and sent Winterwind to kill all the grass.

Wherever Xau and Tiger went they found the tracks of gemsbuck in search of new pastures. And they searched and searched. Then Tiger's feet started hurting him and he said to Xau: "The places you visit are too far away. My feet hurt. Look, they are bleeding. Porcupine never asked me to walk as far as you do. I want to go back to the king who sings."

But Xau entreated: "Just over this one dune, and another one, and then one more after that." Then Rain, the woman of heaven commanded Winterwind, saying: "Throw frost into the hollows, so that Tiger's feet will crack."

And Winterwind, who had no sympathy with the menfolk, pulled a heavy white blanket over the hollows through which Xau and Tiger had to walk. But Xau was a man of many plans. And he carried Tiger across the first white hollow. Then Rain said to Winterwind: "Push them from the front." Winterwind did so and she threw them over backwards. Tiger who cushioned Xau's back and head, struck the ground first. His back was broken.

Xau gazed at him, then looked again and said: "You good-for-nothing, you with your back make of grass, why didn't you stay with your harp-playing king?"

Tiger's throat constricted when he saw that Xau was walking away from him through the white hollows. Alone in the veld, with a broken back, he knew he would soon be a meal for Wolf. Then Tiger wept bitterly. And Winterwind took up his cry and carried it to the listening ears of many wolves...

THE Powerful Lion

'Once all the animals held a meeting. They wanted to make a plan with Lion. See, long ago, Lion could fly and come down to earth and kill people and animals.

'The animals waited until Lion came flying above their heads and pleaded with him.

"Big man," they said, "come back here, come back, come back..." And when the Lion came down to earth, the animals tore his wings off his body and said, "Go, go, go! Walk!"

'The animals mixed a pot of glue and cooked it on the fire. They wanted to see on whose back the wings fitted best. It was the Eagle that received the power of flight. And so they glued the wings on to his back. Eagle soared into the sky. He flew up and away.

Lion became furious and stormed at the animals. They ran so fast that Lion could not catch them. But poor Tortoise could not run so fast. While trying to get away, he knocked the pot of glue over and got stuck in it.

'Lion returned to the fire, grumbling and growling. He was so angry that he even tried to eat Frog at the rivers edge. He found Tortoise stuck in the glue and said, "Now I'm going to eat you!" And so the Lion ate the Tortoise'.

Is this why the tortoises still hide underneath their shells?

Story supplied from 'My Elands Heart' by Marlene Sullivan Winberg

6. Narration:

- a. **Retell** one of these stories (to illustrate how we can learn from stories)

7. Read & Discuss p90-92 LB

8. Notebook Entry

- a. **Draw** a picture of a San family at work (and play). Include a man, woman and child, each of them doing an everyday chore. Make separate drawings of a bow and arrow, a pot, an ostrich shell and various tools that they used (for instance, to cut meat or to grind the roots of a plant).

TOPIC 1 UNIT 2 – SAN HUNTER-GATHERER SOCIETY IN THE LATER STONE AGE

1. Discuss:

- a. Why were the San people able to live off the land without modern equipment? (they were inventive)

2. Read & Discuss p93-95 LB

3. Notebook Entry

- a. How did the San store water?

4. Discuss:

- a. The needs of the San were simple. They were a Stone Age people, which meant that the cutting and grinding implements they used were made roughly out of stone.

5. Practical activity

- a. Try shaping stones the way the San did to make cutting and crushing tools

6. Notebook entry

- a. Draw some Stone Age tools (see stoneagetools.jpg in *history used stuff* directory)

TOPIC 1 UNIT 3 – MEDICINE FROM PLANTS

1. Discuss:

- a. Do you know of any plants that have been used to treat illness?
- b. Some of the herbal remedies that are still available today were discovered and used by the San.

2. Read & Discuss p96 LB

3. Notebook Entry

- a. San solutions

TOPIC 1 UNIT 4 – THE HUNT AND THE BOW AND ARROW

1. Read & Discuss p97 LB

2. Notebook Entry

- a. Draw a bow and arrow (leave enough space for the labels). Label your picture – also write what was used to make the items (use p97LB)

3. Read & Discuss p98 LB

- a. Do you think the San were very good hunters?
- b. Do you think the San knew a lot about animals?
- c. Do you think the San knew how the poison they used worked? *Yes, because they removed the poisoned meat from the animal.*

4. Notebook Entry

- a. **Write** a short paragraph in which you explain the skills that the San had to have in order to hunt.

5. Practical Activity

a. Make a bow

Find slightly bowed branches of a thickness strong enough to be bent at both ends (about a meter in length).

Use fishing nylon for the line

Use light branches for arrows

b. Hold a distance or accuracy competition

TOPIC 1 UNIT 5 – WHAT DID THE SAN BELIEVE?

1. Read & Discuss p99-100 LB

2. Discuss:

- Do we have the right to laugh at or mock at the gods of other people, other communities?
- How do you feel about a community that worships a different god than we do?
- What should our attitude be to the other gods that people worship?

3. Notebook Entries:

a. What did they believe?

TOPIC 1 UNIT 6 – SAN ROCK ART

1. Read & Discuss p101-102 LB

2. Discuss:

- Why do you think is rock art so important when considering that the San lived in a time when there was no paper in Africa? *Through San rock art archaeologists have been able to document a history of the San people who lived in Africa many ears ago and have been able to discover some information about the way they lived. Their paintings are evidence of the resourcefulness of the San who used what was available in the environment to create these beautiful works of art.*

3. Practical Activity

- Find materials you can use to paint with: leftover coal from a fire, crushed clay or sand mixed with water and broken pieces of brick. Make brushes out of hair or feathers. Create a San-like drawing linked to the stories of previous lessons.

4. Read & Discuss p103-104 LB

5. Notebook Entry:

- Colour and label the SA Coat of Arms

TOPIC 1 UNIT 7 – KHOIKHOI HERDER SOCIETY IN THE LATER STONE AGE

1. Read & Discuss p105-107 LB

2. Discuss:

- It is easy to spot the difference in paintings between the San and the Khoikhoi. The Khoikhoi are always shown with their cattle or fat-tailed sheep, while the San are shown with hardly any possessions.
- Why was it so important for the Khoikhoi pastoralists to be in the right place when the rains came? Did they have TV's with weather-reports?

3. Notebook Entry

- Complete a Venn Diagram about the similarities and differences between the San and the Khoikhoi (refer also to 91-92 LB)

- b. Paste flipbooks (Questions about the Khoikhoi)
- c. Vocabulary words (Cut all the words and meanings, mix them up, then paste word and meaning together. Paste the words to alternate color strips)
 - i. Observation - Watching or studying something or someone
 - ii. Ethnography - Learning and understanding the way of life of people who lived long ago through observing people who still live in a similar way
 - iii. Stone Age - The time thousands of years ago, during which people made tools out of stone
 - iv. Environment - The natural world of land, water, air and plants
 - v. Hunter-gatherers - People who hunt wild animals and collect wild plant food to eat
 - vi. Nomadic - People who have no fixed home and move from place to place in search of food and water
 - vii. Game - Wild animals, birds, or fish hunted for food
 - viii. Poison - A substance that harms or kills if taken into the body
 - ix. Stamina - Lasting energy or strength
 - x. Tracking - Following the trail of an animal
 - xi. Prey - Animal hunted or caught for food
 - xii. Co-operate - To work together with someone
 - xiii. Trance - A special state of awareness of the spirit world
 - xiv. Shaman - A person who enters the invisible spirit world to ask for help
 - xv. Religion - A set of beliefs about the spirit world or unseen world
 - xvi. Archaeologist - A person who studies the objects that people of long ago left behind
 - xvii. Identity - The specific characteristics of a person or a group of people
 - xviii. Symbol - A sign that stands for something else
 - xix. Motto - A short saying that has a special meaning
 - xx. Coat of arms - Pictures with a special meaning on a shield
 - xxi. Linton panel - A San rock art painting that was removed from a farm in the Eastern Cape
 - xxii. Herder - A person who lived by keeping livestock
 - xxiii. Grazing - The eating of grass by animals in the veld
 - xxiv. Livestock - Animals like cattle, seep, goats and oxen
 - xxv. Pastoralist - A person who looked after livestock
 - xxvi. Inferior - The feeling or thought that someone is less important than someone else
 - xxvii. Competition - The attempt by one person or a group to do better than another person or group

**** TERM ASSESSMENT EXEMPLAR LBp108-109**

**** TERM ASSESSMENT p93 TG**

TOPIC 2 UNIT 1 – THE FIRST FARMERS IN SOUTH AFRICA

1. Read:

The first farmers entered present-day South Africa from north of South Africa around 1800 years ago, bringing with them fat-tailed sheep and cattle. During their journey south they came into contact with San hunter-gatherers and Khoikhoi herders.

Although they didn't fight each other (or hardly ever did), and although the groups traded, they did not have very good relationships.

The San and Khoikhoi knew no other way of life other than that of hunting and gathering, hunting and herding cattle, moving from place to place. They did not believe in owning land. As far as they were concerned, land and all that was on it was there to be used and to be enjoyed by all. The African farmers did not feel the same way. If they were to rear sheep and cattle, they had to own the land. Suddenly, the San and Khoikhoi found themselves cut off from resources they had used freely for as long as they could remember.

The new arrivals regarded their sheep and cattle as symbols of power. It was simple: the more sheep and cattle a particular man owned (and the leaders were men), the more powerful he became in the community.

The San and Khoikhoi tried to resist this as best they could – and they also believed they had the right to hunt the animals belonging to the new arrivals. But with the arrival of the African farmers, who also initiated the advent of the Iron Age, the lives of the nomadic hunter-gatherers and nomadic herders changed irrevocably.

2. Discussion:

- a. Think about the differences between the African farmers and the Khoisan. Each takes the role of one of these groups, and play a game of "You do this, while we do that".

3. Read & Discuss p111 LB

4. Discuss

- a. the essential differences between the Stone and Iron Ages and why the latter was so important in the evolution of the human species.

5. Read & Discuss p112-113 LB

6. VIDS:

- a. Iron smelting - Smelting Iron from Iron ore
- b. Steel – Steel from start to finish

7. Notebook Entry

- a. Activity 2 p113 #1 (space provided in notebook – Timeline of people in South Africa)
- b. Why the African village settlements were to the east of the rainfall line
- c. Vocabulary words:
 - i. Iron Age - The period of time in history when people made and used iron tools and weapons
 - ii. Domestic - Animals that are tame enough to be kept by humans
 - iii. Bantu Languages - Languages spoken by the first African farmers

8. Read & Discuss p114 LB

9. Narration (oral)

- a. Explain how the African farmers' dealt with land issues
- b. Explain how the Khoisan's lives changed because of the African farmers' use of iron

10. Notebook Entry

- a. Attitudes to land

11. Discuss:

- a. Which of the San, Khoikhoi and African farmers most probably had the most balanced diet? Why do you say so?
- b. Would the most balanced diet make a difference in the physical size of the group that followed this diet? Why?
- c. Which group led the harder life – the farmer or the nomad?
- d. Which approach toward property is the best – the 'private property' approach of today, or the 'communal property' approach i.e. the 'community-shares-everything' approach?

TOPIC 2 UNIT 2 – HOMESTEADS AND VILLAGES

1. Read & Discuss p115-116 LB

- a. What do you think *Central cattle pattern* refer to? (It refers to a homestead layout where the households are built in a circle around the animal enclosure.
- b. Where did this system begin?
- c. What was the reason for it?
- d. What does it say about the attitude of homestead heads towards their animals?
- e. What were the houses built of?
- f. What fundamental social difference is there between the African farmers and the European settlers who arrived here in the mid-17th century? What is *your* view on this?

2. Notebook Entry:

- a. Draw a diagram and label your illustrations of a homestead.
- a. Vocabulary words:
 - i. Crops - Plants that farmers grow for food
 - ii. Homestead - A group of households
 - iii. Farmers - People who grow crops and keep livestock
 - v. Household - Where a wife and her children lived in a village
 - vi. Headman - The man in charge of a homestead
 - vii. Village - Made up of many homesteads

TOPIC 2 UNIT 3 – AGRICULTURE: CROPS AND LIVESTOCK

1. Discuss

- a. Look at the recipe – it contains millet
- b. Which ingredients would not have been available during the Early and Late Iron Age?

2. Notebook Entries

- a. Main crops of early African farmers - Sorghum & millet
- b. Two things African farmers looked for when setting up a village – Fertile land and good climate
- c. Vocabulary words:
 - i. Agriculture - Farming with crops or animals
 - ii. Fertile - Fertile soil is full of good things that help plants to grow well
 - iii. Location - A particular place or position
 - iv. Kinship – Relatedness or connection by blood or marriage or adoption
 - v. Clans – Group of people related by blood or marriage
 - vi. Chiefdoms – An area or region governed by a chief

TOPIC 2 UNIT 4 – SOCIAL, POLITICAL AND ECONOMIC STRUCTURES

1. Read & Discuss p118-119 LB

- a. What characteristics did the chief have to have in order to be a good leader?
- b. Most chiefs became chiefs because their father and their father's father and so on were chiefs. What do you think is more democratic – becoming a chief because your father and grand-father and great grandfather were chiefs or being elected to become a chief or leader or president by the people of a country?
- c. Would you like to be ruled by a king? Why?

2. Notebook Entry

- a. Draw the roles of African Society family members (inside the flapbook, let him draw his own frames under each flap to separate the pictures from one another).
- b. The role of the chief (draw at least 3 things)
- c. Vocabulary words
 - i. Social - Relationships between people living together in a community
 - ii. Political – The way in which society is ruled
 - iii. Economic – The way in which the necessities of life are produced and distributed
 - iv. Structure – The way people in a society are organized
 - v. Kgotla – Meeting place

TOPIC 2 UNIT 5 – CATTLE WERE VERY IMPORTANT

1. Introduction

The chief's cattle enclosure could hold about 500 head of cattle. Where could all the cattle have come from? (He rereads Unit 3)

2. Read & Discuss p120 LB

3. Notebook Entry

- a. Write why cattle were very important to African farmers (use different colored felt tip pens for each entry) – refer to Activity 6 #4 p120 LB
- b. Cattle... a symbol of... (wealth)
- c. Vocabulary word:
 - i. Lobola – The price of a bride

TOPIC 2 UNIT 6 – TOOLS AND WEAPONS FROM IRON AND COPPER

1. Read & Discuss p121 LB

2. Notebook Entries

- a. Let him research at least five facts on iron smelting. He must draw an iron smelter and write the facts (watch the video in *Iron Smelting* directory or use the internet).
- b. Let him draw a hoe and an axe in the box for *Iron tools of African Farmers*, and label the pictures
- c. Vocabulary words:
 - i. Technology - A simple science used to solve everyday problems
 - ii. Smelt - Melt metal at high temperatures
 - iii. Furnace - A special kind of fireplace in which very high temperatures are reached
 - iv. Cultivate - Prepare the fields for crops

3. Oral Narration:

- a. How were iron tools made?
- b. Debate: Think about the difference between tools made from stone and tools made from iron. Debate the advantages of stone over iron weapons and tools, and vice versa.

TOPIC 2 UNIT 7 – POTTERY

1. **Read & Discuss** p122 LB
2. **Notebook entry**
 - a. **What were pots used for?**
 - b. **Craft**
 - i. Let him copy some different types of pottery, and allow him to create his own shapes (stress that his designs must be functional) (Maybe chalk pastels?)
3. **Timeline Entry**
 - a. Lydenburg heads
4. **Oral Narration:**
 - a. Let him explain what the Lydenburg heads are, when it was made, where it is now, and what it was used for
5. **Notebook entry**
 - a. **The Lydenburg heads** (Activity 9 p124 Copywork)
 - b. **Vocabulary words**
 - i. Pottery – Pots shaped from moist clay and hardened by heat
 - ii. Artifacts – Things like tools, weapons, pottery and buildings which are made by people
 - iii. Ceremonies – public events held at important times in a community's life. The same words are repeated and the same actions followed at these events
 - iv. Initiation – a period of instruction in which teenagers are accepted as adults
 - v. Ancestors – The spirits of those who have died

TOPIC 2 UNIT 8 – TRADE

1. **Practical**
 - a. He represents villages situated in an area rich in specific commodities (include iron, copper, gold, silver, maize, sorghum, animal furs and hides, pottery skills etc.). He has to bargain for what he would regard as an essential need, and explain its importance.
2. **Read & Discuss** p125 LB
3. **Notebook Entry**
 - a. **Trading goods**
 - b. **Vocabulary words**
 - i. Subsistence – having enough for oneself or one's family to live on
 - ii. Trade – the exchanging of goods
 - iii. Exchange – Changing one thing for another

TOPIC 2 UNIT 9 – RELIGION, MEDICINE AND HEALING

1. **Read & Discuss** p126 LB
 - a. What did the African farmers believe happened when a person died?
 - b. Why were old people treated with great respect?
 - c. How did one become a healer?
 - d. Do healers exist today?
2. **Notebook Entry**
 - a. **Vocabulary Words**
 - i. Healers – People who find out what the illness is and help the sick get better
 - ii. Herbalist – A person who uses plant medicine to cure illnesses
 - iii. Sangoma – Healer chosen by ancestors

3. Oral Narration

- a. Differences between San and African farmer religion
 - i. Read Topic 1 Unit 5 and Topic 2 Unit 9

TOPIC 2 UNIT 10 – HUNTING

1. Discussion

- a. Which animals would have been prevalent in the area the African farmers settled? What products would have come from each of these animals?

2. Read & Discuss p127 LB

- a. Tell how big animals like elephants were hunted

3. Notebook Entry

a. Vocabulary words

- i. Pendant – a piece of jewelry that hangs around the neck
- ii. Network – An interconnected system of people
- iii. Spoils – A share of the things taken by force in a war or hunt

b. What were skins and furs used for?

c. What was ivory used for?

**** TERM ASSESSMENT EXEMPLAR LBp128-129**

**** TERM ASSESSMENT p94 TG**

TOPIC 3 UNIT 1 – THE NILE RIVER AND HOW IT INFLUENCED SETTLEMENT

1. Discuss

- a. What can you tell me about Ancient Egypt?
- b. Why are we interested in Ancient Egypt instead of Ancient Greece or Ancient Whatever Country? *Because Egypt is the oldest civilization in Africa.*
 - i. **Read & Discuss** Introduction p66 TG

2. Read & Discuss p131 LB

- a. Fascinating facts about Egypt:
 - i. Egypt is the 34th largest country in the world.
 - ii. Some of the ancient Egyptians slept on pillows made out of stone.
 - iii. Arabic is the official language of Egypt.
 - iv. The first pyramid made out of stone was built in 2650 BC.
 - v. Ancient Egyptians used to play a game very similar to today's bowling.
 - vi. The pyramids of Egypt are the last remaining ancient wonder of the world.
 - vii. Egyptians created glass and faience objects.
 - viii. Luxor in Egypt is known as the world's largest open air museum.
 - ix. The official name of Egypt is Arab Republic of Egypt.
 - x. Egyptians invented the 365 days calendar.
 - xi. Doctors in Ancient Egypt were able to heal many injuries, and could even perform brain surgery
 - xii. The largest pyramid in Egypt is made up of over 2 million stone blocks. Each one of those blocks weighs 2 and a half tons, almost as much as an elephant. Imagine 2 million elephants standing on each others' backs in a giant pyramid shape. That is seriously huge.
 - xiii. The Egyptians invented the calendar. It had 365 days. They came up with the idea in 4,241BC. If you do the math, that was more than 6,000 years ago.
 - xiv. According to rumor, one Pharaoh hated flies so much he came up with a unique way of dealing with them. He had a few guys coat themselves in honey, and then made them stand nearby. That way the flies spent their time buzzing around the sticky pair of slaves, rather than his royal self.
 - xv. Egypt is officially known as the Arab Republic of Egypt.
 - xvi. In 2012, the population of Egypt was just over 83 million (83,688,164).
 - xvii. Egypt is bordered by the Gaza Strip, Israel, Libya and Sudan as well as the Mediterranean Sea and the Red Sea.
 - xviii. The Sinai Peninsula in Egypt spans across two continents, Africa and Asia.
 - xix. Mount Catherine is the highest mountain in Egypt, standing 2,629m high (8625 ft).
 - xx. The official language of Egypt is Arabic, but others languages such as English and French are also understood by many.
 - xxi. The capital city is Cairo, which also has the largest population. Other major cities include Alexandria and Giza.
 - xxii. Egypt is a very dry country. The Sahara and Libyan Desert make up most of the area of Egypt.
 - xxiii. Egypt experiences natural hazards such as droughts, earthquakes, flash floods, landslides, windstorms (called khamsin), dust storms and sandstorms.
 - xxiv. The longest river in the world, the Nile, runs through Egypt.
 - xxv. Egypt is famous for its ancient civilization, the Ancient Egyptians, who date back to around 3150 B.C.
 - xxvi. Egypt is home the Great Pyramid of Giza, one of the Seven Wonders of the Ancient World.
 - xxvii. The most popular sport in Egypt is football (soccer).

3. Discuss

- a. **Do you think there was a difference in the lifestyles of rich people and poor people?** *Yes, they lived very different lives. Rich people ate well, wore fine clothes and lived in big houses. They had time to play games. Their children went to school. Poor people lived in small houses,*

which were built close together. The poorest people were slaves, who were usually captured in war by the Egyptian soldiers.

4. Read & Discuss p114-115 History Encyclopedia

5. Notebook Entry

- a. Vocabulary words** (he writes the words on the outside of the flaps)
 - i. Ancient - the historical period before the fall of the Western Roman Empire
 - ii. Fertile - Capable of growing abundant crops or plants
 - iii. Delta - A low triangular area of alluvial deposits where a river divides before entering a larger body of water
- b. Timeline Entry**
 - i. Lower and Upper Egypt kingdoms established by 3100BC
- c. Map of Nile in Africa**
 - i. Let him mark off where Egypt is.
 - ii. Colour the land on either side of the river (on the map of Africa), the Saharah Desert and fill in some mountains
 - iii. ** Research 3 crops that are currently grown on farmland irrigated by the river.
 - iv. Research three crops that were grown on these farmlands in Ancient Egypt (p115 History Encyclopedia). Let him draw a close-up of any 6 crops and label them (he must use the whole block)

6. Oral narration

- a. Cover the text around the picture of the Egyptian farmer in History Encyclopedia p115 and let him tell you what the picture portrays.

7. Read & Discuss p132-133 LB

8. Notebook Entry

- a. Vocabulary words** (he writes the words on the outside of the flaps)
 - i. Lifeblood – Something that gives life and strength
 - ii. Flood – A large flow of water that rises and spreads over the land

9. Oral Narration

- a. Explain the farmer's year (History Encyclopedia p115)

TOPIC 3 UNIT 2 – WAY OF LIFE IN ANCIENT EGYPT

Everyday life

1. Discuss

- a. The success of farming in Egypt played a huge role in its development. Since farming was so successful and there was an abundance of food, it was not necessary for the entire community to be involved with farming. What kinds of things do you think the other members of society were able to do because they did not need to farm?

2. Read & Discuss p134 LB

3. Notebook Entries

- a. What kept Egypt safe from attack? He must draw mountains and desert (and label it)
- b. People who did not farm made... (He must complete the mindmap – draw a picture and draw a frame around it, and label it)
- c. Some Egyptian inventions – color and label

4. Read & Discuss p135 LB

5. Read about the Ancient Egypt government

In the pre-civilization time, people found living in the Nile River Valley provided them a safe environment. The Nile River Valley was a rich area because of the annual flooding of the river. Over time the various groups organized themselves into two separate governments called the Upper Kingdom and the Lower Kingdom. About 3100 BC., Menes, the ruler of Upper Egypt, conquered the Lower Egyptian Kingdom. Menes united and became the first ruler of both Upper and Lower Egypt.

Where the two kingdoms met, Menes built the capital of Memphis.

To the people of Egypt, the ruler, later called pharaoh, was more than a king. He was considered by many to be a god. As a god, pharaoh was believed to possess the secrets of heaven and earth. The pharaoh was a living embodiment of the Egyptian Gods, and this is why his power was considered absolute by the Egyptians. The pharaoh was responsible for all aspects of Egyptian life -- keeping the irrigation works in order, directing the army, keeping peace, and issuing laws. He also controlled trade and the economy. The base of the pharaoh's power was his control of the land. The pharaoh owned Egypt's mines and quarries and the trading fleets that sailed to foreign lands. Foreign merchants had to deal with royal officials, not with the merchants of Egypt.

Many officials were appointed to supervise the details of the government. The most important was the vizier, also known as the Chief Overseer (he was like a Prime Minister) His job was to carry out the orders and decisions of the pharaoh, and he acted as a diplomat in the royal court, was in charge of tax collection and public works.

Under the vizier were the governors who controlled the local nomes into which Egypt was divided. Beneath the governors were the scribes and overseers. The scribes were the keepers of the records. The overseers supervised the farming of the land, and the peasants. Government and religion were inseparable in Egypt.

6. Notebook Entry

- a. Paste the people pyramid of Ancient Egypt
- b. Jobs in Ancient Egypt
- c. Vocabulary Words (He writes the word on the outside flap)
 - i. Astronomy – the study of the sun, stars and planets
 - ii. Society – a community of people with shared laws
 - iii. Pharaoh – an Egyptian king
 - iv. Advisor – Someone who gives advice and helps people sort out their problems
 - v. Scribe – a person whose job it is to write down important things

7. Read History Encyclopedia p138-139 (*NOT The end of the Egyptian Empire*)

8. Read about everyday life of Ancient Egyptians

a. Family Life

The people of ancient Egypt highly valued family life. They treasured children and regarded them as a great blessing. In the lower class families, the mother raised the children. The wealthy and nobility, had slaves and servants that helped take care of the children by attending to their daily needs. If a couple had no children, they would pray to the gods and goddesses for help. They would also place letters at the tombs of dead relatives asking them to use their influence with the gods. Magic was also used as an attempt to have children. In event that a couple still could not conceive a child, adoption was also an option.

Although women were expected to obey their fathers and husbands, they were equal to men in many ways. They had the legal right to participate in business deals, own land, and were expected to represent themselves in court cases. Women even faced the same penalties as men. Sometimes wives and mothers of pharaohs were the "real" ruling power in government, though they ruled unknowingly to common people. Queen Hatshepsut was the only woman who ruled out right by declaring herself pharaoh. An Egyptian wife and mother were highly respected in this ancient society.

Young boys learned a trade or craft from their fathers or an artisan. Young girls worked and received their training at home with their mothers. Those who could afford it sent their sons, from about the age 7, to school to study religion, reading, writing, and arithmetic. Even though there is no evidence of schools for girls, some were home taught to read and write and some even became doctors.

Children were expected to look after their elderly parents. Upon their parents death, the sons inherited the land, while daughters inherited the household goods such as furniture and jewelry. If there were no sons in the family, there was nothing preventing the daughters from inheriting the land. There is evidence of some women inheriting entire nomes.

Although women were expected to raise the children and take care of the household duties, there were some jobs available to them. Women ran farms and businesses in the absence of their husbands or sons. Women were employed in courts and temples as acrobats, dancers, singers and musicians. Wealthy families hired maids or nannies to help with household chores and the raising of the children. Noblewomen could become a priestess. Women also worked as professional mourners and perfume makers.

i. Oral Narration – Tell what you learned about Ancient Egyptian family life

b. Marriage

Peasant girls usually married around the age 12, the boys were a few years older than the girls. Girls of more affluent families married a few years older. The marriages were arranged by parents of the children although some young people chose their own spouse. While the ordinary man normally had one wife, the kings always had several. Before the marriage ceremony, an agreement was signed by the couple. The pre-nuptial agreement stated that the wife was to receive an allowance from her husband. The contract also stated that any material good the wife brought into the marriage was hers to keep if the marriage ended for any reason. Both could own land separate from each other but the wife usually let her husband administer her land along with his.

Divorce was an option, although it was not common. If a husband treated his wife badly, she would go to her family for help. The wife's family would try to persuade her spouse to change his behavior. If his behavior did not improve the divorce took place. The divorce was a simple procedure consisting of making a simple statement to annul the marriage in front of witnesses. The wife was given custody of the children and was free to remarry.

c. Food and Cooking

Cooking was done in clay ovens as well as over open fires. Wood was used for fuel, even though it was scarce. Food was baked, boiled, stewed, fried, grilled, or roasted. What is known about kitchen utensils and equipment is from the items that have been found in the tombs. Storage jars, bowls, pots, pans, ladles, sieves, and whisks were all used in the preparation of food. Most of the commoners used dishes that were made of clay, while the wealthy used dishes made of bronze, silver, and gold.

Beer was the most popular beverage, and bread was the staple food in the Egyptian diet. The beer was made with barley. The barley was left to dry, and then baked into loaves of bread. The baked barley loaves were then broken into pieces and mixed with the dried grain in a large jug of water and left to ferment. Wine was a drink that was produced by the Egyptians, however, it was usually found only at the tables of the wealthy. To make the bread, women ground wheat into flour. The flour was then pounded by men to make a fine grain. Sesame seeds, honey, fruit, butter, and herbs were often added to the dough to help flavor the bread.

i. Oral Narration – Tell what you learned about Ancient Egyptian food and cooking

ii. Practical

Honey Barley Flatbread

1 cup barley flour
½ cup water
1/3 cup honey
1 tbsp oil

Mix together and pour into a small oiled pan. Bake for 20-30 minutes in a hot oven (375). The cake will be flat and dark because barley doesn't rise and it darkens when it bakes. A handful of raisins, cut up figs, or shredded coconut to the batter for an extra treat. (from Pyramids! By Avery Hart & Paul Mantell)

Egyptian Salad Recipe

Peel two large cucumbers and dice them. Place in a mixing bowl. Add 2 cups plain yogurt, 2 tsp. dill, and 4 tsp. lemon juice. Stir until the ingredients are thoroughly blended. Add salt and pepper to taste. Transfer to a serving bowl. Top with four or five fresh mint leaves. Cover the salad with plastic wrap and chill it in the refrigerator for 10 to 15 minutes, or until you are ready to serve it.

This recipe is based on a modern Egyptian recipe called ancient – day salad. The yogurt is similar to an ancient Egyptian dressing made with goat cheese. Also, the lemon juice is a modern adaptation, since the Egyptians did not have lemons or other citrus fruits.

d. Cosmetics

Cleansing rituals were very important to the Egyptians. Most people bathed daily in the river or out of a water basin at home. The wealthy had a separate room in their home to bath. Servants would pour jugs of water over their master (the equivalent of a modern day shower). The runoff water drained away through a pipe that led to the garden. Instead of washing with soap, a cleansing cream was used. This cream was made from oil, lime, and perfume.

People rubbed themselves daily with perfumed oil. Perfume was made from flowers and scented wood mixed with oil or fat, and was left in a pot until the oil had absorbed the scent. The perfumed oil was used to prevent the skin from drying out in the harsh climate. At parties, servants put cones of perfumed grease on the heads of the guests. As the grease melted, it ran down their face with a pleasing cooling effect.

Men, women and children of all ages and classes wore makeup. Mirrors of highly polished silver or copper were used to aid with the application of makeup. Eye paint was made from green malachite, and galena -- a gray lead ore. They were ground into a powder and mixed with oil to make eye color called Kohl. The Kohl was kept in jars and applied to the eyes with a small stick. The upper and lower eyelids were painted with the black cosmetic that extended in a line out to the sides of the face. It was believed the makeup had magical and even healing powers. Some even believed that wearing it would restore poor eyesight. It was also used to fight eye infections and reduce the glare of the sun.

Other cosmetics used included colors for the lips, cheeks and nails. A type of clay called red ochre was ground and mixed with water, and applied to the lips and cheeks. Henna was used to dye the fingernails yellow and orange. Makeup was stored in special jars and the jars were stored in special makeup boxes. Women would carry their makeup boxes with them to parties and keep them under their chairs.

i. Oral Narration – Tell what you learned about Ancient Egyptian cosmetics**e. Hair**

Hair styles were very similar to that of today. The common folk wore their hair short. Young girls usually kept their hair in pigtails while boys had shaved heads, except for one braided lock worn to one side. Wigs were worn by both men and women. The wigs were made of sheep's wool or human hair for decoration and for protection from the heat. Wigs were usually worn at parties

and official functions. Hair pieces were also added to real hair to enhance it. When not in use, wigs were stored in special boxes on a stand inside the home.

i. Oral Narration – Tell what you learned about Ancient Egyptian hairstyles

f. Jewellery

Everyone in Egypt wore some type of jewelry. Rings and amulets were especially worn to ward off the evil spirits and injury. Both men and women wore pierced earrings, armlets, bracelets, and anklets. The rich wore jeweled or beaded collars, called a *wesekh*, necklaces, and pendants. For the rich, jewelry was made of gold, silver, or electrum (gold mixed with silver) and inlaid with semi-precious stones of turquoise, lapis lazuli (a deep blue stone), and carnelian (a copper or reddish orange stone). The poorer people wore jewelry that was made of copper or faience (made by heating powdered quartz).

i. Oral Narration – Tell what you learned about Ancient Egyptian Jewellery

g. Clothing

Egyptian clothing styles did not change much throughout ancient times. Clothes were usually made of linens ranging from coarse to fine texture. During the Old and Middle kingdoms, men usually wore a short skirt called a kilt. Women wore a straight fitting dress held up by straps. The wealthy men wore pleated kilts, and the older men wore a longer kilt. When doing hard work, men wore a loin cloth, and women wore a short skirt. Children usually ran around nude during the summer months, while in the winter, wraps and cloaks were worn. Noblewomen sometimes wore beaded dresses.

During the New Kingdom, noblemen would sometimes wear a long robe over his kilt, while the women wore long pleated dresses with a shawl. Some kings and queens wore decorative ceremonial clothing with feathers and sequins. Most people went barefoot, but wore sandals on special occasions. The king wore very elaborately decorated sandals, and sometimes decorative gloves on his hands. Clothing styles were chosen for comfort in the hot, dry climate of Egypt.

i. Oral Narration – Tell what you learned about Ancient Egyptian Clothing

h. Housing and Furniture

Egyptian homes were made from bricks of sun dried mud, called adobe, because wood was scarce. A nobleman's home was divided into three areas: a reception area, a hall, and the private quarters. The windows and doors on the house were covered with mats to keep out the flies, dust, and heat. The inside walls were decorated with wall hangings made of leather, and the floors were covered with tile. Sometimes there was a room on the roof with three walls where the family slept on hot summer nights.

The commoners lived in town houses usually two to three stories high. The first story of the town home was usually reserved for businesses, while the second and third floors provided the family living space. Many people slept on the roof during the summer to keep cool. Sewage had to be disposed of by each household in pits, in the river, or in the streets. Most all people had some furniture consisting mostly of a stool, small boxes for jewelry and cosmetics, chests for clothing, pottery jars, and oil lamps. Each home was equipped with at least one flycatcher.

i. Oral Narration – Tell what you learned about Ancient Egyptian housing and furniture

i. Entertainment

Egyptians spent their spare time doing a wide variety of things, and many of these activities are shown on the tomb walls. Dramatizations were held in the temples, but the most important source of entertainment & relaxation was the Nile river. Activities on the river include fishing, river boat outings, swimming, hunting crocodiles and hippopotamuses, and boat games where two teams of men in boats with long poles, would try to push each other into the water. Hunting in the desert was another great

pastime, especially for the noblemen. Men first hunted on foot, however, by the time of the New Kingdom, men used horses and chariots.

Some of the animals the Ancient Egyptians hunted include the fox, hare, and hyena. Wealthy Egyptians often entertained by holding extravagant parties with plenty of food to eat and beer and wine to drink. Singers, dancers, acrobats, and musicians were hired to entertain. The Egyptians loved music, and played instruments such as the lute, harp, and lyre. Other favorite pastimes included board games like Hounds & Jackals, and Senet. Children kept themselves entertained with toys like carved ivory animals, wooden horses on wheels, and balls.

Festivals held in Ancient Egypt were usually holidays in honor of the gods. The important gods had festivals in their honor that were held by the priests. A statue of the god was carried through the streets.

More friendly gods had celebrations held by the people, and not the priests. Bes is one of the gods the people held a festival for. On the day of Bes, no work was done on the pyramid, and people would parade down the street dressed in masks of Bes, while dancers and tambourine players followed. The townspeople joined in the singing from their rooftops, while the children would run along beside the dancers singing and clapping their hands. The whole town enjoyed the festival and feast.

i. Oral Narration – Tell what you learned about Ancient Egyptian entertainment

j. Scarab beetles

The scarab beetle is a real beetle, a common beetle. To the ancient Egyptians, this common beetle symbolized hope and the restoration of life. They used the design of a scarab beetle in many ways.

Seals were created in the shape of a scarab and used to stamp documents. Artisans made scarab jewelry using precious gems and painted clay. The same design was used to make good luck charms and amulets to ward off evil.

In ancient Egypt, scarab jewelry, good luck charms, and amulets were often given as gifts. An inscription was often added with the name of the owner and perhaps a motto or a message, like, "good luck in your new job".

Scarabs came in many designs including winged scarabs. The colors were rich and beautiful. Blue symbolized the Nile River. Red symbolized Ra. There were touches of yellow for the desert and sun. Green was used to emphasize growth.

Over time, the scarab became a sacred symbol.

i. Oral Narration – Tell what you learned about the Ancient Egyptians and scarab beetles

ii. Notebook entry: Visual Dictionary – Scarab beetles

k. Boats and transportation

The Egyptians didn't build roads to travel around their empire. They didn't need to. Nature had already built them a superhighway right through the middle of their empire called the Nile River.

Most of the major cities in Ancient Egypt were located along the banks of the Nile River. As a result, the Egyptians used the Nile for transportation and shipping from very early on. They became experts at building boats and navigating the river.

i. Early Boats

Early Egyptians learned to make small boats out of the papyrus plant. They were easy to construct and worked well for fishing and short trips. Most of the papyrus boats were

small and were steered with oars and poles. The typical boat was long and thin and the ends came to a point that stuck out of the water.

ii. Wooden Boats

Eventually the Egyptians began to make boats from wood. They used acacia wood from Egypt and imported cedar wood from Lebanon. They also began to use a giant sail in the middle of the boat so they could catch the wind when heading upstream.

The Egyptians built their wooden boats without nails. Boats were often made from a number of short planks that were hooked together and tied tight with ropes. Steering was accomplished by using a large rudder oar at the back of the ships.

iii. Cargo Ships

The Egyptians learned how to build large and sturdy cargo ships. They sailed these up and down the Nile and into the Mediterranean Sea to trade with other countries. These ships could hold lots of cargo. Some ships were used to carry huge stones weighing as much as 500 tons from the rock quarry to where the pyramids were being constructed.

iv. Funeral Boats

The Egyptians believed that a boat was needed in the afterlife in order to journey to the heavens. Sometimes a small model of a boat was buried with a person. Often times a full size boat was included in the tombs of Pharaohs and other wealthy Egyptians. There were 35 boats of some type in the pharaoh Tutankhamun's tomb.

Rowing or Sailing

It turns out that the Nile had another great advantage for boating. When boats were traveling north, they would be going with the current. When the ships were traveling south, they generally had the wind blowing in their direction and would use a sail. The ships often had oars to gain even more speed when traveling in either direction.

How do we know about the boats of Ancient Egypt?

Very few boats from Ancient Egypt have survived for archeologists to study. However, because of the religious importance of boats, there are many surviving models and pictures of boats. These models and pictures tell archeologists a lot about how the boats were constructed and how they were used.

Fun Facts about Egyptian Boats

- The first papyrus boats are estimated to have been made around 4000 BC.
- The Egyptians developed many types of boats. Some were specialized for fishing and traveling, while others were designed for carrying cargo or going to war.
- Temples and palaces were often connected to the Nile River using manmade canals.
- The Pharaoh used a magnificent boat covered with gold and fancy carvings.
- The Egyptian sun god was said to travel across the sky on a boat during the day and across the Underworld on a boat at night.

i. Oral Narration – Tell what you learned about Ancient Egyptian Transportation and boats

I. Mathematics & Astronomy

In the ancient world, the Egyptians were regarded as skilled in the art of mathematics.

Did they have computers and calculators? *No. What did they use instead? An abacus – EXPLAIN what it was and how it was used by the Egyptians.*

Even before humans could read or write, they needed to count. First they used their fingers, but when they had to deal with figures over ten, a counting device became necessary. Pebbles and bits of wood arranged on the ground were used to count goods and to figure prices. These were the predecessors of the abacus. The abacus has two distinct variations: the counting board and the bead frame abacus.

The earliest counting boards – possibly used as early as 3000 BC – probably involved pebbles and twigs and lines in the sand, so it is no wonder no such boards have ever been discovered. The oldest surviving counting board is the Salamis tablet, which was used as early as 300 BC in Babylon, and which was discovered on the island of Salamis in Greece. The Salamis tablet is a large flat slab of marble with sets of lines for different figures. Similar boards were also used in ancient Greece and Rome and in medieval Europe. These used ‘counters’ to keep track of figures. Greek and Roman ‘counters’ were usually small stones called *calculi* while Europeans used coin-like pieces of metal. The counting board may seem now like an outdated invention, but it was still being used in England as late as the 18th century.

The bead frame abacus as we know it today was probably invented by the Chinese sometime around the second century AD. It is usually made of a wooden frame with 13 vertical wires and 7 beads on each wire. The Japanese adopted and modified the Chinese abacus around the 17th century, reducing the number of beads on each wire to six and later on to five. A third form of the abacus is the Russian abacus which was probably brought to Russia from China and was modified for counting in rubles.

Other ancient cultures, such as the ancient Egyptians and the Aztecs also used similar calculating devices. Without being influenced by the Chinese, the Aztec abacus evolved into a very similar device: it had exactly the same number of ‘beads’ and ‘wires’ – in this case, the beads were kernels of corn and the wires were strings.

The first counting devices were very simple. Neither a counting board nor an abacus performed any numerical operations on its own. The calculations were performed mentally by the person using the abacus, and both of these devices were only used for recording separate steps and keeping track of figures.

The abacus may seem obsolete in the world of modern computers, but in fact it is still in use in many countries around the world.

Read p140-141 LB (Mathematics & Astronomy)

m. Medicine and physicians

- i. **Read** p142 LB (Medicine & Physicians)
- ii. **Oral Narration** – Tell what you learned about the things the Ancient Egyptians studied
- iii. **Notebook Entry** – Diseases and health disorders identified by Ancient Egyptians
- iv. **Visual Dictionary** – Physicians, Anatomy
- v. **Notebook Entry** - Cut & paste diseases

RELIGION

9. Read & Discuss p136 LB

10. Read & Discuss p136-137 *History Encyclopedia*

11. Read about Amun Ra

He is the ultimate god of entire ancient Egypt; many of the Egyptians considered him as the god of Kings and King of gods! He is the oldest and the most worshipped ruler of ancient Egypt.

Amun Ra simply means: Hidden Light (Amun= Hidden and Ra= Light)

In Egyptian mythology, Amun is the ram with extremely curved horns; ram signifies fertility, as symbolized by a ram's great proactive and fertile energy! Legend says that pharaohs always liked to call themselves as “beloved of Amun”, meaning that they were the real representatives of the god of fertility. As a pharaoh was the “Son of Ra”, it was natural to call the god Amun as the father of the Monarch. Amun was the god of the Theban capital and as a result, he was so successful in attaining the status of

the supreme god of the whole kingdom. The almighty god Amun personifies the Sun god and the Sun is the symbol of birth and energy.

Recent research findings show us that Amun (Amen or Amon) is a modern god, within the ambits of Egyptian mythology. Historians also believe that the famous Sun temple as the capital of Thebes was recorded only during the period of 11th dynasty and onwards. The god Amun was so successful in replacing that irrepressible god of war, Montu, as the main god of Thebes during the early periods of the New Kingdom; during this interlude, he started getting his recognition as the King of gods.

With Egypt's prominence in the worldwide political and social scenarios, he also gained popularity as a universal god.

- By the end of the 25th dynasty, Amun Ra was considered as the chief god of the Nubian kingdom of Napata,
- During the early Greek civilizations, Greeks considered him the Egyptian synonym of Zeus!

However, another inscription of the pyramid text procured from the Old Kingdom of Fifth dynasty shows him to be the main deity and a rare symbol of universal force; this lone inscription seems to assign the theory that the great Sun God had his own charisma and magnetism.

Amun was also the most important god among the octet of Ogdoad gods of Hermopolis and it is here, where people started worshipping Amun in a significant way. However, Nubians of ancient Egypt believed that Amun took his birth in a place called Gebel Barkal in the northern part of present Sudan.

12. Read about Ammut

People in most ancient civilizations were afraid of their gods. This was **not** true in ancient Egypt. The Egyptians loved their gods. They had little fear and great wonder.

There was one exception - the god Ammut. Almost everyone in ancient Egypt was afraid of Ammut! Ammut was the Devourer. The ancient Egyptians believed if you did something bad, your heart would be heavy, and the god Ammut could suddenly appear and gobble you up!

The god Ammut had a big part in the weighing of the heart ceremony. When you died, the ancient Egyptians believed you traveled to an afterlife, a heavenly place where you spent eternity. You had to earn your way. There were rules. To enter your afterlife, you had to have a light heart. Light hearts were earned from a lifetime of doing good deeds.

To find out if your heart qualified for the trip to the afterlife, your spirit had to enter the Hall of Maat. The god Anubis weighed your heart. The god Thoth recorded the findings. (In ancient Egypt, everything was recorded and written down.)

If your heart was light, lighter than a feather, you passed the test and entered your afterlife. BUT, if your heart was heavy because your deeds were dreadful, the god Ammut **would** suddenly appear ... and **eat you up!**

No one wanted that, so nearly everyone in ancient Egypt did good deeds to keep their heart light.

13. Notebook Entries

- Amun Ra** (write interesting facts inside)
- Gods and goddesses**
- Two things in nature that were important to the Egyptians' religion** (Activity 4 #1 p136 LB)

14. Read p116 *History Encyclopedia*

15. Read what Egyptians believed about afterlife

Ancient Egyptians believed a person is made of 3 parts.

Body

"Ka" - This is the life force that makes them live

"Ba" - This is what makes a person different from other people

They believed that when a body dies, the “ka” and the “ba” leave to go on to the next life. Since the body is home to these two parts, the body should be preserved and protected from decay. This is why they made mummies of the bodies after death.

16. Notebook Entries

- a. **Why did the Egyptians mummify bodies?** (He cuts and pastes the answer)
- b. **How mummies were made** (he must find and paste the correct picture on the flaps)
- c. **Things you’d find in an Ancient Egyptian tomb** – he has to draw them (also read Tomb Treasure p116 History Encyclopedia)
- d. **Vocabulary words:**
 - i. Decay – to rot, go off
 - ii. Mummies – dead bodies preserved with oils and wrapped in strips of cloth for burial
 - iii. Tomb – a building in which a dead person is buried
- e. **What was an Egyptian coffin called?** *A sarcophagus*
- f. **Visual dictionary** - sarcophagus

17. Oral Narration

- a. Tell what you know about a sarcophagus

18. Read about the funeral procession

The funeral procession followed a series of stops. The funeral was a big event. It was thought to see the person safely into the next life. It was important that the procession be long. Sometimes people were paid to walk in the procession and carry things they thought the person would need in their next life, such as food, drink, weapons, tools, musical instruments, furniture, etc.

- The procession began at the dead person’s house.
- The next stop was the “Beautiful house” where the mummy was placed on a wooden barge and oxen drag it into the desert to the tomb. The priests would lead, saying prayers and reciting magic spells along the journey. The family would follow the priests. The servants would follow carrying their things.
- There was a special ceremony at the tomb called “The Opening of the Mouth”. Here, the priests would say a prayer and touch the eyes, ears and mouth of the mummy. It was believed that this allowed the dead person to eat, drink and speak in the Next Life. The body was then placed into the tomb.

Book of the Dead

This book contained prayers, spells and maps of the underworld. The Book of the Dead was buried with the mummy so that the dead person could follow the directions to live happily in the Next Life.

Tombs

Along with the mummy, Shabtis were placed in the tombs. These were servant statues that were believed to come to life and work for the dead person in the next life. There were other statues that were placed to guard the mummy and protect it from evil. On the tomb walls were paintings of people dancing or playing instruments. The paintings showed the dead person, young and healthy. These paintings taught us a great deal about life in ancient Egypt.

19. Oral Narration

Tell what you know about how the Ancient Egyptians performed a funeral

20. Notebook Entry

- a. **Funeral procession** (Cut & Paste)

21. Read about the mummies curse

Was there a curse on King Tutankhamen’s tomb?

When the tomb was first discovered, there were reports of a message written in ancient hieroglyphics on the outside of the tomb. Translated, the message said, "Death Shall Come on Swift Wings to Him Who Disturbs the Peace of the King." This gave rise to great speculation in the newspapers and magazines of the time that there was a curse on King Tut's tomb.

A few months after the tomb was open, a British Lord fell ill from a mosquito bite. He was there when they opened the tomb. A few months later, he died. Rumor said a mark similar to the mosquito bite was found in the exact same position on King Tut's cheek. You can imagine the media frenzy!

The ancient Egyptians believed that if their mummy was stolen or destroyed, their spirit would not be able to return to their mummified body at night, and they would disappear forever, no longer able to dwell in their Afterlife. Adding a curse or two to scare robbers into leaving their mummy alone was probably a common practice.

Howard Carter, the man who discovered King Tut's tomb, lived to be 65. He died of natural causes. He never believed in a curse.

But how to explain the deaths? Illness and death have been linked to the opening of ancient tombs. Archaeologists have discovered that there are poisonous plant molds in the tombs in many ancient tombs.

Today, archaeologists wear masks when exploring tombs, to protect themselves from these dangerous plant molds.

Just the same, Hollywood continues to have a great deal of fun with "the mummy's curse!"

22. Read p143 LB

23. Oral Narration

- a. Tell what you learned about *The mummy's curse*...

24. Read about the ankh

The ancient Egyptians used many symbols.

- The red crown was the symbol of Lower Egypt.
- The white crown was the symbol for Upper Egypt.
- The scarab beetle was a symbol of resurrection.
- The lotus flower was a symbol of creation and rebirth.
- The eye of Horus symbolized protection.

And then there was the ankh.

One of the artifacts found in King Tut's tomb was a beautiful ankh. The ankh is also found in ancient hieroglyphics and it was used as a design on tomb walls.

The ankh was a common symbol in ancient Egypt. Most historians and archaeologists agree that the ancient Egyptian ankh probably symbolizes a key to something. But a key to what?

Some say it symbolized the key that turned on the annual flooding of the Nile. Some say it represented the key to eternal life. Even today, nobody knows for sure. The ankh is a history mystery.

Ancient Egypt is full of mysteries. It's one of its charms.

** more on this at <http://www.touregypt.net/featurestories/ankh.htm>

25. Notebook entry

- a. Symbols of Ancient Egypt

THE SPHINX, PYRAMIDS AND TEMPLES

26. Read & Discuss p138 LB (I know, I know – we skipped p137. We'll do that one in the next section)

27. Read p117 *History Encyclopedia*

28. Read about Pyramids

Mud bricks were stacked on top of the tomb to look like large benches called mastabas. They were built by farmers during the flood season. It is believed that stones were stacked using sledges to slide the stones up a ramp.

Make a sledge experiment: Get a heavy book and try to slide it across the table using only your nose. It's pretty difficult! Get 5 round pencils and space them about 2 inches apart and place the book on top. Now try to slide the book across the table with your nose. It's much easier.

Imhotep, a priest and an architect, planned a giant mastaba for his King Zoser. It was a stack of 6 mastabas, each one getting smaller. This was the first pyramid, called a step pyramid. It was over 200 feet high. Later, pyramid steps were filled in to make a smooth sided pyramid.

Activity - Build your own pyramid using legos or blocks. Remember to make a large square base and build smaller squares on top of each until you get to the top.

There are 35 pyramids on the banks of the Nile River. The most famous pyramids, The Pyramids of Giza, are still standing. They were built 4500 years ago. Of the 3 pyramids, The Great Pyramid is the largest, standing at 500 feet tall. It was built for Khufu. A wooden boat, 140 feet long, was found under the pyramid. It is believed to be the barge that led the funeral procession.

The Great Sphinx was built as a guard for the Pyramids of Giza. The sphinx is generally the body of a lion, the head of a hawk, ram or person. The Great Sphinx is the head of the pharaoh, Khafre, carved from a rock mountain.

Because tombs had many valuables – clothes, writing materials, fans, furniture, etc – they were often robbed. If a robber was caught, they were beaten and put to death. Because of this, Pharaohs began building secret tombs with dead end passageways so the robbers couldn't find them.

The Valley of Kings was a set of tombs hidden in the desert. The passageways were cut into rock that led nowhere. They also built false entrances.

29. Oral Narration

- a. Tell what you learned about the Pyramids of Ancient Egypt
- b. One theory to explain the extraordinary achievement of building a pyramid without modern mechanical equipment is that the workers managed to position the trunks of large trees under each block and then pushed and pulled the blocks up a specially built road beside the pyramid, ever higher. What is one of the great dangers of this approach to moving the blocks up and into position?
- c. Get him to draw rectangles and squares to measurements you provide. Explain the concept of drawing to scale, without going into too much detail, and how important it is to be precise. Explain how being out by a fraction of a centimeter could work out to an inaccuracy of many meters on a real project.

30. Notebook Entries

- a. **Pyramids** - He has to color the pyramid very lightly so that the text can still be read and cut & paste
- b. **Timeline Entry**
 - i. Great Pyramid at Giza
- c. **Visual dictionary** – he has to draw
 - i. Sphinx – A stone carving with the head of a human and the body of a lion
 - ii. Pyramids – A large stone tomb for an Egyptian king or queen, with sides like triangles
 - iii. Obelisk – A tall pointed stone put up in memory of a person
 - iv. Temple - Place of worship of a deity

31. Read about Temples

The ancient Egyptians believed that temples were the homes of the gods and goddesses. Every temple was dedicated to a god or goddess and he or she was worshipped there by the temple priests and the pharaoh.



Temple of Luxor, Egypt

The large temple buildings were made of stone so that they would last forever. Their walls were covered with scenes that were carved onto the stone then brightly painted. These scenes showed the pharaoh fighting in battles and performing rituals with the gods and goddesses.

** Explore more on temples at <http://www.ancientegypt.co.uk/temples/story/main.html>

32. Oral Narration

- a. Tell what you know about Ancient Egyptian temples

33. Read about the Sphinx

What is the Great Sphinx?

The Great Sphinx is a large human-headed lion that was carved from a mound of natural rock. It is located in Giza where it guards the front of Khafra's pyramid.



Legends have been told for many years about the Great Sphinx. These stories tell about the powers and mysteries of this sphinx. Some people even believe that there are hidden passageways or rooms underneath the Great Sphinx, but nothing has been found yet.

The beginning of one story about the Great Sphinx is written on a stele (stone slabs that would stand upright in a temple or important place. Important information was recorded on stelai. The singular of stelai is stele) between the sphinx's paws.

The story reads that one day, a young prince fell asleep next to the Great Sphinx. He had been hunting all day, and was very tired. He dreamt that the Great Sphinx promised that he would become the ruler of Upper and Lower Egypt if he cleared away the sand covering its body (the Great Sphinx was covered up to its neck).

The rest of the story is gone, so you will have to use your imagination to work out the ending. This stele was put up by the pharaoh Thutmose IV who lived around 1400 B.C.

This is part of the beard of the Great Sphinx. The beard was added during the New Kingdom - hundreds of years after the Great Sphinx was first carved.



34. Oral Narration

- a. Tell what you learned about the Sphinx

35. Read about obelisks

The ancient Egyptians believed if you did not have your name written down somewhere, that after your death, you would disappear. Everyone made sure their name was written somewhere, including inside their tombs and graves.

The pharaohs ordered monuments built so they would be remembered. These monuments provided places to write their name down in a very public way. Some monuments were temples. Others were obelisks.

Obelisks were made of stone, and often built in pairs. Each obelisk was at least 70 feet tall and most were taller. Each was decorated with writing telling of the great achievements of the person each obelisk honored.

This information has told us a great deal about ancient Egyptian life.

36. Oral Narration

- a. Tell what you learned about obelisks

37. Read about the Valley of the kings

The Valley of the Kings was a great burial ground for the Pharaohs. After around 1500 B.C. the Pharaohs no longer built great pyramids in which to be buried. Instead, most of them were buried in tombs in the Valley of the Kings.

How Many Tombs are in the Valley of the Kings?

There are over 60 tombs in the Valley of the Kings. They vary from small tombs that are little more than a large hole in the ground to very large tombs with over 100 underground chambers.

Unfortunately, most of the tombs were looted thousands of years ago and the treasure was stolen or removed by thieves. There is artwork on the walls, however, that allows archeologists to learn much about the lives of the Pharaohs and other leaders who were buried here. The one tomb that was discovered with much of the treasure and tomb still intact was that of Tutankhamun.

The Tomb of Tutankhamun

The most famous tomb in the Valley of the Kings is that of the Pharaoh Tutankhamun, sometimes called King Tut. It was discovered in 1922 by Howard Carter and had been largely untouched by thieves and vandals. Carter found the tomb under the remains of some workmen's huts. This may be why it had not been found by tomb raiders. The tomb was packed with amazing artifacts including King Tut's mummy, a gold mask, and a solid gold inner coffin. The tomb contained several chambers including the burial chamber, antechamber, treasure chamber, and annex.



King Tut's Curse

There is a long standing mystery about the curse of King Tut's tomb. Rumor had it that a tablet inside the tomb had a curse on it and Howard Carter hid the tablet so his workers wouldn't know. However, the rumors of a curse are most likely made up. There weren't a lot of deaths or bad things that happened to those who opened the tomb or Tutankhamun's mummy.

Who else was buried here?

The first Pharaoh to be buried in the Valley of the Kings was Tuthmosis I. Over the next 500 years many more Pharaohs were buried here including many of the Rameses (I, II, III, IV, V, VI, VII, IX, X), Hatshepsut, Amenhotep I, and Tutankhamun.

Fun Facts about the Valley of the Kings

- Today tourists can visit many of the tombs including Tutankhamun's.
- There is graffiti on the tombs from other cultures and times including Greek, Latin, and Phoenician.
- Although we don't know who was Pharaoh during the Exodus in the Bible, due to the time frame, it is likely that he was buried in the Valley of the Kings.
- Tomb workers lived in a close by town called Deir El Medina.
- Tutankhamun was buried with a lock of hair from his grandmother.

38. Oral Narration

- a. Tell what you learned about the Valley of the kings

39. Notebook entry

- a. The valley of the kings (cut & paste)

PHARAOHS

40. Read & Discuss p137 LB

- a. Egyptian rulers were called Pharaohs. Pharaohs were considered high priests and judges, but were worshipped as gods. Egyptians believed Pharaohs controlled the weather and the flooding of the Nile in order to grow their crops.
- b. **Discuss** why the Pharaoh was so important

41. Read p134-135 *History Encyclopedia*

42. Read about Pharaohs

The most powerful person in ancient Egypt was the pharaoh. The pharaoh was the political and religious leader of the Egyptian people, holding the titles: 'Lord of the Two Lands' and 'High Priest of Every Temple'.

As 'Lord of the Two Lands' the pharaoh was the ruler of Upper and Lower Egypt. He owned all of the land, made laws, collected taxes, and defended Egypt against foreigners.

As 'High Priest of Every Temple', the pharaoh represented the gods on Earth. He performed rituals and built temples to honour the gods.

Many pharaohs went to war when their land was threatened or when they wanted to control foreign lands. If the pharaoh won the battle, the conquered people had to recognize the Egyptian pharaoh as their ruler and offer him the finest and most valuable goods from their land.

Story

Ramesses II has travelled from Egypt to the land called Nubia for a battle. The Egyptian pharaoh wants to control Nubia for two reasons. The first is that Nubia is just south of Egypt and threatens Egypt's borders. The second is that Nubia has exotic animals, wood, and gold.

The battle has started, and Ramesses II drives a chariot towards his enemy. He gets ready to attack with his bow and arrow. Ramesses II's two young sons follow behind in their chariots.

Some of the Nubian soldiers are hit by the arrows and fall to the ground. Other soldiers turn around and run away from Ramesses II. One of the soldiers is hurt, and his friends help him walk home. When they reach the village, they meet a woman and her two children. The soldiers tell the woman that the battle is over. Since Ramesses II has won the battle, the Nubians must bring him food, animals, gold, and special objects.

Ramesses II sits under a canopy, wearing a special collar and headdress. He is waiting for the procession to start. The 'vizier' (an advisor to the pharaoh) greets Ramesses II in front of his canopy as the procession begins. The procession moves slowly, and the Nubians bring all kinds of animals. Among the animals are a leopard, a pair of oxen, a giraffe, a gazelle, and an ostrich.

A group of Nubian soldiers hold up their weapons to show Ramesses II that they will not fight again.

The lion is the most powerful of all the animals, and it pleases Ramesses II.

There are piles of ivory, ebony wood, and ostrich feather fans carefully laid on the ground. There are also tables to look at piled high with ostrich feathers, ostrich eggs, animal hides, and gold. The 'viceroy' (the Egyptian governor of Nubia) is given a gold necklace to reward him for his good work.

Finally, one of the princes stands near Ramesses II. He is glad to see all of the animals and precious objects that have been brought for his father the Egyptian pharaoh.

43. Read about famous Pharaohs

a. Ramesses II - The Pharaoh Who Made a Name for Himself

Each time a new pharaoh came to power, each neighboring civilization sent an army or two to test the new pharaoh.

The neighbors hoped that perhaps this time they could steal a piece of Egypt for themselves.

When Ramesses II became pharaoh, the neighbors sent warriors to see what would happen. Ramesses II was a brave man, a good husband, and a loving father. But he was a terrible general.

Some people remember him today because he was such a poor general. Luckily, he had great helpers.

Some remember Ramesses as the Pharaoh who had 111 sons, 51 daughters, and many wives. Others recognize his name because he ordered the construction of the temple of Abu Simbel, the huge temple that is 180 feet long, 90 feet high, and decorated with four 60 foot high statues of Ramesses II.

But in ancient Egypt, people knew his name because Ramesses ordered his name chiseled on everything.

He even had his name put on statues that were not statues of himself. He did this to bolster people's confidence in his leadership abilities.

Today, his name is still found in Egypt on ancient buildings. But it was not his chiseling that kept Egypt safe. Egypt was strong enough to survive his 60-year rule. Egypt was an ancient world power. Her reputation, supported by capable leaders in the military, kept Egypt safe.

b. Oral Narration - Name one reason people remember Ramesses II. (He was a lousy general; He chiseled his name all over Egypt; he had a lot of kids; He built a huge temple)



Ramesses II was born in 1303BC and died in 1213BC. His reign stretched from 1279BC to 1213BC (66 years)

Biography:

Early Life

Ramses II was born around 1303 BC in Ancient Egypt. His father was the Pharaoh Sethi I and his mother Queen Tuya. He was named after his grandfather Ramses I.

Ramses grew up in the royal court of Egypt. He was educated and brought up to be a leader in Egypt. His father became Pharaoh when Ramses was around 5 years old. At that time, Ramses had an older brother who was prince of Egypt and in line to become the next Pharaoh. However, his older brother died when Ramses was around 14 years old. Now Ramses II was in line to become Pharaoh of Egypt.

Prince of Egypt

At the age of fifteen, Ramses was the Prince of Egypt. He also got married to his two main wives, Nefertari and Isetnofret. Nefertari would rule along side Ramses and would become powerful in her own right.

As prince, Ramses joined his father in his military campaigns. By the age of 22 he was leading

battles by himself.

Becoming Pharaoh

When Ramses was 25 years old his father died. Ramses II was crowned the pharaoh of Egypt in 1279 BC. He was the third pharaoh of the Nineteenth dynasty.

Military Leader

During his reign as pharaoh, Ramses II led the Egyptian army against several enemies including the Hittites, Syrians, Libyans, and Nubians. He expanded the Egyptian empire and secured its borders against attackers.

Perhaps the most famous battle during Ramses' rule was the Battle of Kadesh. This battle is the oldest recorded battle in history. In the battle Ramses fought the Hittites near the city of Kadesh. Ramses led his smaller force of 20,000 men against the larger Hittite army of 50,000 men. Although the battle was indecisive (no one really won), Ramses returned home a military hero.

Later, Ramses would establish one of the first major peace treaties in history with the Hittites. This helped to establish a peaceful northern border throughout the rest of Ramses' rule.

Building

Ramses II is also known as a great builder. He rebuilt many of the existing temples in Egypt and built many new structures of his own. Some of his most famous building achievements are described below.

- **Ramesseum** - The Ramesseum is a large temple complex that was located on the west bank of the Nile near the city of Thebes. It was the Mortuary Temple of Ramses II. The temple is famous for its giant statue of Ramses.
- **Abu Simbel** - Ramses had the temples of Abu Simbel built in the Nubian region of southern Egypt. At the entrance to the larger temple there are four huge statues of Ramses sitting down. They are each about 66 feet tall!
- **Pi-Ramesses** - Ramses also built a new capital city of Egypt called Pi-Ramesses. It became a large and powerful city under Ramses rule, but was later abandoned.



Four statues of Ramses outside Abu Simbel

Death and Tomb

Ramses II died around the age of 90. He was buried in the Valley of the Kings, but his mummy was later moved to keep it hidden from thieves. Today the mummy is in the Egyptian Museum in Cairo.

Interesting Facts about Ramses II

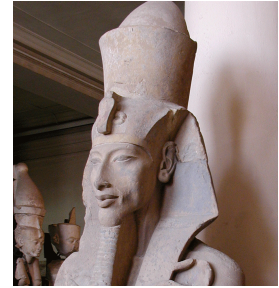
- Other names for Ramses include Ramesses II, Ramesses the Great, and Ozymandias.
- It is estimated that around 5,000 chariots were used in the Battle of Kadesh.
- Some historians think that Ramses was the pharaoh from the Bible who Moses demanded that he free the Israelites.
- It is thought that he had nearly 200 children during his long life.
- His son Merneptah became pharaoh after he died. Merneptah was his thirteenth son and was around 60 years old when he took the throne.

b. Amenhotep IV

Amenhotep and his wife, Nefertiti, were the parents of King Tut. Amenhotep decided to do away with all the gods and created just one god to be worshipped. The god's name was Aten-Ra, the god of the sun. He did not appear in human form, but instead looked like a sun with several rays spread from it.

Pharaoh Amenhotep believed he was Aten-Ra's messenger to earth. He even changed his name to Akhenaten, meaning the servant of Aten. Nefertiti changed her name to Nefernefruaten, meaning the fair goddess of Aten. He got rid of all priests that worshipped the old gods.

He also changed the way paintings were done. Before, all people were painted as young people, paintings were always done in profile, both shoulders facing front. Amenhotep wanted the paintings to seem more natural. He remained pharaoh for 18 years until his death (around 1334BC). After his death, everything went back to the way they used to be.



c. Boy King, King Tutankhamun

King Tut was born in 1341BC and died in 1323BC. His reign stretched from 1332BC to 1323BC. He is best known for his tomb which was found full of Egyptian treasure and artifacts

Biography:

Growing Up

Tutankhamun was born a prince in Egypt's royal court around the year 1341 BC. His father was the Pharaoh Akhenaten. Tutankhamun's birth name was Tutankhaten, which he changed after his father died.



Tutankhamun was born to one of his father's lesser wives and not to his main wife, the powerful Nefertiti. His presence may have caused some strain in the royal courts as Nefertiti had only daughters, but desperately wanted to have a son of her own to take over the throne.

A Radical Father

Tutankhamun's father was a religious radical. He changed the entire religion of Ancient Egypt to worship only the sun god Aten. He did away with over a thousand years of traditional Egyptian religion and forced people to change the way they worshiped. He even built a new capital city in honor of the god Aten called Amarna.

The Boy Pharaoh

At the young age of seven years old Tutankhamun's father died. A few years later Tutankhamun married his sister (which was common for Pharaoh's in Ancient Egypt) and became Pharaoh. Since he was so young he had help ruling the country. The real rulers were a powerful general named Horemheb and Tutankhamun's vizier named Ay.

Ruling Egypt

Many people of Egypt had been unhappy with the religious reforms of his father. Tutankhamun and his advisors tried to fix all the changes that his father had made. Under Tutankhamun Egypt returned to their old gods and the old temples were repaired. The capital city was also moved back to the city of Memphis. He even changed his name from Tutankhaten, "the living image of Aten", to Tutankhamun, "the living image of Amun".

Death and Burial

Tutankhamun died around the age of nineteen. Archeologists aren't sure what killed him. Some people think that he was assassinated, but the likely cause of his death was a wound to his leg. Scientists have determined that the leg of his mummy was broken and badly infected before his death. This injury probably happened from an accident.

Tomb

Tutankhamun is most famous today for his tomb in the Valley of the Kings. It is likely that his tomb was built for someone else and was used to bury the young Pharaoh when he died unexpectedly. This may have helped to keep his tomb hidden from thieves for all these thousands of years. As a result, when the tomb was finally discovered by archeologist Howard Carter in 1922, it was filled with treasure and artifacts unlike found in any other Pharaoh's tomb.

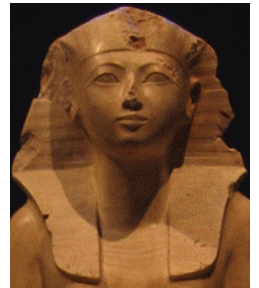
Interesting Facts about Tutankhamun

- Other spellings of his name include Tutankhamen and Tutankhamon. He is sometimes called King Tut today.
- He had no surviving children. The successor to his throne was the vizier Ay.
- It is likely that another Pharaoh or two ruled for a short time between Tutankhamun and his father Akhenaten. These Pharaoh's were Smenkhkare and Neferneferuaten.
- Comedian Steve Martin sung a funny song about Tutankhamun called "King Tut". (See videos directory)
- There was a villain on the Batman TV series called King Tut.

d. Hatshepsut

A lady Pharaoh, Hatshepsut was originally regent for her son, but she took on the power of Pharaoh. She also dressed like the Pharaoh to reinforce her power including the crown and ceremonial beard. Many consider her to be not only the greatest woman Pharaoh, but one of the greatest Pharaohs in the history of Egypt.

She was born in 1508BC and died in 1458BC



Biography: A Princess

Hatshepsut was born an Egyptian princess. Her father was the Pharaoh Thutmose I. She grew up in the great royal courts of Egypt with her sister and two brothers. Unfortunately, Hatshepsut's brothers and sister died while they were still young. Now she was an only child.

Without a son to inherit the throne, Thutmose I was worried who would be pharaoh after he died. He decided to name one of Hatshepsut's step-brothers as heir. This is where things get weird. Hatshepsut was married to her step-brother in order to keep the royal line pure. This sounds really strange today, but it was common for Egyptian royalty.

A Queen

Hatshepsut's dad died a short time after she was married and her husband became the pharaoh Thutmose II. Hatshepsut was now queen of Egypt. Thutmose II, however, was a sickly man. He ruled for only a few years before he died. During this time Hatshepsut had begun to take an active role in running the country. Egypt faced a problem, though. Hatshepsut had not had a son with Thutmose II. Now what would Egypt do for a leader?

Regent

The only male heir to the throne was a young boy that was Hatshepsut's nephew Thutmose III. He was crowned the new pharaoh of Egypt at a young age, but Hatshepsut was named regent. She would run the country for him.

Becoming Pharaoh

Hatshepsut was a powerful and intelligent leader. There were people in the government who were very loyal to her. After a few years of being regent, she decided to become Pharaoh. She had herself named Pharaoh. She took charge of the country.

Ruling Egypt

Hatshepsut was a gifted and cunning leader. She had to be to remain in power for 20 years as a woman pharaoh. Rather than go to war, she established trade relationships with many foreign countries. Through trade she made Egypt a rich nation. Her time of rule was a time of peace

and prosperity.

Building

One way that Hatshepsut stayed in power was to construct many buildings and monuments throughout Egypt. She also had many statues of herself at these sites. This way the people continued to think of her as their leader and pharaoh.

One of her most famous buildings was her mortuary temple at Djeser-Djeseru. This temple is considered one of the great achievements in Egyptian architecture. It was similar to the classical architecture that the Greeks would develop around a thousand years later and marked a major turning point in Egyptian architecture.



Temple of Hatshepsut

Dressing like a Pharaoh

In order for people to accept her as pharaoh, Hatshepsut began to dress like a pharaoh. She wore the pharaoh's headdress with a cobra. She even wore a fake beard and a short kilt like the men wore.

Death

After 22 years of rule Hatshepsut died. She probably died from a blood infection, but it is also known that her nephew, Thutmose III, was not fond of her. He may have had her assassinated. Thutmose III went on to become a great Pharaoh in his own right.

Interesting Facts about Hatshepsut

- The name Hatshepsut means "Foremost of Noble Ladies".
- Her father Thutmose I was a general, but became Pharaoh because the previous Pharaoh did not have a son.
- Archeologists think that Thutmose III had many of the statues and references to Hatshepsut destroyed.
- As a way to justify becoming pharaoh, she claimed that she was the daughter of the god Amun.
- Her nephew Thutmose III was known as the "Napoleon of Egypt" because of how he expanded the Egyptian Empire through war.

e. Cleopatra VII

Cleopatra VII is often considered the last Pharaoh of Egypt. She maintained power by making alliances with famous Romans such as Julius Caesar and Mark Antony.

She was born in 69BC and died on 30 August 30BC, and was the last Pharaoh of Ancient Egypt.

Biography:

Born a Princess

Cleopatra was born a princess of Egypt. Her father was the Pharaoh Ptolemy VII. Cleopatra was smart and cunning growing up. She was her father's favorite child and learned a lot about



how the country was ruled from him.

Cleopatra's family had ruled Egypt for 300 years. They were the Ptolemy dynasty that had been established by the Greek ruler Alexander the Great. Even though they ruled Egypt, they were actually of Greek descent. Cleopatra grew up speaking, reading, and writing Greek. Unlike many of her relatives, however, Cleopatra also learned many other languages including Egyptian and Latin.

Her Father Dies

When Cleopatra was eighteen years old her father died. He left the throne to both her and her younger brother, Ptolemy VIII. Cleopatra and her ten-year-old brother were married and were to rule Egypt as co-rulers.

Because she was much older, Cleopatra quickly took control as the main ruler of Egypt. However, as her brother grew older he began to want more power. Eventually he forced Cleopatra from the palace and took over as Pharaoh.

Julius Caesar

In 48 BC, Julius Caesar arrived in Egypt. Cleopatra snuck back into the palace hidden inside a rolled up carpet. She met with Caesar and convinced him to help her win back the throne. Caesar defeated Ptolemy's army at the Battle of Nile. Ptolemy drowned in the Nile River and Cleopatra became the sole ruler of Egypt.

Ruling as Pharaoh

Cleopatra and Julius Caesar fell in love. They had a child named Caesarion. Cleopatra visited Rome and stayed at one of Caesar's country houses.

Despite her romance with Caesar, Cleopatra wanted Egypt to remain independent of Rome. She built up the Egyptian economy, establishing trade with many Arab nations. She was a popular ruler among the people of Egypt both because she embraced the Egyptian culture and because the country was prosperous during her rule.

Marc Antony

In 44 BC, Julius Caesar was assassinated and Cleopatra returned to Egypt. One of the three leaders to emerge in Rome after Caesar's death was Marc Antony. In 41 BC, Cleopatra and Marc Antony met and fell in love. They also formed a military alliance against another of Rome's leaders, Octavian.

Octavian was the legal heir of Julius Caesar. Cleopatra wanted her son, Caesarion, to be Caesar's heir and to eventually become ruler of Rome. She hoped that Marc Antony could help her achieve this goal.

Fighting Rome

Cleopatra and Marc Antony combined their armies in order to fight Octavian. The two forces met at the Battle of Actium. Antony and Cleopatra were defeated by Octavian and had to retreat to Egypt.

Death

The death of Cleopatra is shrouded with mystery and romance. After fleeing to Egypt, Marc Antony returned to the battlefield hoping to recover and defeat Octavian. He soon realized that he was going to be captured by Octavian. Upon hearing the false news that Cleopatra had died, Antony killed himself. When Cleopatra heard that Antony was dead, she became very sad. She killed herself by allowing a poisonous cobra to bite her.

With Cleopatra's death, Octavian took control of Egypt and it became part of the Roman Empire. Her death brought an end to the Ptolemy dynasty and the Egyptian Empire. She was the last Pharaoh of Egypt.

Interesting Facts about Cleopatra VII

- Cleopatra could speak at least seven languages including Greek and Egyptian.
- She claimed to be the reincarnation of the Egyptian god Isis.
- Marc Antony declared her son Caesarion as the legal heir of Julius Caesar.
- Octavian became the first Emperor of Rome and changed his name to Augustus.
- Cleopatra has been the subject of many movies and plays including the famous 1963 film starring Elizabeth Taylor.

f. Khufu

Originally Khnum-Khufu, ruled in the 4th dynasty of the Old Kingdom, around 2580 B.C.

He is generally accepted as having built the Great Pyramid of Giza, one of the [Seven Wonders of the Ancient World](#), but many other aspects of his reign are rather poorly documented.

The only completely preserved portrait of the king is a three-inch high ivory figurine found in a temple ruin of later period at Abydos in 1903. All other reliefs and statues were found in fragments and many buildings of Khufu are lost. Everything known about Khufu comes from inscriptions in his necropolis at Giza and later documents.



Khufu died in 2566 BC.

Fun Facts about Pharaohs

- Pepy II became Pharaoh at the age of 6. He would rule Egypt for 94 years.
- The Pharaohs wore a crown that had an image of the cobra goddess. Only the Pharaoh was allowed to wear the cobra goddess. It was said that she would protect them by spitting flames at their enemies.
- Pharaohs built great tombs for themselves so they could live well in the afterlife.
- The first Pharaoh was a king named Menes who united both upper and lower Egypt into a single country.
- Khufu is the Pharaoh who built the largest pyramid.

44. **Oral Narration:** See if you can remember one interesting fact about each pharaoh we read about

45. **Online VID:** <http://video.nationalgeographic.com/video/places/countries-places/egypt/king-tuts-tomb/>

46. **Read** p144 LB

47. **Notebook entry**

- a. Items from king Tut's tomb

48. **Timeline entry**

- a. Howard Carter

ARMY AND SOLDIERS

49. **Read** about Ancient Egypt's army and soldiers

a. History

The original Egyptians were farmers, not fighters. They didn't see the need for an organized army. They were well protected by the natural boundaries of the desert that surrounded the empire. During the Old Kingdom, if the Pharaoh needed men to fight, he would call up the farmers to defend the country.

However, eventually the Hyksos people located near northern Egypt became organized. They conquered Lower Egypt using chariots and advanced weapons. The Egyptians knew they now

needed an army. They learned how to make powerful chariots and gathered a strong army with infantry, archers, and charioteers. They eventually took Lower Egypt back from the Hyksos.

From that point Egypt began to maintain a standing army. During the New Kingdom the Pharaohs often led the army into battle and Egypt conquered much of the surrounding land, expanding the Egyptian Empire.

b. Weapons

Probably the most important weapon in the Egyptian army was the bow and arrow. The Egyptians used the composite bow that they learned about from the Hyksos. They could shoot arrows over 600 feet killing many enemies from long distance. The foot soldiers, also called the infantry, were armed with a variety of weapons including spears, axes, and short swords.

c. Chariots

Chariots were an important part of the Egyptian army. They were wheeled carriages pulled by two fast warhorses. Two soldiers rode in a chariot. One would drive the chariot and control the horses while the other would fight using a bow and arrow or spear.

d. Armor

The Egyptian soldiers seldom wore armor. Their main form of defense was a shield. When they did wear armor it was in the form of hardened leather straps.

e. Life as an Egyptian Soldier

Life as an Egyptian soldier was hard work. They trained to keep up their strength and endurance. They also trained on different types of weapons. If they were proficient with a bow, then they would become an archer.

The army was often used for tasks other than fighting. After all, if Pharaoh was going to feed all these men, he was going to get some use out of them during times of peace. The army worked the fields during planting and harvest time. They also worked as laborers on a lot of the construction such as palaces, temples, and pyramids.

f. Organization

The head of the Egyptian army was the Pharaoh. Under the Pharaoh were two generals, one who led the army in Upper Egypt and one who led the army in Lower Egypt. Each army had three major branches: the Infantry, the Chariotry, and the Navy. The generals were usually close relatives to the Pharaoh.

g. Fun Facts about the Army of Ancient Egypt

- The soldiers of the Egyptian army were well respected. They received plunder from battles as well as a plot of land when they retired.
- Sometimes young boys were signed up to be in the army as young as 5 years old. They didn't actually start fighting until they were 20 years old, however.
- Army divisions were often named after gods.
- The Egyptians often hired foreign mercenaries to fight for them, especially in battles that were away from the land of Egypt.

h. Notebook Entry

- i. Visual Dictionary – Warrior, chariot

i. Oral Narration

- i. Tell what you learned about the Ancient Egyptian Army and soldiers

HIEROGLYPHS

50. Read & Discuss p139-140 LB

- a. List at least six things that Egyptian doctors and San medicine men did to cure illnesses (see p96 & 142 LB)

51. Notebook Entries

a. Timeline entries

- i. Rosetta stone
- ii. Hieroglyphs

b. Visual Dictionary

- i. Hieroglyphics
- ii. Cartouche

52. Craft - Design your own Ancient Egyptian Cartouche

A cartouche is an oval frame that surrounds the hieroglyphs that make up the name of an Egyptian god or royal person.

It represents a looped rope that 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.

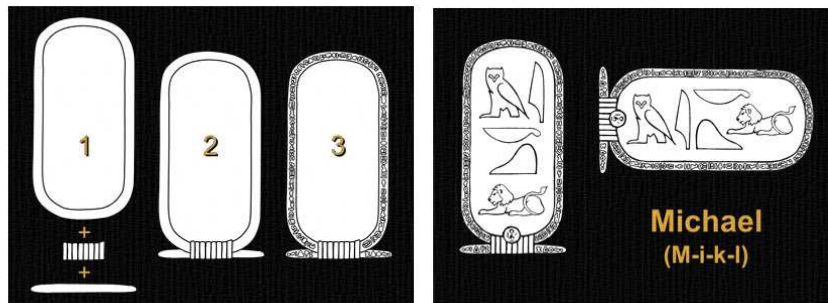
It can be arranged either horizontally or vertically depending on the best layout for its design.

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.



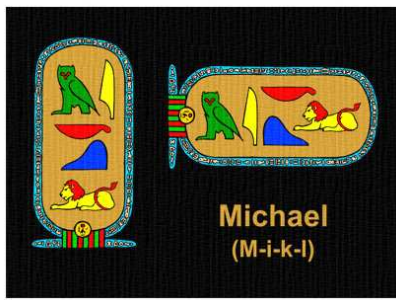
ADDING YOUR HIEROGLYPHIC NAME TO THE CARTOUCHE

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

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. A more detailed explanation of this translation process is given on our Hieroglyphic Alphabet pages.

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

Cartouches are usually positioned vertically but they can also be positioned horizontally to make them fit more comfortably into a design. The arrangement of the hieroglyphs inside is then reorganized to accommodate the horizontal layout.

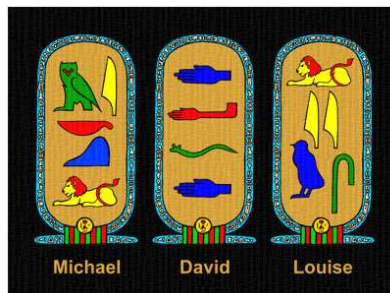


COLORING THE CARTOUCHE

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

In contrast to the weathered look we created for our [Egyptian Art Lesson](#), the painting technique that we have used here gives a fresher look to your images - the sharp clean look that Ancient Egyptian paintings would have had when they were first painted.

These images were colored using designer's gouache, an opaque watercolor paint which is ideal for applying flat areas of color. The black line work was done afterwards with a felt pen.



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

53. Discuss

- a. Why could the Egyptian hieroglyphic alphabet not be used effectively in modern society?

54. Read about Papyrus

Another resource the Nile River gave the Ancient Egyptians was papyrus plants. These plants were used by the Egyptians to make a heavy paper. The stems were cut into strips and pounded to force out the excess liquid. Then it was placed under a heavy rock until it completely dried. To make it smooth, they would rub it over a stone and then rolled into scrolls. Our word "paper" came from papyrus.

- a. **** See for printed stuff on papyrus**

55. Read & Discuss p145 LB

- a. Travel spread the news of Egypt's knowledge and achievements to other places. How many ways can you think of how people traveled in those days?

56. Discuss one major way in which the San and Khoikhoi societies were so different to the Egyptian society.

**** TERM ASSESSMENT EXEMPLAR LB p146-147**

**** TERM ASSESSMENT p95 TG**

TOPIC 4 UNIT 1 – THE NAMES OF PROVINCES AND THEIR CAPITAL CITIES ON A MAP

1. **Read** the introduction on p149 LB

2. **Discuss:**

- a. The 'Heritage Trail' that we will embark on in this section of the Learner's Book, will include an introduction to the world's oldest mountain range, a stone-walled town, a golden rhinoceros, a park that acts as guardian to more than 40000 San Rock paintings, a river, the first substantial building constructed in the 1650s by the first white arrivals to these shores and a human rights campaigner whose contribution to the fight against apartheid has earned her a place in the history of our country.

It is important to value our heritage, and to encourage others to appreciate it as well.

- b. How many provinces are in South Africa? *Nine*
- c. Can you name the provinces?

3. **Notebook entry**

- a. Map puzzle of South Africa

4. **Read** p150 LB

5. **Notebook entry**

a. **Capital cities**

- i. Let him make a legend with 9 different colours, and use the colours to indicate the capital cities of each province on the map.

b. **Unscramble** capital cities table

c. **Vocabulary words:**

- i. Government – the body that rules or governs a country

d. **Start a profile** of Polokwane (the capital city of Limpopo). Research information (<http://en.wikipedia.org/wiki/Polokwane>): (Let him decorate the page a bit...)

- i. **Polokwane means:** Place of safety
- ii. **Nickname:** City of stars
- iii. **Founded in:** 1886
- iv. **Named after:** Petrus Jacobus Joubert
- v. **Polokwane's old name:** Pietersburg
- vi. **Mayor:** Freddy Greaver
- vii. **Population:** 130,028
- viii. **Climate:** Semi-arid
- ix. **Average temperature:** 21-22°C
- x. **Average annual rainfall:** 495mm
- xi. **Landmarks:** Nelson Mandela road traffic island on the approach to Polokwane
- xii. **Interesting facts:**

In the 1840s, Voortrekkers under the leadership of Andries Potgieter established Zoutpansbergdorp, a town 100 km to the north west. This settlement had to be abandoned because of clashes with the local tribes. They founded a new town in 1886 and named it Pietersburg in honour of Voortrekker leader Petrus Jacobus Joubert. The British built a concentration camp at Pietersburg during the Boer War to house almost 4,000 Boer women and children. The town officially became a city on April 23, 1992; on February 25, 2005, the government declared the official name of the city as Polokwane, a name that was generally in use by the speakers of Northern Sotho. The city was the site of the ANC national conference which saw Jacob Zuma take over as head of the party
- xiii. Find some advertisements for events in Polokwane in magazines/newspapers

6. FIELD TRIP

- a. Visit the museum in Polokwane – there are many historical objects telling about life In long ago Polokwane/Pietersburg

TOPIC 4 UNIT 2 – WHAT HERITAGE IS

1. Discuss:

- a. Things that you do that your parents did that they learned from their parents – like songs and stories and ways of cooking and little traditions you practice on birthdays and religious holidays like Christmas or great public holidays like New Year. These are concrete examples of heritage.

2. Read & Discuss p151-152 LB

3. FIELD TRIP

- a. Visit heritage sites

4. Notebook Entries

a. Vocabulary words

- i. **Heritage** – something that is handed down from the past
- ii. **Diverse** – variety and difference
- iii. **Tangible** – things we can see and touch
- iv. **Intangible** – Things we cannot see and touch
- v. **Significant** - Important

- b. **Find** a written form of a song or story or nursery rhyme and present ‘research findings’ on the origins of the item – did it come from his parents’ parents, etc.

TOPIC 4 UNIT 3 – HERITAGE IN SITES OF SIGNIFICANCE

1. Discuss: The study of fossils

- a. What is a fossil?
- b. How old is a fossil?
- c. How are fossils formed?
- d. How can we find out how old a fossil is?
- e. How has life changed through time?

2. Read Geography Encyclopedia p21 (Fossils)

3. Read All about South Africa p9

4. Read What's science all about? p73

5. Read & Discuss Natural Sciences & Technology p197-198 LB (Fossils in rock)

6. Practical Activity: Make a model of fossils in sedimentary rocks (Natural Sciences & Technology p199)

a. Needed:

- i. Objects to make fossil layers (sea shells, peach pips, leaves, feathers, clean chicken bones, etc.)
- ii. Plaster of Paris
- iii. Mixing bowl
- iv. 4x Paper cups
- v. 3 different types of soil
- vi. Measuring spoon
- vii. 2l plastic container
- viii. Margarine tub
- ix. Spoons for mixing

7. Read & Discuss Natural Sciences & Technology LB p200-202 (Body and trace fossils)

8. Notebook Entries

a. How fossils are formed

- i. He must copy the illustrations on p73

b. What are trace fossils? ...such as tracks, burrows, nests, or droppings.

c. Do research and write a report

9. * Read the book Famous Dinosaurs of Africa

10. Read & Discuss Natural Sciences & Technology LB p204-209 (Importance of South African fossils)

11. Discuss bones

- a. What can be read from them? (i.e. what story do they tell?)
- b. From what animal did they come?
- c. From what part of the animal?
- d. How were they removed from the animal?
- e. Is there a lot of meat still on the bone – if so, what does it suggest?
- f. Are the bones broken or whole?

12. Read & Discuss p153 LB

13. Read more about the Cradle of humankind

The Fossil Hominid Sites of Sterkfontein, Swartkrans, Kromdraai and Environs, known as the Cradle of Humankind, were declared a World Heritage Site on December 2 1999.

The Cradle of Humankind covers an area of over 47 000 hectares of privately owned land north west of Johannesburg and is home to over 17 000 residents.

In 2005, two other highly significant sites, Makapan and Taung were listed as serial sites together with the Cradle of Humankind World Heritage Site (COH WHS). Together, these are the Fossil Hominid sites of South Africa.

The area is of outstanding universal value, because it contains a complex of palaeo-anthropological sites, which have yielded some of the most valuable evidence, world-wide, of the origins of modern humans, hence its name “Cradle of Humankind”.

The declared area is 47 000 hectares and extends approximately between Oaktree, Hekpoort, Broederstroom and Lanseria in Gauteng. Most of the site is on dolomite, a rock type which is slightly soluble in water. This has two major consequences- the formation of caves and the formation of fossils.

There are currently over 200 caves on the site, with possibly more to be discovered. There are 13 fossil sites which have been extensively examined and some have produced fossils of human ancestors and their relatives. A variety of stone tools used by human ancestors such as axes and scrapers have also been identified.

The range of other creatures which co-existed in the area included extinct animals such as short-necked giraffe, giant buffalo, giant hyaena and several species of saber-toothed cats. Numerous fossils of extant creatures such as leopards and hartebeest have also been found.

Early inhabitants

We know that *Australopithecus africanus* were present in the Cradle from about 4-2 million years ago. It is generally thought likely that these hominids (upright walking "apes"), or close relatives of them, were human ancestors.

Paranthropus robustus is another hominid whose fossilized remains have been found, but it is generally considered to be a branch of the hominid family tree that became extinct, and not a very close relative

of our ancestors. *Homo ergaster*, present around 1 million years ago is even more likely to be a direct ancestor than *Australopithecus* having a very close resemblance to modern humans *Homo sapiens*.

In the more modern era the area was occupied by /Xam or similar Khoe-San people for what some historians believe to be 30 000 years or longer, then by Sotho-Tswana people from the 1500's or possibly much earlier who were displaced by Mzilikazi around 1820. There after Voortrekkers in about the 1840's and other whites (thereafter) gradually took possession of the land.

14. Notebook Entry:

- a. **Color** the Gauteng Province on the map
- b. **Heritage site:**
 - i. Cradle of humankind
- c. **Declared (as heritage site):**
 - i. 2 December 1999
- d. **Where is the Cradle of humankind?**
 - i. Let him find and write the name Sterkfontein, Gauteng
 - ii. Mark where Sterkfontein is on the map
- e. **Famous fossils found at the Cradle of humankind**
 - i. Let him read, find and write the answers
- f. **Vocabulary words:**
 - i. Fossils – The remains of plants or animals that have been preserved in rocks
 - ii. Sites – A piece of land
 - iii. Paleontologists – Scientists who study fossils
 - iv. Hominid – A being that walked upright and used tools
 - v. Evolved – Developed and changed
 - vi. Fossil record – The fossils that have been discovered in a place and information about them, such as their age
 - vi. Fossil site – A place where fossils are found

Show how vocabulary words belong to groups of related words (e.g. *Diverse* is related to *diversity* and *diversion*; *heritage* is related to *inherit*, *inheritance*, *hereditary* etc.)

TOPIC 4 UNIT 4 – HERITAGE IN OBJECTS

1. Read & Discuss p154 LB

- a. How did the Iron Age workers mine their gold?
- b. Why is gold so sought after – why is it so valuable?
- c. Find out what the current price of gold on world markets is.

2. Notebook Entry:

- a. **Color** the Limpopo Province on the map
- b. **Heritage object:**
 - i. Golden Rhino
- c. **Found:**
 - i. Mapungubwe, Limpopo
- d. **Mark** where Mapungubwe is on the map

3. Oral Narration: The Golden Rhino

4. Notebook Entry:

- a. **Write** about Mapungubwe, it's gold mining and objects
 - i. Find out what the weight of the Golden Rhino is

- ii. Write down what the golden rhino would cost, based on the cost of gold
- b. **Facts about the black rhino** (cut & paste)
- c. **Mapungubwe Hill**
 - i. **Cut & paste the picture**
 - ii. **Write**, in short, what is Mapungubwe Hill

TOPIC 4 UNIT 5 – HERITAGE IN PEOPLE’S ACHIEVEMENTS

1. Read & Discuss p155 LB

2. Read about Frances Baard

Born 1 October 1909. She was an Organiser of the ANC Women's League. She was arrested in 1960 and then again in 1963 when she was imprisoned for 12 months. In June 2001 the Diamantveld District Council was renamed Frances Baard District Municipality in honour of Frances Baard. In 1964 she was arrested under the Suppression of Communism Act for her involvement with ANC activities. She was sentenced to 5 years imprisonment.

3. Discuss terms

- a. Human rights
- b. Apartheid
- c. Democracy
- d. Deceased

4. Discuss

- a. Suggest any other persons who should be part of our country’s heritage – and why

5. Notebook Entries

- a. **Colour** the Northern Cape on the map
- b. **Mark** where Kimberley is
- c. **Cut & Paste** Frances Baard’s picture
- d. **Write** what you’ve learned about Frances Baard, also why she has become part of South Africa’s heritage
- e. **Vocabulary words**
 - i. Struggle (of South Africa) – The people’s fight against Apartheid
 - ii. Apartheid – Old laws in South Africa that separated people of different colours and gave white people the best of everything
 - iii. Democratic – A system of government in which everyone has equal rights

TOPIC 4 UNIT 6 – HERITAGE IN NAMES

1. Read & Discuss p156 LB

2. Read more about the Orange River

The Orange River (Gariep River, Groote River or Senqu River) is the longest river in South Africa. The river forms part of the international borders between South Africa and Namibia and between South Africa and Lesotho, as well as several provincial borders within South Africa. Except for Upington, it does not pass through any major cities. The Orange River plays an important role in the South African economy by providing water for irrigation, as well as hydroelectric power. The river was named by Robert Jacob Gordon after the Dutch Royal House.

3. Read more about the Gariep Dam

Its primary purpose is for irrigation, domestic and industrial use as well as for power generation. The **Gariep Dam** was originally named the **Hendrik Verwoerd Dam** after the first prime minister of the Republic of South Africa Hendrik Verwoerd on its commission in 1971. However, after the end of apartheid, the Verwoerd name was considered unsuitable. The name was officially changed to Gariep Dam on 4 October 1996. *Gariep* is San for "Great water".

4. Notebook Entries

- a. **Colour** the Free State on the map
- b. **Mark** where the Orange River flows
- c. **Heritage name:**
 - i. Gariep Dam
- d. **Previous name:**
 - i. Verwoerd Dam
- e. **What's special about...**
- f. **The Orange river in Sesotho** – Senqu
- g. **What does Gariep mean?** – Great water
- h. **What is hydroelectric power?** (Cut & paste)

TOPIC 4 UNIT 7 – HERITAGE IN CHANGING IDENTITIES

1. Read & Discuss p157 LB

2. Notebook Entries

- a. **Colour** the Western Cape on the map
- b. **Mark** where the Cape of Good Hope castle is
- c. **Heritage Identity:** Castle of the Cape of Good Hope
- d. **Built:** 1666-1697

3. Read more about the Castle of Good Hope

Built between 1666 and 1679 by the Dutch East India Company (VOC) as a maritime replenishment station, the Castle of Good Hope is the oldest surviving colonial building in South Africa.

From 1678 it was the centre of civilian, administrative and military life at the Cape, until the settlement grew and some functions and activities moved away from the Castle. Today the Castle is the seat of the military in the Cape, and houses the Castle Military Museum and Iziko Museums of Cape Town (William Fehr Collection).

History

The Castle of Good Hope has been the centre of life at the Cape since its inception in January 1666. It has survived many challenges in its time and was constantly under threat of being demolished for personal and materialistic gain. Sentiment in the early days whereby the then Imperial Government offered the Castle for sale for a mere £83.340, would seem to be nothing new and thanks to the military authorities they evoked a strong public reaction in favour of retaining the Castle of Good Hope.



The gateway – built in 1682 – replaced the old entrance, which faced the sea. The pediment bears the coat of arms of the United Netherlands, portraying the crowned lion rampant holding the seven arrows of unity in its paw. Carved on the architrave below are the arms of Van Hoorn, Delft, Amsterdam, Middelburg, Rotterdam and Enkhuizen—all Dutch cities in which the United East India Company had chambers. Two VOC (Vereenighde Oost-Indische Compagnie) monograms flank the carvings.

The two pilasters, entablature and pediment above are built of grey-blue stone, while the entrance is made of small yellow bricks called *ijselstene*, making it a unique example of 17th century Dutch classicism at the Cape.

Sections of the moat, which previously formed part of the defence system of the Castle, were rebuilt in 1992 during restorations.

The Castle of Good Hope would be referred to as 'Kui keip'(Stone Kraal) by the Khoina.

Protecting its interests against the British and French would obviously require soldiers and therefore a military presence. These soldiers served the Dutch East Indian Company and were remunerated for their services. This explains the military presence at the Castle of Good Hope until this day in terms of safeguarding of the facility, guard duties and military ceremonies.

Built by soldiers, sailors and slaves, the walls were clad in local stone. The Castle of Good Hope was to fulfill its role as a replenishment station of the Dutch East Indian Company and to protect its logistical and financial interests along the “spice route”.

The Castle of Good Hope was a welcome sight for sailors traveling up to six months at sea and referring to Cape Town as the "Tavern of the Seas".

4. Notebook Entries

- a. **The Castle of Good Hope** (Cut & Paste)
- b. **Slaves were brought to South Africa from...**

5. Discuss

- a. **Reread** the section of dealing with the San people and their relationship with the land. Write at least three reasons why the Dutch and the San had such a difficult relationship.

6. Notebook Entries

- a. **Re-arrange** the sentences
- b. **Vocabulary words:**
 - i. **Fort** – A building used for defense
 - ii. **Quarries** – Surface excavation for extracting stone or slate

7. Discuss

- a. Where did the Dutch get the material to build the Castle?
- b. Who built the Castle?
- c. Why were the Dutch so successful in defending their Castle against attack from the San?
- d. Why do you think did a landmark that was seen as a symbol of apartheid become a proud heritage site for the whole of the country after 1994?

8. Research

- a. Research slavery in the Western Cape. Name at least five geographical areas from which slaves were brought to South Africa, starting in the second half of the 17th century.
- b. Complete the minitbook

9. Discuss

- a. Is it really correct to say that the Dutch settlers built the castle?

10. Crafty project

- a. **Make a poster**

- i. Create a Heritage Day poster, advertising one of the Heritage subjects in the Learner's Book.

b. Celebration

- i. If we celebrated Heritage Day on the 24th of September, what would you do to highlight the subject, and get people to attend the celebration?

11. FIELD TRIP

- a. Visit the Makapans Valley

TOPIC 4 UNIT 8 – HERITAGE AND INDIGENOUS MEDICINE

1. Read & Discuss p158 LB

2. Read more about Aloe

What is Aloe Vera?

Aloe Vera is a species of Aloe, native to northern Africa. It is a stemless or very short-stemmed succulent plant growing to 80-100 cm tall, spreading by offsets and root sprouts. The leaves are lanceolate, thick and fleshy, green to grey-green, with a serrated margin. The flowers are produced on a spike up to 90 cm tall, each flower pendulous, with a yellow tubular corolla 2 to 3 cm long.

Aloe Vera has long been a popular houseplant. Often called the 'miracle plant' or the 'natural healer', Aloe Vera is a plant of many surprises. It flourishes in warm and dry climates, and to many people it looks like a cactus with fleshy thorny leaves. In fact it is a member of the Lily family, staying moist where other plants wither and die by closing its pores to prevent moisture loss.

There are around 400 species of Aloe, but it is the Aloe Barbadensis Miller (Aloe Vera or "true aloe") plant which has been of most use to mankind because of the medicinal properties it displays.

The Aloe Vera Plant

Although there are many Aloe's the term Aloe Vera ("true Aloe") refers to the Aloe Barbadensis Miller. Fully grown the plant stands 60 to 90 cm high, and a mature leaf is 7 to 10 cm across at the base, weighing 1.5 to 2 kg.

The lower leaf of the plant is used for medicinal purpose. If the lower leaf is sliced open, the gel obtained can be applied on the affected area of the skin. Leaves and seeds are the two edible parts of Aloe Vera.

The Aloe leaf structure is made up of four layers:

Rind - the outer protective layer;

Sap - a layer of bitter fluid which helps protect the plant from animals;

Mucilage Gel - the inner part of the leaf that is filleted out to make Aloe Vera gel.

Aloe Vera (inner gel) contains the 8 essential Amino Acids that the human body needs but cannot manufacture.

Aloe Vera has a bitter taste that can be unpleasant in the raw state. It is possible to get used to the taste of plain Aloe Vera gel, but if you can't the addition of some fruit juice helps to make it more palatable.

There is much confusion between Aloe Vera Gel and Aloe Vera Juice with the two often being thought synonymous. The term Gel refers to the inner leaf only, whereas Juice refers to "Aloe Latex" a bitter substance found just under the skin of the leaf.

Leading authorities on Aloe Vera maintain that only Aloe Vera gel as fresh as preservation allows from the inner leaf has any remarkable properties.

Aloe Vera used Throughout History

Aloe Vera has been found described in writings in many different cultures and as far back as the Greek, Egyptians, and Roman eras. References have also been found in writings from the Indian and Chinese early cultures. Ancient records show that the benefits of Aloe Vera have been known for centuries, with its therapeutic advantages and healing properties surviving for over 4000 years. The earliest record of Aloe Vera is on a Sumerian tablet dating from 2100 BC.

Its antiquity was first discovered in 1862 in an Egyptian papyrus dated 1550 BC. Egyptian Queens associated its use with their physical beauty.

It was used to great effect by Greek and Roman physicians. Researchers have found that both the ancient Chinese and Indian used Aloe Vera.

In the Phillipines it is used with milk for kidney infections.

Aloes are referred to in the Bible, and legend suggests that Alexander the Great conquered the island of Socotra in the Indian Ocean to secure supplies of Aloes to treat the battle wounds of his soldiers.

Today in Japan Aloe Vera is commonly used as an ingredient in commercially available yogurt. There are also many companies that produce Aloe Vera beverages.

People in Tamil Nadu, a state of India, often prepare a curry using Aloe Vera which is taken along with Indian bread (nan bread) or rice.

3. Notebook Entries

- a. **Aloe in isiXhosa – ikhala**
- b. **Healing properties of aloe**
- c. **Vocabulary words**
 - i. Indigenous – coming naturally from or belonging to a geographical area
 - ii. Characteristics – Notable qualities of a person, place or thing
- d. **How does aloe taste?**
- e. **Other indigenous plants**
 - i. Research some other plants also used as medicine in South Africa (http://library.thinkquest.org/C007016/healing_plants.html)

TOPIC 4 UNIT 9 – HERITAGE IN ARCHITECTURE

1. Read & Discuss p159 LB

2. Notebook Entries

- a. **Colour** the Northwest Province on the map
- b. **Mark** where Kaditshwene is on the map
- c. **Heritage town:** Kaditshwene
- d. **Nearest town:** Zeerust
- e. **What was used to make the walls?** Rocks (stone)
- f. **Venn-diagram:**
 - i. **Compare Kaditshwene with Mapungubwe.** List the differences and similarities between the two towns

g. Vocabulary words

- i. Traditional – the way things were done long ago
- ii. Architecture – Design and building of towns and buildings
- iii. Culture – The way communities of people do things

TOPIC 4 UNIT 10 – HERITAGE AND INDIGENOUS KNOWLEDGE SYSTEMS (IKS)

1. Read & Discuss p160 LB

2. Notebook Entries

- a. **Colour** Mapumalanga on the map
- b. **Mark** where Baberton is on the map
- c. **Natural Heritage:** Makhonjwa Mountains
- d. **Where:** Baberton, Mapumalanga

3. Read about other natural heritage sites of South Africa

- a. **Vredefort crater** is the largest verified impact crater on Earth, more than 300 km across. It is located in the present-day Free State Province of South Africa and named after the town of Vredefort, which is situated near its centre. Although the crater itself has long since eroded away, remaining geological structures at its centre are known as the Vredefort Dome or Vredefort impact structure

- b. **Richtersveld botanical landscape**

The **Richtersveld** is a mountainous desert landscape characterised by rugged kloofs and high mountains, situated in the north-western corner of South Africa's Northern Cape province. It is full of changing scenery from flat, sandy, coastal plains, to craggy sharp mountains of volcanic rock and the lushness of the Orange River, which forms the border with neighbouring Namibia. The area ranges in altitude from sea level, to 1,377 m (4,518 ft) at Cornellberg.

Located in South Africa's northern Namaqualand, this arid area represents a harsh landscape where water is a great scarcity and only the hardiest of lifeforms survive. Despite this, the Richtersveld is regarded as the only Arid Biodiversity Hotspot on Earth, with an astonishing variety of plant, bird and animal life (much of which is endemic).

Part of the area is inscribed on UNESCO's World Heritage List due to its cultural values, but remains a favourite amongst nature travellers to South Africa, the landscape is sometimes described as "martian". Though barren and desolate at first glance, closer examination reveals the area to be rich in desert lifeforms, with an array of unique species specially adapted for survival.

- c. **The Cape Floristic Region**, the smallest of the six recognised floral kingdoms of the world, is an area of extraordinarily high diversity and endemism, and is home to more than 9 000 vascular plant species, of which 69 percent are endemic. Much of this diversity is associated with the fynbos biome, a Mediterranean-type, fire-prone shrubland. The economical worth of fynbos biodiversity, based on harvests of fynbos products (e.g. wildflowers) and eco-tourism, is estimated to be in the region of R77 million a year. Thus, it is clear that the Cape Floristic Region has both economic and intrinsic biological value as a biodiversity hotspot
- d. **iSimangaliso Wetland Park**
(previously known as the **Greater St. Lucia Wetland Park**) is situated on the east coast of KwaZulu-Natal, South Africa, about 275 kilometres north of Durban. It is South Africa's third-largest protected area, spanning 280 km of coastline, from the Mozambican border in the north to Mapelane south of the Lake St. Lucia estuary, and made up of around 3,280 km² of natural ecosystems, managed by the iSimangaliso Authority.

- e. **Robben Island** is an island in Table Bay, 6.9 km west of the coast of Bloubergstrand, Cape Town, South Africa. The name is Dutch for "seal island". Robben Island is roughly oval in shape, 3.3 km long north-south, and 1.9 km wide, with an area of 5.07 km². It is flat and only a few metres above sea level, as a result of an ancient erosion event. The island is composed of Precambrian metamorphic rocks belonging to the Malmesbury Group. Nobel Laureate and former President of South Africa Nelson Mandela was imprisoned on Robben Island for 18 of the 27 years he served behind bars before the fall of apartheid. Kgalema Motlanthe, who also served as President of South Africa, spent 10 years on Robben Island as a political prisoner, as did current president Jacob Zuma.

4. Notebook Entries

- a. **Other natural heritage sites of South Africa**
 - i. Write what's special about these places
- b. **Vocabulary words**
 - i. **Knowledge system** – A way of understanding the world

TOPIC 4 UNIT 11 – HERITAGE IN ART

1. Read & Discuss p161 LB

2. Notebook Entries

- a. **Colour** KwaZulu-Natal on the map
- b. **Mark** where the Drakensberg are on the map
- c. **Heritage work of art:** San rock art
- d. **Where found:** uKhahlamba Park, Drakensberg, KwaZulu Natal
- e. **Main features of San Rock art** (p89-104 LB).
 - i. Let him draw free-hand the objects that so enthralled the San. Get him to colour them using as far as possible the San-like colours and tones.
 - ii. Then let him draw a border around his art
- f. **Why is a site chosen as a World Heritage Site?** (Cut & paste)
- g. **What is *heritage*?** (Cut & paste)
- h. **Why is the uKhahlamba Park a World Heritage Site?** (Cut & paste)

**** TERM ASSESSMENT EXEMPLAR LB p162-163**

**** TERM ASSESSMENT p96 TG**