

Webquest: Animals in Ancient Egypt

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Background: Ancient Egyptians believed in a multitude of gods and goddesses, many of whom were represented with animal features. These specific animals were chosen from the world surrounding them, specifically the Nile River Valley.

- Jackal, a desert dwelling wild dog
- Ibis, a wading bird
- Lion, ferocious hunter
- Crocodile, lying in wait in the river
- Cat, domesticated from the wild, companion of farmers
- Falcon, swift graceful hunter
- Bull, symbol of power and wealth

As the religion developed and certain deities were given characteristics of these animals, the animals grew in importance. Priests would keep the representative animal for their god or goddess in the temples. Offerings and sacrifices were made to these animals and often mummified animals were taken to the afterlife. Mummified animals were sometimes pets preserved out of love, and sometimes animals sacrificed to a deity. Today we see these animals carved into limestone, painted on walls and coffins, in amulets and statues, and mummified and buried in tombs.

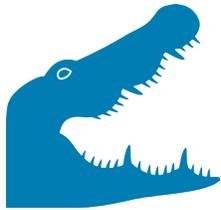
Time Period: One class period (40 minutes), could become two periods based on technical abilities of students or with technical limitations (Internet and computer speed) of equipment.

Materials Needed:

- Computers for every student or pair of students with internet access.
- Paper to record answers to questions.
- Attached guide sheet “WebQuest: Animals in Ancient Egypt.”
- Teacher needs to test and verify links prior to class.

Core Standards:

- World History
- Geography
- Religion and Culture
- Technology
- Art



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Objective: Students Will be Able to:

View and interpret primary source materials.
Identify animals represented in different forms of Egyptian art.
Draw conclusions from what they see and their previous knowledge of Egypt about the role of animals in ancient Egypt.
Search and find specific content from various international museum resources.

Task: Students will need to be seated at a computer with Internet access, beginning with WebQuest page. Students will go to the appropriate Internet address for each group of questions, then explore that site to gain the information needed to respond to each question. After all the web resources have been viewed and the corresponding questions answered, the students will answer the “Big Question” to pull the different aspects of their inquiry together. The answers should be recorded on separate paper to be handed in to the teacher at the conclusion. At no time should students be using “Google, Ask” or other search engines to find answers; they are all in the pre-screened and selected sites.

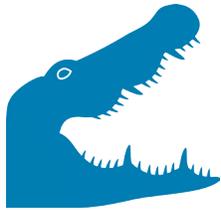
Assessment: Student response papers.

Taking it Further: Think of, or research, other religions and cultures to find which animals play important roles. How is this similar to the ancient Egyptians? Why did these cultures select the animals they did as important? Think about the geography, climate, and natural settings of where these people live.

<<http://www.khm.at/en/visit/collections/egyptian-and-near-eastern-collection>>
Kunsthistorisches Museum in Vienna. View the panorama of the exhibit, scroll across the ceiling and walls.

1. What animals do you see represented here?

2. Are there some animals that have human parts? What animals are they?



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3. Click on “Selected Masterpieces”, “Third Intermediate & Late Period”. Identify what animals you see, and how they are represented (painting, carving, statues...)

< <http://www.metmuseum.org/collections/galleries#gallery9>> Metropolitan Museum of Art, Egyptian Art Gallery. Browse the galleries, focus on #126 and #135 (but browse others as well).

1. Looking at coffin lids, what are two (2) commonly represented animals?

2. In paintings found on tomb walls, what interactions and animals are found?

< <http://www.prm.ox.ac.uk/AnimalMummification.html> > Pitt Rivers Museum, Animal Mummification.

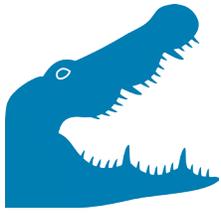
1. According to the article, why were certain animals and gods linked together?

2. What were three (3) reasons to mummify an animal?

< <http://www.chiddingstone.kent.sch.uk/homework/egypt/animals.htm> >

1. You have seen the Jackal in many forms during this WebQuest, what god is associated with the Jackal?

What job does this god perform?



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Why might ancient Egyptians connected this job and the jackal?

2. What insect was favored by ancient Egyptians?

What god was associated with it?

What did this god do that connected it to the insect?

Where else did you see images of this insect?

<http://www.britishmuseum.org/explore/young_explorers/discover/museum_explorer/ancient_egypt/death/weighing_the_heart.aspx>

The British Museum Collection, Explore, Weighing the Heart of Any

1. What animal is waiting to devour the heart of the unjust?

2. Why might these animals have been combined into one devourer?
