



The mummy returns



THE MUMMY RETURNS

AN ACTIVITY FOR BOTH HISTORY AND ENGLISH LESSONS (1º ESO, BILINGUAL GROUP)

OBJETIVES / OBJETIVOS

- Using Past Simple
 - Using Irregular verbs in the past
 - Using short answers
 - Using WHAT, WHO, WHY, HOW, WHERE
 - Using Time expressions
1. Identificar los límites cronológicos de Egipto.
 2. Conocer la importancia de la civilización egipcia.
 3. Conocer la forma de gobierno del Antiguo Egipto.
 4. Entender la relevancia de la arqueología como medio para el conocimiento de culturas del pasado.
 5. Apreciar la identificación existente entre las creencias religiosas y la producción material por medio del estudio de los monumentos funerarios: pirámides, mastabas e hipogeos.
 6. Reconocer y apreciar las manifestaciones artísticas y culturales de la cultura egipcia.

ASSESMET / CRITERIOS DE EVALUACIÓN

- To be able to use the Past Simple
 - To be able to use the Present Simple
 - To be able to make questions with What, How, Why, When and Where
 - To be able to use short answers
 - To be able to use Time expressions
1. Establecer las principales etapas de la civilización egipcia.
 2. Poner de relieve la singularidad de la civilización egipcia frente a otras culturas de la Antigüedad.
 3. Explicar el papel jugado por la figura del faraón en el Estado egipcio.
 4. Relacionar el proceso de momificación y enterramiento con la proliferación de los grandes monumentos funerarios.
 5. Identificar las distintas manifestaciones del arte egipcio.

BEFORE THE FILM

- READING COMPREHENSION: Ancient Egypt. Culture and religion.
 - (Reading comprehension, matching exercise and Finding out more Activities)
- READING AND LISTENING COMPREHENSION: Princess of Death.

Timing: An hour.



Ancient Egypt. Culture and religion

Hieroglyphic writing

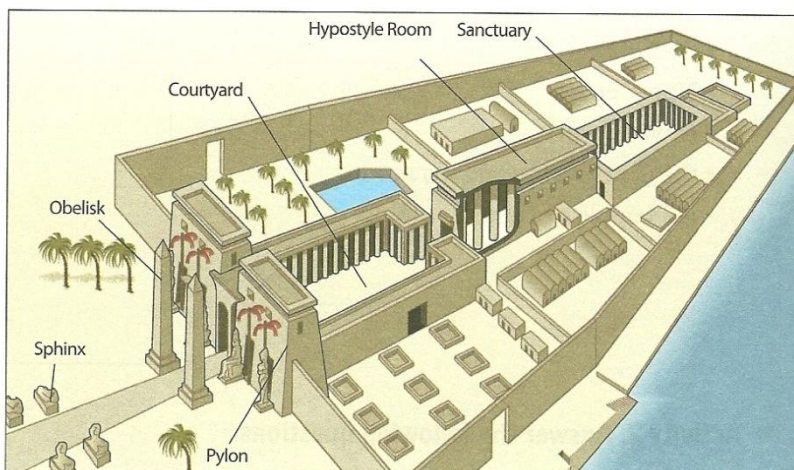
Around 3,200 BC the Egyptians invented a form of sacred writing using **hieroglyphics**. Hieroglyphics were used to record land, harvests, payment of taxes and building materials. Hieroglyphic writing developed in response to **economic needs**. Scribes wrote the hieroglyphics on **papyrus** with reed pens.

In 1822, Jean-François Champollion deciphered hieroglyphic writing thanks to the Rosetta stone, which is a stone tablet on which the same text is written in three different types of writing: hieroglyphic, Demotic (another Egyptian language) and Greek. It is currently in the British Museum (London).

The gods and Egyptian temples

The Ancient Egyptians were **polytheists**: they believed in many **gods**. Some gods were worshipped in all Egypt and others only in certain towns. The Egyptian gods were represented in surprising ways: sometimes in a human form; at other times in an animal form, or sometimes in a mixed animal and human form.

The Egyptian temples were colossal. First there was a monumental entrance and then there were rooms which lead to the sanctuary. In the sanctuary there was a statue of the god. The priests were in charge of worshipping the god. Science was also practised there.

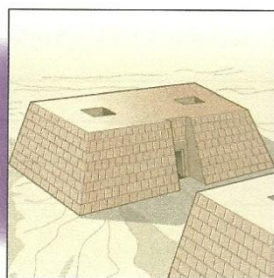


An Egyptian temple.

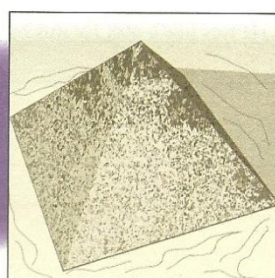
Eternal life

The Egyptians believed that the souls of the dead lived for ever on two conditions: if the body was well preserved (**mummification**) and if the dead person had done good during his/her life. The dead were judged by Osiris, the god of the dead. Amulets were often placed in tombs, as it was believed they could influence the scales which weighed the hearts of the dead and make them tip towards the good side.

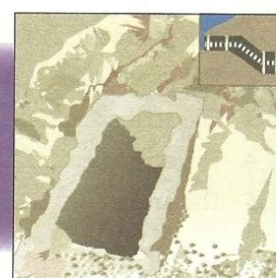
The pharaohs and other powerful people wanted to protect their mummies from the wear and tear of time. In Ancient Egypt there were three kinds of tomb. The most ancient are the **mastabas**: these are ditches covered by a mud-brick or stone platform. Then, in the third millennium BC, the pharaohs Cheops, Kephren and Mykerinos had their famous **pyramids** built at Giza. Later, to avoid theft, the pharaohs decided to be buried in the Valley of the Kings, in **hypogeum**: underground tombs carved out of the rocks.



Mastaba.



Pyramid.



Hypogeum.



Activity 1. Answer the following questions.

- 1 In which year was hieroglyphic writing invented?

- 2 What was hieroglyphic writing used for?

- 3 Who deciphered hieroglyphics?

- 4 What is the Rosetta stone? Where is it now?

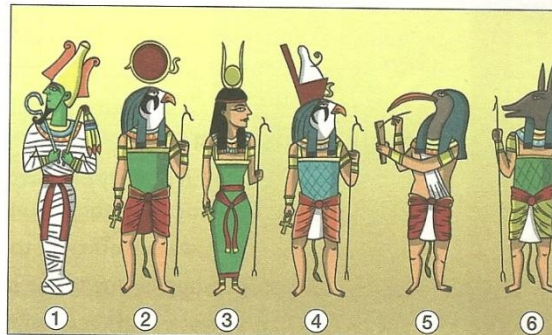


Rosetta stone (detail).

Activity 2. Look for information on the Internet about the Egyptian Gods. Then match the gods with what they represent.

the sun god • the god of the dead • the goddess of magic • the god of the sky and of war • the god of writing and wisdom • the god of mummification

- 1 Osiris _____
- 2 Ra _____
- 3 Isis _____
- 4 Horus _____
- 5 Thoth _____
- 6 Anubis _____



Activity 3. Complete the following sentences.

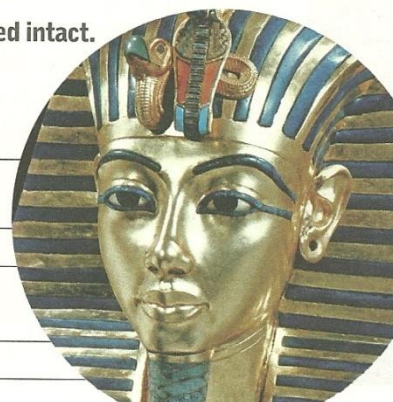
- 1 The pharaohs _____ had their famous pyramids built at Giza.
- 2 The pharaohs decided to be buried in the hypogeum to avoid _____.

Activity 4. Find out about this pharaoh whose tomb was discovered intact. Answer the following questions.

- 1 What is the pharaoh's name?

- 2 What pharaonic symbols can you recognise on the mask?

- 3 Give examples of other objects found in his tomb.





- ▶ Read and listen to the story and complete the reporter's questions with the words provided. Then match the questions to their answers.

PRINCESS OF DEATH

Cairo, Egypt, 1910.

Douglas Murray, a British Egyptologist, bought the mummy-case* of an ancient Egyptian princess from an American. That evening the American died.

Later, Murray learnt that the princess had been a priestess* in the Cult of the Dead at the temple of Ammon-Ra in Thebes about 1600 BC. Writing on the walls of her tomb said terrible things would happen to anybody who disturbed her. Three days later on a shooting* expedition Murray's gun exploded in his hand. His arm was amputated in hospital.

Then, on the return voyage to England, two of Murray's friends died of mysterious causes. In London Murray decided to sell the mummy-case, but a woman friend asked him to give it to her. Soon the woman's mother died, her lover abandoned her, and she became very ill. After she returned the case to Murray, he gave it to the British Museum. A photographer was taking pictures of it when he suddenly fell down dead.

The British Museum offered the mummy-case to a museum in New York. The Americans asked the museum to send it by the safest way possible. So it was put on a new ship, the *Titanic*, making its maiden voyage on 10th April, 1912 from Southampton to New York. The mummy-case never arrived...

Who What Why Where How

REPORTER

- a. did you buy the mummy-case?
- b. sold it to you?
- c. did you lose your arm?
- d. did your woman friend return the case to you?
- e. happened to the photographer in the British Museum?

MURRAY

- 1. My gun exploded in my hand.
- 2. In Cairo.
- 3. He fell down dead.
- 4. Because horrible things happened to her.
- 5. An American.



Source: Peter Foreman. A mystery tour of England.



DURING THE FILM: THE MUMMY RETURNS Stephen Sommers

Length: 125 minutes, along 2 lessons. The film is shown in English with English subtitles.

- Find and write down 15 words related to Egypt. E.g., "pharaoh":
➤

AFTER THE FILM

ANSWER THE FOLLOWING QUESTIONS (You will have to use your previous knowledge).

1. In the Ancient Egypt the Pharaoh was considered as a living-god. Which could be the worst crime for a person in those times?
2. Imhotep is the High Priest of the Dead. Why were priests so important in Egyptian society?
3. Museums play a relevant role in The Mummy. Can you name two important museums from the film?
4. Which of the following gods are mentioned in this story? Tick them.
 Anubis, the god of mummification Osiris, the god of the dead
 Ra, the sun god Isis, the goddess of magic
 Horus, the god of the sky and of war Thoth, the god of writing and wisdom.

* Could you add any other gods from the film?

5. Was mummification only a ritual in Ancient Egypt or a necessity? Explain your answer.

Check out: <http://www.claseshistoria.com/bilingue/1eso/egypt/imagenes/animacion-momificacion.swf>



9. What does the Book of the Dead do? Why is it so important in the film?

10. How many social classes can you name from the movie? Draw a representative graphic of them.

A large, empty rectangular box with a thin black border, intended for the student to draw a representative graphic of social classes from the movie.

Timing: An hour.

LET'S SPEAK

Students will discuss about life in the Ancient Egypt according to what they've watched in the film.

ASSESSMENT

We will work and mark this activity from both subjects, Social Sciences and English.

All skills and competences are worked out. At least 4 lessons are needed to fulfill the activity.