

The British Museum

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crow**

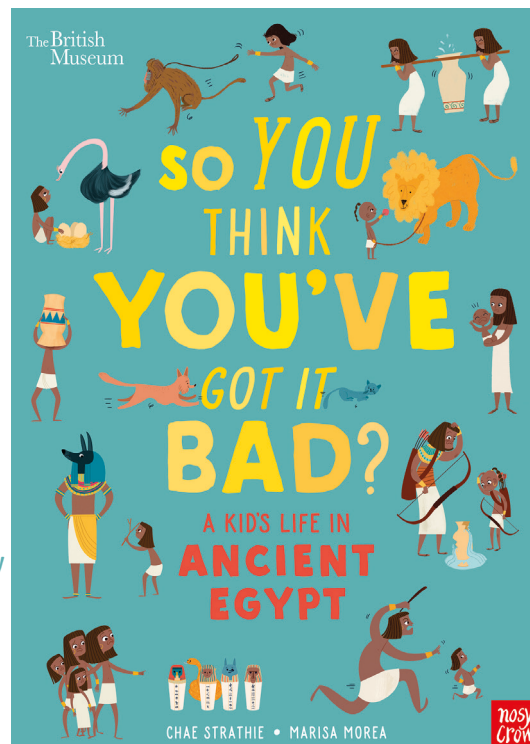
# INTRODUCTION

How do you feel about **DEATHSTALKER SCORPIONS** or **VENOMOUS COBRAS**?  
How about being **BOPPED ON THE HEAD WITH A STICK** because you stepped out of line in school?

**WHAT?** You think that sounds **ALL KINDS OF HORRIBLE?**  
If you think **YOU'VE GOT IT BAD**, just wait till you get a taste of kids' lives in **ANCIENT EGYPT...**

'It was so fascinating to find out about life of children in ancient Egypt . . we both giggled a lot!'  
**SUZANNE, AGED 9**

'It was very funny and I really enjoyed it, I learnt a lot.'  
**EVE, AGED 8**



Hardback / Paperback • £12.99 / £7.99  
Available from [www.nosycrow.com](http://www.nosycrow.com)

In this hilarious book, written by award-winning author Chae Strathie and illustrated by Marisa Morea, children will learn exactly how difficult life really was. Probably the first book about ancient Egypt that involves bubble wrap and skateboards!

Use these activities to explore this hilarious and fascinating look at a child's life in ancient Egypt. Featuring discussion questions and fun activities for the whole class, this pack can be used in history lessons and as a way to develop art, research and design skills.

**so YOU THINK YOU'VE GOT IT BAD?**

# FASHION AND PETS

(Pages 6-15)

## CLOTHES AND STYLE: PAGES 6-9

- Take a look at the illustrations on pages 6-9 and ask the students what kinds of clothes they think ancient Egyptians would wear.
- Ask students if they were surprised by any of the fashions.
- Often ancient Egyptians wore similar clothes to their parents. How would they feel wearing the same fashion as grown-ups?
- The most common hairstyle for children was either shaved bald or very short over most of the head, with a single length of braided hair hanging down. Ask students why they think that might have been a popular hairstyle. How would they feel if they had this haircut?

## PETS: PAGES 14-15

- The ancient Egyptians kept monkeys, baboons, fish, gazelles and birds as pets, and Rameses II even had a pet lion. Ask students which ancient Egyptian pet would be the hardest to look after and why.
- Ancient Egyptians loved cats so much that they treated them almost like gods. Ask students which animals are important to them and why. When a cat died, its owners even shaved off their own eyebrows to show they were mourning. Ask students if they'd be willing to do something so extreme for their pets.

## ACTIVITY: PET TOP TRUMPS

- Choose one of the pets that ancient Egyptians kept and carry out some research on them. What food do they eat? What environment do they need to live in?
- Create trump cards for each of the animals (lion, fish, gazelle, baboon, jackal) rating: cleanliness, cost of food, how easy they would be to look after, how fun they are.
- Draw yourself as an Egyptian with your new Egyptian pet. What hairstyle do you have? What clothes are you wearing?

so **YOU** THINK **YOU'VE** GOT IT **BAD**?



# HOME LIFE

(Pages 16-29)

## HOME: PAGES 16-23

- In the ancient Egyptian home there were no taps, so twice a day the women collected water from a well or river. Ask students to imagine living in a place with no running water – what would they find difficult?
- What else do they think might be missing from a home in ancient Egypt?

## CHORES AND JOBS: PAGES 24-29

- Children in ancient Egypt were expected to help their families, from looking after their younger siblings to helping with the family business. Ask students what kinds of things they think an ancient Egyptian child might do to help their family. Then discuss the things they do to help their parents or guardians.
- Ask students what jobs they think might exist in ancient Egypt and how different are they from today's jobs.
- Why do they think some jobs might be considered more important than others? Refer to examples on page 28-29.
- Ask students which job they'd like to do if they lived in ancient Egypt.

## ACTIVITY: DIARY OF AN ANCIENT EGYPTIAN

- For this writing task you will be asking students to research everyday life for an Egyptian child using the book and any other supporting resources you wish to provide. Then you can ask students to write a diary entry in the first person imagining they live in ancient Egypt.
- Think about: What would they have for breakfast? What kind of house would they live in? Would they go to school? What games would they play? What would their bed be like?
- Ask them to think carefully about the five senses to describe their experience more richly. Then students can share their diary entries with the class if they'd like to.
- For a twist: Ask students to imagine they travelled back in time to ancient Egypt from the present day and write an account of what they discover. What would their reaction be to life in ancient Egypt? What would they notice first? Who would they meet? What would they miss?

# SCHOOL AND DISCIPLINE

(Pages 30-37)

- Formal schooling was mostly for the boys of wealthier families. Girls rarely had an education outside of the home. So only a small percentage of rich or royal children would have been sent to school. Discuss with the class what they think about this.
- School was very strict in ancient Egypt – one ancient Egyptian proverb reads ‘A boy’s ear is on his back: he hears when he is beaten.’
- Ask the class what they think it would have been like to be a student in ancient Egypt.
- What subjects do they think they would learn? Turn to pg. 32 for examples of subjects.
- How different is it from their lessons now?

## ACTIVITY: INTERVIEW AN EGYPTIAN

- Split the class in half, having one side pretending to be teachers and one side pretending to be students in ancient Egypt.
- Let them carry out some further research into schooling, using other books or websites.
- Invite students up to the front of the class and allow the rest of the class to interview them about their school life, either as a teacher or a student.
- Encourage them to really put themselves into the shoes of their character. Questions could cover lessons, punishments, the school building etc.
- Girls may choose to either act as a student, or think about what they may have been doing instead of school. How would they have learnt about the world?

# DIET AND MEDICINE

(Pages 38-49)

- The staple diet of ancient Egyptians was based on bread, vegetables, and depending how wealthy the family was, meat, poultry and fish. Ask students if they think this is a healthy diet and how different it is from the food we eat today.
- In ancient Egypt, an ostrich egg was considered a treat, and almost everyone loved eating garlic and onions! Ask students why they think these foods were so popular? Do they think an ancient Egyptian would enjoy our food today?
- Look at page 44 for some examples of why people in ancient Egypt might have to visit the doctor. Can you think of any other reasons they might have had to go?
- Doctors in ancient Egypt used some methods we would find a little bit strange today, including spells, spices, cow dung and the blood of a bird. Ask the students if they think any of this would have worked?
- Ask the students why they think ancient Egyptians turned people into mummies when they died? Why was this important to them? How do we celebrate when people die now?

## ACTIVITY: HEALTH OF AN EGYPTIAN

- What we eat today is very different to what people ate in ancient Egypt. Draw two plates, on one include what we might eat today for dinner and on another what an ancient Egyptian might have eaten.
- Create a poster advertising a new medical treatment in ancient Egypt. For example: a new spell or a medicine containing cow dung. Why should people try this new treatment? What can it be used for?
- Use persuasive techniques such as emotive language, the rule of three, pronouns, metaphors, evidence etc.

# GODS AND AMULETS

(Pages 50-53)

- In ancient Egypt, there were hundreds of gods to choose from. Gods were often pictured with animal heads, to help identify them and to show their special quality. Ask students to look at the gods on page 51. Can they spot any animals they recognise?
- Can they imagine what special powers those gods might have?
- Many ancient Egyptians used protective amulets to help keep them safe. An amulet is a small piece of jewellery or ornament, for example, ancient Egyptians made a wand from a hippo's tusk that protected them against being bitten by poisonous animals. Ask students to discuss whether they have any lucky charms and if they think they work.

## ACTIVITY: CREATE AN EGYPTIAN GOD

- For this task, you will be asking students to create their own ancient Egyptian god. Ask students to turn to page 51 to learn about the most popular gods. For more god examples, you could visit: <http://www.historyforkids.net/egyptian-gods.html>
- Discuss which animals you can see on the page and what qualities those animals might have. Think about the different powers that the gods have and why people would worship them.
- Then ask students to think about creating their own god: what animal would they choose, what colours would they wear, what powers would they have? Then ask students to draw their animal-headed god and write a short profile for them including:
  1. *Name*
  2. *Animal*
  3. *Powers*
  4. *Why people worship them*



# FUN AND GAMES

(Pages 54-59)

- The sunny climate in ancient Egypt was perfect for outdoor games. Ask students to look at pages 56 to 57. Do they still play any of these games today? What games would they miss if they lived in ancient Egypt?

## ACTIVITY: BOARD GAME

- Based on the familiar game of snakes and ladders, students will create a playable board game about the highs and lows of ancient Egyptian life.
- You will need large sheets of paper, colouring pencils or pens, scissors, rulers and dice.
- Firstly, ask students to get into small groups of 2 or 3 then between them ask them to think about good things and bad things that could happen in ancient Egypt based on the book. Give some examples to help students, such as animals they might encounter, what might happen at school, what jobs they might have to do, what food they would have to eat and so on. These will help determine whether you can move forward or backwards.

### GOOD:

- You learn how to write in hieroglyphs
- You find a fish amulet that brings you good luck
- Play tug of war with your friends and win

### BAD:

- A crocodile bites you when you are washing clothes in the river
  - You have to babysit your siblings instead of going out to play
  - You lose your fish amulet – bad luck!
- Once students have some ideas, ask them to draw a large square on their paper and divide that into smaller squares. (You could also provide a print-out template if easier.)
  - Then, you can start adding in your good and bad actions which will either send the player forward or backwards. E.g. A scorpion stings you, move back 2 places.
  - You can also add in snakes (cobras were common in ancient Egypt) and ladders if you want to make the game even more difficult.
  - Then teams will have to think of a name for their board game and create four playing pieces that can be used to move across the board.
  - Once the game is ready, swap board games with another team and have a go at playing it! At the end, teams can share their favourite facts from the game.

so **YOU** THINK **YOU'VE** GOT IT **BAD**?



# THANK YOU FOR USING THIS RESOURCE PACK!

We hope you have had fun on your tour of ancient Egypt.  
DO YOU STILL THINK YOU'VE GOT IT BAD?

## USEFUL LINKS

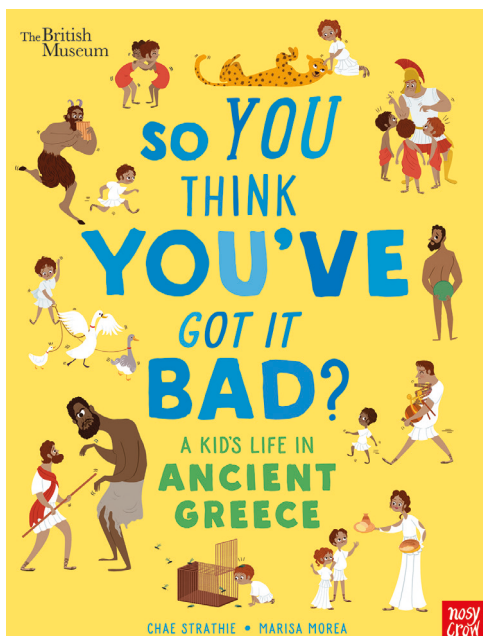
- You can find out more about life in ancient Egypt on the British Museum's ancient Egypt microsite, aimed at 7-11 year olds:

<http://www.ancientegypt.co.uk>

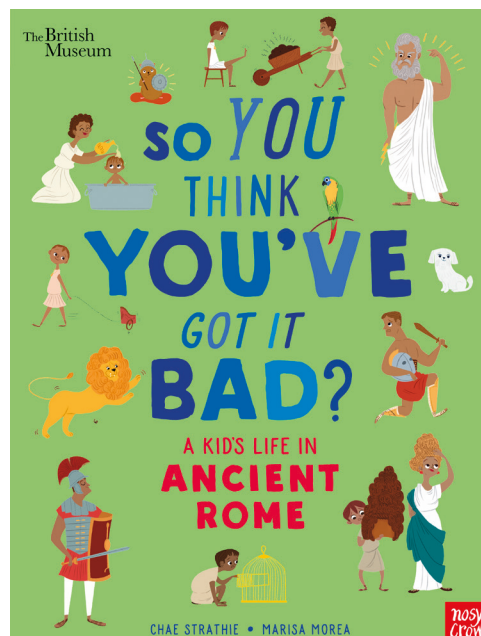
- Additional resources for teachers can be found on the British Museum website. While many of these resources are based around the idea of visiting the relevant galleries at the museum, they also include interesting information and activity ideas around the theme of ancient Egypt:

[http://www.britishmuseum.org/learning/schools\\_and\\_teachers/resources/cultures/ancient\\_egypt.aspx](http://www.britishmuseum.org/learning/schools_and_teachers/resources/cultures/ancient_egypt.aspx)

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