The Aim

This Activity Pack can be used with children either at home or in the classroom.

It includes five activities, one for each day of the week. Children can dip in and out and complete as many activities as they like. The focus of the pack is for children to explore some of the ancient civilizations of the world, including the Romans, Egyptians, Maya, Aztecs and Incas – helping them to engage with world history in lots of interesting, fun and educational ways.

Books Included In This Pack

Uncover the secrets of ancient history with DKfindout! Ancient Egypt, DKfindout! Ancient Rome, and DKfindout! Mayas, Incas, and Aztecs. Part of DK’s acclaimed and award-winning DKfindout! series, these books are packed with bite-sized facts and high-quality photographs and illustration to aid Key Stage 2 learning.
History!
DK Curriculum Resources

EDUCATIONAL OBJECTIVES & OUTCOMES

• Activity 1: Thinking Like a Historian
  Curriculum Links: Understanding how our knowledge of the past is constructed from a range of sources; identifying important information and making deductions.
  Outcomes: A ‘who’s who’ of Egyptian Gods and Goddesses; a Profile for an Egyptian God or Goddess.

• Activity 2: Everyday Objects in Ancient Rome
  Curriculum Links: Selecting and organising relevant historical information; understanding methods of historical enquiry; studying significant aspects of everyday Roman life.
  Outcomes: A reenactment of a historical site discovery; a list of Roman objects and their possible uses.

• Activity 3: Religion in Ancient Egypt
  Curriculum Links: Knowing and understanding significant aspects of civilization in Ancient Egypt; understanding the role of culture and religion in ancient civilisations.

• Activity 4: Society for the Maya, Incas and Aztecs
  Curriculum Links: Locating ancient civilisations in time and place; understanding the structure of society in the earliest ancient civilisations; comparing and contrasting to the present day.
  Outcomes: A pyramid showing different societal levels for Inca society; a pyramid showing the structure of modern British society.

• Activity 5: Crafting with the Maya, Incas and Aztecs
  Curriculum Links: Exploring the arts and crafts of an ancient civilisation and their significance in everyday life; explaining the features and purposes of Maya masks.
  Outcomes: A chosen spirit animal; a decorated Maya event or death mask.
Activity One:
THINKING LIKE A HISTORIAN

Note for teachers and parents: this task is designed to get children thinking like historians before they delve deeper into different Ancient Civilizations. It encourages them to explore what they can deduce and interpret from limited information.

Did you know?

Historians piece together clues to form a picture about what life was like in the past. Imagine your classroom or bedroom is a jigsaw. What objects can you see that might help people in the future form a picture of what life was like today? Create a jigsaw-image of the room you’re standing in. You can overlay a drawing in the template below or take a photograph and then divide it into jigsaw pieces.

Find Out!

When you’ve drawn your jigsaw, cut it into the separate pieces. Give a different piece to different members of your family, siblings, friends or teachers. What can they learn about ‘the bigger picture’ from the small piece they have been given?

What questions do they ask in order to find out more? Make a list.

Final Task:

From the jigsaw note down all the things that might survive 5000 years into the future.

Choose six things and write down what a person in the future might learn from them. It might be a good idea to create a table to record your ideas. Remember, historians keep a comprehensive diary of their discoveries!
Activity Two:
EVERYDAY OBJECTS IN ANCIENT ROME

[Activities linked to DK Findout! Ancient Rome - Pages 20-21]

Note for teachers and parents: the aim of this activity is to recreate the anticipation of the discovery of the remains of a historical site. It might add excitement to turn part of the room into a pathway or tunnel leading to the site. To do this, place tables in a long row covered with cloth, or create a makeshift den. At the end of the pathway, lay out objects, pictures or illustrations to represent the different treasures to be found. Children are encouraged to use their imaginations to help create the site!

Did you know?
Discovering everyday objects can help historians to learn a lot about what life was like in Ancient Rome.

"While life in Roman times was very different from how we live our lives today, some things were similar." [Page 20]

Find Out!
Think of everyday tools and items Romans may have used. Place them carefully in your recreation of a historical Roman site. What else can you add to make your site as realistic as possible? Remember, it has never been discovered until now! Turn to page 5 in this pack to see an extract from DKfindout! Ancient Rome to help.

Final Task:
It’s time to become a curious time traveller! Take your time exploring your Roman site.

Sketch what you can see and record your observations using the record below. What deductions can you make from the objects that you find?

<table>
<thead>
<tr>
<th>Object found</th>
<th>Notes about object</th>
<th>What object might’ve been used for</th>
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Everyday Things

Match each item with its description.

- **Fishing tool**
  - Used to catch fish, similar to a现代的鱼竿

- **Folding tool**
  - A multipurpose tool used for various tasks, similar to a现代的折叠工具

- **Plumb line**
  - A device used to measure depth, similar to a现代的测深工具

- **Sponge stick**
  - A tool used for cleaning, similar to a现代的清洁海绵

- **Razor**
  - Used for shaving, similar to a现代的剃须刀

- **Frying pan**
  - A cooking utensil, similar to a现代的平底锅

- **Roman toga**
  - Traditional Roman clothing, similar to a现代的罗马服装

- **Roman helmet**
  - A protective headgear, similar to a现代的头盔

- **Roman shield**
  - Used in battles, similar to a现代的盾牌

- **Roman sword**
  - A weapon used in combat, similar to a现代的剑

- **Roman cloak**
  - Traditional Roman garment, similar to a现代的披风
Activity Three:
RELIGION IN ANCIENT EGYPT

[Activities linked to DK Findout! Ancient Egypt – Pages 28–29]

Did you know?
The gods were a very important part of life in Ancient Egypt.

“The Egyptians believed in over 100 gods and goddesses – they even borrowed some from their neighbours! Many stayed popular for thousands of years. Some gods were shown with the heads or bodies of animals, and most wore a special symbol on their heads to show who they were.” [Page 28]

Find Out!
Can you match the following Gods and Goddesses to the different things that they were believed to rule over?

<table>
<thead>
<tr>
<th>ATUM RA</th>
<th>TEFNUT</th>
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<tbody>
<tr>
<td>NUT</td>
<td>ISIS</td>
</tr>
<tr>
<td>OSIRIS</td>
<td>SETH</td>
</tr>
<tr>
<td>GOD OF VIOLENCE</td>
<td>GODDESS OF SKY &amp; STARS</td>
</tr>
<tr>
<td>GOD OF SUN</td>
<td>GODDESS OF WATER</td>
</tr>
<tr>
<td>GOD OF THE DEAD</td>
<td>GODDESS OF MAGIC &amp; LIFE</td>
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</table>

Turn to page 7 in this pack to check your answers, using the extract from DK Findout! Ancient Egypt.
Gods

The Egyptians believed in over 100 gods and goddesses – they even borrowed some from their neighbours! Many stayed popular for thousands of years. Some gods were shown with the heads or bodies of animals, and most wore a special symbol on their heads to show who they were.

**God of the Sun**
Atum Ra was the father of the gods. He created himself and then the world from a watery nothingness.

**God of the air**
Shu represented the atmosphere. His name means “air” and “light”. The Egyptians called clouds the “bones of Shu”.

**God of the Earth**
Geb was the son of air and water. He was often drawn lying flat on his back in order to support his wife, Nut, who was the sky.

**God of water**
Lion-headed and a little bit fierce, Tefnut represented the water that the Egyptians needed to survive.

**God of the sky and kingship**
As a boy, Horus fought his uncle Seth and won the throne of Egypt. He became protector of the pharaohs.

**God of embalming**
The son of Nephthys, this jackal-headed god looked after the bodies of the dead. He created the first mummy from the body of Osiris.

**God of magic and life**
Isis was Osiris’s wife and mother, but also a powerful magician. She was one of Egypt’s most popular and longest-lived goddesses. Even the Romans loved her!

**God of the dead**
Osiris was Egypt’s first king. When he died he became master of the afterlife, which meant he got to decide who lived in his underworld kingdom after death.

**God of protection**
Nephthys was a kind goddess. She comforted her sister Isis after her husband Osiris died, and she helped her bring him back to life.

**God of violence**
Strong, but jealous of his brother Osiris, Seth tried to steal the throne from him. Later he made peace with Osiris’s son and heir, Horus.

**Godess of the sky and stars**
Nut’s body was home to the stars and the Sun. She was usually shown stretched over Geb just touching him with her fingers and toes.

**Family tree**
Many of the gods and goddesses belonged to family groups. This is one of the best known. Each god in it represented part of the natural world, such as the sky and stars.

**Hathor**
Another important goddess was Hathor. She was very beautiful and loved music, dancing, and beer! Homesick Egyptians who had travelled to faraway places built temples for her so she would protect them. She is often shown as a cow carrying the Sun between its horns.
Activity Three: RELIGION IN ANCIENT EGYPT (continued)

Final Task

Now it’s your turn to do some research just like a real historian! Choose one of the Egyptian Gods or Godesses that you are interested in and use sources such as books, articles or the Internet to carry out some research. Use all of the facts that you find to complete the profile below.

Name:

God/Godesses of:

Important Information

Picture of God/Godesses
Activity Four:

SOCIETY FOR THE MAYA, INCAS AND AZTECS

[Activities linked to DK Findout! Maya, Incas and Aztecs – Pages 12–13]

Did you know?

The Maya, Incas, and Aztecs were great civilizations of the American continents. These three civilisations stretched from southern North America to South America. Can you identify this area on a map?

“A civilization is a society that shares the same way of life. You can still visit the remains of their cities today, deep in jungles and high on mountains.” [Page 4]

Find Out!

The Maya, Incas, and Aztecs were all well-organised societies, divided into different levels, or classes. Can you guess where each of the following groups or people might sit on the Inca society pyramid?

Who do you think is the most powerful individual, standing at the very top of the pyramid? Remember, some groups or individuals might sit on the same level!

Emperor  Lords  Soldier  Wives  Clan Groups  High Priest  Chief Wives  Farmer
Servants  Priest

Turn to page 10 in this pack to check your answers, using the extract from DKFindout! Maya, Incas and Aztecs.

Final Task:

Does this way of organising society seem familiar or very different to you? How would you compare and contrast society in Britain today? Create another pyramid, this time for modern day British society. What differences can you see?
Activity Five:
CRAFTING WITH THE MAYA, INCAS AND AZTECS

Did you know?

Arts and crafts were a very important part of life in these three ancient civilisations. “Children learned crafts from their parents. They could make pots and baskets, and weave wool and cloth. Craftwork was a full-time job for many people. Precious stone masks, metal jewellery, and feathered headdresses all took a lot of skill and practice to make.” [Page 48]

Find Out!

Masks were used for a variety of occasions and purposes.

Mayas were buried with a death mask, which was intended to protect the wearer on their journey to the afterlife. Each mask was made by hand and inspired by the maker’s imagination. Jade, a precious stone, was used because it symbolised the soul.

Event masks were vibrant and colourful, often inspired by animals.

The Mayans believed that animals represented the spirits. For example, many Maya often associated strong kings with jaguars. Why do you think this was? Which animal would you choose to represent you?

Final Task:

Create your own Maya mask. Decide whether you want to design an event mask or a death mask. Use the template to develop your design. Think about how you would make your mask. Which materials would you need?