

# History!

**DK Curriculum Resources**

## ANCIENT CIVILIZATIONS

# The Aim

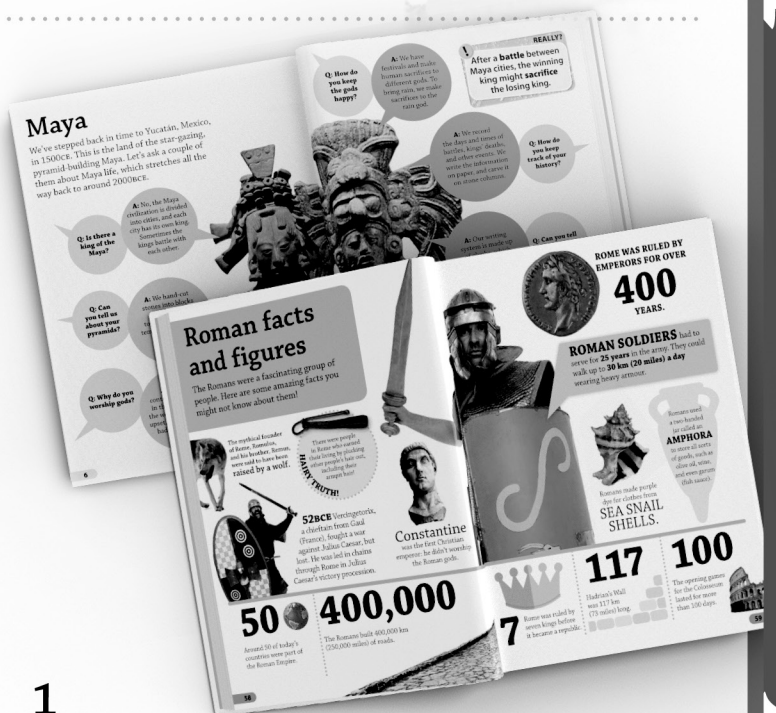
This Activity Pack can be used with children either at home or in the classroom.

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 jigsaw puzzle of a historical scene; a list of deductions and inferences.

- **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.

**Outcomes:** A 'who's who' of Egyptian Gods and Goddesses; a Profile for an Egyptian God or Goddess.

- **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.*

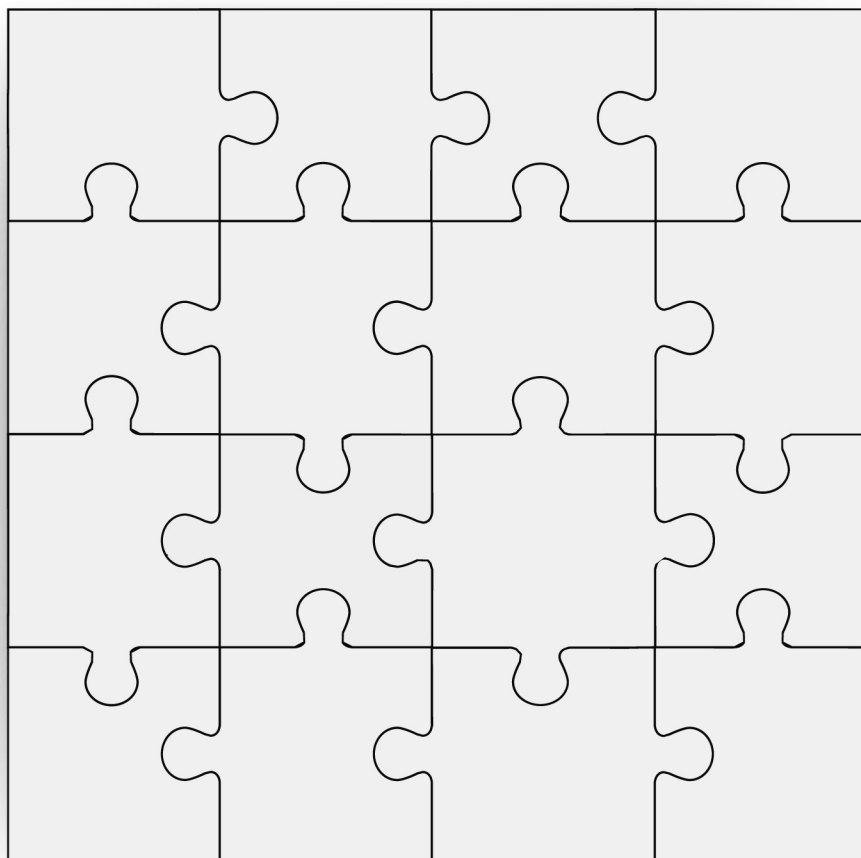
## Did you know?

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:

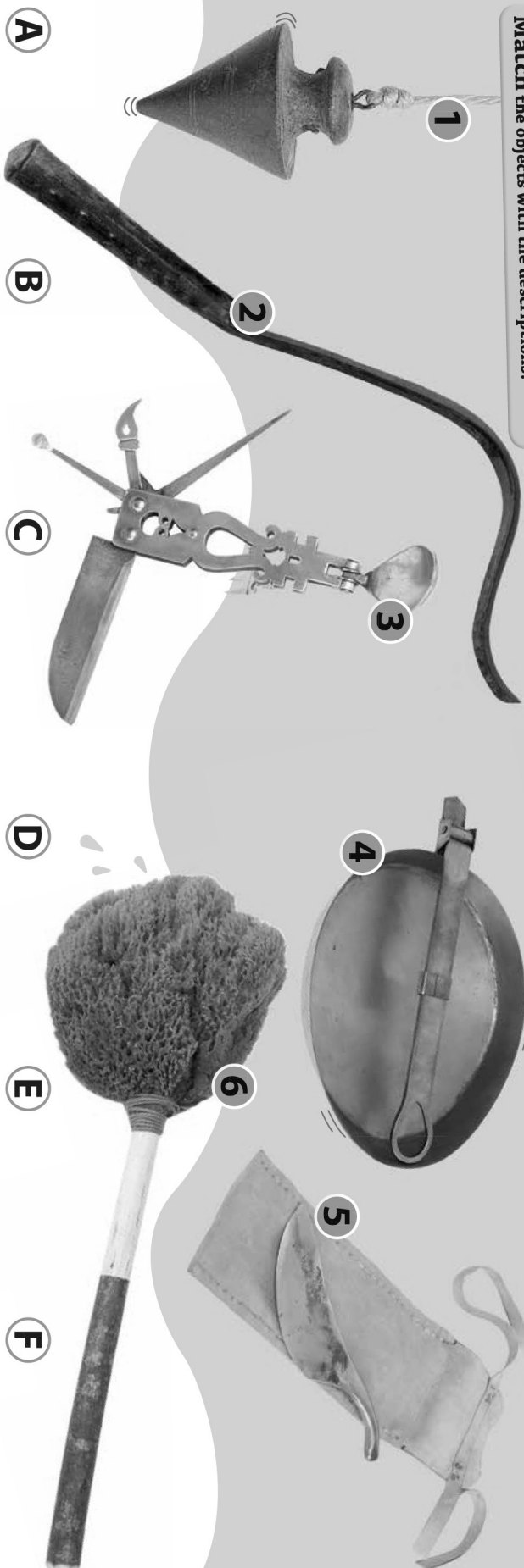
It's time to become a curious time traveller! Take your time exploring your Roman site.

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

Object found	Notes about object	What object might've been used for



Match the objects with the descriptions.



### A

#### Frying pan

This Roman soldier's frying pan has a folding handle. This meant that it could be easily packed away into his baggage or stored for later use.

### B

#### Razor

Roman barbers shaved their customers using a razor. This had to be regularly resharpened on a piece of leather called a strop.

### C

#### Sponge stick

Toilet paper had not been invented in Roman times. Instead, people used a sea sponge on a long stick.

### D

#### Plumb line

To work out if a wall or doorway was straight, Roman builders used a plumb line. This is a lead weight dangled on a length of string.

### E

#### Folding tool

This folding device, like a pen knife, combines a spoon, knife, and other tools. It may have belonged to a traveller, such as a merchant.

### F

#### Strigil

Instead of soap, Romans rubbed themselves with olive oil, and then scraped their skin clean with a curved metal tool, called a strigil.

## Everyday things

While life in Roman times was very different from how we live our lives today, some things were similar. Here's a collection of items that people used in Roman times. Some of them you may recognize, while others may seem strange. See if you can match each item with its description.

### Public toilet

Roman towns had public toilets, where people sat side by side! They were flushed by flowing water. Water also flowed through a channel on the floor and sponges were rinsed in this after use, and then left for the next visitor.



## 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?

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

**ATUM RA**

**TEFNUT**

**NUT**

**ISIS**

**OSIRIS**

**SETH**

**GOD OF VIOLENCE**

**GODDESS OF SKY & STARS**

**GOD OF SUN**

**GODDESS OF WATER**

**GOD OF THE DEAD**

**GODDESS OF MAGIC & LIFE**

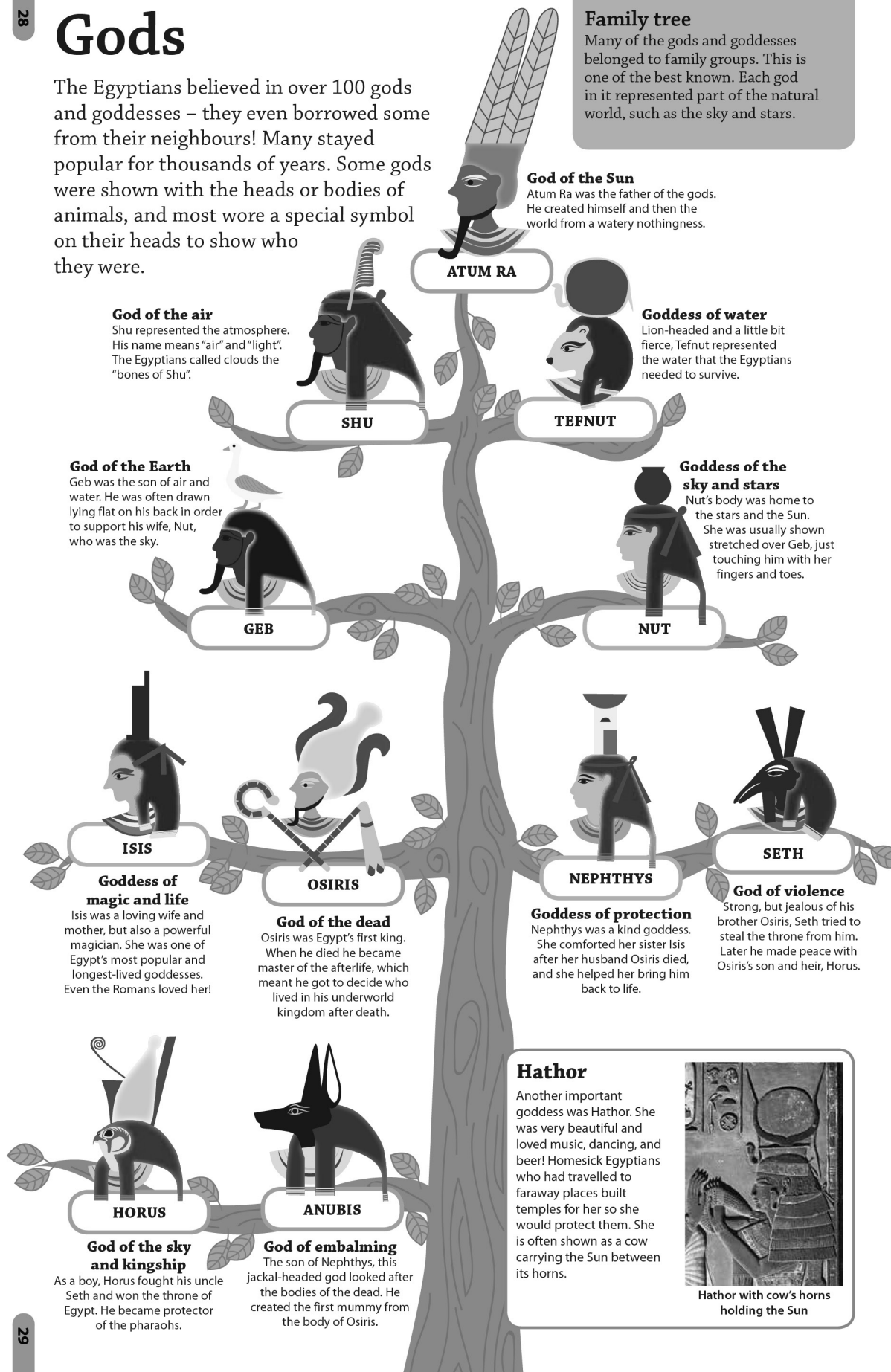


# Gods

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.

## 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.



## Activity Three:

# RELIGION IN ANCIENT EGYPT (continued)

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

## Final Task

Now it's your turn to do some research just like a real historian! Choose one of the Egyptian Gods or Goddesses 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/Goddesses of:

\_\_\_\_\_

Important Information

Picture of God/Goddesses

# 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:

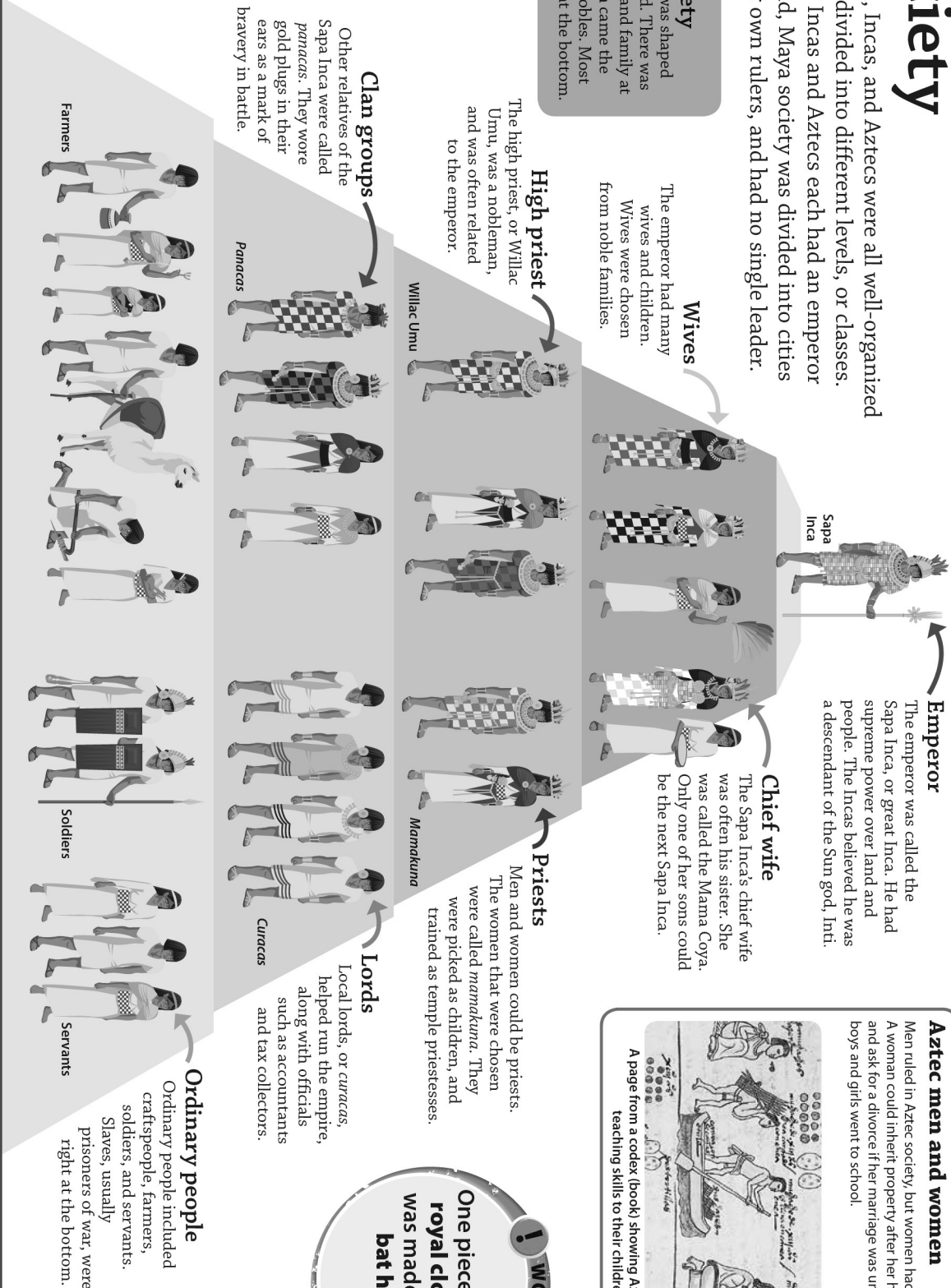
Does this way of organising society seem familiar or very different to you? How would you compare and contrast society in Britain today? Create another pyramid, this time for modern day British society. What differences can you see?

# Society

The Maya, Incas, and Aztecs were all well-organized societies, divided into different levels, or classes. While the Incas and Aztecs each had an emperor at the head, Maya society was divided into cities with their own rulers, and had no single leader.

## Inca society

Inca society was shaped like a pyramid. There was the emperor and family at the top. Then came the priests and nobles. Most people were at the bottom.



## Aztec men and women

Men ruled in Aztec society, but women had rights, too. A woman could inherit property after her husband died, and ask for a divorce if her marriage was unhappy. Both boys and girls went to school.



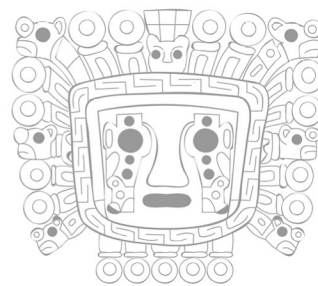
A page from a codex (book) showing Aztec parents teaching skills to their children

**! WOW!**  
One piece of Inca royal clothing was made out of bat hair.

# Activity Five:

## CRAFTING WITH THE MAYA, INCAS AND AZTECS

[Activities linked to DK Findout! Maya, Incas and Aztecs – Pages 48–49]



### 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?

My Chosen Animal

Features Of My Animal

Reason I Chose This Animal

### 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?