

Unit 3 Ancient Egypt



**Aim1:What is the
geography of Egypt?**

**Do Now: Write as many
things as you can about
Egypt in 2 timed minutes**

**HW: Write 2 new things
you learned about egypt
and one thing you already
knew in your NB.**

Geography Facts

- Egypt is in northeastern Africa.
- The Nile River runs the whole length of the country. It flows from south to north and empties into the Mediterranean Sea.
- Most of Egypt is a desert. The climate is hot and dry(Arid).
- 99% of the population lives near the Nile River.



<http://www.worldcountries.info/Maps/GoogleMapEgypt.php>

<http://wwncientegypt.co.uk/geography/explore/te>

Ancient Egypt, 4500–500 BC



HOLT

Geography's Impact

video series

Watch the video to understand the impact of the Egyptian pyramids.





- Ancient Egypt was divided into 2 regions: Upper and Lower Egypt .

(Lower Egypt consisted of the Nile River's delta as it empties into the Mediterranean. Upper Egypt was the long, narrow strip located south of the delta.)

<http://www.ancientegypt.co.uk/geography/home.html>

Ancient Egypt

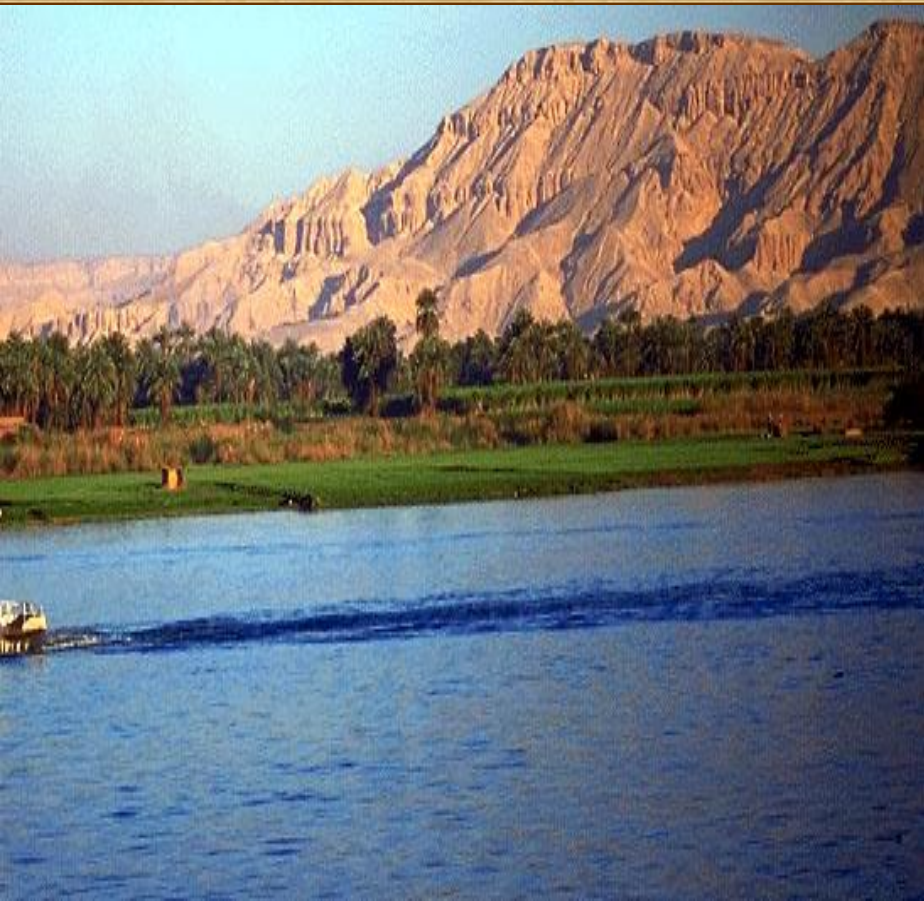


Geography Skills

- Place** Egypt was divided into Lower and Upper Egypt.
- 1. Identify** What deserts were located around Egypt?
 - 2. Explain** Where are Upper Egypt and Lower Egypt located in relation to the Mediterranean Sea?

-Ancient Egypt was protected from outside influences.

(Egypt is bordered on the south, east and west by the Sahara Desert, and on the north by the sea.)



Independent Work:

1. What continent is Egypt on?

2. What geographic feature runs the length of the entire country and is where 99% of the population lives?

3. Most of Egypt is a _____ with a hot dry climate.

Partner Game: One partner looks at screen you have to get your partner to say the word in the list. Three rules, no drawing or using your hands, no rhyming, and you can't say the word.

EXAMPLE

**(Category)Geography
island**

North America

Remember the 3 rules, no drawing or using your hands, no rhyming, and you can't say the word. As soon as your partner says the last word stand up!

**Egypt
desert
continent
ancient
Africa
river**

Remember the 3 rules, no drawing or using your hands, no rhyming, and you can't say the word. As soon as your partner says the last word stand up!

Egypt
population
climate
border
Sahara Desert

Aim 2: How do ancient and modern Egyptians depend on and interact with the Nile River?

HW: Predict what would happen to Egyptians if the Nile River dried up in your NB.

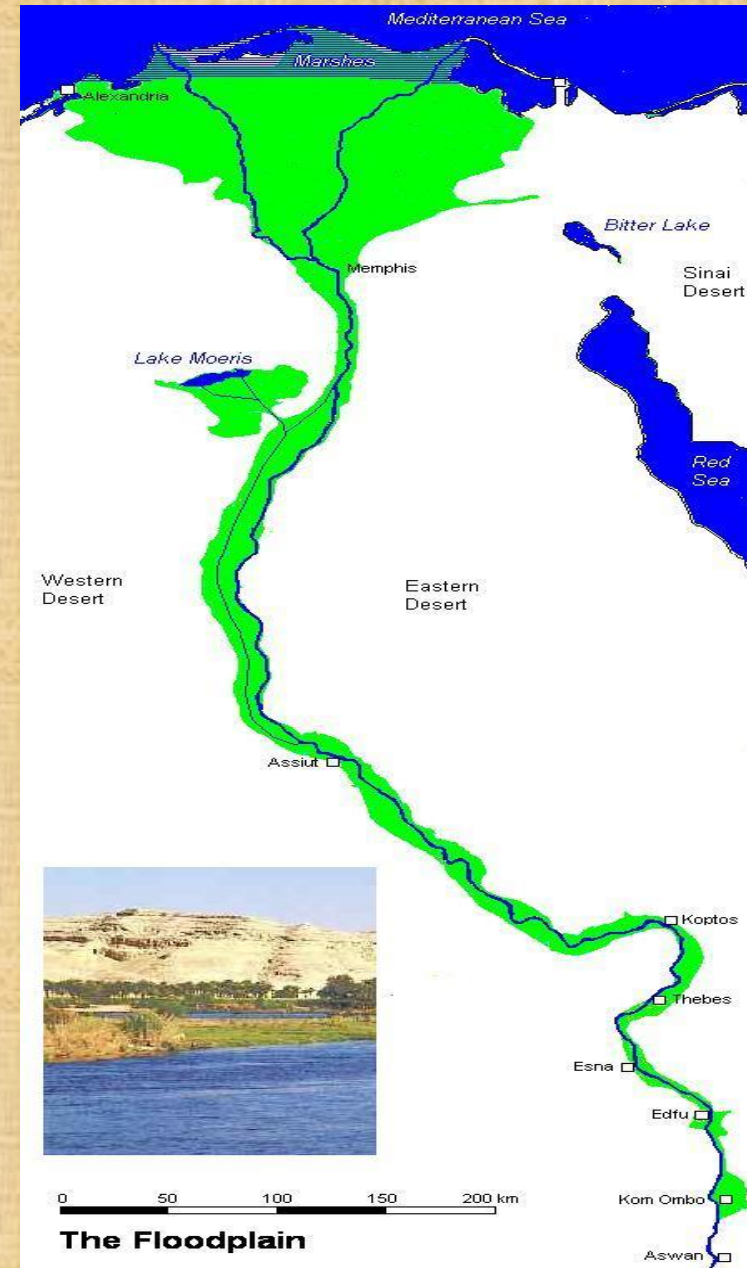
Do Now: Read the Nile River facts slide(next slide)

READ! Facts About the Nile River

Length	4,184 miles
2 Sources (where a river starts)	Lake Victoria, Uganda; Lake Tana, Ethiopia
Mouth (where a river flows into another body of water)	Mediterranean Sea, off Egypt
Countries Flows Through	Egypt, Sudan, Uganda, Ethiopia, Zaire, Kenya, Tanzania, Rwanda, Burundi

The Gift of the Nile

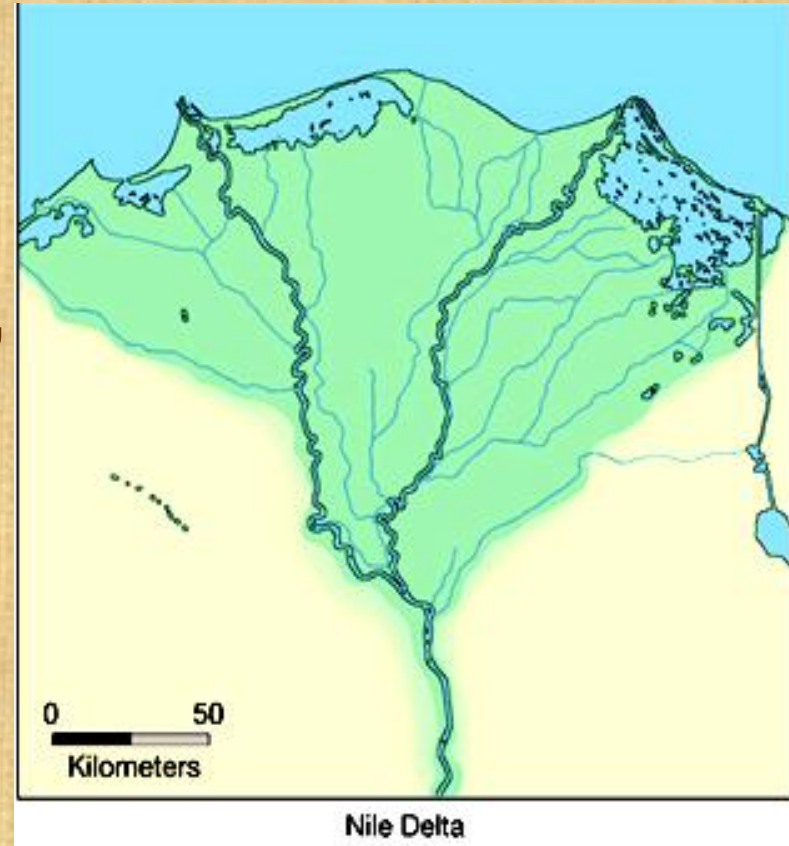
- The Nile River made life possible in the desert of Egypt.
- It is the longest river in the world. (over 4,000 miles)
- It served as a source of food for the people of ancient Egypt who farmed the land near the river or on the delta. It also provided water for bathing and drinking.



Nile Delta

- A delta- an area of land formed by deposits of silt as a river empties into the sea. Silt- is a mixture of fine sand, clay and soil carried by water.
- A delta has rich fertile soil which is excellent for growing crops.

(The Nile Delta is in northern Egypt where the Nile River spreads out and empties into the Mediterranean Sea.)





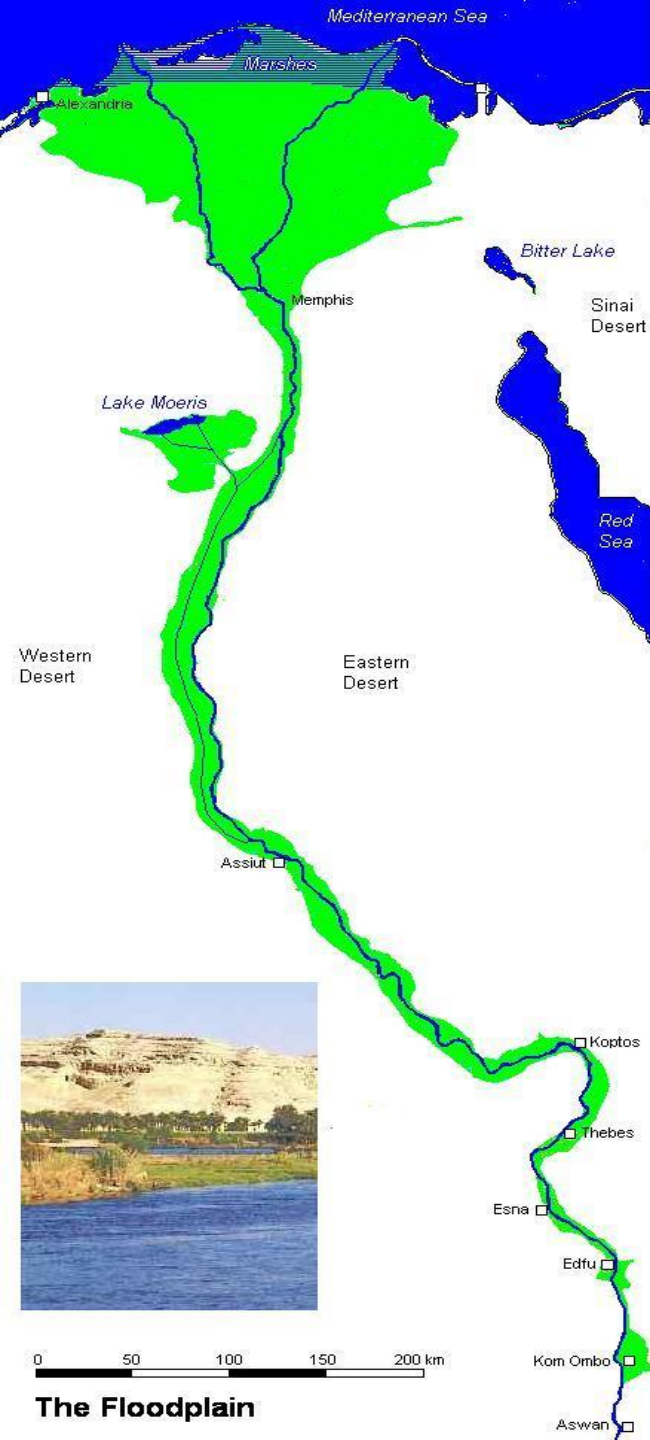
← Nile River Delta

← Nile River

This is a
satellite
picture
over
Egypt

Unpredictable Floods

- The Nile River flooded every year, how high the water would rise was unpredictable.
- Egyptians managed the river by building canals and building up riverbanks.
- When the flood water left the earth was soaked and covered with a fresh layer of silt making the land excellent for farming.



The Floodplain

Floodplain Crops



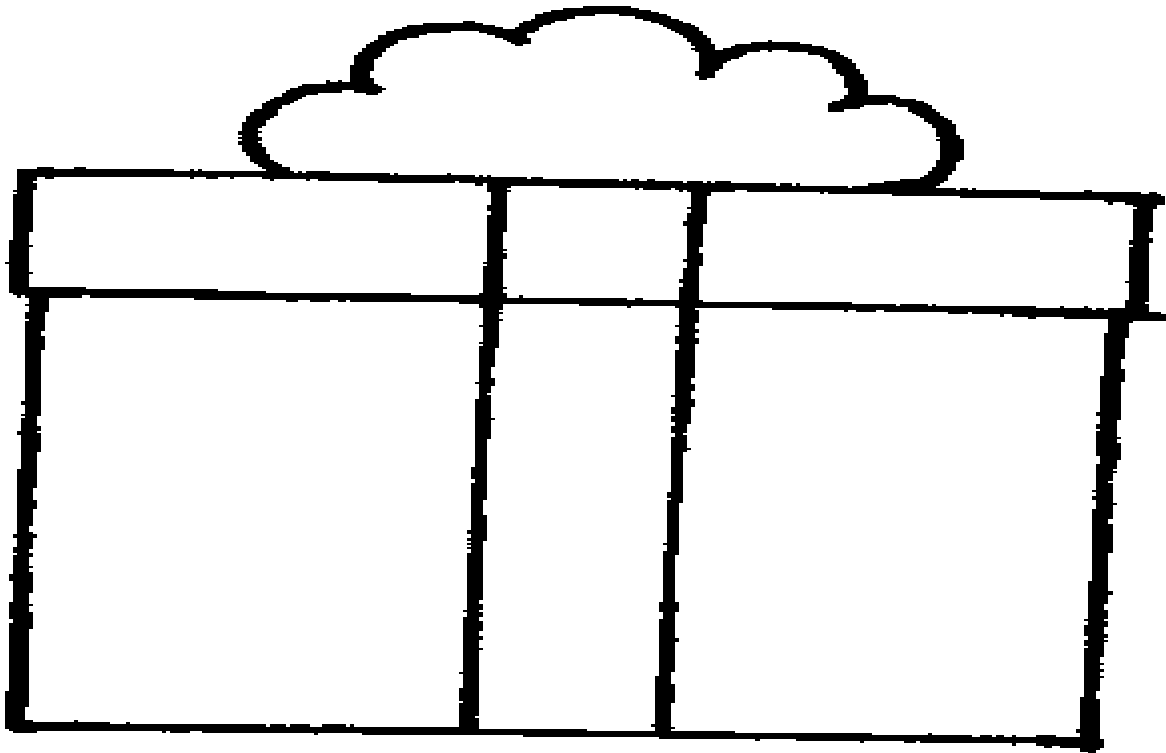
Partner Work:

First, read p223-224 with your partner. Next, take two notes in your NB by answering these 2 questions in complete sentences:

1. In what way was the Nile river unpredictable?

2. How did ancient Egyptians manage the unpredictable river?

Independent work: Draw a big gift in your NB. What gifts did the Nile give to ancient Egyptians? Write as many as you can think of inside the gift.



Aim 3: How can a map of the Nile River show people's relationship to the environment in the past and the present?

HW: None (if you finish your classwork)

Do Now: What was the last gift you got from someone?

-Today and in the past most Egyptians live in the Nile River Valley in order to benefit from interactions with the Nile river. Map Essentials p20 Read Aloud Partner Work: Answer #1-8. Independent Work: Compare and contrast Ancient and Modern Egypt in a Venn Diagram or Tchart.

Aim 4: What role did the pharaohs play in ancient Egypt?

HW: Study your vocab words!

Do Now: Copy vocab words on next slide in 2 minutes.

Do Now Vocab

Pharaoh-ancient rulers or kings of Egypt. (from word meaning “great palace.”)

Unification-the joining of one or more parts into one.

Economy-how people manage money and resources for the production of goods and services.

The Pharaohs

(Villages did well, they had a surplus of food that allowed specialization and trading of tools, pottery and jewelry along the Nile. However, villages fought and rules were needed for peace, fairness and protection.)

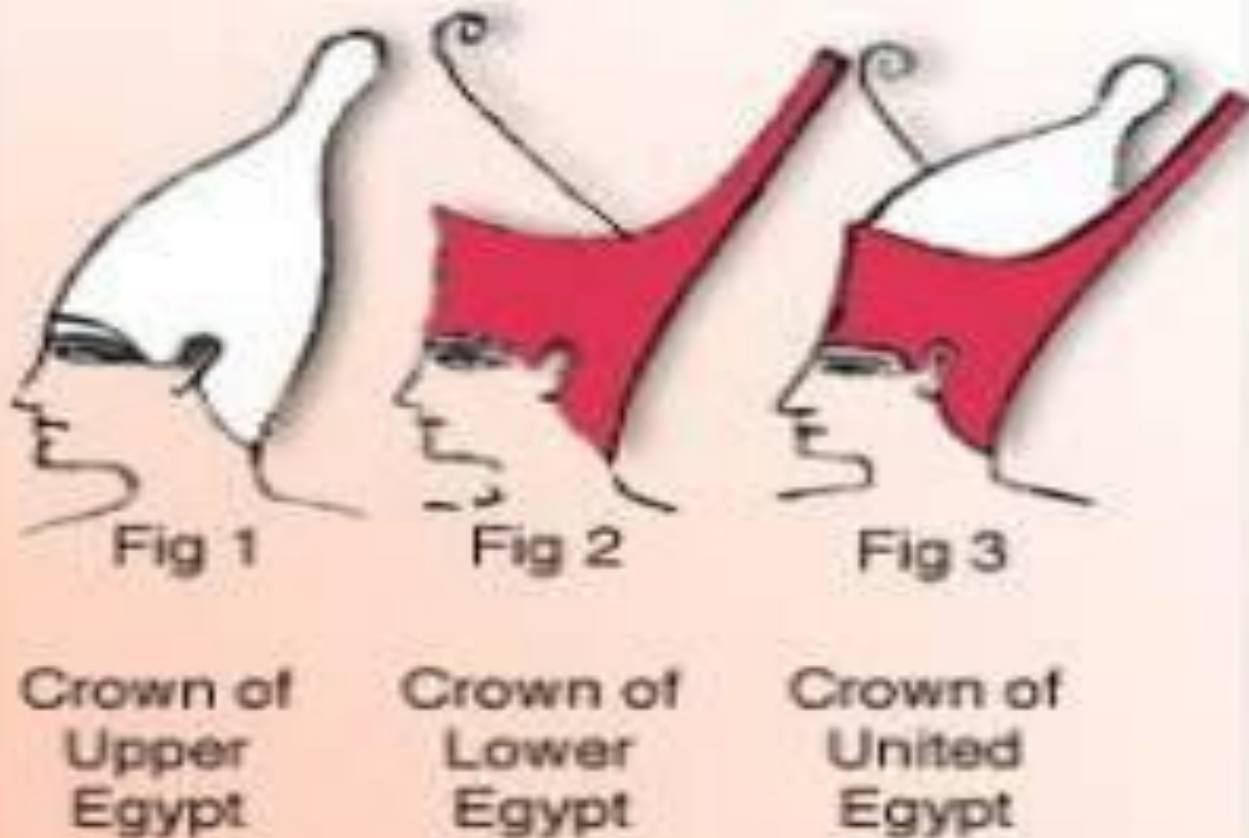
(In3100 B.C. Menes, king of Upper Egypt, moved north to overthrow Lower Egypt. This was called the unification of Egypt. Menes was the first pharaoh ruler of Egypt. Pharaoh means the “great palace.”)

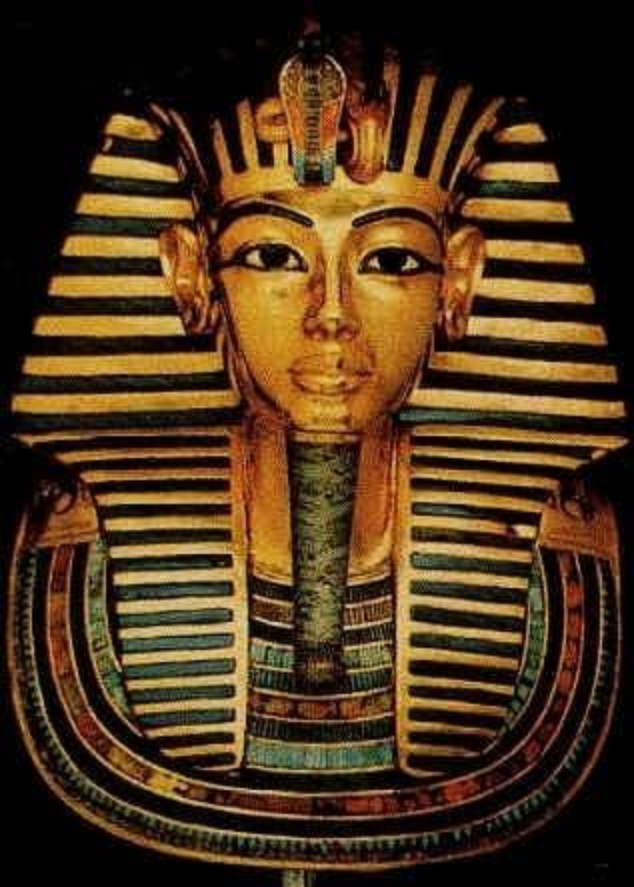
Ancient Egypt's Two Kingdoms

1. Upper Egypt- White Crown

2. Lower Egypt-Red Crown

->After Unification=Red+White to make a 2 colored crown and 1 kingdom.





King Tut
This is his burial
mask he became
pharaoh at age 9.



Cleopatra
Famous female
pharaoh



Ramses II
Often thought to be the
greatest most powerful pharaoh

definitions for Religion, Government and Economy using your NB or textbook.

**Religion- beliefs in a god or gods and
the customs or rituals of a religion.**

**Government- the people and groups
within a society that have the authority
to make laws and make sure they are
carried out.**

**Economy-how people manage money
and resources for the production of
goods and services.**

Pharaohs became the CENTER of everything!

Partner Work: Put each of these notes under the correct heading.

Religion, Government, or Economy.

-considered to be gods

-all things in Egypt belonged to the pharaoh

-center of the economy

-collected taxes to build and maintain temples and pyramids

-their power was almighty and unquestioned (death penalty for touching pharaoh's scepter or cane)

Religion

- considered to be gods**

Government

- all things in Egypt belonged to the pharaoh**
- collected taxes to build and maintain temples and pyramids**
- their power was almighty and unquestioned (death penalty for touching pharaoh's scepter or cane)**

Economy

- center of the economy**
- all things in Egypt belonged to the pharaoh**

Aim5: What were the religious beliefs of ancient Egyptians?

Do Now: List as many things as you can about pharaohs.

Hw: Study for quiz make sure your NB has Aim 1- 4 and all work from each lesson.

Religion

Gods & Goddesses

- Egyptians were polytheistic, worshipped over 2,000 gods and goddesses**
- Built temples to honor their gods and even had a god for each city.**
- Pharaoh was believed to be a god as well as a ruler.**

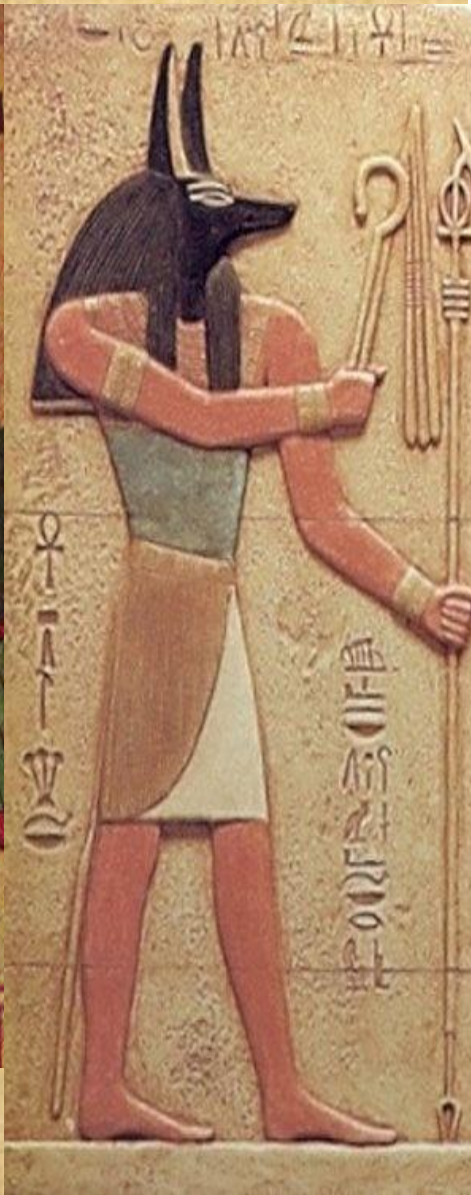


Falcon Headed Sun God

Gods and Goddesses



Isis Egyptian goddess of magic and life



Anibus- judged the dead



Osiris god of the underworld

Major Egyptian Gods

• Ptah

• Creator of the world



• Anubis

• God of the dead



• Re

• Sun god



• Osiris

• God of the underworld



• Isis

• Goddess of magic



• Horus

• Sky god; god of the pharaohs



• Thoth

• God of wisdom



• Geb

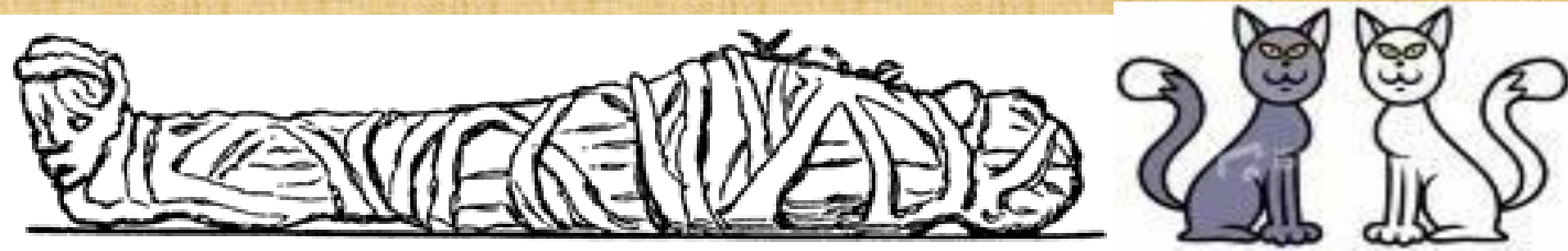
• Earth god



Afterlife-Ancient Egyptians believed in life after death. After you died, your life continued in the “next world”.

Mummification-Bodies were preserved in a process called mummification and then put in tombs or pyramids.

-Egyptians believed the body had to be preserved as a place for their spirit to live in the afterlife.



Partner Work-> Directions read your assigned section and answer the questions in complete sentences.

1. Section “The Pharaoh and the Gods” What is a pharaoh? Which two gods were linked to the pharaoh?

2. Section “Religion in Daily Life” Where could common people go to pray and leave offerings to the gods? Describe the temples in ancient Egypt.

3. Section “Preparing for the Afterlife” How were average Egyptians buried?

Indpt Challenge->

Fill in the blanks in the paragraph below.

Egypt is on the continent of __1__.

Egyptian rulers we called __2__. These rulers were powerful and were the __3__ of everything in ancient Egypt. King Menes of Lower Egypt overthrew Upper Egypt. This was called the __4__ of Egypt into one kingdom. Egyptians believed in an ____5__ or life after death. Pharaohs who were also worshipped as __6__ were put thorough a ____7__ process after they died.

**Aim6: Why were the
pyramids and other
statues built in ancient
Egypt?**

**Do Now: Write one
question about pyramids.**

Indpt Challenge->

Fill in the blanks in the paragraph below.

Egypt is on the continent of __1__.

Egyptian rulers we called __2__. These rulers were powerful and were the __3__ of everything in ancient Egypt. King Menes of Lower Egypt overthrew Upper Egypt. This was called the __4__ of Egypt into one kingdom. Egyptians believed in an ____5__ or life after death. Pharaohs who were also worshipped as __6__ were put thorough a ____7__ process after they died.

What? Pyramids

Who? historians believe slaves didn't build the pyramids but they were paid workers.

Where? Africa in Egypt along the Nile and near important cities, 67 are near the present day city of Cairo.

When? Great Pyramid built in 2600 B.C.

Why? To serve as tombs for the pharaohs, show the power of the kingdom.

How? 100,000 workers, 20 yrs
(Average weight of stone blocks 2.5 tons, total blocks:2,300,000 each day they added 285 more.) Used ramps that circled the pyramids, blocks were pushed or pulled up the ramps.

Pyramids



Pyramids



Partner Work:

With your partner research pyramids by looking for new facts about them in books. Find at least 3 new facts/details about pyramids. Write down the title, author and year of the book you used.

1.

2.

3.

Indpt

**-Who do historians
believe built the
pyramids?**

**-Why were pyramids
built?**

**-How did the ancient
Egyptians build
pyramids?**

A little more on the Middle East

-The middle East is the birthplace of 3 religions Judaism, Christianity and Islam

(Judaism->believe god not jesus

Christianity-> believe in god/jesus

Islam->believe in Allah, Muhammed and the Qur'an. There are many people in this area who have strong yet different religious beliefs which has lead to conflicts including)

The Arab-Israeli Wars-which were fought because of arguments over land and religion.

Aim 8: How did the ancient Egyptians make mummies?

Yo mummy

Do Now: Yo mummy's so smart the embalmers stole her brain before she went to the afterlife.

HW: None

Mummification was a religious process

First the brain was removed with a hook often through the nose. Then the organs were all taken out except for the heart and put into canopic jars. The body was washed and left to dry out for 40 days. Then the mummy was brushed with oils and covered with jewelry. Finally it was wrapped with linen cloth strips put in three coffins and then a sarcophagus or decorated stone coffin.

The entire process took 70 days. The people who made the mummies were called embalmers and the process of making mummies changed over time.

Steps in the process of mummification

- 1. Brain removed with hook**
- 2. Organs taken out of the body**
- 3. Body is washed and left to dry out for 40 days.**
- 4. Body is brushed with oil and spices.**
- 5. Body is wrapped with linen.**
- 6. Jewellery and good luck charms put on mummy.**
- 7. Mummy put into coffin and then tomb.**

Indpt Work: Answer these questions about the mummification process.

1.Who made mummies?

2.How were mummies made?

3.Why were mummies made?

4.Where were most mummies left after they were completely made?

Aim 9 (602): What system of writing did ancient Egyptians use to communicate?

Do Now: What is the name for the system of writing that we use today?

HW: In your NB write your own definitions for the 3 words below.

topic sentence

thesis statement-

main idea-

Aim 9 (601): What system of writing did ancient Egyptians use to communicate?

HW & Do NOW: On a sheet of loose leaf paper that will be collected on Monday Copy and answer the following two questions then write the definitions for 3-5.

1. How can you get a good behavior and participation grade? (Be specific)

2. What can Ms Beesch do for you and your class so that learning is taking place everyday in social studies class? (your ideas should be things that can work in the classroom)

3. topic sentence-

4. thesis statement-

5. main idea-

- The ancient Egyptian system of writing is called hieroglyphics.**
- Some symbols stood for sounds others stood for letters. Over 700 symbols.**
- Were written on papyrus paper or carved into wood or stone with ink or paint.**
- Writing was used at schools, by the government, in war and on tomb walls.**



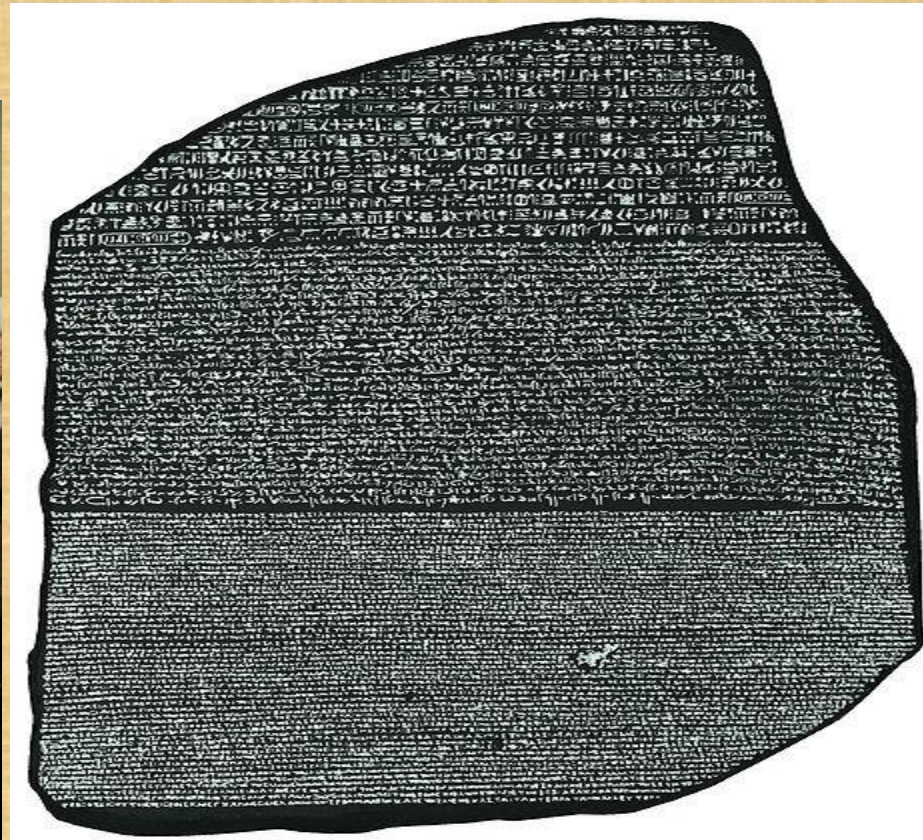
The Ancient Egyptian Alphabet

<p>A</p>  <p>EAGLE (1)</p>	<p>A</p>  <p>ARM (2)</p>	<p>B</p>  <p>FOOT (3)</p>	<p>C/K</p>  <p>BASKET (4)</p>	<p>D</p>  <p>HAND (5)</p>
<p>E/I/Y</p>  <p>TWO STROKES (6)</p>	<p>F/V</p>  <p>VIPER (7)</p>	<p>G</p>  <p>JAR (8)</p>	<p>H</p>  <p>HOUSE (9)</p>	<p>H</p>  <p>FLAX (10)</p>
<p>I/Y/E</p>  <p>REED (11)</p>	<p>J</p>  <p>COBRA (12)</p>	<p>L</p>  <p>LION (13)</p>	<p>M</p>  <p>OWL (14)</p>	<p>M</p>  <p>BAR (15)</p>
<p>N</p>  <p>WATER (16)</p>	<p>N</p>  <p>CROWN (17)</p>	<p>O/U/W</p>  <p>LASSO (18)</p>	<p>P</p>  <p>DOOR (19)</p>	<p>Q</p>  <p>SLOPE (20)</p>
<p>R</p>  <p>MOUTH (21)</p>	<p>S/Z</p>  <p>CLOTH (22)</p>	<p>SH/CH</p>  <p>POOL (23)</p>	<p>T</p>  <p>LOAF (24)</p>	<p>TH</p>  <p>ROPE (25)</p>
<p>U/W/O</p>  <p>CHICK (26)</p>	<p>X</p>  <p>BASKET/CLOTH (27)</p>	<p>Y/E/I</p>  <p>DOUBLE REED (28)</p>	<p>Z/S</p>  <p>BOLT (29)</p>	

A cartouche is an oval circle with a name written in it. In the early days of ancient Egypt, a cartouche was attached to the coffins of kings and queens.
(The ancient Egyptians believed that you had to have your name written down somewhere, so that you would not disappear when you died. By attaching a cartouche to their coffin, people made sure their name was written down.)
<http://www.virtual-egypt.com/newhtml/glyph/glyph.html>



-The Rosetta Stone which contains the same message written in 3 different languages (hieroglyphics, demotic and greek) was the key to unlocking the meaning of hieroglyphics. (Jean-François Champollion discovered the meaning of hieroglyphics.)



•On display at the British Museum in London since 1802

A hieroglyphic sentence translation



wḏ3
set
out



hmf
majesty
his



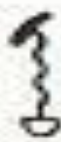
hr
on



wrryt
(a) chariot








nt
of



ḏm
gold

SENSE SIGNS

				
NOSE/ JOY	PRECIOUS METAL	WOOD	MOTION	WOMAN/ FEMALE

Guided Practice: Read Aloud.

- 1. Where was the Rosetta Stone Found?**
- 2. How was the meaning of hieroglyphics discovered.**

Indpt practice:

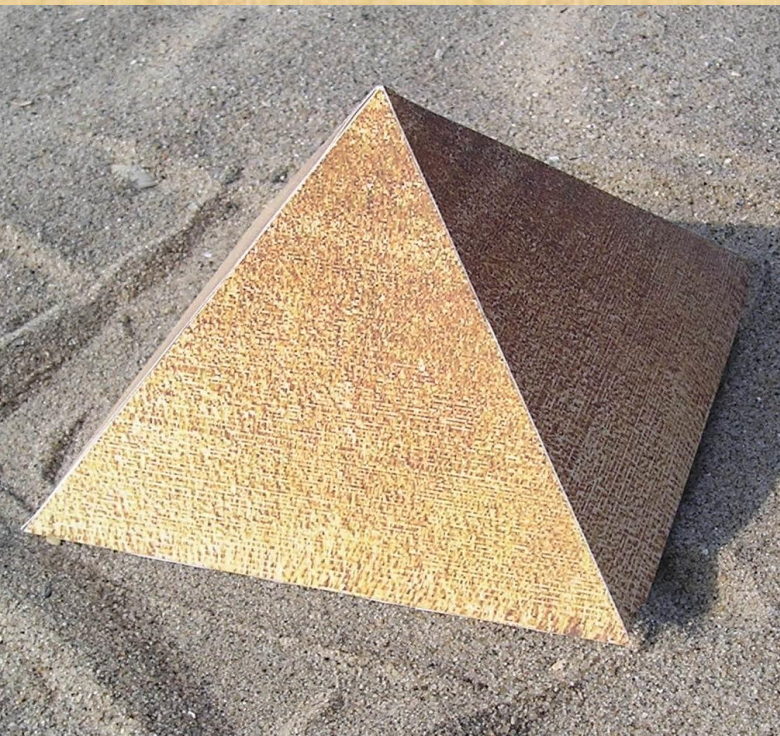
- 1. Write the name for the egyptian system of writing 3 times.**
- 2.Explain why people today understand what hieroglyphics mean.**
- 3. What did ancient egyptians write with?**
- 4. Where were hieroglyphics written?**

Aim 12: How were pyramids built?

HW: Worksheets if not completed in class.

Do Now: Who built the pyramids?

In your group using the materials you were given you have 8 minutes to build a pyramid.



- 1. Was your group able to build a pyramid successfully?**
- 2. What challenges did your group face when constructing the pyramid?**
- 3. What strategies did your group use to build the pyramid?**
- 4. If you could have had two additional items to use for creating your pyramid, what would they have been and how would they have helped you?**

Aim 13: What social classes existed in Ancient Egypt? Who was at each level?

Hw: Check your pencil, pen, notebook supplies. (NB's will be checked today/tomorrow)

Do Now: Who was probably at the highest social class level in ancient Egypt?

-People in every civilization are divided into different groups called social classes.

-usually social classes are determined by the types of jobs people have and the amount of money they have.

-In our society today we have upper, middle and lower classes.

Ancient Egyptian Social Classes

PHARAOH

Earthly leader; considered a god

HIGH PRIESTS AND PRIESTESSES

Served gods and goddesses

NOBLES

Fought pharaoh's wars

MERCHANTS, SCRIBES, AND ARTISANS

Made furniture, jewelry, and fabrics for pharaohs and nobles, and provided for other needs

PEASANT FARMERS AND SLAVES

Worked in the fields and served the pharaoh

-Egyptians believed that a well-ordered society would keep their kingdom strong.

-As society developed, trade grew as Egypt traded with neighbors for gold, copper, ivory, slaves, stone, and wood.

Egyptian Society

Pharaoh

The pharaoh ruled Egypt as a god.



Nobles

Officials and priests helped run the government and temples.



Scribes and Craftspeople

Scribes and craftspeople wrote and produced goods.



Farmers, Servants, and Slaves

Most Egyptians were farmers, servants, or slaves.



ANALYSIS
SKILL

ANALYZING VISUALS

Which group helped run the government and temples?

Read the section “Society and Trade” on p 284. Then answer the questions below.

1. What did the Egyptians believe would keep their kingdom strong?

2. Who were nobles?

3. Which people made up 80% of the population and worked for the pharaoh during floods?

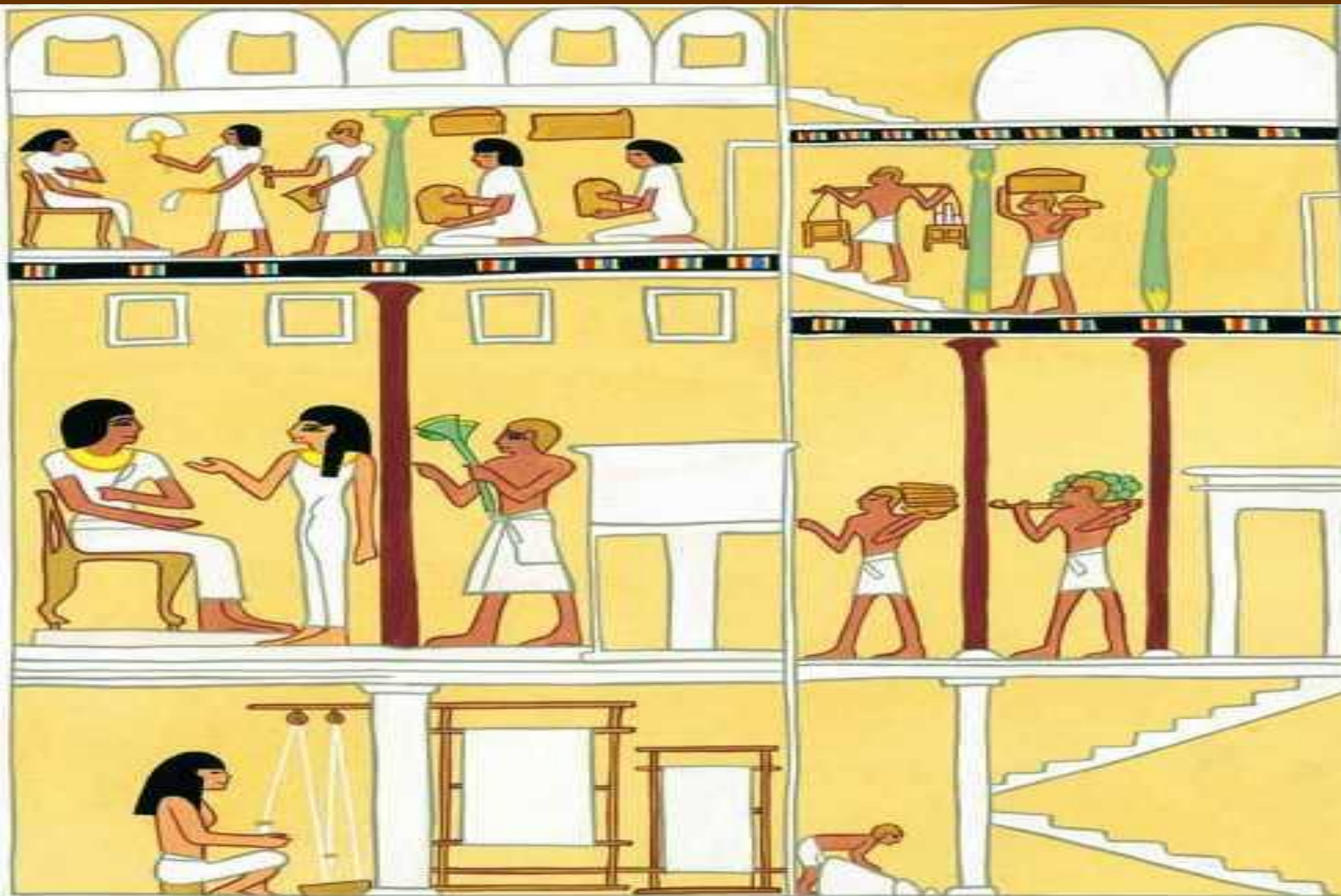
4. What things did Egypt trade for?

Aim14: What was daily life like for people of different social classes in Ancient Egypt?

HW: A great paragraph describing life in ancient Egypt on LOOSELEAF!

Do Now: On the next slide is a picture of life in ancient Egypt, write down 1 thing you see happening.

Daily Life



Daily Life

Because the history of ancient Egypt spanned a period of more than three thousand years, customs and traditions varied. To understand the everyday life of ancient Egyptians, archaeologists draw on many sources. The most valuable sources include tomb paintings, carvings and objects that the Egyptians used in their daily life. Artifacts from the few towns that have been excavated and hundreds of documents written by the ancient Egyptians shed additional light on their life. Much of the day-to-day running of their households, however, remains unknown.

Main Idea

The history of Egyptian civilization lasts over three thousand years, but archeologists have many sources of information about their lives .

Details

1-paintings, carvings and objects in tombs give information on daily life

2-some towns were excavated

3-much about daily life is unknown

Daily Life in Ancient Egypt

Family

-Egyptians highly valued family life.

Dress

-usually wore linen clothes and elaborate jewelry.

Homes

-made of mud bricks and people often slept on their roofs during hot summer nights.

Food

main foods bread and beer.

Marriage

-Ancient Egyptians often got married at a young age, sometimes their marriages were arranged by their parents but they could get a divorce.

Entertainment

-spent free time doing activities by The Nile, playing board games, reading or at parties with music, dancing, acrobats, etc.

Group Work: Read Aloud about assigned topic in Ancient Egypt p294-295. Take notes by completing the main idea and writing three details.

Group Work Roles

- 1. Pharaoh**-Makes sure the group completes task and everyone participates
- 2. Reader**-reads aloud
- 3. Scribe**-writer
- 4. Timekeeper**-reminds group of time remaining

Readers, be read to share out your main idea with the class!

Independent work:
Begin writing a “good paragraph”
about life in ancient Egypt on
LOOSE LEAF.

Use your notes for details and
remember a good paragraph has a
topic sentence, at least 3 detail
sentences and a closing sentence.

Aim 15: What is life like in modern day Egypt?

HW: Start thinking about a partner and topic for your news segment script project.

Do Now: copy the vocab below

Canal-a waterway made by humans for travel or irrigation.

Tradeoff-an exchange of one benefit for another.

Fellahin-poor peasant farmers in Egypt.

What clues does this picture give us about what life in Cairo, Egypt is like?



(Egypt today is different from the past because there have been changes to the land, the people and the way they live. Egypt's modernization has brought progress and problems.)



Egypt Today

- Capital city is Cairo**
- population is approx 78 million people.**
- 43% of population live in cities.**
- 90% are muslim (religion)**
- the economy is based on tourism, manufacturing and agriculture**
- Many women are illiterate (40%)**
- Aswan dam stops annual flooding of Nile and created Lake Nasser.**
- A rapidly growing population limited land for growing crops, and dependence on the Nile all continue to stress society and the government.**

The Suez Canal

Indpt work use p 256-261

1. Why was the Suez Canal built?

From Ancient to Modern Times

2. Explain the tradeoff that has occurred with the Nile River.

The Land and the People

3. Where do Egyptians live today and how do they earn money?

4. Describe how the fellahin live.

Africa's Largest City

5. Why is Cairo's population so large, and what are people's lives like there?

The Region's Cultural Leader

6. Why is Egypt considered the region's cultural leader?

Aim16: How can we do mini-research projects and write scripts about Ancient Egypt?

Hw: Study All Egypt Notes

Do Now: Write one sentence you said today.

All students will be researching, writing and presenting a short news segment using a script on ancient Egypt.

-A script is the text of a play, or broadcast like a news segment or a movie that tells you the exact words that people or characters will say.

-A news segment is a short broadcast usually on tv that gives you information on a topic, like an informational text.

Script Example

Ms Beesch: Good evening

Student: Tonight we will tackle an interesting topic from ancient Egypt.

Ms Beesch: Yes, how mummies were made in ancient Egypt.

Student: Did you know that only the pharaohs, who were the kings in ancient Egypt were made into mummies.

Ms Beesch: Why wasn't everyone made into a mummy?

Student: (why? Write the line that the student should say here)

TODAYS AGENDA

1.Finish yesterdays homework which was to write good paragraph on loose-leaf about daily life in ancient Egypt.

10 minutes individually

2.Think about the topic and partner/s you want for this project.

5 minutes

3.Organize portfolios.

**Aim 17: How can we
write news segment
scripts for our ancient
Egypt projects?**

Do Now: Cairo Video

**Hw: Start researching
information for your news
segment script.**

When writing your script if you have more than one person it is like a conversation between two people about a topic. If there is just one person it is more of a presentation. When writing your script you should take turns asking each other questions and then answering them while still seeming like you are experts on your topic informing others about it.

**Aim 18: What is a bibliography?
How do you write a bibliography?**

**Hw: On your Research Worksheet
complete the “group members” and
“Topic” sections for Monday, start
researching!**

**Do Now: Do you know what a
bibliography is?**

-A bibliography is a formal list of books and other sources like websites, textbooks or articles that you used to research a topic.

Example Bibliography Page

Bibliography

Ashmawy, Alaa. Seven Wonders of the Ancient World. 26 August 1997.
<http://pharos.bu.edu/Egypt/Wonders>

Banks, James A. et al. World Adventures in Time and Place. New York: McGraw-Hill, 1999.

Lurie, Jon and Jimmy Clarke. Ancient Egypt. New York: Lerner, 1996.

-In order to write a bibliography you first must record information about the source. Sources are where something comes from like books, websites, articles, etc.

Record this information for every source
Book, Website or Article? Circle what it is.

Title:

Author/s:

Copyright(©) date of book or website:

Publishing Company Name, City, & State:

-Now that you have the information about your sources you must write it in an exact formal format on a Bibliography page.

Book with one author

Lavender, David. Snowbound: The Tragic Story of the Donner Party. New York: Holiday House, 1996.

->There are three parts: Author. Title. Publishing Info. (City, State: Company, Year)

Websites

Ashmawy, Alaa. Seven Wonders of the Ancient World. 26 August 1997.

<<http://pharos.bu.edu/Egypt/Wonders>>

Aim 16: How can we write news segment scripts for our ancient Egypt projects?

Do Now: Write one question you have about the Egypt project.

Hw: Study for the Egypt Unit Test. Do research for project.

When writing your script if you have more than one person it is like a conversation between two people about a topic. If there is just one person it is more of a report. When writing your script you should take turns asking each other questions and then answering them.

**Aim 17: How can we review
for the unit test on Egypt?**

**Do Now: Write down what
your group has done for the
news segment project.**

**Hw: Study for the Egypt Unit
Test. Do research for project.**

Review Station Guidelines

1. Groups of 4

2. Timekeeper passes questions.

Research

<http://egypt.mrdonn.org/>

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

<http://www.historyforkids.org/learn/egypt/>

<http://www.bbc.co.uk/history/ancient/egyptians/>

Mummy Makers

http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml

<http://oi.uchicago.edu/OI/MUS/ED/mummy.html>

Hieroglyphics/cartouche

<http://www.virtual-egypt.com/newhtml/glyph/glyph.html>