

# Eng 2A - Egyptian literature

3000 - 1347 BCE (Before Common Era or Before Christ)

## CCGPS and I CAN statements

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

- 1 I CAN correctly cite my source in my writing, incorporating it smoothly to support my answer.
- 2 I CAN use the text to find answers
- 3 I CAN use the information from the text to make inferences.
- 4 I CAN read an excerpt of Egyptian writing and infer what the author means.

**ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

- 5 I CAN give a summary after reading an excerpt of Gilgamesh.
- 6 I CAN read historical, biographical and mythological texts and analyze the differences in structure, purpose and development.

**ELACC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**

- 7 I CAN read Egyptian myths and interpret symbols and determine the purpose for the myth.
- 8 I CAN create a project that demonstrates my ability to interpret symbols

**Task Timeline -it should take you no more THAN the time indicated for each task!**

Task	NO MORE THAN
Tasks 1 & 2	3 - 4 class periods
Tasks 3 & 4	4 - 5 class periods
Tasks 5, 6, & 7	3 - 4 class periods
Task 8	4 class periods
Task 9 & 10	4 class periods

## Task 1. Mythology Defined and Other Background Stuff You Need to Know.

Using the following links, answer the following questions in complete sentences

- 1 <http://www.merriam-webster.com/dictionary/m> <----use #2

1. Define "mythology" - just the general term

- 2 <http://www.merriam-webster.com/thesaurus/mythology>

2. Find synonyms for mythology and define them.

- 3 <http://library.thinkquest.org/J002356F/myth.htm>

3. What is the purpose of a myth? (Use the above link and **summarize** - NO COPYING AND/OR PASTING!!)

- 4 <http://www.paralumun.com/mythology.htm>

4. What different types of mythology are there (there are 5)? (Use the link below to help you answer this

Archetypes - Character, Setting, Situational, Universal Theme

- 5 <http://www.merriam-webster.com/dictionary/archet> <----use #1

5. Define "archetype."

- 6 <http://quizlet.com/16247899/american-literature-character-archetypes-flash-cards/>

6. List and define the 15 character archetypes on this site.

- 7 <http://quizlet.com/6976191/archetype-settings-flash-cards/>

7. List and define the seven setting archetypes on this site.

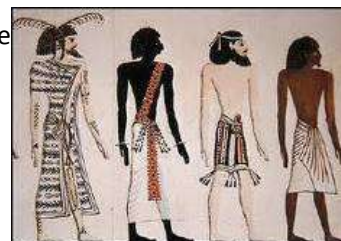
- 8 <http://quizlet.com/17409394/theme-vs-universal-theme-flash-cards/>

8. Explain the difference between "theme" and "universal theme", using the link above.

- 9 <http://dlc.k12.ar.us/Cindy.Green/ObamaKeynote/pdf/English12PDF/PDFfor12Req/SituationArchetypes.pdf>

9. Using the link above, define the following types of situational archetypes

1. the quest
2. the task
3. the initiation
4. the journey
5. the Fall
6. battle between good and evil



## Task 2. Types of Egyptian Writings.

You will need to know this information for later assignments in this unit!

Egyptian literature is characterized by a widely diverse subject matter:

- **Religious literature** (stories about religious topics)
- **Secular literature** (stories that are not about religious topics)
- **Biographical and Historical Texts**
- **Scientific treatises**

from <http://www.aldokkan.com/art/literature.htm>

Click on the link ----> <http://assignments.discoveryeducation.com/?cdPasscode=T6648-480E>

Read the information carefully and answer the following questions.

1. What types of writings were included in each of the following:
  - 1.1 Religious Writing
  - 1.2 Secular Writing
2. Many literary compositions of the Middle Kingdom were composed as \_\_\_\_\_
3. Why were students taught political propaganda when they learned to read and write?
4. (Old Kingdom) What is the oldest literature preserved?
5. (First Intermediate Kingdom) What happened to the Pyramid Texts?
6. (Middle Kingdom) Middle Kingdom religious literature comprises numerous \_\_\_\_\_ to the king and various deities--including a long hymn to the Nile--and \_\_\_\_\_ texts.
7. (Middle Kingdom) The earliest preserved \_\_\_\_\_ and \_\_\_\_\_ papyri also date from this period.
8. (New Kingdom) How did the Book of the Dead differ from the Pyramid and Coffin texts?
9. (New Kingdom) The number of royal \_\_\_\_\_ texts increased greatly during this period.
10. (New Kingdom) Late New Kingdom rulers often left extensive records of their \_\_\_\_\_ exploits
11. (New Kingdom) The instructive texts from the Late New Kingdom counseled \_\_\_\_\_ and
12. (New Kingdom) TRUE or FALSE - Several collections of love poems exist from this period as well
13. (Late Period) Stories were written in this period about the adventures of various \_\_\_\_\_.



### Task 3. Burial Texts.

Click on the links and read the following sections. Then answer the below questions. Be sure to CITE YOUR SOURCES !!

Pyramid Texts <http://www.aldokkan.com/art/literature.htm>

1. Pyramid Texts are \_\_\_\_\_ inscriptions that are cut upon the walls of the chambers and corridors of five \_\_\_\_\_ from the 5th and 6th Dynasties.
2. These texts represent \_\_\_\_\_.
3. The main theme in the Pyramid Texts is the \_\_\_\_\_'s glorious \_\_\_\_\_ and ascension into the Afterworld.
4. The Pyramid Texts were usually in 4 parts - what are the names of the 4 parts? (scroll down the page to find them).  
[http://www.aldokkan.com/pyramid\\_text/coffin\\_text.htm](http://www.aldokkan.com/pyramid_text/coffin_text.htm)
5. Reserved for \_\_\_\_\_ use only, the Pharaoh had exclusive rights to the \_\_\_\_\_.
6. They were written in \_\_\_\_\_ script, with no \_\_\_\_\_ illustrations at all.
7. The spells are primarily concerned with \_\_\_\_\_ the pharaoh's remains, \_\_\_\_\_ his body after death, and helping him \_\_\_\_\_ to the heavens.



Coffin Texts [http://www.aldokkan.com/pyramid\\_text/coffin\\_text.htm](http://www.aldokkan.com/pyramid_text/coffin_text.htm)

8. The magical funerary \_\_\_\_\_ were written upon \_\_\_\_\_ of the \_\_\_\_\_ Kingdom . Portions of these texts were later incorporated into the \_\_\_\_\_ of the \_\_\_\_\_
9. Coffin Texts were used by both \_\_\_\_\_ and \_\_\_\_\_ people, because \_\_\_\_\_ people who afforded to have a \_\_\_\_\_ now had access to these funerary \_\_\_\_\_.
10. For the first time in funerary literature, these descriptions were supplemented by \_\_\_\_\_ and \_\_\_\_\_ of the \_\_\_\_\_ called "\_\_\_\_\_."

11. The object of the texts is to provide the \_\_\_\_ of the dead with a \_\_\_\_ that will enable them to make a \_\_\_\_ across the \_\_\_\_\_.

12. These spells describe the \_\_\_\_ that must be traveled over, and names the \_\_\_\_ where \_\_\_\_ is to be expected, and \_\_\_\_ the \_\_\_\_ with the \_\_\_\_\_ which he is to utter when in difficulties

#### Book of the Dead

<http://www.aldokkan.com/religion/dead.htm>

13. The Book of the Dead evolved from a long process from \_\_\_\_ texts of the Old Kingdom to the \_\_\_\_ texts of the Middle Kingdom.

14. The text was intended to be \_\_\_\_ by the \_\_\_\_ during their \_\_\_\_ into the \_\_\_\_.

15. The text enabled the deceased to overcome obstacles by teaching \_\_\_\_, giving \_\_\_\_, and revealing \_\_\_\_ that would allow them to answer questions and navigate around hazards.

#### Compare/Contrast

Compare and contrast Pyramid Texts, Coffin Texts and the Book of the Dead in EITHER a well written paragraph, a chart, or a VENN diagram.

Be sure to address the following about each:

Compare 1. What was the purpose of each?

Contrast 1. Who usually used each?

2. What kinds of information were contained in each?

2. What made each different?

**NOTE:** Be sure to CITE YOUR SOURCES in your writing. REMEMBER the practice you did in the BASICS UNIT.

OR...Ask your teacher if you're not sure how to do this.

#### **Task 4. Egyptian Myths.**

Use the following link to answer questions 1 and 2.

<http://www.egyptianmyths.net/>

Egyptian Gods and Goddesses - For the following, tell (1) what they were god/goddess of and (2) why they were important

1. Geb      2. Osiris      3. Isis      4. Re (also spelled Ra)

Egyptian Symbols . For the following, tell (1) what the symbol stands for and (2) explain why they were important.

5. Ankh      6. Eye of Horus      7. Feather      8. Ba

Egyptian Myths. **Read** the following 3 myths and **complete** a mythology graphic organizer for each myth. See your teacher if you cannot locate the graphic organizer.

<http://www.egyptianmyths.net/section-myths.htm>

*The Story of Re (Ra)*

*Osiris and Isis*

*Girl With Red-Rose Slippers*

<http://www.perankhgroup.com/cinderella.htm>



**NOTE: Keep your notes on this last myth ... you will be revisiting it later in this course!!**

#### **Task 5. Biographical and Historic Texts.**

Click on the following link and read BOTH short pieces, then answer the questions that follow.

<http://www.aldokkan.com/art/black.htm>

The two pieces begin with these lines: Reading 1 begins- "This short inscription is dated in the eighth year of the reign of Senusret III." Reading 2 begins - "The methods of Senusret III and his opinions of the Sudani folk are illustrated by the following inscription which he set up at Semnah, a fort built by him at the foot of the



1. One piece is biographical and one is historical. Identify which is which.
2. What would be the purpose of the Egyptians writing biographical and historical pieces?
3. In your own words explain what the first piece is about.
4. From the second piece, describe what Senusret's feelings are regarding the Blacks (Nubians)?
5. Look back at the Book of the Dead and the Pyramid and Coffin texts. Tell whether each are biographical or historical writings.

6. How are these biographical and historical pieces different from the myths? (Use the elements of literature as your yardstick: purpose, theme, characters, symbols, narrative structure, point of view)

**NOTE:** Be sure to correctly CITE YOUR SOURCE by incorporating it into your writing. **ALSO,** include a bibliography entry at the end.

### Task 6. Frequently asked questions

Write a SHORT summary of the explanation for each question. Use the link provided to find the answers to these questions.

<http://www.egyptianmyths.net/faq.htm>

1. Why are there so many different spellings of the gods' and goddesses' names?
2. Why are there so many different myths or versions of myths to explain the same phenomenon?
3. What race or ethnic background were the ancient Egyptians?



**NOTE:** Be sure to correctly CITE YOUR SOURCE by incorporating it into your writing. **ALSO,** include a bibliography entry at the end.

### Task 7. Gilgamesh.

In the **PURPLE** literature book, **read** p. 52 and **answer** the following questions.

1. **Who** are Gilgamesh, Enkidu, and Humbaba?
2. **How** old is the story of Gilgamesh?
3. **When, where, and in what form** was this story originally recorded?

**Read** the excerpt "*The Head of Humbaba*" from Gilgamesh: A Verse Narrative. Then **answer** the following questions.

4. (**THREE** part question) - **What** did Humbaba look like? **What** was his job? **For whom** did he
5. **What do you think** caused Gilgamesh to hesitate before killing Humbaba?
6. **Why** is Gilgamesh written in poem form?
7. **How** is Gilgamesh an archetypal character? **Give** specific details in a well-written paragraph.

Be sure to include specific examples from the story in your writing.



### Task 8. Culminating Project

Choose **ONE** of the following projects to complete. Read the directions **CAREFULLY** for each before you choose!

#### Project 1. Bumper Sticker.

1. **Create** a bumper sticker on construction paper with a personal motto using the Egyptian symbols you learned about in the syllabus. Use the link below for help.

<http://www.aldokkan.com/art/literature.htm>



1. You must **draw** the symbols, not use the words!!  
You must incorporate **AT LEAST** five symbols.
2. **Embellish** your bumper sticker with color and whatever else you think is appropriate.
3. **Translate** each symbol in your bumper sticker and **explain** your motto in a well-written paragraph or in a short power point presentation.

#### Project 2. Rewrite the Ending.

1. **Rewrite** the ending to the excerpt of Gilgamesh.
2. Use at least **ONE** Egyptian god or goddess in your version. The actions of the god or goddess you choose **MUST** match the description of that god/goddess.
3. Your ending should be **ONE** typed, double spaced page long. It does **NOT** have to be written in poem form, but can be.



#### Project 4. Pictorial Essay.

1. **Recall** the excerpt of the story of Gilgamesh.
2. **Think** about the courage that Gilgamesh had to muster in order to save his friend Enkidu
3. Now, **think** of a time in **YOUR** life that required you to muster all your courage to act.
4. In a pictorial essay, **illustrate the situation**.



- **Pictorial essay** - consists of pictures along with short explanations of each picture that together tell your story. Similar to a cartoon, only not intended to be humorous and contains more frames and much more detail.

- You can create this as a power point, a flip book, in cartoon format on a poster, or in some other creative way.

- Draw or find clipart or pics online that help demonstrate each piece of the action of your story

NOTE: if you can only draw stick people, that is perfectly okay! Just make your poster neat and easy to read.

- Write a short summary describing each piece of action - 3 - 5 sentences

5. The following should make up the pages or frames of your pictorial essay:

Title page

6 - 10 scenes depicting the action in sequence

Bibliography - if you used pictures from online sources you MUST copy and paste the addresses of the webPAGES and put in a bibliography!!

### Task 9. Final Exam Project Slides for this unit

The Final Exam Project consists of a Power Point presentation that reflects upon each unit you complete for this course. As you complete each unit in this course, you will add to the Final Exam Project so that it will be complete when you finish up the last unit in the course.

1. Open the Final Exam Project that you started in the Basics Unit
2. Scroll to the last page of the project
3. At the top menu bar, select the NEW SLIDE icon to create a new blank slide
4. In the slide title bar, type the name of the unit you are completing (see example)
5. For each task you will include the FIVE following things

**NOTE: You will have ONE task PER slide.**

1.) **TASK.** Name the task (see example at right)

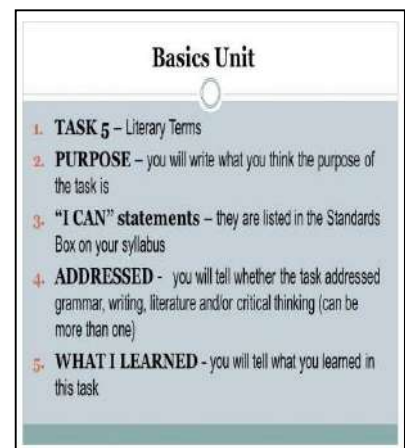
2.) **PURPOSE.** Tell the purpose of each TASK. *NOTE: This may or may not be stated directly on your syllabus ... you might have to INFER (gasp!) what the purpose is*

3.) **"I CAN" statement.** For each TASK completed, list the "I Can" statements that address the activity. (*NOTE: you might have to figure this one out for yourself (or ask your teacher!!)*)

4.) **ADDRESSED.** Tell whether each activity/assignment address one or more of the following:

- a. GRAMMAR                      b. LITERATURE                      c. WRITING                      d. CRITICAL THINKING

5.) **WHAT I LEARNED** Tell what you learned in each activity/assignment.



### Task 10. Grade Yourself

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work & the completed rubric to your teacher to discuss your work & your grade.