

INSTRUCTIONS

- *Please ALWAYS USE THE LATEST QUESTION SHEET e-mailed to you. It is the most up-to-date with questions for the newest showcases*
- *Answers to the Interpretation and Extension & Research questions are, by nature, not always explicitly given on the labels in the display case referred to. Extension & Research Questions are for post-incursion class discussion, essays, and projects for your own use.*
- *NOTE that the answers on the ARCHAEO-PRO MASTER TEACHER'S CHEAT SHEET sometimes give more detail than available from the showcases. This is supplementary material for teachers*
- *PLEASE INSTRUCT YOUR STUDENTS NOT TO LEAN ON OR WRITE ON THE EXHIBITION SHOWCASES*

To CREATE YOUR OWN QUESTION SHEET FOR YOUR STUDENTS

1. *Open WORD; choose FILE, NEW*
2. *Adjust the windows of each so you can see what text you are copying into your new STUDENT QUESTION SHEET and your new document as you progress*
3. *Click on the Text Select Tool , then highlight the question you wish to copy into your STUDENT QUESTION SHEET document*
4. *Choose EDIT, COPY (in Adobe Acrobat document MASTER QUESTION SHEET).*
5. *Move to the WORD document and CTRL-V to paste the question into your STUDENT QUESTION SHEET*
6. *Save and edit your STUDENT QUESTION SHEET in WORD*
7. *If you have problems please feel free to call me on 9754-7376 for help*

All the best, Garry Stone

ARCHAEO-PRO MASTER QUESTION SHEET

Case 11 – *The Royal Graves of Ur*

Observation/

Factual recall:

- What is the *metal* used to make most of these objects?
- In which ancient *city* were these objects found?
- How *old* are the gold vessels and objects?
- What *animal* is mounted on the top of the rein ring?
- Which famous English *archaeologist* excavated the burials?

Interpretation:

- Pu-abu had a *sledge* (rather than a wheeled vehicle) placed in her grave. What might be the reason for this?
- Why do you think the excavator believed these graves to be those of *royalty*? (This interpretation is now back in favour).
- These objects were made in 2500 BC. What can they tell us about the *levels of skill* of the ancient Sumerians?
- The birthplace of *Abraham* was ancient Ur about 1950 BC. Some critics of the Bible claimed the gold 5.5g nose ring and two gold bracelets (110g each) of Genesis 24:22 would not have been possible in 2000-1800 BC (about Abraham's time). Comment.

Extension &

Research:

- The animal on the rein ring is an *onager*. Explain what an *onager* is. The onager on the rein ring is made of *electrum*. What is electrum?
- The weapons in the 'Royal Graves' are composed of gold, silver and electrum (an alloy of gold and silver). Why would they be *useless in a real battle*?
- The intricate gold work on the scabbard is known as *filigree*. Research this term.
- The sword has a *lapis lazuli* handle. Find out more about this stone.

Case 7 - *Cuneiform Tablets from Sumer and Akkad*

Observation/

Factual recall:

- The term cuneiform refers to the writing on the tablets. What does the word *cuneiform* mean?
- The clay tablets in case 7 are from *two ancient civilisations*, both of which were discovered in Mesopotamia. What were they? (Hint: both civilisations are shaded *yellow* on the *maps*).
- List the *types of animals* that were part of the temple flocks of tablet # 4.
- What two types of dyed Sumerian *footwear* did Lugula (pro. Loo-goo-la) make for the temple at Drehem in about 2030 BC? (See label #7)
- Sometimes the *burning down* of an ancient city helps archaeologists looking for cuneiform tablets in the present. Explain.
- Do clay tablets 'turn' L-R or 'flip' Top-Bottom to the second side (reverse)? Compare to our coins and banknotes.

Interpretation:

- According to tablet # 5, *what* does Mr La La have to do ‘without an argument’?
- What do these tablets tell us about the *specialisation of arts/crafts and labour* around 2000 BC?
- The Sumerians and later the Akkadians centred their civilisations on the *valleys* of the Tigris and Euphrates rivers. Why?
- What was the primary use of the cereal *barley* in Akkad? See tablet #3.
- What is a *colophon* (eg. tablet #8) and why would it be needed?

Extension &

Research:

- Research the *Epic of Gilgamesh* referred to on tablet 10. Summarise the story in your own words.
- Tablet 3 refers to *emmer, barley and legumes*. Research the beginnings of agriculture.
- Why would the Sumerians need a *catalogue* (tablet #10) of the tablets in their library?
- Compare the use of *catalogues* with the story of the stolen tablet in the side bar. What does this tell us about care of records in ancient Mesopotamia?
- *Bible critics* once said that the early books of the Bible could not have been put into written form until about 600 BC because, they argued, writing was unknown until this time. Comment in the light of the evidence.

Case 20 – Death & Burial in Ancient Egypt

Observation/

Factual recall:

- The ancient Egyptians developed a *writing material* made from reeds that grew in the river Nile. It is called P_____ (see top label).
- The river Nile flows from the South to the North. Northern Egypt was called L_____ Egypt; Southern Egypt was called U_____ Egypt.
- The *Judgement Papyrus* shows a scene from the set of Egyptian beliefs known as The Book of the D_____.
- The god weighing the heart of the lady has a *jackal* head. His name is A_____.
- The *dark brown* ushabti (worker for the afterlife) on the right of the four carries a h_____ for working in the *garden*.
- The *name* of the Egyptian scribe god and god of wisdom is T_____.
- The *heart* of the lady being weighed against the *goddess* (or more usually the *feather*) of truth named M_____.
- The *god* of the Egyptian underworld was named O_____. He was the father of Horus.
- The god *Horus* (on the papyrus he is called Harem-dotes the later Greek form of his name) has the head of *which bird*?
- About how *long* did Egyptians take to mummify and wrap a dead body?
- What is the *type of ancient Egyptian writing* called which is on the papyrus and the heart scarab?
- Give the Egyptian *word* for mummy cloth?

Interpretation:

- The judgement of the lady U-nen-nefer shows the scales *balancing*. Why did the Egyptians show this to be the case when the dead person had yet to be judged?
- How is the Egyptian idea of judgement similar to and different from that of the Bible writers? (see Daniel 5:27 and Galatians 6:7).
- Why did the Egyptians sometimes place a *scarab* (a model of the dung beetle Kheper – the god of resurrection) inscribed with a prayer from chapter XXXB of the Book of the Dead, in the wrappings near the heart of the mummy?
- The term *hieroglyphs* is a Greek word meaning “sacred writing.” Why might writing be considered sacred?

Extension & Research:

- The book of Genesis in the Bible describes the mummification and mourning of Jacob as lasting 70 days (Gen. 50:3). How is this important to arguing that the Biblical writers were accurate in their knowledge of Egyptian practices?
- The Bible tells us the name the pharaoh gave Joseph the Egyptian name *Zaph-enath-Paneah*. At his death Joseph was mummified and placed in a coffin in a tomb (Gen. 50:26). When the Israelites left Egypt they took Joseph’s body and carried it to Canaan and re-buried it at Shechem (Joshua 24:32). Do you think the original tomb of Joseph in Egypt might be discovered some day? What might be the *name* of the tomb owner painted on the walls?
- The human-shaped mummy cases which came into use about 2000 BC in the Middle Kingdom were frequently painted with the goddesses Isis, Nephthys and the vulture Nekh-bet stretching their *wings* around the body. Why? Look up the word *wings* and *feathers* in a concordance to the Bible. How many references are there to the protecting “wings” of God?

Case 3- *The Development of the Lamp in Palestine*

Observation/

Factual recall:

- The Canaanite four-spouted lamp #1 comes from the *famous city* of H_____ mentioned in the Bible (See Joshua 11 etc.) and Egyptian inscriptions.
- The first lamps were *handmade* like #1. The lamps after it were made on a w_____ or made by pouring slip clay into moulds.
- List the numbers of the *moulded* lamps displayed in case #3.
- King David would have used a lamp like #3. How *old* is this lamp?
- Little lamp #5 comes from the tomb of a man *named* J_____.
- The *oldest* lamp in Case 3 dates to _____ BC. The *most recent* dates to AD _____.
- Lamp #7 would have been well known to Jesus and his brothers and sisters. What is *unusual* about how this sort of lamp was made?

Interpretation:

- Most of the lamps show *signs of being used*. Explain.

- The style of lamps *changed fashion very quickly* in the ancient world. This means lamps make a good dating tool for the archaeologist to use. Why?
- What is the *sign* on the top of lamp #10 and what does it mean?
- What other *signs & symbols* were used on Christian lamps (Hint: lamp #12)?

Extension &

Research:

- Jewish lamps like #11 do not have *people* on them like the Roman one #9. Instead they have images of palm branches, grapes, figs, pomegranates and sacred temple implements. Why? (Hint: see Exodus 20:4).
- Lamp #11 has the seven-branched candlestick or *menorah* on the top. This was long after the Romans had destroyed King Herod's Temple. Why do you think the *menorah* is on the lamp?
- What did ancient people use for *wicks* and *fuel* in their lamps?

Case 22 – Weapons and Warfare

Observation/

Factual recall:

- Name the *metal* alloy produced by melting tin and copper together.
- The *smelting of iron* was discovered sometime between 2000 and _____ BC.
- The bronze sword #1 comes from between the 13th and 10th centuries BC. How many *thousands of years ago* is the 13th century BC?
- An ancient people who once lived in the mountains of Turkey made axe #5. Who were they? (Hint: there were two soldiers of this nationality in King David's army – 1 Sam. 26:6; 2 Sam. 11).
- How many *cutting edges* do all of the swords and daggers in Case 22 have?
- The three arrowheads (#7) are made of which *metal alloy*?
- How much do the sling bullets (#8) *weigh* each? What are they made of?

Interpretation:

- *Why* was bronze a better metal for making weapons than copper?
- What was the problem cause by using spearheads with a *tang* (long prong) that fitted into the wooden spear pole?
- *Why* was *iron* superior to *bronze* for making weapons?
- The copper dagger blade #2 was held to the handle with a *single rivet*. Give a reason why such a dagger might be risky to use in battle (Hint: compare it with later dagger #3).
- The soldiers of Abraham's bodyguard (Genesis 14:14) would probably have possessed axes like #4 and have been dressed like the soldier to the right. These axes could cut through s_____ armour.
- Look closely at the *swords* used by the Israelites against the Canaanite charioteers in the painting of the Battle of the Kishon River (Judges 4-5). The *sickle* swords have a *single* cutting edge. These were used in the time of the Judges of Israel. How are they different to a real sickle? (Think and look at the painting carefully!).

Extension &

Research:

- The *Hittites* mentioned in the Bible were once considered to be mythological according to the Encyclopedia Britannica (!). Then Professor Rev. A. H. Sayce discovered the ruins of their cities. What does this teach us about interpreting the Bible using current archaeological evidence?
- During the Second World War British airmen frequently painted messages like “Happy Birthday Adolf!” and “Greetings Goering” on the bombs to be dropped on Germany. Compare with the messages on sling bullets like #8A (on the left).
- Research the famous *left-handed swordsman* of the Bible who probably used a sword like #1 (Judges 3:15 ff.).

Case 16 - Deciphering the Rosetta Stone

Observation/

Factual recall:

- The Rosetta Stone was *discovered* in the year _____.
- The stone has *three types of writing* used in Egypt around 196 BC. What are they? (see labels at left)
- The word *hieroglyphs* means s_____ e_____.
- How much does the real Rosetta Stone *weigh*?
- The first person to recognise that the writing in the top part of the Rosetta Stone was a mixture of phonetic (ie. sound) signs and signs for whole words and titles was a *French scholar* named Ch_____?
- Champollion's knowledge of the C_____ language (the descendent of the ancient Egyptian language passed down by Christianised native Egyptians) enabled him to work out possible meanings of hieroglyphic words he was beginning to decipher.
- The stone has several *ring or oval shapes* on it, which enclose *royal names*. The shape is named after the French word for cartridge: c_____
- The *name* of the Greek king inside these rings on the Rosetta Stone is P_____

Interpretation:

- Compare the *hieroglyphic* section with the *demotic script* in the middle. Which do you think would be the more difficult to *learn*? Which would be *faster* to write with on papyrus with *pen and ink*?
- What is the meaning of the Greek word *Demotic*? (Compare some other words derived from the Greek word demos meaning “the people” eg. *democracy*, *demonstration*). What has this to do with *demotic* script?
- Hieroglyphs can be written *backwards*. How do you know which in *direction* to read it?

Extension &

Research:

- The *obelisk from the island of Philae* assisted in the decipherment of Egyptian hieroglyphs. How?
- What other ancient cultures used *hieroglyphic scripts*?

- Research *codes & code breaking*. How was the discovery of the Rosetta Stone like finding a coded message and its decoded “translation” and how would this assist in cracking the code?
- The *French* discovered the Rosetta Stone. How did it come to be in the *British Museum*?
- There are three basic forms of script used in writing a language.

The *pictographic* scripts require signs for whole words so there have to be hundreds of signs. The script is clumsy and sometimes the meaning is ambiguous (eg. Chinese).

The *phonetic* scripts which mean that there are signs for each sound (called a *phoneme*) or syllable in a language; eg. gud, ka, na, sha *etc.* This means you can use fewer signs but in many different combinations to make words.

Alphabetic scripts use single signs for consonants (hard sounds) and vowels (open mouth sounds). So with 20 or 30 signs (letters) you can make up thousands of words with different sounds.

Egyptian hieroglyphs is a mixture of all three!

- Research the origins of writing.

Case 38 - *The Tools & Art of the Stone Age*

Observation/

Factual recall:

- The term *Acheulian* refers to one type of style of stone tool made by the H_____ e_____ people.
- *Lady of Brassempuoy* (#7) is carved from m_____ i_____.
- About how *old* is the carving of the *chamois deer* (#8) thought to be?
- When did the *bow* begin to be used? (#11).
- The *Stone Age* is divided into three sections. They are the P_____, the M_____, and the N_____.
- The Cro-Magnon people used *mammoth ivory* to make numerous items. List *five* (Label #10)

Interpretation:

- Would stone tools be easy to manufacture? How *durable* would they be?
- Why do you think some stone tools (eg. the laurel leaf-shaped spear heads of #6) look attractive and stylish? Would they need to be to kill an animal? Why do you think they were made to look *beautiful*?
- Compare the patterns on the heads of the *Lady of Brassempuoy* (#7) and the *Venus of Willendorf* (#5). What conclusions can you possibly draw about headgear for women?
- The *horse head* carved on the bone appears to be wearing a *rope halter*. Compare this to the horse head from St-Michel ‘Arudy pictured on page 194 of *The Making of Mankind* by Richard Leakey, Michael Joseph, London, 1981). Discuss this evidence for the theory that the horse was *domesticated* long before was previously thought.
- Inspect the various types of arrowheads (#s 12, 13, 14, 16, 17). Compare the made-for-tourists American Indian arrowheads with those of early people to the left. What do you notice?
- The “Kimberley Points” made by aboriginals, are *not* arrowheads. How do we know this?

- The beautiful Kimberley Points have tiny *serrated* edges. Why? Compare with some modern knives.
- Why do some of these arrowheads have *barbs*?

Extension &

Research:

- Some stone tools are found in places where the type of stone they are manufactured from does not occur. How did the people obtain the stone?
- Archaeologists are able to identify the types of stone and where it came from by its “chemical fingerprint” using *neutron activation analysis*. How does this work?
- The female figurines (#s4 &5) are thought to be images of an earth mother by some scholars. Can you think of any contemporary examples of the pagan myth that the earth is a living mother?
- The tiny *serrated edges* on the Kimberley Points are known as *secondary working*. What does this mean and how did the aboriginal people produce such serrations?
- Inspect label #10. Flutes made of ivory have been found in many excavations of the Cro-Magnon people and the earlier Neanderthal people. This has helped correct the old evolutionary view of the Neanderthal as dim-witted, brutish people. Research the evidence for the early Neanderthal use of musical instruments.
- What are some of the *practices* of man that distinguish him from the apes? Discuss in the context of *artistic* practices (cave art), the use of *music* (flutes and whistles) or burial of the dead.

Case 61 – New Kingdom Egyptian Temple Model

Observation/

Factual recall:

- Who is *bathing* in the sacred lake?
- The *front* faces of the **pylons** show the pharaoh in red and white crowns *clubbing* (or smiting) his c_____ or prisoners (Hint: look behind the obelisks for a label).
- On the **pylons** the pharaoh wears the *double crown* made up of the R_____ Crown of Lower (North) Egypt and the W_____ Crown of Upper (Southern) Egypt.
- There are *two huge s_____* of the pharaoh either side of the temple gate.
- How many *columns* are there in the colonnades surrounding the courtyard?

Interpretation:

- Why would a *scribe* set up office near the temple gate?
- Inside the courtyard a man & wife are presenting a *votive tablet* to the god. Look up the word *votive* and suggest a reason why they might be doing this.
- Why might the temple complex need to be surrounded by *walls*?

Extension &

Research:

- Egyptians believed that the *fluttering pennants* on the pylons indicated the presence of the god inside the sanctuary of the temple. Research the association between *wind* and the presence of the true God as recorded in the Bible.

- The *obelisks* outside the temples were frequently very massive - 200-260 tonnes. Research the theories proposed to explain *how* the ancient Egyptians stood them up.
- Notice the *hundreds* of gods and goddesses painted on the walls of the temple. Approximately how many gods/goddesses were there (see an encyclopedia)? Comment in the light of Exodus 12:12.

Case 62 – Roman Villa of the Imperial Period

Observation/

Factual recall:

- What are the servants *pressing* in the courtyard?
- Two types of *birds* are being raised at the rear of the house. They are g_____ and c_____.
- The slaves are carrying a wild p___ killed in a hunt.
- How many *horses* can you see in the stable area?
- One of the slaves in the garden has had an *unfortunate experience*. What is it?
- At the *rear* of the house a t_____ passes by.
- The house owner and his wife are standing at the *main gate*. Why?
- What is *inside* the litter being carried on the street?

Interpretation:

- Why is there a *wall* around the house?
- Describe some of the *activities* going on in and around this villa.
- Why is the street outside *paved* with blocks of stone?
- What is the *ornamental garden* being used for? What does this tell us about the wealth of the family that owns the villa?
- There is a long portico or colonnade at the rear of the house, as well as grapevines growing over the peristyles or pergolas. Give a modern Australian practice that parallels this (Hint: compare the *climates* of Italy and Australia).

Extension &

Research:

- *Olive oil* was a very important commodity in the ancient world. List several uses for it in ancient society.
- *Slavery* was very common in the Roman period. However slaves were frequently treated very well and preferred to remain with their owners even after given their freedom. Give some reasons why.
- The horse being ridden out of the stabling yard has a *saddle*. Research when saddles were first used in the ancient world.
- The house has two *wells* for water supply. In cities the water was sometimes piped in via aqueducts and supplied to houses in lead pipes. Research Roman aqueducts. How much did they have to “fall” ie. *slope* in a Roman mile to ensure the water would flow?
- The Romans were able to make water flow *uphill*. How did they do this?
- Why would you not wish to drink water supplied in *lead* pipes?

- The ancient Romans are renowned for their *roads*. Research Roman road building. *Who* built the roads?

Case 43 – Egyptian Ushabtis – Servants for the Afterlife

Observation/

Factual recall:

- For what *purpose* were ushabti figures placed in Egyptian tombs?
- List *three materials* the Egyptians used to make ushabtis.
- *How many* figures were in a full set of ushabti workers?
- List *two jobs* the ushabti is supposed to perform in the afterlife (see orange label).
- Ushabti number 4 is carrying a *rope basket* over his left shoulder (look carefully at the right-hand figure showing the back of ushabtis #4). What might this be used for?
- Sh_____ was the mother of Nes-per-neb-djed (ushabti #9).
- Compare the *style* of the *beards* of ushabtis 3,4,5,6,7,8,9. What do you notice?

Interpretation:

- Ushabti #8 was manufactured for Amasis, “overseer of the royal ships.” *Draw the sign* you might expect to mean “ship.”
- The name of the admiral on ushabti #8 is Amasis (pro: Ar-may-sees). Why do you think his name is enclosed in a *cartouche*?
- What is the meaning of the Egyptian word *mes-es*. How does this relate to the name Moses?
- What *tools* do the ushabtis carry? Why?
- Explain the connection between Walt Disney’s *Fantasia*, the story of the “Sorcerer’s Apprentice”, and Egyptian ushabti figures.

Extension &

Research:

- Several of the ushabtis in Case 43 are glazed with *faience*. Research what *faience* is, what it was made from, and how the ancient Egyptians used it.
- The ushabtis use the term “Osiris (of) so-and-so” where so-and-so is the person’s name. Why is this so?
- *Draw the sign* for a soldier which means “Commander of the Army” which is used in lines 1 & 2 of ushabti #4. What *weapon* is he using?
- The Late Period around 1000 BC was when Egypt was *weak*. However it was at this time that Israel was *strong* under King David and King Solomon. Explain the connection.

Case 64 – A Roman Amphitheatre

Observation/

Factual recall:

- How many people could be seated in the Colosseum in Rome?
- How many levels of arches did the Colosseum have on the outside?
- Why was the “Colosseum” so called?

- What was the floor of the Colosseum made of?
- Why did Romans sometimes *flood the arena* of amphitheatres?
- What facilities were constructed at ground level under the arches & tunnels of the amphitheatre?
- How were wild animals brought to the arena floor from their cages under the Colosseum?
- What *contemporary practice* in Spain is derived from the Roman practice of killing animals for sport?

Interpretation:

- The Romans brought animals from the ends of the empire to be killed in their amphitheatres. Many were shipped from Africa. *How* did this effect the *numbers of animals* in these countries?
- Why do you think that the citizens of Rome *enjoyed watching slaughter* of animals and people in the amphitheatres?
- The Colosseum was equipped with an *adjustable canvas roof*. Why?

Extension &

Research:

- Research what the Roman writers said about *how they felt about the cruel killing of Christians* in the amphitheatres of Rome particularly during the reigns of the emperors Nero and Domitian.
- Research *three types of Roman gladiators* who fought in the arenas of amphitheatres. Describe their weapons and how they fought. You might view the film Gladiator for some illustration here.
- Write a *short story* of an incident in the life of a gladiator.
- *Build a small diorama of gladiators fighting*. You should be able to buy some inexpensive gladiator figures for your model. Label the parts.
- Many films show the audiences in amphitheatres giving the “thumbs down” sign and shouting ‘iugula!’ (ie. “cut his throat) to indicate they wish a losing gladiator to die. Research whether or not the thumbs down sign was actually used
- How much canvas (in m²) would have been needed to completely roof the Colosseum. Consult your maths teacher for the formula for the *area of an ellipse*.

Case 67 – Model of the Ancient World

Observation/

Factual recall:

- The ancient Egyptians called the *Mediterranean Sea* the G_____ S_____ Sea
- *Mesopotamia* means “the land b_____ the rivers”
- The *two most important rivers* of Mesopotamia are the T_____ and the E_____
- The **green arching region** is known as the F_____ Cr_____
- Approximately *how far is it in a straight line* from **Thebes** (in southern or Upper Egypt) and **On** in Lower (Northern) Egypt? See the **GREEN PINS**
- Approximately *how far is it in a straight line* from **Babylon** (in Mesopotamia) to **Carchemish** (north-west in Syria)? See the **BLUE PINS**

Interpretation:

- Ancient travellers preferred to take the longer arching route (painted green on the model) in travelling from Egypt to Mesopotamia and *vice versa*. Why?

Extension &

Research:

- There are records of various Assyrian kings on military campaign in Palestine travelling *directly* across the Arabian desert back to Nimrud and Nineveh in northern Iraq. Suggest a possible reason.
- The land of Canaan (now Israel/Palestine) lay between the great civilizations of Egypt and Mesopotamia. How did this geographical fact influence its history?

Case 44 – Tutankhamun

Observation/

Factual recall:

- How *old* was Tut-ankh-amun at his *death*?
- The gold death mask is made in the shape of the *n*_____ headdress.
- The collar of the death mask is inlaid with various types of precious stones including *l*_____ *l*_____, a dark bluestone from Afghanistan.
- The *cobra goddess* *W*_____ sits on the right of the king's forehead. She represents the land of *L*_____ or northern Egypt.
- The *vulture goddess* *N*_____ sits on the left side of the king's forehead. She represents the land of *U*_____ or southern Egypt.
- The *hieroglyphic inscription* on the rear of the mask is #151B from the *B*_____ of the *D*_____ (see #1b).
- The *golden throne* (#2a) was found underneath the *h*_____ bed in the first chamber of the tomb.
- The *legs and feet* of the throne are *l*_____ paw shaped.
- The *armrests of the throne* enclose a winged *sn*_____ wearing the double crown of united Egypt.
- The small gold figure of Tut-ankh-amun (#3) wears the *b*_____ (colour) crown or *war crown*.
- On the *backrest of the throne* above the king and queen is the god Aton represented as the *s*_____ disc.
- Name one of the nine gods of the *Ennead* (see #1b)
- Tut may have been a son of Pharaoh Akhenaton and a *minor wife* named *K*_____ (see family line chart at front of case 44).

Interpretation:

- Each part of the *death mask* was thought to be a part of the body of one of *n*_____ gods of Egypt (the *Ennead*).
- Why would a king wish to have a throne with *lions' heads and paws*?
- Give the *two names* of Tut on the cylinder seal impression (#4) and their *meanings*.

- Why did the Egyptians depict *hands* on the ends of the sunrays emanating from the Aten (solar disc) on the backrest of Tut's throne?

Extension &

Research:

- The small figure of Tut-ankh-amun (#3) holds the *Heka* (crook-sceptre) and the *Nekh-akha* (flail). These are symbols of the god Osiris. Research these symbols.
- What was the purpose of the *Death Mask* in Egyptian beliefs?

Case 48 – The Roman Fort

Observation/

Factual recall:

- The fort is shaped like a playing c_____ (see side label).
- Which English word for a fortress constructed of stone is derived from the Latin *Castellum* meaning fort?
- The fort has f_____ gates.
- There are s_____ barracks buildings for the soldiers in the fort.
- The Headquarters building is called the p_____
- The road leading from the east gate to the headquarters building is named the v_____ P_____
- What is the latrine?
- The south gate was called the P_____ P_____ D_____
- Soldiers on g_____ duty stand on the ramparts and towers.

Interpretation:

- Each barracks building held e_____ soldiers and the centurion who commanded these men.
- Why would a granary be constructed with a raised wooden floor?
- Why is the latrine constructed as far as possible from the barracks blocks?
- What obvious characteristic of Roman forts (and towns) did the Western world inherit?
Hint: consider the regular layout of the fort.

Extension &

Research:

- A *century* of soldiers should actually have been 100 men. Why were there usually only 80 or so in a *century*?
- The *principia* housed the **battle standards** of the cohort. What were these?
- This size fort accommodated about 500 men (one cohort of a legion). How large was a legion and how many cohorts did it usually have?
- Describe the weapons and equipment of a Roman legionary.
- How many marches were Roman soldiers expected to undertake each month?
- What is the difference between a *legionnaire* and a *legionary*?
- Notice that some soldiers have *green* shields, some *red* (and other colours). What did the colour signify?

Case 6 – Coinage of the Ancient World

Observation/

Factual recall:

- The earliest *money* consisted of lumps of e_____, a naturally occurring alloy of gold and silver.
- The earliest *coins* (ie. stamped money) were made in the mid ___th century (700-600) BC in the state of L_____ in Asia Minor (see **RED PIN**).
- List the *names of three Roman emperors* appearing on coins in Case #6.
- The Greek *tetradrachm* (pronounced “tet-rar-dramm” even though the singular word is *drachma* pronounced “drak-mar”) has the O___ of the goddess Athena on the obverse side.
- Coins 1 to 4 are made of s_____.
- One Roman *denarius* was equivalent in value to one Greek *d*_____ (see chart at bottom of case).

Interpretation:

- Why were Jewish coins stamped with images of fruit, plants and non-living objects rather than people or faces of people?
- Why would the Jews overstamp Roman coins? (see coin #25).
- Why would *merchants (traders) like the Phoenicians* whose ships traded with the many nations and states around the Mediterranean, prefer to use *coins* in their business transactions rather than bartering?

Extension &

Research:

- The Perutah (#11) was minted in Judaea by the same Pontius Pilate who surrendered Jesus to be crucified. The coin features an AUGER’S WAND. What is this and how does it throw some light on Matthew 27:19?
- The bronze coins stamped “Judea Capta” (#s 20,21, 23) are examples of Roman propaganda. Explain.
- Coin #23 is stamped *SC* at the bottom. What does this mean?

Case 47 – Troy and the Trojan War

Observation/

Factual recall:

- The ancient city of Troy is in the country of T_____
- Who was the poet who composed the *Illiad* and the *Odessey*? H_____
- How many *levels* (layers of occupation) do archaeologists usually say the ruins of Troy have today? T_____ (see yellow sidebar)
- The archaeologist who believed that Troy was a real place and not imaginary was H_____ Schliemann
- Most scholars think that Homer lived in I_____ on the west coast of Turkey.
- What find (discovery) made by Heinrich Schliemann at Troy led him to believe that Level II was that of Homer’s city? Hint: find the *red pin*.

Interpretation:

- Schliemann thought that layer or Level IIc was the ruins of Troy of the period of the Trojan War. Most scholars today believe that layer or Level s_____ is the remains of Homer's Troy.
- Note that three of the soldiers descending from the wooden horse have "figure of eight" shields made of oxhide. How might this explain that the Greek soldiers suffered wounds to their sides?
- How does the proverb "Beware of Greeks bearing gifts" relate to Homer's story of the Trojan War?

Extension &

Research:

- Research the weapons and armour of the Mycenaean soldier. Remember Homer probably lived in the *iron age* when iron weapons came into widespread use. However the weapons in the Illiad and the Odessey are *bronze*.
- Archaeology is a destructive science – evidence is destroyed in the very process of discovering it. Research the damage Schliemann's excavations did to the tell of Hissarlik and the difficulties this made for those who followed him.
- What happened to the hero Achilles? What part of the body and sports injury relates to his wound?

Case 13 – The Great Flood & the Epic of Gilgamesh

Observation/

Factual recall:

- The cuneiform tablet K3375, part of Gilgamesh Tablet 11, was found in the Assyrian city of N_____ (label #1)
- The hero of the great flood in the Epic of Gilgamesh was Ut_____
- The writing on the two flood tablets is c_____. This script was used for writing various ancient languages on clay.
- The hero *Ziusudra* (pro. Zee-oos-ood-rar) called his ship "P_____ of the S_____ of humankind" (see label of column vi, Tablet 11, *Sumerian Flood Story*).
- Gilgamesh was a real king of the city of U_____
- After surviving the great flood the hero was granted i_____ by the gods.
- According to the Epic of Gilgamesh after the flood the hero went to live in the land of D_____ where there was no death or suffering (possibly modern Bahrain).
- The hero of the *Sumerian* story of the flood is named as Z_____ (see label #2)
- The *Sumerian* Flood lasted s_____ days and s_____ nights
- G_____ Smith rediscovered tablet K3375 in the British Museum in 18_____
- Noah's ark grounded on the mountains of Urartu or A_____.
- The ship of Utnapishtim grounded on Mt N_____ (see label of column ii line 140 of tablet K3375)

Interpretation:

- At the end of *Epic of Gilgamesh* the gods are very angry with the god Enlil (pro. En-leel), Why?

- In the *Epic of Gilgamesh* the goddess *Ishtar* (Venus) flings her lapis lazuli necklace into the sky as the sign that she will never forget the great flood. Compare and contrast this with the sign of the rainbow shown to Noah at the end of the Biblical flood.
- In the another ancient flood story, the *Epic of Atrahasis* (not in Case #13), it is the noise of human kind on the earth upsetting the sleep of the gods in heaven which causes Enlil to send the flood. Compare and contrast this with the reason for the flood given in the book of Genesis 6:13.

Extension &

Research:

- Research the ratios of *height* to *width* required for a ship to be *stable*. Analyse and compare the stabilities of the ship of *Gilgamesh* (cube of side 55m) 2/3 submerged according to the epic with that of *Noah* in the book of Genesis (“beginnings”) in the Bible. Noah’s ark was 300 cubits (137m) long, 50 cubits (23m) wide and (30 cubits) 14m high. *Suggestion*: look up shipbuilding in the *Encyclopedia Britannica*.
- Research stories of the *Great Flood* from *around the world*. Virtually *every* culture has one – Yes! even the Australian Aboriginals which they claim is their *own story* and did *not* come from missionaries! *Compare and Contrast* them.
- Read and summarise the Epic of Gilgamesh (see *The Epic of Gilgamesh*, edited by Betty Radice, Penguin Books 1972).
- *Build* models of the ark of Noah and the ship of Gilgamesh and compare their stabilities in water. *Suggestion*: use a scale of 1/1000 for the models.

Case 45 – The Small Golden Shrine Panel of Tutankhamun

Observation/

Factual recall:

- The shrine panel from the *rear* of the *small* shrine of Tutankhamun was discovered in the a _____-chamber of his tomb (#1).
- The panel is made of embossed sheet gold *attached* to the wooden panels of the shrine by g_____ (two layers of plaster-soaked linen #1).
- The *vulture goddess* who protects the land of Upper (southern) Egypt is in the top left-hand corner. Her name is N_____
- In the top panel (#1) Tutankhamun wears the Blue or W____ crown.
- In the lower panel he wears the R____ crown of Lower (northern) Egypt.
- In the lower panel (#2) the king holds the c_____ and the f_____ in his right hand over his right shoulder.
- The panel is made of g_____ covered wood, but the sledge is wood covered with s_____.

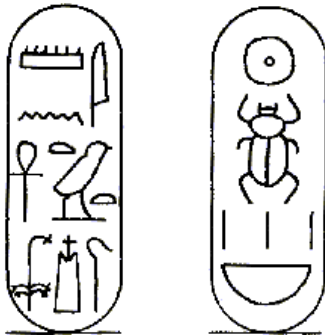
Interpretation:

- What object *found in the shrine* led Howard Carter and Lord Carnarvon to conclude that a statue was *missing* from the shrine?
- Below the vulture goddess *Nekhbet* in the top left-hand corner is the *ankh* or “life” sign as if the goddess is presenting it to Tutankhamun. What do you think this *means*?
- What is the meaning of the two *loop-shaped signs* (like a circle with a straight line under it) on the *bottom of the palm ribs* (below the *tadpoles*)?

Extension &

Research:

- The scenes on both panels show a very relaxed, informal king and queen. Contrast this with the stiff, formal, severe poses, expressions, and attitudes of kings and queens in other periods. Hint: research *Amarna art*.
- Research the symbols of a pharaoh's power – the *crook and flail*. What do they symbolize?
- Find the *translations* of the two cartouches of Tutankhamun (reproduced below) which appear in both panels



Case 14 – Egyptian Pharaohs

Observation/

Factual recall:

- The bust of Amenhotep (=Amenophis) III (#1) is *made from* qu_____.
- The *khepresh* is also known as the w___ crown and was worn in battle.
- All of the pharaohs depicted have the u_____ or *sacred snake* on their foreheads (see label #4 or label #1)
- Which bust is the *oldest* in Case 14?
- Student sculptors first *sketched their figures* in r___ paint and then the master sculptor corrected their work in b_____ paint before the figures were carved (#2).
- The bust (#4) dates from the Pt_____ period when the Greeks had taken control of Egypt.

Interpretation:

- What *evidence* is there that the small white limestone bust (#3) was broken off a statue with a *back pillar*?
- Busts #4 and #1 are carved from *very hard* stone. Yet the sculptor has been able to show the dimples behind the sides of the nose above the lips. Comment on the *skills* of the Egyptian sculptor.

Extension &

Research:

- Some scholars believe that *Pharaoh Smenkare* was actually the name *Nefertiti* adopted as pharaoh after the death of Akhenaten? Research the evidence for and against.

- The *elongated faces and pouting lips* of the pharaohs on the sculptor's model (#2) are characteristic of the art of the Amarna period. Find some other examples of statues in this style from the Amarna period.

Case 49 – *The Parthenon*

Observation/

Factual recall:

- The Parthenon was completed in _____ BC (label #1)
- The architects of the Parthenon were I _____ and K _____ (label #1)
- The Parthenon contained a wood and ivory statue of the goddess A _____ that was _____ m tall and covered in a gold dress which weighed _____ tonne.
- Name the sculptor of the statue of Athena and the Parthenon frieze: P _____ (label #1).
- How many columns has the Parthenon along its outer long sides? _____ How many on the outer short sides? _____
- The main room of the Parthenon is called the *c* _____ or *n* _____
- The East PEDIMENT showed scenes of the *b* _____ of Athena.
- The rows of Doric columns along the sides of the Parthenon & other Greek temples were called the *p* _____
- The *metopes* of the *epistyle* are separated by *t* _____ - _____ painted blue.
- The small carved panels on the *epistyle* or outer lintel of the Parthenon are known as *m* _____
- T _____ such as pottery, weapons and furniture was stored in the *O* _____ or rear porch of the Parthenon.
- The eastern frieze shows the presentation of the *p* _____ or sacred robe to Athena.
- The four elders on the right of South Frieze block XXXVII (see label #5) possibly carry pinakes or *w* _____ *b* _____

Interpretation:

- The **north frieze** of the Parthenon is very famous for the beautiful sculpture composing it. Very few figures are alike and the scene is full of action and drama. Comment.
- Metope #32 on the northern side survived vandalism by the early Christians. Why? (see **orange label**).
- **Parthenon sculpture** is in the **British Museum**, the **Acropolis Museum** (near the Parthenon), the **Louvre in Paris**, and the **Palermo museum in Italy**, yet the **British Museum** is the only institution targeted by the media in its campaign to have the "Parthenon marbles" returned to Greece. Comment on **why** this might be.
- "The Parthenon sculptures should be returned to Greece." Agree or disagree? Give reasons.

Extension &

Research:

- Earlier Greek temples had **six** columns on the narrow side. The Parthenon has **eight**. Why did Iktinos and Kalikrates choose eight?

- The Greek statesman **Perikles** paid for the construction of the Parthenon out of his own pocket. What reasons could you propose for his doing this?
- Research the **significance of the peplos** of Athena polias, how it was produced and **where** on the acropolis it was presented to Athena polias.
- The Parthenon is designed to please the eye, both in its **proportions** and its **curves**. Explain.
- The **friezes** of the Parthenon are in the **Ionic** style (as are the columns in the *opisthodomos* or rear porch) while the **peristyle** and **metopes** are in the **Doric** style. Why?

Case 50 – *The Great Sphinx of Giza*

Observation/

Factual recall:

- Pharaoh K_____ probably **constructed** the Great Sphinx in about _____ BC.
- The Sphinx was supposed to represent the **sun-god H_____** ("Horus of the Horizon") in the form of the **lions** which guarded the gates to the U_____ on the horizons of Egypt.
- The face of the Sphinx was originally **painted** the colour r_____.
- The stone casing of the sphinx has been **repaired by at least two Egyptian Pharaohs**. They were T_____ IV and R_____ II.
- The sphinx is about _____m **long** and _____m **high**.
- Did **soldiers in Napoleon's army** destroy the nose of the sphinx?
- Three **types of erosion** that have damaged the Great Sphinx are: R_____, blowing S_____, and S_____ crystalization.

Interpretation:

- Why do archaeologists assume **Pharaoh Khafre** constructed the Great Sphinx?
- Why is it mistaken to date **human work** on the rock of the Great Sphinx by attempting to date the age of the erosion of the bedrock of the Sphinx?
- The model shows **three ancient Egyptians** observing the sphinx as it looks **today**. Why is this an error? *Hint:* note the condition of the sphinx's nose and the cement reinforcing the headdress.

Extension &

Research:

- Research claims that the Sphinx contains **hidden chambers and passages**.
- Research the "**Dream Stela**." Who wrote it and why? What is its connection with the Great Sphinx?

Case 32 – *Ancient Greek Sculpture*

Observation/

Factual recall:

- Z_____ was the **king of the gods** and the son of Chronos.
- P_____ was the **god of the sea**.
- H_____ was the **ruler** of the _____ world.

- The **temple** of the goddess Artemis at the city of **Ephesus** was one of the seven wonders of the ancient world.
- Name one of the **symbols** of the god Poseidon _____
- The **mother** of Poseidon was? R_____
- Who was Alexander the Great's **teacher**? A_____
- How **old** was Alexander when he died?
- What is the **horse** from Argos made of? B_____
- Alexander was **buried** in the city of A_____ in Egypt.
- Who was **Apollo's** twin sister?
- A_____ was the Greek god of the **sun**.
- The Greek god of travellers was H_____

Interpretation:

- Which science did Plato consider **perfect**? M_____
- **Plato's** teacher was S_____
- Plato despised anyone who did not have knowledge of M_____
- **Why** did Plato believe that the Heavenly bodies (planets) moved in **circles**?
- Why do some of Alexander's **coins** show **Herakles** (= the Roman **Hercules**) on the reverse side?
- Why do many people consider the **Argos horse** a beautiful piece of art?

Extension &

Research:

- How would **Plato** NOT be considered a **scientific observer** in the modern sense.
- Research how the views of Plato and Aristotle **misled scientists and scholars for centuries**. Consider how the Christian church by adopting the false ideas of these two philosophers led it to wrongly consider the views of Copernicus and Galileo in contradiction of the Bible.
- What do you think of Plato's view that **philosophers** should govern societies?
- Research **how Alexander the Great died**. What is your theory?
- Research the incident at Lystra recorded in *Acts 14:12* where the two travellers the apostle Paul and associate Barnabas were thought by locals to be Hermes and Zeus. What made the locals attempt to worship them?

Case 33 – *Life and Times of Jesus*

Observation/

Factual recall:

- What would have been carried in the **pilgrim flask #1**?
- The **Roman nails** (#9) are made of i_____?
- Who drowned his brother in his own swimming pool? (#7)
- The famous fragment of the **Gospel of John** in the John Rylands library (#11) in the University of Manchester was discovered in E_____
- The smallest **Jewish coin** in the first century AD was the l_____

Interpretation:

- Why is the flask #1 called a *pilgrim* flask?
- What is a *mosaic* floor?
- What *archaeological evidence* demonstrates that in crucifixion nails were driven through the wrist/forearm area rather than the palms of the hands (#5)
- Why did the Romans mint coins inscribed *Judea Capta* and with the imagery of #6 after the capture and destruction of Jerusalem in AD 70?
- Why are pieces of papyrus like #11 rarely found except in very *dry* countries like Egypt?

Extension & Research:

- Research the life and career of the Roman procurator **Pontius Pilate**. Explain the link between the *symbols on his coins and his beliefs* as revealed in the gospel of Matthew 27:19.
- The fragment of John's gospel (#11) known as the **John Rylands papyrus** was discovered in Egypt. It dates to between AD 100 and 110, not long after the crucifixion of Jesus. Explain the significance of such finds to the *early* spread of Christianity.
- There were *five* **king Herods** named in the New Testament. Name each and briefly describe who they were and their historical significance.

Case 17 – Egyptian Hieroglyphs

Observation/

Factual recall:

- **True or False.** Ability to read and write was considered a sign of high status in Ancient Egypt.
- Scribes were **not** required to do m_____ l_____ in ancient Egypt (label #2).
- **Hieratic** writing was a c_____ (or flowing/running) form of hieroglyphs (side bar).
- How many **colours** (other than red & black) have been found on scribe's writing palettes? (label #4)
- Draw the **Hieratic** sign for "scribe".
- Scribe **Hesi-ra** was buried at the city of S_____

Interpretation:

- Draw the sign for "**hairstylist**" on the tomb inscription. What do you think this shape **represents**? According to the inscription what other more important **posts** did this man hold?
- What does the **sign** #10 (Egyptian "per") represent?

Extension &

Research:

- Research the meaning of the word "Pharaoh". How is it written in hieroglyphs?

Case 10 – Ancient Sumer I

Observation/

Factual recall:

- **Both** the Sumerian and Akkadian civilizations wrote on clay tablets using different types of c_____ script for their differing languages.
- Name **two** Sumerian rulers who stamped inscriptions naming themselves on mud bricks U_____ and S_____.
- The stone lamp is (# 2) carved in the form of a bull with h_____s and b_____.
- Name *four* Sumerian cities _____, _____, _____ and _____ (see right-hand side-bar)

Interpretation:

- **Both** the Sumerian and Akkadian civilizations wrote on clay tablets using c_____ script.
- What is the Sumerian man (# 5) wearing? And what was one type of **animal** the Sumerians raised? s_____ or g_____.
- The Sumerian man (#5) is a *votive figurine*. What does this mean?
- The Sumerian **duck weight** has a mass of 5 minas. How heavy is this in grams?
- Shulgi, king of Ur “standardised” the mass of 5 mina weights. What does this mean and why did he do this?

Extension &

Research:

- Research the Sumerians and what they contributed to the **technology** used in Mesopotamia.
- Research the **gods** of the Sumerians. Explain the relationships between the deities.
- Name a god or goddess mentioned in the cuneiform inscriptions in this case (10)?

Case 4 – Seals & Sealing

Observation/

Factual recall:

- **Cylinder seals** were invented around _____ BC.
- Seal impression #7 shows the **monster** H_____ who was killed by the hero G_____ in the famous Epic.
- Impression #6 shows the **sun god** S_____ cutting his way with a saw through mountains on the horizon.
- Impression #9 shows at a **banquet** (feast). What are they doing? D_____ (probably beer).
- Name the **two animals** being ridden in impression #19. H_____ and C_____.

Interpretation:

- Seal impression #5 shows the **monster goddess** T_____ be slain (killed) by Ninurta or Mardukh.
- Name the **Babylonian moon god** S____ at the top of seal impression #15. This god was called Nannar in earlier Sumerian times.

- Examine the seal impression of governor Hash-hamer (#15). The Sumerian ruler he is appearing before is **King U** - _____.
- Seal impression #16 shows **7 stars** (the “seven sisters” 4 at right; 3 at left) of the constellation the P_____?

Extension &

Research:

- Make a **tablet** “(you don’t need to inscribe it) let it partially dry, then press clay around it to form an envelope. After a few days to dry thoroughly, carefully break open the envelope. Observe whether the tablet can be removed from the envelope without breaking. Comment.
- Research the Sumerian and Babylonian story of **creation**. Summarise the story.
- Make yourself a **cylinder seal** and experiment by rolling it across clay. Be sure the clay is not sticky – about as hard as Plasticene is fine.

PLEASE INSTRUCT YOUR STUDENTS NOT TO LEAN ON THE EXHIBITION SHOWCASES or PLACE BOOKS/QUESTION SHEETS ON THEM