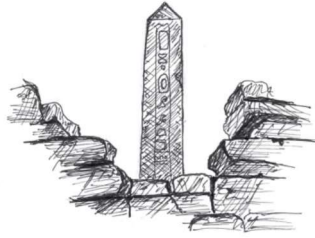


Unit by William Meyer
2016

Meyer, 2016



Greetings,

Horace and the Time Keepers is the first in a highly anticipated series by debut author William Meyer. It is a great novel for any middle grade language arts or social studies classroom.

During Horace's first week of 6th grade, he not only learns of the mysterious death of his grandfather, but also becomes the recipient of a strange inheritance. In his efforts to uncover the truth about his grandfather's death and the secrets of his new scarab beetle, Horace finds himself transported back to the Ancient Egyptian city of Amarna. There he meets the future pharaoh, King Tut. Together these two boys become engaged in a dramatic fight to save the city of Amarna from total destruction.

Horace, quite literally, is living in two worlds – embattled in the drama of Egypt and determined to solve the mystery of his grandfather's death at home. But Horace quickly learns that these two worlds are not as separate as they seem. Book One, *The Secret of the Scarab Beetle* follows Horace through his first months of 6th grade and touches on the deeply human themes of loss, loyalty, and friendship. Horace's adventures not only emphasize the significance of the preservation of the past, but also reminds us that the things we have discarded in our lives – buildings, ideas, even people – are often of the greatest value.

Deeply grounded in a rich historical backdrop, this book allows teachers in social studies and language arts to create interdisciplinary units around Egypt, Egyptology, writing, and the Ancient World. This curriculum guide includes a packet on art in Ancient Egypt, reading questions for the novel, a glossary, a map, a timeline, as well as several engaging activities for the whole class.

Enjoy!

William Meyer

ANCIENT EGYPT PACKET



The unbroken seal on King Tutankhamun's tomb, 1922.

(Photograph by Harry Burton, Griffith Institute, Oxford, National Geographic Society).

“...as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold - everywhere the glint of gold. For the moment - an eternity it must have seemed to the others standing by - I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously, 'Can you see anything?' it was all I could do to get out the words, 'Yes, wonderful things.'”

Howard Carter, 1922

Geography and Ancient Egypt

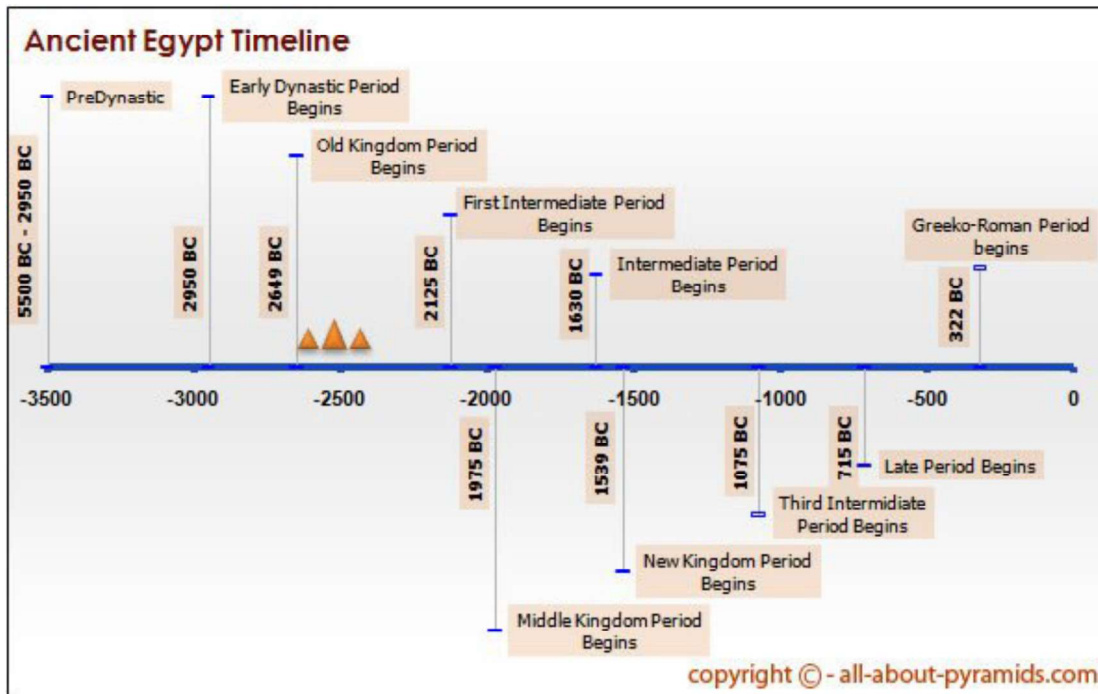
What were the major geographic features of Ancient Egypt?

How did they contribute to creating a unique civilization?



Mark on the map above: Nile River, Nile River Delta, Lower Egypt, Upper Egypt, direction the river flows, Memphis, Heliopolis, Cairo, Valley of the Kings, Amarna, Luxor (Thebes)

Ancient Egypt Timeline



Questions:

1. *How long did the Egyptian civilization last?*
2. *What were some of the longer periods during Egypt's history? (The Old, Middle, Intermediate, New and Late Periods)*
3. *Using "The Secret of the Scarab Beetle" as a resource, what period of Egyptian history did Amarna, Akhenaten, and Tutankhamen exist?*

Document Analysis

Document 1: Excerpt from *Book of the Dead*



The Weighing of the Heart in *The Egyptian Book of the Dead*.
(As restored © 1994, 1998 James Wasserman)

1. Describe what you see.
2. What is the main idea expressed in this image?

Document 2: Excerpt from *Negative Confession*, Chapter 125 from *Book of the Dead*

To be said when you reach the Hall of Two Truths to purge you of your sins.

I have not done crimes against people,
I have not mistreated cattle,
I have not sinned in the Place of Truth.¹
I have not known what should not be known,²
I have not done any harm.

¹ He has not sinned in any holy place

² Secrets of the gods

I did not begin a day by exacting more than my due,
My name did not reach the bark of the mighty ruler.³
I have not blasphemed a god,
I have not robbed the poor.
I have not done what the god abhors,
I have not maligned a servant to his master.
I have not caused pain,
I have not caused tears.
I have not killed,
I have not ordered to kill,
I have not made anyone suffer.
I have not damaged the offerings in the temples,
I have not depleted the loaves of the gods,
I have not stolen the cakes of the dead.⁴
I have not copulated nor defiled myself.
I have not increased nor reduced the measure...

I have not cheated in the fields.
I have not added to the weight of the balance,
I have not falsified the plummet of the scales.
I have not taken milk from the mouth of children,
I have not deprived cattle of their pasture.
I have not snared birds in the reeds of the gods,
I have not caught fish in their ponds.
I have not held back water in its season,
I have not dammed a flowing stream,
I have not quenched a needed fire.
I have not neglected the days of meat offerings,
I have not detained cattle belonging to the god,
I have not stopped a god in his procession.
I am pure, I am pure, I am pure, I am pure!

Questions

3. What is the main idea of this poem?

4. Why is the speaker reciting this passage?

5. What does it tell us about Egyptian values?

³ As he sails across the sky, Re has not heard of any misdeeds by the deceased

⁴ Food to accompany the dead on their journey

Art as Propaganda

King Narmer's Palette: 3000 BC

Using the Palette of King Narmer as a primary source identify both images and symbols used by the artist to show how the pharaoh united Upper and Lower Egypt.



Palette of King Narmer, from Hierakonpolis, Egypt, Predynastic, c. 3000-2920 B.C.E.
(Egyptian Museum Cairo, Egypt)

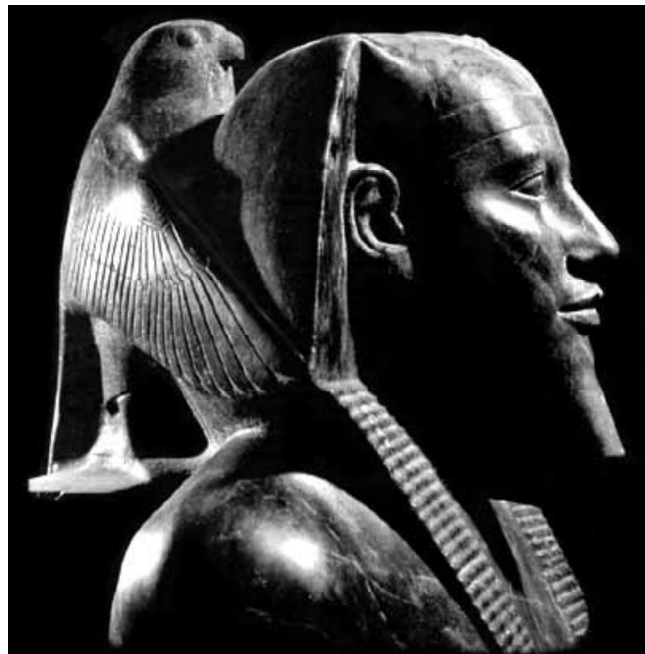
Observations:

Interpretations:

Art as a Reflection of Values

For two thousand years, Egyptian art held very rigid and strict formulas for portraying its leaders. Looking at both the statue of Khafre as well as Menkaure and his wife identify some of these foundational styles that were repeated across the centuries.

Khafre: 2500 BC

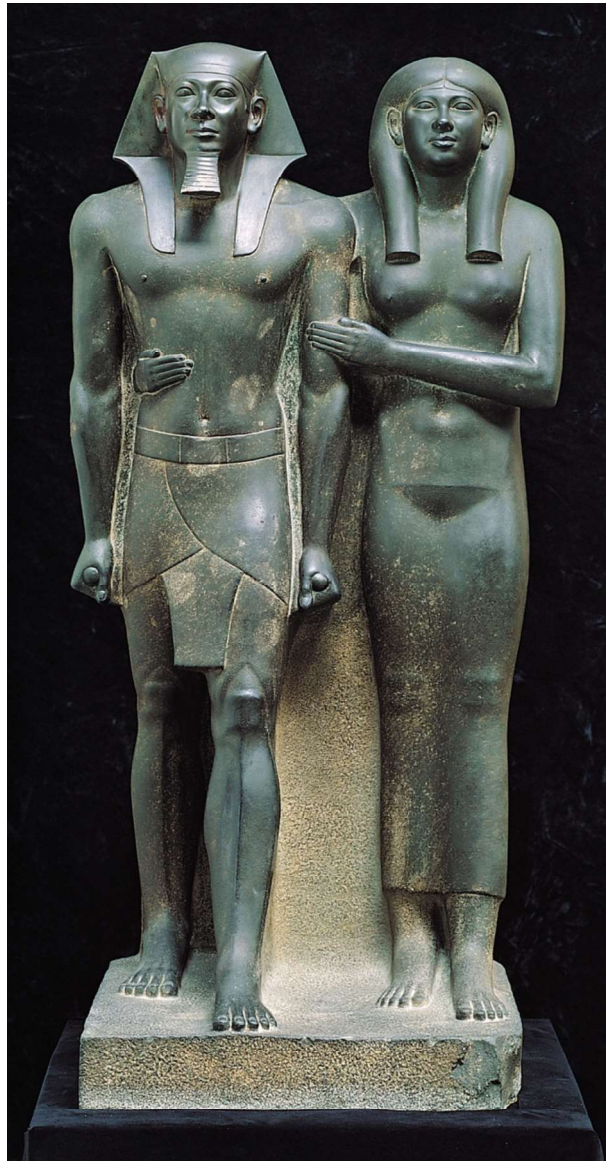


Statue Of Khafre Enthroned. 2520 B.C.E
(Photographed by Everett at the Cairo Museum, Egypt)

Observations:

Interpretations:

Menkaure and Queen, 2472 BC



King Menkaure (Mycerinus) and Queen, 2490–2472 B.C.E.
(Museum of Fine Arts, Boston MA)

Observations:

Interpretations:

Art of Amarna

The art of Amarna marks a dramatic break from all previous art. Looking at the bust of Akhenaten, and the tablet to Aten identify what changes and shifts occurred between the previous art and that during the Amarna period.

Akhenaten: 1330s BC



Bust of Pharaoh Akhenaten, 1350 B.C.E.
(Alexandria National Museum, Egypt)

Observations:

Interpretations:

Relief of Akhenaten, Nefertiti, and their Children, 1340 BCE



Akhenaten, Neferitti, and Three Daughters, c.1350 B.C.E
(Staatliche Museum zu Berlin, Germany)

Observations:

Interpretations:

Classroom Activities for *The Secret of the Scarab Beetle*:

Activity One: What's in a Name? Inquiry-Based Learning for the Young Researcher

Using an innovative approach to understanding one's connection to community, self, and the past, this lesson introduces students to Ancient Egypt and personal ancestry.

First using *The Secret of the Scarab Beetle* as a tool to explore Ancient Egypt have the students write a list of key characters in the book. Let the students begin to research the names of many of these characters to discover their Egyptian and Egyptology origins. Students should also feel free to explore other famous names and pharaohs in Egypt like Ramses, Hatshepsut, Akhenaten, and King Tut. Questions to consider in their research include: Where did their name come from? What does their name reveal? How does their name connect them to their family as well as the gods?

After students have researched one of the famous Egyptian names, they should now explore the origins of their own name. This final aspect of the activity goes beyond the traditional notions of a family tree, it is about exploring the connections students have to their families, the past, and even the Ancient World. They should consider the same core questions that they used to investigate the Egyptian names to now explore their own names. Students are encouraged to engage in research through interviews with family members, investigations online, and reading in the library. Students can present their findings by creating either a poster board or PowerPoint.

Activity Two: Family Artifact

In *The Secret of the Scarab Beetle*, Horace is obsessively seeking to understand the significance of the scarab beetle he inherits from his grandfather. In this activity students are asked to engage in a reflective piece around a family heirloom. Is there a piece of jewelry or a photograph they have received from a family member? Using this object as a point of conversation ask the students to reflect on three questions:

1. Describe the object. What is its function? How is it used?
2. Why is this object important to you or your family? What does it represent?
3. How can objects have sentimental meaning greater than their own function?

Activity Three: The Benben Stone

The Benben Stone was an object of great meaning in Ancient Egypt. Its existence is surrounded by legend and story. Many believe the Benben stone represented the original primeval mound of Heliopolis. This stone came to later be represented by obelisks.

In this activity, have the students create a pyramid made of paper or cardboard. It is best if students first measure out an equilateral triangle of twelve inches on cardboard or heavy stock paper. It is important that the material used has structure and form. Have the students then cut out this stencil and repeat four times. On another sheet of paper, have the students cut out a square that is twelve inches by twelve inches. This will be the base of the structure.

Before the students assemble their miniature Benben Stones, have them layout all four sides. They can either do the next step by coloring and drawing images, or they can use photographs and prints from the internet. On one of the sides of the pyramid have the students write family, on the other friends, on the third passions, and on the fourth goals. The Benben stone is an object of memory and you can leave it up to the students to decide how they might want to label their stone. In the case of *The Secret of the Scarab Beetle*, the Benben stone represents an object of memory, not just of Horace's memory, but the memory of all those who ever touched the stone. Let students be creative and see where their imagination takes them as they create their own Benben stones.

Activity Four: Visual Journal

Throughout the book, Horace and his sketchbook are mentioned numerous times. Horace's drawings become an important source of expression for both his feelings and emotions. At the start of each chapter a drawing introduces the chapter heading and is meant to represent a high point of action in that chapter. Ask students to choose any chapter within the book and make their own drawing. What would they include? How would they make it different from the original illustration? Is there an image they wished was depicted as one of the chapter headings?



Reading Guide for *The Secret of the Scarab Beetle*

1. What is the significance of the lower case 'j' in Horace's name?
2. What was the Underground Railroad? How was it connected to Niles, Michigan?
3. Who were the Potawatomi Indians and what was their connection to Cass County?
4. Can you identify some of the famous residents who lived in Niles?
5. In Egyptian mythology, what was the significance of a scarab beetle? How were these amulets used?
6. The falcon was an important symbol in Ancient Egypt. What Egyptian god had the face of a falcon?
7. Why would the pharaoh seek the protection of a falcon? What particular characteristic of this bird would be seen as an attractive attribute for a leader?
8. How did Akhenaten change two thousand years of Egyptian history and tradition?
9. What was significant about the city of Amarna? How was it different from other Ancient Egyptian cities?
10. Who was Smenkhkare?
11. Describe the Benben stone? How was this magical stone connected to the city of Heliopolis?
12. What is an obelisk? How were obelisks used in Ancient Egypt? What symbolic value do obelisks have in our own culture today?
13. What is dementia? In what ways did dementia impact Horace's grandmother?
14. Why did the priests attempt to erase Amarna as well as King Tut's entire family from history?
15. What led to the rediscovery of this time period?
16. When was King Tut's tomb finally discovered? How did this change the way Egyptologists studied history?
17. What were the Michigan Relics? Why did these objects cause so much controversy? How did scholars eventually resolve the debate?
18. Describe the role and function of cisterns in Ancient cities? What important role does fresh water play within our cities today?
19. Lions are symbols of power throughout the Ancient world. Where do we see lions used as symbols of power in the modern world? Can you think of any examples?
20. What is a will? How is this document used after someone dies? How might it cause problems within a family?



Glossary: Key Terms

18th Dynasty – A group of pharaohs who reigned from 1550 BC to 1292 BC during the New Kingdom of Egypt.

Akhenaten – King Tut's father and a pharaoh who became known as the 'heretic' ruler for dramatically changing the religious practices of the Egyptians by creating a single god, Aten, for Egyptians to worship.

Amarna – The city created by Akhenaten to celebrate the sun god Aten.

Ankh – The Egyptian symbol of life.

Aten – The god Akhenaten created to replace the former gods of Egypt.

Ay – Means professor or teacher and also was the name of Tutankhamen's royal tutor.

Benben Stone – The mound from which the Ennead of Heliopolis was born. It was in the shape of small pyramid and believed to be the inspiration for the shape of the pyramids and the obelisks in Egypt.

Carter, Howard – Lead British Egyptologist in the discovery of King Tutankhamen's tomb in 1922.

The Chapin House – A 19th century Victorian mansion in the heart of Niles, Michigan that has now been converted into the town's historic museum.

Crook – Also referred to as a staff or scepter. It was an object given to the pharaoh on his coronation as a symbol of royal power.

Cobra – A symbol of the pharaoh's power and often worn on their crowns. A beautiful gilded wooden cobra was found in the tomb of Tutankhamen.

Dodge Brothers – Horace and John helped found the Dodge Automotive company and became major philanthropists for the city before dying in 1919 by the Spanish flu and being interred in an Egyptian style Mausoleum.

Ennead – A group of Egyptian gods, the most famous and oldest being the nine worshipped in the city of Heliopolis.

Egyptologist – An individual who specialized in the study of Ancient Egypt.

Fort St. Joseph – The original Fort founded by the French along the St. Joseph River in Niles, Michigan.

Hieroglyphics – A formal writing system used by the Egyptians that used schematized pictures.

Horemheb – One of King Tut's successors.

Horus – One of the oldest and most important gods in Ancient Egypt. Often depicted as a falcon, he was worshipped as the god of the Sky, god of War, and god of Protection.

Meritaten – An Egyptian queen during the eighteenth dynasty.

Michigan Relics – A collection of artifacts found between 1890 and 1910 by a group of Michigan explorers. They initially claimed that the relics dated to prehistoric times only to be later disputed through carbon dating.

Nile River – The longest river in the world and a key source of life for Egyptian society. It flooded with great regularity and was used to set the calendars.

Obelisk – A tall pillar from Ancient Egypt made of a single stone slab. These four-sided monuments that were capped with pyramids came to represent symbols of the sun's rays.

Scarab – A beetle that became a symbol of hope and renewal. It was held in the highest regard by the Egyptians and used in jewelry, government documents, and religious ceremonies. Egyptologists have found thousands of the small objects in their excavations.

Seth – The god of chaos who battled the falcon god Horus for control of the world of Egypt.

Smenkhkare – The mysterious brother of Akhenaten as well as predecessor and uncle of Tutankhamen.

Sycamore Tree – Also known as the Tree of Life, the sycamore was worshipped in Egypt and believed to connect the worlds of the living and dead.

Thebes – One of the major religious and political centers of Ancient Egypt before the capital was briefly moved to Amarna.

Tutankhamen – Also known as King Tut, he was the successor to Akhenaten and ten years old when he took the throne. His reign was short and he died unexpectedly at the age of eighteen. The discovery of his tomb in 1922 revolutionized the world of Egyptology.

Valley of the Kings – A canyon found outside of the city of Thebes by Egyptologists where a number of tombs dating to the 18th dynasty pharaohs of the New Kingdom were found.

Timeline for *The Secret of the Scarab Beetle*

ANCIENT EGYPT: THE OLD, INTERMEDIATE, AND MIDDLE KINGDOMS

2649 B.C. - 2150 B.C.

Best known for the pyramids of Giza and Saqqara, is one of the most dynamic and innovative periods for Egyptian culture. Not only do the Egyptians master the art of building in stone, but over a period of 500 years they define the essence of their art, establishing artistic canons that will last for more than 3,000 years.

2150 B.C. - 2030 B.C.

By the end of the Old Kingdom, centralized power has weakened. During the First Intermediate Period, Egypt is ruled by two competing dynasties, one based in the north, the other based at Thebes in the south.

2030 B.C. - 1640 B.C.

Upper and Lower Egypt is reunited, establishing the capital at Thebes and ushering in the Middle Kingdom.

ANCIENT EGYPT: THE NEW KINGDOM

1557 B.C. - 1070 B.C.

The New Kingdom, sometimes referred to as the Egyptian Empire, is the period in ancient Egyptian history between the 16th century BC and the 11th century BC, covering the Eighteenth, Nineteenth, and Twentieth Dynasties of Egypt.

1550 B.C. - The 18th Dynasty

Also known as the Egyptian Empire, this period lasted for five hundred years and contained some of Egypt's most famous pharaohs, including Hatshepsut, Akhenaten, Nefertiti, and King Tut.

1350 B.C. - Akhenaten

In the fifth year of his reign Amenhotep IV abandoned the old gods at Thebes, changed his name to Akhenaten, and created a new capital and temple to honor the solar deity Aten.

1346 B.C. - Amarna

The city founded by Akhenaten along the east bank of the Nile River became a model for a new form of monotheistic worship during the seventeen years of its existence.

1332 B.C. - Smenkhkare

For the first year of Tutankhamen's reign it was believed that Smenkhkare, Tut's uncle ruled as a co-regent until the boy pharaoh had come of age.

1332 B.C. - Tutankhamen

The son of Akhenaten who ruled for only nine short years became pharaoh as a boy and his name and legacy was lost until Howard Carter discovered his tomb in 1922.

EGYPTOLOGY:

1922 C.E. - King Tut's tomb is discovered.

Upon stumbling on a rock in the ground, Howard Carter makes one of the biggest discoveries in Egypt's history. The discovery of the tomb and mysterious curse sets off a wave of speculation and a phenomenon in architecture known as Art Deco.