

Lesson Plan

Year Group: **Y3-Y6** Subject: **Literacy/History** Topic: **Objects used in tombs for use in the afterlife (shabti)**

Learning Objective: **I can describe the role of a shabti in the afterlife**

Outcome/Purpose: **A performance to show Osiris that you will work hard!** Audience: **Osiris**

Curriculum links:

HISTORY:

Historical interpretation:

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry:

4. Pupils should be taught how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based resources.

ART AND DESIGN

Knowledge and understanding

4b. Materials and processes used in art, craft and design and how these can be matched to ideas and intentions.

4c. The roles and purposes of artists, craftspeople and designers working in different times and cultures.

Breadth of study

5d. Investigating art, craft and design in the locality and in a variety of genres, styles and traditions.

Curriculum links:

LITERACY

En 1 Speaking and Listening

Speaking

1a. Use vocabulary and syntax that enables them to communicate more complex meanings.

b. Gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects].

Drama

4a. Create, adapt and sustain different roles, individually and in groups.

b. Use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.

Artefact: shabti figure

Artefact notes:

It is called a 'shabti', which is the ancient Egyptian word for 'answerer'. The figurine 'answered' when the dead person called for it to do chores in the afterlife (once its owner had made a difficult journey, was guided to the judgement hall by Anubis, had his heart weighed and been judged by Osiris). Ancient Egyptians expected to do work for Osiris, the ruler in the afterlife. They could reduce their chores by having substitutes to work for them. Shabti figures were placed in tombs so that they could come to life through magic and work for Osiris on behalf of their owner. The most common work was farming in the fields of the afterlife. Shabti figures began to be placed in tombs from around 2000 BC and continued to be popular until the Romans conquered Egypt 2000 years later.



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Teaching/Learning:

1. Talk through 'vocabulary/glossary'

shabti, chore, Anubis, Osiris, afterlife, plough, shaduf, sickle, threshing, chaff

2. Investigate the Shabti artefact:

What does it look like?

What does it feel like?

How was it made?

What was it made for?

Is it well designed?

3. Read through explanation (see 'Artefact notes' overleaf)

Task:

Imagine that you are a shabti. You have entered into the afterlife and you have been instructed by your owner to work in Osiris's fields as a farmer (which is just like working in the fields of ancient Egypt).

Create a series of movements with words to show Osiris all the different chores you are required to do in the course of a year.

Look at the pictures about ancient Egyptian farming and the text to help you.

Success Criteria:

*Perform at least 3 chores in the right order

*Use your whole body to show each chore

*Use technical words (E.g. plough, sickle, shaduf)

*Use time connectives (E.g. firstly, then, next, after that, finally)

Differentiation:

Less able:

Imagine the chores that your owner might ask you to do for Osiris as an afterlife shabti in today's world. For example:

*the tasks in school (e.g. sharpening pencils, collecting books, filling water bottles).

*the tasks at home (e.g. washing up, tidying your room, buying bread and milk from the shop).

More able:

Provide a limit to the number of words in the email to encourage prioritising the importance of information.

Plenary:

Share the performances with the class (acting as Osiris!).

*What chores can you recall?

*How did they use the body to show each chore?

*How did they use technical words?

*Did they use time connectives?

Vocabulary/Glossary:

shabti: figurine called 'answerer'.

chore: everyday task or job.

Anubis: Egyptian god who protected the cemetery and guided the dead to judgement, usually shown as a jackal or a man with a jackal head.

Osiris: Egyptian god who ruled the Afterlife and judged the dead.

afterlife: the life ancient Egyptians expected after death.

plough: a pointed tool used to break up dirt.

shaduf: a machine to move water from one place to another.

sickle: a tool with a curved blade used to cut plant stalks.

threshing: separating the seeds of wheat or barley from their stalks.

chaff: coverings (husks) of seeds of wheat and barley you can't eat.

Possible follow up activities:

LITERACY: Write a series of diary entry for your shabti about their experiences in the afterlife.

ART AND DESIGN: Design your own shabti for our times. What chores would your shabti do? What tools will they need to help them with their chores?

CITIZENSHIP: Discuss the items or objects that you like to have with you when you are frightened/when you do something new/ when you go on holiday.