**CLIL teachers’ notes**

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| **Focus of session** The animal symbols of Ancient Egypt and their associated gods/goddesses. |
| **Content learning objectives*** To learn about the different meanings associated with animal symbols in Ancient Egypt.
* To gain an understanding of the most important gods and goddesses in Ancient Egypt.
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| **Language learning objectives*** To refresh knowledge of common adjectives such as colours, size etc.
* To introduce specific language pertaining to Egyptian animal symbolism (i.e. animals and their symbolic qualities)
* To introduce limited conditional tense structures (*il y aurait… représenterait…*)
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| **Focus artworks and/or hyperlinks*** Sarcophagus lid of Rameses III
* Galleries 19 and 20 (specifically case 11 containing artifacts related to gods and animals)
* Animal fact sheet: <https://www.fitzmuseum.cam.ac.uk/sites/default/files/fs_animals.pdf>
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| **Resources**Activity bookletStarter/plenary flashcards (teacher’s choice) |
| **Introductory activity** The class will stand around the sarcophagus lid of Rameses III and discuss what they can see with a partner before feeding back to the whole group. The first section in the activity booklet has some sentence starters and prompts as a scaffold for this task. |
| **To stimulate close looking and understanding** Having gained an understanding of the symbolism of the images featured on the sarcophagus lid, we will delve deeper into the symbolism of ancient Egypt by considering the meanings associated with animals during this period. We will start by introducing vocabulary related to the animals in question with a hieroglyph cypher, before sending students off on an independent task centred around the completion of a fact file. For each animal featured in the fact file, the students will use the exhibits and artifacts to write down: the god/goddess it represents; the main qualities it represents; a description; where it can be found in the museum; and any other relevant information. |
| **Production – creative writing**Using what they have learnt so far about the animal symbols of Ancient Egypt, the students will decorate their own sarcophagus lid with the animals that best represent them. They will write three sentences about their chosen animals with justifications and draw a design that corresponds with this on the blank sarcophagus lid. |
| **Plenary** The students will select one item that has stood out to them over the course of the session and explain their choice, referring to its meaning, the emotions it provokes etc. This will be a chance for students to piece together and recycle the different sorts of language they have encountered throughout the lesson.  |

**Support for the *dossier de faits* exercise :**

If students are struggling to find all the information for their fact-file, you may wish to direct them to the following exhibits:

**Cat:**

* Copper Alloy Figures of Bastet, Gallery 19, Case 11, Label 32.
* Wooden Cat, Gallery 19, Case 18, Label 10.
* Mummified Cat, Gallery 19, Case 18, Label 11.

**Jackal:**

* Painted Wooden Figure of, Gallery 19, Case 11, Label 22.
* Painted Wooden Coffin of a Dog, Gallery 19, Case 18, Label 12.

**Ibis bird:**

* Gilded Figure of Thoth, Gallery 19, Case 11, Label 15.
* Mummified Ibis, Gallery 19, Case 18, Label 18.
* Thoth as Ibis painted on coffin of Nespawershefyt, Gallery 19, Case 17.

**Snake:**

* Uraeus on the pharaoh ‘s headdress lid of sarcophagus of Ramesses III, Gallery 20.
* Plaster Relief of a Cobra, Gallery 19, Case 18, Label 1.
* Limestone Cobra, Gallery 19, Case 11, Label 49.
* Copper Alloy Cobra “Wand”, Gallery 19, Case 13, Label 34.
* Painted Wooden Attachment Cobra Uraeus, Gallery 19, Case 13, Label 13.

PLEASE NOTE THAT STUDENTS MAY NOT FIND ALL THE INFORMATION REQUIRED FOR EACH ANIMAL.

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| **Optional alternative:**Split the class into four groups and assign each group a different animal. The groups will complete the fact-file for their assigned animal and then present their findings to the rest of the class. Their classmates will listen and complete the file with the information.  |