

Overview

Learners will use the image of a Shabti figure from the [collection in the National Museum of Scotland](#) as a context for the suggested Passport challenge. With a focus on social studies, learners will explore primary and secondary sources as a stimulus to develop their understanding of Egyptian cultural identity. Aspects of cultural life in Egypt can be compared to Scotland.

Learners can express their curiosity about the Shabti figure and its history by considering first what they see, thinking about what its purpose might be, and what its 'story' could be. They could then find out what the Museum has said about it by reading the French text and working out its meaning in groups. The English text is available to help learners evaluate how much information they have understood.

These learning experiences offer opportunities for links with modern languages and technologies.



Social studies experiences and outcomes explored

I can use primary and secondary sources selectively to research events in the past.

SOC 2-01a

Other curriculum areas explored:

I work on my own and with others to understand and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.

MLAN 2-09a

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

Responsibility of all:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience

LIT 2-20a

Themes across learning:

Global citizenship
Creativity

Overview of learning

Possible prior experiences

Use the [image of Shabti figure](#) to complete the [I see, I think, I wonder activities](#).

Learners could take part in a web quest and answer key questions about Shabti figures, for example:

- What various materials were they made from?
- What were they used for?
- What types of patterns did they have?

Challenges

Egyptian burial challenge

Learners could research ancient Egyptian burial traditions. [This leaflet](#) from National Museum Scotland could help them with their research. The class could make a [Glow Wiki](#) on the topic of ancient Egyptian burial traditions, each group of learners could research a different aspect and record their findings on a section of the wiki. Learners could compare and contrast these ancient traditions to current Scottish funeral traditions.

Shabti afterlife challenge

Learners could imagine that they are a shabti and they have entered into the afterlife. Imagine that you are a shabti. They could 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. Practitioners may want to use elements from this [lesson idea](#) created by Liverpool Museums when completing this challenge.

Time capsule challenge

Shabtis were buried with the deceased in ancient Egyptian times. Learners could think about the concept of a time capsule and what objects they would put in a time capsule to represent themselves, their family, the class or their school.

Modern shabti challenge

Learners could design a shabti for our times. They could draw a Shabti, use software to design it or create a 3D model using available materials. Learners should make a display card for their Shabti explaining what chores their Shabti would do.

Possible evidence

Notes
Discussion
Glow Wiki

Diary
Performance
Photographs/ video of performance

Discussion
Photographs
Time Capsule

Shabti
Display Card
Photographs