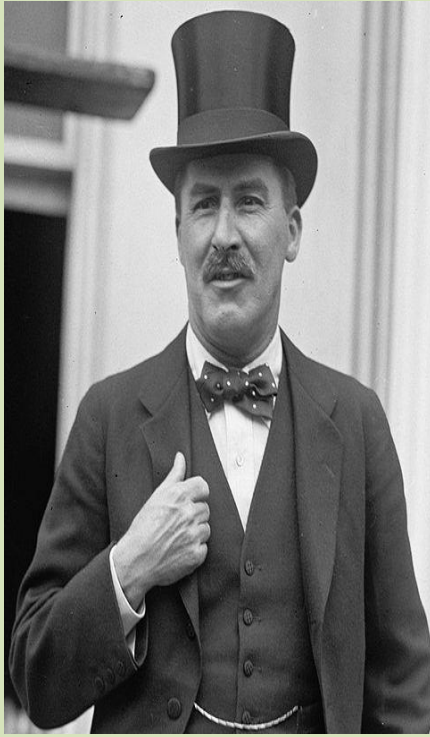


## Pre-Visit

## Howard Carter



Born: 9<sup>th</sup> May 1874, Kensington, London.

Died: 2nd March 1939, Kensington, London.

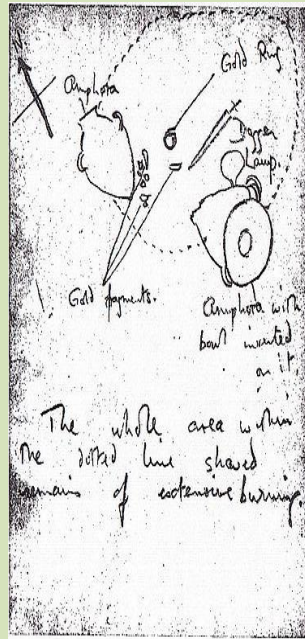
In 1891, at the age of 17, Carter, a talented young artist, was sent out to Egypt by the Egypt Exploration Fund to assist Percy Newberry in the excavation and recording of Middle Kingdom tombs at Beni Hasan. Even at that young age he was innovative in improving the methods of copying tomb decoration. In 1892 he worked under the supervision of the archaeologist, William Matthew Flinders Petrie, for one season at Amarna, the location of the capital city founded by the pharaoh Akhenaten.

In 1899, Carter was appointed the first chief inspector of the Egyptian Antiquities Service (EAS). He supervised a number of excavations at Thebes (modern Luxor) before he was transferred in 1904 to the Inspectorate of Lower Egypt.

On November 4, 1922, Carter's water carrier found the steps leading to Tutankhamun's tomb. Carter made the famous "tiny breach in the top left hand corner" of the doorway, and was able to peer in by the light of a candle and see that many of the gold and ebony treasures were still in place. On 16 February 1923, Carter opened the sealed doorway of the burial and soon after had his first glimpse of the sarcophagus of Tutankhamun.

## Pre-Visit

## Sir William Matthew Flinders Petrie



68A3' back 640	only No. 364
91 bowl	disturbed
hand tray jar	HEAD TO
21 B unbracket 760-1050	FACE TO
handle with	ATTITUDE
fragments as STONE	CLOTHING
small, x11, 48	SEX
smaller on xxvi 27	COFFIN
1 dagger in 149 METAL	CHAMBER TYPE
trace of another found	H HIGH
group of side x10 24	M N.
AMULETS	K E.
very fine xxxviii BEADS	L O
ORNAMENTS	CHAMBER OR
1 gold ring with	N.
scabb.	H E.
2 gold fragments.	D DEEP

Born: 3<sup>rd</sup> June 1853 in Maryon Road, Charlton, Kent, England.

Died: 28<sup>th</sup> July aged 89 in Jerusalem.

Sir William Matthew Flinders Petrie, known simply as Petrie, was a British Archaeologist and a pioneer of systematic methods in archaeology. He is often referred to as the 'Father of Egyptology'.

Petrie was educated at home, later training as an engineer. He was interested in archaeology from an early age, in particular in the need for careful excavation and recording. At the age of eight he was horrified to hear about the rough shoveling during the excavation at Brading Roman Villa on the Isle of Wight, and protested that the earth should be pared away, inch by inch, to see everything that was in it.

Petrie travelled to Egypt in 1880 to survey the pyramids at Giza, creating a map so accurate that it is still used today. This inspired Petrie's interest in ancient Egypt and he went on to work at many sites all over Egypt, including Naukratis, Tanis, Abydos and Amarna.

In 1892 Petrie took up the new Chair of Egyptian Archaeology and Philology at University College, London. In his seventies, reflecting on his youthful interest in archaeology, he wrote, "All that I have done since was there to begin with, so true it is that we can only develop what is born in the mind. I was already in archaeology by nature."

## Pre-Visit      What is Archaeology?      What tools do I need?



**Archaeology** is the scientific study of past cultures and the way people lived based on the things they left behind.

- An *archaeologist* is someone who tries to figure out what life was like in the past by looking at the remains of people from the past and their objects.
- A "site" is a place archaeologists wish to explore.
- At the site, archaeologists literally dig, looking for the remains of past civilizations. That is why they call the site at which they are working a "dig".
- The **tools** they use are sometimes very simple. Tools include trowels, brushes, spoons, dental picks, sieves, saws, dustpans, and wheelbarrows.
- Before they begin digging, an archaeologist designs a grid on the ground using rope and string.
- Each square in the grid must be carefully searched. A record must be kept of anything found, including what was found next to it.
- Objects that are found at a site are recorded in log books. A variety of recordings are taken such as: weight, size and drawings of the object as it was found and after carefully removing it from under the ground.



## Pre-Visit An Archaeology Glossary

**ARCHAEOLOGY** (also spelled ARCHEOLOGY): Archaeology involves studying the people from the past by looking at objects found in the present.

**ARTEFACT**: Any object manufactured, used or modified by humans. Common examples include tools, utensils, art, food remains, and other products of human activity. They can be classified into types. These types reflect function or use, styles from a particular time period, or specific groups of people.

**CERAMICS**: Pottery artefacts.

**CONTEXT**: Perhaps the most important word in archaeology is context. Context is the location of an artefact or feature in relationship with all other artefacts and features in three-dimensional space. It is the relationships between artefacts and features that help an archaeologist reconstruct human behaviour.

**DIG**: Colloquial term used to refer to an excavation.

**Excavation**: The process of methodically uncovering and searching for remains of the past.

**FIELD NOTES**: records made by the archaeologists during an excavation so that anyone can accurately reproduce the site using only the field notes and site maps.

**FOSSILS**: The remains or imprints of plants and animals.

**GRID**: The division of an archaeological site into small squares making it easier to measure and document the site.

**HIEROGLYPHS**: Egyptian writing, from about 3000 B.C.

**HYPOTHESIS**: A tentative and testable guess.

**OUTBUILDINGS**: A term used to refer to domestic non-residential structures on a site. These include animal pens, storage buildings, sheds, barns, etc.

## Pre-Visit An Archaeology Glossary

**PETROGLYPHS:** Carvings in rock which express artistic or religious meaning.

**PICK:** A tool used to remove delicate items from archaeological units.

**PICTOGRAPHS:** Paintings on rock which express artistic or religious meaning.

**PREHISTORIC SITES:** Locations where people who were alive before modern written records existed once lived, hunted, camped, or were buried.

**REMOTE SENSING:** A form of electronic scanning of the ground surface to see what is underneath before digging.

**RESTORATION:** The process of attempting to return an object to its original form.

**SHERDS:** The individual pieces of broken pottery vessels.

**SITE:** A location where human activities once took place and left some form of material evidence. A site is an area where an archaeological excavation and/or survey is taking place.

**STRATA:** Layers of earth. When an archaeologist digs into the earth, they are actually digging through "layers" of history.

**TROWEL:** A straight-edged tool used by archaeologists to dig in a sideways scraping way.





## Pre-Visit



## Handling Rules

Here at The Manchester Museum we actively encourage all visits from school children to handle real objects from our collections. We believe in the explorative style of learning and value experiencing the unique style of learning that can be gained through handling real objects.

In order to fully appreciate the handling time we kindly ask that your groups are familiar with the following handling rules below:

- When instructed lift objects up carefully, with caution, using both hands.
- When instructed certain objects can only be handled with one finger only.
- Hold objects over handling trays at all times.
- Please do not walk around the space carrying any objects.
- Always walk over to the object you want to handle, do not reach across other objects.
- Place objects carefully back into any holding case or wrapping or handling tray.
- Do look carefully and study the object.
- Enjoy the fantastic opportunity 😊

Please can we ask you to split your class into five groups in order to help facilitate the activities. Thank you.



## Pre-Visit



## Sand Box Rules

Here at The Manchester Museum we actively encourage hands on exploration for our exciting school sessions. However, we would like you to do so with the following care to get the most out of the learning experience.

- Please try to not get any sand outside of the sand box.
- Remember to brush the sand away from yourself.
- Please do not flick any sand from the end of your brush.
- Use the exploring tools carefully and slowly in the sand box.
- Please do not throw any sand.
- Always wash your hands after working in the sandbox
- Remember to shake any remaining sand off the tools and put them back in the sand box when you have finished.
- Have fun digging and remember to record your finds!

Please can we ask you to split your class into five groups in order to help facilitate the activities. Thank you.

## Pre-Visit

### Group Sizes

We kindly ask for you to please arrange the class into 5 groups before their visit and support these groups with 5 adults on the day too.

This will help facilitate several activities on the day, such as; the sand box dig and drama activities.

Also, we kindly ask that from the 5 groups created could you please choose one group that can be split up to join the 4 others; creating 4 groups at one point.

This will help facilitate one activity, the object handling task which requires 4 groups to work successfully.

Finally, please may we ask that for a class of 30 pupils there must be 5 adults to help support the pupils during activities.

Thank you in advance for this preparation. It will be a successful experience with your kind assistance.

If you have any questions about the above procedures please don't hesitate to contact our bookings co-ordinator, Nora Callaghan, on 0161 275-2630.





Post Visit

Time Capsule

What would you put in your Time Capsule?

What do you want future generations to learn about your life?

Have you chosen items that tell others about your hobbies?

Can you put items in the Time Capsule that tell others about your school?

What would you put in the Time Capsule to tell future generations about how we celebrate special occasions like, weddings and birthdays.

My top ten items to put in a Time Capsule for future generations to discover would be:

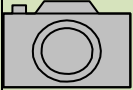
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



### Post Session: School Digs

**Excellent Excavations!**

**Excavation Record Sheet**



**Stick your photographs of the object into this space.  
Make sure that you include a scale bar or ruler in your  
photographs alongside the object. Remember that you must  
photograph every side of the object including the top and bottom!**



## Post Session; School Digs

Excellent Excavations!

Description Record Sheet



What is your object made from?

Is the object a complete object or a fragment?

What does your object feel like? What texture is it?

Describe any decoration or patterns on your object?



### Post Session: School Digs

**What is your object for? Or what do you think it is for? (Function and Interpretation)**

**Excellent Excavations!**

**Drawing Record Sheet**



**Drawings of my object:**

