

ARC
II
VENTURE



The Egyptians

SHERSTON SOFTWARE



The Egyptians

Teachers' Book





Arcventure II

The Egyptians

An archaeological expedition into Egyptian times

Designed and programmed by Mark Vanstone

Artwork by Mark Vanstone

Researched by Donna Vanstone

**Teachers' book by
Bill Bonham and David Eccles**

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Credits and copyright

Arcventure II, The Egyptians, an archaeological expedition into Egyptian times.

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Introduction

Arcventure II is the second in a series of exciting archaeological simulations in which pupils 'take part' in an archaeological dig. Based on the Giza excavation in Egypt, pupils have 14 days in which they try to find as many of the artefacts concealed in the remains as they can. As they dig they have to be careful to choose the right tools otherwise they can damage valuable finds and lose points!

The computer in the information hut (*ARC 1*) will help pupils identify the artefacts they find and will tell them what they were used for. It can even 'reconstruct' them on screen to show just what they would have looked like in Egyptian times. However, certain artefacts are unfamiliar to the computer and it has no information about them in its extensive database. When children find one of these 'unidentified' objects *ARC 1* gives them the opportunity to travel back in time to try and discover just what the mystery object is and what it was used for. Travelling down the time line they find themselves back in Egyptian times among the pyramids they have just been excavating! Here they can explore, talk to all the Egyptians who live and work in and around the area and of course ask questions about the unknown object. By exploring the area pupils can learn a great deal about life in Egyptian times. Once pupils discover what three of the unknown objects were used for they qualify for an *Arcventure II* Certificate which can be printed out for them to keep.

The program contains 20 artefacts which can be found in the dig, including 6 unknowns to find out about, however, pupils can save their position in *Arcventure II* at any time so the simulation need not be completed in one sitting. There are two levels of difficulty, each of which presents three of the unknown artefacts. The package also includes a wealth of resource materials including draw and sprite files of Egyptian characters and objects.

The package contents

In your *Arcventure II* pack you should find:

2 x 3½ inch discs ...

- Start-up disc
- Work disc

Teachers' book

4 Maps

- Nobleman's house
- Temple at Giza
- Pyramid under construction & Market
- Homes of Thutmose and the General

Colour title card

2 Expedition Cards, (Characters, Objects)

- The Start-up disc contains various resources - drawfiles, spritefiles and text.

Using the mouse

Throughout this book the buttons on the mouse are referred to by name:-

Left button

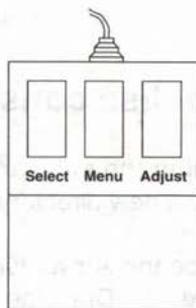
Select

Middle button

Menu

Right button

Adjust



Unless otherwise specifically stated, you should click the select button when using the software.

Getting started

Machine requirements

Arcventure II will run on the full range of Archimedes computers with a minimum of 1 megabyte of memory. The program is compatible with RISC OS 2 and RISC OS 3.

Software protection

The *Start-up* disc is protected and will not copy. This allows us to run our popular approval system. The software may be installed on a hard disc drive but will require the *Start-up* disc to be placed in the drive to start the software. (See the section below on *Hard disc considerations* for installation instructions) An unprotected *Start-up* disc will be provided when a site license is purchased or alternatively you can purchase a single security backup disc for a nominal charge. Contact Sherston Software for details. The *Start-up disc* also contains various resources - drawfiles etc. These **may** be copied to another floppy disc by dragging in the usual way. You can use a **Ram disc** to do this much more quickly.

Before you begin you should make copies of the *Work disc*, if you have a site licence you should also make a copy of the *Start-up* disc.

Hard disc considerations

Installing the software

Create a new directory in the usual way and open its directory window.

- Place the *Arcventure II Work disc* in the drive and open its directory window. Drag the application !AV2 into the directory on the hard disc.
- Place the *Arcventure II Start-up disc* in the drive and open its directory window. This window will contain an application !AVStart

and a directory *Resources*.

You do not need to copy the application !AV2Start onto the hard disc as this is for floppy disc users only.

The directory *Resources* contains various text files, drawfiles and sprite files which can be used in other packages. Copy this directory onto the hard disc in the same way. These files do need to be in the same directory as the application as these resources are not actually used by the program.

Loading Arcventure II

Using Arcventure II for the first time

• Floppy disc users



Place the *Arcventure II Start-up disc* in the drive and click the **select** button on the floppy disc icon (:0). This will open a window containing an application !AV2Start. Move the pointer over this application and double click the **select** button. After a short delay you will be asked to insert your *Arcventure II Work Disc* and the *Arcventure II* icon will appear on the icon bar.

• Hard disc users

Open the directory window containing the *Arcventure II* software and double click on the application !AV2. After a short delay you will be asked to insert the *Arcventure II* start-up disc. Once the software has installed on the icon bar you should remove the start-up disc.

Important

Re-starting Arcventure II

If you are using floppy discs you can restart *Arcventure II* by using the work disc only and double clicking on the application !AV2. You can re-start *Arcventure II* from the hard disc by double clicking on !AV2. In either case you will not need to use the Start-up disc. This will only work if you have not reset the computer.

Using the software

Arcventure II has been designed to be very simple to use. Most options are chosen by a single click of the **select** button.

The simplest way to begin a new venture is to click the **select** button on the *Arcventure II* icon on the icon bar.

The title screen will then appear:



Continue

Whenever there is a *Continue* option on the screen you must click the **select** button on it, irrespective of any other buttons which are also visible at the time.

Using the keyboard

There are several keys which may be used throughout the program.

Function keys:

F1 Sound off

F2 Sound on

F3 Save current position

F4 Save journal (only when editing journal)

Shift key - holding a Shift key speeds up digging, text display and time line.

Expedition only

L look for special items/information

Home will confront you with the questions you need to answer provided you have collected the relevant information.

Exiting the software

To leave either the excavation or expedition hold down the **Ctrl** key and press the letter **Q** (Ctrl Q). If you exit the program without having first saved your position you will be asked whether or not you wish to save your position.

Arcventure II menu

Teacher controls

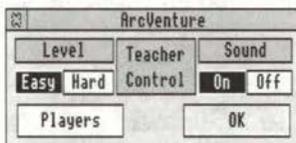
To access **Teacher controls**...

- click the **menu** button on the *Arcventure II* icon on the icon bar to produce the *Arcventure II* menu.
- move up to the teacher option and to the right into the password dialogue box.



- Enter the password - *teacher* or *TEACHER* and press **Return**.

The teacher control panel will appear.



Choices are made by clicking the **select** button on the appropriate button.

Level

Using the easy level presents you with three easy unknown objects, whereas the hard level presents you with three different more difficult objects. The default level is easy.

Sound

The sound can be switched off and on. The default is **sound on**.

The sound can also be switched on and off within the program by using function keys **F1** (sound off) and **F2** (sound on)

Click on **OK** when you have the settings required.

Players

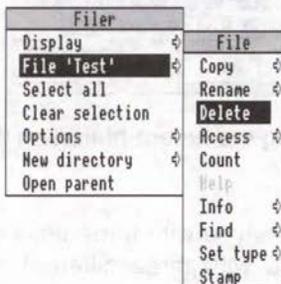
Clicking on this option will open up the directory window containing the saved games files.

Deleting saved games

A saved game can be deleted from the directory in the same way as you would delete any file.

To delete a saved game follow these steps:

- Move the pointer over the window containing the saved games. Click the **select** button on the saved game you wish to delete.
- With the pointer still over the same window click the menu button to bring up the filer menu.
- Move down to the File 'name' option and then to the right into the Selection sub-menu.
- Move down to the **Delete** option and click the **select** button to delete the file.



Other menu options

Journals

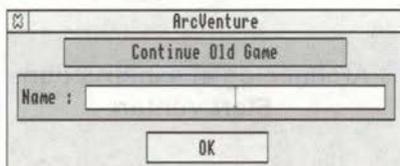
Click on this menu option to open the directory containing the current journals. These can then be printed, loaded into Edit or other word processing applications e.g. *Pendown*, *Impression Junior*, *Desktop Folio* etc.

Restart

Clicking the **select** button on this option will take you back into *Arcventure II* at the same point at which you exited, even if you have not saved your latest position within the program.

Old game

Use this option to continue playing a previously saved game. To use this option move to the right into the Old game window and enter the name which was used to save the game you wish to rejoin. Press **Return** or click on **OK**.



Alternatively you can re-start a used game simply by clicking the **select** button on the *Arcventure II* icon on the icon bar and entering the name at the prompt. You will be asked whether you wish to continue playing the game with the name you have entered - this is to prevent you replacing a saved game with same name.

New game



Use this option to start a new game with a new name. To use this option move to the right into the New game window, enter the name to be used, click on Boy or Girl and then press **Return** or click **OK**.

Alternatively you can start a new game by simply clicking on the *Arcventure II* icon on the icon bar. If you use this method you will be asked to enter your name and press **Return**.

Regardless of which method of start-up you choose, if you enter a name which has already been used by a previous user you will be warned about this and asked if you wish to continue with this name. If you do the new game identity you are about to start will replace the existing saved game of that name; if you decide not to continue with this name you will be given the opportunity to enter another name before continuing.

Once the name has been entered the screen will change to display two options:

Archaeologist's instructions Start Venture



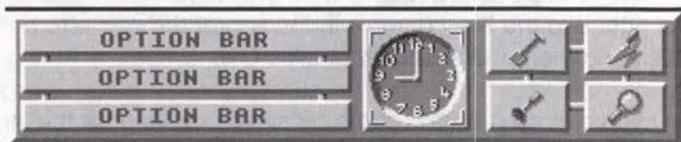
If you are using *Arcventure II* for the first time you will probably wish to use the **Archaeologist's instructions** option. This option will take you through some simple steps which show you how to use the first part of *Arcventure II*. In this introduction you will be introduced to various aspects of the program by a character known as ARC1 who takes the form of a computer.

One important aspect which will be explained will be the choice board which appears in both the excavation and the expedition, though in slightly different forms.

The Choice Board

(Use the **select** button to make your choice)

1. The Excavation (Dig)



Options Bars

Clicking on the OPTION BAR within the choice board allows you to do such things as:-

- move between the excavation and the information hut,
- choose to dig in a new location,
- continue digging in the same location,
- ask for help and extra information,
- use the journal.

Time display

The choice box also contains a clock which displays the current time. The clock will advance quickly when you move forward to the next day of the dig.

Option boxes



The option boxes appear in the bottom right hand corner of the screen and provide you with a choice of four digging tools which can be used in the excavation.

The use of these tools is explained in greater detail later.

2. The Expedition



Option bars

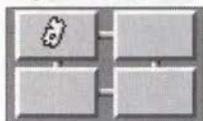
Clicking on the option bar within the choice board allows you to do such things as:

- move quickly to another part of the location e.g. go to the market,
- talk to some of the characters,
- pick up, drop and use objects.

Direction arrows

These arrows control the direction in which you move the character around the locations. Click the **select** button on the direction you wish to move.

Options boxes



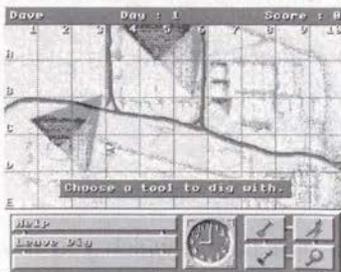
In the expedition the option boxes show the object(s) you currently have in your possession. You can hold up to four objects at one time. Object handling is dealt with in more detail later.

Starting Venture

After selecting this option a series of screens will appear which shows where the excavation is to take place. A map of Africa will zoom into a map of Egypt and eventually into a three dimensional view of the site at Giza. To move from one screen to another click the **select** button on the **Continue**.



Clicking on the Continue button will take you to a two dimensional view of the excavation site. Keep a close watch on the option bars as this is where your options will be displayed throughout the dig.



Information Hut

The information hut is a very important feature of the excavation. At the end of each day's digging or when you choose to leave the dig you will be taken into the information hut where you can examine the objects you have found. The information hut is where ...

- objects which have been found are stored,
- further information about objects can be found,
- objects can be reconstructed,
- you can choose to start or continue digging,
- you can access and make entries into your journal.



Journal

The Journal is a notebook facility which can be used throughout the excavation. A journal is created automatically when a new game is started and is therefore given the same name as the user, (journals are updated when continuing an old game). Journals can be printed, edited and re-saved using Edit or another word processing package. The journal data is saved when the current game position is saved by pressing function key **F3**.

To save the journal as a text file press **F4** when editing the journal.

To display the current journals click on the **Journals** option on the *Arcventure II* menu on the icon bar.

Entering text into the Journal.

An entry can be made into the journal on each day of the excavation. Click

on the journal option on the option bar and then click on the day you wish to edit. You can use the journal to edit entries made for earlier days during the excavation. Press **F4** to save as a text file.

Getting information about an object

Any object found are stored under the heading *Objects Collected* at the left hand side of the screen. To get information about an object click the **select** button on the object's name. The object will appear in the centre of the screen and the relevant text information will appear at the top of the screen. (Holding down the **Shift** key as the text appears will speed up the process).

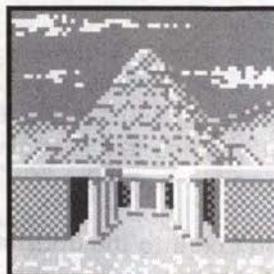
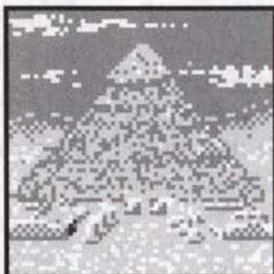


Reconstruct

Clicking on this option will reconstruct the object showing what it looked like in Egyptian times.

From....

To....



Extra Information

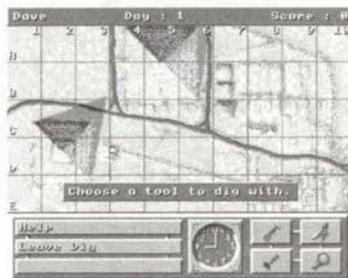
This option will provide extra on-screen information for certain objects.

Back to Hut menu

This option will take you back to the information hut.

Digging

Clicking on the Start Digging option will produce a map providing you with a view of the site.



Timing

You are allowed a total of 14 days for the excavation.
Time is used up in the following ways:-

- 1 hour to dig down one level with a spade,
- 2 hours to dig down one level with a trowel,
- 3 hours to dig down one level with a brush,
- 1 hour to use the magnifying glass.

The day ends at 5 o'clock and you may not begin digging after that time.

Scoring

The Excavation

In the excavation it is possible to score points as follows:-

- 2 points for using the correct tool at each level of digging i.e. 6 points for successfully digging down three layers.
- 1 point if the tool you are using is too light for the job i.e. if you are using the brush when you should be using the trowel.
- 1 bonus point is awarded when you find an object and you answer the question related to it - not all objects have questions relating to them.

The Expedition

In the expedition it is possible to score points as follows:-

- 2 points for successfully solving the unknown object puzzles.
- various bonus points are awarded when solving additional puzzles set throughout the expedition.

Digging tools

Choosing a tool

Click the **select** button on the tool required. If you choose the wrong one by mistake click the **adjust** button to enable you to re-select.

Spade

This tool allows you to dig quickly but crudely. It is not suitable for fine digging and is likely to damage objects if you dig for too long with it.

Trowel

This tool allows more careful digging but takes longer. It's unlikely that you will break an object with the trowel.

Brush

This tool is for very careful excavation but using it will take up a great deal of the time available.

Magnifying Glass

This tool has two functions -

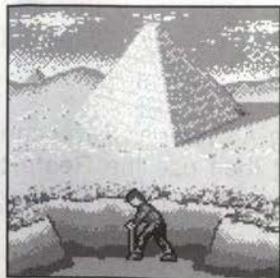
- to inspect the ground you are working on to find out which digging tool you ought to be using. This will incur a time penalty.
- to look at a found object.

The current player's name and the score are all shown at the top of the screen, the time is shown at the bottom.

Choosing where to dig

Once you have chosen the tool you wish to dig with you will be asked to choose where you want to dig. There are 20 objects scattered around the site including six unknown objects which appear in different places each time the adventure is used. (Only three of the unknown objects appear in any one game).

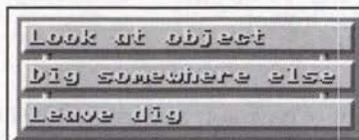
Choose a place to dig by clicking the **select** button somewhere on the map. A window will open up showing a small character digging.



After a short while some information will appear on the screen telling you what your digging has uncovered - these messages are very important.

If you see this message ..
"You find nothing here" you need to dig somewhere else; you will not be able to dig any further in this location.

When you find an object the option bars will provide you with three choices:-



Look at object

Clicking the **select** button on this option will show you the object before it is stored in the information hut.

Dig somewhere else.

This option will allow you to choose another place to dig.

Leave Dig

This option will take you to the information hut from where you can return to the dig later.

Magnifying Glass

You can use the magnifying glass to have a closer look at the object - there are no time penalties for using the magnifying glass in this way.

You will need to find at least four objects before you will come across an unknown object. Unknown objects are stored in the Information Hut in the same way as known objects.

Printing

If you wish to print your *Arcventure II* certificate you must first make sure that you have loaded the appropriate **RISC OS** printer driver. You will find this on the Application disc supplied with your computer.

If you have not loaded the printer driver before starting *Arcventure II* you can quit the program (Ctrl Q), load the printer driver and then use the **Restart** option on the *Arcventure II* menu to return to the program and print your certificate.

The Expedition

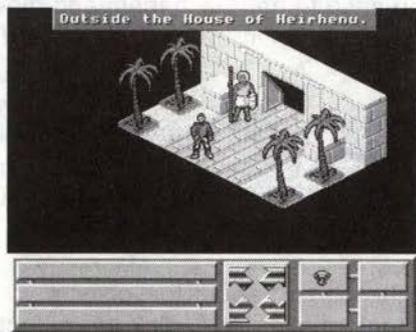
The object of the expedition is to return to Egyptian times and find out information about the unknown object(s) from the people who actually used them.

Before you can undertake an **expedition** you must first have found an **unknown** object in the **excavation**. There are six unknown objects in total, but only three can be collected in any one Venture.

Once an unknown object has been placed in the Information Hut you can ask for further information about it by clicking the **select** button on the word *Unknown*. At this point you will be taken back through the ages until you reach Egyptian times when you will find yourself in a reconstruction of a nobleman's house in Memphis. Maps are provided to help you find your way around the sites.

It needs to be stressed to pupils that they are on a fact-finding mission and they will need to take careful note of all the information they come across. The *Journal* cannot be used in this part of the program.

On the first occasion you go back in time you eventually arrive at the entrance to the house. As you can save your position at any time, by pressing F3, you may return to any part of the site when you return to the simulation. The little character will be either a boy or a girl depending on which you selected at the beginning of the Venture.

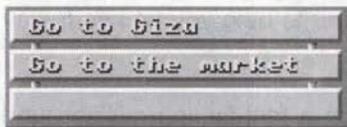


The character is moved around the area by clicking the **select** button on the appropriate arrow. To move into the house click on the top right arrow; to move away from the house towards Giza or the market click on the bottom left arrow.

The unknown object is shown in the choice box in the bottom right of the screen.

Moving around the site

You will soon see how easy it is to move around the various parts of the site using the **direction arrows**. However, to speed the process up, certain locations can be reached by choosing from the option bars.

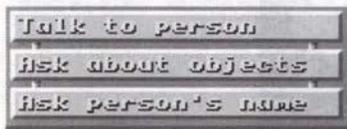


For example, if you click on the bottom left arrow when you are at the entrance to the house you can choose from the option bars to go to Giza or the market.

Talking to people

As you move around the site you will come across many people with whom you need to communicate to get information.

To talk to a person you need to approach them and move into a position next to them. At this point the options in the option bars will change and you can choose to either:-



- **Talk to person** (to find out more about him/her generally)
- **Ask about objects** (you are carrying)
- **Ask person's name**

If you choose to ask the person about the objects you will need to choose which object you want information on - click the **select** button on the object

you want to know more about.

Make a careful note of what these people say to you - they hold many of the clues which you will need to finish the expedition successfully.

Working with objects



You can carry a maximum of **four** objects at any one time. To put an object down click the **select** button on the **Drop Object** option - remember where you put it!!

In certain circumstances you will be able to **Give Object** to another character in the expedition. For example, you may be asked to find something in return for information.

The **Examine Object** option allows you to take a closer look at any objects you come across during the expedition.

It is only by careful movement around Giza and Memphis, by talking to a variety of people and by asking questions of the right people, that you will be successful in collecting the information you need. When you have collected the information about the unknown object you are carrying you will be taken back to the dig and the information hut.

The simulation in detail

Arcventure II in time

There are two distinct parts to Arcventure II, namely the 'excavation' which takes place in recent history and the 'expedition' which takes place in Egyptian times.

When we talk about the 'Egyptian Period' we are referring to the years from around 3000 BC until 1000 BC when the Libyan kings took over from the Pharaohs. Although there may be a tendency to think of this as a single coherent and unitary period it was in fact a time of continuous change and life at the beginning of the Egyptian period would have been quite different from life later on.

It was therefore necessary to 'fix' Arcventure II in time so that the finds in the excavation and details in the expedition would match each other and would present as consistent and realistic a picture as possible. A date during the reign of Mycerinus was chosen so that when players travel back to ancient Egyptian times, the characters which they meet would know about monuments such as the Sphinx and The Great Pyramid because to them, the construction of these would be recent history. An excavation would of course uncover finds from many periods and for this reason another date during the reign of Akhenaton was chosen for two of the six unknown objects.

The Reign of Mycerinus (otherwise known as Menkaura) was mid 4th dynasty, approximately 2550 BC.

The Reign of Akhenaton (the Heretic King) was late 18th dynasty, approximately 1370 BC.

The Excavation

In the **excavation** pupils are invited to pretend that they are taking part in the original excavations of the Giza site

Arcventure II v Archaeology!

It should be pointed out that the dig part of *Arcventure II* does not accurately simulate an archaeological excavation, which is a highly complex and technical operation that requires a great deal of experience and a range of specialist skills. However it does offer a simplified structure in which children can search for buried artefacts by 'digging'.

Excavation is the methodical dismantling of an archaeological site in the reverse order to which the layers of the site have accumulated. I.e. the most recent activity is represented by the layer closest to the surface, which is removed first. This reveals what lies below, and so on until the 'undisturbed' is reached.

In simplifying the excavation process we have tried to remain faithful to the principles of archaeological excavations whilst sacrificing some of the practical details of the exercise. The scoring system has been weighted to reward appropriate strategies, i.e. using the correct tool to dig with.

The Arcventure II artefacts

The artefacts which are encountered are intended to give an overall impression of life in Egyptian times, and do not accurately reflect the kind or quantity of finds from an average dig.

It should also be made clear to the children that on a real site archaeologists would have to try and deduce what the artefacts were that they found as unfortunately ARC1 would not be around to help them!

The artefacts that can be found while undertaking the excavation, together with the information given about them by the computer, are as follows:-

Structures:



Boat Pit: This is a large rectangular pit found carved into the limestone bedrock with limestone blocks placed over the top to seal it. Inside are all the timbers which made up the royal boat of Cheops.



Sphinx: Perhaps one of the most famous statues in Egypt. The head is that of a king with the body of a lion. The statue is 20 meters tall and 73 meters long.



The Great Pyramid: This is the largest pyramid in Egypt and the only surviving wonder of the ancient world. It is thought to have been built by king Cheops and is made of over two million stone blocks.



The Valley Temple: This temple is connected by a walkway to the pyramid of Chephren, the son of Cheops. When he died, he would have been brought to this temple to be embalmed to preserve his body before it was buried in the pyramid.



The Queen's Pyramids: It is thought that the smaller pyramids which were built alongside the Great pyramid were built as tombs for the king's wives or daughters. On the other hand, they may have been storage places for the kings treasures.



Chephren's Funery Temple: This is the temple which the king's body would be brought to after it had been mummified. A complicated ceremony would be carried out here before the burial took place.

Objects:

Statue Head of Selket: This is the top of a small statue of the goddess Selket. She was the goddess who protected the dead. There were sometimes pictures of her inside mummy cases.



Scarab beetle brooch: This brooch is made of gold with blue stones set into it in the shape of a beetle. The stones are called lapis lazuli.



Measuring pot: This pot was probably used for measuring large quantities of liquid or grain.



Alabaster pot: This pot was probably used in the kitchen or dining room. It is made of Alabaster, a soft rock which the Egyptians used to make vases and ornaments.



Wooden statue: Wooden statues like this are often found in tombs of important Egyptian people. They are thought to be statues of the person's family or servants put in the tomb to accompany the owner in the afterlife.



Alabaster cat: This ornament is made from alabaster, a soft rock. Cats were a sacred animal for the ancient Egyptians.



Pot: This is a clay pot. Fragments of this type of pot can be found all around the dig site. This one may have been used as a water clock.



Vase: This vase is made of gold with blue stones called lapis lazuli inlaid in it. It was found in one of the Queen's pyramids.

The Unknown Objects:

The easy level objects:



Cartouche of Djedefre: This is found as part of a larger block of stone which would have been part of a building. The name on it shows who was king when the building was built.



Piece of papyrus: These are the remains of a sheet of papyrus made from strips of the papyrus plant which grows along the banks of the river Nile.



Drinking cup: This cup would have been buried with the young king Tutankhamun. An archaeologist called Howard Carter found many objects like this when he found the tomb of Tutankhamun.

The harder level objects:



Picture of farmers: This is a picture which has been painted on a stone tablet. It shows one man sowing seeds in a field and another man watering the seeds with a shadoof.



Senet board: This is a wooden box for a game and would have contained several small pieces of wood. This may have been a very early version of the draughts game.



Statue head: This is the head from a statue of the king Akhenaton. He was quite different than all the other kings. He was called 'The Heretic King' because he turned Egyptian religion upside down and built his own capital at El-Amarna.

The expedition characters

During the **expedition** pupils can talk to any of the characters they meet. Some of them will tell them about various aspects of Egyptian life and others will help them find out what the mystery object is.

A full list of the characters together with brief details are given on the character card included with the package. It is up to individual teachers whether or not to give the children the character cards to use. It may be appropriate to let younger children use them as they certainly make the **expeditions** into Egyptian times a little easier.

The author has tried to give all the people that the children may meet during an **expedition** 'character traits' of their own. These are described briefly on the character card and could be made use of in any creative writing or drama work you undertake as part of a topic based on *Arcventure II*.

As you may like to direct pupils towards characters that have information to impart, the characters that will 'teach' or tell the children about various aspects of Egyptian life are as follows:-

Characters from the reign of Mycerinus



Heirhenu: the noble man. He owns the house at Memphis which the players visit. He is normally very friendly but he is a little troubled at the moment because since the old Pharaoh died, he has been asked to supply some servants and money to help finish the pyramid for Chephren.



Sumose: the head servant of Heirhenu. He is not too happy at the moment because some of the servants have been sent to work at the pyramid, so he has to cover their chores.



Te: the guard at the entrance to the house of Heirhenu. He is very friendly and will help players with anything that he can.



Amenmes: the priest at the temple. He is a man of very few words. He will provide some help with reading.



Jer: the head scribe at the pyramid offices. He can be very helpful although he is quite a busy man. He is very good at reading and writing.



Senu: the guard at the temple. He is very good at guarding and will not let anyone through unless they are a follower of Horus, (Players must be carrying a statue of Horus).



Menkara: the market stall holder. If she gives players any help, she likes to get something in return. She may ask players to trade with her before she will help them.



Amra: the farmer; he is a very hard working man. However he will try to get players to help him with anything that he is doing.



Ahmose: the carpenter. He makes all the ladders and scaffolding for the pyramid. He would prefer to be making boats.



Mira: the wife of Heirhenu. She is a lady of leisure and can usually be found on the roof of the main part of the house at Memphis.

Characters from the reign of Akhenaton: (at El-Amarna)



Ramose: a general in Akhenaton's army. He is too old to go to war now but he runs his house like an army camp. However given the right situation, he can be quite chatty.



Det: the head servant of general Ramose. He is not very happy because Ramose is very strict.



Thutmose: the sculptor. The best sculptor in El-Amarna. He is usually quite friendly.

Exploring the area

There are maps provided with the package. The area that pupils can explore includes:-

Memphis

The House at Memphis

This is an example of a nobleman's house in ancient Egyptian times. However, this particular house is an amalgamation of many different houses and did not actually exist. Most of the houses of this type were made of mud, brick and wood, so much of the house would not have survived the ravages of time.

The House consists of:-

The **entrance** and **outer courtyard**, the **garden** areas, the **farmer's house** and the **main house**.

The Market at Memphis

Many things could be bought at the market, but money was not required to buy goods. Items were exchanged for other items.

Giza

The Pyramid at Giza

This is the pyramid of Mycerinus. It is under construction at the moment and the only parts which can be explored are the offices of the scribe, the foreman and the carpenter.

The Temple at Giza

This is the Temple of Horus, the falcon headed god. Players can explore the entrance, outer hall and the courtyard, but if they wish to explore the inner hall, or shrine they must be carrying a statue of Horus.

EI-Amarna

The General's house

The General's name is Ramose. He spends most of his time in the house as he does not go to war any more. He has a few servants and guards.

The House of Thutmose the sculptor

This is a very small house where Thutmose lives alone creating his masterpieces for the king.

The solutions

The easy objects

Object 1 : Stone fragment

Ask Sumose, the servant in the entrance hall of the house about the object. He may say that the scribe at the pyramid can read the name. He may also say that there is a list of kings on the wall of the temple. He will give you a statue of Horus so that you can get past the guard in the temple.

Go to Jer, the scribe at the pyramid, and ask about the object. He will show you a set of names, one of which matches the name on the stone (Djedefre). Then go to the shrine in the temple. If you press 'L' to look, you will see a list of kings and their relationship to each other. (Cheops was the father of Djedefre).

Object 2 : Piece of papyrus

Talk to the guard at the entrance to the house. He will give you a small ornament as a present (this will be useful later).

Go to the scribe at the pyramids; ask him about the object. He will tell you what it is and that one of the market stall holders can give you some more information.

If you go to the lady market stall holder and trade the ornament with her, she will tell you how the paper is made.

Object 3 : Drinking cup

Go to the scribe at the pyramid to ask him about the cup; he will tell you who the cup belongs to (Tutankhamun). Then call *ARC1* by pressing 'Home'. Answer the question and you will be taken to the reign of Akhenaton.

Go to the head servant of the General. Ask about the cup and you will be told that the Pharaoh is called Akhenaton and his heir is Tutankhamun. Ask the General about the cup and he will tell you that the Pharaoh's wife is Nefertiti.

The harder objects

Object 1 : Picture of farmers

If you go to the scribe at the pyramid, he will tell you that the inscription says 'Farmers sowing and watering'. He will also direct you towards the farmer who can tell you more about the tool in the picture. The farmer is to be found in the field out to the left hand side of the house at Memphis. If you ask him about the object he will ask you to help him get some water at which point he will show you what the tool is (It is a shadoof).

Object 2 : Senet - a board game

Go to the carpenter at the pyramid office. If you ask about the box, he will ask you to get some wood for him from the market. He will give you some gold to exchange for the wood. Go to the market and trade with Menkara for the gold to get the wood. Take it back to the carpenter. He will then tell you what is missing from the game and that he sold one to Heirhenu recently but he doesn't know what it is called. Heirhenu will say that he has seen his wife play the game. She is up on the roof of the house. She will tell you what the game is if you take a message for her to the guard at the front gate.

Object 3 : Statue head of Akhenaton

You will be taken straight to El-Amarna. Ask Thutmose, the sculptor, about the object and he will ask you to take a message to the general next door. The General can give you all sorts of information about Akhenaton, Nefertiti and El-Amarna where these people live. On returning to Thutmose, he will tell you that the statue is of Akhenaton.

Arcventure II and a Egyptian topic

The obvious use for *Arcventure II* within a school would be as the basis of a topic on the Egyptians as it includes a wealth of information about that period which children could use and further research.

At a time when the British were building monuments like Stonehenge the Egyptians had already discovered how to build pyramids, how to work with metal, make paper from reeds and had developed trading links with other African countries. The Egyptians were without doubt one of the greatest civilisations and make a fascinating subject for a class topic.

The program itself includes information on most aspects of life in Egyptian times which provide a wealth of starting points for further investigation.

The following are just a few ideas for further work on a topic about the Egyptians that could be done in the primary school classroom.

● **Houses and Homes.** How did the Egyptians build their houses? What materials did they use? (Bricks made from the black mud left by flood waters which they mixed with straw and then left to dry in the sun.) Do they still build houses in the same way?

● **Egyptian Dress.** Egypt is a very hot country so the people did not wear many clothes. Can the children find out what sort of clothes they did wear and what they were made out of? How did the poor people dress? What about rich Egyptians?

● **Entertainment.** How did the Egyptians like to spend their spare time? Paintings that have been found inside some tombs show beautiful gardens. There are also paintings showing people dancing and playing music. They also played board games such as Senet. Can the children try and work out how the game of Senet was played? Can they make up their own Egyptian game?

● **Egyptian Food.** What sort of food did the Egyptians eat? Let the children try the sorts of foods that the Egyptians probably ate such as pitta bread, humus (ground chick peas mixed with oil and garlic), dates, figs etc. Get the children to make a menu for an Egyptian feast.

● **The River Nile.** This was just as important to the ancient Egyptians as it is today. Why is the Nile so important? What was left behind after it flooded? When the flood water started to go down the Egyptian farmers would cut trenches to take the water to their fields. How did they lift water from the trenches onto the fields? Can the children make a working model of a shadoof?

● **Egyptian Farming.** Why was it important for the Egyptians to be skilful farmers? What were the three seasons in the Egyptian farming year? (November to February - the planting season. March to June - the harvest time and July to October - the rain and flood season.) What sorts of crops did the Egyptian farmers grow? (Wheat, barley, beans and fruit.)

● **Deserts.** What is a desert? Can the children imagine what it must be like in a desert? Do people actually live in deserts?

● **The Pharaohs.** The term pharaoh was used to refer to a king. Who are the most famous Egyptian pharaohs? How do we know about them?

● **Egyptian Gods.** What can the children find out about Egyptian gods? Who was the most important God and in what three different forms did he appear? What other important gods did the Egyptians believe in and what were their jobs? Why were the gods so important to the Egyptians?

● **Mummies.** The Egyptians believed very strongly in life after death and believed that dead people would need their bodies in the next life which is why Pharaohs were mummified to try and preserve them. Can the children find out just what the embalmers did to preserve a body? What were 'canopic' jars used for?

● **The Pyramids.** What were the pyramids used for? How do we know? How were they built? Where did their stone come from and how did the Egyptians get it there? How did they cut it to shape? There is a wealth of practical work

that could be undertaken here.

● **Other tombs.** Not everybody was buried in pyramids. Where were ordinary people buried and what was often buried with them?

● **Hieroglyphics.** A lot of our knowledge about the Egyptians comes from their writing. What did the different hieroglyphic symbols stand for? Who wrote the hieroglyphics? Could all Egyptians read and write? Can the children write their own messages to each other in hieroglyphics?

● **Archaeology.** We know so much about the ancient Egyptians because of all the evidence they left behind them which has been discovered by Archaeologists, mainly over the last 150 years. What sorts of things did the archaeologists find? Discuss with the children the different types of artefacts that have been found and what we can tell about the Egyptians by studying them. What sorts of things do they think have not survived?

● **Modern Egypt.** Have any of the children ever been to Egypt on holiday? Do they know anybody who has? What would they expect to see if they went there on holiday? How do they think Egypt has changed since the ancient Egyptians? What things do they think haven't changed?

Archaeology - a background for teachers

This section giving a general background to archaeology for teachers is reproduced from the first teachers' book in the Arcventure series. It is included here as it may be of interest to teachers who have not used Arcventure I.

Introduction: Historians & Archaeologists

A historian discovers and recreates past times and past lives from the study of written records. In the Middle East, Egypt and China different forms of writing were adopted before 2000 BC and these societies can be studied from the records that they themselves created. In other cases, non-literate societies can be studied 'second-hand', from records written about them by their literate neighbours. However, for the majority of mankind, for the majority of the past, written records are not available, and so other methods have been devised which have enabled our past to be translated into the 5-million year long 'story of mankind'.

Archaeology can be defined, very simply, as the range of techniques employed to study past societies through the material residues which those societies have produced. Such residues include the durable artefacts of everyday life and death, such as tools and weapons, jewellery and cooking pots, but also includes houses and settlements, field systems and burial monuments, and the landscapes themselves within which sites were set, and lives were lived.

Excavation immediately springs to mind, but archaeologists do not just dig things up. Field techniques include field-walking, to recover pottery and stone artefacts from the surface of ploughed fields, and also landscape or building surveys, geophysical surveys, aerial photography and a range of scientific analyses which are increasingly being brought to bear on problems of past environments and activities.

Archaeological techniques can, of course, also be used to study literate societies, and Egyptian, Medieval and Post-medieval and Industrial studies are a fascinating blend of excavations, fieldwork and documentary research.

The two techniques are largely complementary, since the subject matter of the written texts rarely coincides with the kind of information which comes from excavations or surveys.

For example, a study of the fabric of a building, or excavation of a ruined structure, may provide a lot of information about the way it was constructed and used and the sequence of adaptation, extension, rebuilding and repair; this is archaeology. Parish records, census returns, trade catalogues and other documentary sources will furnish the names, dates and relationships of the people who lived in the building; this is history.

The variety of Archaeological techniques

These can be sub-divided into destructive and non-destructive techniques. Excavation is destructive, because in order to reveal the history of a site the more recent layers of accumulated material are removed to reveal what lies beneath them. During excavation the site is systematically dismantled to reveal its origins, and in theory, excavation should proceed until all traces of human activity have been recorded and removed. It is possible to carry out an excavation with the aim of revealing a site better for display purposes, and to leave undisturbed all imposing walls and other significant features. However, this is generally unsatisfactory from an archaeological point of view, since the most impressive aspects of a site will often date to the final phases, and many questions about the origin and early history of the site will be left unanswered.

Non-destructive techniques are those where the traces of a site are carefully recorded and analysed without being further exposed or disturbed by digging. The most obvious of these is field survey, which involves making a map or plan at an appropriate scale, of the lumps and bumps or partly buried walls of a site. Careful observation of the materials used and construction methods, combined with analysis of the relationships between the identifiable elements of a site can reveal much of the history and development of the site, and will often allow a 'phase drawing' to be produced.

Field surveys have been carried out to good effect in recent years in the upland areas of Great Britain, where the virtual absence of recent ploughing has allowed traces of prehistoric and medieval landscapes to survive over

very large areas. In the lowland zone ploughing is much more widespread, and extensive landscapes do not tend to survive intact. However, surveys of the surviving slight earthworks of deserted medieval settlements have enabled plans of these sites to be produced, complete with individual house plots, gardens and field boundaries. And surveys of early industrial sites have also produced much information on the nature and development of medieval and post-medieval technologies.

Detailed surveys such as these allow the components parts of a site to be recognised and from this is gained an understanding of the way that a site 'worked' which is complimentary to the kind of information which can be gleaned from documents.

In recent years many new techniques have been adopted by archaeologists in their search for those sites which have been flattened by ploughing or other surface disturbance, or in order to squeeze more information out of the known sites.

In the search for new sites probably the best known technique is Aerial Photography, and aerial archaeologists have done much in the past twenty years to extend site distributions into areas previously thought to contain relatively few sites. The buried walls or ditches of a ploughed settlement or the ditch of a round barrow for instance can produce quite marked patterns on the crop growing in the soil above, and particularly susceptible soil types such as the gravel terraces of major river valleys have produced spectacular results.

Some new ways to locate buried sites have been borrowed from the geologists. Geophysical survey techniques rely on the fact that soils have electro-magnetic properties, and sensitive recorders are able to discern the minor fluctuations in magnetic fields or electrical conductivity which are caused by buried features such as walls and ditches. These machines were originally developed to investigate the below ground geological situation, but are now extensively used by archaeologists to locate ploughed sites or to produce a fuller picture of sub-surface features on already known sites. This often enables the finite resources of excavation projects, for example, to be used much more effectively.

Many techniques are borrowed from the natural sciences, and one of the principal uses for these is to build up a picture of the environmental setting of prehistoric activities or to assess the environmental impact of particular technologies or practises. Much of this work is done in the laboratory, analysing samples which have been collected as part of an excavation or field survey project. Scientists study the structure of soils and other deposits for clues about how they originated, and also search for the plant and pollen remains which they contain, or the evidence for animals such as snails or beetles which often have particular environmental preferences. Other specialists study the human and animal bones from sites, in order to investigate animal husbandry practises and diseases and causes of death.

Dating is a crucial factor for archaeologists working in periods without documentary records, and much ingenuity has gone into devising ways to provide dates for excavated sites. These may be deceptively simple, like Dendrochronology or tree-ring dating, apparently simple but really rather complex techniques such as Radio-carbon or C14 dating, to the wholly mystifying 'electron spin resonance', and 'remanent thermo-magnetism'. Apart from Dendro-dates, these techniques give an approximate date only, and are usually expressed with a given statistical probability level, or range.

Archaeology is continually evolving and new and better techniques are constantly being evaluated and adopted. Archaeologists are aware that present day techniques will be considered crude and clumsy by future generations. Because of this, sites for excavation are carefully chosen, and it is usually only those which are to be disturbed by redevelopment which are excavated. On other sites some areas will be left un-excavated for those that follow.

More about Excavation

If archaeology is very much a study of objects, it should be stressed that the objects are not studied as an end in themselves but for what they can tell us of the life and times of their makers and users.

Weapons and jewellery are one kind of object, houses and tombs are another, and the distributions of settlements, the layouts of field systems, and

the overall organisation of the landscape is a third. All these are man-made artefacts, and with luck, all will leave significant traces for study in the present. Artefacts are collected in different ways. Excavation is the controlled dismantling of an archaeological site in a methodical way, and in the reverse order in which the layers of the site have accumulated. The most recent activity is represented by the layer closest to the surface, which is removed first, to reveal what lies below, and so on until undisturbed strata or 'the natural' is reached.

The superimposition of layers on a site through time is known as the 'site stratigraphy', and detailed records are made of each new layer or feature as it is revealed. Understanding a site's stratigraphy allows a sequence of events to be worked out, and the site history to be divided into a number of phases, reflecting changes in status and function through time.

The dateable artefacts which the layers contain, the pottery and metalwork, flint and stone, enable dates to be assigned to phases and allow the site to be set within its proper historic or prehistoric context, and thus compared with sites of similar date or function.

As well as artefacts, many organic substances such as charcoal, bone and peat can be dated using scientific techniques. Carbon dating is well known, and has revolutionised our understanding of the past. Dendrochronology, or tree-ring dating can precisely date wood from boats and other structures, and many other highly technical processes have been adapted to archaeological dating, such as 'thermo-remnant magnetism' and 'electron spin resonance'.

Except in exceptional circumstances all the organic components of a site will have decomposed in the soil and the artefacts recovered in excavation represent only the most durable and inert of raw materials. This leaves a significant part of the material culture of past societies totally unaccounted for. Things made of wood, leather, basket work, and woven fabrics are rarely found in excavation reports, and their presence must be inferred from the few sites where such material does survive. Anthropological studies only serve to impress upon us the importance of these easily worked materials in 'primitive' non- technological cultures.

Excavation is a destructive exercise, which dismantles the site as it proceeds.

When taken to its logical conclusion it results in every part of the site being systematically destroyed. For this reason it is not undertaken lightly, and excavation techniques have become more and more stringent over the years.

At each stage detailed records are made, including written notes and 'context sheets' for every layer and every find from every layer. Large scale plans are drawn at frequent intervals, and a full photographic archive is made. All these bits of paper must be described and numbered in a 'site archive' which 'records all the records' and allows any individual item, map, plan, drawing, or photo, to be located.

After the fun, Post Excavation depression

Once a site has been destroyed by excavation there is an obligation on the excavator to archive all the plans and photographs, wash and mark the all the finds, and publish the findings of the dig. Unless the information recovered during excavation is made available to the public the site would have been destroyed without any appreciable gain.

The actual digging is just the start of a process which leads to the publication of the excavation report, and a trend nowadays is to produce material for a range of readerships, including perhaps a 'popular' site history as well material for local schools.

Material recovered during an excavation will represent only a small fraction of the contents of the lives of the original occupants of the site, and the collection will also be biased in favour of a specific range of raw materials and artefact types. When writing the excavation report the archaeologist must attempt to interpret the scant details as far as is possible, to produce a reasonable account of the site as revealed by excavation. It should be borne in mind that there is no way that an excavation report can be judged as right or wrong, and the critical reader should be careful to distinguish between factual information and interpretations.

Interpretations can be based on particular theoretical models of past systems of behaviour, (including socio-religious or political models), on anthropological parallels, on intuition, or simply be the result of preconceptions about the site

or period under study. Archaeological techniques are good at answering the questions about material aspects of life, but not so good at answering psychological questions. "When" and "How" are easier to answer than "Who" or worst of all, "Why". Details of technology can usually be explained with more certainty than questions of economics, but archaeological techniques are of very limited use for attempting to elucidate the religious ideas and belief systems of past societies.

The excavator must employ specialists to examine and report on the finds, and various scientists to study any soil samples and plant remains which have been taken. Samples of wood, bone or charcoal, metal and other materials may be sent for conservation, identification, analysis and possibly dating. The problem of the long term storage of the excavated material must be determined, and the future of the site itself discussed with all those with an interest in it.

Archaeological perspectives

Archaeologists study mankind from the earliest times up to the present, and this study encompasses many different strands of thought. Our species, *Homo Sapiens Sapiens*, evolved from man-like apes which lived in the Rift Valley in Africa over 4 million years ago. The bones of these early specimens of humanity, and, many generations later, their tools, are found deeply stratified in cliffs being eroded away by wind and water. The development from early ape-like creatures to modern day men and women can be traced through the gradual evolution of the skeleton, the slow sophistication and specialisation of flint and stone tools, the colonisation of a variety of hostile environments, the domestication of animals and the development of agriculture, the adoption of permanent settlements, the social evolution of tribal groups and the emergence of leaders and governments, the establishment of city states, and the amalgamation of peoples into successively larger and larger units.

These developments are by no means complete, and the story is continuing to unfold. The pace of change is, if anything, speeding up. Few people seem to be consciously aware of this process, and fewer still apprehend the trajectory of our precocious species.

Today we are witnessing the gradual emergence of a single European state from nationalities which only 50 years ago were slaughtering each other in a bloody conflict. This is the logical outcome of a process which has been progressing for millennia, and larger and ever larger social units are formed as communications improve and economic differences between the European nations become less and less significant. The small nation states of the 1890s are being replaced by the United States of Europe during the 1990s. Significant changes are taking place on every other continent, all over the globe, in a process which appears to be largely outside of human control.

The scope of archaeology includes the whole span of human development from the early man-apes, loping through the underbush with a pointed stick chasing antelopes up to the sophistication of the twentieth century: Hiroshima and the space age.

The long story of humanity is rife with false starts, dead ends, environmental collapses, and political disasters. The special contribution which the study of archaeology contributes to modern people lies in the broad view which is taken of the settings, or contexts, of events, and the long time perspectives which are involved. Few other disciplines allow and encourage situations to be investigated back to their roots in this way. The study of the past holds the key to understanding the present, and if we can understand how current situations evolved we are better able to formulate sensible plans for the future.

Places to visit

Aberdeen

Marischal Museum, Marischal College, Broad Street, Aberdeen AB9 1AS. Tel 0224 273131.

An exhibition including mummies, statues, inscriptions, tomb models and shabti figures. Children are allowed to handle some of the artefacts.

Belfast

The Ulster Museum, Botanic Gardens, Belfast BT9 5AB. Tel 0232 381251

Museum shop sells information booklets and teaching materials. The museum also runs a gallery lesson called 'Takabuti, the Egyptian Mummy'.

Bolton

Bolton Museum and Art Gallery, Le Mans Crescent, Bolton BL1 1SE. Tel 0204 22311

An exhibition on Ancient Egypt and teachers' pack.

Bristol

City of Bristol Museums and Art Gallery Education Service, Queens Road, Bristol BS8 1RL. Tel 0272 223623.

Has a display of artefacts, tombs and mummies as well as early Egyptologists and their work. A teachers' pack is available. Educational visits have to be booked in advance.

Glasgow

Strathclyde Museum Education Department, Art Gallery and Museum, Kelvingrove, Glasgow G3 8AG. Tel 041 334 1131.

Permanent display. Free worksheets. Ring for details of activity based workshops.

Greenock

The Mclean Museum and Art Gallery, 15 Kelly Street, Greenock, Strathclyde PA16 8JX. Tel 0475 23741.

Book in advance to see a small collection.

Liverpool

Liverpool Museum, William Brown Street, Liverpool L3 8EN. Tel. 051 207 0001.

Bookings should be made in advance through the education section. The display includes mummies, coffins, tomb models, canopic jars, papyrus, a scribes palette, jewellery and statues.

London

British Museum, Great Russell Street, London WC1B 3DG. Tel 071 636 1555.

Free information packs for teachers as well as a video available on loan. The museum shop carries a range of useful materials.

Norwich

Castle Museum, Norwich NR1 3JV. Tel 0603 630214

A small display including some mummies and a coffin lid.

Oxford

Ashmolean Museum, Beaumont Street, Oxford. OX1 2PH
Tel 0865 278015.

Exhibits include wall paintings, jewellery, scarabs, writing equipment, seals, coffins and mummies.

Books for children

Ancient Egypt	George Hart	Eyewitness Guides. Dorling Kindersley
Ancient Egypt	John Malam	Indiana Jones explores Evans
Ancient Egypt	Robert Nicholson and Claire Watts	Two-Can
An Egyptian Pyramid	Jacqueline Morley Mark Bergin and John James	Inside Story Simon & Schuster
Egypt	Steve and Patricia Harrison	BBC Fact Finders
Egypt 3118 BC - AD 642	Anne Millard	Great Civilisations Franklin Watts
Living in Ancient Egypt	Corinne Courtalon	Pocket World Moonlight Publishing
Pyramids of Ancient Egypt	John Clare and Rosalie David	I was there Bodley Head
See Inside: An Egyptian Tomb	R J Unstead	Kingfisher Books
The Ancient Egyptians Activity Book	Lise Manniche	British Museum Publications
The Egyptian World	Margaret Oliphant	Kingfisher History Library Kingfisher Books
What do we know about the Egyptians?	Joanna Defrates	Simon & Schuster

Archaeology - Useful addresses

English Heritage

The Historic Buildings and Monuments Commission (HBMC), popularly known as English Heritage, own and manage many of the most important archaeological sites in the country, and are responsible for the management and conservation of Scheduled Ancient Monuments.

Their Education Service produces a range of free published materials for teachers as part of its information service, and also arranges for school parties to gain free entry to over 350 historic sites in its care, ranging from prehistoric settlements to medieval castles.

They have produced a series of videos, site guides, teachers guides, discovery packs, handbooks and posters. The videos are available on free loan to teachers, and can then be purchased or returned. A full catalogue of publications and services available from English Heritage, the "Catalogue of Publications, 1992" can be obtained from:

English Heritage Postal Sales PO Box 229 Northampton NN6 9RY Tel: 0604 781163

English Heritage's Education Service produces, in addition, their own catalogue of specialist material free for schools, called 'Resources', and a newsletter called 'Remnants', both of which are available from:

English Heritage Education Service Keysign House 429 Oxford Street London W1R 2HD Tel: 071 973 3442/3

The Council for British Archaeology

Otherwise known as the CBA, is an independent body which aims to promote archaeological activities and the appreciation of the archaeological heritage in this country. It employs an Education Officer and produces guides and other materials for teachers. It has compiled a series of booklets especially for teachers, comprising the titles, 'archaeology in the classroom', 'archaeology in

the town', 'archaeology in the countryside', 'archaeology and science', 'archaeology in the primary school'. They also offer a leaflet entitled 'A Job in Archaeology'.

One of its most useful roles is in acting as a clearing house for information on current activities and events in the archaeological world, and it publishes a magazine called *British Archaeological News (BAN)* which also contains information on courses and excavations planned to take place, with details of how to become involved. As such, it is a must for anyone who wishes to gain experience of archaeological fieldwork and spend some time digging. The CBA can be contacted at:

Council for British Archaeology 112, Kennington Rd London SE11 6RE Tel: 071 582 0494

The CBA organises the Young Archaeologists Club, which arranges activities and events for young people of school age. Their address is:

Young Archaeologists Club Coordinator Clifford Chambers 4 Clifford St York YO1 1RD

The CBA also coordinates a number of Regional Groups which cover the whole country; these groups arrange walks and talks and sometimes field activities such as excavations. The groups differ from area to area, but most publish a local newsletter for members. For details of the local group in your area contact the Secretary at the London office.

Local Sources of Help and Information

Most County Councils now employ some archaeologists as part of their Planning or Museum Service. The County Archaeologist will have information on all the sites of archaeological interest in your county, and will be pleased to help you find out more about the sites in your locality. Phone up 'County Hall' and ask to speak to the County Archaeologist or the County Archaeological Service.

Many counties also have their own Archaeological Society, or Archaeology and Natural History Society. Many of these are long established institutions

with their own premises and many have a library. Some County Societies carry out fieldwork and excavation on their own initiative, and if not, provide a corp of volunteers to help the professional archaeologists in their area. Most also arrange for walks and talks to take place, and publish an annual journal reporting on events and excavations in the County. The County Societies are the main focus of involvement for those who see archaeology as a fascinating hobby, rather than as a way to make a living, and many of the societies activities may be social rather than scholarly.

To locate your local Archaeological Society try asking in your town's main library, or if this fails, contact the CBA for details.

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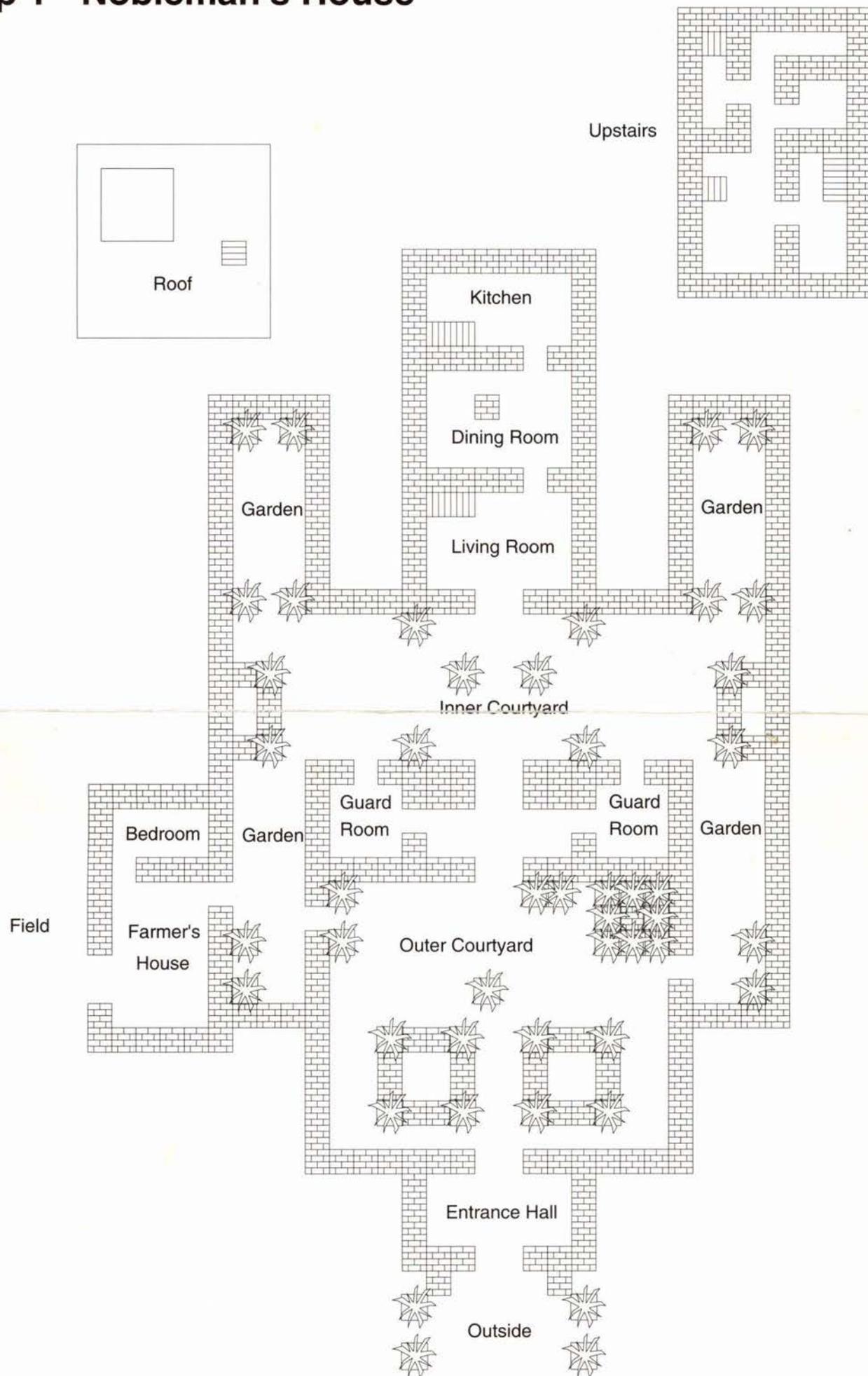
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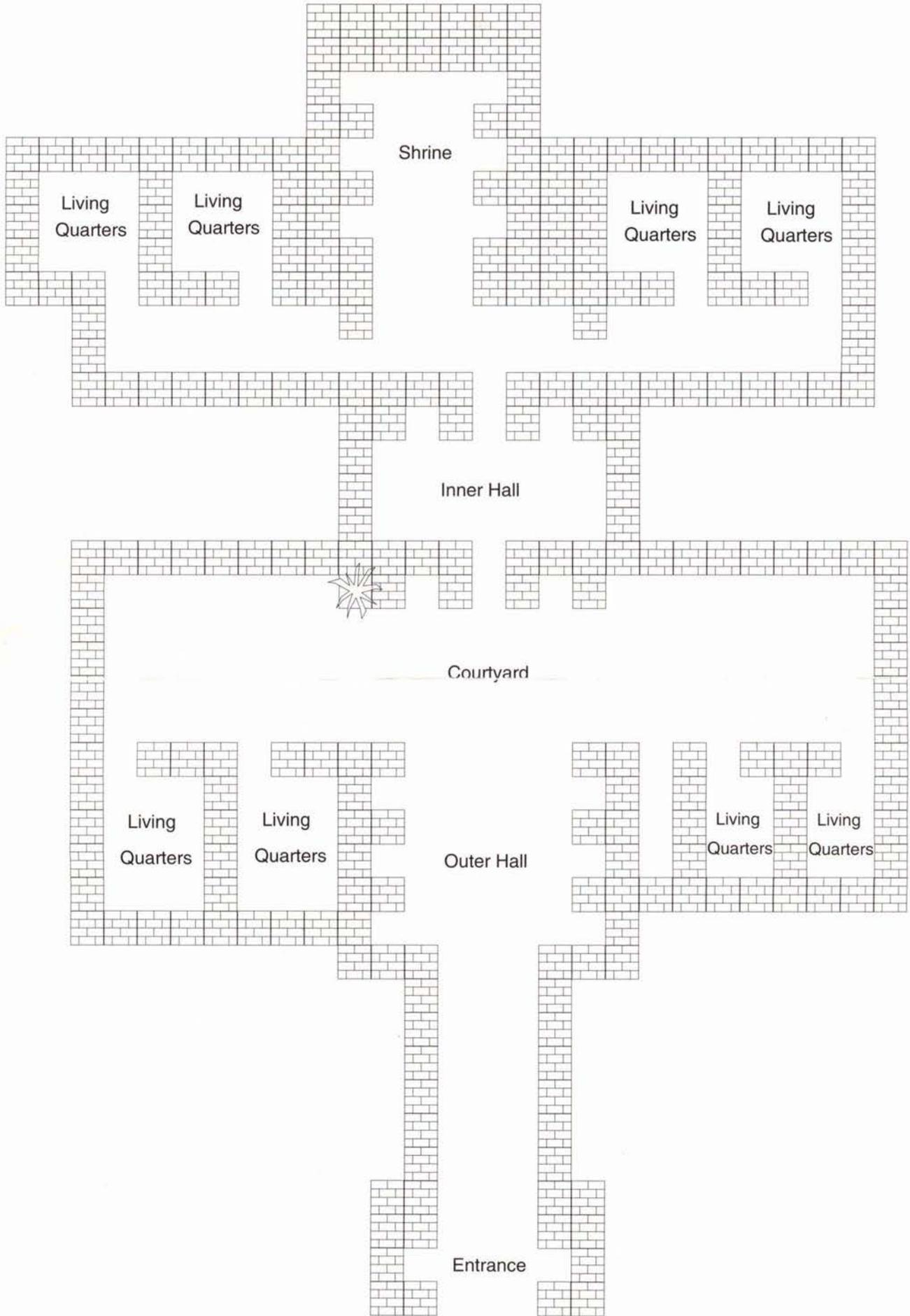
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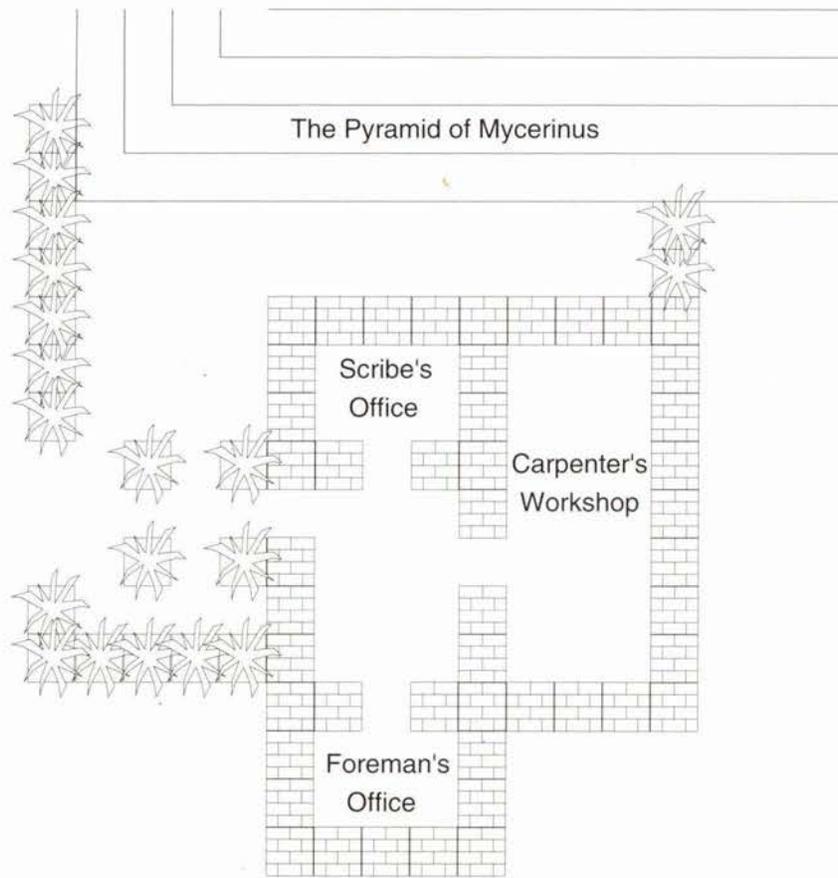
Map 1 - Nobleman's House



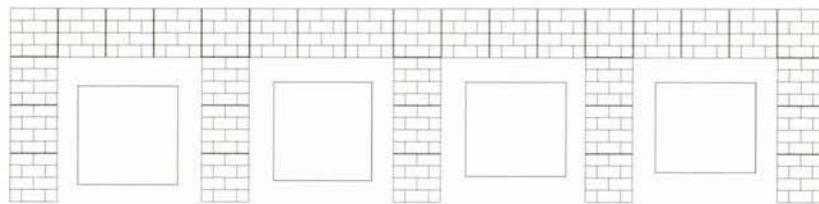
Map 2 - Temple at Giza



Map 3

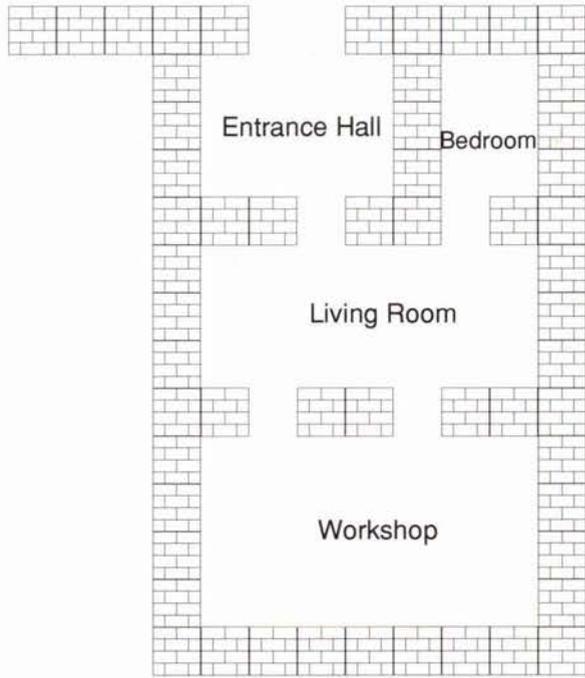


Pyramid under construction at Giza

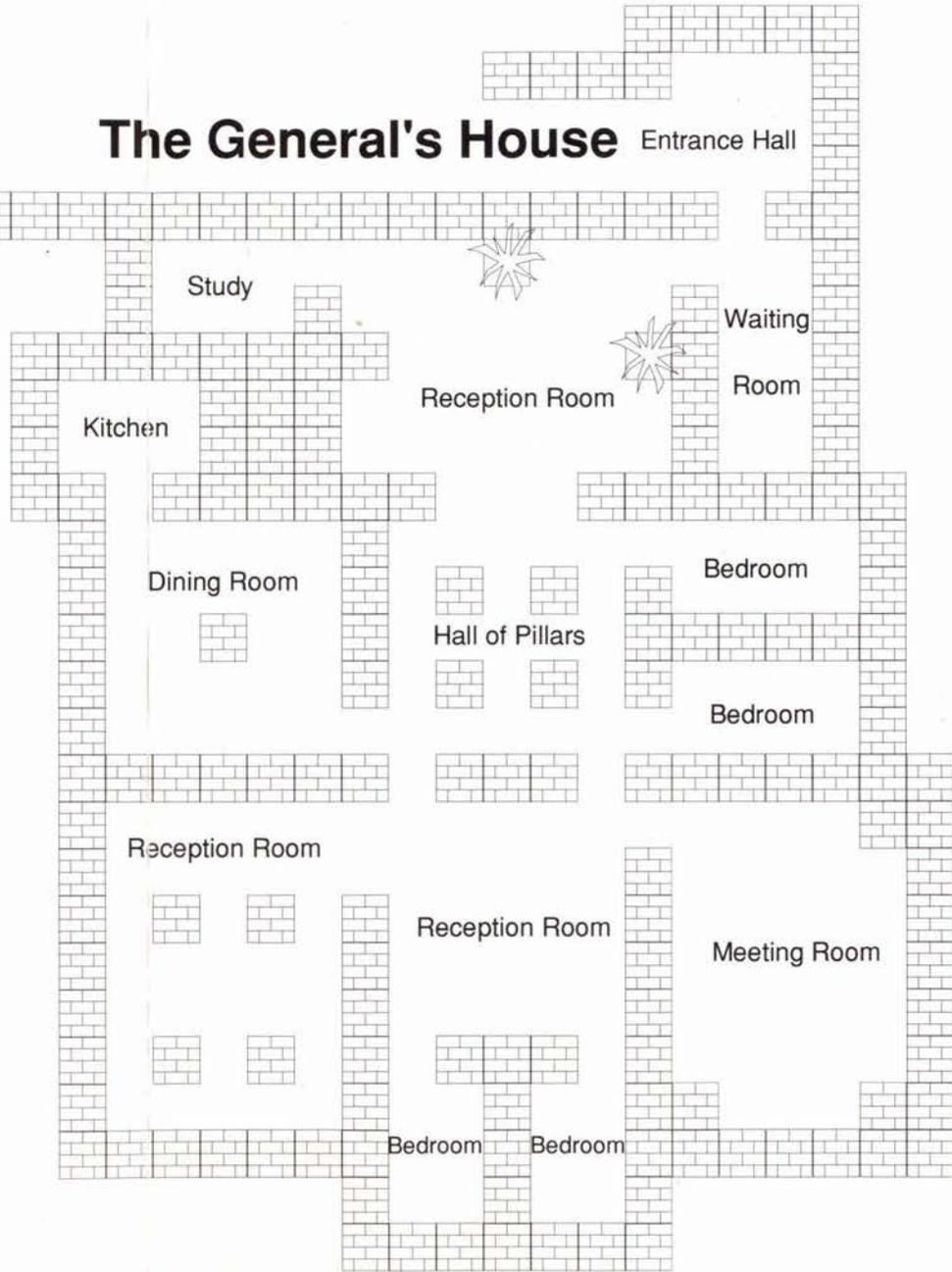


The market at Memphis

The House of Thutmose



The General's House



Arcventure II - Expedition Card 2

Objects

The following objects are found in the expedition.



Statue

Statue of the god Horus; given to players or can be traded at the market.



Message

A scroll tied with ribbon given to players.



Wood

Planks of wood can be found at the market.



Gold

Small pieces of gold given to the players by the carpenter.



Cat

Alabaster cat given to players as a welcoming present when they first arrive.



Adze

A carpentry tool found in the carpenter's workshop.



Pick

A farmer's tool found at the farmer's house.



Statue

A wooden figure found at Heirhenu's house.



Vase

A golden vase found in Heirhenu's house.

Arcventure II - Expedition Card 1

Characters

The following characters are from the reign of Mycerinus.



Heirhenu
The nobleman



Sumose
The head servant



Te
The guard at the house



Senu
The guard at the temple



Amenes
The priest at the temple



Jer
The head scribe



Menkara
The market stall holder



Amra
The farmer



Ahmose
The carpenter



Mira
The wife of Heirhenu

The following characters are from the reign of Akhenaton



Ramose
General in Akhenaton's army



Det
The head servant of Ramose



Thutmose
The sculptor